

Clenchwarton Primary School



SEND information report (Autumn 2021)

All governing bodies of schools and nurseries have a legal duty to publish information on their website concerning the implementation of their policy for students with SEN.

This information will be updated at least annually.

Schools approach and rationale

The West Norfolk Academies Trust group of schools is committed to providing a full and efficient education to all students and embraces the concept of equal opportunities for all.

We endeavour to be:

- Welcoming, safe, happy places where everyone is respected and listened to
- Providing Quality teaching
- Nurturing, within a caring environment
- Able to provide Learning Support Assistants to support and encourage independence
- Supportive for the whole family
- Providing a stimulating learning environment
- Committed to teamwork
- Providers of varied experiences including a wide range of opportunities

Who's who in our team



R Wenn
Chair of
Governors



J Borley
Executive
Headteacher



N Maddison
Executive Deputy
Headteacher



L Bambridge
SEN Governor



E Radiford
Trust Assistant
SENDCo - Primaries



C Nicholls
1:1 TA



T Menday
Trust SENDCo

Training of staff

Trust SENDCo – Primaries – Mrs T Menday

BA Hons QTS and 14 years experience as SENCO in varied environments including a hospital school.

Trust Assistant SENDCo – Primaries – Mrs E Radford

NVQ Children's Care, Learning and Development - 2017

Level 3 Ekklan - 2017

Mental Health Champion - 2018

Domestic Abuse Change Champion - 2019

Youth Mental Health First Aid – 2019

Designated Safeguarding Lead Update - 2021

Supporting Children and Young People with ADHD - 2020

Autism and Inclusion - 2020

Supporting Children with SEND; Responding to the Covid Lockdown and Transition back to School - 2020

Family Engagement - 2021

Early Help Assessment Plan - 2021

Teaching Assistance's and Mealtime Supervisor's

SEN CPD Programme by Trust Assistant SENDCo 2021 and 2022

CPD Programme by West Norfolk Academies Trust 2020 and 2021

Teacher's

CPD Programme by SENDCo 2021 and 2022

CPD programme by West Norfolk Academies Trust 2020 and 2021

Responsibilities: Trust SENDCo and Trust Assistant SENDCo

- Co-ordination of all support for students with special educational needs and/or disabilities.
- Development of the school's SEND policy to ensure that all students receive a consistent, high quality response to meeting their needs in school.
- Ensuring the involvement of parents in supporting their child's learning, informing them of the support they are receiving and including them in the review of their child's progress.
- Liaison with providers of external support.
- Updating the school SEND record of need (system to ensure that all needs are known and understood) and ensuring that records of all needs and progress are maintained.
- Ensuring that all staff are aware of each student's individual needs and/or conditions and the specific adjustments required to enable them to be included and make progress.
- Ensuring that all staff are supported in delivery the planned work or programme for each student to enable them to make the best possible progress. This may involve the use of additional adults, external specialist help and specially planned work and resources.
- Providing specialist support for teachers and support staff to enable them to help all students with SEND to achieve their potential.
- Organising training for staff to ensure that they are aware of and confident in meeting the needs of all SEND students.

Responsibilities: Teaching staff

In our school the class teacher is recommended as the first point of contact for parental concerns and is responsible for the following:

- Ensuring that all students have access to good/outstanding teaching and the curriculum is adopted to meet individual students' needs (differentiation).
- Checking student progress and identifying, planning and making reasonable adjustments as required. For example, targeted work, additional support, adapting resources, etc. and discussing amendments with the SENDCo as necessary.
- Demonstrating, modelling inclusive practice and sharing this practice with their team.
- Ensuring that the school SEND policy is followed in their classroom for all students with any SEND.

Responsibilities: Student and Home

Students with SEND often have a unique knowledge of their own needs and circumstances, as well as their own view concerning the support they need to help gain the most from their education.

They will be encouraged to participate in the decision making process, including the setting of learning targets and contributing to pupil passports. This will be achieved through a variety of approaches as appropriate to the age of the student. These include:

- Questionnaires
- Student set targets
- Pupil interviews

Home will be expected to provide:

- Love
- Nourishment
- Emotional support
- Clothes and equipment
- Varied experiences
- Wide range of opportunities
- Homework support

Definition of Special Educational Needs (SEN)

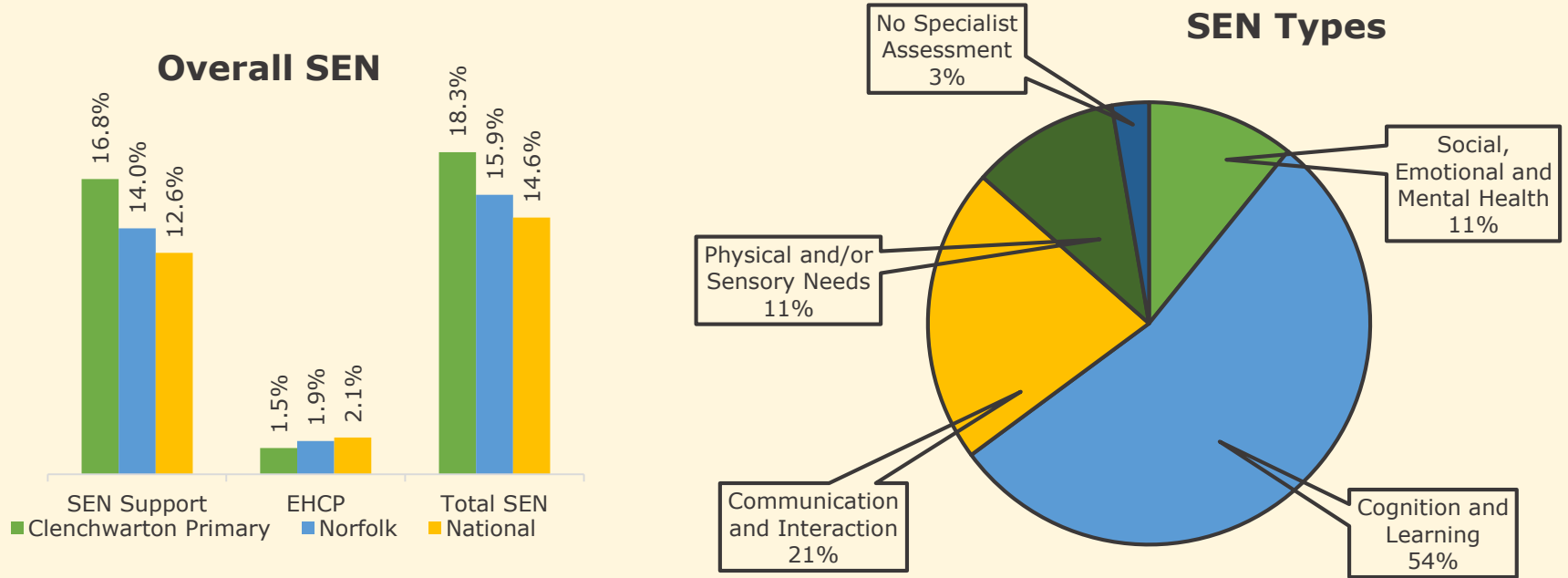
Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions given above or would do so if special educational provision was not made for them.

Types of Special Educational Needs

- Communication and Interaction
 - ASD (Autistic Spectrum Disorder)
 - SLCN (Speech, Language and Communication Needs)
 - Speech and Language Difficulties
 - Autism
- Cognition and Learning
 - MLD (Moderate learning difficulties)
 - SLD (Severe learning difficulties)
 - PMLD (Profound and Multiple learning difficulties)
 - SpLD (Specific learning difficulties) For example dyslexia, dyspraxia, dyscalculia and dysgraphia.
- Social Emotional Mental Health
 - ADHD or ADD (Attention Deficit Hyperactivity Disorder or Attention Deficit Disorder)
 - ADD (Oppositional Defiant Disorder)
- Sensory needs
 - VI (Visual Impairment)
 - HI (Hearing Impairment)
 - MSI (Multi-Sensory Impairment)
- Physical Difficulties / Disability
 - Cerebral Palsy Hydrocephaly
 - Muscular dystrophy
 - Trisomy 21 (Down syndrome)

Types of Special Educational Needs at Clenchwarton Primary School



Working together

At Clenchwarton Primary School we are committed to working together with all members of our school community. This local offer has been produced in conjunction with students, parents/carers, governors and members of staff.

Parents who wish to provide feedback or become involved in future reviews of our offer are welcome to contact the school on:
01553 775035

Or email Mrs Radford at:

e.radford@westnorfolkacademiestrust.co.uk

Or Mrs Menday at:

t.menday@westnorfolkacademiestrust.co.uk

Identification of special education needs

At Clenchwarton Primary School we are committed to ensuring that all learners have access to learning and for those who are at risk of not learning, we will investigate and intervene. It does not follow that all vulnerable learners have SEN. Only those with a learning difficulty which requires special educational provision will be identified as having SEN.

Learners can fall behind for many different reasons. They may have been absent from school or have attended many different schools and not had the opportunity to learn consistently.

We endeavour to ensure that students' needs are identified and met as early as possible and adopt the following procedures for identification and assessment:

- When a student joins the school, the analysis of data including information from Early Years settings or previous primary schools or other placements, Key Stage 1 SAT's, reading and spelling ages and reports from other professionals who are involved with the student.
- The student in context profile.
- Teacher concerns.
- Acting on parental concerns.
- Tracking individual student progress over time.
- Pupil voice

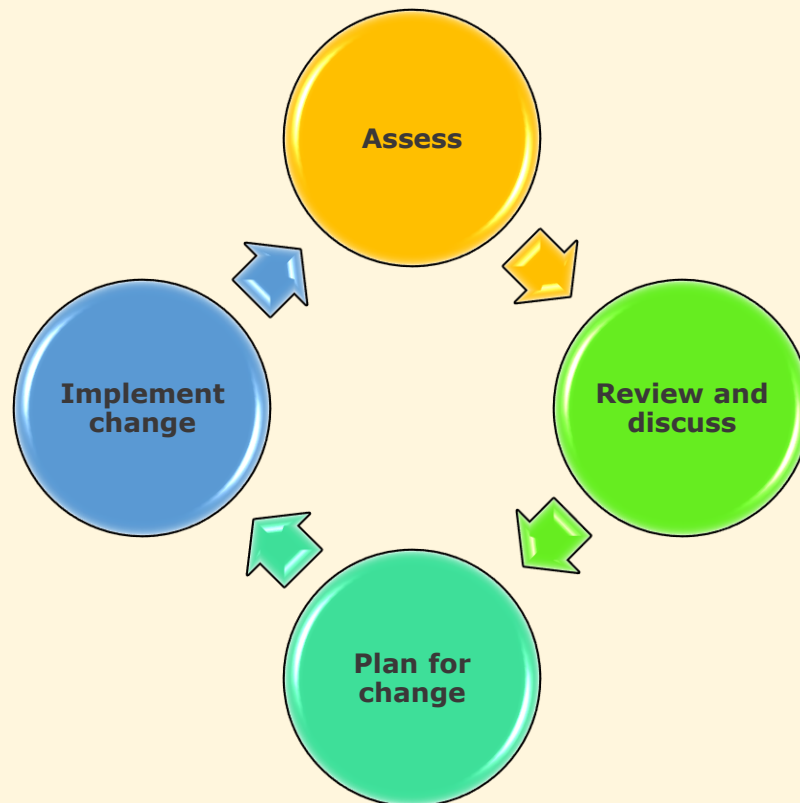
In some cases a more in-depth, individual assessment may be carried out by the school. This can take many forms, including a reading assessment, observation of the student, one-to-one work in a certain area or a specific questionnaire. The school has adopted levels of intervention which are based on the code of practice.

Identification of special education needs

- A continuous cycle of planning, teaching and assessment taking account of the wide range of abilities, aptitudes and interests of our students forms the foundation of our work. The majority of students will learn and progress within this framework.
- In addition specific strategies designed to meet differing needs may also be used.
- If the SENDCo/Assistant SENDCo (or a teacher) identifies a special educational need for a student, they may use additional or different interventions to those provided within the usual differentiated curriculum offer and strategies. Following consultation with parents, specific interventions may also be used.

Assess Plan Review Do cycle

- If there is a identified a special educational need for a student, they may use additional or different interventions to those provided within the usual differentiated curriculum offer and strategies implemented by the class teacher. We will use an “assess-plan-review-do” cycle.



Application for an Educational Health Care Plan (EHCP)

- If a student continues to make less than expected progress, assistance from external services would be requested, again in consultation with parents.
- External specialists can play an important part in the very early identification of special educational needs and in advising schools on effective provision.
- If a student is still a cause for major concern or making no progress, an application for an Education Health and Care Plan may be considered.
- Where a request for an Education Health and Care Plan assessment is made by a school to the Local Authority, the student will have given significant cause for concern. The student's needs are not being met by the local offer.
- The Local Authority will seek evidence from the school that any strategy or programme implemented by the "assess-plan-do-review" cycle for the student has been continued for a reasonable period of time without success for several cycles.

The local authority and their support services in meeting the needs of pupils with special educational needs.

Local offer:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

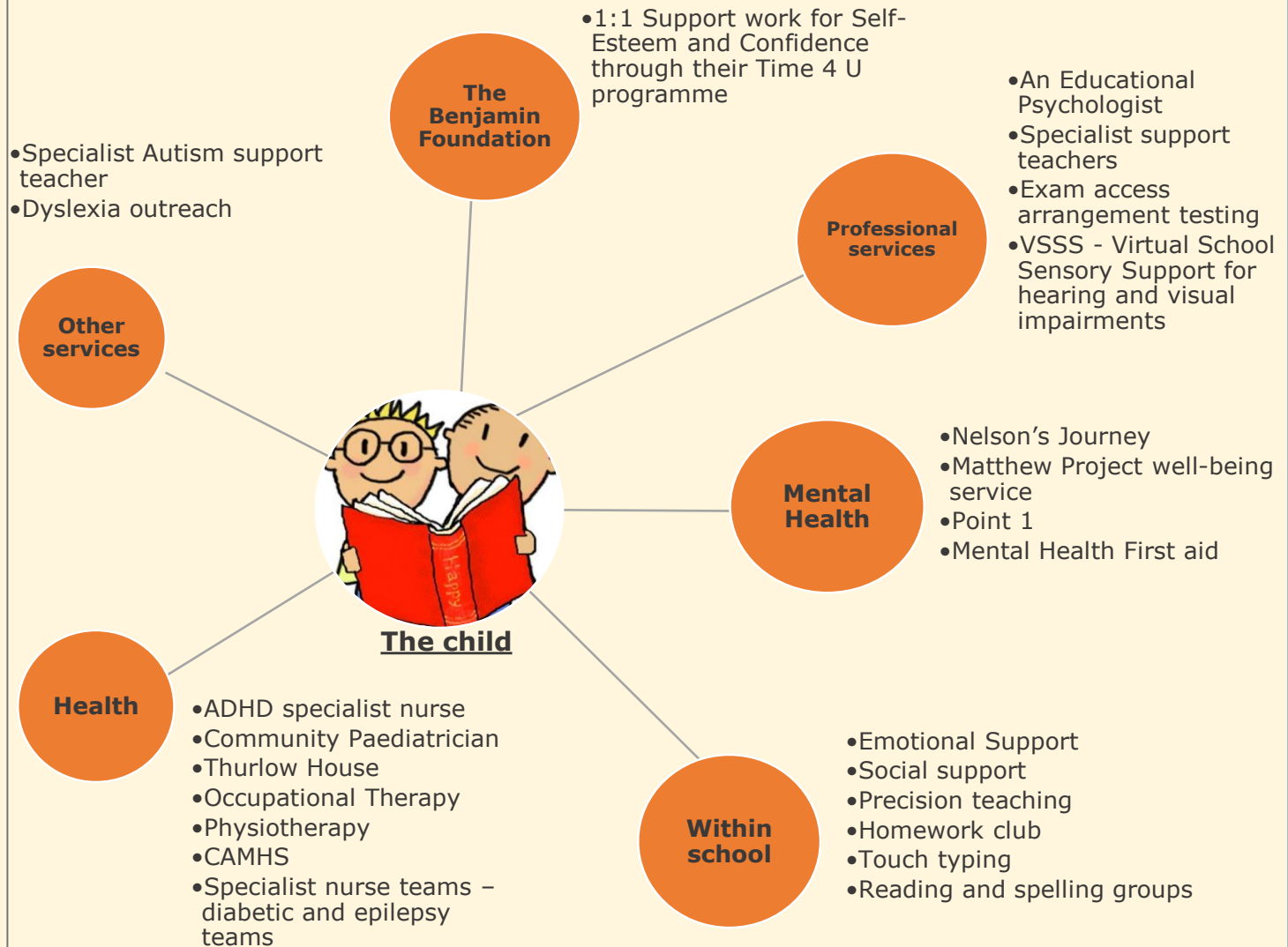
Norfolk County Council's (NCC) local offer for students with Special Educational Needs has been developed in conjunction with the cluster local core offer in order to provide a consistent response to all students and families in our care.

This local offer will provide clear, comprehensive and accessible information concerning the provision made for students with SEND. It also forms part of the Norfolk Local Offer for learners with SEN.

What is the provision for special educational needs at Clenchwarton Primary School?

Clenchwarton Primary School has access to support from a number of different services.

Reasonable adjustments are made to cater for the needs of individual children and we have a variety of programmes to boost and support pupils if necessary.



Adaptations the curriculum and learning environment for pupils for special educational needs

- All staff are trained to adapt lessons to enable every student to learn at their own pace and in their own way.
- Additional resources are created or provided as required.
- Staff are trained to adapt lessons to a range of specific learning difficulties including dyslexia, autistic spectrum disorder, speech, language and communication needs and behavioural, emotional and social difficulties.
- A variety of teaching methods are employed, covering visual, aural and kinaesthetic.

Our school's approach to teaching SEND

Our high quality teaching includes:

- Our lessons are structured to support SEND students with routine and all lessons start with a calm meet at door and we are clear what is expected of students in lessons.
- Lessons start with recapping on prior learning to check on understanding.
- We will support students with scaffolding and model answers.
- Pupils are grouped in a mixture of ways. In some subjects they are in mixed ability groups and in the core areas they are set according to ability.
- We have a number of transitions throughout the school day. We can support students with transitions with visual timetable if needed. There are warning bells so students are clear on times to transition between lessons and breaks.
- Other practical ways we support students (this is not a complete list):
 - Overlays, coloured paper and exercise books
 - Larger text
 - Time out cards
 - Reading pens
 - Laptops
 - Interventions – spelling, reading, handwriting, touch typing, to name a few
 - Test access arrangements – prompts, quiet spaces, reading pan, scribes, 25% extra time.

Engagement of learning supported

- When necessary we will arrange interventions by need:
 - Spelling
 - Reading
 - Emotional Support
 - Handwriting
 - Touch typing
- We will work with outside agencies, for example:
 - Physiotherapy
 - SALT - Speech and language Teams
 - ATT – Access Through Technology
- Other ways we support students:
 - Ramps to enable disabled access to all areas of our buildings

Arrangements for assessing the progress and reviewing the progress of pupils with special educational needs

Assessment:

Effective assessment systems are implemented as early as possible in conjunction with other agencies by:

- Encouraging parents/carers and the Trust schools to work together to recognise and support students with special educational and disability needs at the earliest stage, drawing on external advice where necessary and using delegated resources flexibly to make appropriate provision.
- Ensuring that Trust schools, in liaison with other agencies, meet statutory obligations to students with special educational and disability needs and their families within the prescribed timescales.
- Working with other agencies to implement Early Help Assessment Plans (EHAP's) as part of a co-ordinated and staged approach to early identification and intervention.

Arrangements for assessing the progress and reviewing the progress of pupils with special educational needs

Monitoring:

Monitoring progress is an integral part of teaching and leadership at Clenchwarton Primary School. Parents, carers, students and staff are all involved in reviewing the impact of interventions for learners with SEN. The 'assess, plan, do, review' model is followed to ensure that parents/carers and students are involved in each step. The SENDCo/Assistant SENDCo collates the impact data for interventions to ensure that they are effective. Whole school progress data for all students is collated and monitored by teachers, senior leaders and governors. Whole school and cluster data is also monitored by the Local Authority and Ofsted. Student progress towards target outcomes is assessed by:

- The use of tracking data to check that progress is good across the curriculum.
- Monitoring the progress of all students at least every half term by the Senior Leadership Team and SENDCo/Assistant SENDCo.
- For students with Statements of SEND or Education and Health Care Plans, the SENDCo/Assistant SENDCo and where possible the appropriate teachers and teaching assistants, discuss progress with parents at individual review meetings

Funding

Clenchwarton Primary School receives funding from the Local Authority to support the needs of students with SEN.

The funding received for: 2018/19 was £67,231
 2019/20 was: £74,064
 2020/21 was: £71,683

The funding for 2021/22 will be: 67,985

Link to our budget share tracker:

<https://csapps.norfolk.gov.uk/BudgetShare/default.aspx>

Costed Provision Map

Will be added shortly once this has been approved for 2021 and 2022.

Additional support for learning

Equipment/Resources for additional support:

- We use a range of individual or group programmes to assist learners according to their needs.
- Any specific or physical requirements will be assessed individually and equipment will be provided, where possible, to meet those needs with the help of the Local Authority SEND services.
- All learners should have the same opportunity to access extra-curricular activities. The school offers a range of additional clubs and activities and is committed to making reasonable adjustments to ensure participation for all.

Evaluation the effectiveness of provision

There is clearly a challenge to allocate resources and interventions with respect to funding.

In providing additional support for students, this will be provided from a perspective of evidence based scenario.

If we have found from school- based or research that interventions do not improve student outcomes we may withdraw this intervention. Again we will use the “assess-plan-review-do” cycle.

In general, interventions are undertaken in six week blocks with an assessment at the beginning and end to assess their effectiveness.

How we enable pupils with special educational needs to engage in the activities of the school together with students who do not have special educational needs

We have a number of extra-curricular activities that take place at Clenchwarton Primary School, ranging from after school clubs to residential trips.

We support students on these by ensuring we make reasonable adjustments are made that every young person is included in every aspect of school life.

We therefore undertake risk assessments for all our pupils in conjunction with the school trip leader, parents, and any outside agency where appropriate.

All our buildings are wheelchair accessible and we have a number of disabled facilities within school. Ranging from toilet facilities to parking bays.

Support for social emotional, and mental health (SEMH) development of pupils with special educational needs (SEN)

- We at Clenchwarton Primary School have a 'whole school approach' to a young person's well-being. Their well-being and mental health are everyone's business. That is, all staff, other students, governors, the community and outside agencies.
- We have a number of mental health first aiders and mental health champions.
- We have developed a culture of talking about emotions and feelings. There is an acknowledgement difficulties and it is ok to accept help.



A Webb
Class Teacher
Mental Health Champion
Mental Health First Aider



Mrs E Radford
Trust Assistant SENDCo
Mental Health Champion
Mental Health First Aider - Youth



P Bland
Teaching Assistant
Mental Health Champion
Mental Health First Aider

Consultation with parents and young people about special educational needs and involving in their education

In accordance with the SEN Code of Practice, the Terrington cluster schools believe that all parents of children with SEN should be treated as equal partners. The cluster schools have positive attitudes to parents, provide user-friendly information and strive to ensure that they understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education.
- Have knowledge of their children's entitlements within the SEN framework.
- Make their views known regarding how their children are educated and, where appropriate, co-produce plans to meet their Special Educational Needs.
- Access information, advice and support during the assessment process.

Transition support to and from Clenchwarton Primary School

Clenchwarton Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions. Transition may be to a new class in school, a new teacher or moving to a new school.

Prior to admission to Clenchwarton Primary School we liaise closely with other professionals who have had recent links with the pupil in the following ways:

- Annual Reviews held in the year prior to joining our EYFS class will be attended. We encourage High Schools to attend
- Additional visits and discussions with parents and the child will be explored and where needed further transition support during Year 6 will be included.
- For those with an EHCP and where this is known in sufficient time interventions will be planned and in place for the first weeks.
- Where a primary school has identified a child as having a SEN and additional support this will be recorded by the secondary school, shared with teaching staff and monitored across the first year. Needs will be evaluated and if sufficient progress is made the pupil removed from the SEN register.
- Where progress is not as expected the class teachers in conversation with the SENDCo/Assistant SENDCo will discuss further assessment and other interventions could be put in place.

Complaints and the governing body

Parent views are important. The first point of contact is always the person responsible, which may be the class teacher, form tutor, Trust Assistant SENDCo or Trust SENDCo.

If this does not resolve the matter, parents should refer to the relevant Head teacher or ask to contact the school's governor representative. If a parent feels that an issue has not been resolved, they can request a meeting with the Chair of Governors of the school.


A copy of the Schools Complaints Policy found:

<https://www.clenchwartonprimary.co.uk/attachments/download.asp?file=192&type=pdf>

Signposting of policies and procedures

Special Educational Needs Policy

Special Educational Needs Policy
Clenchwarton Primary School
2020-21



Keep Smiling, Aim High and Achieve your Goal

Report Approved	28/01/21
February 2021	Teresa Mendley
July 2021	Teresa Mendley
September 2021	Jo Borley

SENCO	Exec. SENCO	Link Governor
Teresa Mendley	Jo Borley	Rick Ween

Accessibility Policy

WILKINGHAM ROAD (THE WALKER) PRIMARY AND INFANT SCHOOLS
ACCESSIBILITY POLICY

Target	Responsible	Responsible	Timeline
To ensure all current policies to review potential physical barriers to access to ensure compliance with the Equality Act 2010	To ensure all current policies to review potential physical barriers to access to ensure compliance with the Equality Act 2010	Headteacher, SENCO, Designated Safeguarding Lead, SENDCO, and other relevant staff	Autumn Term 2021
To ensure all current policies to review potential physical barriers to access to ensure compliance with the Equality Act 2010	To ensure all current policies to review potential physical barriers to access to ensure compliance with the Equality Act 2010	Headteacher, SENCO, Designated Safeguarding Lead, SENDCO, and other relevant staff	Autumn Term 2021
To ensure all current policies to review potential physical barriers to access to ensure compliance with the Equality Act 2010	To ensure all current policies to review potential physical barriers to access to ensure compliance with the Equality Act 2010	Headteacher, SENCO, Designated Safeguarding Lead, SENDCO, and other relevant staff	Autumn Term 2021

Medical Needs Policy

West Norfolk Academies Trust

WNET Primary Schools

Policy for Supporting Pupils with Medical Conditions

Reviewed by: Trustees
 Date of Approval: June 2021
 Next review date: June 2023

Behaviour Policy

West Norfolk Academies Trust

Primary Academies Behaviour Policy 2021

Safeguarding Policy

WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION
 Clenchwarton Primary School
 September 2021


Policy Consultation & Review


This policy is available on our school website and is available on request from the school office. We also inform parents and carers about the policy when their children join our school and through our school newsletter.

We recognise the expertise our staff built by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape the policy and associated safeguarding arrangements.

The policy is provided to all staff of inclusion alongside our Staff Code of Conduct, behaviour policy and the safeguarding response to those pupils who are missing from education, all staff are provided with their own of the relevant guidance: Keeping Children Safe in Education: DfE (2021).

This policy will be reviewed in full by the Governing Board on an annual basis. This policy was last reviewed and approved by the Governing Board in February 2021. It is due for review on 19/02/2022.

Signature:  Headteacher Date: 28/01/21

Signature:  Chair of Governors Date: 23/01/21

Equality and Diversity Policy

West Norfolk Academies Trust

Equality and Diversity Policy and Objectives

Reviewed by: Trustees
 Approved: May 2021
 Next review date: May 2025

Admissions Policy

Clenchwarton, Walpole Cross Keys and West Lynn Primary Schools

Admissions Policy 2021

The intake level is 30 children per year group at Clenchwarton and West Lynn and 8 children per year group at Walpole Cross Keys.

Aims

We aim to:

- provide a flexible introduction to school,
- make the transition from home-to-school to school a smooth, happy experience, where children feel confident and secure,
- enable staff to plan for the smooth running of the whole class throughout the year.

Organisation

- Children born between 1st September and the 31st August may start school at the beginning of the Autumn Term before their fifth birthday. They may attend part time for their first week and then full time after that.
- All Reception children (ie 4 & 5 year olds) must have a full day for school.
- Reception children may be taught in a class that is purely reception age.

Structure for pre-school liaison and the reception of new children

- Reception staff will home-visit pre-schoolchildren from the Spring Term.
- Children will attend school for sessions in the Summer Term.
- Parents/guardians are invited to a meeting in the school hall in Summer Term, when information about the Foundation Stage Curriculum and general advice on helping children prepare for, start and settle into school is provided.
- The Foundation Stage Profile assesses the children's progress to the end of Reception. Single copies of appropriate documentation from the Reception Pack are made available for parental reference at the pre-school/primary.

Date Approved:
 Date of Review:
 Signed:

Further sources of support

Support name	Website address	Email address	Telephone numbers	Brief description of service	Who is it for
Local offer	https://www.norfolk.gov.uk/children-and-families/send-local-offer	n/a	n/a	Find information on support in education Learn about special needs services that can help children, young people and their families Find a support network - parents, groups and organisations. Get guidance and advice about how to help a young person plan their adult life	Anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk.
Norfolk SENDIASS (Information, advice & support services)	https://www.norfolksendclass.org.uk/	norfolksendclass@norfolk.gov.uk	01603 704070	We provide free and impartial information, advice and support about special educational needs & disabilities (SEND).	For children, young people, parents and carers.
Contact a family	https://contact.org.uk/	info@contact.org.uk	0808 808 3555	Contact is a trading name of Contact a Family. We run a free helpline for parents and carers with a disabled child aged from birth to 25, living in any part of the UK. Your child does not need a diagnosis for you to call our helpline. We support families, bring families together and help families take action for others.	Parents and carers with a disabled child.
SEND Gateway	https://www.sendgateway.org.uk/	info@wholeschoolsend.com	020 3925 3596	The SEND gateway is an online portal offering education professionals free, easy access to high quality information, resources and training for meeting the needs of children with special educational needs and disabilities (SEND).	Educational professionals
Independent Parental Special Education Advice (IPSEA)	https://www.ipsea.org.uk/	office@ipsea.net	01799 582030	Our vision is that children and young people with special educational needs and disabilities are able to fulfil their potential. We help children and young people with special educational needs and disabilities, and their families and carers, to get the appropriate education, training and support to which they are entitled under the law.	Children and young people with special educational needs and disabilities, and their families and carers
Family Voice	https://www.familyvoice.org.uk/	office@familyvoice.org.uk	07950 302937	Is the parent carer forum for Norfolk. We work with (not for) the local authority, health and social services to improve services for children and young people with special educational needs and/or disabilities (SEND) and their families.	Families, children and young people with SEND.