



## SEN Information Report for Bressingham Primary School 2022-23 Part of the Norfolk Local Offer for Learners with SEN

Talking about the pictures helps me with my sounds and ideas. We play fun games and sometimes we do stories.

-Bressingham Pupil

I've had a huge amount of support in maths so now I feel ready for High School.

-Bressingham Pupil

Children coming to this school shouldn't feel worried if they feel a bit behind in their learning because this school will help you catch up quickly.

-Bressingham Pupil

At the start of the year I didn't really even know about fractions and for my English they helped so much...now I've heard how much my English has improved over the year!

-Bressingham pupil

The adults in our class help me to understand things – they make everything clearer!

-Bressingham Pupil

I do easier work in a group, like my multiples, and that helps me with my other work in the classroom.

-Bressingham Pupil

## **Introduction**

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disability (SEN). We have a legal duty to publish information on our website about our policy for pupils with SEN. The information published will be updated annually.

A summary of our School Offer for Learners with SEN can be found at the end of this report. This provides an overview of the provision we offer. If you wish to discuss any SEN matters the best people to contact are:

Dawn Gudde –Headteacher, SENCO  
Chair of Governors- Mr Timothy Cox  
Governor responsible for SEN- Mrs J Montagner

Alternatively, if you think your child may have SEN please speak to their Class Teacher. Parents are always welcome to speak to their child's class teacher if they have any concerns; please contact us to make an appointment.

## **Our approach to teaching learners with SEN**

At Bressingham Primary School we aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. Our vision is for:

- a warm, caring, collaborative, resilient and respectful community, with the highest aspirations for all in learning, attitudes and behaviour
- a place where our pupils experience and enjoy an exciting curriculum, featuring our memorable moments

We believe in participation for all. We want all adults and children to participate in learning and aim to raise standards for all, closing any gaps affecting pupils' progress. We want to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. We monitor progress of all learners, and staff continually assess, ensuring that high quality learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings. Our school improvement plan is about developing learning for all and details our planned continued professional development (CPD) opportunities for all staff.

## **How we identify SEN**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN:

**“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**

**(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If a learner is identified as having SEN, we will provide provision that is ‘additional to or different from’ the normal curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn. They may speak English as a second language; they may be worried about different things that distract them from learning. At Bressingham Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. **As detailed above, only those with a learning difficulty that requires special educational provision will be identified as having SEN.**

The SEN Code of Practice identifies four areas of SEN:

- communication and interaction
- cognition and learning
- social, mental and emotional health
- sensory and/or physical

### **Assessing SEN at Bressingham Primary School**

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Bressingham Primary School we ensure that assessment of educational needs directly involves the learner, their parents/carer and their teacher. The Special Educational Needs Co-ordinator (SENCO) may also support with the identification of barriers to learning. We have a range of assessment tools available.

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. Sometimes we seek advice or support from outside agencies, to help us to provide the best outcomes for children with SEND. These agencies include:

- Just one Norfolk website, Just one Number phonenumber (JON)
- School Nursing Service (via JON)
- Virtual School Sensory Support (hearing, vision)
- Speech and Language Therapists (via JON)
- Educational Psychologists
- Counselling service
- LINK (mental health advice and support)
- Child and Adolescent Mental Health Service
- School to School support

We have access to services universally provided by Norfolk County Council, which are described on their Local Offer website at:

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

### **What we do to Support Learners with SEN at Bressingham Primary School**

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards detail the expectations on all teachers.

Our teachers will use various strategies to adapt access to the curriculum; this might include using:

- visual timetables
- writing frames
- i-pads, laptops or other alternative recording devices
- peer buddy systems
- positive behaviour rewards system
- overlays or printing on blue paper to assist with visual stress

Each learner identified as having SEN, is entitled to support that is ‘additional to or different from’ a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is recorded on provision maps which describe the interventions and actions that we undertake at Bressingham Primary School to support learners with SEN across the year groups. Our provision maps are working documents which are modified regularly through the year, as our learners and their needs change.

Anonymous information about the progress of children with SEND is shared with the Governing Body, who are able to ensure that we monitor the impact of these interventions on learning across the school.

### ***What if they need more?***

If we consider children to require further involvement over and above that detailed within a provision map, or a child has an existing Education, Health and Care Plan in place, we hold a ‘Personal Profile’ meeting. The regularity of these meetings will be dependent on need and will involve parents, class teacher, sometimes the SENCO and/or a teaching assistant, and the pupil (who may be at the meeting, or share their views before the meeting, as appropriate).

### **Funding for SEN**

Bressingham Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. Further funding may be provided by the Local Authority for children with ‘high needs’; this funding system is under frequent review.

### **How do we find out if this support is effective?**

Monitoring progress is an integral part of teaching and leadership within Bressingham Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the ‘assess, plan, do, review’ model and ensure that parents/carers and children on the SEN register are involved in each step. Before any additional provision is selected to help a child, the teacher, parent/carer and learner, and SENCO when needed, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children on the SEN register, their parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be as part of a formal review meeting held with parents, where we all discuss progress and next steps. If a learner has an existing Education Health and Care Plan (EHC plan), the same review conversations take place, in addition to a formal review annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is shared across the whole school

and monitored by Senior Leaders and Governors. We do training and link with other schools for moderation activities so we can ensure that our judgements stand up to scrutiny. Our data is also monitored by the Local Authority and Ofsted.

### **Other opportunities for learning**

All learners at Bressingham have the same opportunity to access extra-curricular clubs and activities run by staff or external providers. These vary through the year. We are committed to ensuring that reasonable adjustments are made to allow participation by all.

All staff have regular training in the requirements of the 2010 Equality Act. This legislation places specific duties on school, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined by the Equality Act and to ensure it makes 'reasonable adjustments'.

The 2010 Equality Act definition of disability is: "A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities."

This definition includes learners with long-term conditions such as asthma, diabetes, epilepsy and cancer. Children with these conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Children may therefore be covered by both SEN and disability legislation.

Further information about the 2010 Equality Act and related issues can be found at:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

### **Preparing for the next step**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher or moving on to another school. Bressingham Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. We build in transition to new classes and to new teachers for all children in the summer term, so that they are confident when they transfer fully in the following September. Transition to secondary schools will be discussed in the summer term of Year 5 for those who may need a different setting or extra transition, to ensure time for planning and preparation. We have an excellent relationship with Diss High School, to which most of our pupils transfer for secondary education, whereby children needing more transition time are able to spend more time at the high school before they transfer.

### **Useful links**

Bressingham Primary School Anti-bullying policy and Accessibility Policy - [Bressingham Primary School](#)

SEN in Norfolk – [www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)

Norfolk SEND Partnership - <https://www.norfolksendpartnershiass.org.uk/>

National SEND code of practice: 0 to 25 years - <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



## School Offer Summary

This summary is designed as a tool to support parents and carers in understanding the range of SEN support and provision on offer at Bressingham Primary School.

### **Social Skills programmes/support including strategies to enhance self-esteem**

- Playground buddies
- Circle time activities
- Forest Schools group – designed to enhance self-esteem, self-regulation, communication and language
- ‘Time to Talk’ and ‘Socially Speaking’ games
- Peer mediation – children themselves support one another in resolving any playtime disputes
- 5-point scale to help self-regulation of emotions
- Support from One-to-One Counsellor
- DESTY emotional resilience programme

### **Access to a supportive environment – IT facilities/equipment/resources etc.**

- Coloured overlays for reading; coloured paper
- Specialist equipment to access the curriculum e.g. writing slopes, named pencils for coloured blindness, pencil grips
- IT software provision to enhance curriculum and for interventions e.g. Nessy
- Disabled access ramps
- Disabled toilet (adult & child)
- Access to a laptop or ipad, sometimes through ‘Access through Technology’
- Visual timetables

### **Strategies/programmes to support speech and language**

- Talk partners
- Use of visual strategies to support language
- Advice from a speech and language therapist or educational psychologist and follow-up activities
- Interventions from a speech and language therapist

### **Strategies to maintain regular communication with parents**

- Meet and greet session at the start of the day
- Handover at the end of the day
- Easy parental contact via daily meet and greet/ departure, email, phone, meeting
- Personal Profile meetings – at least twice per year; regularity is dependent on need
- EHCP Review meetings

**Strategies to support/develop literacy including reading**

- Little Wandle Letters and Sounds revised programme with a strong, linked support programme
- Whole class reading sessions from Year 2-6, three to four times per week
- Planned interventions such as Nessy
- Literacy aids easily accessible in classes

**Strategies to support/develop numeracy**

- Small group support in class
- 1:1 or small group booster opportunities
- Planned interventions such as Power of 1 and Power of 2

**Strategies to support behaviour**

- Use of the school behaviour policy
- Peer mediation
- Positive behaviour modelling in classes
- In class reward systems
- 5-point scale to help self-regulation of emotions
- Support from One-to-One Counsellor
- DESTY emotional resilience programme
- Positive behaviour plan
- Many staff are Norfolk STEPs trained

**Strategies to support physical/ sensory needs**

- Use of fiddle toys, wobble cushions, physical or sensory breaks
- Calm corner
- Building of core strength, gross motor or fine motor skills

**Strategies/support to develop independent learning**

- Access to iPads and laptops
- Super learning powers are taught and promoted: resilience, resourcefulness, reflectiveness, reciprocity

**Support/supervision at unstructured times of the day**

- Named TA at playtimes when needed
- Named midday supervisor at lunchtime when needed
- Class handover to parent-carer
- Buddies may provide support