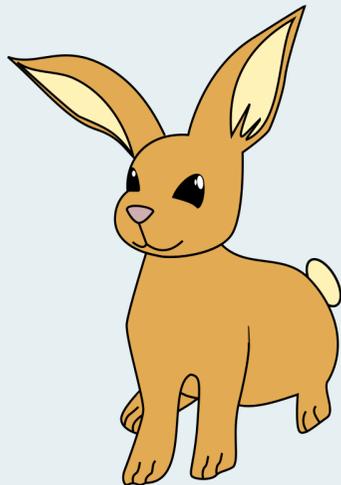


Bressingham Primary School  
SEN Policy and Information  
Report  
September 2022



## Introduction

### For all our children...

We want to help you with your learning.

If you are finding learning difficult, please speak to your teacher, or to any of the other adults who work at the school.

You may be finding it difficult to...

...see

...hear

...concentrate

...think for a long time

...stay still

...organise yourself or your learning

Whatever you are finding difficult, we will always try to help you, so please do tell us...



### For all our families...

We want to help your children with their learning and you to support them in their learning.

If you are concerned about your child's learning, please speak to us about whatever it is.

Contact information:

You can often speak to us before or after school. If we are very busy, then we can make an appointment to speak to you very soon.

You can also telephone the school office and we will call you back as soon as we can. (01379 687318)

You can email to [info@bressingham.norfolk.sch.uk](mailto:info@bressingham.norfolk.sch.uk) and we will contact you as soon as we can.

It is always worth talking about your concerns as soon as possible - we are there to listen and to try to help.

## Contents

### Page

- 5 Comments about SEN Support at Bressingham
- 6 The kinds of SEN that have been provided for recently...
- 7 How we identify children and young people with SEN and assessing their needs  
Names and contact details of staff who can help
- 8 Arrangements for consulting parents of children with SEN and involving them in their child's  
Education
- 9 Arrangements for consulting young people with SEN and involving them in their education
- 10 Arrangements for assessing and reviewing children and young people's progress towards outcomes,  
including discussion with parents and young people
- 11 Arrangements for supporting children and young people in moving between phases of education and in  
preparing for adulthood, including ambitions (higher education, employment, independent living,  
participation in society)
- 12 The approach to teaching children and young people with SEN
- 13 How adaptations are made to the curriculum and learning environment of children and young people  
with SEN

...continued

## Contents, continued

Page	
14	The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
15	Evaluating the effectiveness of the provision made for children and young people with SEN
16	How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
17	Support for improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
18	How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's SEN and supporting their families
19	Arrangements for handling complaints from parents of children with SEN about the provision made by the school
20	Abbreviations
21	Local Offer link

Our buddies wear a cap in the playground and are always there to help other children. They also help the reception children settle in.

Being part of the Project Group has helped me—I could stand up in front of a group, confidently.

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

## What our pupils say...

I could ask the teacher to help me understand stuff that I don't quite get.

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!

The new SEN Information Report has better spacing and backgrounds that make it easier to read.

The kinds of SEN that have been provided for recently...

#### 4 Areas of Need:

- \* Cognition and Learning
- \* Communication and Interaction
- \* Physical and Sensory
- \* Social, emotional and mental health

A range of diagnosed conditions, including:

- \* Autism
- \* Dyslexia
- \* Verbal dyspraxia
- \* Speech and Language

Health conditions, including:

- Allergies
- Asthma
- Meares Irlen (visual stress)
- Constipation



- How we identify children and young people with SEN and assessing their needs
- Names and contact details of staff who can help

#### Contact names and details:

- Special Educational Needs Co-ordinator (SENCO): Mrs Gudde can be contacted via the school office on 01379 687318.
- SEN Governor: Mrs Montagner (Co-opted Governor) can be contacted via the school office as above.

Concerns can be raised by children, parents or members of staff to the SENCO.

Analysis of regular assessments of all pupils, including meetings to discuss these each term.

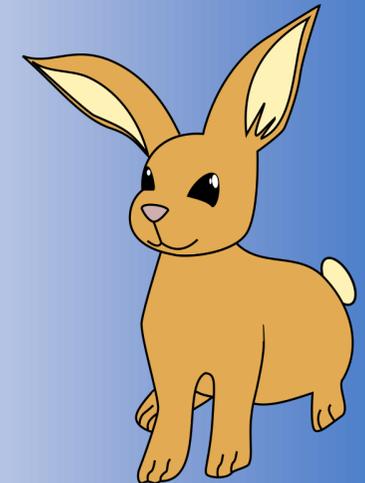
Parents talk with staff about any concerns.

Have vision and hearing been checked?  
Any history of difficulties?

Pupil profile developed with the help of children, parents and staff.

#### Possible screening for:

- Meares Irlen (visual stress)
- Dyslexia
- Speech and Language
- Other learning barriers



Arrangements for consulting parents of children with SEN and involving them in their child's education

Transfer meetings with all new parents.

Informal meetings around school.

Annual Review Meetings for EHCPs (Education, Health and Care Plans).

Phone conversations.

Parent/teacher meetings for about half an hour with the class teacher at least twice a year.

Discussions with any other professionals involved, for example, an Educational Psychologist or Speech and Language Therapist.



Meetings with parents- in person, on the phone, or by video call.

Parents can speak to the Norfolk SEND partnership staff; please visit:  
<https://www.norfolksendpartnershiass.org.uk/>

## Arrangements for consulting young people with SEN and involving them in their education

Talking with pupils about their strengths and their needs.

Setting targets with pupils.

Pupil voice opportunities with SENCO.

Pupil voice in Review Meetings with parents and teachers, either attending if appropriate or discussing strengths, difficulties and how things are going beforehand.

Regular use of shared-assessment in class.

Pupil voice in review of SEN Information Reports.



Arrangements for assessing and reviewing children and young people's progress towards outcomes, including discussion with parents and young people

Teacher assessments throughout lessons to check progress and to plan for the next steps.

Pre- and post- intervention assessments to analyse effectiveness and progress.



Tracking of progress in each of the core subjects (Reading, Writing, Maths).

Monitoring of patterns of need for children with social and emotional health needs with adjustment of plans in discussion with pupils and parents.

Twice-yearly review of support plans at meetings with pupils and parents.

Pupil progress meetings held with class teachers and the headteacher each term.

Annual Reviews of Statements and EHCPs for pupils who have these.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood, including ambitions (higher education, employment, independent living, participation in society)

Visits by reception staff to nursery and pre-school settings of pupils.

Parents and children visit the reception class several times before transition, when possible.

Summer transition days in new classes within school. Extra transition can be arranged when needed.

Transition meetings with parents of children joining our reception class.

Excellent links with our local high school.

Primary School events hosted by the high school, when possible.

Pupil profiles consider ambitions.

Additional visits to High School can be arranged to help transition.

High School staff visit Year 6 students before transfer.

Pupil passports for High School.



## The approach to teaching children and young people with SEN

Termly targets for pupils.

Differentiated classroom teaching- quality teaching for all.

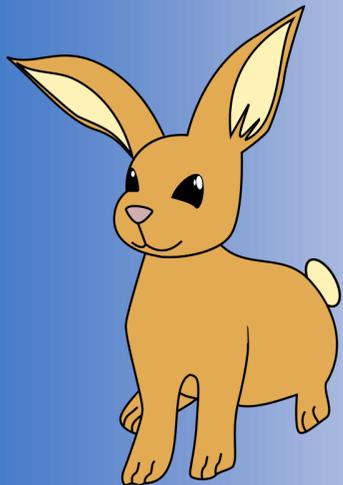
All teachers are teachers of SEN.

Specific interventions carried out to help to move children on quickly.

Reports by outside agencies shared with parents and all staff who support the child.

One to one or small group interventions.

One to one counselling service for pupils with emotional or social needs.



SEN pupils identified on the school's tracking system and their progress analysed every term.

Considering the learning style of the child- visual, aural, kinaesthetic and using these styles in teaching and learning.

Forest Schools groups to develop confidence, independence and self-esteem.

How adaptations are made to the curriculum and learning environment of children and young people with SEN

Wheelchair accessible school, grounds and toilet.

A personalised curriculum, setting individual targets and activities for a child when this is needed.

Visual timetables

Dyslexia-friendly font

Small intervention groups where consolidation or quick progress is required, or where specific interventions are needed.

Consulting and following advice from other professionals.

Considering backgrounds for text

Learning walls

Transition meetings between staff prior to transfer of pupils from class to class or from pre-school settings or to High Schools.

Quality first teaching in the classroom allows all children to achieve, providing support and challenge where necessary.



The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

SENCO is a qualified teacher.

All class teachers are trained to support children with a wide range of needs.

SENCO refers to outside agencies for additional expertise when required, including the Speech and Language therapy service, Educational Psychologists and others.

Several of our teachers have had Level 1 Dyslexia training and one teacher has had Level 3 Dyslexia training, from the Indigo Dyslexia Centre in Norwich.

Several very experienced staff who have supported children with medical, physical, social, emotional and learning needs.

SENCO attends training to share good practice and find out about the latest developments within SEN.



## Evaluating the effectiveness of the provision made for children and young people with SEN

Provision maps for each class analyse the effectiveness of all interventions and support strategies.

Ongoing discussions with children about their progress.

Termly meetings with pupils and parents to discuss progress and provision.

Meetings with SEN governor, with them acting as a critical friend.

SEN Information Report reviewed annually.

SEN pupils identified on the school's tracking system and progress data analysed each term, together with meetings between teachers and headteacher to discuss progress.

Inclusion Report twice yearly to Governors, analysing progress of children with SEN, anonymously.



Pupil voice

Support for improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

Forest Schools groups provide opportunities to develop self-esteem, independence and social skills.

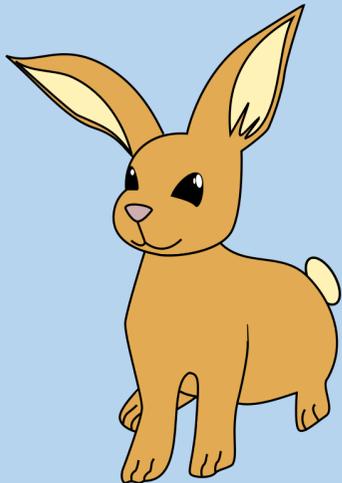
Social skills programmes are provided for small groups or individuals.

Many staff on duty at playtimes.

Emotional resilience support programmes for individuals

Assemblies and RSHE lessons are used to discuss and promote mental health and wellbeing, and discuss bullying and preventing this.

One-to-one counselling can be made available for children with emotional or social difficulties.



The four 'learning powers' of resilience, resourcefulness, reflectiveness and reciprocity are encouraged in all children, to help them to learn, but also to be confident in life.

Buddies work with other children.

Cyber-bullying is covered within the computing and RSHE curriculum.

Childline number available.

Children are encouraged to speak to one another about difficulties, but to inform an adult if an issue is serious or if it isn't resolved. If one adult does not solve the issue, then they go to another adult until solved. Circle time gives children opportunities to voice their opinions and develop assertiveness in their views.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN.

We usually have a number of lunchtime and after school activities that all pupils can choose to be included in.

Details of these are sent home each half term.

Support or scaffolding strategies are used within lessons to ensure all pupils make progress; if learning is personalised, there may be a different activity.

Many staff have experience in various aspects of SEN so that they understand the difficulties the child may face and can plan how best to support them in joining in with activities; they will seek advice if they are unsure.

The guidance detailed in the Equality Act 2010 is adhered to.

We have regular educational visits and residentials, when possible. We ensure that all pupils can be as fully involved as possible.

Accessibility of venues and the ability for all pupils to take part in trips is carefully considered during the planning stages.



How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's SEN and supporting their families

Referrals to the Speech and Language Therapy service when needed.

The Early Help Assessment and Plan Process may provide help where a child's family needs support.

Special meetings with other support organisations for Looked After Children, who are in the care of the Local Authority, or for Children in Need, where a child or their family may need some support.

Guidance from occupational therapists who may be involved with individual children.

Advice from Sensory Support for pupils with visual- or hearing-impairment.

Referrals for hearing tests or other support from the School Nursing Team, when needed., via JustOneNorfolk website or JustOne Number.

Advice and support from the inclusion team or via school2school support, when this is appropriate.



Arrangements for handling complaints from parents of children with SEN about the provision made by the school.



The first point of contact is always the person responsible- this will usually be the class teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed, speak to the SENCO.

(Our complaints policy is on the school website.)

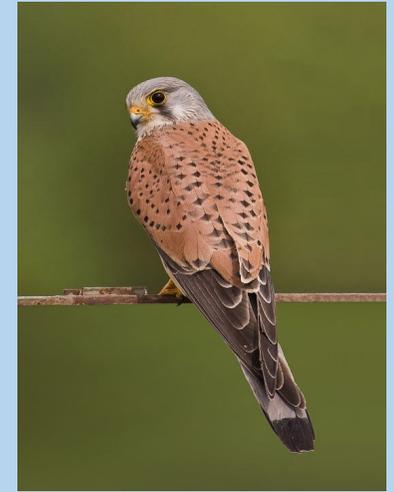
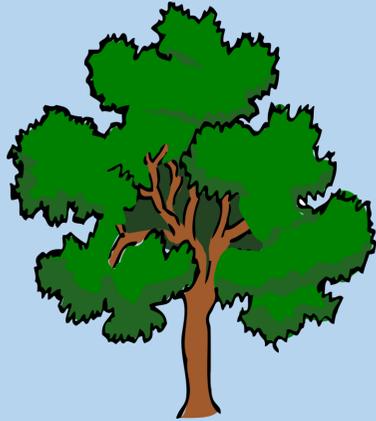
If you feel you would like support with this, then the Norfolk SEND Partnership are an independent organisation that can offer parents additional advice. Further information can be found at:

[https://  
www.norfolksendpartnershipi  
ass.org.uk/](https://www.norfolksendpartnershipiass.org.uk/)

If you still do not feel the issues have been resolved and your child has SEN, then you can contact Norfolk County Council.

## Abbreviations

ADHD	Attention deficit hyperactivity disorder
EHCP	Education, health and care plan
SEN	Special educational needs
SENCO	Special educational needs co-ordinator



For Norfolk Country Council's SEN Local Offer, go to:  
<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

