

The Nar Valley Federation of Church Academies



SEN Information Report 2021/22

Part of the Norfolk Local Offer for learners with SEN

Introduction

Welcome to our SEN Information Report and Policy which is part of the Norfolk Local Offer for learners with Special Educational Needs.

All governing bodies of maintained schools, maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually. The required information is set out in the SEN Code of Practice 2014 regulations which can be found here. [Special educational needs and disability code of practice: 0 to 25 years](#)

General Information/Frequently Asked Questions

Q. Who do I contact if I think my child has SEN or I have a question about SEN?	
	
SENCO and contact for Nar Valley Federation of Church Academies, Castle Acre, Narborough, Sporle:	Mrs Emma Spaul espaul74rq@nsix.org.uk Castle Acre CE VC Primary Academy: 01760 755305 Narborough CE VC Primary Academy: 01760 338048 Sporle CE VC Primary Academy: 01760 722393
Head teacher and contact for Nar Valley Federation of Church Academies, Castle Acre, Narborough, Sporle:	Mrs Anne Neary Contact as above
SEN governor:	Biddy Vogel

Q. How does the school identify a child with SEN?



- We know when a pupil needs help if:
 - 1) Concerns are raised by parents/carers, teachers or the child
 - 2) Limited progress is being made
 - 3) There is a change in the pupil's behaviour
- We aim to identify children's special educational needs (SEN) as **early as possible**, so that the child achieves the best possible outcomes. ***A pupil has SEN where their learning difficulty or disability calls for special educational provision i.e. provision which is different from or additional to that normally available to pupils of the same age.***
- We have a range of assessment tools available in order to gain a clear understanding of the child's need.
- Children can be identified in any of the following ways: Pupil Progress Meetings, Parent Consultations, concerns from parents, Pupil Voice, Observations, Scrutiny of planning, books, & assessments, Referrals from external specialist/professionals and recommendations from outside agencies.

Q. What are the areas of special educational need?



Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs**- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

Q. How does the school engage with parents and children with SEN and involve them in their child's education?



- Your child's teacher will arrange to talk to you if they think your child might have SEN.
- In addition to the normal reporting arrangements, a child with SEN, their parents, class

teacher and SENCO will meet at least every term. The purpose of these meetings will be to draw up an [individual SEN support plan](#) which will have clear, achievable targets agreed by everyone. This will be reviewed at least half termly. The support plan will include ways in which the child can be supported at home.

- The child will create a [Pupil Passport](#) of themselves with the support of their teacher or the SENCO. This is then shared with other members of staff who might be working with the child to help gain a greater understanding of the child's needs.
- If you have an SEN concern about your child, please talk to your child's class teacher or the SENCO who will always be willing to help.

Q. How are SEN children included in their own learning?

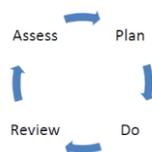


- With the support of an adult' children will regularly reflect on their own learning and progress through a 'traffic light' approach to ensure they feel their targets and learning activities are pitched appropriately.
- Children will create their Pupil Passport with an adult; this will include ways in which the child feels they would like to be supported.
- The child will have their own support plan which will be set up together at the SEN meetings with parents, teachers and / or the SENCO.

Q. How are the child's progress and outcomes monitored and assessed?



- We use an approach called 'Assess, plan, review, do.'



Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

Q. How does the school help prepare the children through transition?



- We work very closely alongside our pre-schools and high schools to ensure that preparations for transition are started as early as possible.
- Additional transition opportunities are planned in for children with SEN.
- For children starting school the class teacher and SENCO will meet the child's key worker and parents to discuss the child's needs and the support that is already in place. The class teacher and SENCO will visit the child in their home or pre-school setting.
- For children moving up to high school the class teacher, SENCO, pupil and parents will meet with the SENCO and other appropriate staff at high school to carefully plan additional requirements needed for a smooth transition.
- The class teacher and SENCO will consult with any other professionals involved with the child.

Q. What is the range of SEN provided for at the Nar Valley Federation of Academies (NVF) for 2021/22?



For 2021/22 the Nar Valley Federation has 22% of children identified as having SEN. For individual academies

Castleacre- 22.3%;
Narborough 18.75%;
Sporle 27.2%.

The national figure for SEN identification is 15.5% (January 2020).

Six (2.75%) children have an Education, Health and Care Plan (The National Figure from January 2020 for pupils with an EHCP stands at 3.3%)

Percentage in each area of need of those children identified as having SEN across the NVF:

42.5% linked to Cognition and Learning

27.5% linked to Communication and Interaction

2.5% linked to Physical and Sensory

27.5% linked to Social, Mental and Emotional Health

Q. What is the approach in teaching children with SEN?



The Nar Valley Federation Ethos:

Everybody Safe
Everybody Happy
Everybody Learning

- At NVF we ensure standards of teaching and learning are continually monitored and developed to ensure high quality teaching for all.
- Every Teacher is required to adapt the curriculum and classroom environment to ensure access to learning for all children in their class. This may include: visual timetables and aids, prompt lists, recording aids, sensory aids, individual positive behaviour systems, peer buddy systems.
- Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.
- The procedure for teaching children with SEN is set out in the [Support structure for students](#).

Q. What specialist support is there for pupil's with SEN?



The SEN team, teachers and support staff have a broad range of SEN knowledge and training which includes:

- **Social, Mental and Emotional Health**– Thrive and nurture style therapies, Lego therapy and resources from PATHS.
- **Cognitive and Learning** – Interventions including phonics programs, Dyslexia Gold, Numicon and others tailored to the needs of the pupil
- **Communication and Interaction** – Talk Boost, ELKLAN
- **Physical and Sensory** – Meares-Irlen, use of technology programmes,

Sometimes we require support from professionals with more specialised training. We work closely with The Child Educational Psychology Practice who complete assessments and offer advice where pupils are finding it difficult to access their learning.

We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website <http://www.schools.norfolk.gov.uk/Pupil-needs/Norfolk-SENCOS/Our-local-offer/index.htm>. The NVF also have access to a number of specialist services including:

- **Social, Emotional and Mental Needs** – Inclusion Team, services through EPSS, Family Action, Early Help
- **Cognitive and Learning** – The Dyslexia Outreach Service, School2School Support
- **Communication and Interaction** – Speech and Language therapists, Autistic Spectrum Disorder Team

- **Physical and Sensory** – Access through Technology, Sensory Support

Q. What happens if my child needs even more support?

Some children will need additional support and may benefit from an [Education, Health and Care Plan](#) (EHC plan) which the school (or you) can apply for through the [Norfolk Local Offer](#). If a learner has EHC plan, the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

Q. How accessible are the schools in the Nar Valley Federation?



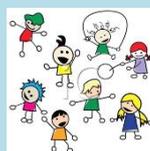
All three schools are set out on one level.

The Site Managers ensure that entry to and movement around the school grounds and building are accessible for all through regularly maintenance checks.

There are signposts around school showing children, parents and visitors where to go and all classrooms are clearly labelled.

Any equipment provided is accessible to all children as is any extracurricular provision.

Q. How do we ensure all children are included in activities outside the classroom?



Parents are informed of any trips, visits or residential by letter at an early stage. As staff visit the locations in question before the planned visit, they are able to complete and act upon detailed risk assessments (signed by the Head teacher). Therefore, all children are able to access these visits. On certain occasions parents are invited along to support their child.

All children are invited to attend After school clubs and other Extra Curricular Activities.

Q. How do we support the needs of children who are looked after?

Particular regard will be given to children looked after by the local authority and others who are similarly vulnerable who have SEN to ensure that they have full access to the curriculum and general school life.

**Q. What support is available for improving social, emotional and mental health needs?
What measures do we have to prevent bullying?**



- We follow aspects of the PATHs social and emotional programme which enables children to understand and express the range of feelings they may experience.
- We have practitioners who are highly skilled and experienced within the Federation in working with vulnerable pupils who help children learn how to understand their emotions, regulate and manage their own behaviours.
- We offer other nurture support groups such as Lego therapy.
- Staff, governors and the school council regularly monitor pupil behaviour. Pupil voice questionnaires are used to ensure a positive ethos underpins our school community.
- If you are concerned about bullying please do speak to your child's class teacher in the first instance. Further information can be found in the NVF Anti-bullying policy.

Q. How are the needs of the children supported during Covid-19 times?



We understand that during the current climate it can be a worrying time for many, especially for those with additional needs and for those who live with them. We continue to create the best possible provision to support our pupils with SEND, delivering and offering the support measures and interventions detailed within this report. We continue to work with outside agencies but their work may sometimes have to be carried out remotely rather than face to face. We have rigorous risk assessments in place to ensure the safety of everyone in our Federation.