

# Norwich Primary Academy

## SEND Information Report 2020-21



Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). [Link to Norfolk County Council's Local Offer.](#)

All Governing Bodies have a legal duty to publish information on their website about the implementation of their policy for students with SEND. This report will be reviewed and updated annually. We have produced this report to inform parents/carers and pupils about how we support learners with SEND.

At Norwich Primary Academy we are committed to working together with all members of our school community. We welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people for you to contact this year are:

Fiona Ridgwell – SENDCo  
Rebecca Handley-Kirk – Principal  
Sarah Conlon – Behaviour Lead  
Gareth Stevens – SEN Governor  
Sophie Fuller – Smart School Council Link

If you think your child may have a Special Educational Need or Disability, or you want to discuss their provision, please speak to their Class Teacher or Fiona Ridgwell, SENDCo, who coordinates SEND provision within the school.

Our SEND Information Report aims to:

- Set out how our school will support and make provision for children with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

This information report is based on the statutory [Special Educational Needs and Disabilities \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND.
- [The Special Educational Needs and Disabilities Regulations 2014](#), which outlines schools' responsibilities for Educational, Health and Care Plans (EHCPs), SEN Co-ordinators (SENCOs) and the SEN Information Report.

## Roles and Responsibilities

### SENDCo

The SENDCo is Fiona Ridgwell.

She will:

- Work in collaboration with the Principal and our SEND Governor to determine the strategic development of the SEND Policy and provision in the school
- Work with staff, parents/carers and other agencies/professionals to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach of 'Assess, Plan, Do, Review' for providing SEN support
- Have input into the allocation of the school's SEN delegated budget and spend on other resources to best meet pupils' needs
- Work with the Principal and governing body to ensure that the school meets its responsibilities under the [Equality Act 2010](#) with regard to reasonable adjustments and access arrangements
- Have day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEND, including the deployment of Teaching Assistants (TAs)
- Be the point of contact for external agencies, the local authority and its support services
- Liaise with other educational settings to ensure pupils and their parents/carers are informed of options and smooth transition is planned
- Ensure the school keeps the records of all pupils with SEND up-to-date and accurate

## **The SEND Governor**

The SEND Governor is Gareth Stevens.

He will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the SEND and disability provision within the school and update the governing body on this
- Work with the Principal and SENDCo to determine the strategic development of the SEND policy and provision in the school

## **The Principal**

The Principal is Rebecca Handley-Kirk.

She will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of students with SEND
- Work with the SENDCo and governing body to ensure that the school meets its responsibilities under the [Equality Act 2010](#) with regard to reasonable adjustments and access arrangements
- Have responsibility for the allocation of the school's SEN delegated budget and spend on other resources to best meet pupils' needs

## **Class Teachers**

Each Class Teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with Teaching Assistants, the SENDCo and specialist staff to plan and assess the impact of interventions and other support, including how they are linked to classroom teaching.
- Working with the SENDCo to review pupils' progress and decide on any changes to the provision in place
- Ensuring they follow the school's SEND policy

## Our approach to teaching learners with SEND

At Norwich Primary Academy, our culture focuses on three key words: inspire, aspire and achieve. We ensure this happens through excellent teaching, an exciting and challenging academic curriculum, and providing an array of activities and experiences to inspire our children. We want to help our children to build independence, character, leadership skills and develop into aspirational young people. Our inclusive culture aims to break down barriers to learning, ensuring that all pupils make as much progress as they can to reach their full potential. We value high-quality teaching for all learners and have high expectations of our pupils, as defined by our 'NPA Way'.

## How we identify SEND

At any time in their educational career, a child or young person may have a Special Educational Need. This may be long- or short-term, depending on the nature of the need and its complexity.

The [Special Educational Needs and Disabilities \(SEND\) Code of Practice](#) defines SEND as:

*"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provisions namely provision different from or additional to that normally available to pupils of the same age. 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"*

At Norwich Primary Academy, we aim to identify children with SEND early. This might be through baseline assessments in Reception, phonics screening in Year 1, and standardised assessments in Years 2 to 6. Children who are struggling to access the curriculum are also identified by their Class Teacher, or parents/carers may raise their own concerns. This would lead to the SENDCo

monitoring identified pupils and, where necessary, carrying out additional assessments or observations in-school, or calling on specialist professionals such as Educational Psychologists, Specialist Teachers or Speech and Language Therapists to carry out their own assessments. Depending on the needs identified, parents/carers may be recommended to seek the advice of their GP if a medical diagnosis is appropriate.

If a learner is identified as having SEND, there will be a provision in place that is 'additional to or different from' the normally differentiated curriculum, with the intention of overcoming the child's individual barrier/s to learning.

## **SEND Provision and Profile**

Norwich Primary Academy provides additional and different provision for broad areas of need including, but not limited to:

- Communication and Interaction, for example: Autistic Spectrum Disorder; Asperger's Syndrome; and Speech, Language and Communication difficulties
- Cognition and Learning, for example: Dyslexia; Dyscalculia; and Moderate or Severe Learning Difficulties
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical Needs, for example: Hearing Impairment; and Visual Impairment

Our SEND profile\* shows that 25% of pupils at Norwich Primary Academy are currently identified as having a Special Educational Need or Disability. Of these, 8% have an EHCP and 92% are classified as needing SEN Support.

Of pupils with an identified area of need (note, some pupils have more than one identified area of need):

- 31% have Communication and Interaction difficulties
- 69% have Cognition and Learning difficulties
- 36% have Social, Emotional and Mental Health difficulties
- 5% have Sensory and/or Physical needs

\* correct at the time of writing

## How we support learners with SEND

Class Teachers are responsible for the progress and development of all pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. We also differentiate our curriculum and teaching in a targeted way for our SEN pupils, for example: by grouping or supported work; adapting the teaching style or content of the lesson; modifying resources; giving longer processing time; the pre-teaching of key vocabulary, etc.

Depending on an individual child's needs, further support may include (but is not limited to):

- Recommended aids such as: Visual timetables / prompts, coloured overlays, radio aids, reader pens, Chromebooks, larger font resources, writing frames, word banks, reading partners, etc.
- Small group interventions such as: curriculum-linked English/Reading/Maths, phonics, speech and language support, targeted 'therapies' from PiXL, handwriting/fine motor skills, working memory, etc
- Online learning programs, eg Nessy
- 1:1 Teaching Assistant support for higher-need SEN pupils, or with our Inclusion Support Mentors who are trained in the Thrive Approach
- A short-term SRB placement
- Intervention or assessment from an external/specialist agency

All our SEND pupils have a Pupil Passport that is developed in conjunction with the child. This enables our staff to have a better understanding of that pupil and how they can be supported, and are particularly useful at transition times. These are reviewed at least annually.

Pupils with EHCPs or more complex needs also have a Learning Plan which outlines the provisions provided for them and has specific targets that are reviewed at least termly so progress can be monitored and support adapted as needed. For those children with EHCPs, the school will arrange formal annual reviews which parents/carers, Class Teachers / the SENDCo, the EHCP Coordinator and other professionals are invited to attend.

## Transition

Transition is an exciting, and sometimes daunting, time for all learners. This can be the transition to a new class, having a different teacher, or moving to a new school.

Planning for transition is part of our provision for all pupils with SEND. Moving classes can be discussed with the Class Teacher and/or SENDCo towards the end of the Summer Term. Teachers are given time to discuss individual children and their needs with the next teacher. Transition support and activities are planned for our Year 6 pupils as they prepare to move on to secondary school. We also aim to provide vulnerable pupils with photo cards and other useful information to take home over the Summer Holidays to help ease their transition.

## Equality

At Norwich Primary Academy we are committed to making reasonable adjustments to ensure participation for all. We follow the [Equality Act 2010](#). This legislation places specific duties on schools, settings and providers, including the duty to not discriminate, harass or victimise a child or adult, linked to protected characteristics defined in the Equality Act, and to make reasonable adjustments.

Support is provided for pupils by the Inclusion Support Mentors to help improve their emotional and social development. Pupils with SEND are encouraged to participate fully in school life and take on roles of responsibility.

We have a zero tolerance approach to bullying, racism and discrimination.

## Useful Links

[Norfolk Local Offer](#)

[Norfolk SEND Partnership](#)

[Council for Disabled Children](#)

## Special arrangements in relation to COVID-19

From September 2020, the government announced that all children should return to school on a full-time basis.

Following the guidelines provided by the government, which can be found [here](#), Norwich Primary Academy will be providing the following:

- Pupils will be taught in ‘bubbles’ linked to their year group
- They will have access to their relevant curriculum through planned lessons, set by class teachers, which take into account the need for a ‘recovery curriculum’, to address any knowledge and skills missed during the Covid-19 pandemic, as well as any wellbeing needs children may have
- Pupils will have access to all provisions as listed in the ‘How we support learners with SEND’ section of this SEND Information Report
- Interventions will take place within year-group bubbles. Teaching Assistants will deliver these interventions following government social distancing guidance and hygiene protocols
- EHCP Annual Reviews will either be held in person (following social distancing guidelines and with masks/visors being worn) or held via Zoom/Microsoft Teams/telephone call with professionals and parents
- Outside agencies will begin providing assessments and some interventions within school or via Zoom/ Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and hygiene protocols

The offer shown below applies to any children that may need to be taught remotely.

As stated in the government guidance:

*‘Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.’*

Should there be a case for children to work from home, Norwich Primary Academy will ensure that:

- Work will be set by Class Teachers via Google Classroom. It will take into account the needs of the pupils in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with clarity over what is intended to be taught and practised in each subject
- Teachers will check work regularly to gauge how well pupils are progressing
- Regular contact will be made with pupils and/or their parents/carers via Google Classroom or a telephone call, to ensure that pupils' outcomes are kept at the forefront and that their wellbeing needs are being met
- Class Teachers may use remote educational resources such as Oak National Academy's specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy
- We will endeavour to provide printed resources, such as work-packs, for pupils who do not have suitable online access
- Parents of SEND pupils may continue to require our support at this time. Please telephone the school office or email [office@norwichprimary.org.uk](mailto:office@norwichprimary.org.uk) if this is the case.