



# Stalham Infant & Junior Schools

## SEND Information Report

## Introduction

Stalham Infant & Junior Schools is committed to working together with all members of our school community.

This Information Report forms part of the Norfolk Local Offer and has been reviewed alongside parents, staff and governors. Stalham's SEN information report will cover the following areas:

- \*Types of SEN
- \*Identifying SEN
- \*Approaches to learning
- \*Assess, Plan, Do, Review
- \*Evaluating provision
- \*Adaptations to curriculum environment
- \*Supporting emotional and social development
- \*Assessing and reviewing progress
- \*Engaging in additional services
- \*Supporting transitions
- \*Working with parents
- \*Working with other professional
- \*Links to further information
- \*Contacts for further support and advice

## Types of SEN

Special Educational Needs are categorised in four ways, which are set out below. This does not necessarily mean that your child will fall into one category. They may have needs that span across the SEN spectrum.

### Communication and Interaction:

- Autism Spectrum Disorders
- Speech and Language Difficulties
- Social Communication

### Cognition and Learning:

- Dyslexia
- Dyscalculia
- Dyspraxia
- Moderate and Severe Learning Difficulties
- Memory difficulties

### Social, Emotional and Mental Health Difficulties

- Attention Deficit Disorder and Attention Deficit Hyperactive Disorder
- Attachment disorder
- Mental illness, including depression and anxiety
- Eating disorders

### Sensory and/or Physical Needs:

- Vision impairment
- Hearing impairment
- Multi-sensory impairment
- Motor skill difficulties
- Physical disability

## Stalham Infant and Junior Schools Current SEN Profile

Our SEN profile for 2021-22 shows that we have 22.4% of children identified as having SEND, and 3.8% of those have an Education Health and Care Plan.

Of the children identified as having SEND,

42.3% have primary needs linked to Cognition and Learning;

25.6% have primary needs linked to Communication and Interaction;

3.8% have primary needs linked to Physical and Sensory; and

28.2% have primary needs linked to Social, Emotional and Mental Health.

## How Stalham Infant & Junior Schools identify SEN?

At different times in their school life, a child or young person may have a special educational need. The Department for Education Code of Practice (January 2015) defines SEN as follows:

*“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age.”*

Where a pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching, it may be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments and in some cases information from previous settings.

At Stalham we recognise that slow progress and low attainment does not necessarily mean a child has special educational needs.

Likewise, we understand that children working and progressing at the expected standard may still have a special educational need and/or disability.

## Observations

Observations are made by teacher, TAs, child, parents, SENCo, previous settings and other professionals.

Discussions around...

Concerns raised and conversations are held using some of the following evidence.

- Teacher assessments and experience of the child.
- Pupil progress, attainment and behaviour.
- Children development in comparison to their peers and national data.
- Views and experiences of the parents
- Views of the pupil
- If relevant, evidence from external support services.

(SEN Code of Practice, para 6:45)

- More work in classroom
- classroom strategies implemented
- Continued observations

Child identified as SEN Support  
Graduated approach started  
(assess, plan, do, review)

## What should Parents/carers do if they think their child may have special educational needs?

Parents/carers are able to discuss their concerns with the class teacher or SENCo who will liaise with the SENCo to devise differentiated learning to support the issues in the interim. If after a period of additional support, progress is not made the SENCo will contact parents/carers to discuss the needs of the child and seek permission to refer to other agencies if necessary.

Parents/carers can also contact the SENCo directly upon the first signs of concern to highlight any issues. If the child is in the Foundation Stage additional parenting support and strategies to target issues will be provided as a precursor to formal assessment and identification.

The decision to place a child on the SEND register or be highlighted for additional support is made by the SENCo and Senior Leadership Team (SLT) in the first instance in collaboration with teachers and parents/carers. This decision is taken where a child's progress is below their peers despite Quality First Teaching and additional differentiated learning has failed to narrow the gap in progress or development.

## Stalham Infant & Junior School's approach to teaching children with SEN.

Quality First Teaching is the best support any child can receive including those with SEN. The Structured Cooperative Learning approach used at Stalham Infant & Junior Schools allows children to experience a Positive, Independent, Equal and Simultaneous approach to learning. Cooperative Learning is an approach to teaching. Knowledge and skills are modelled by the teacher and then learners are able to practise these skills in a series of structured activities. These structured activities are called CLIPS. CLIPS means Cooperative Learning Interactive Pattern. Each CLIP is designed to encourage certain elements of listening, speaking, questioning and response. The teacher will use the CLIP they feel best supports the learning of the groups of learners in their class. Cooperative learning is very interactive with pupils moving around the class, speaking to each other and answering questions. Those who have underlying issues around social skills and communication have been shown to benefit from this approach.

We are committed to making reasonable adjustments to ensure participation for all children. Therefore, the work within our CLIPs is differentiated and adjusted to suit the needs of all children in the classroom. Where needed additional resources for children are used to support children's learning.

### Wave 3

More targeted and structured interventions are put in place to support children and their progress is monitored. External services may be utilised if required.

### Wave 2

This support refers to SEN support that children may receive, depending on what they need. In class interventions and support strategies are put in place to support the students.

### Wave 1

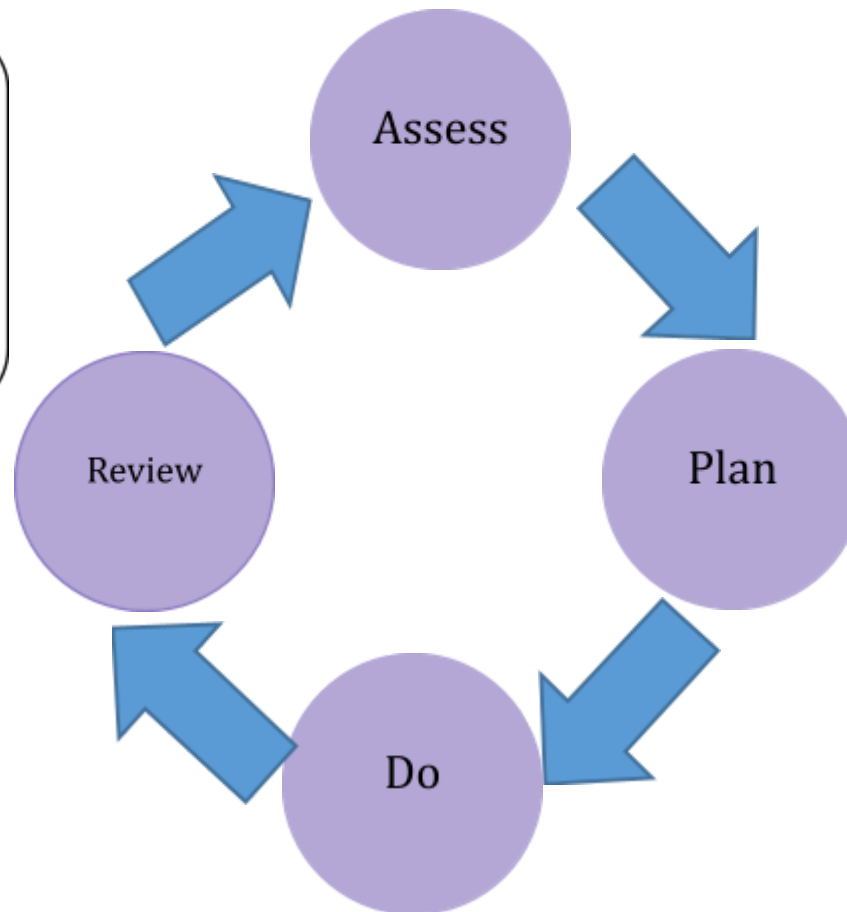
This support refers to identifying students with SEN as soon as possible and helps children with transient or mild learning difficulties through first quality teaching in the child's classroom to prevent the problem worsening.



Once a child has been identified as having a special educational need the class teacher, with support from the SENCO, will adopt the 'assess, plan, do, review' approach to meet their individual needs. A learning plan or learning targets will be developed for children in collaboration with the child and parents, which records the class teacher's response to 'assess, plan, do, review'.

**Review:** the effectiveness of the support and interventions is identified, noting the impact it had on pupil's learning and progress. The views of the child and parents are sought. Next steps are considered.

**Do:** the adjustments, support and/or interventions are implemented. Observations continue to happen to see how the child responds. Class teachers remain responsible for the pupil, even if they are not the person carrying out the intervention.



**Assess:** children's strengths, barriers to learning and areas for development are identified.

**Plan:** adjustments, interventions and/or support are planned, with anticipated impact identified.

## How is the curriculum and learning environment adapted to support children with SEN at Stalham Infant & Junior Schools?

Below are some of the methods that may be implemented to overcome a child's barriers to learning and support children's attainment and progress.

**\*Reward Systems**

**\*Modified arrangements for accessing tests**

**\*Visual timetables**

**\*Differentiated resources**

**\*Use of chrome books, laptops other recording devices**

**\*Equipment, such as pencil grips, coloured overlays and fiddle toys**

**\*Groupings - combination of ability and mixed ability working**

**\*Adult support in lessons**

**\*Modified arrangements for accessing tests**

**\*Interventions if appropriate**

**\*Use of colour overlays/books**

**\*Writing frames/scaffolding**

## Assessing and reviewing progress

### **How do we assess and review progress for children with SEN in the school?**

We ensure that assessment of educational needs, directly involves the learner, their parents/carers/carer and of course their Teacher. The academy maintains an SEND register to record those pupils with an Education Health and Care Plan and those in the category of SEN Support, i.e. those being provided with additional support linked to external advice. The register also includes pupils who are discussed and monitored by staff within Pupil Progress meetings, to ensure that potential or historical additional needs have been addressed and any re-occurrence of these is quickly addressed. In discussion with the SLT and SENDCo, pupils are added and removed from the monitoring list in accordance with current needs.

The 'assess, plan, do, review' cycle is completed three times a year, as a minimum.

The results are analysed by the class teacher, TAs and SENCo and used to inform the 'assess, plan, do review' cycle.

Ongoing, in class teacher assessment provides daily feedback on how children are progressing. Adjustments can be made accordingly.

The headteacher, SENCo and teachers track the attainment and progress of all children with special educational needs. Areas for concern are identified and this is fed back and discussed to inform next steps.

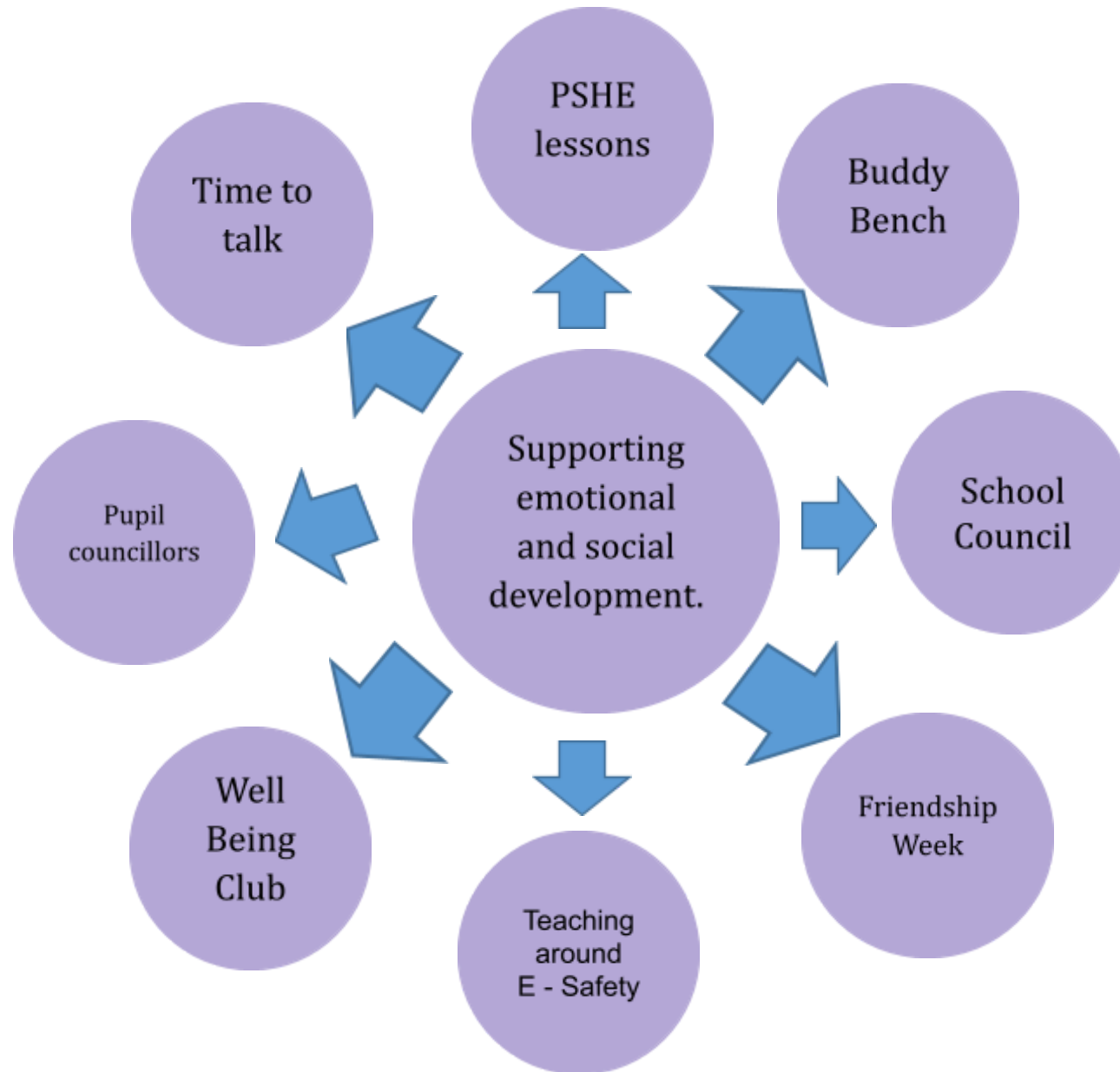
Children complete formal assessments three times a year .

A review will be held annually for children with an Education, Health and Care Plan. The review focuses on the child's progress towards achieving the outcomes specified in the plan with next steps for the forthcoming year identified.

The attainment and progress of pupils with SEN is reported anonymously to governors.

Data from assessments is compared against historic school data, in addition to comparisons with National statistics.

## Supporting emotional and social development at Stalham Infant & Junior Schools



## How do we know our provision is effective?

Assessments take place three times a year.

Impact of targets, interventions and support is reviewed as part of the 'assess, plan, do, review' cycle.

Teaching and learning walks may focus on the teaching and learning of pupils with SEN.

Class teachers discuss attainment and progress of the pupils in their class with the Headteacher, Deputy Headteacher and SENCO.

Listening to the views and feedback of staff, the parents and child.

Provision maps are created, showing the provision on offer each term. These are evaluated to ensure the range of needs are addressed.

Data is collated, analysed and monitored by teachers, senior leaders and governors.

## Engaging in Additional Activities at Stalham Infant & Junior Schools

All pupils have the same opportunity to access extra-curricular activities. We offer a range of additional clubs and activities for children. These include:

Wellbeing/Mindfulness

Art Club

Cookery Club

Film Club

Boys Football

Girls Football

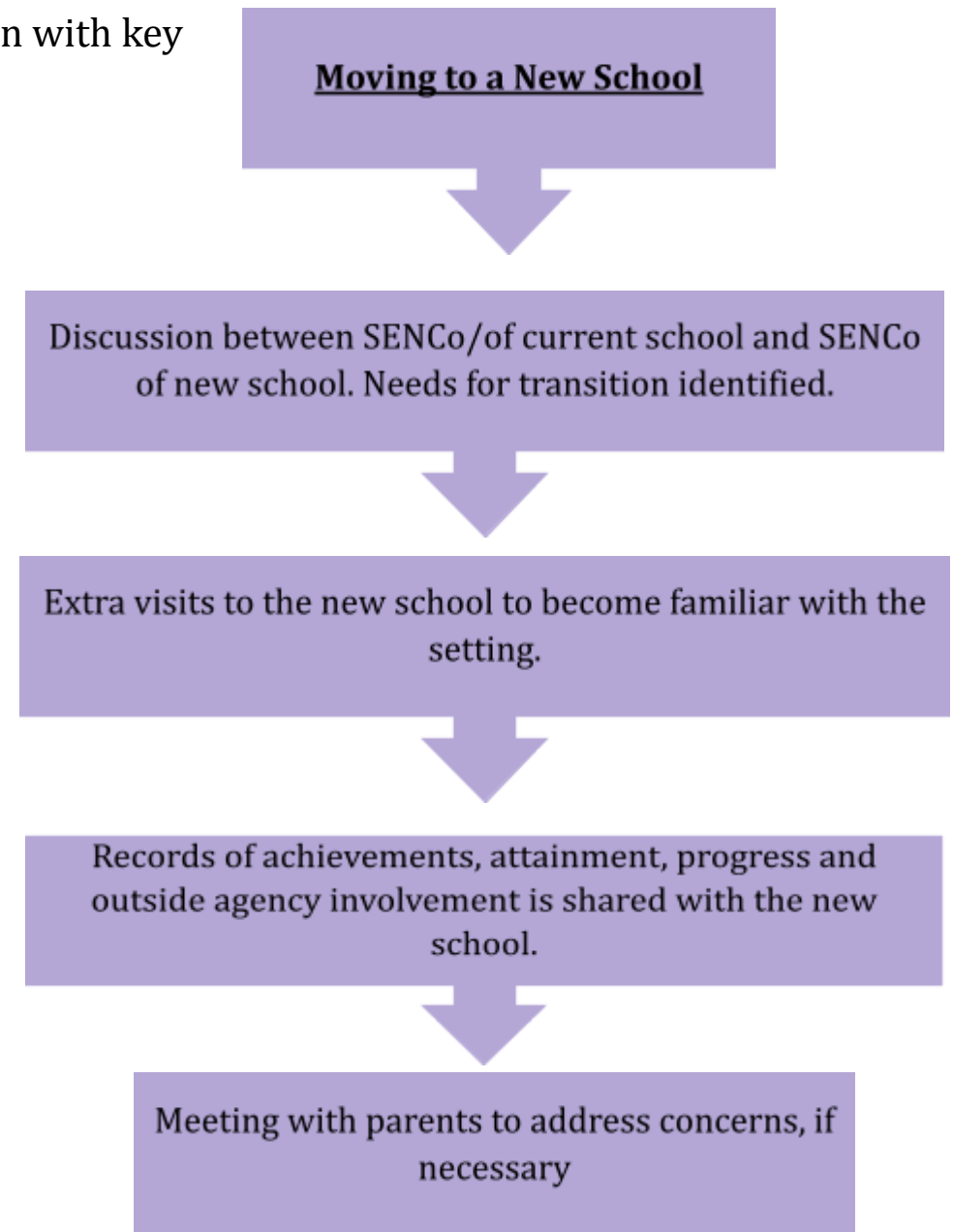
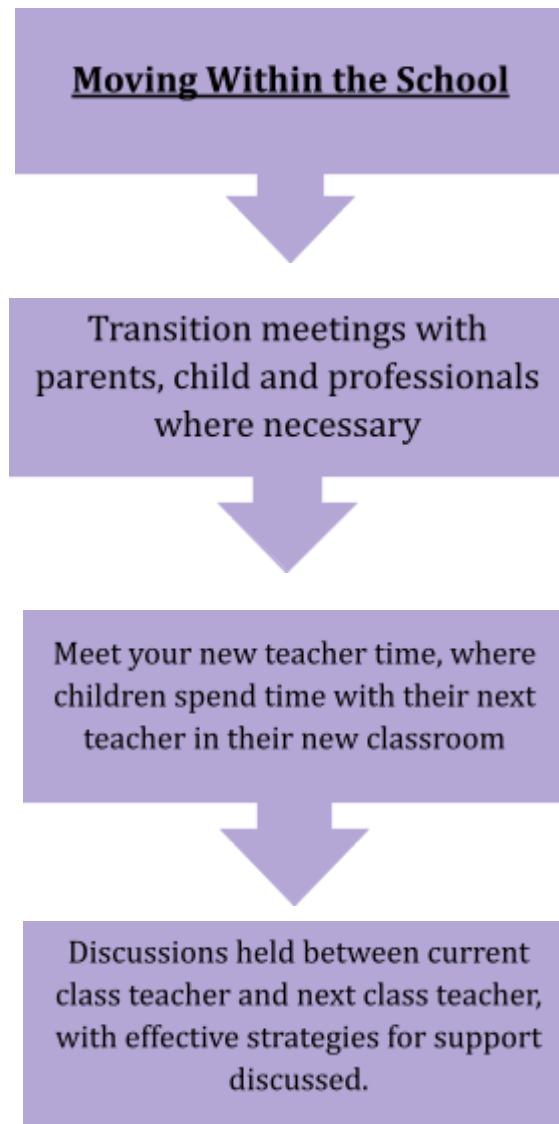
Netball

Science

Cricket Club

Movement Skills (PE) Club

**Supporting Transitions** - How do we support children with key transitions in their lives?



## How do we work with parents at Stalham Infant & Junior Schools?

A partnership between parents and the school is regarded as essential to ensure the best outcomes for the child. At Stalham Infant & Junior Schools we pride ourselves with our communication with parents and really value the relationships we build and foster.

Below are the ways we communicate with our parents:

- \*Written report at the end of the academic year.

- \*Informal/formal meetings, whenever necessary with the Headteacher, Deputy Headteacher and SENCo. Class teachers can be invited, as well as other professionals if required.

- \*email access to the child's class teacher as well as the Headteacher, Deputy Headteacher and SENCo.

- \*Weekly newsletter.

- \*Regularly updated website and twitter feed.

- \*Annual review meeting for pupils with an Education, Health and Care Plan.

- \*The School has an active Friends Association (FOSS - Friends of Stalham Schools) to which all parents are welcome.

## How does the school work with other professionals and outside agencies?

Stalham Infant & Junior Schools value the opinion and advice of external agencies. If required, we will make arrangements to accommodate the suggestions made by other professionals.

Some of the specialist teams that we may work alongside include:

School nurse

Paediatrician

Educational Psychologist

Parent Support Advisor

Occupational Therapist

Access Through Technology

Physiotherapist

Speech and Language Therapist

Dyslexia Outreach Service

School 2 School Support



### Links to further information

Should you require any further information on SEN the following places can help.

Stalham Infant & Junior Schools SEN Policy –[www.stalhamacademy.co.uk/our-policies](http://www.stalhamacademy.co.uk/our-policies)

Norfolk Local Offer - [www.norfolk.gov.uk/children-and-families/send-local-offer](http://www.norfolk.gov.uk/children-and-families/send-local-offer)

### Contacts for further support and advice

Any concerns should be initially being raised with your child's class teacher. Should you wish to make a complaint this should be taken up with the Headteacher or SENCO.

Current Contacts:

Headteacher – Mr Glenn Russell

Special Educational Needs Coordinator (SENCO) – Miss Ella Barnes

SEN Governor – Mr John Mules

All of the above can be contacted through the school office

[office@stalhamacademy.co.uk](mailto:office@stalhamacademy.co.uk)

01692 580083