

Rockland St. Mary and Surlingham Primary Schools



SEN INFORMATION REPORT 2019-20



SAPIENTIA
EDUCATION TRUST

CONTENTS

1. Contents
 2. Welcome
 3. Key People
 4. Our SEND Profile 2019-20
 5. What is SEN?
 6. What is Disability?
 7. Areas of Need
 8. Stages of SEN
 9. Barriers to Learning
 10. How do we identify SEN?
 11. The Graduated Approach
 12. Our Values
 13. Our Approach to Teaching
 14. Pupil Voice
 15. Support Available to our Children
 16. People who Support our Children
 17. External Agency Support
 18. Networks
 19. Staff Training
 20. Assessment Tools
 21. Transitions
 22. How we Support Parents
 23. Have Your Say and How to Contact us
 24. SEN Acronyms
- Appendices: Provision Overview

WELCOME

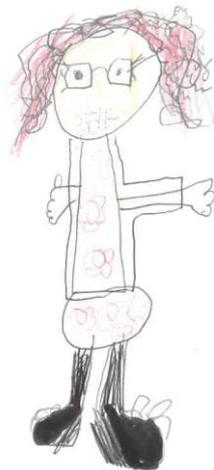
Welcome to Rockland St. Mary and Surlingham Primary Schools' SEN Information Report for 2019-20.

At Rockland St. Mary and Surlingham Primary schools we are committed to working together with all members of our community. This report shows how we support children with Special Educational Needs (SEN) and Disabilities (D). It's updated annually and has been produced with support from Sapientia Education Trust and information provided by staff, children and parents.

It is part of Norfolk's Local Offer. For more information about Norfolk's Local Offer please visit www.norfolk.gov.uk/children-and-families/send-local-offer

KEY PEOPLE

SENDCo: Mrs Helen Norris



Assistant SENDCo: Mrs Kirsty Lane



Executive Headteacher:
Mrs Julia Humphrey



SEND Governor: Mr Ernest Green

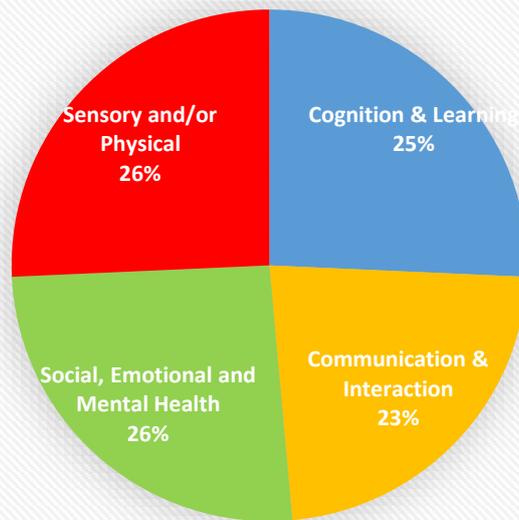


OUR SEND PROFILE 2019/20

We currently have **12 pupils** identified as having SEND, which equates to **12.4%** of our school population. We currently have no children with an EHCP.

Nationally **14.9%** of children are identified with SEN, and locally, across Norfolk **15.5%** of children are identified with SEN.

SEND PROFILE SEPTEMBER 2019



Our SEND Profile for 2019-20 currently shows that:

25% of children with SEN have **Cognition and Learning** needs

26% of children with SEN have **Social, Emotional and Mental Health** needs

23% of children with SEN have **Communication and Interaction** needs

26% of children with SEN have **Sensory and/or Physical** needs

(Please note, that children may have more than one area of need).

Each school receives a budget to support children with SEN within the school. This is used to provide additional support for pupils with SEND. For **Rockland St. Mary** the amount for 2019-20 was **£21,569** and for **Surlingham Primary** the amount for 2019-20 was **£20,527**. If a child has an EHCP or an exceptionally high level of need, we can apply to the Local Authority for additional funding via a banding system, usually up to the value of **£4,044 per pupil**. However, the school must fund the **first £6,000** of any additional support for each pupil.

At present, most of this amount is used to fund additional Teaching Assistant (TA) support in class, targeted SEN interventions and SEN resources.

WHAT IS SEN?

As set out in the **SEN Code of Practice 2015**, 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, namely provision ***different from or additional to*** that normally available to pupils of the same age.

A child or young person has a learning difficulty or disability if he or she:

- a) Has significantly greater difficulty in learning than the majority of others of the same age, or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(CoP, page 15-16)

WHAT IS DISABILITY?

The **Equality Act 2010** states that a person is disabled if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is a **significant overlap** between disabled children and young people and those with SEN. (CoP, p.16)

Together we refer to these two groups of children as those with **SEND**.

The **Equality Act 2010** also sets out the legal obligations that schools have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make **reasonable adjustments**, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Please see our **School Accessibility Plan** for further details.

AREAS OF NEED

The Code of Practice identifies four categories of SEN. The categorisation helps a school to identify what actions they need to take to support a child with SEN. Individual children often have needs that fall into more than one category and their needs may change with time.

The four categories are:

- Communication and Interaction (CI)
- Cognition and Learning (CL)
- Social, Emotional and Mental Health (SEMH)
- Sensory and Physical (SP)

STAGES OF SEN

The majority of children with SEN will have their needs met within the core offer of additional support provided by local mainstream schools. This is called **SEN Support**. However, where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the child, they have not made expected progress, the school will consider requesting an Education, Health and Care (EHC) needs assessment, in order for the local authority to decide whether it is necessary for it to provide a higher level of support.

The purpose of an EHC Plan (**EHCP**) is to set out the special educational provision needed to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care, and, as they get older, prepare them for adulthood. Further information and guidance about applying for an EHC assessment can be found on Norfolk's Local Offer website: <https://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/education-health-and-care-ehc-plans/ehc-needs-assessment-and-plans/ehc-needs-assessment-requests>

BARRIERS TO LEARNING

At Rockland St. Mary and Surlingham, we focus on trying to identify a pupil's **barriers to learning**, rather than relying on diagnostic labels alone. Examples of barriers to learning can include: poor working memory, slow processing speed, anxiety, speech difficulties and limited self-regulation, etc.

Sometimes we simply want to **overcome** the barrier, so the child can take part in an activity or lesson and engage in learning. However, we will also work to address the barrier to learning and ultimately aim to **remove** it. We focus particularly on working with children to develop their independence and self-help strategies, so that they can become successful, independent learners.

HOW DO WE IDENTIFY SEN?

The route to identifying a child's SEN normally follows the pattern below:

1. Concern raised by parent / carer and/or class teacher
2. Conversation between the school and parents/carers takes place
3. Conversation between the class teacher and/or parents and SENDCo takes place and initial adjustments are made.
4. A diagnostic assessment may then follow. This can involve professionals external to the school, such as an Educational Psychologist (EP) or Specialist Learning Support Teacher (SLST). We may also suggest you make an appointment via your GP for a medical referral or we may ask you to provide further information e.g. by completing a Strengths and Difficulties Questionnaire (SDQ).
5. Using all the information gathered, we work collaboratively to identify the potential barriers to learning and agree a suitable plan of action.

Not all children will require SEN Support. All children are different and may need additional support for a variety of reasons; they may have had a significant period of absence from school or have attended several schools and not had a consistent opportunity to learn, they may be worried about things that distract them from learning and some children may have little/no English when they start school.

We are committed to ensuring that all children have access to learning opportunities so that they can achieve their potential. We conduct an annual Vulnerability Analysis (VA) looking at a range of factors that may impact on children's ability to access learning, and closely monitor these pupils through our School Care Register (SCR). We act to provide additional support for all those at risk of not progressing. This does not mean that all vulnerable children have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN, and will be placed on the School's SEN Support Register (SSR).

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Difficulties related solely to limitations in English as an additional language are not SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. (CoP, p96)

THE GRADUATED APPROACH

Once a pupil has been identified as having SEN, a four-part cycle is followed, known as the **graduated approach**.

SEN support should take the form of a **four-part cycle** (assess, plan, do, review) through which earlier decisions and actions are **revisited**, **refined** and **revised** with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. (CoP, p.100)

ASSESS – We consider all the information from discussions with parents / carers, the child, class teacher and specialists. We may also look at information from observations and assessments. We also identify the child's strengths.

PLAN – Now we can start to identify barriers to learning and plan appropriate support strategies to help overcome them. This may involve a combination of adjustments and in-class support available from within our core offer (See appendix) and/or targeted intervention aimed at removing the barrier(s). This is recorded through an individual **SEND Support Plan** which remains an ongoing, active document.

DO – This is providing the support – extra assistance for learning, learning aids and tools or targeted intervention, etc. as set out in the SEND Support Plan.

REVIEW – At regular intervals we measure the impact of the support and consider if changes need to be made. All those involved – the child, parents/carer, teacher and SENDCo contribute to the review either formally through a review meeting or informally through ongoing discussions. We usually reflect on: What's going well? What's not going well? What do we need to do next? If necessary, a new cycle of Assess, Plan, Do, Review can begin.



OUR VALUES

At Rockland St. Mary and Surlingham Primary Schools, our vision is to encourage and support pupils to enjoy their childhoods and reach their full potential, as confident, inquisitive and successful learners and as fully rounded individuals. This applies for all pupils, including those with SEND.

Respect – Resilience – Resourcefulness – Reach



OUR APPROACH TO TEACHING

All staff have high standards and strive to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all children and as a result of staff's on-going assessment we ensure that learning is taking place. Our whole school system for monitoring progress includes: pupil progress meetings, book scrutiny, learning walks, moderation of work and close monitoring of our assessment data/tracking systems. We also work closely with other schools within our Sapientia Education Trust to share good practice and achieve the best outcomes possible for all children.

Inclusion is achieved by valuing diversity, celebrating strengths and interests and developing a climate where all students feel valued, secure and cared for. Safety is also always of paramount importance to us. We are proactive in preventing and dealing with incidents of bullying, discrimination and dangerous behaviour.

We are also developing our provision to support children's wellbeing and social, emotional and mental health. We will ensure that students have access to an appropriate range of support if they feel troubled, both within school through COMPASS provision and by signposting to external agencies as appropriate. See our COMPASS Policy for further information.

PUPIL VOICE

We actively involve children in making decisions about their own support and learning. We value their opinions and seek to involve them in a variety of ways, including:

- **School Council** – A regular opportunity for pupils to meet and discuss school policies, procedures and topical issues, led by Mrs Marsden and Mrs Bayliss.
- Annual **Pupil SEND Survey** (90% of pupils with SEN said they liked school).
- **All About Me** sheet - This is included in the pupil's SEND Support Plan.
- **Self-Evaluations** and **Rating Scales** (e.g. Zones of Regulation).
- Regular opportunities to **meet with the SENDCo**.

Some of the things that our pupils have identified as **'What's Working Well?'** include:

The Teachers and TAs help us do our work in class

We have time to talk with Mrs Lane who listens to us.

I've got my own computer. That helps.

Sensory Circuits really, really helps to get your mind and your body ready for learning.

My friends help me.

The teacher goes through the homework with us and we get a long time to do it – like a project – so you don't need to do it in one go.

Reading suddenly just made sense!

Following feedback from pupils, the SENDCo will continue to deliver a series of assemblies throughout the school year, focusing on what it is like to have SEN, in order for all pupils to develop a greater awareness and understanding.

SUPPORT AVAILABLE TO OUR CHILDREN

Support provided	What does this look like for your child?
Quality first teaching (QFT)	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. • Teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. • Your child will be in a mixed ability class for many subjects, but some subjects may be taught in ability groups. Groupings will be varied overtime. • The teacher will plan lessons that are appropriate and will set relevant targets to ensure that your child makes progress.
Additional in class support (Overcoming barriers)	<ul style="list-style-type: none"> • Additional in-class support is decided once the individual needs of children in given class groups have been considered. At Rockland and Surlingham, class groups are typically around 20 pupils per class, with at least one TA working in each classroom. • TAs will provide additional in-class support. • TAs will work under the direction of the class teacher. • Teachers and TAs will take action to overcome specific barriers to learning (e.g. providing visual prompts, giving regular verbal reminders, carefully managing seating, breaking down instructions, etc.) • Pupils may work in small groups away from the classroom for short periods, in order to receive targeted support and differentiation.
Targeted intervention (Removing barriers)	<ul style="list-style-type: none"> • Pupils may participate in structured intervention programmes aimed at developing targeted skills and removing specific barriers to learning. • Current intervention programmes include: <ul style="list-style-type: none"> • Speed-up, handwriting and finger-gym • Phonics and spelling • Additional reading • Sentence structure • Language development and ELKLAN • Auditory and visual memory games • Number support • Talk Boost • Sensory Circuits • COMPASS

<p>Personalised specialist support programmes</p>	<p>Some pupils will receive personalised specialist support programmes, under the guidance and direction of an external specialist. This support will be delivered by school staff and/or external professionals and may include:</p> <ul style="list-style-type: none"> ▪ Speech and Language Therapy ▪ Occupational Therapy ▪ Computer Skills (Managed by ATT, VSSS or EPSS) ▪ Medical Need Support - as set out in the pupil's Health Care Plan ▪ ADHD Coaching
<p>SEMH support</p>	<p>We are currently working as part of the COMPASS network which involves the delivery of one-to-one and small group COMPASS intervention sessions. COMPASS Sessions focus on developing key skills in the following areas:</p> <ul style="list-style-type: none"> • Resilience • Self-Esteem • Behaviour • Social Skills • Emotional Awareness (KS1) • Self-Efficacy (KS2) <p>Please see our COMPASS Policy for further information.</p>
<p>School trips</p>	<p>If your child's class are participating on a school trip we will make sure that there is adequate support to allow your child to attend. This may mean that additional staff accompany the trip, above the normal ratios.</p> <p>If there is any doubt about the suitability of the trip, e.g. due to terrain, activity type or another external factor, we will discuss our concerns with you at the earliest possible time, to ensure that any potential risks can be minimised sufficiently, for it to be agreed by all, that it will be safe and appropriate for your child to attend. We will always make all reasonable adjustments possible.</p>
<p>Additional learning opportunities</p>	<p>At Rockland St. Mary and Surlingham Primary Schools, we offer a wide range of clubs and activities which are open to all. For 2019/20 the clubs offered are: Karate, Tag-Rugby, Multi-sports, Gymnastics, Art and Crafts Club Music lessons and homework club.</p>
<p>Site access</p>	<p>Our school sites are set across one level and are fully accessible to all. Please see our School Accessibility Plan for further information regarding accessibility.</p>

PEOPLE WHO SUPPORT OUR CHILDREN

People who support our children, their role and responsibilities:

SENDCo – Mrs H Norris

- Ensuring that if concerns are raised, individual children are assessed to identify specific barriers to learning.
- Carrying out baseline assessments and observations as appropriate and using this information to accurately identify areas of need.
- Ensuring that all members of staff working with your child are aware of your child's individual needs and/or conditions and what they need to enable them to learn and make progress.
- Ensuring that all staff members working with your child in school are supported to deliver planned work/programmes to support your child, so they can achieve the best possible progress. This may involve input from external specialists.
- Maintaining a conversation between school and parents as necessary (in person, telephone or via email) and ensuring that you are:
 - listened to carefully and your concerns taken seriously
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing their progress
 - included in the process of planning ahead
- Leading and co-ordinating Annual Review meetings (EHCP).
- Liaising with external agencies and professionals who might contribute to and support your child's learning, e.g. Educational Psychologists, Specialist Learning Support Teachers and Speech and Language Therapists, etc.
- Meeting with pupils to gain their views.
- Sign-posting staff and parents to relevant information / support services
- Holding the overview of SEND needs within the school, so that resources can be distributed most effectively.

Class Teachers

- Supporting your child on a day to day basis.
- Ensuring that the wellbeing of all pupils in the class is nurtured and any concerns discussed with parents/ carers and other members of staff as appropriate.
- Holding an overview of each pupil's academic progress.
- Ensuring that all children have access to a curriculum that is adapted to meet their needs.
- Seeking advice from the SENDCo and/or other specialists as appropriate.
- Following advice and recommendations as set out in the pupil's SEND Support Plan and updating this document as necessary.

Teaching Assistants

- Supporting children on a day to day basis.
- Providing additional support in class, reinforcing and mediating learning, and adapting / providing additional resources as required.
- Delivering targeted intervention programmes under the direction of the class teacher and/or SENDCo.
- Providing personalised pupil specific therapy such as Speech and Language therapy, physiotherapy, intimate care, etc., under the guidance of specialist support services and the class teacher / SENDCo.

The Senior Teachers – Mrs Marsden (RSM) and Mrs Bayliss (SPS)

- Coordinating support for all children.
- Developing the school's provision to ensure that every child receives a consistent, high-quality response to identified needs in school.
- Ensuring staffing levels are appropriate in meeting the needs of your child.
- Making sure that staff are provided with high quality training so they are aware of, and confident in meeting, the needs of your child and others within our school.

Head Teacher – Mrs Humphrey

- Overseeing the overall strategic development of the school.
- Providing the day to day leadership and management of all aspects of the school.
- Ensuring that the Governing Body is kept up to date about any issues arising in the school.
- Gathering evidence of access arrangements (AA) requirements for Key Stage 2 SATs.
- Applying for Access Arrangements.
- Communicating results of applications to parents/ carers, students and teaching staff.
- Allocating sufficient funding for staff, training and SEND specific resources.

Governing Body – SEN Governor – Mr Green

- Making sure that the school has an up to date SEN Policy and SIR.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making visits to understand and monitor the support given to groups of children within the school and being part of the process to ensure your child achieves his/her potential.
- Liaising with the SENDCo and Head teacher to provide information regarding SEND to the full Governing Body.

EXTERNAL AGENCY SUPPORT

We have access to a range of external support services, individually and through links with the F7 cluster and Sapientia Education Trust. Most support services have to be commissioned, which means they have to be paid for by the school. Currently we are working with these professionals:

- Educational Psychologist (EPSS) – School / cluster funded
- Specialist Learning Support Teacher (EPSS) – School / cluster funded
- School Nursing Team – NHS funded
- Paediatricians – NHS funded
- Neurodevelopmental Services (NDS) - NHS funded
- ASD Outreach team (EPSS) – School / cluster funded
- East Coast Community Health Care (ECCH) – NHS funded
- Access Through Technology – LA funded
- COMPASS Network – SET funded
- Nelson's Journey - Charity



C.O.M.P.A.S.S
CREATING OPPORTUNITIES TO MAXIMISE PERSONAL AND SOCIAL SKILLS



**Educational Psychology
& Specialist Support**

**Nelson's
Journey**



**Virtual School
Sensory Support**

NETWORKS

Staff in our school work as part of a variety of network groups, including:

- SENDCo Network (F7 & SET)
- Intervention Lead Group (SET)
- TA Network (F7 & SET)
- COMPASS Network (SET)
- Essential SENDCo Network (Willow Tree Learning)
- SENforum (Local Authority)

The SENDCo also participates in a variety of Local Authority projects and steering groups including: Exceptional Needs Funding Moderation Panel, Review of Provision Expected at SEN Support Guidance Documentation, EHCP case study reviews and SENforum. Through this we are able to contribute to the Local Offer and help shape the future of wider SEN provision and services.

STAFF TRAINING

We are committed to ensuring that our staff receive a range of appropriate training and development opportunities. Our staff have access to a variety of training courses through the Sapientia Education Trust Teaching School along with other commissioned services and in-house training. Some of the recent training sessions attended by individuals or groups of staff include:

- Removing and Overcoming Barriers to Learning (SET)
- The SEN Code of Practice & Equalities Act (SET)
- ASD Awareness and Support Strategies (EPSS)
- Social Stories (SET)
- Sensory Processing & Sensory Integration (SET)
- Working Memory (EPSS & SET)
- Introduction to Cognitive Behavioural Therapy (EPSS)
- Small Children, Giant Voices (LINK)
- Managing Challenging Behaviour (SET)
- NQT Practical Strategies to Support Pupils with SEN (SET)
- Mental Health First Aid (SET)
- ELKLAN & Talk Boost (F7 Cluster)
- Loving Language (Communicate)

ASSESSMENT TOOLS

We have access to a number of specialist assessment tools either through owning our own copy or through shared access with other SET schools. These can be administered by specially trained school staff and include:

Assessment tool	Focus	Age range
Salford Sentence Reading Test (SSRT)	Reading	4.5 – 13
Single Word Spelling Test (SWST)	Spelling	6-14
Diagnostic Spelling Test (DRA)	Spelling	5-12
Sandwell Early Numeracy Test Revised (SENT-R)	Maths	4-8, 8-14
Visual Stress Assessment Pack	Visual Stress	7+
Dyslexia Screening Test – Junior (DST-J)	Dyslexia	6-11
Comprehensive Test of Phonological Processing 2 nd Edition (CTOPP-2)	Phonological Processing	6-24
Diagnostic Reading Analysis 2 nd Ed.	Comprehension	7-16
Working Memory Rating Scale (WMRS)	Working Memory	5-11
British Picture Vocabulary Scale 3 rd Ed. (BPVS-3)	Receptive language	3-16
COMPASS Tracker	SEMH	5-11
Strengths & Difficulties Questionnaire	SEMH	2-17
Boxall Profile Online	SEMH	4-18
Raven’s Matrices	Non-verbal abilities	4-11, 7-18

TRANSITIONS

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 a new school. Planning for transition is a part of our provision for all learners, especially those with SEN. We recognise that transitions can be a challenge for our children and we take steps to ensure that every transition is as smooth an experience as possible.

Joining Rockland St. Mary and Surlingham Primary Schools

- The class teacher will liaise with the current Early Years Provider or School.
- We will invite you to visit the school to look around and speak to staff.
- If your child is joining Nursery or Reception, once we have your child's place confirmed by the Local Authority, we will invite your child to attend transition sessions.
- Enhanced transition is available for those needing greater familiarisation.
- We may visit your child at their school/Early Years setting/home visit.

Moving Class

- Moving classes will be discussed with you and your child towards the end of the summer term and they will receive information about their new class.
- During Annual Reviews for EHCPs, a teacher from the next class will be present where possible.

Moving to a Different School - Depending on the needs of the child:

- Phone/email contact with new school.
- The child's SEN File is passed to the new school.
- Social stories about moving to a new school.
- Familiarisation support e.g. photos and activities/discussion about change.

Moving up to High School

- For those in Year 6 with an EHCP leaving our schools, a co-ordinator from Norfolk County Council will attend in order to compile a 'Transition Plan' in partnership with you and your child.
- Enhanced transition programmes are available as needed (e.g. additional visits and/or transition activities with a familiar adult (usually TA)).



HOW WE SUPPORT PARENTS

At Rockland St. Mary and Surlingham Primary Schools we regard it as essential to work in partnership with parents to achieve the best outcomes for the child. As well as a full range of school and community events, we offer a variety of support opportunities for parents, including:

- Friends of Rockland St. Mary School (FORMS) & Friends of Surlingham School (FOSS)
- Regular Parents' meetings and opportunities to discuss your child's progress with their class teacher
- Termly opportunities to 'Meet the SENDCo' and review SEN provision
- Communication via email, telephone or in person as appropriate
- Disseminating useful information (e.g. COMPASS Newsletter)
- Signposting to useful parent events and training opportunities

USEFUL LOCAL PARENT SUPPORT SERVICES

- **Norfolk SEND Partnership** - Norfolk SEND Partnership provide impartial information, advice and support services.
www.norfolksendpartnershiass.org.uk
- **Norfolk Family Voice** - A network of parents and carers of children and young people with special educational needs and/or disabilities in Norfolk.
www.familyvoice.org.uk
- **Norfolk Local Offer** – Information about provision available across education, health and social care for children with SEND.
www.norfolk.gov.uk/sen
- **ADHD Norfolk Website** <https://www.adhdnorfolk.org.uk/>
- **Norfolk Virtual School Website** <http://vsss.virtual-school.org.uk/>
- **Point 1 – support for children experiencing mental health and emotional problems.** <https://point-1.org.uk/>
- **ASD Helping hands** - <https://www.asdhelpinghands.org.uk/>
- **British Dyslexia Association** - <https://www.bdadyslexia.org.uk/>

HAVE YOUR SAY & HOW TO CONTACT US

This annual report sets out our annual offer to children with SEN but to help us make it work we need the views of parents/carers, pupils, governors and staff. We welcome any feedback on the contents of this report or suggestions about how we could improve it further.

As parents, do please engage with our 'Assess, Plan, Do, Review' processes - You know your child best, so please support us by providing us with information about your child and updating us of any changes which may be relevant to their ability to access learning.

If you have any concerns about your child, please discuss these with your child's class teacher first. Please remember that things are not always what they seem, and that children do not always describe situations and events accurately ('School was boring and they didn't do anything all day!'). We would always prefer to know sooner rather than later if a difficulty is emerging, so that we can put appropriate early intervention into place.

If you are not happy that your concerns are being managed, and/or think that your child is not making progress, you should speak to the SENDCo or Head Teacher. This can be done via the School Office.

If you are still not happy you can speak to the school SEN Governor.

If we have concerns we will talk to you on the phone, contact you via e-mail and/or ask you to come in to school to meet with us.



Rockland St. Mary Primary School
Telephone Number: 01508 538345
Email: office@rsm.set.education

Surlingham Primary School
Telephone Number: 01508 538214
Email: office@sps.set.education

SEN ACRONYMS

AA	Access Arrangements
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
APDR	Assess, Plan, Do, Review
ASD	Autistic Spectrum Disorder
ATT	Access Through Technology
CAMHS	Child and Adolescent Mental Health Service
CI	Communication and Interaction
CL	Cognition and Learning
COMPASS	Creating Opportunities to Maximise Personal and Social Skills
CoP	Code of Practice
CPD	Continued Professional Development
ECCH	East Coast Community Healthcare
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EPSS	Educational Psychology and Specialist Support
IHCP	Individual Health Care Plan
LA	Local Authority
NHS	National Health Service
NQT	Newly Qualified Teacher
OT	Occupational Therapy/Therapist
QFT	Quality First Teaching
SALT	Speech and Language Therapy/Therapist
SCR	School Care Register
SDQ	Strengths and Difficulties Questionnaire
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
SET	Sapientia Education Trust
SIR	SEN Information Report
SLST	Specialist Learning Support Teacher
SP	Sensory and/or Physical
SSP	SEND Support Plan
SSR	SEND Support Register
TA	Teaching Assistant
VA	Vulnerability Analysis
VSSS	Virtual School for Sensory Support

APPENDIX 1

Quality First Teaching to OVERCOME Barriers to Learning

Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Sensory and/or Physical
Sit near an adult to provide support and/or re-focusing (small group support)	Colour coding for different steps, processes, tasks or tracking dots	Specific role or responsibility to promote positive engagement	Fiddle toy / stress ball / blue-tac / chew band
Multi-sensory teaching and practical apparatus used where possible (e.g. numberline, counters, coins, puppets, etc)	Additional time to complete extended written tasks and/or opportunities given to complete tasks (e.g. finishing time)	Feeling faces / symbol cards to communicate feelings and/or requests for support	Sensory-calm objects, e.g. liquid motion bubbler, rainmaker, glitter wand, sensory bottle, etc.
Whiteboard to jot down ideas, notes or attempt spellings, etc.	Not asked to read/write publically unless volunteers	Regular time reminders given and/or specific time targets (e.g. using sand-timer)	White noise / calming music / noise-cancelling headphones
Word banks, prompt sheets, sentence starters, etc.	Clear, unambiguous language	Circle time / Time to Talk / Peer-to-peer support opportunities	Designated time-out / time-in zone or safe-space when pupil feels the need to 'escape'
Working Wall and/or Help Desk	Concise 2 or 3 part instructions	Effort and resilience acknowledged and praised	Offered a brain-break when becoming overloaded e.g. brain-gym or change of task
Jump start e.g. pre-written date and LO (so pupil can focus on content)	Tasks broken-down into clear, manageable chunks or numbered steps	Visual timetable and/or Now and Next board	Own work station or screen to minimize distractions
Alternative methods to record learning e.g. mind-maps, scribing, drama, iPad.	Organisational checklists (e.g. List for packing bag, checking through work, home-time routine, etc.).	Pupil prepared for change to routine/the norm in advance, whenever possible	Sit near front of class and/or in direct eye-line of board
'Talking-tins' to record ideas / responses / prompts	Visual cues and prompt cards (e.g. pictorial plan, checklists, reminders, etc.)	Regular reminders of routines, expectations, warnings, etc.	Tinted background on IWB, avoiding strong contrast
Handouts for audio-visual presentation e.g. own printout of IWB page, own copy of text	Additional processing (thinking) time, particularly if an oral response is required (10 second rule)	Structured choices (e.g. X and Y needs to be done but pupil chooses order)	Coloured overlay, tinted reading ruler or window reading ruler
Scaffolding, cloze procedure and/or writing frames	Instructions/information repeated	If... then.... procedure (e.g. If you complete 5 sums, then you can have 5 minutes Lego)	Cursive handwriting style encouraged to engage motor memory
b/d card and/or upper & lower case alphabet strips and/or high-frequency word lists, etc.	Instructions/information rephrased	Buddy system, playground-pals, friendship bench, etc.	Access to ICT for extended written tasks (including homework) where appropriate
Highlighters and post-it-notes used to pick out key information	Talk-partners to rehearse responses and develop confidence	Individual behaviour / reward chart	Pencil or pen grips, chunky pencils, ergonomic/free-flow pen and/or finger spacer
Access to peer or adult scribe, transcribe or reader	Oral rehearsal to check understanding of task, topic or instructions (e.g. repeat back what you need to do)	Clear hierarchy of sanctions and rewards, with opportunities to 'move back up' the scale if sanctioned (e.g. traffic lights, clouds, etc.)	Sensory weighted blanket, lap-pad, shoulder-wrap or weighted object
Peer or small group working (e.g. submit response collaboratively as a group rather than as individuals)	Positive models (e.g. What a good one looks like - WAGOLL, or highlight a good role model)	Celebration of strengths and achievements (e.g. sharing assembly, celebration book, certificates)	Homework instructions are clear e.g. written on sheet or recorded in Reading Record / Homework Diary
'I do, we do, you do' model	Implicit made explicit (e.g. thought cloud / In my head I'm thinking/ I know that...)	Positive engagement using pupil's name at the start of sentence	Pupil left-handed – may need additional space, to be seated on left side of desk and given left-handed scissors/equipment

Other in-class support strategies regularly used:

Small school <100 pupils
Small class size < 20 pupils

APPENDIX 2

Personalised Support to REMOVE Barriers to Learning

Area of Need	Targeted Support	Specialist Support
Cognition and Learning	<ul style="list-style-type: none"> • Small group support in class • Access to class computers / iPads / word processors • Precision Teaching - Sight recognition • Precision teaching – Spelling • Phonological development • Regular additional reading • Number skill reinforcement – recognition and 1:1 correspondence • Comprehension and inference skills • Fun reading • Study skills • Nessy • Maths Challenge • HFW recognition – spellings / reading • Memory games 	<ul style="list-style-type: none"> • Specialist assessment and recommendations made by an Educational Psychologist (EP) or Specialist Learning Support Teacher (SLST) • Access Through Technology (ATT) • Use of Clicker 6 / 7 • Adult scribe or transcribe • Basic skill development (e.g. sentence structure, grammar, small-step learning)
Communication and Interaction	<ul style="list-style-type: none"> • Vocabulary Expansion • Sentence Development • Study Skills • Lego Therapy 	<ul style="list-style-type: none"> • Specialist speech and language assessment and recommendations (ECCH) • Speech and language therapy (External) • Speech and language support programme delivery • Stammer support • ASD Outreach support
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • COMPASS (Small group) • COMPASS – drop-in sessions • Sensory Circuits • Zones of Regulation • ZAP (transition to high school support) • Lego Therapy • Creative Arts groups 	<ul style="list-style-type: none"> • COMPASS (one to one) • Referral to Nelson’s Journey • Referral to Point 1 • Referral to Early Help Hub • Individual reward / sticker chart • Behaviour / Risk Management Plan • ADHD coaching
Sensory and/or Physical	<ul style="list-style-type: none"> • Sensory Circuits • Additional handwriting practise • Fine and Gross Motor Skills • Speed Up 	<ul style="list-style-type: none"> • Occupational Therapist assessment and recommendations • Occupational Therapy programme delivery • Individual support during PE, swimming and outdoor learning • Specialist equipment (e.g. Writing slope, foot rests, resistance band and/or Movin’ sit cushion) • Touch typing tuition • Individual Health Care Plan