

SEND Information Report 2023-24

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs or Disabilities (SEND)

At The Free School Norwich, we believe in participation for all. We work with parents, carers and children supporting them to enjoy learning. We promote and support an inclusive culture in our school, and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

Our 2023-24 SEND Profile shows:

Type of support	Number of pupils
School Support	11.9 (%) National Average 13.5%
EHCP	3.2 (%) National Average 2.5%
EHCP in progress	2

Profile by area of need:

Area of Need:	Number of pupils
Communication and Interaction	10
Cognition and Learning	16
Social, Emotional and Mental Health	2
Sensory and Physical	0

June 2023 National SEND data can be found here:

<https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>

How we identify individual special educational learning needs

When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them including parents, previous settings and specialists and use the information already available to identify what possible barriers to learning may be within our school setting and to help us plan appropriate support strategies.

We know that parents know their child best and work closely with them in identifying and assessing learning barriers. If we agree that further assessment is required to effectively support a child, we will appoint the services of an appropriate outside professional to further our understanding of how best to support them. We will always share the findings with parents and, in consultation with them, plan the next steps to best support their child.

Sometimes teachers feel that a child has a special educational need, this may be because they are not making the same progress within the curriculum as other pupils. If this is highlighted, we place pupils on the SEND Register if they have an identified need, whether this can be met with High Quality Teaching or whether the pupil requires specific intervention. Pupils' barriers to learning will be indicated on the register.

We believe that early identification and intervention is best to help children achieve success. We will observe the child's learning characteristics and how they cope within our learning environment, we will assess their understanding of what they are learning in school and if appropriate use ongoing assessments to help us to implement targeted support. This will help us to identify the child's needs and plan strategies to support their learning. If school has become concerned about a child, parents will be contacted by the child's class teacher or the school's Special Educational Needs Coordinator (SENDCo), Faye Bunn and their thoughts and opinions will be sought. We will then work together to create a Pupil Passport to summarise support strategies and set individual targets to monitor small steps of progress.

How we involve pupils and their parents/carers in identifying special educational needs and planning to meet them

We are a child and family centred school and believe that pupils and parents should be at the heart of all decision making about the child.

When we assess special educational needs, we discuss with parents if their child's understanding and behaviour are the same at school and home; we take this into account and work with our parents so that we are helping their child in the same way and helping them make progress.

Where appropriate, in line with our graduated response, we will write and review targets with pupils and parents/carers, a copy will always be available to all.

We hold regular meetings that allows the pupil, family, school staff and other appropriate outside agencies to be able to share information, celebrate success and plan next steps.

We have an open-door policy which means that staff can be contacted to address concerns and celebrate successes daily. Appointments can be booked with teachers or the SENDCo when a more in-depth discussion is required. Our SENDCo can be contacted on 01603 761044 or by email: office@freeschoolnorwich.org.uk

We hold parent support groups for families of children with Special Educational Needs as an informal way to share ideas, support each other and develop relationships.

Who are the best people to talk to at our school if you're worried about your child's learning and/or development?

The Class Teacher is responsible for:

- Checking on the progress of a child and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- Writing and reviewing Pupil Passports with the SENDCo and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with a particular child in school are helped to deliver the planned work/programme for the child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, as well as differentiated quality first teaching.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo Faye Bunn is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and action plans to make sure all children get a consistent, high-quality response to meeting their needs in school. This includes developing and monitoring the school's graduated response of support for our SEND pupils and supporting the assessment of progress and impact.
- Ensuring the changes under the SEND Code of Practice 2015 are implemented in line with the school's SEND Action Plan.

Ensuring that parents are:

- Involved in supporting their child's learning
- Kept informed about the support their child is getting
- involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the schools SEND provision.
- Applying for additional support and funding where necessary for our most vulnerable children

The Principal is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND
- Giving responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Support the school SENDCO in terms of budgeting the SEND provisions.

The SEND Trustee is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Challenging the schools SEND department to ensure ALL children are reaching their full potential.

How teaching is adapted to support children with SEND

How we use other adults in school to support pupils with SEND?

Our team of Teaching Assistants and are able to effectively support individuals or groups of children in the classroom and undertake small group or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities. This provision across school is planned for by our class teachers as part of our quality first teaching.

Our SENDCo will also support our children and their families and may also be able to sign post you to other services.

Under the leadership of our SENDCo, our Dyslexia Support Teaching Assistant carries out specialist interventions for students identified as having Specific Learning Difficulties (SpLD)

We have regular contact with external agencies to support staff and children in school including:

[CAMHs](#)

[The Benjamin Foundation](#)

Paediatricians and General Practitioners

[Early Help Team](#)

[Specialist Learning Support Teachers](#)

[School 2 School](#)

[Neurodevelopment Team](#)

[Virtual Schools for Looked After Children](#)

[Virtual School For SEND](#)

[Virtual School for Sensory Support](#)

[The Inclusion Team](#)

[Norfolk Steps](#)

[ISLTS Speech Therapy](#)

[NHS Just One Norfolk](#)

[The Benjamin Foundation](#)

[Dyslexia Outreach](#)

How we use specialist resources to support pupils with special educational needs or disabilities

Our staff make individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.

We have a range of technology to support different learning styles and help motivate and access learning. These include laptops, reading pens and specialist software.

We deploy a range of individualised strategies to support our pupils with SEND including, personalised timetable, 'now' and 'next' cards, assistive technology, timers, restorative behavioural approaches and sensory/motor support.

We seek advice from external agencies as and when the need arises.

How we modify teaching approaches for individual pupils

Our progressive curriculum allows children to build on skills they have previously learned and develop and embed knowledge to apply both within individual subjects and in a cross curricular way.

Staff adapt teaching in a number of ways to ensure that all children can access the learning at their level, this includes:

- Visually supporting new vocabulary
- Chunking tasks in small steps to make them more accessible
- Using differing questions, to support and deepen knowledge
- Considering seating position to minimise sensory overload
- Prompting and reminding of instructions
- Allowing different ways of recording understanding such as a video using Tapestry
- Providing movement breaks

We have a class list of non-negotiables which detail what you'd expect to see in place for children linked to each broad area of need (Cognition and Learning, Communication and Learning, Sensory and Physical, Social, Emotional and Mental Health). This can be located on the School's One Drive. Pupil specific adaptive teaching approaches are also outlined on the Children's Pupil Passports which are on our school data tracking system, Insight.

Like other children, for pupils with Social, Emotional and Mental Health barriers, support will be provided in an individualised approach- support may be provided via a Support Worker from The Benjamin Foundation, a key person may be provided to the child, social communication sessions may support the development of language skills. Some children may be referred for support via Supporting Smiles or Just One Norfolk for emotional support when school cannot provide this in a timely manner.

When appropriate, staff are deployed to give children additional support for their academic and/or physical need in small groups outside the classroom, or to provide one to one support.

Outcomes for Pupils and closing gaps with peers

Within school, teachers assess the children's progress half termly, this data is discussed with the Senior Leadership Team so that strategies can be put in place to intervene early and support your child.

At termly meetings or on an individualised basis with parents or teachers, we discuss children's progress and attainment and gather parents their and parent views. This will help formulate next steps to support a child's progress.

We regularly use staff meetings to get all teachers to assess anonymous pieces of work to check that our judgements are correct (moderating).

We set challenging, timely and manageable targets for all children in their pupil passports, these are informed by the whole team working around the children.

Our feedback of children's work informs our planning and next steps will be addressed in the lessons.

Interventions are timely and the impact is measured by individualised assessments on top of and above whole school and national assessments.

How we support pupils in their transition into our school and when they leave us

Children who join in Reception are supported with transition visits (where possible) and close liaison with previous settings to gather a clear picture of need. Information is gathered in several ways- telephone calls, visits, transfer of information on Tapestry, the online learning journey, liaison with outside agencies. Parent and child taster sessions follow in preparation for their start.

We will plan your child's transition to us with information from parents and all professionals already involved to supporting your child. This helps to enable a positive and supportive start for your child.

As your child makes the transition to Secondary school, again we will contact and discuss each pupil's needs with our Secondary school colleagues, invite them to observe pupils in our setting and through dialogue with parents and the child set up tailored transition arrangements.

How additional funding works

Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this. The local authority can top-up funding for pupils with a high level of need subject to assessing applications against their criterion.

If a pupil's Education, Health and Care Plan (EHCP) identifies something that is significantly different to what is usually available, there may be additional funding allocated.

Where pupils can get extra support

We listen to what children tell us about how they like to learn. Their views and feelings are important to us and are included in their Pupil Passports to guide our adaptative teaching to meet individualised needs.

Our children are made aware of the support that surrounds them in school. They know who to talk to and always have access to a trusted adult or Safeguarding Lead.

We promote a culture of openness and inclusion, and children support each other socially, emotionally and academically. We also welcome parents to share any concerns that they may have, however big or small.

Where parents/carers can get extra support

Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by parent's views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.

Our SENDCo can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs.

For more information on Norfolk's Local offer please follow this link:

[Norfolk Local Offer](#)

[School Funding information](#)

[SEND Partnership](#)

Training:

Our Teaching Assistants have been trained to support the development of early reading and Phonics.

Our TA Team and 3 Teachers are trained in Paediatric First Aid.

Our Dyslexia TA has an advanced L3 Certificate in Supporting Learners with Dyslexia.

We have staff trained to deliver Attention Autism.

Early Years Staff have completed SaLT Training via Just One Norfolk.

Our SENDCO is trained as a Communication Champion, Mental Health First Aider and Norfolk Steps Lead Professional.

Additional Learning Opportunities

Our location enables children to regularly explore the local area. Children in Years 4-6 enjoy annual residential trips

Specific events run termly in conjunction with Norwich Schools Sports Partnership which are aimed at developing social, emotional and physical skills for our vulnerable pupils. They've previously enjoyed bowling, cricket and tennis.

Trustee Board

Our school's Board of Trustees actively seek the advice from other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of the pupils with SEND and in supporting the families of these pupils when necessary.

The Board of Trustees meet regularly to discuss the needs of ALL pupils at The Free School Norwich. Whilst our complaints would initially go via the SENDcO, then on to the Principal, if

the parent felt that their questions have still not been resolved, they would have the right to seek support from our chair of trustees.