

# SEND Policy and Information Report for Fakenham Infant and Nursery School

May 2023. Review November 2023

## Contributing to the Norfolk Local Offer for Learners with SEN

Welcome to our SEN Information Report and Policy which is part of the Norfolk Local Offer for learners with Special Educational Needs, Disabilities and Additional 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 bodies 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](#). There is also a parent's guide [here](#).

Our aim is for every child at Fakenham Infant and Nursery School to reach their full potential. The staff at Fakenham Infant and Nursery School aim to work together to address all barriers to learning for all children. We recognise that pupils are individuals with individual needs. We realise that some of our children may experience difficulties with their learning and other aspects of school life at some time during their education with us and we aim to provide support and resources to meet pupil's needs.

### What is the definition of 'Special Educational Needs'

The *Special educational needs and disability code of practice: 0 to 25 years* states that "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. A child of compulsory 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 the educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

We aim to fulfil the principal aims of the *Special educational needs and disability code of practice: 0 to 25 years*

- A child with SEND should have their needs met.
- The needs of children will normally be met in mainstream schools.
- The views of the child should be sought and taken into account if possible.
- Parents have a vital role to play in partnership with the school.
- Children with SEND should be given a broad, balanced and relevant education.

## Who is responsibility for Special Educational Needs provision at Fakenham Infant and Nursery School?

Your child's class teacher is the key person at school with responsibility for the education of your child. At the heart of the [Teacher Standards 2021](#), is the requirement for all teachers to "adapt teaching to respond to the strengths and needs of all pupils." Teachers must:

- know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learning, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

All teachers at Fakenham Infant and Nursery School have regular updates on their training to enable them to provide for the needs of all pupils in their class. Over recent years staff have taken part in 'Making Sense of Autism Training' run by the Autism Education trust.



Teachers have also had recent training from the Dyslexia Outreach Service 'Dyslexia Awareness and Strategies'



Teaching Assistants and the SENCo have taken part in training to deliver the Nuffield Early Language Intervention which aims to improve outcomes through early diagnosis and intervention of oral language difficulties.



And most recently Teachers and Teaching Assistants have had training on the Zones of Regulation a Social Emotional Learning Framework and Pathway to Regulation.



If the class teacher should need advice for a pupil in their class, they would seek this in the first instance from the SENDCo. The Special Needs and Disabilities Co-ordinator (SENDCo) for the school is Miss Kiley who can be contacted by phone on 01328 864511 and by email at [ekiley@fakenhaminfant.org.uk](mailto:ekiley@fakenhaminfant.org.uk)

In our school the key responsibilities of the SENDCo includes:

- Overseeing the day-to-day operation of the school's SEND policy.
- Maintaining an up-to-date register of children with SEND.
- Coordinating provision for children with special educational needs.
- Liaising with and advising other teachers.
- Overseeing the records of children with special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the training of staff.
- Liaising with external agencies.
- Managing financial and other resources in conjunction with the Head.
- Liaising with other senior leaders to examine the progress and attainment of children with special educational needs.

Our SENCo has 4 years experience in this role alongside Teaching and holds a National Award in SEN Co-ordination. They are allocated 2 days a week to manage SEN provision.

### **SEND Governor**

Whilst the whole governing body are responsible for managing the implementation of this policy, particular responsibility is devolved to a member with specific interests in special educational needs. This named SEND Governor is Mrs Cobb, who can be contacted by email at [ecobb@fakenhaminfant.org.uk](mailto:ecobb@fakenhaminfant.org.uk). The key responsibilities of the SEND governor include:

- Reporting issues relating to special educational needs to the governing body.
- Liaising with the SENDCo to oversee the day-to-day operation of the school's SEND policy.
- Oversee the reporting to parents of issues relating to the day-to-day operation of the school's SEND policy.
- Ensuring that a SEND report is presented to the Learning and Achievement governing committee.

## **How do we identify pupil with Special Educational Needs and how do we monitor their progress?**

The Special educational needs and disability code of practice: 0 to 25 years has defined the areas of SEND as: Cognition and Learning; Communication and Interaction; Physical and Sensory; and Social, Emotional and Mental Health. Our SEND profile for Summer 2023 shows we have 15.3% of children identified as having SEND, and 10.8% of those children have an Education, Health and Care Plan (EHCP) therefore 1.5% of children overall have an EHCP.

We recognise that early intervention is essential and that reviewing, and monitoring pupils' needs is a continuous process throughout a child's time at our school. We monitor all children regularly, from day-to-day learning through to termly and end-of-year assessments. As well as discussing pupils' progress within class and through any interventions provided, children whose progress is causing concern will also be discussed and alterations to their provision will put in place. For most children the class teacher identifies the first indications of special educational needs through monitoring of the child's progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or exceed the child's previous rate of progress
- Widens the attainment gap between the child and their peers.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.



Many children may need 'reasonable adjustments' made on a daily basis. These may, for example, include the use of ear defenders, a wobble cushion or particular fonts and size of print outs to work from. Conversations between staff will begin the process of a graduated response (Assess, Plan, Do, Review). A pupil may benefit from extra support in class or an intervention separate from the whole class learning. A child at this stage may not be considered to have a Special Educational Need as the provision in place is standard practice by our teachers as part of Quality First Teaching.

Only those with a learning difficulty that requires special educational provision will be identified as having SEN. If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome or remove the barrier to their learning. Your child would now be considered to have a Special Educational Need and would be monitored under a

category called SEN Support. If your child continues to have difficulties following the short-term intervention detailed above, it may be that further intervention is needed. This will be discussed with you, the class teacher and possibly the SENDCo and plans will be drawn up for further provision.

### **What is our approach to teaching pupils with Special Educational Needs at Fakenham Infant and Nursery School?**

Our aim is that every child at Fakenham Infant and Nursery School will reach their full potential, whether they are deemed to have a Special Educational Need or not. We ensure that every child can be fully involved with all parts of the curriculum, including school trips and community visits.

- All pupils are encouraged to go on school trips and community visits
- All pupils are encouraged to take part in sports day/school plays/special workshops etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability
- All children regardless of their SEN need or disability is given equal access to the school through the admissions process.
- All school facilities are accessible for someone with a disability. Some outside areas, such as the wildlife garden, require additional reasonable adjustments to be made to ensure they are safe. These have been subject to individual risk assessment.
- Our accessibility plan can be requested from the school office and is published on the school's website.

To enable all pupils to be fully involved with the entire rich curriculum at our school we provide extra support through staffing, equipment like coloured overlays, seeking specialist advice, use of technology, or carry out child-specific risk assessments and liaise with parents.

Lessons are adapted to ensure all pupils can access the learning through carefully planned activities based on your child's needs, scaffolding of activities, specialist equipment, collaborative small group work and extra adult support. Teaching styles may also be adapted for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc. We believe that co-operative learning tasks enable all children to work together in some lessons. Our aim is for all children to feel included in their class as often as possible.

At Fakenham Infant and Nursery School, we work with children to develop their independence and resilience as learners; we seek to develop the independence and resilience of our pupils with Special Educational Needs too. This means that even when a pupil requires a high level of extra adult support we gradually build up the time in class where they are encouraged to work independently so they are able to be

successful. In addition, it is likely that a child with Special Educational Needs will have extra interventions which may take place out of the classroom. These interventions are often daily for a very short amount of time: giving lots of repetition and over learning opportunities and ensuring that your child does not miss out on the broader curriculum.

All staff provide emotional, mental and social support for all our pupils at Fakenham Infant and Nursery School, but we are aware that pupils with extra needs maybe particularly susceptible to needing extra support in this area. Our Pastoral Lead, Mrs Walker, works with individuals and groups who need extra support at any time. Our afternoon nurture group is also a valuable source of support for some of our pupils.

### **What type of extra support is available at Fakenham Infant and Nursery School?**

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to the learning identified. Below details some of the provision at Fakenham Infant and Nursery School:

Area of Need	Some of our Key Provision at Fakenham Infant and Nursery School
Cognition and Learning	<ul style="list-style-type: none"> <li>• Precision Teaching</li> <li>• Reading, Writing or Maths small group intervention</li> <li>• Working Memory Interventions</li> <li>• Small group and 1:1 Phonics interventions</li> </ul>
Communication and Interaction	<ul style="list-style-type: none"> <li>• 1:1 or 2:1 targeted speech and language intervention</li> <li>• Play Partnering</li> <li>• NELI Programme</li> <li>• Visual timetables</li> <li>• PECs and visual aids for communication</li> <li>• Social Stories</li> </ul>
Physical and Sensory	<ul style="list-style-type: none"> <li>• Sensory Circuits Intervention</li> <li>• Resources to assist with physical needs such as pencil grips, chewies, wobble cushions.</li> <li>• Sensory room - Dark den</li> <li>• Gross and fine motor support</li> </ul>
Social, Mental and Emotional	<ul style="list-style-type: none"> <li>• Nurture Group for wellbeing and mental health support</li> <li>• 1:1 or small group support with Pastoral Support Assistant</li> </ul>

### **Support for Improving Emotional and Social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the School Council and our Playground Buddies

- Pupils with SEN are also encouraged to be part of school clubs to promote teamwork/building friendships etc.
- Playground buddies support peers at unstructured playtimes to create games and join in with activities located in the outdoor area.
- We have a Pastoral Lead promoting therapeutic approaches who works with staff, families and children to support emotional and social development.

All adults are alert to the possibility of bullying. Our Midday Supervisory Assistants (MSAs) work hard to talk to children about their play and to help them feel safe and secure. MSAs are part of our system for alerting teachers of bullying behaviour.

All classes teach Personal, Social and Health education lessons which address friendship/relationship issues.

### **What if my child is still not making progress even with this extra support?**

Sometimes we employ specialists to come and make additional assessments of children to help us in choosing how to support each child with SEN.

A small percentage of children will need additional support to that provided by the category called SEN Support, and may benefit from an **Education, Health and Care Plan**. The majority of children and young people with SEN or disabilities will have their needs met within our school. An EHCP has been designed to provide the child with a plan to support them to move forward with their education and any related health and care issues. For more information see the [Norfolk Local Offer](#).

### **How do we involve parents and pupils?**

We aim to involve parents fully with their child's education taking into account parent's concerns and child's views. At least once a term the teacher and child will review their previous targets and create new 'Outcomes.' This will be shared with parents and an opportunity will be given for parents to discuss how they can support their child with their outcomes. Conversations will make sure that everyone has a good understanding of the pupil's areas of strength and difficulty, and everyone is clear on what the next steps are. We encourage parents to stay in contact with the school beyond the termly pupil progress meetings. Teachers can be contacted via the school office for appointments or emailed directly to discuss provision for your child, how you can support them at home and the progress your child is making. When appropriate we will set up daily or weekly systems of contact with parents to ensure continuity between home and school.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### **Who else might be involved in my child's learning?**

If appropriate the school will seek advice and support from a range of external agencies. These may include:

- School 2 School services
- Access through Technology
- Educational psychologist and specialist teachers
- Occupational Therapist
- Speech Therapist
- School health services including Specific medical support teams
- Dyslexia outreach services
- Autistic Spectrum Disorder School Support Team
- Virtual School
- Inclusion Team
- NHS
- Portage

### **How do we monitor progress of pupils?**

Monitoring progress is an integral part of teaching and learning within Fakenham Infant and Nursery School. Staff, pupils and parents/carers are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers are kept informed at each stage.

Before any additional provision is selected to help a child a baseline assessment will be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their teaching and support staff can be involved in the reviewing progress. If a learner has an Education, Health and Care Plan (EHCP) an additional yearly review takes place with all relevant professionals to review the information and outcomes and the child's progress against these.

Looked after children may also be on the SEN register. Additional meetings may be needed for them with Mrs Gallichan who is the Looked After Child Lead.

### **Pupils with disabilities**

Reasonable adjustments are made for pupils with disabilities. Technological devices are used for pupils with severe hearing loss and a Teacher of the deaf has, in the past, been welcomed regularly to support pupils in school. Slopes can be used to access all buildings and there is space for disabled parking.

All pupils take part in PE where reasonable adjustments are made specifically for each pupil that needs it. Extra adult time is provided for some pupils who need support with medical needs e.g. diabetes and we have several staff trained especially for this. Care plans are used for some children with conditions e.g. epilepsy and shared with all staff to ensure consistent support.



### **How do we finance SEND provision at Fakenham Infant and Nursery School?**

Fakenham Infant and Nursery School is provided with a budget for the provision of SEND within the annual school budget. We use this money to provide teaching support throughout each year group as well as to provide support for children who need additional 1-1 or small group support. Additional money, called Top up Funding may be applied for at certain times in the year.

### **How do we ensure smooth transition for your child into, through and out of Fakenham Infant and Nursery School?**

Transition starts early for pupils transferring from local Nurseries to the Infant School. The SENDCo will meet with SENCoS from Nursery settings to discuss pupil needs at the beginning of the Summer term once admissions places have been confirmed. The school SENCo will also make contact with parents and arrange visits to the nursery settings to observe and get to know the children. Extra visits are arranged for pupils who might benefit from getting to know Fakenham Infant and Nursery School at quieter times as well as Class Teachers visiting Nursery settings too. The school hosts a new parent meeting and social stories will be provided for some children.

As children move through the school from year group to year group, transition meetings are held in the summer term in order to pass on information about each child to the new class teacher.

For children transitioning to Junior School and Fakenham Junior School initial contact will also be made at the beginning of the Summer Term. Teachers and support staff from Fakenham Junior School visit the children at the Infant school to get to know them and meet with class teachers and the SENCo so key information can be shared. Extra visits to the Junior School can also be arranged for parents to discuss their child's needs and to get to know the setting and staff more fully before their child transfers in the September.

We will agree with parents and pupils the information to be shared as part of this process. If a child has an EHC Plan, this will be reviewed and amended in sufficient time prior to moving between educational settings.

### **How will we know if this policy has been successful?**

The success of the implementation of the principles of this policy can be defined in a number of ways:

- Effective and useful systems for identification and assessment of pupils' needs.
- Accurate records for pupils with special educational needs.
- Outcomes are clear and useful in practice. Education, Health and Care Plans are appropriately reviewed.

- Effective collaboration between members of teaching and non-teaching staff.
- Pupils with special educational needs are motivated, have high self-esteem and are making good progress.
- Training opportunities for all staff to ensure they have the confidence to support all the children's needs in the school.
- A good working partnership with parents who feel included and kept fully informed of developments.
- Good communication with external agencies.
- As far as is possible the principles of inclusion are evident and successful.
- Smooth transfer of records and provision from previous settings and from our school to another.

### **Review Arrangements**

This policy and information report will be reviewed by the SENCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

### **Where might I find further support and advice?**

Norfolk Local Authority Local Offer is published here:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Our contribution to the local offer is: [Fakenham Infant and Nursery - SEN](#)

Norfolk SEND Partnership Norfolk SEND Partnership Home Page

[www.norfolksendiass.org.uk](http://www.norfolksendiass.org.uk)

Just One Norfolk: Children and Young People's Health Services Norfolk

<https://www.justonenorfolk.nhs.uk/>

Action for Children - Early Years and Family Support. Fakenham Base.

<https://www.actionforchildren.org.uk/how-we-can-help/our-local-services/find-our-services-near-you/norfolk-ecfs-north-fakenham/>

Tel: 0344 800 8020 Email: [ecfs-families@actionforchildren.org.uk](mailto:ecfs-families@actionforchildren.org.uk)

### **Related Policies**

- Single equalities Scheme

- Safeguarding Policy
- Teaching and learning policy
- Behaviour policy
- Acceptable touch policy
- Supporting pupils with medical needs policy
- Accessibility Plan
- Admissions Policy

### **Complaints Procedure**

Concerns about SEN provision in our school should be made to the class teacher in the first instance, who may involve the SENCO in discussions. If concerns are not resolved the individual will then be referred to head teacher and the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

[Compliments and complaints - Norfolk County Council](#)