



# Thomas Bullock CE Primary Academy

## SEN Information Report for 2020-21



Part of the Norfolk Local Offer for learners with SEN

Welcome to our SEN information report which is part of the Norfolk Local Offer for Learners with Special Educational Needs (SEN). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. This information is updated annually.

At Thomas Bullock CE Primary Academy we value all members of our school community. Our local offer has been produced with pupils, parents and carers, governors, and members of staff. We welcome your comments on our local offer, so please do contact us. The best people to contact are:

Shannon O'Sullivan (Headteacher)  
Deborah Wall (Phase Leader and Acting SENCO)  
Jan Pierson (Chair of Governors- SEN)

### Our approach to teaching learners with SEN

At Thomas Bullock CE Primary Academy, we encourage all to become lifelong learners equipped for the future by providing an excellent and inspirational education through a welcoming safe, happy and supportive community. We strive to provide a welcoming, positive environment, enhancing the learning of all, regardless of ability, race or gender. We aim to work together – parents, staff and children for the benefit of all those who come to our school, including those with additional needs.

We value high quality first teacher for all learners, and actively monitor teaching and learning in the school. We also monitor the progress of all learners, and staff continually assess to ensure that progress happens. Our whole school system for monitoring progress includes termly pupil progress meetings.

### How we identify SEN

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

“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significant greater difficulty in learning than the majority of others 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 or mainstream post-16 institutions.

A child *may* have SEN if

- His/her progress is significantly slower than that of their peers
- His/her rate of progress has dipped
- Medical need which has an impact on learning or progress

In this case, information will be gathered, including seeking views of parents, the pupil and teachers as well as assessments and observations.

There can be many reasons for pupils 'falling behind'. These may include absences, attending lots of different schools, difficulties speaking English, or worries that distract them from learning. This does *not* mean that *all* vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

In our school our current profile of SEN pupils shows that we have 22 children on our roll identified as having SEN. Of those:

23% are identified as having SEN linked to Cognitive Learning (including maths, reading, writing and spelling etc)

22% are linked to Communication and Interaction (including speech and language difficulties and problems with social interaction)

55% are linked to Social, Emotional and Mental Health difficulties (including ADHD, depression and attachment issues)

#### What should I do if I think my child may have SEN?

If you have any concerns regarding your child's progress or well-being, then please speak to your child's class teacher and/or their family GP. Once your teacher has been contacted we will look to assess your child in school and look at the support we can offer.

#### What we do to support learners with SEN

When a learner is seen to have SEN, we will provide support '**additional to**' and '**different from**' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. This support is set out in our whole school provision map.

We work with other schools in our cluster, we share information and assessment tools to learn from each other, develop a wider understanding of SEN, and share training opportunities.

We also offer online and specialist support through virtual learning opportunities.

When providing support that is '**additional to**' or '**different from**' we engage in a four stage process:

Assess, Plan, Do and Review.

**Assess** – we consider all the information from discussions with parents and carers, the child, the class teacher and assessments

**Plan** – we identify barriers to learning and intended outcomes, we work out what additional support will be provided to help overcome those barriers. Decisions are recorded on a Pupil Support Plan and are reviewed termly, as part of Parent/Teacher Consultations.

**Do** – providing the support – extra assistance for learning or learning aids – as set out in the plan.

**Review** – we measure the impact of support, and considering if changes need to be made. All of those involved – learner, their parents or carers, teacher and SENCo – contribute to this review. If necessary, a new cycle (Assess, Plan, Do & Review) can begin.

This additional support, (often called ‘intervention or therapies’) will be tailored to meet the child’s needs, and will target the area of difficulty. It may happen in class or in another area of the school, occasionally on a 1:1 basis but more often as part of a small group of learners with similar needs. These interventions may be run by a teacher or a highly trained teaching assistant. The support provided, and its impact, will be monitored closely and shared with the child and their parents or carers.

At Thomas Bullock CE Primary Academy we take the responsibility to oversee the social and emotional developments of all our learners seriously. This includes taking steps to prevent bullying (further information can be found on our website). From time to time, some pupils, including those with SEN, require extra pastoral support and we make arrangements for them to share their views and worries. We use a range of support measures for pastoral support, including in-house ELSA and support from the Benjamin Foundation.

A small number of learners may require access to technology e.g. modified ICT equipment, recording devices.

While the majority of learners with SEN will have their needs met in this way, some may require an Education, Health & Care (EHC) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC Plan (replacing the old Statement of SEN).

#### How we find out if this support is effective

The interventions used will be those that are proven to make a difference for most learners.

A baseline assessment is the starting point for an intervention. From this we can measure progress made by a child – and set a target outcome. Regular reviews will take place. These termly reviews will involve children, their parents or carers, and class teachers, with a record kept of agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent’s consent. This might involve:

- Cluster SENCo
- Speech and language therapy services
- School Nurse
- An Advisory Learning Support Teacher
- Educational Psychologist
- Clinical Psychologist
- School 2 School
- Benjamin Foundation

Where a child has an EHCP, there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

## Other opportunities of learning

At Thomas Bullock CE Primary Academy we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

## Preparing for Next Steps

Transition is part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that this 'moving on' can be difficult for all children, but especially for a child with SEN and/or disability. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within school will take place in the spring term review meetings; for transition to secondary school. This information will then be shared with the SENCo at the secondary school. This information will outline needs and support that has proven effective. Where possible, children will visit their new school on several occasions and, in some cases, staff from the new school will visit him or her at Thomas Bullock CE Primary Academy.

## Have your say

This report details our annual offer to learners with SEN. To be effective it needs the views of all: parents/carers, learners and staff.

Please engage in our annual process to 'assess, plan, do and review' provision for SEN

If you have any comments – or concerns, please contact Mrs Wall, the school Acting SENCo through the school office and Mrs O'Sullivan who are working partnership to support SEN in school.

## Useful Links:

Details of the Norfolk Local Offer can be found at:

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

Further information can be found on:

[www.dfe.gov.uk](http://www.dfe.gov.uk)

Support for parents is available at:

<https://www.norfolksendpartnershiass.org.uk/>

<https://www.scope.org.uk/>