

SEND Information Report
Thomas Bullock CE Primary Academy
September 2021-July 2022

Part of the Norfolk Local Offer for Learners with SEND

Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and disabilities (SEND.) All governing bodies of maintained schools, maintained nursery schools and Academies have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. 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/carers, governors, and members of staff. We would welcome your comments on our local offer, so please do contact us. The best people to contact this year are:

Shannon O'Sullivan- Headteacher.
Kelly Carter- SENCO
Jan Pierson- SEND/ Chair of Governors

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions can be found on the Norfolk County Council, SEND changes web site [http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_\(SEN\)/SEND_changes/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_(SEN)/SEND_changes/index.htm)

Alternatively, if you think your child may have SEND please speak to their Class Teacher or contact Kelly Carter our SENCO on 01362 820300

Our Approach to Teaching Learners with SEND

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, gender or race. 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 teaching for all learners and actively monitor teaching and learning in the Academy. 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 SEND

At different times in their Academy career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory Academy 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 educational facilities of a kind generally provided for others of the same age in mainstream Academies or mainstream post-16 institutions.”

If it is felt that a learner may have SEND, information will be gathered, including seeking views of parents, the pupil and teachers as well as assessments and observations. Following identification of possible SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

There can be many reasons for learners 'falling behind'. These may include absences, attending lots of different schools, difficulties speaking English or worries that distract them from learning. At Thomas Bullock CE Primary Academy we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does *not* mean that *all* vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our current SEND profile for the start of 2021-22 shows that we have 40 children on roll identified as having SEND, and 2 of those have an Education, Health and Care Plan. Of those:

32.5% are identified as having SEN linked to Cognitive Learning (including maths, reading, writing and spelling etc)

37.5% are linked to Communication and Interaction (including speech and language difficulties and problems with social interaction)

30% are linked to Social, Emotional and Mental Health difficulties (including ADHD, depression and attachment issues)

What we do to Support Learners with SEND

When a learner is seen to have SEND, we will provide support that is '**additional to or different from**' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on our whole school provision map, which describes the interventions and actions that we undertake at Thomas Bullock CE Primary Academy to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

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. More recently, we have also offered 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 completed assessments.

Plan – we identify barriers to learning and intended outcomes and we work out what additional support will be provided to help overcome those barriers. Decisions are recorded on a One page Profile alongside individualised specific targets 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 One Page Profile.

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 leaders 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). 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.

How do 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

- Educational Psychologist assessment and advice through CEPP.
- S2S advice and outreach support
- SRB advice and outreach support and work
- Attendance Officers
- CAMHS (Child & Adolescent Mental Health Service)
- ATT, Access through technology services. (Profession or medical referral only)
- ASD specialist support assistant team.
- Medical needs Team
- Virtual Academy for Sensory support, to support pupils with hearing/visual Impairment
- Children's Therapy Team (Speech & Language/Occupational/physiotherapy therapy)
- Benjamin Foundation

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole Academy and monitored by Teachers, Senior Leaders and Governors. Our Academy data is also monitored by the Local Authority and Ofsted.



Funding for SEND

Thomas Bullock CE Primary Academy receives funding directly to the Academy from the Local Authority to support the needs of learners with SEND. This is described in an SEND memorandum. The amount of funding we received for 2020 -21 was £ 42,780.

Other Opportunities for 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.

All staff at Thomas Bullock CE Primary Academy work within the Equality Act 2010. This legislation places specific duties on Academies / Schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 210 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please follow this link <https://www.gov.uk/equality-act-2010-guidance>

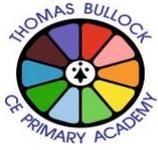
Preparing for the next step

Transition is a 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 transition is a part of our provision for all learners with SEND. Moving classes will be discussed with the parents and child at their summer term review meeting and a personalised transition plan created to highlight strategies that will be implemented to support transition. Transition to a secondary Academy will be planned earlier- usually in the spring term review or, for children with EHCPs, discussed in the summer term of Year 5, to ensure time for planning and preparation. Information will be shared with the secondary school SENCo and where possible, children will visit or be visited by their new school on several occasions.

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 Carter, the school SENCo through the school office or Mrs O’Sullivan, head teacher.

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

Support for parents is available at:

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

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

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

Reviewed: September 2021