

# SEND Information Report 2024-25

for Unity Federation of Church of England and Community Primary Academies

## 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 academies have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

At the Unity Federation (Colkirk CE Primary Academy, Sculthorpe CE Primary Academy and Little Snoring Community Primary Academy) we are committed to working together with all members of our school communities. This local offer has been produced with pupils, parents/ carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

The best people to contact this year are

Miss Suzannah Hayes –Executive Headteacher

[head@sculthorpe.norfolk.sch.uk](mailto:head@sculthorpe.norfolk.sch.uk)

Mrs Suzanne Dean – Federation SENDCo

[senco@colkirk.norfolk.sch.uk](mailto:senco@colkirk.norfolk.sch.uk) / 01328 862684

Mrs Hannah Davies – Head of School at Colkirk

[office@colkirk.norfolk.sch.uk](mailto:office@colkirk.norfolk.sch.uk) / 01328 862684

Miss Jessica Woodrow – Head of School Little Snoring

[office@littlesnoring.norfolk.sch.uk](mailto:office@littlesnoring.norfolk.sch.uk) / 01328 878362

Mrs Rachel Daboo – Head of School at Sculthorpe

[office@sculthorpe.norfolk.sch.uk](mailto:office@sculthorpe.norfolk.sch.uk)

Alternatively, if you think your child may have SEND, please speak to their Class Teacher

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions, which can be found on the Norfolk County Council, SEND local offer web site

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

## **Our Approach to Teaching**

At the Unity Federation our vision is to Have Faith, FLOURISH and Fly High!

We want children to flourish, to grow physically, emotionally, socially, spiritually, academically and morally. We will foster individuality through the recognition and celebration of a wide range of achievements and talents.

This means that we will respond to learners in ways which will take account of their varied life experiences and needs, including any Special Educational Needs. We pay particular attention to the provision for and the achievement of different groups of learners and value learning for all.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We recognise that many pupils may experience difficulties which affect their learning, and we know that these may be long or short term and may or may not be related to a Special Educational Need.

Pupil progress is assessed and monitored regularly through:

- Teacher assessment informed by observation and ongoing in-class assessment for learning.
- Termly PiXL assessments
- Statutory assessments including end of key stage SATs and the Year 1 phonics check

This information feeds into our termly pupil progress meetings, which in turn inform our planning of provision across the school.

## **How we identify SEND**

At different times in their school 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 school 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 schools or mainstream post-16 institutions.”

Learners can fall behind in school for lots of reasons: they may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn; they may not speak English very well; they may be worried about different things that distract them from learning. We are committed to ensuring that all learners have access to learning opportunities to enable them to achieve, 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 or disability that requires special educational provision will be identified as having SEND.

The school uses a variety of ways to identify children who may have SEND:

- Discussions with parents, class teachers, support staff and the pupil.
- Discussion with the SENDCO to help identify barriers to learning
- Observation and assessment by SENDCO
- Liaison with previous school or pre-school setting
- Previous assessment and progress monitoring
- Termly pupil progress meetings with class teachers
- Liaison with Educational Psychology Team and Advisory Support Teachers.

For some learners we may want to seek advice or assessment from specialist teams to help identify their individual needs and support us to best meet these needs. We have access to various specialist services; some of which are provided by Norfolk County Council.

The agencies used by the federation include:

- Norfolk EPSS Service, including Educational Psychologists, Specialist Teachers and ASD specialist support team
- ATT, Access through technology services. (Professional or medical referral only)
- Health services including
  - Just One Norfolk,
  - Speech & Language therapy,
  - Occupational therapy
  - CAMHS (Child & Adolescent Mental Health Service) and Supporting Smiles
  - School Nurse
  - Paediatricians
  - Neurodevelopmental Service (NDS)

- School and community team
- Attendance Officers
- SRBs (Specialist Resource Bases), including outreach services
- School – 2 – School Support
- Verbatim therapy services
- Virtual School Sensory Support
- Virtual School SEND
- Inclusion team
- Benjamin Foundation

Special Educational Needs are categorised into four broad areas. These are:

- Communication and Interaction (including social communication)
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and/or Sensory

We have identified the profile of learners who have Special Educational Needs in the Unity Federation in 2024-25 as follows;

	Colkirk CofE Primary Academy	Sculthorpe CofE Primary Academy	Little Snoring Community Primary Academy
Overall percentage of pupils in the school identified as having SEN	20%	24%	17%
Percentage of pupils in the school with an EHCP	5%	10%	3%
Percentage of pupils in the school at 'SEN support'	15%	14%	14%

Primary Need	Colkirk CofE Primary Academy	Sculthorpe CofE Primary Academy	Little Snoring Community Primary Academy
Communication and Interaction	31%	33%	36%
Cognition and Learning	23%	25%	18%
Social, Emotional and Mental Health	38%	42%	45%
Sensory and/or Physical	8%	0	0%

Some children identified as having SEN have needs in more than one area. The table above shows only the percentage of pupils identified with each as their primary need and does not include any secondary or additional needs that may also be identified.

### **What we do to Support Learners with SEND:**

The majority of pupil needs will be met in the classroom through good quality first teaching. Our teachers use various strategies to plan and deliver lessons that take into account the individual needs of the pupils. This may include:

- Differentiated planning
- Computer software
- Visual timetable
- Writing frames
- Positive behaviour rewards system
- Practical activities that promote pupil engagement
- Giving clear instructions accompanied by visual prompts.
- Setting clear expectations
- Modelling and scaffolding learning
- Use of coloured backgrounds and coloured paper
- Careful planning of pupil groupings and seating arrangements.
- Deployment of additional adults in the classroom

Learners identified as having SEND, are 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 learning identified.

At Unity Federation, we use the 'graduated approach' of assess, plan, do, review when supporting pupils with SEN.

Assess – gather information about the pupil's needs and any barriers to learning through discussion, observation and assessment

Plan – Work collaboratively with pupils, parents and outside agencies to plan the support or intervention that is needed

Do – Put the support in place, or carry out targeted, time-limited interventions as planned.

Review – Review the progress made against the targets. Re-assess and begin the cycle again if needed.

Each school in the federation has an intervention map, detailing the interventions in place to support learners with SEND. Areas of need are identified, with specific targets and outcomes for each intervention. The provision in place at any one time in each school is planned to meet the needs of the children at that time. Therefore our intervention maps are updated regularly.

Examples of the types of provision and intervention we may use include:

#### Communication and interaction

- Talk Boost groups
- 1:1 or small group speech and language sessions
- Listening and attention groups
- Visual cues and communication aids
- Social skills groups
- Socially speaking programme

#### Cognition and learning

- Small group or 1:1 targeted literacy or numeracy interventions, focussing on a particular area of difficulty
- Phonics interventions
- Nesy
- Memory aids and checklists
- 1:1 reading support

#### Social, emotional and mental health

- Social skills groups, including co-operative play and turn taking
- Play therapy
- 'time to talk' intervention
- Yoga
- Mindfulness
- ELSA sessions
- Benjamin foundation sessions

#### Physical / Sensory

- 1:1 support following OT programme
- Sensory circuits
- Fine motor skills

- Gross motor skills

In addition, pupils with higher levels of need, who require specialist intervention and support that is not part of the whole school provision map, may have an individual action plan or behaviour management plan. These plans are developed collaboratively with the SENDCo, class teacher, parents and pupil and reviewed regularly.

Where a pupil's needs cannot be met through the additional support and intervention usually provided in school, and where at least 2 cycles of 'assess, plan, do, review' have been completed with little or no progress being made, the school, in collaboration with parents, may consider applying for an Education, Health and Care Plan (EHCP). Further information on EHCPs and the application process can be found on the Norfolk Local Offer website:

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

In addition to the regular reviews in school as part of the 'assess-plan-do-review' process, pupils with an EHCP also have a formal review each year, where their progress against the agreed outcomes is discussed and any changes to the EHCP are agreed. The pupil, their parents and any professionals involved with the child are invited to attend this review.

### **How do we find out if this Support is Effective?**

Monitoring progress of pupils is an integral part of teaching and leadership within our schools. We use a range of measures to track and monitor progress, including intervention records, classroom assessments, observations and standardised tests. Parents, carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do and review' model, ensuring that parents, carers and pupils are involved in every step.

This is reviewed termly with the parent and pupil. If a learner has an Education Health and Care Plan (EHC plan,) the same review procedures take place, but the Statement or EHC plan will also be formally reviewed annually.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. The Head of School and SENDCO specifically monitor the progress of SEND learners and monitor the impact of interventions, to ensure that we are only using interventions that work. Our school data is also monitored by the Local Authority and Ofsted.

If a parent does not feel that the support their child is receiving is being effective, in the first instance they can discuss this with the class teacher, the SENDCO, the Head of School or the Executive Headteacher. If the parent is still not satisfied, they can contact the chair of governors.

## **Training for staff**

All staff across the federation have the opportunity to engage in professional development, including developing their knowledge and skills in supporting pupils with SEND. Recent training undertaken by federation staff includes

- Elklan speech and language training
- Norfolk steps
- Read Write Inc phonics training
- ELSA training

In addition, the SENDCo meets termly with specialists from EPSS to discuss pupil needs in each school and get advice on how best to support the pupils. Teachers and support staff may also join these meetings when appropriate to discuss the needs of particular pupils they work with.

## **Funding for SEND**

Each academy in the Unity Federation receives some funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum.

In addition, each school can request additional funding for children with EHCPs (Education Care and Health Plans) or higher levels of need from the local authority. This funding can help to pay for support from outside agencies or go towards funding additional support in school. However, this funding is very limited and the majority of the cost for any support must be met by the school.

## **Other Opportunities for Learning**

All learners should have the same opportunity to access extra-curricular activities. At the Unity Federation we offer a range of additional clubs throughout the year. We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head of School to discuss specific requirements. We have an Accessibility Plan that ensures any physical changes that we can make to accommodate pupils is also followed when appropriate.

## **Equality**

The Equality Act 2010 definition of disability is;

‘A person has a disability for the purpose of this Act if she/he has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.’ Sector 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. We recognise that there



may be situations where disability and SEN overlap. The legislation places specific duties on 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 adjustments to resources accordingly.

The Unity Federation embraces all opportunities to engage in learning beyond the classroom.

### **Supporting Pupils with Medical Conditions**

At Unity Federation, we have a number of pupils with medical conditions. Staff work in collaboration with parents/carers and health professionals to plan how best to meet pupils' medical needs in school. Staff complete additional training delivered by health services in relation to individual pupil needs.

### **Preparing for the Next Step**

Transitions are part of life for all our learners, planning for these and the anticipation of any barriers is crucial. Pupils may be moving from our school to another, one key stage to another, to a new class or moving onto secondary education. The Unity Federation works hard to ensure positive transitions are experienced by our pupils. Staff ensure that information is shared between settings, with parental permission, in a timely manner, for pupils joining or moving on from our schools.

Planning for transition is a crucial part of provision for all learners, but some children with SEND may require a personalised transition plan; this may include additional move up visits, individually prepared transition booklets or specific resources. These transition arrangements will be discussed with parents, carers, pupils and staff well in advance. For pupils with EHCPs, planning for transition to secondary education begins in year 5.

### **Have your Say**

The Unity Federation is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

### **Useful Links**

Unity Federation policies - <https://www.wrsps.co.uk/policies.html>

Admission Policy - <https://www.wrsps.co.uk/admissions2.html>

Norfolk's Local Offer - [www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)

Parent Partnership [www.norfolkparentpartnership.org.uk](http://www.norfolkparentpartnership.org.uk)

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

The Special Needs and Disability Code of Practice: 0-25 years

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_datafile/325875/SEND-Code\\_of\\_Practice\\_June2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_datafile/325875/SEND-Code_of_Practice_June2014.pdf)