

Our SEND Information Report contributing to the Local Offer.

**Ormesby Village Infant and Junior Schools Federation's contribution to the
Local Offer for SEND 2023-24
SEND Information Report
2023-24**

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). We have a duty to publish our policy for pupils with SEND. The information published will be updated annually and is very much a working document that can be added to at various points throughout the year. The required information is set out in the SEND Code of Practice (C.O.P) January 2015 which can be found on our website.

At Ormesby Village Infant and Junior Schools Federation we are committed to working together with all members of our school community. We would welcome your feedback and future involvement in the co-production of our offer, so please do contact us.

The best people to contact this year are:

Miss. Annette McMylor (Special Educational Needs Co-ordinator – SENDCo & Deputy Headteacher) Email: missmcmylor@ormesbyjunior.school

Mrs. Elizabeth Angel (Special Educational Needs Co-ordinator – SENDCo) – Email: mrsangel@ormesbyjunior.school

Mr. Dean Crosbie (SEND Governor)

Mr. Bradley Young (Headteacher)

Overview of our approach to learners with SEND.

At Ormesby Village Infant and Junior Schools Federation we believe in participation for all, giving all pupils the opportunities, to learn, to grow, to aspire, to acquire and to achieve. We want all adults and children to participate in learning, and we celebrate all members of our community. We have an inclusive culture at our school, and we aim to be responsive to the diversity of children's backgrounds, interests, skills, experience and knowledge.

We value high quality teaching for all learners and actively monitor teaching and learning within the schools.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess, ensuring that learning is taking place.

The Code of Practice considers the areas of SEND under four broad areas:

1. Communication and Interaction

2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical

1.How do we identify and assess children with SEND?

At different times in their school career a child or young person may have a special educational/additional need.

The Code of Practice defines SEN as described below:

“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 school age or a young person has a learning difficulty or disability if they:

- a) Have significantly greater difficulty in learning than the majority of others 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.”***

If a learner is identified as having SEND, we will provide provision that is “additional to or different from” the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind for lots of reasons. They may have been absent from school, they may have attended lots of schools and not had a consistent opportunity to learn. They may not speak English very well, or at all, they may be worried about different things that distracts them from learning. At Ormesby Village Infant and Junior Schools Federation 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 needs provision will be identified as having SEND. After consultation with the parent(s) a learner with SEND will be added to the school’s SEND register and monitored closely during this period.

Our SEND profile for 2023-2024 shows that:

Infant School: 16% of children in our school were identified as receiving SEND support (National Average is 12.2%), and 8% of our pupils had an Education, Health and Care Plan (National Average 3.7%).

Junior School: 21.4% of children in our school were identified as receiving SEND support (National Average is 12.2%), and 2.5% of our pupils had an Education, Health and Care Plan (National Average 3.7%).

Infant School: 31% of our SEND children were identified as having their needs linked to Cognition and Learning, 56% linked to Communication and Interaction, 50% had Social, Emotional and Mental Health difficulties and 19% of our SEND children were linked to Physical and/or Sensory Needs.

Junior School: 80% of our SEND children were identified as having their needs linked to Cognition and Learning, 20% linked to Communication and Interaction, 20% had social, Emotional and Mental Health difficulties and 16% of our SEND children were linked to Physical and/or Sensory Needs.

Class teachers, support staff, parents/carers and the learners themselves will be the first to notice a difficulty with learning. At Ormesby Village Infant and Junior Schools Federation we ensure the assessment of educational needs directly involves the learner, their parents/carers and the teacher. The SENCO will also support with the identification of barriers to learning.

Our school tracking system is called Pupil Asset. Teachers use the system day-to-day to track the progress of the pupils in their class. As teachers assess pupils, they update the tracking system to reflect the working levels of each learner. By monitoring this process we hold Pupil Progress meetings to discuss any pupils that may not be progressing at the expected rate. This may lead to a piece of intervention work being carried out within school. Alternatively, this may identify a learner that needs to be placed on the schools' SEND register for more in-depth monitoring and intervention both internally and externally.

In our school and local cluster we have access to various specialist teams including but not exclusive to:

Educational Psychologists,

Learning Advisory Teachers,

Speech and Language Therapists,

The Newberry Child Development Centre,

Silverwood (CAMHS),

Nelson's Journey,

Ormiston Trust,

Family Action,

School Health,

Family Focus

School 2 School Support

We have access to services, universally provided by Norfolk County Council, which are described on the Local Offer website for Norfolk. Click below for the link.

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

2. How do we support and monitor learners with SEN at Ormesby Village Infant and Junior Schools Federation?

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. We aspire to delivering 'Quality First Teaching' to deliver the curriculum.

We employ Teaching/ Learning Support Assistants, who deliver interventions as needed, monitored on the provision map, as coordinated by our SENCO.

Our Teachers, SEND Teaching Assistants and other Teaching Assistants will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables/Now and Then Boards
- Writing Frames
- Ipads, laptops or alternative technology/recording devices
- Peer Buddy systems
- Positive Behaviour Reward Systems

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 learning identified.

We use a toolkit to help to identify and assess pupils with additional needs. It helps the SENCO work with the teachers to plan the next steps of learning for pupils with additional needs.

Interventions offered may be run by teachers or teaching assistants, these could focus on: phonics, writing, reading, maths, working memory or speech and language. These may be run in small groups or on a one-to-one basis.

This support is described on a centralised Provision Map and is used alongside a child's Individual Education Plan (IEP). We are then also able to promote consistent practice across the Federation, and where possible share training and expertise to benefit all of our learners. We also have informal access to a pool of specialist resources from within our group of neighbouring schools, known as the Broader Horizons Group.

The Provision Map and Individual Education Plans (IEP) are also available to be shared with the governors, primarily between the SENCO and SENCO governor at termly meetings, who are able to ensure that we monitor the impact of these interventions on learning throughout the school.

Where progress remains a concern, despite any interventions that are being delivered internally, a learner would then be considered for discussion with other professionals at a meeting called SST (School Support Team meeting). This is a meeting held at school, chaired by the SENCO, where learners' needs can be discussed with other professionals. Along with our nurture-trained staff and class teacher, we can plan the best course of action for each learner within our school.

Pupils with SEND can often benefit from some nurture support. Within Ormesby Village Infant and Junior Schools Federation, we have experienced staff trained to support pupils pastorally. At our Infant school, we have our H.I.D.E. space and at our Junior school, we have our N.E.S.T. space. Staff leading these spaces provide a haven for learners who need some extra emotional support which in turn benefits their ability to learn back in the classroom. A learner with SEND may benefit from attending a nurture session to develop social interaction skills. When a child receives this additional support it is recorded on the school's Provision Map as a way of building up a bigger picture of how a learner's needs are being met. Staff are also fully trained to support pupils with identified emotional issues.

2b. How do we find out if this support is effective?

Monitoring progress is an integral part of learning and leadership within Ormesby Village Infant and Junior Schools Federation. Pupils and staff are involved in reviewing the impact of interventions for learners with SEND.

We follow the "assess, plan, do, review" model, and aim to ensure that everybody is involved in each step. A baseline is recorded before each intervention, which is used to compare the impact of the provision.

We meet parents of all pupils, including those with SEND, at Parent-Teacher Meetings to discuss and review progress and next steps. If a learner has an Education, Health and Care Plan (EHCP) it will also be formally reviewed annually.

The SENCO and those staff responsible for assessment collate the impact data of interventions to ensure that we are using interventions that have an effective.

Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. Our school data is monitored by Norfolk County Council and Ofsted.

3. Wider Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Ormesby Village Infant and Junior Schools Federation we offer a range of additional clubs and activities. A notification regarding the clubs available is sent out to all children on a termly basis detailing how to join. Our extra-curricular activities are offered to all pupils within certain age ranges. Some clubs are more suitable to the youngest pupils or oldest pupils but the whole age range is endeavoured to be covered where possible. This is subject to constant review in line with guidance.

As a Federation of schools, we also offer our pupils a termly enrichment experience. This gives all pupils the opportunity to try something in school that they may not have tried before. In previous years we have offered activities including, Ultimate Frisbee, Quidditch, Fencing and Dance.

During the academic year 2023-2024, the Federation of Schools will benefit from a brand new, immersive learning classroom housed at the Junior school, which offers not only unlimited curriculum learning potential, but also wide-ranging and stimulating sensory support.

As part of the National Curriculum for PE we offer swimming for all of our pupils in Key Stage 2 (Years 3 to 6). This takes place within the school day at the Great Yarmouth High School swimming pool. This commences in the Spring Term of each academic year.

4. How can we prepare children with SEND for their next steps?

Transition

This can be transition to a new class, teacher or school. Ormesby Village Infant and Junior Schools Federation is committed to working in partnership with children, families and other providers to ensure that positive transitions occur. Planning for transition is part of our provision for all learners with SEND. We have had to switch to online transition opportunities where possible to minimise unnecessary movement.

Nurture plays a large role at Ormesby Village Infant and Junior Schools Federation. We have fully trained members of staff to support pupils pastorally, not to mention dedicated staff who ensure our Infant H.I.D.E. (Helping Individuals Develop Emotionally) and Junior N.E.S.T. (Nurture, Emotional Support and Therapy) nurture spaces are in operation. Our staff can help to guide and support our learners at the more vulnerable times of their school life.

5. Questions – Have your say

Ormesby Village Infant and Junior Schools Federation are two schools for our community. We can shape and develop provision for all our learners, ensuring achievement for all. This SEND report declares our annual offer to learners with SEN, but to be effective it needs the views of everybody. So please engage with us to promote the “assess, plan, do, review” model in our provision for SEN.

6. Complaints

If you have a complaint to make regarding any area of SEND provision, which cannot be resolved by the SENCo in the first instance, please follow the school's Complaints Procedure, which can be found under the School Policies tab.

7. Funding for SEN

Ormesby Village Infant and Junior Schools Federation receives an amount of funding directly to the school from the Local Authority to support the needs of learners with SEN. Extra funds may be directed from the school budget to "top up" this provision.

The amount received is dedicated towards supporting the pupils with additional needs to achieve the best progress they can.

Spending is predominantly used to access external support from specialist agencies, such as CEPP, School2School and Respectrum. Access to educational psychologists, advisory learning support teachers and autistic specialists is part of this. We may also get access to specific SRBs (Specialist Resource Bases) for pupils with additional needs, but this is through application and is at the discretion of the SRB Lead.

We can apply for additional High Needs Funding from Norfolk County Council for pupils with severe, additional needs, but the success of this is at the discretion of the Local Authority.

8. Useful links

<https://www.norfolk.gov.uk/children-and-families/children-and-young-peoples-hub>

www.norfolk.gov.uk/SEN

www.parentvoice./info/

www.norfolkparentpartnership.org.uk

www.dfe.gov.uk

www.willowtreelearning.co.uk

www.familyvoice.org.uk/

www.councilfordisabledchildren.org.uk

www.gov.uk/government/publications/send-guide-for-parents-and-carers

www.nasen.org.uk

www.gov.uk/government/publications/send-code-of-practice-0-to-25

http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm

<https://www.norfolk.gov.uk/children-and-families/early-childhood-and-family-service>
[Health Advice & Support for Children - Just One Norfolk](#)