



Special Education Needs Information Report for Ormesby Village Infant and Junior School Updated July 2020



If you are reading this the chances are you are concerned about your child's educational needs. Well don't worry! We are passionate about your child's education too! All our staff will do their best to help you and your child have a positive school experience. We have tried to make the following document as user friendly as possible, however you are bound to have other questions so please feel free to contact the school. This report is part of the [Norfolk Local Offer](#) for vulnerable children and children with special educational needs and disabilities (SEND).



Ms Lucy Bates
Headteacher



Mrs Julia Hawkins
SEN Governor



Mr Darren Townsend
SENCo

AIMS AND VALUES

At Ormesby Village Infant and Junior schools we strive to care, value and support each and every child in their learning journeys with us so that they achieve highly. We want them to delight in their learning and respect each other and all adults in school. They are proud of their schools and know that they are valued and well cared for. We ensure we liaise with external agencies effectively to support pupils whose circumstances have made them vulnerable. Equality of opportunity is good and our ethos ensures that every child really does matter! Quality teaching and learning is vital and a right for every child in our school. However, for some children there are occasions when further additional support may be needed to help them achieve their potential. This document sets out Ormesby Village Infant and Junior Schools' offer of support for vulnerable children and those with special educational needs and disabilities. It has been co-produced with children, staff, governors and parent representatives and will be published and reviewed annually. We are committed to working together with all members of our school community and we would welcome your feedback and future involvement in the review of our offer, so please do contact us.

The Special Educational Needs and Disability (SEND) Code of Practice (2014) gives the following definition of SEN

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'

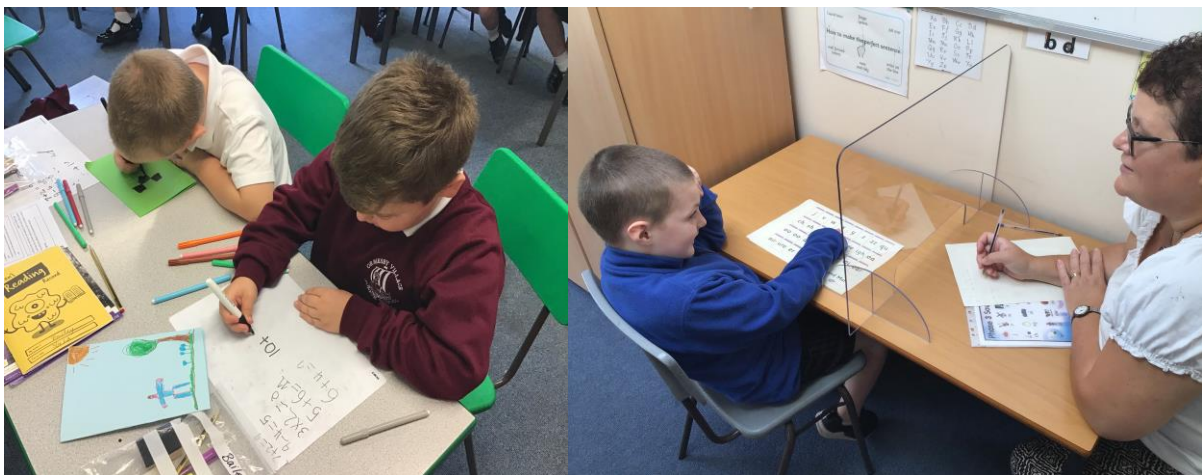
What are the four broad areas of Special Educational Needs?

Cognition and learning

Where children learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills
- Have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

This area covers a wide range of needs, including moderate, severe, profound and multiple learning difficulties and specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.



Communication and interaction

Where children have speech, language and communication difficulties, they may:

- find it difficult to make sense of language
- find it difficult to communicate effectively and appropriately with others
- have an Autistic Spectrum Disorder and be likely to have particular difficulties with social interaction

Sensory and/or physical needs

Where children have visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.



Social, emotional and mental health difficulties

Where children have social, emotional and mental health difficulties, they may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that hinder their and other children's learning or that have an impact on their health and wellbeing

This area covers attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) and attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

How do we know if your child has Special Educational Needs?

All children have individual education needs which may change during their time at school. Some children, however, will have more significant needs than this. The best way to identify these needs is for their school and family or carers to talk. **You know** your child better than anybody and some special needs are far more obvious at home than in school. As a school we may raise concerns if we are worried about the progress your child is making or if they are having problems interacting with other children.

There can be many reasons why a child may have learning difficulties. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. Children who experience such barriers to learning can be vulnerable, but this does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision 'additional to' or 'different from' the usual differentiated curriculum will be identified as having special educational needs. Once a child is identified as having SEN we follow an ASSESS-PLAN-DO & REVIEW cycle.



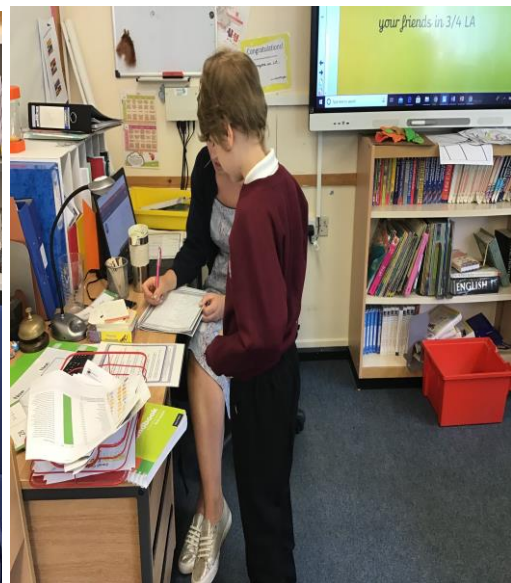
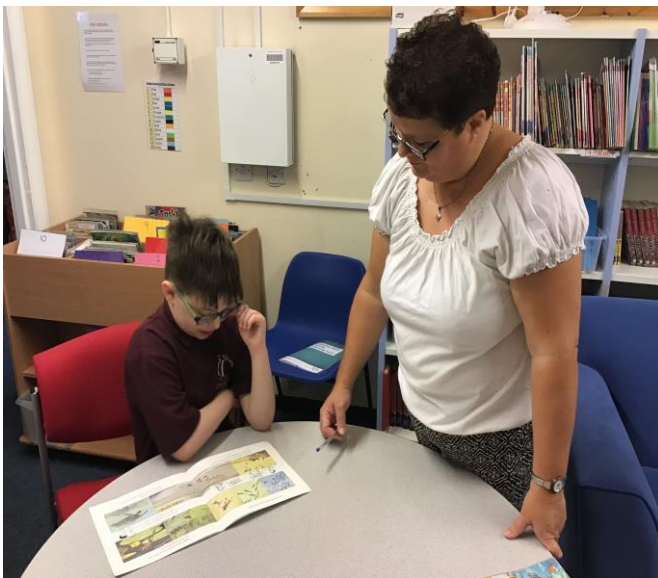
- **Assess** - this involves taking into consideration all the information from discussions from parents or carers, the child, the teacher, support staff and a variety of assessments.
- **Plan** - this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded to inform teaching.
- **Do** - providing the support as set out in the plan.
- **Review** - measuring the impact and deciding whether changes to the support will be made. We will evaluate the effectiveness of any additional support. This will be ongoing

In addition to this we may seek advice and specialist support from outside agencies. If your child has an identified SEN before joining us, we will work with the people who already know them to provide an appropriate learning experience. For a few children, being given an Education, Health and Care Plan may be considered the best way to support their SEN. At all times we consider good communication between all the people involved, including the child, as essential to achieving the best outcomes.



How will your child be supported?

Your child's class teacher will be your first and main contact for any questions you have regarding your child's education. All children receive work targeted at their level of ability. The class teacher will suggest any additional support your child might receive, normally in consultation with the SENCO, head teacher or subject leaders. This support will be **'additional to or different from'** a normal differentiated curriculum.



How will the curriculum match your child's needs?

Your child's main support will be their class teacher. All children are taught within a mainstream classroom with their peers. All children may also be taught outside the classroom in small groups or individually for short periods of time. This is to allow specific, identified needs to be addressed and will be led by either teachers or trained support staff and reviewed on a regular basis. In some cases, outside specialists may also deliver targeted support.



Within our school various strategies are used to adapt access to the curriculum. These might include using:

1. Visual timetables
2. Work stations
3. Writing frames
4. Word banks
5. Computers including Access through Technology
6. Positive behaviour reward systems
7. Interventions such as Precision Teaching, Memory skills, Clicker, Lego Therapy, Numicon, Early Literacy Support, Sound Discovery or Happy to be Me and Time to Talk Self-Esteem programmes
8. Individual Education Plans (IEPs), Behaviour Plans and Education Health and Care plans (EHCPs)
9. Additional targeted adult support
10. More practical, creative learning opportunities

How will you know how your child is doing?

You will be able to discuss your child's progress at parents' evenings. Teachers are also happy to have a chat at the end of the school day, or you can make an appointment with the teacher or SENCo for a more detailed discussion. Parents and carers are also invited to have an input into any progress reviews (e.g. IEPs, Behaviour Plans and EHCPs) and will also receive a written report at the end of the school year.



How can you support your child's learning?

Your child's teacher will suggest ways that you can help your child at home, including supporting them with their homework. Any outside agencies that support your child may also have suggestions. Perhaps the most important thing you can do is talk to your child about school!

What support will there be for your child's wellbeing?

All members of staff are happy to discuss any issues or concerns with your child, particularly their class teacher, teaching assistant, the SENCo and the Headteacher. If necessary, a referral for more specialist support can be made. During your child's PSHE (personal, social and health education) lessons they will be given opportunities to share their feelings and concerns. They will also discuss ways of dealing positively and properly with their emotions, especially anger and conflict.

What if your child has medical needs?

If your child has a medical need a detailed Care Plan is set up with support from the school nurse or other medical professionals. This plan is shared with all staff who work with your child and appropriate staff will receive any necessary training. Named staff will administer other medicines with parental consent. All staff have received basic first aid training with named first aiders receiving more advanced training.



What specialist services and expertise is available or accessible for your child?

- *School nurse*
- *Educational Psychologist*
- *CAMHS (Child and Adolescent Mental Health Service)*
- *Attendance Officer*
- *Speech and Language Service*
- *Sensory Support Service*
- *Social Services*
- *Safeguarding Officers*
- *Short Stay School Services*
- *Paediatrician*
- *School 2 School support*
- *Access through Technology*
- *Specialist Learning Support Teacher*
- *Occupational Therapy*

How accessible is your child's school?

Please see our Accessibility Audit (Click on School information and then Statutory information).

What specialist training has the SENCo; your child's teachers and support staff had?

- School 2 School, Norfolk Steps and Engage have provided support for staff working with children with SEMH needs (Social, emotional and mental health).
- The Norfolk EPSS team have provided training on Precision Teaching and Lego Therapy and supported staff working with children with a range of needs, especially autism.
- The Norfolk Speech and Language service regularly comes into the school to support staff and devise plans for staff working with children with speech and language needs.
- The school has membership with the Dyslexia Outreach Centre who have given training and supported staff across both schools.
- Access through Technology has given training and supported staff at both schools, which has included using Clicker for learning support.
- Mr Townsend has the National Masters Award for Special Educational Needs Co-ordination and the accredited Level 3 qualification in Dyslexia Awareness. He is currently undertaking the Level 5 Certificate (degree equivalent) in *Dyslexia; literacy Support and intervention* through the BDA (British Dyslexia Association). Mrs Stewart has the OCR level 5 Diploma in Teaching Learners with Dyslexia/Specific Learning Difficulties; the Certificate of Competence in Educational Testing (CCET) and is a British Psychological Society Registered Qualified Test User (RQTU).

How will your child be included in activities outside of the classroom, including school trips?

We want every child to experience the full range of opportunities and experiences offered by their school. Risk assessments are carried out and every effort is made to ensure that this can happen. Sometimes this may include a parent or carer being included in the activity - don't worry they're fun!



How will we support you and your child when joining our school or transferring to their next school?

Teachers attend extensive transfer meetings with both the infant and high school within our cluster. Your child may also be offered extra transfer visits to their next school to help them settle in. The SENCo and class teachers are also happy to meet with you and your child to answer any questions you may have.

How is the decision made about what type and how much support your child will receive?

We expect your child to make the same rate of progress as all the other children at the school. To do this your child may need additional support. The level of support needed will be determined following discussions with you and your child, teaching and support staff and any outside agencies involved with your child. While they may receive short 1 to 1 or group teaching sessions, we would expect your child to continue being taught with other members of their class.

How are the school's resources allocated?

The schools SEN budget is allocated each financial year.

This money is used to provide additional support, resources and to pay for outside professional advice.

Additional provision may be allocated to specific children after discussion with teachers, parents/carers or outside professionals.

Discussions about how much support children will receive is made in consultation with class teachers and the senior leadership team and has to be made within yearly SEND budget constraints.

Decisions are based on the results of assessments made by school staff, outside agencies and termly tracking of children's progress.

How can you be involved in your child's school?

By attending any meetings and talking to your child's teacher you are supporting your child. However, we are always happy if parents wish to get further involved with **your** village school. This can be by supporting and attending events and activities or even volunteering to come in to school to support children on a more regular basis.

How will your child's academic progress be monitored?

In the same way as all the other children in the school!
Your child will have clear targets which they are continuously assessed against. If your child is not making the expected progress in a particular area we will provide appropriate additional support.



Who can I contact for further information?

If you wish to discuss your child's educational needs please arrange a meeting in the first instance with their class teacher. The SENCo of Ormesby Village Schools, Mr Darren Townsend, will also be happy to meet with you.

If you still have questions, or are just interested, here are some links for you to explore.

[SEND: guide for parents and carers](#)



► Regular SEND newsletters are available from:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/about-the-local-offer/news-views-and-reviews/news/newsletters>

► Families can also receive support from Norfolk SEND Partnership:

<http://www.norfolksendpartnershiass.org.uk/index.html>



Special educational needs and disabilities (SEND) Local Offer

<p>Get involved in the SEND Local Offer</p>	<p>SEND Local Offer in development</p>	<p>Training, events and things to do</p>	<p>Read our Area SEND Strategy</p>
<p>About the SEND Local Offer</p> <p>What is the SEND Local Offer? Norfolk's SEND Local Offer in development SEND Local Offer news, views and reviews More about About the SEND Local Offer</p>	<p>Support for learning</p> <p>Concerns about progress Special educational needs (SEN) support Education, health and care (EHC) plans More about Support for learning</p>	<p>SEND Local Offer for children and young people</p> <p>Area of SEND Local Offer designed and written for children and young people age 10-25 More about SEND Local Offer for children and young people</p>	
<p>Education and training 0-25</p> <p>Early years foundation stage (EYFS) Schools Post-16 More about Education and training 0-25</p>	<p>Health</p> <p>Find a health service Health services for children and young people with SEND Norfolk's health system explained More about Health</p>	<p>Social care</p> <p>Social care for children with SEND Transition planning step-by-step Social care for young adults with SEND More about Social care</p>	
<p>Advice and support</p> <p>Advice and support for parents and carers Norfolk SEND Partnership Groups and organisations offering help More about Advice and support</p>	<p>Preparing for adult life</p> <p>Help to plan ahead Getting a job Being part of your community More about Preparing for adult life</p>	<p>Money</p> <p>How to pay for the services you receive Personal Independence Payment (PIP) Disability Living Allowance (DLA) More about Money</p>	

For more jargon busting, and information about Norfolk's SEN services, visit the Local Offer site: www.norfolk.gov.uk/children-and-families/send-local-offer which contains full information of the services available to children, young people and their families as can be seen below.

Jargon Buster

PSHE: PERSONAL, SOCIAL and HEALTH EDUCATION

EHCP: EDUCATIONAL HEALTH CARE PLAN

SEN: SPECIAL EDUCATIONAL NEEDS

SENCO: SPECIAL EDUCATIONAL NEEDS COORDINATOR

IEP: INDIVIDUAL EDUCATION PLAN

SEMH: SOCIAL EMOTIONAL AND MENTAL HEALTH

ADHD: ATTENTION DEFICIT HYPERACTIVITY DISORDER

ADD: ATTENTION DEFICIT DISORDER





Our SEN profile at Ormesby Infant School at the end of Summer Term 2020



- ▶ We have 20.2% (nationally, January 2020, 15.4%) of children identified as having special educational needs. This percentage is made up of the following groups:
 - ▶ 26.3% of children on the SEN register are identified as having special educational needs linked to Cognition and Learning (which can include learning difficulties in maths, reading, writing and spelling)
 - ▶ 57.9% of children on the SEN register are identified as having special educational needs linked to Communication and Interaction (which can include speech and language difficulties and problems with social interaction)
 - ▶ 10.5% of children on the SEN register are identified as having special educational needs linked to Social, Emotional and Mental Health (which can include ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety, depression and behavioural difficulties)
 - ▶ 5.3% of children on the SEN register are identified as having special educational needs linked to Physical or/and Sensory difficulties (which can include disabilities such as those affecting mobility, sight and hearing)
 - ▶ 10.5% of children on the SEN register at the school have an Education Health and Care plan, while 89.5% are receiving SEN support. Of the 20.2% of children identified as having special educational needs throughout the whole school, 2.1% have an EHCP (compared to 3.3% nationally) and 18.1% are receiving SEN support (compared to 12.1% nationally).



Our SEN profile at Ormesby Junior School at the end of Summer Term 2020



- ▶ We have 18.3% (nationally, January 2020, 15.4%) of children identified as having special educational needs. This percentage is made up of the following groups:
- ▶ 18.8% of children on the SEN register are identified as having special educational needs linked to Cognition and Learning (which can include learning difficulties in maths, reading, writing and spelling)
- ▶ 59.3% of children on the SEN register are identified as having special educational needs linked to Communication and Interaction (which can include speech and language difficulties and problems with social interaction)
- ▶ 21.9% of children on the SEN register are identified as having special educational needs linked to Social, Emotional and Mental Health (which can include ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety, depression and behavioural difficulties)
- ▶ 0% of children on the SEN register are identified as having special educational needs linked to Physical or/and Sensory difficulties (which can include disabilities such as those affecting mobility, sight and hearing)
- ▶ 9.4% of children on the SEN register at the school have an Education Health and Care plan, while 90.6% are receiving SEN support. Of the 18.3% of children identified as having special educational needs throughout the whole school, 1.7% have an EHCP (compared to 3.3% nationally) and 16.6% are receiving SEN support (compared to 12.1% nationally).