

Rudham Church of England Primary Academy

SEN Information Report

2023-2024

October 2023

'Flourishing through the fields of life'



Diocese of Norwich
Education and
Academies Trust

Welcome

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. The information published must be updated annually.

The SEN Team within our school is:

Federation SENDCo- Rachel Felton

Contact details: senco@hopefederation.dneat.org

01328 838365

Execuative Head Teacher- Belinda Allen

Contact details: head@hopefederation.dneat.org

01485 528230

SEND Governor- Jill Shattock

Contact details: via school office or 01485 528230



At Rudham Church of England Primary Academy, we value:

Learning for all.

At Rudham Church of England Primary Academy we believe in participation for all. We believe that every child has individual and unique needs and strengths allowing them to flourish through the fields of life. All teachers and support staff are teachers and support staff of special educational needs.

We want all adults and pupils to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our Academy and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners, including vulnerable groups and actively monitor teaching and learning in the Academy. For more information on our approach please see our [teaching and learning policy](#).

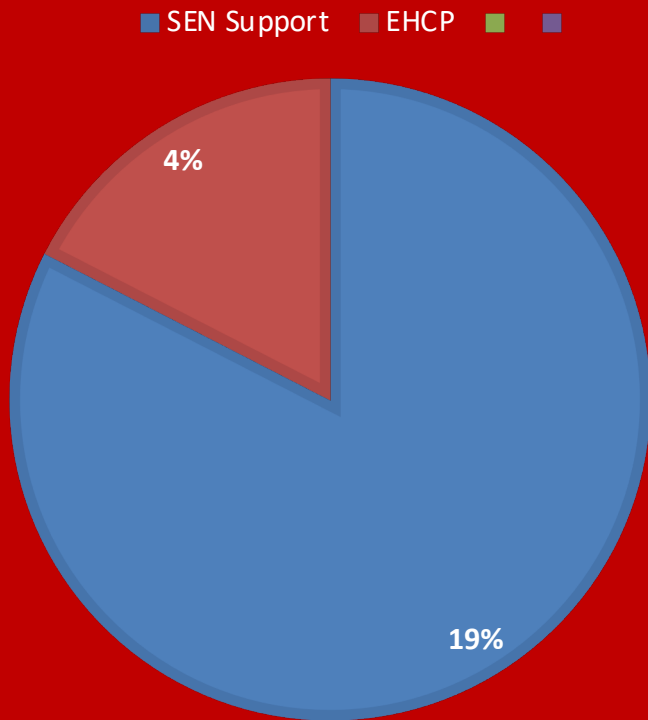
We aim to create a learning environment, which is flexible enough to meet the needs of all members of our Academy community, allowing them to flourish. We monitor progress of all learners; staff continually assess ensuring that learning is taking place. Our whole Academy system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:

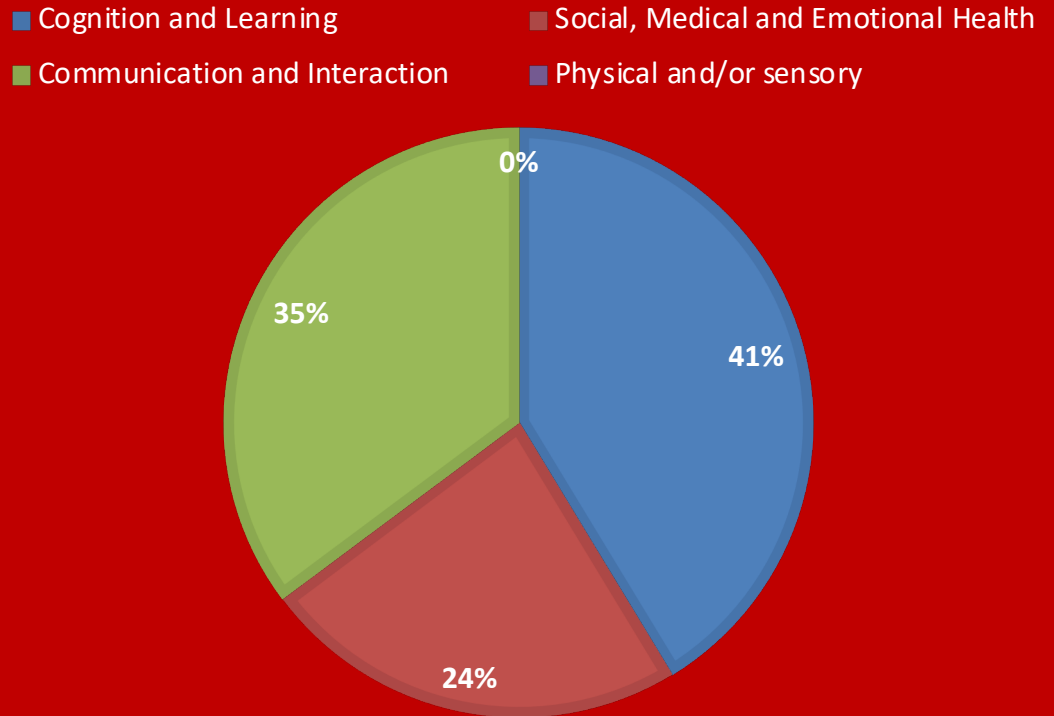
- Communication and interaction,
- Cognition and learning,
- Social, mental and emotional health,
- Sensory and/or physical.

Our SEN Profile

OUR SCHOOL PROFILE



CHILDREN WITH SEND- PRIMARY NEEDS



Total of children with SEND= 23%

The pie chart above represents only the primary needs of the pupils with SEND. We understand for some pupils they may have more than one categories of need.

How do we identify SEND?

**“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:
have a significantly greater difficulty in learning than the majority of others of the same age: or
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.”**

SEN CofP 2014

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 in the Academy for lots of reasons. They may have been absent from the Academy, they may have attended lots of different Academies 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 Rudham CofE 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.

How does our Academy know if children need extra support?

We know when a pupil needs support/help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves regarding;
- concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs
- SENDCo supporting staff in identifying barriers to learning.

Class teachers have a crucial role in identifying pupils with SEN and are the first point of contact for parental concerns.

What we do to Support Learners with SEND?

All pupils with special educational needs, including those who are looked after children (LAC), with special educational needs will be supported and encouraged to flourish by:

First Quality teaching- Every teacher is required to adapt the curriculum to ensure access to learning for all pupils in their class. Our Teachers will use various strategies to adapt access to the curriculum, this will include:

- differentiated planning and delivery of lessons to suit learners.
- instructions given in different way (visual/verbal/modifying the languages used)
- asking pupils to repeat and show what they have learnt to check their understanding.
- Visual timetables/sand timer/fidget toys
- Writing frames
- I-pads, laptops or other alternative recording devices
- Peer buddy systems
- Sensory breaks
- pupils are grouped in mixed ability during lessons and of similar ability for interventions.
- Positive behaviour rewards system
- workstation
- PATHS (Promoting Alternative Thinking Strategies)
- Pivotal Behaviour Strategies [Click here](#) for more information.
- Norfolk Steps

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 barriers to learning and is intended to enable access to learning and overcome the barrier to learning identified.

Pupils identified with a SEN need will receive a Learning Plan (LP), which will set out targets and provide information on resources and provision the child will receive to help met these targets.

What we do to Support Learners with SEND?

Pupils with SEN needs will share their views through a one page profile as well as the review of learning plans and annual reviews (if they have an EHCP). These profiles share the pupil's strengths and areas of difficulties, and what support the pupil feels they need to succeed. We also seek the views of the pupils with SEND in a variety of ways, including school council, questionnaires/surveys and discussions. These are adapted to support pupils to access them in a way that meets their communication needs.

At Rudham CofE Primary Academy, we share the provision map with our colleagues across the federation and DNEAT so we can learn from each other and demonstrate what we offer for learners with SEND. We are also able to promote consistent practice across all the Academies/Schools in our MAT ensuring equality of opportunity.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the Academy. The provision map is available on our website.

Other Opportunities for Learning

We believe at Rudham Cof E Primary Academy, the environment is one that is inclusive and nurturing to allow all learners to flourish through the fields of life. All learners should have the same opportunity to access all activities as well as extra curricular activities. At Rudham Church of England Academy in 2021-22 we are offering a range of additional clubs and activities. These can be found on our Academy web page or by contacting our Academy Office. We share information about support and opportunities (internal and external) for pupils with SEND through newsletter and posters/flyers.

We are committed to making reasonable adjustments to ensure participation for all.

All staff at Rudham Church of England 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 2010 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 pupils 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 our Equality and Diversity Statutory Duties and Objectives , please [click here](#).

Accessibility

To allow all our pupils with SEND and/or medical needs to flourish and engage with activities;

- we adapt our curriculum (adapt lessons, learning is revisited arrangements are in place for when pupils with medical needs cannot attend, change learning and teaching environments, classroom organization and support.)
- make written information more accessible (coloured paper, coloured overlays, large print, symbols, audio, Braille)
- use technology to help pupils access the curriculum (SEND Specific software, laptops/tablets)
- we adapt the physical environment (seating arrangements, signage, accessible and adapted toilet, ramps, quiet spaces)
- Use specialist
- Support pupils (teaching support, learning partners, strategies for promoting independence, visual timetables and all other forms of support outlined in this document)
- Access to therapies (occupational therapists, NHS Speech and language therapists)
- Access to specialist equipment (sensory aids, sports and playground equipment)

For more information about our accessibility plan [click here](#)

Interventions

Your child may also receive interventions. The interventions we have available include:

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and/or Sensory	English as Additional Language
Sound discovery Nessy Power of 1 and 2 Toe By Toe Literacy Toolbox PiXL therapies Numicon: Closing the Gap 1 st Class Maths Toederescu Handwriting Scheme Targeted literacy or numeracy interventions led by staff in small groups or 1:1 Arrow Working Memory Activities	Sensory Circuits Attention Autism (bucket) WellComm Speech and Language Socially Speaking Time to Talk Social Stories Elklan Lego Therapy	Seeing Red There's a Volcano in my Tummy Nurture/Trauma activities Socially Speaking Time to Talk Social Stories Mindfulness session Extra PATHS activities Zones of Regulation Starve the Anger/Anxiety Gremlin Lego Therapy Drawing and Talking Therapy	Sensory Circuits Toederescu Handwriting Scheme Occupation Therapy Intervention Programme Fizzy Hands	Socially Speaking Time to Talk Literacy Toolbox Sound discovery Nessy Elklan WellComm Speech and Language

Who else can help children in our Academy?

We use a range of different services to allow our pupils with SEND to flourish. We refer to different services when we feel it is appropriate and/or they meet the referral criteria. We use a company called [Verbatim](#) to support the academy over the course of the academic year.

Educational Services	Health Services	Social Care Services	Third Sector Services
Virtual School for SEND Virtual Sensory Support Service Virtual team for Looked After Children (LAC) Verbatim- who have a range of different therapists, specialist teacher and psychologists along with other professionals. Inclusion team School 2 School support service Specialist Resource Base Outreach Educational Psychology Specialist Service- including the ASD team and SEMH team. Attendance Officers Access Through Technology (ATT) Communication Hub	Just One Number Just One Norfolk Speech and Language Therapy Service CAMHS/Supporting Smiles Occupational Therapy	Early Help Early Childhood and Family Services Early Help Assessment Plan (EHAP) (please note we are not allowed to run these, however we are happy to be involved with the process)	Carers Matter Nelson's Journey

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Brisley Church of England Primary Academy. We follow the graduated approach of 'assess, plan, do, and review' and ensure that parents/carers and pupils are involved in each step. Before any additional provision is selected to help a child, the SENCO, Head of School, teacher, parent/carer and learner, agree what they expect to be different following this intervention and identify the most appropriate intervention/adjustment that is need to support the child to make progress.

A baseline will be recorded at the start of interventions, which can be used to monitor the impact of the provision. We use a range of assessment tools to measure the progress of different areas/interventions. These may include; Salford Reading, Single word spelling test, Motional (Social and Emotional Tracker), teacher assessment, PiXL tests as well as in class assessment..

Pupils are assessed termly, this assessment supports pupils progress, their learning plans, annual reviews for pupils with an Education Health and Care Plan (EHCP) and school reports. The SENCO collates and evaluates the impact data of interventions termly, to ensure that we are only using interventions that work and this impact data informs the provision map.

Pupils, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held, where we all discuss progress and next steps and recorded on an individual Learning Plan. We also use the 7Cs progress tracker to track the progress of targeted outcomes These reviews are carried out termly. If a learner has an Education Health and Care Plan (EHCP) the same review procedures take place, but the EHC plan will also be formally reviewed annually.

How do we Find Out if this Support is Effective?

If after the graduated approach has been implemented and the progress is not as expected and/or a pupil who has 'significantly greater difficulty in learning than the majority of others of the same age, or have 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 then an application for an Education, Health and Care plan maybe appropriate. For more information about the EHCP process, please [click here](#).

The SENCO and senior leaders regularly monitors interventions and the teaching of SEN children within the classroom setting. Offering advice and support where needed to ensure the needs of learners are met.

The SENCO and SEND governor meet termly to discuss SEN within the academy and federation.

Progress data of all learners is collated by the whole Academy which is monitored and evaluated by teachers, senior leaders and Governors. Our Academy data is also monitored and evaluated by DNEAT, the Local Authority and Ofsted.

Funding for SEND

Rudham Church of England Primary Academy receives funding directly to the Academy from the Local Authority to support the needs of learners with SEND, including resources. The amount of funding we received for 2023-2024 is £64,172

Year	How much?	What we have/ are spending the funding on?
2022-2023	£53,510	TA support Access to external services (e.g. School2School) Verbatim services Resources Training
2023-2024	£64,172	TA support Access to external services (e.g. School2School) Verbatim services Resources Training

As an academy, we are able to apply for High needs top up funding, which is held by Norfolk Local Authority. Please [click here](#) for more detail from the council on how the funding is allocated. These are applied for where evidence suggests it is appropriate.

The funding that we have received is spent on TA support, training, and resources.

Please [click here](#) for access to the Budget Share Tracker.

What training do the staff supporting children and young people with SEND undertake?

Our SENDCo has the following qualifications; BEd (with Hons) in Primary Education, QTS, NASENCO, NPQSL and is a Trauma and Mental Health Informed Practitioner.

Our Executive Headteacher is our Mental Health Champion.

Here are all the training related to SEND that staff in our academy have received over the past academic year and this year.

Whole School training	Who	Delivered By	When
Dyslexia (New staff training)	New staff	Verbatim	Autumn 2022
7Cs and learning plan training	All Staff	SENDCo	Spring 2022
Provision Training (linked to the 7Cs)	All Staff	SENDCo	Summer 2022
Labels are for Jars- Meeting the needs of Pupils with SEND.	All Staff	Verbatim	Autumn 2023

Every term the SENDCo and Executive headteacher attends a meeting where they discuss pupils with SEND with specialists form Verbatim. Part of this package is SEND triage sessions for teaching staff to discuss pupils with SEND and how to support them.

Training planned for this year include TA training linked to SEND and behaviour, Attachment and trauma training for TAs, Cognition and Learning provision linked to quality first teaching and Engagement curriculum training.

What training do the staff supporting children and young people with SEND undertake?

Specialist training	Who	Delivered By	When
Attention Autism	SENDCo and 5 TAs across the federation.	School 2 School	Autumn 2021
Making Sense of Autism	SENDCo	Autism Education Trust	Autumn 2021
Speech Sounds	SENDCo and TA	Speech and Language (NHS)	Spring 2022
Elklan (Speech and Language Intervention)	Nominated TAs	Elklan	Spring-Summer 2021
Lego Therapy	TA	Bea Inclusive	Summer 2022
Mental Health Champion Foundation Training	SENDCo and PSA	Place 2 Be	Summer 2022
Drawing and Talking Therapy	PSA	Drawing and Talking	Summer 2022
Counselling Level 2	SENDCo	Learning Curve Group	Summer 2022
Level 2 Understanding Autism	Class teacher	NCFE	2022-2023
Level 2 in Understanding Children and Young People's Mental Health	TA	West Suffolk College	Summer 2023
DNEAT SENDCo training	SENDCo	DNEAT/Willow Tree Learning-Judith Carter	Termly
DNEAT SENDCo ambassadors	SENDCo	DNEAT/Willow Tree Learning-Judith Carter	Termly
SEND Forum	SENDCo	Norfolk County Council	Termly
Communication Champion Hub	SENDCo and a teacher	Breakland	Termly

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in the Academy, having a new teacher, or moving on to another Academy, training provider or moving into employment. Rudham Church of England Primary Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Pupils are involved as and when appropriate with the planning of transition.

Types of Transition	When transition is started to be planned for.	How?	When parents can expect to be given information about transition
Moving classes with the academy	Summer term before the transition	Discussions with current class teacher, new class teacher, parents, pupil and SENDCo if needed/appropriate.	Summer term before the autumn transition.
Pupils with SEND transitioning to our reception class.	Summer term before the autumn term of starting reception. (This may be earlier depending on needs)	Reception teacher/SENDCO to visit pre-school setting. Home visits Parents meeting. Individual meetings can be arranged if needed.	Summer term before the autumn term of starting reception.
Pupils with SEND transitioning to our school (year 1-6).	As soon as we are notified of transfer.	SENDCo to speak to new parents and current setting.	As soon as we are notified of transfer.
Pupils with SEND transitioning from our school (year 1-6).	As soon as we are notified of transfer.	SENDCo to speak to parents and new setting.	As soon as we are notified of transfer.
Pupils with SEND transitioning to secondary school	Once parents have been informed of which school they will be attending.	Year 6 teacher/SENDCo will liaise with the secondary school and parents. Member of staff from the secondary school will visit the school.	September of the pupil's year 6 year- this will be provided by Norfolk county council and/or the catchment secondary school.
Pupils with EHCP transitioning to secondary school	An annual review will be held in the summer term of year 5, to ensure time for planning and preparation.		At the annual review in Year 5 or sooner if parents request information from the SENDCo or EHCP coordinator.

Preparing for the next step

The SENDCo and year 6 teacher liaises very closely with the secondary schools with regards to transition for pupils with SEND. There maybe extra transition days/activities for the children to feel confident to move onto their next stage of their academic journey.

All records and information will be transferred within 5 days of the child leaving our academy. Before the pupil leaves us, the class teacher/SENDCo may contact the new school to share information. Parents will be notified of this and verbal permission gained.

For pupils with SEND that are joining our setting, the SENDCo/class teacher will contact their parents and current setting to discuss their needs.

We support new pupils with SEND and their families to get to know our academy by;

- Social Stories
- Visits to the school
- Transition days (where appropriate)

Information about new pupils with SEND is shared with all staff within the academy via one-page profiles, records of discussions (with parents/current of setting) and any reports etc.

We support pupils with SEND to think about their goals and future through our RSHE curriculum.

We review our transition processes by seeking feedback from pupils, parents and settings.

For more information about our admission policy [click here](#).

The Norfolk Local Offer

If you would like to find out more about the Norfolk Local Offer or have specific question , please [click here](#) to view the Norfolk Local Offer.

There is also the Norfolk County Council Ofsted [Written Statement of Action](#) (WSoA) with specific actions relating to their currency, quality and the involvement of children, young people and their families in their review and development.

Norfolk SEND Parentship Information Advice and Support Service (IASS)

Norfolk SEND Parentship Information Advice and Support Service (IASS) provides free and impartial information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers.

If you would like for more independent support and information around SEND, feel free to contact or visit the website for Norfolk SEND Parentship Information Advice and Support Service (IASS)

Website:

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

Telephone:

01603 704070

Email:

norfolksendiass@norfolk.gov.uk

Have your say

Rudham Church of England Primary Academy is part of the community. 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.

If you have any concerns or are not happy with the provision made available, please see our [complaints policy](#).

Other Useful links

- Our SEND section on the [Federation website](#)
- Just One Number- <https://www.justonenorfolk.nhs.uk/>
- [Early Help Hub](#)
- Department for Education website-www.dfe.gov.uk
- [Equality Act](#)
- [The Special Needs and Disability Code of Practice: 0-25](#)
- [Special Needs Jungle](#)
- [Norfolk Short Breaks](#)

Policies

Please click on any of the links below to find out more information.

[SEND Policy](#)

[SEND Action Plan](#)

[Safeguarding Policy](#)

[Behaviour Policy](#)

[Equality Policy](#)

[Equality and Diversity Statutory Duties and Objectives](#)

[Intimate Care Policy](#)

[Supporting Pupils with Medical Needs Policy](#)

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.