



The Swallowtail Federation of Church Schools

SEN INFORMATION REPORT 2020-21

PART OF THE NORFOLK LOCAL OFFER FOR LEARNERS WITH SEN

Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietors policy for pupils with SEN.

The information published must be updated annually. The required information is set out in the draft SEN regulations which are available on the school website.

The Swallowtail Federation of Church Schools is committed to working together with all members of our school community. This local offer has involved 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:

Executive Head: Natalie Butcher

SENCo: Julie Wones

Assistant SENCo: Tracey Bales

SEN Governor: Angie Johnson

Our Approach to teaching Learners with SEN

At the Swallowtail Federation of Church Schools we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school 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 and actively monitor teaching and learning in the school. For more information on our approach please see our *Teaching and learning policy* on the school website.

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. Our whole school system for monitoring progress includes regular pupil progress meetings, learning walks, lesson observations and discussions with pupils.

The Swallowtail Federation of Church Schools values:

'Learning for all'

How we identify SEN

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

“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 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.”**

If a learner is identified as having SEN, 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 schools 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 or at all, or they may be worried about different things that distract them from their learning. At the Swallowtail Federation, we are committed to ensuring that all learners have access to learning opportunities, and for those that are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEN profile for 2020-21 shows that we have 15% of children identified as having SEN, and 4 of those have an Education Health and Care Plan.

Needs of the children identified with SEND across the federation are:

24% are identified as having SEN linked to Cognition and Learning,

40% are linked to Communication and Interaction,

32% are linked to social, emotional and mental health

and 4% are linked to Physical and Sensory.

Assessing SEN at the Swallowtail Federation of Church Schools

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At the Swallowtail Federation, we ensure that assessment of educational needs directly involves the learner, their parent/carer and their teacher. The Special Educational Needs Co-ordinator (SENCo) and Assistant SENCo will also support with the identification of barriers to learning. We have a range of assessment tools available, which we can use to identify a specific need.

For some learners we may want to seek advice from specialist teams. We have access to services universally provided by Norfolk County Council, which are described on their local offer website:

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

In 2020 - 21 the Swallowtail Federation of Church Schools also have access to the following support:

SEND Consultant (as and when required)
Sensory support service
Speech and Language
Point 1 and CAMHS

We also employ Classroom or Teaching Assistants who deliver the interventions in the provision map as coordinated by our SENCo. These include speech and language interventions, The Five Minute Box Number and Literacy boxes, Sensory Circuits and Draw and Talk sessions.

What we do to support learners

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Swallowtail are proud of our teachers and their developments. The *Teacher Standards* are available on request.

Our teachers will use various strategies to adapt access to the curriculum; this might include using:

- Visual timetables
- Writing frames
- Computers, or other alternative recording devices such as talking pegs
- Positive behaviour reward systems

We also recognise that we have a high percentage of children with social and emotional needs and maintain small class sizes, a high level of TA support in each school as well as providing weekly forest school sessions to help build self-esteem and have created nurture nooks and spaces in our school environments.

Each learner identified as having SEN 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. The support is described on a provision map, which describes the interventions and actions we undertake to support learners with SEN across the year groups. We review and modify the provision map termly, as our learners and their needs change. Data analysis from our provision mapping is shared with Governors who are able to ensure that we monitor the impact of interventions on the progress of our learners.

How do we find out if the support works

We follow the ‘assess, plan, do review’ cycle to find out the impact of our support and what we may need to do next.



Funding for SEN

The total amount allocated to the federation for SENd for the academic year 2020 - 21 is £68, 648.

At Swallowtail we are committed to working together to improve learning for all, and we are able to share resources, training and provision for learners with SEN across the federation.

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within the Swallowtail Federation. Parents and carers, pupils and staff are all involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review,' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCo, teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline is also recorded, and this is used to evaluate the impact of the provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review may be built in to the intervention itself or may be a formal meeting held regularly, where progress and next steps can be discussed. If a learner has an Education Health and Care Plan (EHCP) the same review conversations take place, and the EHCP 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. We also take part in external moderation with other schools. This ensures that our judgements stand up to scrutiny. Our school data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. This year, each school is offering a range of additional clubs and activities. Information about these can be found in school newsletters or on the website.

We are committed to making reasonable adjustments to ensure participation for all, so please contact either the Heads of Schools or the Executive Head to discuss specific requirements. All staff at our Federation schools have regular training on the Equality Act 2010 as part of ongoing essential staff training. This 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 '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.”

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 SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Preparing for the next step

Transition is a part of life for all learners. This can be transitions to a new class in school, having a new teacher, or moving on to another school. The Swallowtail Federation 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 SEN. Moving classes will be discussed with you and your child during the summer term. Transition to junior schools and high schools will be discussed in the summer term of Year 2 and Year 6, to ensure time for planning and preparation. We also hold our own open mornings at each of our schools to ensure all children have a successful start or transition into our Swallowtail family.

Have your say

This SEN report declares our annual offer to learners with SEN but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with us and help us 'assess plan, do and review' provision for SEN at The Swallowtail Federation of Church Schools.

Useful links

www.norfolk.gov.uk/SEN

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

This report was reviewed and agreed by the Governing Board on the 2nd October 2020