

Trust SEND Information Report - September 2022

Introduction

All maintained schools, maintained nursery schools and academy schools have a legal duty to publish information on their website about the implementation of their policy for pupils with Special Educational Needs and Disability (SEND). This information must be updated annually.

We consult with those for whom provision is made and the families of those who benefit from provision in order to effectively review our policy and practice on a regular basis.

Trust CEO: Mr Jim Adams

Trust SENDCo: Miss Diane Bainbridge, dbainbridge@corvuseducation.com

Aslacton Primary School: 01379 677345

Manor Field Infant and Nursery School: 01508 530356

Watton Junior School: 01953 881387

Watton Westfield Infant and Nursery School: 01953 882669

This report forms part of [the Norfolk Local Offer](#).

Our Approach to Supporting the Learning of Children with SEND.

At Corvus Education Trust we understand that children have different needs and we are committed to meeting these needs equally. We believe in participation for all and are proud of our inclusive culture.

We aim to provide high quality teaching that results in high quality learning for all.

The progress of all our children is monitored closely through; assessment discussion, pupil progress meetings and individual pupil focus meetings are part of our routine practice throughout the year.

Identification of SEND

All pupils may need additional support at some time in their education. We recognise that children may fall behind in their learning for many different reasons and that not all children whose progress in their learning is slow may have a special educational need. For example, a child who has been absent from school for extended or frequent periods; a child who may not have English as their first language; a child who is going through a period of instability or insecurity at home etc. We make provision for these vulnerable children in accordance with their needs but only those children that match the definition below are identified as having SEN.

The SEN Code of Practice 2015 defines SEND in the following way:

‘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 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’

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If a learner is identified as having SEN, we will make provision that is ‘additional to or different from’ the normal differentiated curriculum – this is intended to enable the learner to overcome the barrier to their learning.

In 2021 - 2022, the SEND register for each school identified the following:

	Aslacton Primary	Manor Field Infant and Nursery	Watton Junior	Watton Westfield Infant and Nursery
Type of support	Number of pupils	Number of pupils	Number of pupils	Number of pupils
Special Educational Needs (SEN) Provision Plan	12	13	20	23
Special Educational Needs Support (SEN Support)	13	16	45	37
Education, Health and Care Plan (EHCP)	0	3	7	9

At each stage the children with SEND receive targeted support through high quality teaching, differentiation, personalised learning opportunities, interventions, close adult support, and/or reasonable adjustments to the learning environment. If required these children may be further supported by an Individual Risk Management (IRM) plan to support their Social, Emotional and Mental Health.

SEN Provision Plan: The children who are identified for a provision plan may not have a recognised SEN but are identified as making slower progress than their peers in one or more areas of learning. The progress of these children is monitored internally.

SEN Support: The children who are identified for SEN Support usually have a recognised SEN or diagnosed barrier to learning. These children receive support in school that is extra or different to other pupils. This support is monitored and targets usually reflect recommendations from reports made by an outside specialists. These pupils do not have an education, health and care plan. The LA and DfE are informed of these children in the January census.

Educational Health Care Plan (EHCP): The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. *SEND Code of Practice, January 2015, P.142, paragraph 9.2* A formal assessment has been made and the child’s needs and extra help they should receive has been set out in the plan.

Nationally the number of pupils, in primary schools, who are classed as having **SEN is 13%**. The percentage of pupils in primary schools with an **EHC Plan is 2.3%**

(Statistical Release, DfE, June2022).

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Percentage of pupils on the SEND Register and level of support. 2021-2022

	Aslacton Primary	Manor Field Infant and Nursery	Watton Junior	Watton Westfield Infant and Nursery
SEN Support	16.01%	10.46 %	18.00%	13.21%
EHC Plan	0%	1.96%	2.80%	3.21%
Combined Total for school (including those with a Provision Plan)	33.33%	20.91%.	28.8%	24.64%.

The SEN Code of Practice identifies four areas of SEN:

- Communication and Interaction
- Cognition and Learning
- Behaviour, Emotional and Social
- Sensory and/or Physical

It is acknowledged that whereas many children and young people have difficulties that fit clearly into one of these areas, some have needs that span two or more areas and for others the precise nature of their need may not be clear at the outset.

In 2021 - 2022 the profile of our SEN Register is as follows:

	Aslacton Primary		Manor Field Infant and Nursery	Watton Junior	Watton Westfield Infant and Nursery
Areas of need	Number of pupils		Number of pupils	Number of pupils	Number of pupils
Communication and interaction needs	5		18	15	21
Cognition and Learning	18		10	51	19
Behaviour, Emotional and Social	2		3	5	5
Sensory and/or physical needs	0		0	0	0

A number of these children also have significant difficulties in one or more other areas.

Assessment of SEND

Assessment of special educational needs is a joint process involving the learner, the class teacher, parents or carers and the Special Educational Needs Disability Coordinator (SENDCo).

When a difficulty with learning is suspected:

- A conversation begins involving the parties above.
- Evidence is collected to show the apparent area(s) of difficulty. A range of assessments may be carried out to inform our understanding of the level and scope of difficulty. We have a

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range of assessment tools available at school, including a suite of assessments materials we share with our trust schools.

- If appropriate a short term 'Individual Education Plan' is put into place in an attempt to address a single barrier to progress – if this is successful, no further immediate action may be necessary although close monitoring will continue.
- If appropriate, a range of support may be put into place using tried and tested intervention schemes or specific learning activities and individual practices matched to the identified needs. Many of these will be led by our team of highly qualified Learning Support Assistants.
- If necessary, advice from specialist teams may be sought. Some universal services are provided by Norfolk County Council, these are outlined in the [Local Offer](#).
- As Corvus Education Trust we also have access support from the Educational Psychology Support Service (EPSS), School to School (S2S) support and have staff who are trained in areas such as language development (Elklan).
- Where it has been sought, advice from specialists is used to put together a coherent plan to support the learner's progress.

Once an action plan has been established, the implementation and impact of the actions are monitored and the ongoing conversation between school, parent and child continues. Regular reviews consider the impact on the child as well as the effect of the intervention on progress and attainment. At this point we will also inform the Inclusion and SEND team and/or the EHC coordinator at the Local Authority that significant provision is being made.

Supporting Learners

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class, this matches the expectations detailed in the [Teachers Standards](#) (June 2013).

As part of the local offer, Norfolk Local Authority has produced guidance on the [Provision Expected at SEN Support](#) (PEaSS). Each school in the trust also uses the [Identification of Needs Descriptors in Educational Settings](#) (INDES) framework of standardised terms to describe the need of individual pupils.

Each school has an [Inclusion and Provision Self-Evaluation Framework](#) (IPSEF) that evaluates their provision to support inclusive practice and to demonstrate their compliance against the Ofsted framework, legal requirements, and Norfolk County Council's PEaSS.

The way in which the curriculum is adapted to enable access is varied according to need. For example, a child with short term working memory may be provided with a sound recorder to assist them in remembering a sentence they have constructed in order to write it down; a child who finds the changing structures of the day difficult to manage may be provided with a visual timetable that provides security and a framework for discussion; a child who has difficulty in conforming to behavioural expectations in the classroom may be provided with an individual positive reward system that supports good behaviour for learning. For those children whose learning and cognition needs are significant we have internal inclusion class bases in two of the trust schools.

Each learner identified as having SEND is entitled to support that is 'additional to or different from' the normal differentiated curriculum. The type of support is dependent on the individual learning need.

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Support is detailed on a Provision Plan or in SEN Support Plan, this support is recorded on an Individual Education Plan. Targets are changed regularly as needs the needs of the learners change.

How do we know if support is effective?

At Corvus Education Trust we follow the 'assess, plan, do, review' model and strive to ensure that parents/carers and children are involved at every step.

- Learners are assessed using baseline materials appropriate to their difficulties. The results are a matter of discussion between parents, child and teacher.
- A plan for support is devised with clear, measurable success criteria identified and a timescale for delivery in place. The teacher agrees this with parent and child.
- The actions on the plan are carried out and feedback from parent and child is welcomed throughout the duration of implementation. Feedback regarding ongoing formative) assessment from any other member of staff involved in delivering the intervention is essential.
- At the agreed point of review, further assessments should be carried out and progress and next steps are then discussed. Reviews may be frequent and informal or more formal and on a longer-term basis; this will depend on the nature of the intervention. In all cases the expectation is that reviews will be conducted at least once in every term. Where a child has an EHC Plan, there will be an additional formal annual review.

The Trust SENDCo and assistant SENDCo's collate all impact data of interventions and maps the progress of all children with SEND. In this way, each school is able to ensure that the interventions selected for use are those that have most proven effect. Progress data for all learners in each school is collated by the Executive Headteacher. It is then shared with all teaching staff, trustees and the local governing body.

Other Opportunities for Learning.

We work hard to ensure that all learners have the same opportunity to access extra-curricular activities. The activities we offer vary throughout the year and are provided by members of school staff and by external providers. We are committed to ensuring that reasonable adjustments are put into place to allow participation by all, and we expect the same consideration from all providers.

Staff, trustees, and governors are aware of the duties placed on schools by the Equality Act 2010, 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.'

This applies to those who have a disability. The Equality Act 2010 defines a person with a disability as someone who '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 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 children with disabilities and those with SEN. Children may therefore be covered by both SEN and disability legislation (the schools' Diversity Policy is on their websites).

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Transition for learners with SEND.

When a child with SEND is to start at one of our schools, we make arrangements to meet with parents/carers and any other involved professionals in good time for us to put together an agreed first plan for provision. We encourage visits to the school in order that specific elements of our premises or provision can be identified and discussed, and in order that a positive relationship is developed at the beginning of the child's school education. We want to work in partnership with parents and families from the start.

For those children who join us within the school year or Key Stage, we make every effort to get to know about the child's needs before they come to school. This may involve members of staff visiting a child in their current school or meeting with current school staff to discuss the child's needs and existing effective provision.

Similarly, if a child with SEND is to make transition to another school from Aslacton Primary School, Manor Field Infant and Nursery School, Watton Junior School, and Watton Westfield Infant and Nursery School at any point, we would endeavour to arrange a meeting to discuss the child's needs; we might accompany the child on a trip to the new setting or make arrangements for additional visits to ensure a smooth and successful transition.

We recognise that for some children with SEND it is important to consider transition plans even when moving from class to class. Such plans are put into place in discussion with parent/carers. Whenever appropriate, documentation regarding a child's SEND and provision made for them will be passed on to the next setting. When this is the case, a signed receipt will be required.

Specialist Resource Base (SRB) provision at Manor Field and Watton Junior

As part of the Local Offer for children with SEND in Norfolk, Manor Field Infant and Nursery, and Watton Junior host Specialist Resource Bases (SRB). Children can be referred to the SRBs by their school and both offer short term placements to children who are experiencing difficulties. No referral should be submitted to any SRB without first having a discussion with the relevant lead teacher.

Manor Field Infant and Nursery hosts a 8-place key stage one SRB for Social, Emotional, and Mental Health (SEMH) concerns, following a referral process from schools throughout the county, we provide short-term placements for up to four terms for children who are experiencing difficulties with their SEMH who would benefit from short term therapeutic intensive intervention and support in how to regulate their emotions and feelings. Please contact Claire Ashman (SRB lead teacher) or Diane Bainbridge (Trust SENDCo) to discuss support from the SRB.

Watton Junior hosts a 10-place key stage two SRB for Learning and Cognition Needs (LCN), following a referral process from schools throughout the county, we provide short-term placements for two terms for children who are experiencing difficulties with their learning and who would benefit from intensive intervention in the teaching of core skills, such as English and maths, in a small group environment. Please contact our SRB lead teachers, Mrs Jo Archdale, Mrs Julia Rees, or Diane Bainbridge (Trust SENDCO) through the school office.

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Both SRBs offer an outreach service. Manor Field works closely with the LA specialist partner who manages a team of outreach assistants centrally and Watton Junior works with the outreach teacher based at Mile Cross Primary school.

Please speak to your child's class teacher or school SENDCo in the first instance if you would like a referral to be made to an SRB. Further information can be found on the school websites or by visiting the [Norfolk SEND Local Offer for SRBs](#).

You might find the following links useful:

[Norfolk SEND Local Offer](#) for information and advice on how Norfolk supports children with SEND.

[Norfolk SEND Partnership](#) (SENDIASS) for independent advice and support.

[Family Voice](#) is a network of parents and carer of children with SEND in Norfolk whose aim is to improve services for children and young people by ensuring that families' voices are heard by planners and decision-makers.

[Norfolk SEN Network](#) is registered charity offering advice and support to parents.

[Government advice and information on SEND](#) for further information on the SEND Code of Practice and supporting children with SEND.