

Reviewed Sept 2022

Part of the Norfolk Local Offer for learners with Special Educational Needs

At Greyfriars Academy we strive to support **all** children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. We are proud to have achieved the Inclusion Quality Mark – a recognition of our ongoing commitment to ensure the best opportunities outcomes for all children, regardless of their level of need. Our school values of “**achieving, caring, enjoying**” reflect our commitment to ensuring all learners are given the opportunity to succeed and make progress.



At different times in their school career, a child or young person may have a special educational need. There may be a variety of reasons why a child may need additional support. The Code of Practice (2015) defines SEN as:

“a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

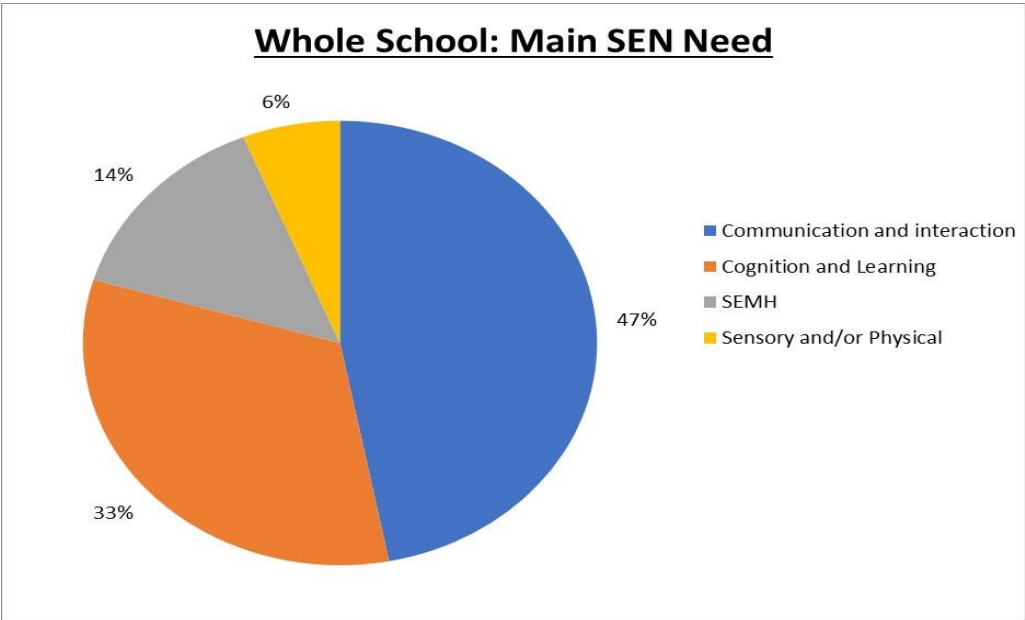
- a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.”**

If a learner is identified as having SEN, we will provide provision that is **additional to or different from the** normal differentiated curriculum.

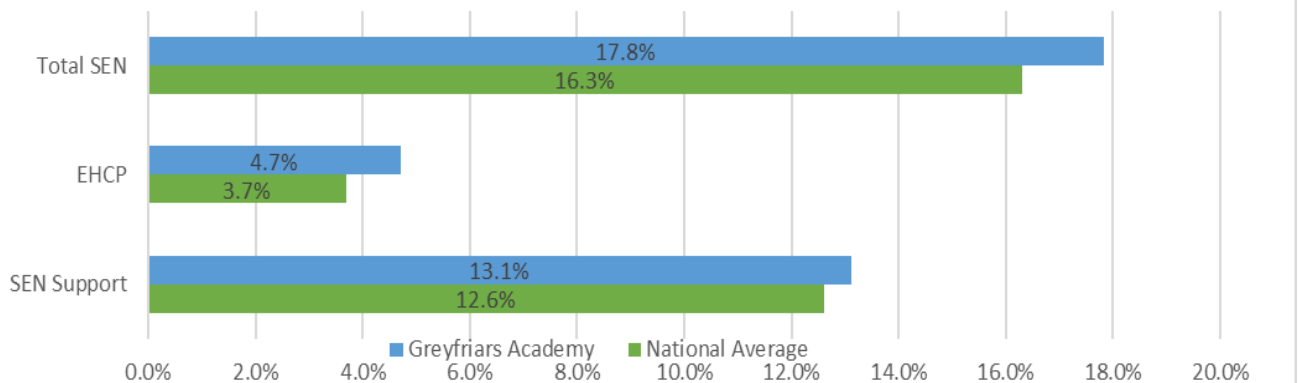
Learners can fall behind in school for lots of reasons. They may be absent from school, they may have attended lots of different schools and so not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning.

At Greyfriars we are committed to ensuring that all learners have access to learning opportunities, and for those 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.

Currently, 18% of children at Greyfriars receive SEN support, of these, 5% have an Education, Health and Care Plan. The pie chart opposite shows children’s primary SEN need. (It is recognised that children’s needs may fall in more than one category. Only their Primary need is identified here.)



Children receiving SEN Support at Greyfriars Vs National Averages



SEN Broad Areas of Need

Cognition and Learning:

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD) -likely to need support in all areas of the curriculum and associated d
- Profound and multiple learning difficulties (PMLD), - likely to have severe and complex learning difficulties and impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses dyscalculia and dyspraxia.

Support might include:

Precision Teaching, Lexia reading and spelling support, Phonics intervention sessions, Toe by Toe, sn

Social, Emotional and Mental Health:

- Becoming withdrawn or isolated
- Displaying challenging, disruptive or disturbing behaviour.
- Anxiety
- or Depression
- Self-harming, eating disorders, substance misuse.
- ADHD
- Attachment Disorder

Support might include:
1:1 sessions with staff, anxiety support, nurture group, referral to school nursing team for bespoke support sessions, fiddle toys and equipment.

Sensory and Physical

- Vision impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI) (Combination of hearing and vision difficulties)

Support might include:
Sensory circuits, TACPAC sessions, sensory toys or calming equipment, pencil grips, writing slopes etc.

Communication and Interaction:

- Speech, Language and Communication needs
- Difficulty saying what they want to,
- Difficulty understanding what is being said to them
- Do not understand or use social rules of communication.
- Includes children with Asperger's and Autism.

Support might include:
1:1 tailored speech and language sessions, "Socially Speaking" intervention group, Nuffield Early Language Intervention, use of PECS/visuals, intensive interaction, use of Social Stories.

Every child is an individual, and it is likely that they may have a variety of needs across more than one broad area of need.

Our provision is matched to individual needs. This may include support in class, or through our intervention programmes.

Supporting SEND at Greyfriars Academy

Our Key Information is laid out in question and answer format to make it easy to navigate. Click the link to take you to the appropriate page.

A simple overview of the following is available on our website.

- Page 5: [How will the school know if my child needs extra help and what should I do if I think that my child may have special educational needs \(SEN\)?](#)
- Page 6: [How will school staff support my child?](#)
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- Appendix I: [Glossary of commonly used SEND terms and abbreviations.](#)
- Appendix II: [Overview of Interventions.](#)
- Appendix III: [The Assess, Plan, Do, Review Cycle.](#)

Supporting SEND at Greyfriars Academy

How will the school know if my child needs extra help and what should I do if I think that my child may have special educational needs (SEN)?

We know that pupils need provision that is **additional to or different from** other pupils if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made
- There is a change in the pupil's behaviour or progress

The SENDCo will help to identify the barriers to learning (see page 2).

We use a range of assessment tools. For some learners we may want to seek advice from specialist teams. In our school we have access to advice and support from Educational Psychology and Support Services (EPSS) and School to School service. Through these we can access an educational psychologist or a clinical psychologist and specialist advice from support teachers and specialist support workers.

If you think that your child has a special educational need then you can contact: Your child's class teacher for an initial discussion

Our SENDCo: Miss S Joyce

Or, if you feel that it could be helpful:

Our parent support advisor Miss Shelly Whitmore.

Supporting SEND at Greyfriars Academy

How will school staff support my child?

Each pupil's education programme will be planned by the class teacher. It will be planned to suit each pupil's needs. This may include additional general support by the teacher or teaching assistant in class.

If the pupil has needs related to more specific areas of their education, such as spelling, literacy, numeracy, handwriting or emotional and behavioural needs then the pupil may be placed in a small intervention group. This will be run by the teacher or a teaching assistant. The length of time of the intervention will vary according to need but will generally be for half a term. The interventions will be regularly reviewed by all involved to make sure they are effective and to inform future planning. These interventions will be recorded on the school provision map (see appendix II) and the child's Learning Journey where appropriate. If you have any queries relating to interventions please do not hesitate to contact the class teacher or SENDCo.

Our SENDCo reviews the progress of pupils with SEN informally every half term and formally every term, using observations, school data and discussions with families and school staff. These can highlight any potential problems and enable further effective support to be planned.



Children with emotional needs may be assessed using Boxall Profiles and may be offered sessions with one of our nurture-trained staff.

We use in-house expertise to manage a wide range of needs. Most staff have been trained in supporting children with ASD, ADHD and attachment disorder. Several staff are ELKLAN trained.

Occasionally a pupil may need more specialist support from an outside agency, for example an Speech and Language Therapist (SLT), Educational Psychologist (EP), Child and Adolescent Mental Health Services (CAMHS), Specialist Learning Support Teacher (SLST) or ASD specialist support services. Where necessary, and always with your consent, a referral will be made. Following any assessments by these agencies the school will carry out any recommendations or programmes of support that are suggested.

We engage with Norfolk County Council's Core Consultation offer which provides the opportunity for Miss Joyce to receive specialist advice and support around pupils' needs on a termly basis.

Supporting SEND at Greyfriars Academy

How will the curriculum be matched to my child's needs?

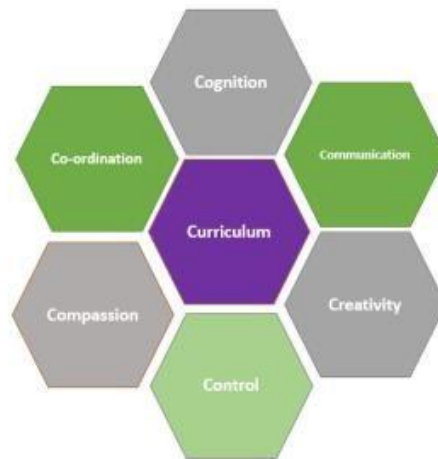
When a pupil has been identified with Special Educational Needs, adaptations will be set by the class teacher which will enable them to access the curriculum more easily.

Teaching assistants may be allocated to work with the pupil in a small group or individually to target more specific needs or the child may be given tools or specific support in class.

Learning journeys and the 7cs model:

For most children receiving SEN support and those with an EHCP, a **Learning Journey** will be set up. We use the **7cs model** developed by Willow Tree Learning as an integral part of our Assess, Plan, Do, Review process. The 7cs is an assessment model which extends beyond curriculum subjects. Using this model helps staff, parents and children recognise that there are many aspects to our learning and development. It helps to stop the mindset of "I am rubbish at writing" and encourages us to dig further into what the underlying problems might be. Eg Is it a working memory problem? A visual tracking problem? A fine motor difficulty? Identifying specific areas of need enables us to plan more targeted intervention and help pupils make progress. Over the course of the year, we are

running a pilot involve children more and more in self-assessment across the 7cs and develop their understanding of the complexity of skills that enable us to learn effectively.



Targets will be set according to the area of need and evidence towards these targets will be recorded in the child's Learning Journey. Targets are reviewed and shared with parents at least termly. We encourage children to be involved in the review of their targets and discussion about the planned provision as much as possible.

If appropriate, specialist equipment may be provided for the pupil e.g. writing slopes, concentration cushions, pencil grips or easy use scissors. We may use larger text or coloured paper to aid visual difficulties or use assistive technology such as ipads, text to speech programs and symbols.

For further information on our Curriculum at each Key Stage, please see our Curriculum Page on our Website: <https://greyfriarsacademy.uk/curriculum/>

How will my child be included in activities outside the classroom including school trips?

We are committed to inclusion for all and pride ourselves the support we provide for a wide range of SEND. This may include

Activities and school trips are available to all. Risk assessments are carried out and procedures put in place to enable all children to participate where possible. We liaise closely with parents/carers of children who may need significant additional support on school trips and work together to plan how their child can be included. We also create social stories to support children who may need

We run interventions (such as sensory circuits) and therapies (such as TACPAC) to support children's sensory needs and regularly review individual sensory requirements.

When COVID-19 safe to do so, some children without SEND support learning and play skills of children in our Overstrand class for children with complex SEND.

We also signpost families/children and siblings to opportunities and activities outside of school such as Young Carers and

How accessible is the school environment?

The majority of the school building is accessible by all children and adults. If there are individual access or adaptability requirements, we discuss these with families.

Facilities we have at present include:

- The school is all on one level.
- An adapted toilet for disabled users
- An accessible shower and toilet area in the swimming pool.
- 2 adjustable changing beds.
- Wide double doors to the main building.

The school has an [Accessibility Plan](#) and [Policy](#) which are included within the policy section of the school web site. The purpose of these is as follows:

- To increase the extent to which pupils with disabilities can participate in the curriculum.
- To improve the school's physical environment and increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services we provide. To improve the delivery of information that is readily accessible to pupils without disabilities to pupils with disabilities.

Supporting SEND at Greyfriars Academy

How will both you and I know how my child is doing and how will you help me to support my child's learning?

How your child is doing:

Provision is centred around the needs of the child. We support children with SEN to write their own **One Page Profile** – the front page of their Learning Journey, so that they can communicate what really matters to them. This also enables a wide range of staff (including supply teachers) to understand the child's needs.

We follow the Assess, Plan, Do, Review process. The vast majority of children receiving SEN support have a Learning Journey which records and celebrates the child's progress. These contain the child's One Page Profile, an overview of needs and planning sheets to record the Assess, Plan and Review stages. The Assess, Plan, Do, cycle is reviewed at least termly.

Parents are encouraged to contribute to the process and the child takes ownership of their own target setting and evaluation of progress as much as possible. Their input and views are key to ensuring that provision best meets their needs.



We carry out baseline assessments and end of term assessments as part of our intervention programmes to determine their impact. Staff also carry out other assessments throughout the year. These include assessments used on a whole school basis eg Phonics Tracker, and more specific assessments such as the Autism Education Trust Framework, Speech sound screens

We use these assessments to adapt our provision and planning of learning opportunities or resources and to inform teacher assessments and end of year reports.

In addition to internal tracking of progress We use RAISE online and Family Fisher Trust data to measure the progress of pupils with SEND both within the school, and in comparison to other schools (locally and nationally.) Children who are not making expected progress are identified and provision reviewed as a result.

For further details about the Assess, Plan, Do, Review Process, please see appendix III.

You will be able to discuss your child's progress at Parents' Evenings. These are held each term and dates are given on newsletters with reminders sent by text message. If your child has a Learning Journey, you will be able to discuss the outcomes set for your child and their progress towards these. Your child's class teacher or our SENDCo may also meet with you more regularly to review your child's progress and identify any changes to support which may be required.

9 Your child's class teacher will be available end of each day or via email/telephone if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENDCo by visiting the school office.

How we support children's learning

We believe that good quality, inclusive teaching benefits all pupils, including those with SEND. For example, Autism friendly or ADHD friendly classrooms benefit all pupils, not just those with these conditions. We use strategies such as visual timetables or now and next boards to support transition and support pupils to engage their learning.

Staff use questioning to assess children's existing knowledge and adapt or differentiate teaching and activities in response. We use "live" marking so that we can check understanding and respond to misconceptions in the lesson and identify children who may need further support. Staff are mindful that some children may have limited working memories and may need time to process questions before answering.

Children may work in small groups and follow differentiated activities depending on their level of need.

How we can help you to support your child's learning:

Your child's class teacher, or Miss Joyce (SENDCo) may suggest ways that you can support your child at home and provide resources to support with this.

We may meet with you to discuss how to support your child with strategies at home if these are difficulties with a child's behaviour/ emotional needs.

Miss Whitmore (PSA) is available to help parents with any concerns.

We can seek advice and support from outside agencies such as Educational Psychology, Autism advice and support, Mental Health and medical support.

Supporting SEND at Greyfriars Academy

Supporting complex SEND – Educational Health and Care Plans

There may be times when a pupil's Special Educational Needs are more complex, and they require an Educational Health and Care Plan (EHCP). Parents or professionals can request an EHCP Needs Assessment when they feel that a child's needs cannot be met from the resources usually available to a mainstream school.

If your child has an EHC plan, it will outline your child's needs and the provision which must be in place to meet those needs along with broad outcomes for your child to work towards. We use these outcomes to create small steps for your child's Learning Journey. Please note that having an EHC plan does not automatically entitle your child to 1:1 adult support.

Each year we will hold an Annual Review of your child's EHCP. This is an opportunity for the school, family, child and any other Education, Health or Social care professionals involved to review your child's provision and progress. Annual Reviews are as child centred as possible depending on the child's ability to engage with and understand the process. We invite children to organise/choose refreshments and contribute their ideas to the meetings either in verbal, written, pictorial or video form.

For more information on Education Health and Care Plans please visit:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/supportfor-learning/education-health-and-care-ehc-plans>

Overstrand Provision – Supporting Children with complex needs to access the classroom.

Our Overstrand classroom provides support and intervention for children with social communication needs. Typically, the children who receive support in Overstrand are on the Autistic Spectrum and have an EHCP (Education Health and Care Plan.) Most of the children who access our Overstrand Provision are awaiting placements at Specialist Schools.



Children are able to access the provision alongside their class provision. The amount of time they spend in each setting will depend on their individual needs. We aim for children to be integrated with their peers as much as possible – children access their classroom as much as possible to suit their needs and spend play and lunchtimes with peers every day.

For more information on our Overstrand Provision, please see our website:
<https://www.greyfriars.academy/classes/overstrand/>

Supporting SEND at Greyfriars Academy

What support will there be for my child's overall well-being?

The school offers a wide range of support for pupils who are encountering emotional difficulties.

These include:

Members of staff such as the class teacher and SENDCo are readily available for pupils who wish to discuss any concerns. Some pupils are given allocated times to talk to a named adult about their worries.

We have two staff trained in offering nurture support (Nurture Group Network Theory & Practice). Staff run Lego groups (based on Lego Therapy) and Socially Speaking groups to support children to develop social skills.

Our Senior Mental Health lead is Shelly Whitmore. Our pastoral team work on a 1:1 or small group basis with children and run bespoke activities/interventions. These may include developing emotional literacy and self-regulation skills using the Zones of Regulation materials, developing self-esteem and identify using ELSA resources or relational activities to support trauma repair.

Where appropriate, we seek support from external agencies such as Just One Norfolk
<https://www.justonenorfolk.nhs.uk/> or the Mental Health Support Team for West Norfolk.

The school is an accredited Shine Time school.

Staff are trained in delivering the self- esteem and self-reflection programme and the school benefits from regular bespoke support from Nikki Williamson, the creator of “Shine Time.”

We have a quiet spaces where children can go if they need a little quiet time during the day or if they need a quieter place to work.



This school encourages children to understand and express emotions safely by using PATHs strategies.

The school follows the Jigsaw Scheme: The Mindful approach to PSHE. Through the scheme, the children have the opportunity to engage in “calm me time” on a weekly basis which is a time for quiet reflection using mindfulness and breathing techniques.



Supporting SEND at Greyfriars Academy

What support will there be for my child's overall well- being?

Looked after pupils

Our designated teacher for looked after and previously looked-after children is Headteacher, Beverly Barrett. Looked after children will have a range of needs, not just educational. Mrs Barrett works closely with health and social care services when deciding on additional provision for these children.

Our school SENDCO and staff specialising in social and emotional support are trained in attachment, trauma, bereavement and nurture, and can also support as necessary.

We assess the needs of all Looked after children quickly so that their needs are quickly identified and negative effects on education kept to a minimum.

Children may be assessed by our SENDCo, or external support and advice sought as necessary. Class Teachers and the SENDCo (where appropriate) monitor the progress of children every half term. Our Parent Support Advisor monitors the attendance of pupils

A Personal Education Plan (PEP) is written for looked after children. Where appropriate, this will tie in with, and the child be further supported by, a Learning Journey or an EHC plan.

Pupils with medical needs:

If a pupil has a medical need then, where appropriate, a detailed Care Plan is compiled in consultation with parents/carers. These are then discussed with all staff who are involved with the pupil.

Medical alerts for pupils with photographs (such as serious/long term medical issues, allergies and chronic asthma) are displayed in the (locked) staff room so all staff are aware of the child's needs.

Intimate care plans are drawn up for pupils with toileting needs. We seek to agree a shared approach to toileting which promotes independence.

Staff have received training in the use of EpiPens and the care of children with asthma and diabetes. Training is accessed for staff working with children with other needs eg epilepsy or specific medical issues.

You will always be consulted on the best way that we can support your child with these needs. Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed consent form is in place to ensure the safety of both child and staff member.

Teaching assistants and midday supervisors receive basic emergency first aid training and a TA working in the EYFS setting has paediatric first aid training.

Supporting SEND at Greyfriars Academy

How will the school prepare and support my child to join the school or transfer to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

Discussions take place between the previous or receiving schools prior to the pupil joining or leaving. For pupils with an EHC plan, these will usually take place during the Autumn Term and Spring term before your child starts in September.

All pupils attend at least one transition session where they spend some time with their new class teacher. Additional visits are arranged for pupils who would benefit from extra time in the new school. Where a pupil with complex needs might find a visit during the school day overwhelming, we can arrange for them to visit outside of school hours when it is quieter.

With parent permission, we discuss SEN needs of children attending Secondary schools during the Spring term once their place is confirmed. Staff visit named pupils prior to their joining their new

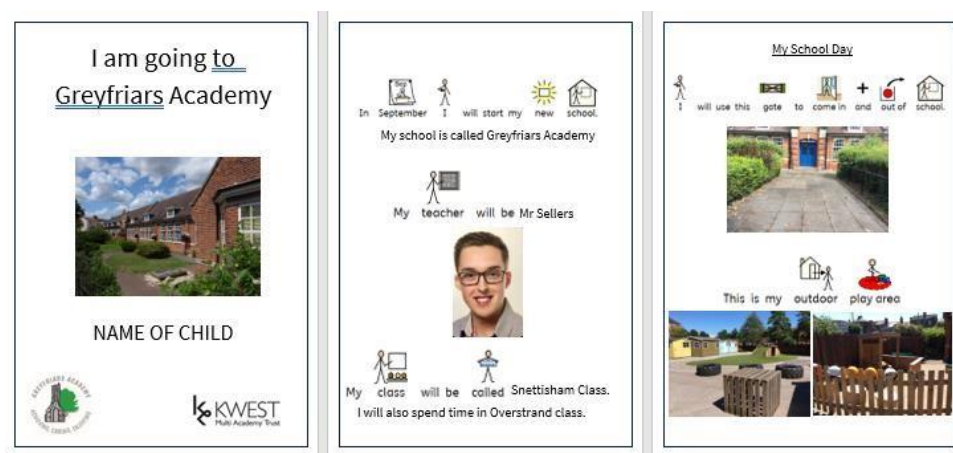
school and pupils may take part in additional visits in small groups. We also may run Person Centred Planning meetings with feeder High Schools to support a smooth transition for Year 6 pupils.

As part of EHC annual reviews in Year 5, transfer to secondary education is discussed with information on different mainstream and specialist schools available should this be appropriate.

Where a pupil has more specialist needs a separate meeting may be arranged with Miss Joyce, the previous or receiving school's SENDCo, the parents/carers and where appropriate the pupil.

Where appropriate, social stories are created for the pupil containing photographs of their new class and class teacher to be looked at over the holidays.

Staff visit children in their nursery or pre-school setting and liaise with staff to gain a clear picture of the children's needs. Where extra visits to school are appropriate these are organised either within or outside of school time.



Supporting SEND at Greyfriars Academy

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialist expertise.

The agencies used by the school include:

- Child protection advisors
- Educational psychologists
- CAMHS (Child and Adolescent Mental Health Team)
- Mental Health Support Team (West Norfolk)
- One Norfolk – school nursing team
- Virtual School – for sensory support for pupils with hearing/visual impairment
- Social Services
- Speech Therapy and Occupational Therapy
- School to School support
- Autism Support Team
- Medical Needs Team
- Core Consultation Team (EPSS)

What training have the staff supporting children with SEN had?

Different members of staff have received training related to special needs and disability. In the past, staff have received the following training.

How to support children on the autistic spectrum.

How to support children with dyslexia.

How to support children with social and emotional needs How to support children through grief.

How to support children with speech and language difficulties – including ELKLAN, and PECS training.

How to support children with attachment disorder.

How to set up and lead the Shine Time programme.

How to set up and lead effective nurture provision.

In the last year, our staff have accessed the following training:

All staff have received in house INSET led by Mrs Allen. Jan 2021

Provision Expected at SEN Support,

The 7Cs assessment framework and the Assess, Plan, Do, Review Process.

Teaching Assistants have received in house INSET led by Mrs Allen: April 2021 *Working Memory.*

Teaching Assistants have received in house INSET led by Mrs Allen. April 2021 *Supporting Literacy Difficulties.*

Teachers have received external training led by Sue Ackerly. Autism Education Trust. June 2021. *Understanding Autism.*

Teachers are receiving several sessions of in house training led by Mrs Barrett and written by Tom Sherrington and Claire Grimes Nov 2021- June 2022. *Rosenshine's Principles in Action.*

A selected group of Teaching assistants have completed Nessy Training. Nov 2021. *Understanding Dyslexia.*

A selected group of Teaching assistants have completed in house training led by Charlene Porter. Nov 2021. *Attention Autism.*

A selected group of Teaching assistants have completed NELI training (Feb 2021)

Staff working in our Overstrand provision have completed SENDAT training (May/June 2021) *The Engagement Model*.

Miss Whitmore, our PSA, is currently completing Senior Mental Health Training 2021-2022 *Senior Mental Health Training*.

Miss Whitmore, our PSA, has completed Creative Education training Dec 2021. *Selective Mutism*.

Miss Whitmore, our PSA, has completed Creative Education training Nov 2021. *Meeting the Mental Health Needs of Children who have experienced abuse or neglect*.

How are the school's resources allocated and matched to children's special educational needs?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources depending on an individual's needs. The SEN budget the school receives is available by clicking here: <https://csapps.norfolk.gov.uk/BudgetShare/pdf/21/SENMemorandum/0988.pdf>

The additional provision may be allocated after discussion with the class teacher at pupil meetings or if a concern has been raised at another time during the year.

Where children have high level needs the school may apply to Norfolk County Council for top up funding.

School Year 2021-2022

This year the school receives £125,699 of SEN funds delegated by the LA. This is used to provide staffing to support children in class and run small intervention groups.

The school has received £40,865 of High Needs top up funding for 21-22 (Updated Dec 2021). This has been used to provide additional staffing for pupils with significant needs including provision in our Overstrand base. (Nb this figure may be subject to change throughout the year.)

School Year 2020-2021

Last year the school received £130,834 of SEN funds delegated by the LA. This was used to provide staffing to support children in class, run small intervention groups and provide additional lunchtime support for pupils.

Last year the school received £78,926 of high needs top up funding (20-21). This was used to provide additional staffing for pupils with significant needs including provision in our Overstrand base. This also included staffing for pupils with a significant medical needs.

Supporting SEND at Greyfriars Academy

The Phoenix Curriculum: Rising Strong and responding to the COVID-19 Pandemic



In late March 2020, the school closed to all but children of Key Workers and those with an EHCP whose needs could not be met effectively and safely at home.

During this time, the school risk assessed the needs and available provision for all children with an EHCP to evaluate whether their needs would be best met at home or in school. We provided home learning activities and resources for children with an EHC to ensure they continued to receive support to meet their needs.

As well as providing home learning activities for all children, staff checked in with children with SEND to see if there was anything further the school could provide. Examples of support provided to children included additional online learning links and resources, paper resources and activities (some delivered to children's homes if parents were unable to collect) and a regular check in/pupil incentives to encourage pupils to engage with the learning. We recognise the hard work that families put into supporting these arrangements and were extremely proud of how they worked so closely with us.

Whilst the number of children requiring distance learning is likely to be very low, we are prepared to support children should this occur again.

September 2021 update:

Our focus is now on supporting the learning of our children who have missed a large amount of their time in school – for our youngest pupils this is a significant proportion of their life. Children's social and language skills, as well as academic skills will be significantly affected.

Almost half of children with SEND at Greyfriars have Communication and Interaction as one of their primary areas of need. Therefore, our current focus is concentrated on supporting children's

interactions, providing language interventions and refining our support for children who struggle with communication and interaction skills (and are commonly on the autistic spectrum.) We are also focusing on supporting children's reading as this skill underpins so much of the wider curriculum.

Supporting SEND at Greyfriars Academy

Further information, useful organisations and links

We hope that this report gives a clear idea of how we support children with SEND at Greyfriars Academy. However, if you have any further questions, please do not hesitate to contact us. If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the SENDCo. We are always happy to gain your views on our school offer, please do get in contact if you would like to discuss or suggest anything.

If you are unhappy with the support your child is receiving:

Step 1: Find out more about whether your concerns are justified:

- Read the SEND Policy and SEN Information Report to understand the SEND Policy and how this is implemented
- Refer to the SEN Support Guidance: provision expected at SEN Support [Provision Expected at SEN Support \(PEaSS\) guidance - Norfolk County Council](#)
- Refer to webpage: Reaching agreement about SEN support [Reaching agreement about SEN Support - Norfolk County Council](#)

Step 2: Talk about your concerns:

- Talk to your child's class teacher
- Discuss your concerns with the SENDCO
Get free impartial information, advice and support from Norfolk SENDIASS
<https://www.norfolksendpartnershiass.org.uk/>
- Contact KIDS dispute resolution service
[Welcome to KIDS Mediation Service | Home | KIDS](#) T: 03330 062835
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Step 3 – Making a complaint

[Complaints policy](#)

Other useful School policies (available on the school website.)
Please click the title to be taken to the policy.

[SEND Policy](#)

[Behaviour Policy](#)

[Equality Policy](#)

[Admission Arrangements](#)

[Safeguarding \(Incorporating Child Protection\)](#)

[Accessibility Plan](#)

Useful links

Norfolk Local Offer: This website is for anyone in the life of a child or young person aged 0-25 who has SEND in Norfolk.
Please ask Miss Joyce if you would like support accessing any information on here.



[About the SEND Local Offer - Norfolk County Council](#)

Norfolk SENDIASS (Special Educational Needs & Disabilities Information, Advice and Support Service)

Confidential support, information and advice for Norfolk families with children with SEND.



<https://www.norfolksendpartnershiassi.org.uk/>
01603 704070
norfolksendiass@norfolk.gov.uk

DFE SEND guidance: <https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

We have further details of useful contacts and services for specific needs such as ASD, ADHD or Dyslexia. Please contact Mrs Allen for further information.

How to contact us:

Headteacher: Mr Aidan McGovern head@grf.unity-ed.uk

SENDCo: Miss Joyce sjoyce@grf.unity-ed.uk

Website, including SEND information page (via Inclusion tab): www.greyfriarsacademy.uk

At Greyfriars Academy we are committed to working together with all members of our community. We would welcome your feedback and future involvement in the review of our offer.



Appendix I

There are many SEN terms that are abbreviated.
Below is a glossary of the most used SEN and school terms.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Services
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EP	Educational Psychologist
FSM	Free School Meals
FSP	Family Support Plan
GDD	Global Developmental Delay
HI	Hearing Impairment
IEP	Individual Education Plan
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapy
PSP	Pastoral Support Plan
RRP	Risk Reduction Plan
SaLT	Speech and Language Therapy
SEMH	Social Emotional and Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Co-ordinator
SpLd	Speech and Language Difficulty

VI	Visual Impairment
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Appendix II

Interventions Overview –2021-2022

Area	Specific need	Intervention	Staff	When?	Where?	Entry/Exit Assessment.
Cognition and Learning	Phoneme recognition, segmenting and blending. Phonics catch up.	Phonics small group and 1:1	Class TA	Afternoons	Horsa Hut.	Phonics Tracker Assessment.
	Phonics instruction, sight words	Lexia	Class TA set up	Determined by teacher. Home/School sessions.	Main Building	Determined by Lexia Programme. Miss Joyce oversees progress.
	Sight words/facts/recognition of phonemes (Flashcard, instant retrieval)	Precision Teaching	Class TA	Mornings	Main Building	Identified sounds/facts etc to be learnt by teacher. Constant measurement of progress by graph.
Communication and Interaction	Production of speech sounds. Expressive/Receptive speech.	Individual Speech and Language Therapy	Class TA	Mon AM Fri AM	Library, main building	NHS speech sound assessment. Universally speaking checklist. BLANK assessment. Individual assessment against agreed targets.
	Receptive or Expressive speech. Speech confidence Phonemic awareness.	NELI (EYFS/Y1)	Class TA	Mornings	Main Building	Language Screen.
	Social Communication Conversation Skills, Understanding social situations	Socially Speaking	Class TA	Wednesday (45 mins)	Overstrand	Skills Checklist and targets filled in by socially speaking lead in liaison with class teacher.
	Attention, turn taking, communication and prediction skills.	Attention Autism	Class TA	3 x weekly	Overstrand	Focus Child sheets.

English as an additional language

Having English as an additional language is not a Special Educational Need but some children with EAL may have SEND. Depending on the child's individual needs, resources and support is put in place such as bi-lingual dictionaries, translation software or 1:1 language interventions focussing on vocabulary. The NELI (EYFS/Y1) programme also supports children with EAL and SEN.



Appendix II

Interventions Overview –2021-2022

Area	Specific need	Intervention	Staff	When?	Where?	Entry/Exit Assessment.
Social, emotional and mental health.	Emotional Regulation, Self esteem, confidence. (Sessions tailored to individual needs)	1:1 bespoke SEMH mentoring	Class TA	Afternoons	PSA office.	Boxall profile/areas of need and targets determined by class teacher.
	Communication, following instructions, working positively as a group.	Lego Therapy Group 1 KS2	Class TA	TBC	Overstrand	RAG rated skills assessment filled in by Lego lead in liaison with teacher.
	Attention, turn taking, communication and prediction skills.	Attention Autism	Class TA	Daily – 15 mins	Overstrand	Focus and engagement recording sheets.

Appendix II

Interventions Overview –2020-2022

Area	Specific need	Intervention	Staff	When?	Where?	Entry/Exit Assessment.
Physical and Sensory	Sensory seeking behaviours, difficulties with concentration, attention. Gross motor skills.	Sensory Circuits KS2	Class TA	Mon – Fri 8:40-9:00	School Hall	Sensory questionnaire filled in by parents and teacher.
	Fine Motor difficulties – hand strength, manipulation difficulties.	Fine Motor skills Activities	Class TA	Determined by teacher	In class.	Fine Motor skills assessment cards.

	Communication and attention difficulties. Sensory sensitivities.	TACPAC	Class TA	10 mins daily	Overstranded Classroom	Noted engagement and responses to each sensation.
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Appendix III

The Assess, Plan, Do, Review Cycle.

We follow the Assess, Plan, Do, Review cycle as detailed in the SEN Code of Practice 2015.

Assess - Analyse needs based on:

- views of the pupil and their parents / carers
- Teacher assessments and observations
- Current attainment and progress (not just academic)
- Previous progress and attainment
- Tracking of progress and comparisons with national data
- Assessments by external agencies if appropriate.

Review –

- Evaluate the quality, effectiveness and impact of provision by the review date.
- Share information with pupil and parent/carers and seeking their views.
- Begin the cycle again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.



Plan:

- SMART outcomes for the pupil
- The adjustments, support and provision/interventions to be put in place
- A date for review

Do –

- Teachers and support staff are aware of the plan and implement the adjustments, support and interventions.

Teachers are responsible for:

- Differentiating and personalising the curriculum
- Delivery of 'additional and different' provision for a pupil with SEN
- Planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- Linking interventions to classroom teaching
- Record Progress towards outcomes in Learning Journey.

