

Special Educational Needs and Disabilities (SEND) Information Report for Great Dunham Primary School 2023 - 2024

Welcome to our SEND 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 proprietor's policy for pupils with SEND (Special Educational Needs and Difficulties). The information published must be updated annually.

At Great Dunham Primary School, 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 more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We value high quality teaching and aim to create a learning environment which is flexible enough to meet the needs of all members of our school community.

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:

- Trust SEN Lead – Mr Justin Blocksidge
- Headteacher – Mrs Sharon Nour
- Special Educational Needs Governance – Through the School Improvement Board

If you have any specific questions regarding the Norfolk Local Offer please look at the Frequently Asked Questions on the Local Offer website

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>. Alternatively, if you have any questions or concerns regarding SEND provision please contact your child's class teacher, Mrs Nour (Headteacher) or Mr Blocksidge (SEN Trust Lead). The information below will give you a clear and informed picture about the curriculum and provision available for our pupils at Great Dunham Primary School.

| How we identify SEN: | |
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| What percentage of learners in the school have been identified with SEN? | <ul style="list-style-type: none">• 19 pupils on roll have SEN. There are 18 pupils on SEN Support and 1 has an Education, Health, and Care Plan. There are 9 pupils on the SEN register with Cognition and Learning needs, 6 with Communication and Interaction needs and 4 with Social Emotional and Mental Health needs. |
| How does the school know if children need extra help and what should parents do if they think their child may have special educational needs? | <ul style="list-style-type: none">• We have an open door policy at the school. If a parent is concerned about the progress their child is making they can initially speak to the child's class teacher or alternatively, they can arrange to meet with the Trust SEN Lead.• Throughout the year class teachers and the senior leadership team monitor the progress of all children in the school. If a child is not making the expected progress they will be closely tracked and additional support implemented if required. Learners |

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| | can fall behind for lots of different reasons, therefore only those with a learning difficulty which requires provision that is in addition to or different from the normal differentiated curriculum will be identified as having SEND. |
| What we do to support learners with SEN: | |
| How does the school support pupils with special educational needs? | <ul style="list-style-type: none"> • All teachers adapt the curriculum to ensure access to learning for all children in their class. • When the school identifies the need for additional support to enable a pupil to make expected progress, the parents/carers will be invited to a meeting with the class teacher to discuss a plan of support. From this, a SEN Support Plan will be created which will be reviewed and updated at least termly, in consultation with parents. • The support may include pre – teaching opportunities, additional resources, modelling language and behaviours, preparation for changes in routine and intervention. • The school may also take advice from different professionals as to how we can best provide additional support for our children. Professional advice may involve internal staff (Head, Trust SEN Lead) as well as external staff (Speech Therapists, S2S Support, Educational Psychologists). • We have a School Provision Map that shows the range of additional support taking place in our school for children who require extra help in their learning. We modify the provision map regularly and it changes every year, as our learners and their needs change. • Every pupil on the SEN register has a SEN Support Plan which is regularly reviewed and updated. |
| What support is in place for Social and Emotional Wellbeing? | <ul style="list-style-type: none"> • All pupils are supported with their social and emotional development through the curriculum and at playtimes. • The school works with parents and children to encourage high levels of attendance. • The school has a very supportive and strong ethos and a positive approach to behaviour management. |

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| How we keep parents informed: | |
| How will parents know how their child is doing? | <ul style="list-style-type: none"> • Parents/carers are invited to termly parent’s evenings to discuss the achievements, progress and support that the school is providing and how they can help their child at home. |

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| | <ul style="list-style-type: none">• Targets/next steps will be set for the children following a discussion with the children and their parents. Parents/carers and children will also be involved in reviewing these targets at least termly.• For children with an Education, Health and Care Plan (EHCP), a formal meeting will take place to discuss the child's progress annually in addition to the termly parents meeting. Other meetings to discuss progress can be arranged as required. |
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| How we evaluate the effectiveness of our provision: | |
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| How will we know if the provision for children with SEND is effective? | <ul style="list-style-type: none"> Progress data of all learners are monitored by teachers and Governors. The Trust SEN Lead also collates impact data of interventions to ensure that interventions are proving effective. |
| Provision and Services: | |
| What specialist services and expertise are available at the school or accessed by the school? | <p>When required specialist expertise can be drawn upon. Some services that have been involved with the school to date are:</p> <ul style="list-style-type: none"> East Coast Speech and Language Service School to School Support (Fred Nicholson School) CAMHS (Child and Adolescent Mental Health Service) Educational Psychologist (CEPP) Speech and Language therapy. Sensory Support |
| Accessibility Plan | <p>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:</p> <ul style="list-style-type: none"> To increase the extent to which pupils with disabilities can participate in the curriculum. Pupils at Great Dunham fully participate in all aspects of 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. All areas of the school environment are accessible to pupils with SEND. To improve the delivery of information that is readily accessible to pupils without disabilities to pupils with disabilities. This is differentiated where identified through SEN Support Plans. |
| How are pupils included in activities outside the classroom including trips? | <ul style="list-style-type: none"> The school carries out risk assessments for all children including the children with SEN before attending a school trip. Parents or carers are consulted prior to a school trip and asked to attend if necessary. Consideration is made for how school trips can be adapted to assist the individual child. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities will be provided in school. |

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| Staff Training |
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| What training have the staff supporting pupils with SEN had? | The school is committed to further developing the skills and knowledge of the staff supporting children with SEND. Training is linked to the needs of the children on roll and performance management. Regular meetings with SEN Trust Lead to develop provision. |
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| Transitions | |
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| How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their wellbeing? | <ul style="list-style-type: none"> • Before children start in Reception, the child and their parents are invited to transition events to meet their new teacher, teaching assistant and become more familiar with the setting. The children are later invited in for a half day and full day in their new class. Staff visit pre school settings and where possible, visit the child and family at home. • When joining our school from another school or nursery the class teacher/Trust SEN Lead will ensure they have read the child's file and any reports from the previous setting and if appropriate will discuss the child's needs with the previous school or setting. They will also liaise with parents to ensure the transfer to the school is as smooth as possible. Conversations will take place between staff and staff at the receiving school. • When a child with special educational needs is moving to a new school, transition meetings/conversations will take place with the class teacher and Trust SEN Lead of our school to make the transition as smooth as possible for the child. These ideas and meetings will also be shared with parents. • Transition to secondary school will be discussed during Year 5, to ensure time for planning and preparation. Meetings with SENCO's and Year 7 tutors will be arranged once a place has been secured. • The types of provision we put in place to ensure a smooth transition and support our children when they are moving school are things such as extra class visits, social stories, taking photographs of the new staff, transition books and the children's confidential files will be forwarded to the new school setting. The files contain educational information about the child which supports a smooth transition for the child as well as a continuous education from one school to another. |

Updated: September 2023

Review Date: September 2024