



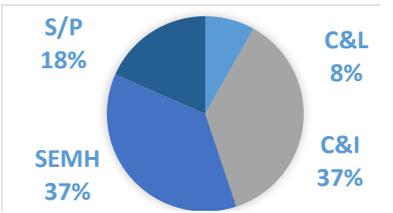
Special Educational Needs and Disabilities Information Report SUMMARY 2020-21

Please see our main SEND Information Report for full details of how we support pupils with SEND.
This summary just highlights KEY INFORMATION.

<p>What is SEND?</p>	<p>As set out in the SEND Code of Practice 2015, a child or young person has a special educational need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them which is <i>different from or additional to</i> that normally available to pupils of the same age.</p> <p>The Equality Act 2010 states that a person is disabled if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.</p> <p>There is considerable overlap between these two groups, who we together refer as pupils with SEND. At WHF, we achieve inclusion for pupils with SEND, by valuing diversity, celebrating strengths and interests, and developing a climate where all pupils feel valued, secure and cared for.</p>
<p>What are the 4 areas of need?</p>	<p>The SEND Code of Practice identifies 4 categories of need, although children will often have needs that fall into more than one category and needs may change over time. The broad areas are:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Sensory and/or Physical
<p>What are the stages of SEND?</p>	<p>The diagram is a funnel divided into four horizontal sections. The top section is blue and labeled 'All pupils Differentiated Quality First Teaching (QFT)'. The second section is light green and labeled 'Vulnerable pupils Pupils who need some level of adjustment, catch-up or monitoring'. The third section is dark green and labeled 'SEN Support Pupils who require support that is "different from or additional to" majority of peers'. The bottom section is the narrowest, labeled 'EHCP High level of personalized support needed'. Brackets on the right side group the top two sections as 'This level of support is NOT SEND' and the bottom two sections as 'This level of support is SEND'.</p>
<p>What are barriers to learning?</p>	<p>At WHF we focus on trying to identify a pupil's barriers to learning, rather than relying on diagnostic labels alone. Some examples of possible barriers to learning include: poor working memory, slow processing speed, anxiety, speech sound difficulties, learned helplessness and limited self-regulation, etc.</p> <p>We work to overcome barriers to learning, so that the pupil can take part in activities and lessons to engage in learning. This tends to be the problem-solving support we offer every day in lessons. We also take action to address the barrier and ultimately aim to remove it. This tends to be carried out through targeted intervention or personalised approaches to learning.</p> <p>We believe that it is very important to work with children to help develop their independence and establish an individual toolbox of support strategies, so that, ultimately, they can be successful, independent learners.</p>

<p>How do we identify SEND?</p>	<p>The route to identifying a SEND normally follows the pattern below:</p> <ol style="list-style-type: none"> 1. Concern raised by parent/carer and/or member of staff. 2. Conversations between the teacher, parents/carers and/or SENDCo take place and initial adjustments are made. The school may create a Support Plan to record ideas for strategies and/or interventions to try. The impact of this support will be monitored and reviewed regularly. 3. If concerns persist, diagnostic assessments or observations may also be carried out by the SENDCo or other external specialists such as an Educational Psychologist (EP) or Specialist Learning Support Teacher (SLST). 4. Using all the information gathered, we work to identify the potential barriers to learning. If parents/carers have not already been involved by this stage, we contact them to discuss, agree a suitable plan of action and decide if a pupil requires SEND Support or not.
<p>How is a condition diagnosed?</p>	<p>School staff cannot diagnose conditions, however, we often recognise patterns in behaviour or learning difficulties that are consistent with certain disorders. If we feel that a child does have an underlying diagnosable condition, we will work with parents/carers to collect evidence and support a referral to appropriate specialists. However, at WHF children do not need a diagnosis to access SEND support.</p>
<p>What specialist services do we access?</p>	<p>We have access to a range of specialist support services, including:</p> <ul style="list-style-type: none"> • Educational Psychologists and Specialist Learning Support Teachers • Speech and Language Therapists • Just One Norfolk and the School Nursing Team • EAL Advisory Support Service • INTRAN (Translator Services) • <i>Access to other support services is available upon need.</i>
<p>What is SET?</p>	<p>We are part of Sapientia Education Trust (SET), which was founded in 2016 by Wymondham College. We work collaboratively with the other 15 schools in SET to deliver a world class education to our pupils.</p>
<p>What wider support does the school access?</p>	<p>Staff in our school work as part of a variety of network groups, including:</p> <ul style="list-style-type: none"> • SENDCo, EYFS, Headteacher, Safeguarding & Subject Networks (SET) • Teaching School Alliance • COMPASS Network • Essential SENCo Network (Willow Tree Learning) • SEN Forum (Norfolk Local Authority)
<p>How is assessment and screening data used to identify and monitor SEND?</p>	<p>As well as collecting general baseline data on entry and information from the previous setting, we also carry out screening tests such as the WellComm Early Years Assessment and the British Picture Vocabulary Scale. This helps us to identify priorities for whole class teaching, as well as individuals who may benefit from early intervention and/or monitoring. We carry out a yearly Vulnerability Analysis looking at a wide-range of factors which <i>may</i> impact upon learning. We have access to a range of assessment tools, including the 7Cs Learning Portfolio, which can help us to identify a pupil's strengths and barriers to learning.</p>
<p>What is the Graduated Approach?</p>	<p>If a pupil has SEND, a four-part cycle is followed, known as the graduated approach:</p> <p>ASSESS – Gather information from discussion, observation and assessments, etc.</p> <p>PLAN - Identify potential barriers to learning and plan appropriate support strategies.</p> <p>DO – Implement the support.</p> <p>REVIEW – Measure the impact of the support and identify any changes that need to be made.</p> <p><i>Repeat the cycle as necessary.</i></p> 

<p>How do we monitor progress and evaluate effectiveness?</p>	<p>We monitor progress of all children, including those with SEND, through:</p> <ul style="list-style-type: none"> • Analysis of screening data and assessments • Pupil progress meetings • Work scrutiny • Climate walks • Moderation of work • Observations • Pupil surveys • Parent meetings • Pupil interviews <p>We use this information to identify and monitor vulnerable pupils, and coordinate additional support and intervention needed. Data is collected at the start and end of a block of targeted intervention to measure impact. Impact analysis of interventions is completed by the SENDCo and class teacher and/or TA regularly, and adaptations are made in light of these findings to ensure that interventions are effective and provision is tailored to meet pupils' needs.</p>	
<p>What is our approach to teaching learners with SEND?</p>	<p>Provision for pupils with SEND includes:</p> <ul style="list-style-type: none"> • Quality First Teaching (QFT) and differentiation • Additional adult support in the classroom, including a TA and other volunteers • Targeted intervention • Personalised specialist support programmes 	
<p>How do we ensure access and engagement?</p>	<ul style="list-style-type: none"> • We support pupils with medical needs by following their Health Care Plan. • School trips are well planned and we make all reasonable adjustments needed. • Additional learning opportunities include: Breakfast and After-School Club, gardening, cooking, outdoor learning, music, yoga and the Daily Mile. • Our physical environment is well designed and accessible for disabled pupils. 	
<p>How do we support pupils' social, emotional and mental health?</p>	<ul style="list-style-type: none"> • We are part of the COMPASS network and ensure that pupils have access to a range of support from within school and by signposting to external agencies. • We are proactive in preventing and dealing with all incidents of bullying, discrimination and dangerous behaviour. • Staff receive a high level of safeguarding training and we have robust systems in place to ensure that every pupil in our school is safe and protected. • We provide a high level of pastoral care for all children, but especially those who are most vulnerable . 	
<p>How do we support pupils with transition?</p>	<p>Transition occurs when a pupil joins the school, moves class, has a new teacher or moves on to a new school. Depending on the needs of the child, we will:</p> <ul style="list-style-type: none"> • Liaise with their previous / next setting to share information • Organise transition events and visits • Offer familiarisation support, e.g. photographs, welcome packs, etc. • All pupils with SEND complete a Transition Plan, and can produce an 'I Am Me' film, enabling them to take an active part in their transition planning process. 	
<p>Who are the key contacts?</p>	<p>Mrs Nadine Avenal – SENDCo Mrs Kelly Stokes – Headteacher Mrs Amy Meyer – SEND Governor</p>	<p>How to contact us Telephone: 01603 578866 Email: Office@whf.set.education</p>
<p>What training have staff received?</p>	<p>We are committed to ensuring that our staff receive a high level training and professional development opportunities, including those related to SEND. We have access to a variety of training courses through the Teaching School Alliance and Core SET training, along with other commissioned services and in-house training.</p>	

<p>What is our SEND profile?</p>	<p>Currently, we have very few children identified as having SEND and we do not have any children with EHCPs. A significant number of children are being monitored for possible emerging SEND and other vulnerability factors. These fall into the following SEND categories:</p> <ul style="list-style-type: none"> • 8% Cognition & Learning needs • 37% Communication & Interaction needs • 37% Social, Emotional & Mental Health needs • 18% Sensory and/or physical needs <p><i>(Note: A pupil's needs may fall into more than one area).</i></p>  <p>The pie chart displays the distribution of SEND categories among pupils. The largest categories are SEMH (37%) and C&I (37%), followed by S/P (18%) and C&I (8%).</p>
<p>How much SEND funding do we receive?</p>	<p>Each school receives a block of money to support children with SEND. This is called the SEN notional budget and is published in the school's SEN Memorandum. The amount allocated to WHF for 2020-21 was £11,146. This has been used to access specialist support services such as Educational Psychology and Specialist Support (EPSS) and SEND/EAL support, as well as to purchase SEND classroom resources, assessment tools, translator services (INTRAN) and specialist staff training.</p>
<p>How do we listen to the views of pupils?</p>	<p>We involve children in making decisions about their own support and learning. We value their opinions and seek to involve them in a variety of ways, including:</p> <ul style="list-style-type: none"> • School Council & Eco Council • Pupil Surveys • One Page Profiles • Transition Plan and opportunity to produce 'I Am Me' film • Regular opportunities to meet with and talk to the SENDCo
<p>How do we support parents?</p>	<p>We regard it as essential to work in partnership with parents to achieve the best outcomes for the child. As well as a full range of school and community events, we offer a variety of support opportunities for parents, including:</p> <ul style="list-style-type: none"> • Regular Parents' Meetings and opportunities to discuss children's progress • Termly SENDCo Surgery and discuss concerns and review provision • Designated SEND Governor • Communication via email, telephone or in person as appropriate • Dissemination of useful information (e.g. COMPASS Newsletter) • Signposting to useful parent events and training opportunities • Family engagement events, e.g. Curiosity Cafes, FUDGE, Workshops, etc.
<p>What should you do if you are not happy about the support your child is getting?</p>	<p>If you have any concerns about your child, please discuss these with your child's class teacher first. If you are not happy that your concerns are being managed, and/or think that your child is not making progress, you should speak to the SENDCo or Headteacher. An appointment can be arranged via Mrs Wright in the School Office. If after this, you are still not happy, you can speak to the school SEND Governor or follow our school complaints procedure.</p> <p>Further parent support can be given by the Norfolk SEND Information, Advice and Support Service (IASS) Partnership: www.norfolksendpartnershiassi.org.uk</p>
<p>Where can you find out more information?</p>	<ul style="list-style-type: none"> • Full SEND Information Report • SEND Policy and Accessibility Plan • SEND Provision Plan • SEND FAQs and Parent Information Guides • Our Children's Guides to SEND • COMPASS, Medical Needs, Anti-bullying and Safeguarding Policies
<p>Where can you find the Local Offer?</p>	<p>The Local Authority publish information about the provision available for children and young people across education, health and social care. This can be found at: www.norfolk.gov.uk/children-and-families/send-local-offer</p>