

SEN Information Report for Dereham Church Infant and Nursery School 2023 - 2024

Introduction

Welcome to our SEN information report, which forms part of the Local Offer for learners with Special Educational Needs (SEN). All schools have a legal duty to publish a SEN policy and information report on their website outlining how they support children with SEN. The information published must be updated annually.

The Local Offer is where parents can find out what is available to support their child in Norfolk. Information about the local offer can be found here: [SEND Local Offer - Norfolk County Council](#).

Contacts

At Dereham Church Infant and Nursery School, we are committed to working together with 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:

Mrs Tricia Waller	SEND governor/Chair of governors Telephone: 01362 692727
Mrs Lucy Robinson	Special Educational Needs & Disabilities Coordinator (SENDCO) Telephone: 01362 692727 Email: office@dereham.norfolk.sch.uk Working days: Monday - Thursday
Mrs Chloe Cole	Acting Headteacher Telephone: 01362 692727 Email: head@dereham.norfolk.sch.uk

Supporting Documents

The information report should be read alongside the following documents, which can be found here: [Policies Dereham Church Infant and Nursery School](#)

SEND Policy

Accessibility Plan

Behaviour Policy

Safeguarding Policy

Complaints Policy

Admissions Policy

Equal Opportunities Policy

The range of SEN provided for in school this year:

Areas of need are based upon each pupil's identified primary need but they may also have a secondary need.

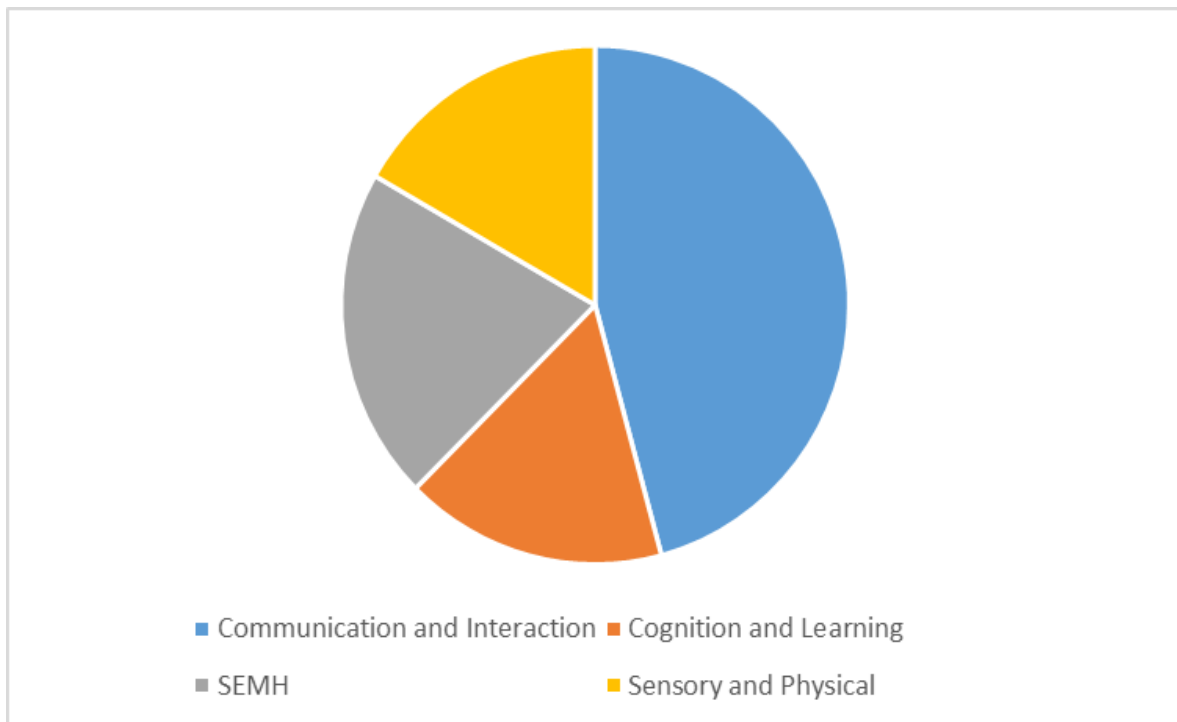
15% (24) of children on roll have a special educational need (SEN). 3.75% (6) of children have an EHCP and 11.25% (18) are on SEN Support.

45.8% (11) of these children have been identified as having a communication and interaction need.

16.7% (4) of these children have been identified as having cognition and learning needs.

20.8% (5) of these children have been identified as having social, emotional and mental health needs.

16.7% (4) of these children have been identified as having a sensory and physical need.



Our approach to teaching learners with SEN:

At Dereham Church Infant and Nursery School, we are committed to meeting the needs of all children. We aim to minimise the barriers to learning so that all children reach their full potential, whatever their starting point or learning need.

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 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”**

Concerns may be raised by parents, carers, previous settings, class teachers or through assessment data. If concerns are raised, the child will be closely monitored and additional support will be implemented if appropriate. Learners 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 SEN and added to our SEN register under SEN support. This provision is intended to overcome their barrier to learning and ensure they make progress from their starting point.

See Appendix 1 – (identification flow chart) provides an example of how SEN is identified in our school.

What we do to support learners with SEN:

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Senior leadership team support teachers to achieve this by providing advice and training as necessary.

Our teachers will use various strategies within class to adapt access to the curriculum, which might include using:

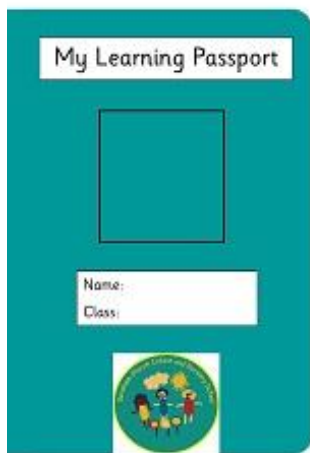
- Visual timetables
- Modelling language
- Instructions broken down
- Now and Next boards
- Facilitating time out/calm areas
- Writing frames
- Coloured overlays
- Positive behaviour reward systems
- Mindfulness and yoga sessions

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.

We also use the PEaSS guidance to help overcome barriers to learning which can be found here: [Provision Expected at SEN Support \(PEaSS\) guidance - Norfolk County Council](#)

Learning Passports and Support Plans

All children on the SEN register have a learning passport and support plan. Learning passports are documents written by the class teacher, child and parents or carers in order to support children’s learning. The passports include important information about the child and the support plans include the targets they are working towards. These are reviewed on a regular basis.



People who are important to me:

I live with:

My Strengths and interests are:

I need you to know:

Level of support: not support - more

How you can help me:

How I can help myself:

Name:	DOB:	Year:	Class:		
SEN stage: SEN Support EHCP	Area of Need: Communication and Interaction - ASD Cognition and Learning Social, Emotional and mental health Sensory and Physical	External Agency Involvement:			
Plan			Do	Review	
	Areas of concern:	Targets:	Success Criteria:	Strategies and Provision:	Outcomes and next steps:
Autumn Term 2023					

Intervention

Cognition and Learning

Where possible we aim to keep children within their classroom environment and provide the following support as part of the school day and after school keep up groups.

1:1 ELS phonics intervention

Maths Whizz

Communication and Interaction

We currently have 1 member of staff who delivers talkboost, phonological (sound) awareness and speech link interventions for children with expressive and receptive language difficulties. The staff member also supports children who are working on specific targets set by the speech and language therapist.

Social, Emotional and Mental Health

Nurture groups are used to support children on a small group basis with areas such as emotional literacy, self-regulation and social skills.

We also provide pupils the opportunity to access a quiet area during lunchtimes if needed.

Sensory and Physical

We provide sensory circuits and fine motor skills interventions. We receive pupil specific advice from sensory support and the community nursing team for children who have sight or hearing impairments or medical needs.

EAL

Children are supported with language development through talkboost intervention, pre teaching vocabulary, small group work and additional reading sessions.

Assessing SEN at Dereham Church Infant and Nursery School

Teachers assess learners throughout the year and track their progress using 'pupil asset' and the 'Norfolk Assessment Pathway' four times each year. Pupil progress meetings are held termly to discuss the progress of each child, identify areas of need and plan support accordingly.

We also have a range of assessment tools for speech, language and communication including talkboost, speech link and wellcomm. These are used to identify children who need additional support and intervention.

For some learners we may want to seek advice from other professionals. We have access to various specialist services including:

- Norfolk and Waveney Speech and Language Therapy
- School to School Support
- Educational Psychologist (CEPP)
- Autistic Spectrum Disorder (ASD) Specialist Support Assistant Team

Reviewing learning with parents and children

All parents have the opportunity to meet with teachers twice yearly and are provided with an end of year report. Each year group provides workshops and meetings for parents throughout the year and there are opportunities for parents to come into school and learn alongside their children.

If a child requires provision, which is additional to or different from the normal differentiated curriculum this will be discussed with parents/carers. Learning passports and support plans will be set for the children,

following a discussion with the child and their parents. During or before this meeting the views and wishes of the child are sought. If a child has 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 meeting.

How do we fund this support?

Dereham Church Infant and Nursery School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This amount can be seen in the Norfolk SEN Budget Tracker [Childrens Services ICT Solutions \(norfolk.gov.uk\)](https://www.norfolk.gov.uk/childrens-services-ict-solutions)

The local authority also provide 'top up' funding for learners who require a high level of support. In order to qualify for this support, schools have to show that the support required exceeds the first £6000, which has to be provided by the school.

See Appendix 2 – Costed Provision map

Other opportunities for learning:

All children have the same opportunity to access extra-curricular activities. We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head teacher or SENCO to discuss specific requirements.

Preparing for the next step:

Transition is a part of life for all learners. This can be transition to a new class, having a new teacher, or moving on to another school. Dereham Church Infant and Nursery School is committed to working in partnership with children, families and other providers to ensure positive transition occurs.

Before children start in Reception/Nursery they will have an induction morning where they will be given the opportunity to meet their new teacher and teaching assistant and become more familiar with the setting. Parents are invited to an induction evening where they are given all of the information they need and have time to speak to their child's class teacher.

When joining our school from another school or nursery the class teacher/SENCO 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.

When a child is moving to a new school, transition discussions will take place with the class teacher and SENCO of our school and the new school. The individual needs of the child will be discussed as well as ways to make the transition as smooth as possible for the child. Pupil passports will be reviewed with the class teacher, parents and child and sent to the new school.

The types of provision we put in place to support our children when they are moving school include; extra class visits, social stories, photographs of the new staff, and transition books.

Staff Training

As part of our ongoing commitment to providing the best support to all of our pupils including those with SEND, we have provided additional training opportunities for our staff including:

Mental Health First Aid Training

Foundation skills in Speech, language and Communication delivered by East Coast

Specific staff have also had training in the following:

Supporting children with speech, language and communication needs (level 4)

Making sense of autism

Emotional Literacy Support (ELSA)

Talkboost

Communication Champion

Norfolk STEPS

ELKAN

What to do if you are concerned:

If you have questions or concerns about your child's learning and provision, please contact your child's class teacher in the first instance. If you have further questions you can contact Mrs Robinson (SENCO) You can also contact the Norfolk SEND Partnership for free impartial advice and information (contact information below)

Useful links:

Local offer

The special educational needs and/or disabilities (SEND) Local Offer is what is available in Norfolk for children and young people with SEND aged 0–25 and those who support them.

www.norfolk.gov.uk/SEN

Norfolk SEND Partnership

The Norfolk SEND partnership is a free, dedicated, confidential and impartial service based in Norwich. They information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND). This includes health and social care where it is linked to education.

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

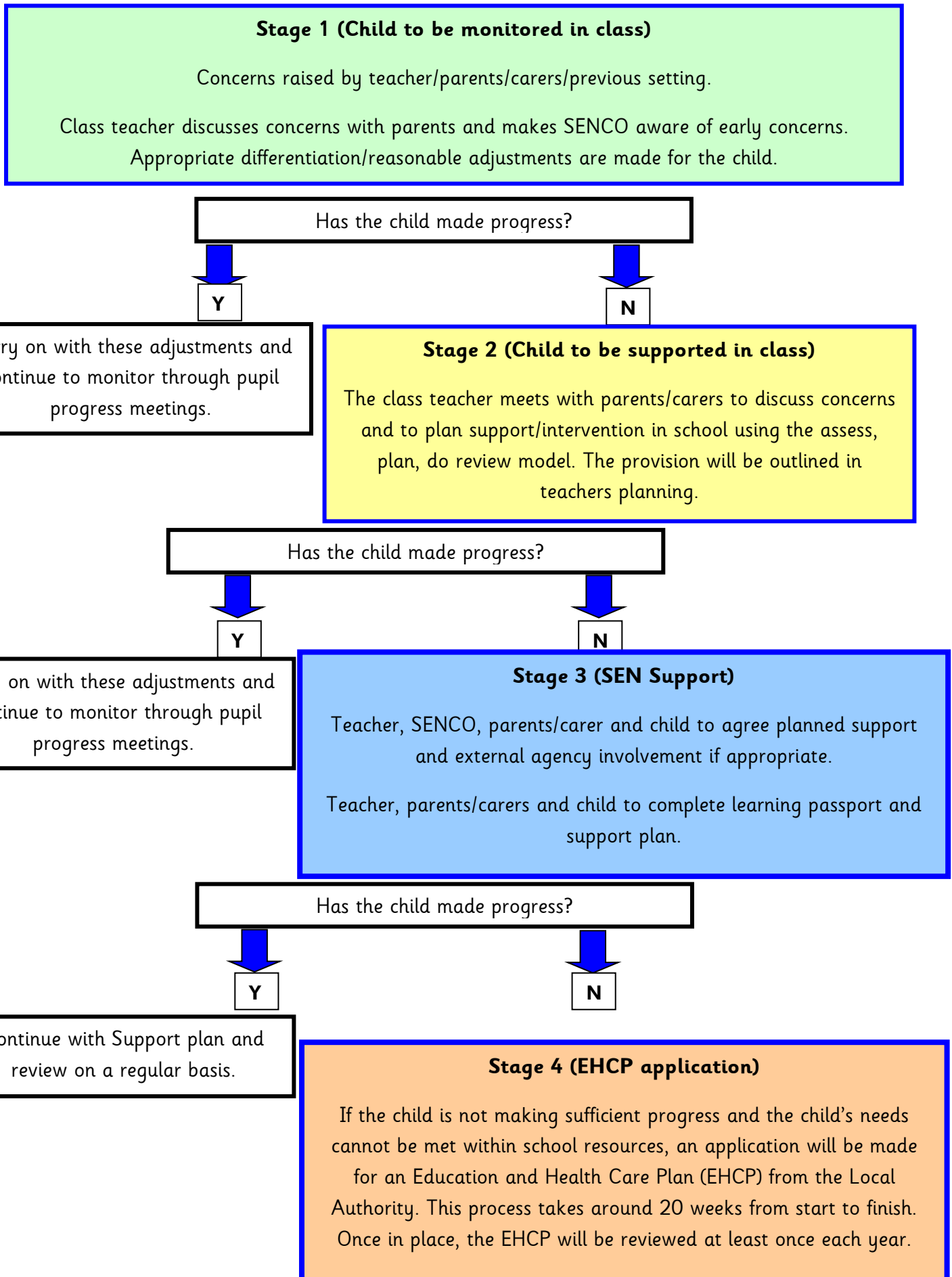
Email: norfolksendiass@norfolk.gov.uk

Telephone: 01603 704070

Reviewed: October 2023

Next Review Date: November 2024

Appendix 1 – Identification flow chart



Appendix 2 – Costed provision map

Allocation of SEN Notional 2022-2023									
Provision/Interventions	Frequency	Size of Group	Adult delivering provision / intervention	Hours per year	Cost of Adult ph £	Total cost of adult £	Cost of Resources £	Total Cost of Provision/ Intervention £	Amount of SEN Notional remaining £
						£0.00		£0.00	£93,953.00
Speech link assessment subscription						£0.00	£216.00	£216.00	£93,737.00
Speech and Langugae Intervention				507	11.39	£5,773.01		£5,773.01	£87,963.99
Nurture Support (lunchtime groups)				97.5	10.98	£1,070.55		£1,070.55	£86,893.44
CEPP - Educational Psychologist Support				25		£0.00	£2,500.00	£2,500.00	£84,393.44
1:1 teaching assistant				585	10.98	£6,424.94		£6,424.94	£77,968.51
1:1 teaching assistant				370.5	10.98	£4,069.13		£4,069.13	£73,899.38
1: 2 teaching assistant				526.5	10.98	£5,782.44		£5,782.44	£68,116.93
1:2 teaching assistant				438.75	10.98	£4,818.70		£4,818.70	£63,298.23
1:2 teaching assistant				117	10.98	£1,284.99		£1,284.99	£62,013.24
1:1 teaching assistant				682.5	10.98	£7,495.76		£7,495.76	£54,517.48
1:1 teaching assistant				585	10.98	£6,424.94		£6,424.94	£48,092.54
1:1 teaching assistant				195	10.98	£2,141.65		£2,141.65	£45,950.90
1:1 teaching assistant				682.5	10.98	£7,495.76		£7,495.76	£38,455.14
1:1 teaching assistant				819	10.98	£8,994.91		£8,994.91	£29,460.22
1:1 teaching assistant				643.5	10.98	£7,067.43		£7,067.43	£22,392.79
1:2 MSA				195	10.98	£2,141.65		£2,141.65	£20,251.15
1:1 MSA				243.75	10.98	£2,677.06		£2,677.06	£17,574.09
1:1 MSA				195	10.98	£2,141.10		£2,141.10	£15,432.99
Nurture Support (lunchtime groups)				58.5	11.39	£666.32		£666.32	£14,766.67
1:1 teaching assistant				438.75	10.98	£4,817.48		£4,817.48	£9,949.20
Nurture support (lunchtime groups)				58.5	11.39	£666.32		£666.32	£9,282.88
1:1 teaching assistant				438.75	11.39	£4,997.36		£4,997.36	£4,285.52
1:1 teaching assistant				438.75	11.39	£4,997.36		£4,997.36	-£711.84
1:1 teaching assistant				165.75	11.39	£1,887.89		£1,887.89	-£2,599.73
Intervention support leader				312	10.98	£3,425.76		£3,425.76	-£6,025.49
Intervention support leader				273	11.39	£3,109.47		£3,109.47	-£9,134.96
						£0.00		£0.00	-£9,134.96
						£0.00		£0.00	-£9,134.96
Total Notional Spend vs Notional Funding:								£103,087.96	-£9,134.96