

SEND Information Report Toftwood Infant and Junior School Federation- 2020-2021

To be reviewed: Autumn 2021

Part of the Norfolk Local Offer for Learners with SEND

Welcome to our SEN Information Report, which forms part of the Norfolk Local Offer for Special Educational Needs and Disabilities. This is a working document and is reviewed annually.

This SEND Report, our SEND Policy and the SEND section of our school website will provide you with a glimpse of what we offer for children with SEND and their families at our school. To get an even clearer picture, please contact the school to arrange a visit.

If you have any concerns or worries about your child and their learning or you think you might like to share your story or advice as part of our school information report please contact us by telephone or email. Telephone:

Toftwood Infant 01362 692612 Toftwood Junior 01362 694919 Federation

Inclusion Lead:

Mrs Lucy Coy BA(QTS) Hons, MCCT, SENCO Award.

inclusion@toftwoodfederation.co.uk

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Introduction

Welcome to our SEN information report. This is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN) and disabilities (D) also known as SEND.

The Local Offer is where parents can find out what is available in Norfolk to support their child and children across Norfolk. www.norfolk.gov.uk/children-and-families/SEND-local-offer

Schools have a legal duty to publish an SEND Policy and a Report, which contains other information on their website about how they support pupils with SEND. The information published must be updated annually. All of this information can be found on our website: [here](#).

Who to contact

At the Toftwood Infant and Junior Federation we are committed to working together with all members of our school community to ensure we provide appropriate support for all children. Our school offer is produced with our children in mind, and in partnership with parents/carers, governors and our staff team.

We would welcome your feedback and future involvement in the annual review of our offer. Please contact us if you would like to contribute to shaping this.

The best people to contact regarding SEND provision in school are: Mrs Pedlow, Executive Headteacher
head@toftwoodfederation.co.uk or 01362 692612/01362 694919

Mrs Bell, Executive Deputy Headteacher
deputyhead@toftwoodfederation.co.uk or 01362 692612/01362 694919

Mrs Coy, Federation Inclusion Lead
inclusion@toftwoodfederation.co.uk
or 01362 692612/01362694919

Debbie Barley, SEND link governor
Please contact via the school office on 01362 692612 or 01362 694919

Relevant Supporting Documents:

This Information Report should be read alongside the following documents, which can be found [here](#):

- SEN in a Nutshell
- Policy for the Inclusion and Provision for Children with Special Educational Needs and Disabilities.
- Supporting Pupils with Medical Conditions
- School Admission Arrangements
- Single Equality Policy and Accessibility Strategy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Complaints Policy

Our approach to teaching children with SEND

Opportunities for success so that all children can reach their full potential.

What we provide and our values

- We will ensure that all children have opportunities for success and are supported so they can reach their full potential, building on their strengths and interests.
- We will provide each child with a curriculum which meets their needs and the requirements of the National Curriculum and the Early Years Foundation Stage and inspires a love of learning.
- We will ensure we support the health and well-being of all members of our school community, working with families and outside agencies as well as supporting this through the curriculum and our own provision.
- We will celebrate the success of all of our children in equal measure, both in and out of school.
- We will provide an environment where everyone is equally valued and feels a sense of belonging which leads to happy and confident individuals.
- We will encourage our children to develop personal independence and to respect the rights and views of others in terms of their beliefs and cultures, as well as their rights to make personal choices.
- We will continue to work closely with families in order to form a positive partnership for the mutual benefit of the children, their families and the school staff.
- We will ensure we fulfil our commitments relating to the 'Home/School Agreement' and support parents to fulfil their expectations in relation to it also.
- We will develop and strengthen our community links and involve the local community in school life whenever possible.
- We will aim for the highest possible standards of work and behaviour from all in our school.
- We will be consistent in our values and expectations.
- We will invest in our children's future, in order to prepare them for life in the modern world, and ensure the children have access to high quality resources and equipment.

Our aim is to create an inclusive culture in our school. This includes being responsive to the diversity of backgrounds, interest, experience, knowledge and skills that our children have at all times.

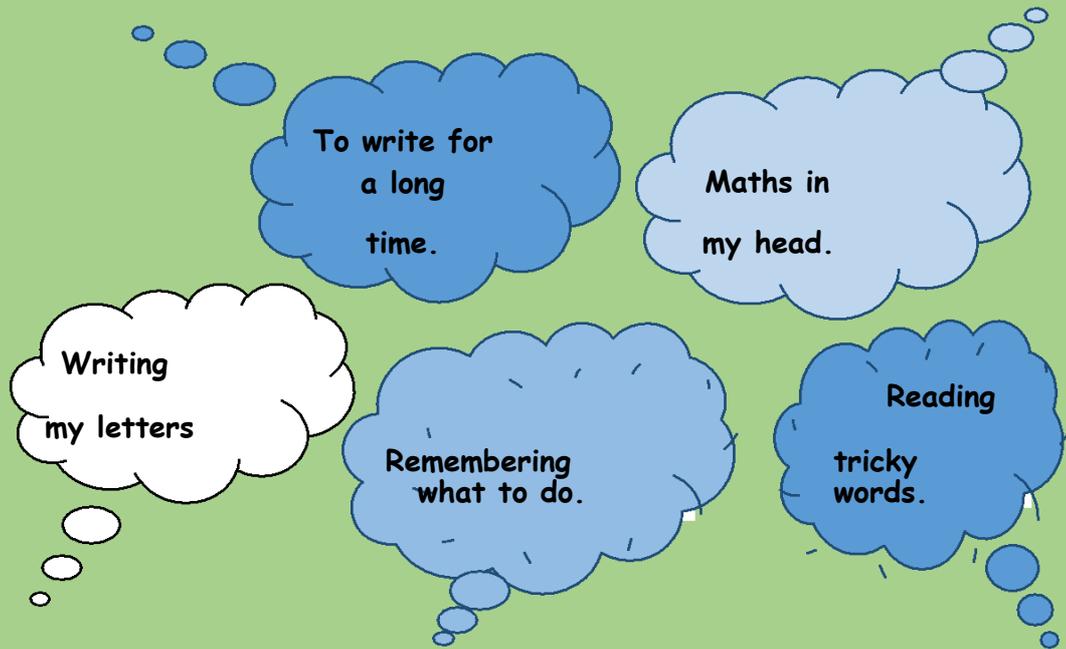
We value high quality teaching for all children and actively monitor teaching and learning throughout the school. For more information on our approach please see our **Assessment, Feedback and Marking policy**.

Our **School Development and Improvement Plan (SDIP)** is designed to ensure our school is always looking forwards, and planning to meet the needs of all learners. Information about our SDIP can be found on our website and the targets are designed to ensure the best possible outcomes for all children in school by ensuring we deliver the best curriculum, teaching and, when necessary, intervention.

We are committed to creating a **learning environment** which is flexible enough to meet the needs of all members of our school community. We monitor progress of all children, including groups of children, including those with SEND. Staff continually assess children in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 to ensure that effective learning (progress) is taking place from a child's individual starting point.

Our **whole school system for monitoring** progress includes regular pupil progress discussions, analysis of attainment information, book scrutiny, and lesson observations - including observations of intervention in action.

Things our children say they sometimes find harder to learn in school



What does Special Educational Need mean?

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.”**

If your child is identified as having a Special Educational Need (SEN), we will contact you and provide you with relevant information. Once your child is added to the SEN register under SEN Support we provide provision that is 'additional to' or 'different from' the normal differentiated curriculum in line with their needs. This provision is intended to overcome the barrier to their learning/SEN and ensure they can make progress from their starting point. Additional to, can include:

Visual Timetable
Additional adult time
Personal rule reminders
Writing Frames
Now and next boards
Concrete resources

Support English resources
Coloured overlays
Access to ICT resources
Writing slopes
Pencil Grips
Move and sit cushions

This list is by no means exhaustive and we work closely other professionals to ensure we provide appropriate resources. Even children with the same identified SEN need can require different support and resources and we aim to provide this.

Children can be working at below expected levels for a variety of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English fluently or at all or they may have worries that distract them from learning. Only those with a difficulty that requires special educational provision will be identified as having SEN. However, we make sure that all of our children have the support and encouragement they need to progress.

Our commitment

We are committed to ensuring that all children have access to all learning opportunities, and for those who are at risk of not learning or making appropriate progress our school understands it has a responsibility to support children via a range of appropriate resources and interventions.

Identification and assessment of SEN

Current Areas of Need:

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

Toftwood Infant School	Toftwood Junior School:
31 children on the register, with 26 on SEN support (10% compared with 12% nationally for SEN support). <ul style="list-style-type: none"> • 10% cognition and learning • 68% communication and interaction • 16% sensory and physical • 3% social and emotional • 2% of the school population have an EHCP, compared with 3% nationally. 	• 56 children on the register, with 52 on SEN Support (14% compared with 12% nationally for SEN Support). <ul style="list-style-type: none"> • 32% cognition and learning • 50% communication and interaction • 7% sensory and physical • 11% social and emotional • 1% of the school population have an EHCP, compared with 3% nationally.

Class teachers, support staff, parents/carers and the children themselves will often be the first to notice a difficulty with learning. This will trigger observations and assessments involving the child, their parents/carer and, of course, their teacher, other school staff, and the Federation Inclusion Lead.

Through early identification and swift and appropriate support, most children's SEN is temporary. However, some children's needs are more complex or long term.

Identifying these children early helps provide the support and teaching and learning opportunities that will enable them to aim high like their classmates throughout their school journey.

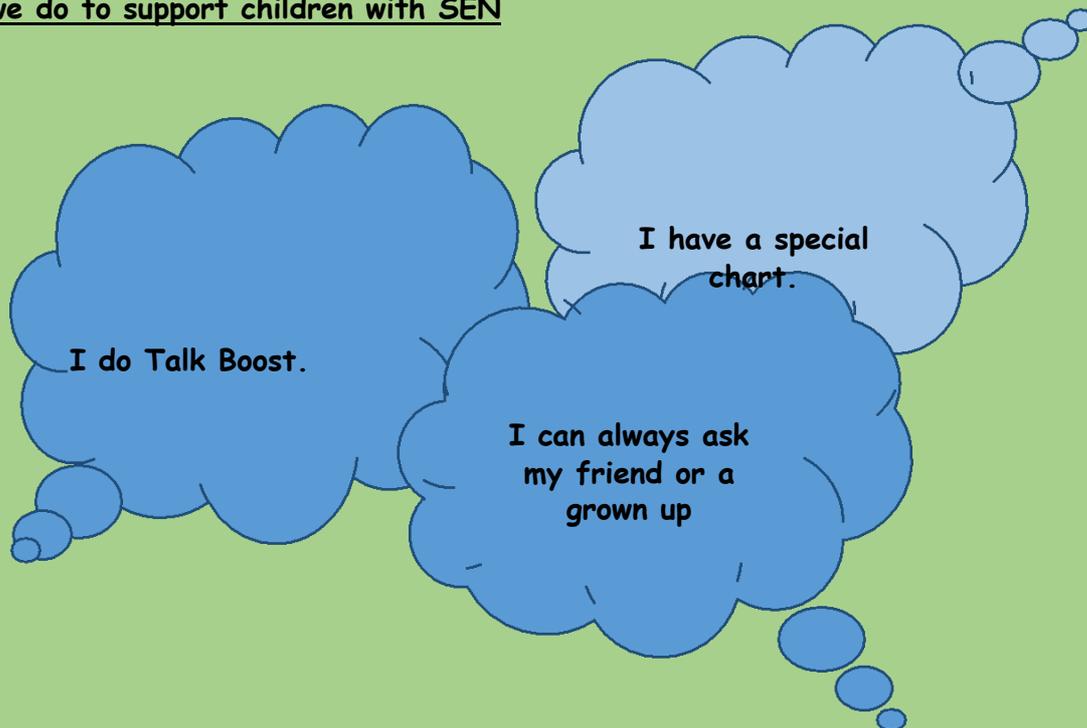
All of the information gained from assessments is used to inform teaching and learning, reporting and progress discussions.

The Federation Inclusion Lead has a role to support staff in identifying children's barriers to learning in order to ensure support and appropriate strategies are in place to remove those barriers. At our Federation, we have a range of experienced staff who can observe and discuss

difficulties in order to provide appropriate support, or to plan ways forward with assessments, such as speech and language assessments, reading related screenings or external observations by professionals such as Educational Psychologists or staff from other specialist settings in line with a child's needs.

We understand that being a parent of a child with SEN can raise questions for families, and we can offer support to parents through signposting them to different agencies. If you would like to have more information, please contact our Inclusion Lead, Mrs Coy.

What we do to support children with SEN



Every teacher is expected to adapt their classroom, teaching and the resources they provide to help children with SEND make the best progress they can. The Federation Inclusion Lead and senior leadership team support teachers to achieve this by providing advice and training as required. There is regular monitoring, an ongoing professional dialogue and observations that identify teachers who may need help supporting pupils with SEND in their class.

The Teachers Standards detail the expectations on all teachers, and we are proud of our teachers and their ongoing commitment to professional development. The Teacher Standards are available [here](#).

Progress Expected at SEN Support

We also work towards the PEaSS, (Progress Expected at SEN Support) guidance which can be found [here](#), and is a useful tool to help overcome learning barriers.

Individual Education Plans

Individual Education Plans (IEPs) are documents written by the class teacher in order to support your child's learning. Your child's records, assessments, strengths and Education Health Care Plan (if they have one), have guided the information provided in the IEP.

IEPs are different for each child and have **SMART** targets for the children to achieve (**S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**imely).

Children who have an IEP also have an IEP Learning Journey book, where they record all of their progress towards achieving their targets.

These Learning Journeys, and the IEPs are then monitored every term by the Inclusion Lead to ensure that the children make appropriate personal progress towards their targets.

Parents/Carers have an important part to play in this process and are informed of what their child's targets are, and how they can support their child at home.

Pupils are asked questions about their learning at this time in order to gather information about how they feel and where they need help and support.

Interventions

Cognition and Learning:

Where possible (and within Covid19 guidelines/where the timetabling allows) we use some qualified teacher time in the Infant School to plan and deliver intervention to support children within school, some of whom have SEN. This intervention is highly targeted, and planned specifically for specific children to support their progress alongside the curriculum. This may be short or long term and is reviewed every half term. We also use some additional teacher time staff in the Junior School to allow individual or group support. During Covid19, we are running interventions in class in line with Covid-19 guidance and online using remote teaching.

English intervention across the federation is used regularly, including individual reading and phonics support and specific interventions such as Reading matters and International Dyslexia Learning (IDL).

Communication and Interaction:

We also deliver speech and language interventions where we can across the federation. Mrs Crowley works on NHS Speech and Language targets and next steps, phonological (sound) work, and wider speech and language skills, including expressive and receptive language work. Mrs Crowley also delivers Early Talk Boost and Talk Boost. Having this provision enables children to access the curriculum, overcoming any speech and language barriers they may have.

We also offer extra support to those children who have English as an additional language and SEN through the use of interventions for those children who require this, alongside Quality First teaching.

Sensory and/or Physical:

Additionally, we have trained Teaching Assistants that deliver intervention to support specific children alongside the curriculum. For example some children have fine motor intervention or other interventions. They may also have additional equipment and resources such as a writing slope or pencil grip.

Social and Emotional Health:

We provide a daily Lunchtime Lounge throughout lunch time at both schools. This provided children with a contained and therapeutic environment, where their personal interests are catered for. The senses are calmed by gentle music and subtle, scents, and activities include mindfulness colouring and building, role-play, seasonal activities.

Covid -19: This has not been able to take place during Covid-19, but these children are supported by smaller social time groups instead.

Within our federation of schools, we also have a specialist Teaching Assistant trained as an Emotional Literacy Support Assistant (ELSA). Mrs Bond is also trained in the therapeutic approach Drawing and Talking working with children who need additional support with their emotional wellbeing. A further intervention aimed at groups of children used at Toftwood Junior to build confidence and resilience is 'Happy to be Me', whereas at Toftwood Infant School 'Boris Can Beat It' is used for the younger children to recognise and develop strategies to overcome worries. More details of all of our mental health and wellbeing interventions can be found on the Federation's website at: <https://www.toftwoodfederation.co.uk/mental-health-and-well-being/>. Mrs Bond's ELSA and Drawing and Talking Sessions are reduced due to Covid-19, but some have taken place in bubbles or remotely. In addition, one of our teachers has been supporting children with SEMH needs.

Supporting Parents with learning at home

As a Federation, we recognise that parents and carers play a vital role in supporting children with SEN at home. When appropriate, our teachers send home additional resources and activities for families to use at home to aid supporting their child's progress. Some children with SEN also have individual targets that they are working towards. These are supported by a list of activities that are shared with parents/carers.

The type of support we provide is dependent on the individual's needs, and the support that we offer is outlined on the Federation Provision Map. The Provision Map does not detail the individual children's names, but describes the interventions and actions that we use at both Toftwood Junior and Infant School to support learners with SEND. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

Interventions are monitored on a termly basis by the Inclusion Lead / Senior Leadership Team in order to ensure that the interventions in place are having a positive impact on the children's learning.

Parents/Carers are kept informed of their progress on a regular basis.

Due to Covid-19, many approaches to supporting children's learning at home are used, including flexible teaching approaches, learning resource packs, and access to plans and resources available from our website, alongside live lessons and online sessions.

EHC Plan:

An EHC Plan (EHCP) is for under 25s with complex special educational needs and disabilities (SENS). Most children and young people with Special Educational Needs (SEN) will have their needs met with support in place in our mainstream school. However, occasionally, parents and staff may then feel that an application for an EHCP would be appropriate.

Parents and pupils play an important role in the application of, and Review for, an EHCP. The views and wishes of parents and pupils are collected as part of both the application process and the Review process. Meetings are then held between the school and family, and external professionals are also invited to attend as appropriate.

If you have any further questions about EHCPs, please contact Mrs Coy, Inclusion Lead or visit the [Norfolk County Council](#) website for more information.

Monitoring

Our [provision map](#) and monitoring information is shared with governors who check we are doing what we say and that it makes a difference to the progress of children with SEND.

Attainment and Progress Data

SLT, teachers, and subject leaders collect information about the attainment and progress of pupils and analyse this as a team on a termly basis. This information (data) is then analysed and discussed as a team to ensure that any changes that need to be made to the provision are made in a timely manner. Staff monitor the progress of individual children closely, and this information is then reported to parents. Governors are provided with a summary of information about how the children are getting on, compared with other schools locally and nationally.

Funding for SEN

The two schools each receive funding directly from the Local Authority to support the needs of learners with SEN. The amount can be seen in the Norfolk SEN memorandum.

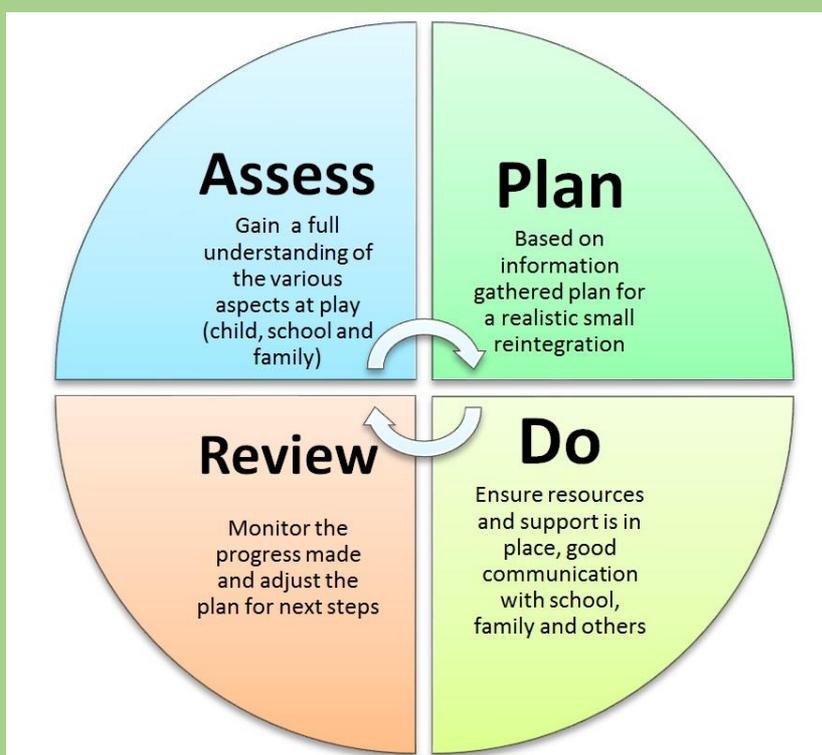
The Local Authority also provides 'top up' funding for learners who qualify for additional support that is available to schools depending on need.

The SEN funding received helps to support the learning of individuals with SEN through interventions and additional staff where possible.

More information about our SEN Funding allocation can be found [here](#)

How does the school know if support works?

Checking children's progress is an integral part of our school. We follow the 'assess, plan, do, review' model to ensure we continually check that provision is working.



Assess, Plan, Do, Review

It is important to us that parents/carers and children are involved in each step of our SEN review process, and that they know what we will be doing in school and what they can do at home to help support their child too. We make sure we record where the child is now in the area being targeted by different or additional provision and compare this with the ability in that area after the period of intervention to see if there has been a positive impact. We want to look at the child's progress on their learning journey to see if the support has worked, build on the progress or change the support if it is not working.

Children, parents/carers and their teaching and support staff will be directly involved in the assess, plan, do and review process. This is achieved through ongoing discussions through meetings and other communication offered by the school. This means everyone involved has the opportunity to discuss plans and next steps.

If a child has an Education Health and Care Plan (EHC plan/EHCP) the same regular review conversations take place, but the EHCP will also be formally reviewed annually, by all parents/carers and professionals working with/to support the child.

The Federation Inclusion Lead and SLT check that the interventions have a positive impact on a child's learning and progress by comparing a child's starting and end points. All data is analysed by the senior leadership team and information about the impact of the intervention and support is also shared with governors, without identifying children by name.

The Local Authority also analyse SEN attainment information when schools submit statutory test scores and assessment judgements. At our school we submit assessment judgements to the Local Authority at the end of the Early Years Foundation Stage (Reception year), teacher assessment judgements at the end of Key Stage 1 (Year 2) and standardised tests at the end of Key Stage 2 (Year 6). We also submit the Phonics Screening results in Year 1 for all children, and Year 2 for children that re take the test if they did not pass it in Year 1.

Teaching Pupils with Special Educational Needs

Lessons are planned, structured and delivered with the different learning needs of the children in mind. Many reasonable adjustments are made to ensure that any barriers to learning are addressed in order to ensure that children have an equal and fair access to resources and learning opportunities.

For example (but not limited to):

- Visual Timetables
- Wobble cushions
- Large print and / or coloured paper
- Audio visual equipment
- Additional adult time
- Writing Frames
- Now and next boards
- Concrete resources
- Coloured overlays
- Writing slopes
- Specialist writing tools
- Differentiated instructions and work
- Transition plans
- Routine planning
- Exam Access arrangements
- Adjustments to the site, e.g. through the use of ramps, accessible toilets etc.
- Classroom management tools such as seating children near the front, the use of quiet spaces etc.
- Specific IT software and hardware to support children who need it, e.g. the use of an ATT laptop to support learning.

- Revise learning plans that ensure that children can access learning, despite their circumstances.
- Independent strategies
- Additional adult and or peer support
- Interventions and pre teaching activities
- The advice from external professionals such as Educational Psychologists etc.
- Tools provided by professionals such as an Occupational Therapist (e.g. walking frame, chairs etc).
- Speech and Language Therapy sessions
- Communication aids
- Movement aids
- Specialist sports equipment.
- Remote learning opportunities and bespoke learning resource packs for pupils with medical needs and are not able to attend school.

Interventions/support available for SEMH Needs:

- ELSA
- Boris Can Beat It
- Happy to Be Me
- Drawing and Talking
- Young carers
- YMCA Counselling
- Life Coaching
- PATHS
- Wellbeing sessions such as Yoga and mindfulness
- Lunchtime Lounge groups

Extra-Curricular Activities:

All children should have the same, equal opportunity to take part in extra-curricular activities. We offer a range of additional clubs and activities, and we are committed to making reasonable adjustments to ensure everyone can join in.

All pupils, including those with SEN are supported to give their views and to be involved in making decisions about their learning through the Federation Council.

Please contact Mrs Coy, the Federation Inclusion Lead to discuss specific requirements.

Please email: Mrs Lucy Coy_inclusion@toftwoodfederation.co.uk or call 01362 692612/694919.

All staff at the federation receive regular input and training on the SEN Code of Practice 2015 and Equality Act 2010. This legislation places specific duties on schools, 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 any 'reasonable adjustments.'

The Equality Act 2010's definition of disability is:

"A person has a disability for the purposes of this Act if (s)he 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 of disability in the Equality Act 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 disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click [here](#)

Preparing for important transitions

Moving on is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. We work in partnership with children, families and other providers to ensure these transitions are successful.

Moving classes will be discussed with you and your child as part of our transition plans if appropriate. Transition to other schools or junior/high school will be discussed in the spring and summer terms of their Year 2 and 6, and often before, to ensure time for planning and preparation that supports successful transitions.

We work closely with other local schools to plan transition activities in addition to the planned summer term transition days in July when and if appropriate. There is also additional support and or visits for children who are transitioning to high schools. These visits are not exclusively for children with SEND, as they are planned carefully to meet the needs of all children that would benefit from additional visits that are tailored to support identified needs and not just SEN.

Bullying and SEN/SEND

Children with special educational needs have been identified as being vulnerable to bullying. Toftwood Junior and Infant School takes all incidents of bullying very seriously and its approaches are explained in the Behaviour and Prevention of Bullying Policy [here](#). Please contact a member of staff as soon as possible if you have any concerns about your child with respect to this.

Useful contacts for further information and advice about anti-bullying:

www.childline.org.uk/Bullying

www.kidscape.org.uk

www.anti-bullyingalliance.org.uk

Training:

We have staff with specialist training in a variety of SEN, and staff training and professional development is an ongoing process for our federation. This is to ensure we have the expertise and experience to support all children in our schools. Our SEN profile will change regularly and over time.

All Federation staff take part in training about supporting children with SEN on a regular basis. For example, this year, some of the training undertaken by a selection of staff has been on: Understanding Autism, Making Sense of Dyslexia, Understanding ADHD, Supporting children with reading difficulties, Children's speech language and communication development, Supporting pupils with SEN back to school (Covid-19), Education for all, Inclusive Education and more.

External Agencies:

We work in partnership with many different external agencies, including (but not limited to) - *see useful links for more information:*

CEPP Educational and	Sensory Support	Physiotherapy
Clinical Psychology Service,	SALT	School Nurse
GP	CAMHS	MASP
School to School Support	Occupational Therapy	CADS

Have your say

Our school is here for our children and their families. This SEN report sets out our offer to children with SEN and it will be reviewed annually.

We welcome everyone helping to shape and develop provision for all of our learners and we welcome your involvement in the next year review. Please contact Mrs Coy if you would like to have your say.

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, and Mrs Coy the Inclusion Lead.

You can also contact the [Norfolk SEND Partnership](#) for free impartial advice and information on 01603 704040 sendpartnership.iass@norfolk.gov.uk

KIDS Dispute Resolution service offer step by step instructions on how parents can make a formal complaint to the school.

Useful Links:

The Federation works with the following external agencies in order to support the children and families of children with SEN:

Norfolk County Council - Children's Services: SEND information and guidance 8
www.norfolk.gov.uk/SEND

Norfolk County Council - [Virtual School for SEND](#)

Norfolk County Council [Virtual School for Sensory](#) Support offer support for children with a sensory loss.

[The Child and Educational Psychology Practice](#) (CEPP), is a team of specialist psychology services.

[School to School Support](#) provides hands on practical advice and support for school to contact for advice.

Norfolk Parent Partnership www.norfolkparentpartnership.org.uk

[Asperger East Anglia](#), Charing Cross Centre 17-19 St John Maddermarket, Norwich NR2 1DN (01603 598940/620500)

[British Dyslexia Association](#)

Down's Syndrome Association www.downs-syndrome.org.uk

Dyslexia-SpLD Trust www.thedyslexia-spldtrust.org.uk

Dyspraxia Foundation www.dyspraxiafoundation.org.uk

[Just One Norfolk](#) - a useful website with lots of information about how to support your child at home, including mental health and wellbeing services usually provided by CAMHS.

[East Coast Speech and Language Services.](#)

The [Children's Occupational Therapy Service](#) for children who have difficulty with functional activities.

Details about how to claim for [short breaks](#) and activities can be found [here](#).

If you are experiencing difficulties within your family, you can contact [Early Help and Family Support](#).

[The Early Childhood Service](#) offers support to 0-5 year olds.

[The Benjamin Foundation](#) offers a range of services for families.

The [Mancroft Advice Project](#) offers a range of mental health services for families.

[Carers Matter Norfolk](#), offers advice for unpaid carers.

[Young Carers and families](#), Norfolk offers advice and support for young carers.

Please also visit the regularly updated list of helpful local groups and resources that are on the Parents section of our website [here](#).