



**The Dove  
Federation**  
Executive



Headteacher: Mrs Sarah Disney

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Our vision is to create a happy, nurturing and inspiring school family that enables everyone to grow to their full potential and embrace the future as understanding, compassionate individuals.

### Dove Federation SEN Vision

We believe that every teacher is a teacher of every child, including those with Special Educational Needs (SEN). We value all children equally, whatever the differences in their abilities or behaviours and believe that every child matters. We aim to meet individual needs and provide opportunities for all children to make good progress. Children should enjoy reaching their goals and have these achievements celebrated. All children will enjoy and fully participate in the life of the school, and make a positive contribution to the school community. As the children grow and develop they will become more independent, resilient and confident in their learning.

## **Special Educational Needs and Disabilities Report 2019**

### **Our SENDCO**

Mr Marcus Halmshaw is the Special Education Needs and Disability Coordinator (SENDCO) for Caston Primary school. He can be contacted via the Caston School Office on 01953 483 304.

### **Our aim**

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations from everyone (teaching staff, support staff, parents and the children) involved in the process of special provision.
- To provide full access to all areas of the curriculum, whatever the special need.

We aim to be an inclusive school with support from the Local Authority as necessary to make this possible.

### **Identification and Provision**

At Caston Primary School, we believe it is important to the well-being and achievement of all our children to identify additional needs as soon as possible. All children are unique and develop at different rates; sometimes it can take longer for a special educational need to become evident.

As a school we identify pupils with Special Educational Needs and Disability in a number of ways:

- Information and concerns raised by parents or carers; we have an open door policy so parents can raise concerns at any time, initially with the class teacher.
- Class teachers, support staff and the learners themselves may be the ones to notice a difficulty with learning.
- Liaison with the previous school or pre-school provides valuable information, whether the child transfers to us into reception or at any point during their time in primary school.
- Tracking and monitoring of progress by class teacher is an on-going process and may raise concerns as well as pupil progress measured termly in assessments.
- Information from external agencies e.g. health, social care, adoption agencies, Looked After Child carer or social worker.

If parents have any concerns about their child's learning they should:

- Talk to the class teacher about their concerns.
- Parents can also make an appointment to phone or meet the SENDCO.

### **Assessing your child**

We use a range of assessments to gain a better understanding of a child's abilities and needs depending on the child's age and understanding. The assessments we are currently using include:

- Foundation Stage Profile
- New Salford reading test
- PiXL Termly Assessments which allow for diagnostic feedback and interventions to be set up
- Kent spelling assessments (termly)
- NFER assessments for maths, reading and GAPs (years 3-5)
- SATs assessment tests (years 2 & 6)

### **Monitoring progress**

Our monitoring process is an integral part to teaching and learning for all children at Caston Primary School. We follow the 'asses, plan, do, review' model from the Code of Practice. When a child has been identified as having a special educational need then either a provision map or Personal Learning Plan (PLP) will be put in place, depending on a child's level of need. This involves a meeting with the child, parents/carers and the class teacher. The needs of the child are discussed, how best to support the child, termly targets are set and the interventions and support to be put into place are used to create a provision map or PLP. From this, interventions are put into place and reviewed termly during pupil progress meetings and using feedback from those delivering the interventions.

The SENDCO monitors all of the interventions used and the progress of all SEND children. Children, Parents/Carers as well as teaching and support staff are directly involved in the reviewing progress. The review is part of parent's evening meetings held once a term. The child's progress is discussed; evaluated and next steps are planned. Outside agencies are sometimes commissioned to work with individual children when the assess, plan, do, review cycles are not showing accelerated progress or further advice is needed.

If a child has an Education Health and Care Plan (EHCP) the same termly review meetings take place, but the EHCP will be formally reviewed annually. The SENDCO keeps records of every child with SEND in the school. All children are assessed once a term (3 times a year) however children with SEND may be assessed more frequently. Once an assessment has taken place the SENDCO is informed of the outcome and next steps are discussed. All interventions are recorded and monitored through the school's 'intervention folders' where progress and impact is evidenced and accelerated progress is achieved. EHCP referrals can be completed by the school if we feel we are not currently meeting the child's needs and extra support is required or involvement of other health professionals is needed. Parents can also apply for an EHCP, paperwork and instructions on this can be found on the Local Offer (see below)

### **Joining our school**

We recognise that arriving at a new school can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If a child is planning on moving to our school:

- We invite parents to visit the school with their child to have a look around and speak to staff.
- The SENDCO will attend any Annual Reviews of children transferring from pre-school and attend transition meetings.
- Additional visits are arranged as needed over an extended time period to support individual need.
- If other professionals are involved with the child, a meeting of all professionals may be held to discuss the child's needs; share strategies used, and ensure provision is put in place before the child starts.
- Visits to their existing setting (e.g. pre-school) will be made by staff and SENDCO.
- We may put 'settling in' strategies in place
- If a child has moved to our school without a transition, we will contact the previous school to arrange for transfer of information as soon as possible, which will include telephone/ face to face meetings if required.
- Each child will be monitored and any necessary additional support will be discussed with parents, the class teacher and other relevant professionals.
- The class teacher will endeavour to assess a child's levels of attainment in numeracy and literacy as soon as possible on their arrival at our school and will plan accordingly, with SENDCO input, as relevant.

### **Moving on**

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We can contact the new school's SENDCO to discuss any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If needed, transition visits over an extended period of time can be arranged.

### **When moving classes in school:**

- Information and relevant documents (including a record of support) will be passed on to the new class teacher and a 'handover' meeting with the previous and new teacher will take place.
- If your child would be helped by a book or other resource to support them understand moving on, then it may be made for them.
- There will be an opportunity for children to meet their new teacher and other adults who will be working with them, and spend time in their new classroom prior to the end of the summer term (in 2016-17 we had several transition mornings/ afternoons and one whole day.)

### **In Year 5:**

- Children with an EHC plans will have a 'transition review' of their progress and needs which will be an opportunity to discuss appropriate secondary school options.

### **In Year 6:**

- The SENDCO (or inclusion manager) from our feeder High Schools meets with the SENDCO at Caston Primary and is invited to attend Annual Review meetings.
- An enhanced transition project has been developed for SEND children in their transition to high school which has included additional visits.

### **External Personnel and Other Agencies**

We work closely with the Educational Psychology and Specialist Support team (EPSS), Educational Psychologist, Specialist Support Teacher, professionals from the Short Stay School for Norfolk, School to School Support (S2S), Virtual School Sensory Support team, Speech and Language team (SALT), Occupational Therapists, ASD team, One 2 One Counselling, CAMHs, Specialist School support and the School Nursing team. We will continue to work alongside these agencies as well as voluntary organisations such as Nelson's Journey.

### **Staff training and deployment**

Our staff receive regular training to ensure high quality teaching and support. Staff are currently trained in:

- Basic British Sign Language
- ELKLAN speech and language
- Autism awareness training
- Dyslexia friendly teaching practice
- First Aid
- Norfolk Steps training
- Prevent Training
- Precision Teaching

Over the next year some of our staff are also being trained in:

- The Nuture approach

Support staff are deployed according to individual needs. Although some children do have 1:1 support for the school day, we work hard to ensure they are given opportunities to develop their independent skills. Teaching assistants are trained in delivering specialised interventions and work alongside teachers and the SENDCO to deliver these throughout the school. During the mornings

support staff mainly support children within their class and during the afternoons support staff deliver specific interventions throughout the school to a range of children.

### Our school's current data

Caston Primary school has 14 pupils (20.9% with SEND (accurate at time of reporting). The pupils are categorised according to the new SEND code of practice 2014. The percentage of pupils within each category is shown below;

Behaviour, Emotional and Social difficulties	6 pupils out of 67 = 8.9%
Cognition and Learning	3 pupils out of 67 = 4.5%
Communication and Interaction	3 pupils out of 67 = 4.5%
Physical and/or Sensory	2 pupils out of 67 = 3%

Whilst some children's needs cover more than one category, for the purpose of the above data only their primary need has been included. We have 1 pupil who has an Education, Health and Care Plan (EHCP).

### SEND profile by year group

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
<b>Number of pupils</b>	8	13	10	13	11	5	7	67
<b>Pupils identified with SEN</b>	0	2	3	2	1	2	2	14
<b>Pupils with an EHCP</b>	0	1	0	1	0	0	0	2

### How do we spend the schools SEN notional budget?

The schools SEND notional budget for the academic year 2020-2021 is £44,686.

This is the amount that is delegated to the school in order to provide support for pupils. This money is not ring-fenced for particular named children but is instead available for the school to spend in a way which they think best meets the needs of children identified with SEND needs. The funding for 2019-2020 was spent on accessing professional services provided by outside agencies e.g. behaviour support, additional training for staff in the area of SEND (precision teaching, ASD Awareness), purchasing SEND resources and put towards paying for teaching assistants to work with pupils who require additional support in school.

### Equality

Caston VA Primary is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

## **Complaints**

Our school's Complaints Procedure can be found on our website. Any concerns should, in the first instance, be addressed to the Headteacher who may involve Governors as appropriate in line with the school's Complaints Procedure.

## **Have your say:**

The Dove Federation is part of the community. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

## **Useful links**

[www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)

Parent Partnership

[www.dfe.gov.uk](http://www.dfe.gov.uk)

## **Local Offer**

The Local Authority have published a "Local Offer" to outline services available to children and their families. It explains what they can expect from a range of local agencies and will signpost you to further support if needed. Information on Norfolk's Local Offer can be found on the Norfolk website:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

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To be updated Autumn 2021 to ensure new policy reflects changes to arrangements and provision for pupils with SEND.