

SEND Information Report

Academic Year 2023-2024



Review Date

February 2024

Next Review

September 2024

Responsible Colleagues

Christine Franklin, Director of Safeguarding

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Commitment to Education

Transparency and Integrity

Innovation and Improvement

Dedication to Inclusivity

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

SEND Information Report

This information report has been prepared by Principal/SENCO (Special Educational Needs & Disability Co-ordinator) Emma Owner and SENDCO and approved by the Board of Trustees on [DATE] for publication on the website.

The SEN (Special Educational Needs) Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy's SEND policy.



The academy makes provision for the following kinds of SEN

In line with the Equalities Act 2010, Iceni Academy provides support for pupils within the four areas of special educational needs and disability identified in the SEND Code of Practice 2015. These areas are:

•Communication & Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.

This may be because they:

- have difficulty saying what they want to
- don't understand what is being said to them
- don't understand or use social rules of communication

Every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with autism spectrum disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

•Cognition & Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

•Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

•Sensory and/or physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind

Children and Adults guidance published by the [The Department of Health \(external link\)](#).

Information in this section taken from SENDIASS website

If you think that your child may have special educational needs that have not been previously identified, please make an appointment to speak to your child's class teacher and SENCO. During this meeting we will complete a checklist and discuss what we think should happen next.

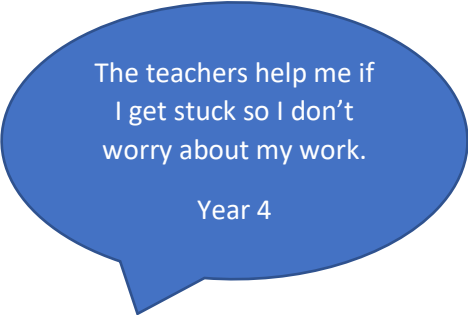
The academy identifies and assesses SEN by:

Students may be identified as having Special Educational Need (SEN) at any stage of their education. A student that is lower academically does not necessarily have special needs. It could be that they need extra support to fill in gaps within their learning, to enable them to achieve their best.

Information about your child's special needs may come from a variety of sources:

- Testing from reading and spelling/ any other testing on entry to school
- Observations
- Parental concern
- Teacher / Learning Support Assistant concern
- Transfer information from previous school
- Student self-referral

A child is considered to have a special educational need when provision is made, or needed to be made, that is different from, or additional to, the provision made available to all pupils.



The teachers help me if
I get stuck so I don't
worry about my work.

Year 4

The academy supports SEN in accordance with its policy framework which is set out at:

All of our policies and procedures can be found on our website under Our Academy, then Policies or Procedures.

This includes our SEND Policy, Equalities Policy and Objectives, Attendance Policy, Behaviour Policy, Curriculum Policy, Assessment Policy and The Accessibility Plan. They are to be read in conjunction with the SEND Code of Practice 2014.

These policies set out the academy's approach to:

- Assessing and review of the progress of children with SEND
- Teaching children with SEND
- Adapting the curriculum and learning environment for children with SEND
- Making decisions on additional support in relation to children with SEND
- Ensuring inclusion of children with SEND with children without such needs across all academy activities
- Supporting the emotional, social and mental development of children with SEND
- Evaluating the effectiveness of our provision for our children with SEND.

The academy's SENCO's details are:

SENCO:	Mrs Emma Owner
Email:	emma.owner@attrust.org.uk

The academy's staff have been trained and have expertise in the following areas:

The SENCO has completed the Nationally accredited qualification required to be in the role of SENCO.

Training for supporting students with SEN is considered essential and is ongoing.

Current staff qualifications/training relating to SEND/Pupil progress:

- Safeguarding
- Talk Boost (Speech & Language)
- Dyslexia strategies
- Sound Discovery (phonics)
- Little Wandle Interventions (phonics)
- 5 Minute literacy/numeracy box
- Mental Health
- Memory activities
- Wellcomm (Speech and Language/communication)
- Lexia (reading)
- Rising Stars (maths)
- Max's Marvellous Maths (Maths)
- Supporting children with autism

	<ul style="list-style-type: none"> • Positive behaviour management • Positive handling • Asthma, Epipen and diabetes • ASD • Adverse Childhood Experiences • Attachment theory
<p>The academy will adapt to the needs of pupils with Special Educational Needs by;</p>	<p>Our curriculum has been designed to provide an engaging and progressive learning experience for all. Our staff are highly skilled in moving the learning on for each child by adapting the learning challenges. This means the learning challenges across the curriculum are adapted to meet pupils' differing abilities and can be achieved in a variety of ways, such as:</p> <ul style="list-style-type: none"> • Different learning objectives to provide appropriate challenge. • Providing adult support • Explaining the challenge in a different way: visually, practically, orally, and aurally. • Providing different resources to complete the challenge. • Providing targeted support for any child that has a gap in their learning. This support is usually in the form of interventions such as Rising Stars for maths, Toe by Toe for spelling or Little Wandle Catch Up for Phonics.
<p>How the academy enables pupils with special educational needs to engage in the activities of the academy (including physical activities) together with children who do not have special educational needs:</p>	<p>Our aim is for all pupils to be included in all areas of the curriculum, the academy grounds and all activities. Through Quality First Teaching staff will differentiate all lessons to include all pupils irrespective of any disability or medical condition.</p> <p>Risk assessments are made for any trips, which include ensuring accessibility for all pupils, and any resources or measures are implemented during the trip. We liaise with parents to make sure everyone is happy with the arrangements made.</p> <div data-bbox="922 1279 1046 1406" data-label="Image"> </div>
<p>The academy will secure equipment and facilities for children with SEND by:</p>	<p>We will purchase or loan equipment as needed to ensure that all children have the necessary equipment to help them learn in the academy each day. These can be resources such as coloured paper, whiteboards, large print texts etc. We will also liaise with outside agencies who provide specialist equipment, such as Access Through Technology who provide ipads, touch screen devices, adapted laptops and so on.</p> <p>We will also</p> <ul style="list-style-type: none"> • Applying for Higher Tier Funding • Use Pupil Premium Funding • Applying for grants/additional funding

The academy aims to involve the parents/carers of children with SEND in the education of the children and will do so by:

- Annual Reviews
- Parents' Evenings
- Plan, do, review cycles including Personalised Learning Plan updates
- Ongoing communication
- Open door policy

Any concerns or complaints raised by a parent/carer of a child with SEND will be dealt with by the academy by:

Following our Complaints Procedure on the website
[Policies - Iceni Academy - Hockwold \(attrust.org.uk\)](https://www.iceniacademy.co.uk/policies)



The academy works with other agencies to support children with SEND and their families:

We liaise with outside agencies where needed to get the best advice possible. The organisations we work closely include:

- Education Psychology Support
- Specialist Advanced Teachers
- Dyslexia service
- School nurse
- CAMHS
- Early Help
- Paediatrician
- Just One Norfolk (school Nursing Team)

The academy acknowledges that parents/carers of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:

information about what is on in the local areas, please look through the village magazines, leaflets sent home and the noticeboard outside the primary site.

Norfolk Parent Partnerships:

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

Autism support: <https://www.autism-anglia.org.uk/norfolk-support>

Young Minds/CAMHS: <https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/>

Just One Number NHS support:
<https://www.justonenorfolk.nhs.uk/> or telephone: 0300 300 0123

NSPCC – Supporting children with SEND:

<https://www.nspcc.org.uk/keeping-children-safe/support-for->

[parents/coronavirus-supporting-children-special-educational-needs-disabilities/](https://www.family-action.org.uk/what-we-do/children-families/send/)

Family Action: <https://www.family-action.org.uk/what-we-do/children-families/send/>

SENSE. Support for children and parents with complex SEN: <https://www.sense.org.uk/get-support/support-for-children/send/>

Kids. Support: <https://www.kids.org.uk/sendias>

Sure Start: <http://surestartchildrenscentresnhp.org.uk/support-for-parents-with-children-with-special-educational-needs/>

Foundation Years:

<https://www.foundationyears.org.uk/files/2015/05/Guide-for-working-with-parents-of-children-with-SEND.pdf>

Family Lives: <https://www.familylives.org.uk/advice/your-family/special-educational-needs/>

Government Information: <https://www.gov.uk/children-with-special-educational-needs/special-educational-needs-support>

The academy provides support for improving the emotional, mental and social development of pupils with special educational needs:

At Icen Primary, the class teacher and class teaching assistants support all students. Children with SEN may have more support in class, and at break and lunchtimes if needed.

We use a social, emotional, mental health and behaviour-screening tool to see if any child in the primary phase needs support in these areas.

Two of our members of staff are mental health champions and all staff have had training in recognising a child who may have mental health needs. We run pastoral based interventions for pupil is who need it.

We understand that children with SEN may be more vulnerable than those who do not have SEN. Staff have been trained to observe the children to make sure they do not see signs of a child being left out or picked on.

The children at Icen Academy are very caring and do not discriminate against anyone, so there are not usually any issues with children being left out. However, if issues do arise, we deal with them immediately, using a restorative justice approach where possible. We also provide support such as social skills, led by our pastoral lead.

Children learn the importance of respecting each other as part of British Values sessions, the RSHE scheme and safeguarding work.

There is more information on how we support children with mental health in 'Icen Primary's Well-Being & Mental Health Strategy'. Please ask for a copy.

The academy works on transition arrangements for children joining or leaving the academy by:

We follow our local authority's admissions policy. The link below provides more information:

<https://www.norfolk.gov.uk/education-and-learning/schools/school-admissions>

Parents are encouraged to visit the academy with their child before they start to meet staff and see their classroom, toilets and ask any questions.

If your child is disabled, we will write a personalised learning plan so we can plan reasonable adjustments to make sure we are ready for your child's first day, making the transition an enjoyable experience.

Our admissions policy is available on our website.

Transition to EYFS: Our teacher visits the local nurseries to read books and spend time with the children, as well as talking to staff. Home visits are also conducted. A welcome to school visit for parents and children have the opportunity to visit once a week and play outside with the current class. At the end of the summer term, the children attend two sessions, one with their parents and one without. If a child at nursery has SEN, the EYFS teacher and SENCO will meet with them and the parents to discuss any reasonable adjustments that need to be put in place, as well as anything that will help the child to settle, such as likes, dislikes, routines etc.



Transition to the next class: All children move into their next year group before the end of the summer term. This gives them the opportunity to get to know their teacher and peers. If a child has SEN, we will plan an individualised transition plan for them.



Transition to Secondary School: The SENCO and support staff from the Methwold site attend Yr. 6 Annual Reviews of students moving up to high school, this gives us an opportunity to discuss any

	<p>concerns the student and parent may have. After Easter, these students are invited in once a week for a period of time, to get used to how life and the school day changes so that they are prepared for the transition. We also plan an individualised programme for pupils who need it, in conjunction with the child, parents and high school.</p> <p>We visit the high school site regularly for sporting events to experience the larger school environment and use their facilities. This helps all children become more familiar with the secondary site.</p> <p>Comment from a parent:</p> <p><i>In my opinion, Icen Primary is an all-inclusive school providing the most amazing SEND support for both children and parents alike. The level of knowledge of SEN is fantastic and also the want to learn and keep it up to date on the latest guidelines/strategies to support in order to best support the students which is very reassuring to see as a parent. I feel very lucky to have my two children here and to have the support they provide our family.</i></p> <p><i>Mrs R</i></p>
<p>How the academy monitors the SEND provision</p>	<p>Monitoring to ensure the students receive high quality support is happening all of the time, in the following ways:</p> <ul style="list-style-type: none"> • Termly meeting with children • Termly meeting with parents • Observations to inform what is needed next (as part of the graduated approach) • Book looks to check adaptive work is set • Discussions at every teacher meeting • Assessment using a banding document • Discussions with external agencies such as Educational Psychologists • Termly Core Consultation meetings with the Local Authority.
<p>The Local Offer produced by the Norfolk Local Authority is available at:</p>	<p>https://www.norfolk.gov.uk/children-and-families/send-local-offer</p>