

Part of the Norfolk Local Offer for Learners with SEND

Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs or Disabilities (SEND.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually. The required information is set out in the new SEND Code of Practice (January 2015). Please click [here](#) to access this.

At The Free School Norwich we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. 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:

Name of SENDCO: Mrs Andrea Goreham

Name of Principal: Tania Sidney-Roberts

Name of SEN Governor: Polly Langford

You can access the Norfolk Local Offer by clicking [here](#). Alternatively, if you think your child may have SEND please speak to their Class Teacher or contact the SENDCO.

You can contact Andrea Goreham by telephone on 01603 761044.

Our Approach to Teaching Learners with SEND

At The Free School Norwich we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school, and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and staff continually assesses progress to ensure that sufficient learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND 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." p15/16

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots 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. It might also be that they are worried about a variety of different things that distract them from learning. At The Free School Norwich we are committed to ensuring that all learners have access to the best learning opportunities, and for those who are at risk of not learning, we will put support into place. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2019-20 shows

- 18% of children are currently on the school's record for SEND which is slightly higher than the national average of 14.6% (DfE 2018) owing to a school-wide belief that early intervention is key (DfE 2012).
- 1% of children currently have an Educational Health Care Plan (EHC);
- 8% of children have specific learning needs relating to specific learning difficulties including dyslexia, which represents the primary area of need across the school. This is below the national average of 10%.
- 19% of children identified as having SEND, also qualify for pupil premium, which is below the national average of 25.8%.

Funding for SEN

The Free School Norwich receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum. The amount of funding we receive for 2019-20 is **£68,433**. We apply directly to the Virtual School for Special Educational Needs for top up funding.

Assessing SEND

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At The Free School Norwich we ensure that the assessment of educational needs, directly involves the learner, their parents/carer and of course their Teacher. The Special Educational Needs and Disabilities Co-ordinator (SENDCO) will also support with the identification of barriers to learning. We have a range of assessment tools available and these are updated based upon research and our contacts with local schools.

For many learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website available [here](#).

The Free School Norwich commissions support for 2019-20 from a list that includes:

Educational Psychologists (Acorn PCS)

Speech Therapists

Autistic Spectrum Disorder (ASD) Team

Parent Partnership

Wishes and Feelings Team

Point 1 – Ormiston Families

Occupational Therapists

Other health professional such as clinical psychologists and nutritionists as and when required.

As a school we are also able to commission support from The Locksley School (The Short Stay School for Norfolk) and ‘School to School’ support which allows us to access the expertise from a number of complex needs schools.

We also employ a variety of Learning Support Assistants who deliver the interventions in the provision map as co-ordinated by the SENDCO.

What we do to Support Learners with SEND

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The ‘Teacher Standards’ detail the expectations on all teachers and are available [here](#):

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- Tablets, lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Dyslexia friendly teaching methods
- ASD friendly teaching methods

Each learner identified as having SEND, is entitled to support that is ‘additional to or different from’ a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map which describes the interventions and actions that we undertake at The Free School Norwich to support learners with SEND across the year groups. We modify the provision map regularly, and it changes throughout the year, as our learners and their needs change.

Our provision map will be shared with Governors who will then be able to ensure that we monitor the impact of these interventions on learning across the school.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within The Free School Norwich. Pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the ‘assess, plan, do, review’ model and ensure that children and parents are involved in each step. Before any additional provision is selected to help a child, the SENDCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline assessment will also be completed in order to consider the impact of the provision.

Children, parents and the teaching and support staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term (usually as part of whole school parent consultations), where we

all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually or sooner if required.

The SENDCO collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention data is shared with other SEND professionals within the local authority so all SENDCOs can select high quality provision.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We also take part in moderation with our feeder Infant Schools so we can ensure that our judgements stand up to scrutiny. Our school data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At The Free School Norwich in 2019-20 we are offering a range of additional clubs and activities. Full details of these are available from the school office.

All staff at The Free School Norwich adhere to the Equality Act 2010. This legislation places specific duties on schools, settings and providers 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 'reasonable adjustments.'

The Equality Act 2010 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 SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

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

Preparing for the next step

Transition 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, training provider or moving into employment. The Free School Norwich is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Have your say

The Free School Norwich is actively involved in its local community. We will shape and develop provision for all 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 the annual process to 'assess, plan, do and review' our provision for SEND.

Useful links

www.norfolk.gov.uk/SEN

www.dfe.gov.uk

www.familyvoice.org.uk