

# Norwood Primary School

## SEND Information Report

### September 2024

<b>Reviewed by</b>	<b>Date</b>
Governors	07/10/2024
Parents/ Carers	Consultation period 24/09/2024 to 01/10/2024
Date for Next Review	September 2025

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## Introduction

Our school is an inclusive school where every child is valued. We strive to support all pupils in the most appropriate way possible and celebrate effort as much as achievement. We strive to reduce barriers to learning to ensure that all pupils can learn to the best of their ability.

We provide provision through the four categories of Special Educational Needs:

- **Cognition and Learning** - Dyslexia, Developmental delay
- **Sensory and Physical** - Sensory processing disorder, Hypermobility, Dyspraxia
- **Communication and Interaction** - Autism Spectrum, Speech and Language difficulties
- **Social, Emotional and Mental Health** - ADHD, Anxiety disorders

## Key People

The person with overall responsibility for SEND is **Mrs Jane Cockerill** (Special Educational Needs and Disability Coordinator- SENCo).

The SENCo can be contacted via the school office on 01733 574717 or by email [office@norwoodschool.co.uk](mailto:office@norwoodschool.co.uk) or [senadmin@norwoodschool.co.uk](mailto:senadmin@norwoodschool.co.uk)

The governor with responsibility for SEND is **Mrs Holly Kirkpatrick**.

Any correspondence to governors must be in writing, addressed to the Clerk of the Governing Body. This correspondence can be passed on via the school office.

Norwood Primary School SEND Policy can be found on our school website Special Education Needs Page or by clicking the link. [SEND Policy](#)

## Identifying and Assessing SEN

Children and young people with SEN are identified through a number of avenues:

- Discussions with parents/carers, child, class teacher
- A widening gap between a child's ability and their peers
- Lack of progress despite additional support
- Observation of the child in class and looking at their work

Pupils needs are assessed through:

- Observation
- Data collection
- Discussions with parent/carers and child
- Standardised tests such as reading, spelling and maths ages, SATs

To obtain greater understanding of a child's learning difficulties, other agencies may be contacted for further investigation i.e. school doctor, dyslexia specialist. We also carry out a variety of specialised testing to identify specific needs.

We also recognise that pupils with behavioural issues may have an underlying special educational need and/or disability. As a school we look to investigate reasons behind such behaviours and intervene where required. Should negative behaviours persist despite elimination of other possible reasons, we may choose to offer parents/carers to take part in the Early Help Assessment where outside agency support can be accessed e.g. behaviour panel, school nursing team, access to the community paediatrician through the Social and Emotional Pathway <https://www.peterborough.gov.uk/healthcare/early-help>

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## **Parent/Carers**

Parents/carers are always informed of any initial concerns regarding their child's development. This will usually be through discussion with the class teacher. If concerns continue and the possibility of SEND is raised, a meeting will be arranged with the parents/carers, class teacher and SENCo.

We value parent/carer views and when raising concerns about the possibility of their child having a special educational need and/or disability, arrangements are made to discuss this further and referral made where necessary.

Parents/carers are invited to support in planning, reviewing and assessing their child's needs three times per year.

The SENCo holds a pre-booked drop-in session once per term for parents/carers to discuss any concerns regarding their child's needs. Additional appointments can be made via the school office. 01733 574717 Parents/carers may be invited into school to discuss their child's needs at any time during the school year and we welcome parent/carer views on their child's needs and the way in which they learn best.

When external agencies visit children in school, reports are copied to parents/carers and then a meeting is arranged with parents/carers to discuss the findings and next steps for the child.

## **Annual Reviews for pupils who have an Education, Health and Care Plan**

The progress of children with high level needs is also discussed at the Annual Review of their Education, Health and Care plan. During this meeting, the contents of the EHC is reviewed to ensure that it reflects the child's current functioning, progress and long term needs. These meetings are held with adults that support the child including class teacher, teaching assistant, SENCo, parents/carers.

During the child's Year 5 Annual review, a representative from the Local Authority may be requested to attend in order to support a discussion around the child's long term needs and to support requests for transition to mainstream secondary school or special school.

In the Summer Term of Year 6, a representative from the selected secondary school is invited to attend. This provides first-hand knowledge about the child and their needs and also a chance for parents/carers to discuss any queries or share concerns.

Pupil questionnaires are used to gather pupil views at the annual review of their Education, Health and Care Plan. Pupils' are involved in creating a page of their learning plan to identify their likes/ dislikes, support they feel that they need and ambitions for the future.

## **Arrangements for assessing and reviewing children and young people's progress towards outcomes.**

A variety of assessment tools are used to identify children's progress. All children are reviewed through Pupil Progress meetings. The SENCo attends these meetings with the Head and Class Teacher and discussions are held around children who are working at a lower level than their peers and not making good progress.

The progress of children is monitored termly through the Assess, Plan, Do, Review cycle with input from the child, parents and school staff. Pupil and parent discussions are utilised throughout the year to inform provision. An annual review is carried out for pupils with an Education, Health and Care Plan. These are held with the parents, teacher, teaching assistant, SENCo, outside agencies, where required, and the pupil, where appropriate.

More information on the EHCP process can be found at Norwood Primary school website

<https://www.norwoodschool.co.uk/> Norwood School > Special Education Needs and Disabilities page or by clicking the link [here](#) **Outside Agencies**

Outside agencies are utilised to unpick a pupil's needs within a particular area. The outcomes of these discussions/assessments are shared with parents/carers either immediately following the assessment or once the report has been provided. These meetings allow for an open discussion where concerns, outcomes and next steps can be explored.

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## **Access arrangements in formal tests**

When formally assessing pupils with SEND, consideration is made to ensure that all pupils can perform to the best of their ability. Resources such as coloured overlays and textbooks, a scribe and flash cards may be used to help pupils access assessments. Extra time for slow writers/ thinkers, quiet space and small groups are used to support children emotionally to cope with formal assessments.

## **Arrangements for supporting children and young people for moving between phases of education and in preparing for adulthood.**

### **Starting school**

New to Reception pupils have two visits to school in the Summer Term. During these visits, pupils meet the adults that will be working with them, their Year 6 buddy and other key members of school staff. Parents/ Carers visit with their child in September for an individual meeting with the class adults to provide parents/carers with time to share any confidential information and concerns or queries.

### **New to Norwood**

Pupils with Special Educational Needs that begin school within other primary year groups are welcomed through a transition period. This is agreed with the parents/carers and current primary school. The transition period is negotiated by all adults and the child, where possible. During the transition period the child is introduced to adults that will be working with them, other children within the class and the learning environment for increasing sessions over a short period. At the end of the transition period, adults and the child, where possible, discuss the next steps. This may be an agreement that the child is ready to start at Norwood or may require further transition opportunities or accessing school on a part-time basis for an agreed period of time.

### **Moving to a new year group**

All pupils experience a transition period to build exposure to their new classroom environment and class adults in July each year. This gives pupils the chance to explore their surroundings and get to know the adults that will be working with them. For pupils that may struggle, additional visits to the classroom as well as spending additional time with adults in their next year group, supports them in beginning the new school year successfully.

### **Transition to Secondary School**

In the Summer Term, the SENCo makes contact with the Secondary SENCo to share information and invite them to meetings where required. Meetings are held with the SEN team and/ or Year 7 transition team representative to share information and provide families and pupils with a chance to discuss their concerns.

Where required, the SENCo will visit Secondary schools with children and their families to support with questioning and identifying how their child's needs could be met.

Emphasis upon life skills is highly valued and pupils are supported with their social and emotional needs as well as being able to function as an independent adult e.g. telling the time, using money.

### **Teaching and Learning**

At Norwood we believe that all teachers are teachers of pupils with SEND and it is our mission to ensure that every child, including those with SEND, achieve their potential.

We aim to overcome barriers to enable all pupils to access learning at their level of understanding. Resources are utilised to support children on a day to day level. Resources such as sensory cushions, coloured overlays and seating arrangements are considered to enable pupils to learn.

Pupils with SEND receive support that is additional and /or different to the provision for other children. Where possible this is part of the daily teaching and our teachers take account of a child's SEND needs in their planning, activities and assessments.

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## Adaptations to the Learning Environment for children with SEND.

Resources are used to enable pupils to learn best. Weighted waistcoats, sensory circuits, coloured overlays and use of ear defenders are a few of the ways in which resources are used to ensure pupils can access their learning. Work stations, visual timetables and furniture arrangements are all considered to support a child in their learning.



The curriculum is differentiated to meet the needs of all our children. Differentiation comes in many forms; small group, 1:1, altered objectives, ability groupings and peer support name but a few.

A calm learning environment is encouraged and the school stop sign is a calm quiet approach to ensuring all pupils are ready to listen. Classrooms are inviting and supportive and set up to avoid sensory overload.

## Staff experience

Professional development is offered to all staff and where there is an identified need, development opportunities are created.

The school employs a range of teaching assistants who are experienced in a variety of areas to support varying needs and deliver interventions.

At the end of each academic year, class teachers are provided with time to share information with the next class teacher about all pupils including the specifics of pupils with special educational needs.

Intervention programmes are selected by evidence that shows good progress as a result. Where possible, our teaching assistants are trained directly from the provider to ensure that programmes are delivered efficiently to enable the best possible outcome.

To support a variety of children our teaching assistants have a variety of skills. These include supporting pupils with social and emotional needs, Autism Spectrum Disorder, speech and language difficulties, dyslexia and hearing impairment. When a child joins the school with a SEND with which we are not familiar, we endeavour to build knowledge through outside agency support.

## Review

All pupils are assessed termly to identify their progress in reading, writing, spelling, punctuation and grammar, and maths.

Reading, spelling and maths age tests are also administered twice a year as an alternative progress measure.

Where a pupil is involved in an intervention programme, an entry and exit assessment is administered to identify the impact of the programme. All intervention is monitored through the Assess, Plan, Do, review cycle and through an online tool TES Provision Map. Assessment is carried out alongside discussion with the adult delivering the intervention and review of pupils work in books to identify whether the provision is having apposite impact. Where progress is not sufficient, alternative provision will be delivered to the individual and in some cases, whole intervention packages removed.

For social, emotional and mental health needs an observational assessment is used and discussions are held with the pupil and adults involved with the child. Monitoring of progress by the SEND governor is through full governing body meetings at least 4 times per year.

## Inclusion

All pupils are provided with the same opportunities regardless of their needs. Where there are barriers to accessing an activity, this is identified early and arrangements put in place to enable each child to participate as fully as possible.

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Visits and trips are planned in advance and where pupils with a special educational need or disability require support, a familiar adult will accompany them either on a 1:1 basis or as part of a small group. Adults who accompany children are fully trained to understand their needs which are identified and planned for on the risk assessment.

For residential trips, an adult is assigned to support a child with SEND where required and a meeting with parents/carers carried out in advance to ensure that the pupil will be safe and able to access the visit.

A variety of clubs are on offer at Norwood. All pupils are welcome to attend and arrangements are made to ensure that pupils with SEND can access their chosen club. Through discussions with pupils with SEND, clubs are sought to address their interests.

A variety of adult led activities and play resources are provided at lunchtime to support all children to have a happy and relaxing lunchtime. The Middy Team are made aware of key individuals who may struggle during unstructured times and an adult is designated the role at break time to monitor vulnerable children who may struggle to make friends or understand social situations. Some children require a social story to support their understanding of the rules for games or how to understand other people during these unstructured sessions.

## **Social and Emotional Development**

Our PSHE curriculum addresses emotional and social development for all pupils. However, some pupils with SEN may struggle with understanding their emotions, recognising emotions in other people and, understanding and implementing socially acceptable behaviours.

Several pupils with SEND require time to discuss events from playtime and lunchtime with a familiar adult. Time for this is planned into the day.

For some pupils a social story might be used to help them to understand how to manage their emotions when they lose in football or how to take turns when playing a game. We then model this scenario with the child and an adult, building in peers when the child is ready to apply this skill further.

Emotions can be difficult for some pupils with SEN to understand. We have programmes in school that can support children to recognise the feelings they get when experiencing different emotions and how to manage these emotions in role play scenarios and eventually everyday life.

## **Mental Health**

Mental Health can decline at any time in a child's life through a significant life event or the stresses of everyday life.

Mental Health concerns that are identified by staff and parents/carers, are carefully monitored. Where a child has anxiety at points in the year, we provide support to reduce this through preparation for change such as additional visits to the new classroom in the Summer, photographs of key people and an adult chosen by the child to check in with regularly.

Where a child is displaying low mood, staff who have a good relationship with the child, will have careful discussions to identify the root of this. Discussions with parents/carers are also useful to elicit the behaviours displayed at home and any further information that can be provided to gain a clear picture of the child's needs.

Where a child is showing a continuing decline in their mental health, we will suggest an Early Help Assessment to support a family in accessing further support (see below). Further support may include accessing external mental health professionals or accessing a parenting programme.

If parents/carers or school staff continue to be concerned about a child's mental health, we may access support from a medical professional from the Child and Adolescent Mental Health service (CAMHS).

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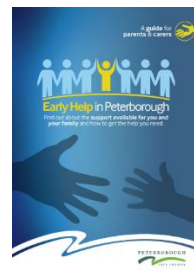
## Early Help Assessment / Targeted Support

An Early Help assessment is offered to families who require support with their child's emotional and social needs. Through this assessment the child and family views are paramount and inform support required.

There are occasions where a parent may have concerns surrounding a neurodevelopmental condition (Autism or ADHD). In these situations, we follow the Peterborough Emotional and Social Pathway by offering an Early Help Assessment and a place on an evidence based parenting programme to support parents to access the Community Paediatrician for a general development assessment.



[Peterborough Neurodevelopmental Pathway](#)



[Early Help Guide](#)

For access to the Early Help Guide in other languages, please follow this link: [Early Help in Other Languages](#)

## SEN and Behaviour

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, then a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

We follow a STEPs approach to behaviour which looks at the root of the behaviour. Through working with the child, family and staff, this approach aims to reduce unwanted behaviours and instead, build positivity. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Steps is to provide opportunities to support and debrief both children and staff after a crisis.

[Behaviour Policy](#)



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As a small school, we are proud to know all of our children and their personalities. Adults working in each class are able to identify when a child is not their usual self and are pro-active in identifying and resolving any problems quickly

Through anti bullying week we encourage children to speak up with a strong voice and provide pupils with strategies for managing poor behaviour and bullying as well as a clear approach for speaking out to inform an adult. We are aware that some SEND pupils are socially and emotionally vulnerable and may not have an awareness of danger or unkind behaviour towards them. Staff are made aware of these pupils and where required additional support put in place to develop their social skills.

Our Anti Bullying policy can be found at Norwood Primary School website Norwood School>Policies or by clicking on the link [here](#)

## External support and outside agencies.

External support services play an important part in helping school identify, assess and make provision for pupils with Special Educational Needs.

- Our school nurse is available for advice and attends meetings in school on request following referrals to the service made by school.
- Annual meetings with the Educational Psychologist provide a chance to discuss pupils with complex needs and identify those requiring further assessment in order for school to support their needs.
- In addition, school may seek advice from Autism Outreach, ADHD Outreach, Child and Adolescent Mental Health, Speech and Language therapy, Children's Social Care and the Early Help/ Targeted Support Team to name a few.

To support parents/ carers of children going through an assessment for an Education, Health and Care plan, we signpost them towards the Independent Support Service funded by Scope. This service provides independent support throughout the 20-week process. <https://www.scope.org.uk/advice-and-support/families-with-disabled-children/>  
Contact details 0808 800 3333 or email [helpline@scope.org.uk](mailto:helpline@scope.org.uk)

## Concerns and Complaints

Complaints can be made to the class teacher in the first instance where an appointment to discuss the complaint can be discussed and addressed. If the matter remains unresolved, the complaint can be forwarded to the SENCo. If there is still no resolution, the school complaints policy will be followed. This can be found on the school website or a copy may be requested from the school office.

## Contact us



[office@norwoodschool.co.uk](mailto:office@norwoodschool.co.uk)  
[senadmin@norwoodschool.co.uk](mailto:senadmin@norwoodschool.co.uk)



01733 574717

## Related documents

- Anti-Bullying Policy
- SEND Policy
- SEND Overview
- Behaviour Policy
- Education, Health and Care Plan document
- Request for an Education, Health and Care assessment



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- SEND Code of Practice can be found at the Norwood Primary school website <https://www.norwood-school.co.uk/> in the tab Norwood School> Special Educational Needs and Disability or by clicking on link [related documents](#)

## Abbreviations

**ASD** – Autism Spectrum Disorder

**ADHD** – Attention Hyperactivity Disorder

**CAMHS** - Child and Mental Health Services

**EHC** - Education, Health and Care Plan

**EP** - Educational Psychologists

**OT** - Occupational Therapists

**SaLT** – Speech and Language Therapists

**SEND** – Special Educational Needs and Disabilities

**SENCo** – Special Educational Needs and Disability Co-ordinator

**More information of what our local authority can offer can be found on the Peterborough Local Offer website**, click on the link below.

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

Please see links below to agencies and resources which can give advice and support in many areas of Special Educational Needs:

## External Agencies that offer support to families with SEND:

Local Support Services

## SEND Information Advice and Support Service [SENDIASS](#)

Offers impartial information, advice and support to parents/carers of and children/young people with Special Educational Needs and Disabilities.

- Advises and supports parents, children and young people through the SEND processes
  - Advises and supports parents/young people to use their rights to make sure the educational needs of their child/themselves are met
  - Supports parents to work with schools, children's services, health and other professionals
  - Informs parents/young people about other support services and organisations
  - Advises and support parents/young people resolve disagreements
  - Provides information, advice and support on Mediation and Tribunal
- For support contact 0300 365 1020 or email [sendiass@peterborough.gov.uk](mailto:sendiass@peterborough.gov.uk)

## Spectrum



Supporting families with children who have Autism, additional need, learning difficulties and disabilities.

As an organisation, we are family-focused, advocates of collaboration, passionate about increasing inclusion and reducing isolation whilst supporting Special Education Needs & Disabilities. Our membership is free.

Our team are all parents of children with Autism, additional needs and disabilities, or work with SEND every day. We understand the journey, hurdles and frustrations that many families face.

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## Autism Outreach Services

[Peterborough Information Network | Autism \(Local Offer\)](#)

Autism Outreach Specialist Teachers regularly come into school to support a child diagnosed with Autism. 01733 864009 or email [sen.inclusion@peterborough.gov.uk](mailto:sen.inclusion@peterborough.gov.uk) For those with a confirmed diagnosis of an Autistic Spectrum Disorder (ASD). A parent/carer consultation service operates on the 2nd Tuesday of the month (appointments need to be pre booked on 01733 863689)

## Education, Health and Care Plan

EHC information on plan, assessment process, parent/carer involvement and mediation.  
<https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=KfRVLCQJHRs>

## Educational Psychologists (EP)

A parent/carer or young person (aged 16 or over and attending a college placement) can meet directly with an EP to discuss their concerns. The consultation meetings are held monthly using Microsoft TEAMS video conferencing. Consultations are by appointment only and bookings need to be made one month in advance. To book or enquire about dates please email [eps@peterborough.gov.uk](mailto:eps@peterborough.gov.uk)  
Website <https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=Vke5T9THiS4>



## Family Voice

Family Voice is a local registered charity who are actively seeking to improve services in all areas of the lives of children and young people with disabilities or additional needs. Parent/Carer support for pupils with SEN including a parent/carer hub which meets monthly on a range of subjects relevant to the current needs of the group. Website <https://fis.peterborough.gov.uk/kb5/peterborough/directory/service.page?id=05ooopsO3ZI>  
Website <http://www.familyvoice.org/>

## Little Miracles

Little Miracles is a charity that supports families that have children with additional needs, disabilities and life limiting conditions.  
01733 262226 <http://www.littlemiraclescharity.org.uk>



## Occupational Therapists (OT)

The SENCO can refer directly or they can be referred by a GP or Paediatrician. They work on the sensory and physical support a child may need.  
0300 555 5965 Email: [cpm-tr.childrensOTcpft@nhs.net](mailto:cpm-tr.childrensOTcpft@nhs.net)  
Website <https://www.cpft.nhs.uk/occupational-therapy-children/>

**School Nurse** - The Peterborough School Nursing Service is a universal health service for children and young people and their parents that aims to optimise health and promote learning through well-being and inclusion.

**School Nursing Team** Phone on: 0300 029 50 50 Text on: 07520 649 887

Website <https://cambspborochildrenshealth.nhs.uk/services/cambridgeshire-and-peterborough-healthy-child-programme-health-visiting-and-school-nursing-service/nursing-service.htm>

## Sensory and Physical Support Service

Provide advice, support and training for schools and education settings on the needs of children and young people who have a clinical diagnosis of hearing or vision impairment or physical disability. Website: <https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=FCIJ06Wts68>

## Speech and Language Therapists (SaLT)

Pupils can be referred and seen by appointment or assessed in the school setting. Programmes are provided and if necessary monitored by the therapist. <https://www.cpft.nhs.uk/speech-and-language-therapy-children/>  
0300 555 5965 or email [cpm-tr.SLTmailforparents@nhs.net](mailto:cpm-tr.SLTmailforparents@nhs.net)

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## Statutory Assessment and Monitoring Service

01733 863996/ 863934 or email [senteam@peterborough.gov.uk](mailto:senteam@peterborough.gov.uk)

National Support Services:

**ADHD Information** <https://www.adhdfoundation.org.uk/services-for-families/>



**National Autistic Society** <https://www.autism.org.uk/about/what-is/asd.aspx>



**British Dyslexia Association** [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)



**National SEN information** [www.nasen.org.uk](http://www.nasen.org.uk)



**SHOUT - Shout is the UK's first 24/7 text service for anyone in crisis**

<https://www.giveusashout.org/about-shout/>



**Keep Your Head** - Information on children's mental health and wellbeing in Peterborough.

<https://www.keep-your-head.com/cyp/CP-MHS/parents/welcome-to-the-parents-and-carers-section>



**Kooth** - The Kooth team provide free, safe and anonymous online support and counselling

<https://www.kooth.com/meet-the-team>

