

# SEN Information Report

## Hilgay and Ten Mile Bank Riverside Academies



**Approved by:** Governing Body

**Date:** 23/01/2023

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**Next review due by:**

## Contents

1. SEN information report.....	2
2. Monitoring arrangements .....	5
3. Links with other policies and documents .....	5

## 1. SEN information report

### 1.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### 1.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 1.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

## 1.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## 1.5 Supporting pupils moving between phases and preparing for adulthood

For pupils moving to a new setting we will share information with the school, college, or other setting to ensure a smooth and supportive transition. If possible we will enable pupils to attend induction sessions at their new setting and will complete in school transition work where appropriate.

## 1.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

If required we will provide targeted intervention sessions for example:

- Precision reading
- Handwriting support
- Social stories
- Literacy skills development
- Numeracy skills development

## 1.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Delivering a personalised and differentiated curriculum to ensure all pupils are able to access and engage. This may include small group work, 1:1 intervention, variation in teaching style and delivery, scaffolding tasks.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

For further information please review our accessibility plan [here](#)

## 1.8 Additional support for learning

We have a team of teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis, in small groups or in a whole class setting.

We work with a range of agencies to provide support for pupils with SEN such as:

- Educational Psychology Support Service
- Family Action
- Early Help
- Dyslexia Outreach Service

### **1.9 Expertise and training of staff**

Our SENDCo has 20 years of teaching experience, specializing in EYFS but teaching across a range of ages.

They are allocated 0.08 days a week to manage SEN provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

### **1.10 Securing equipment and facilities**

At Riverside Federation we are aware that some pupils require additional resources, equipment and facilities to access learning effectively. Across Hilgay and Ten Mile Bank Riverside Academies we are committed to reducing barriers to learning by providing the resources required for each individual to make progress in line with their potential. Should a pupil require additional resources we will work with parents and external organizations as required to ensure the needs of each and every child are met.

### **1.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions on a regular basis
- Using pupil questionnaires
- Monitoring by the SENDCo
- Working with parents and pupils to discuss their thoughts and feelings around the support in place
- Holding annual reviews for pupils with statements of SEN or EHC plans

### **1.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of extra-curricular activities and school visits offered at Hilgay and Ten Mile Bank Riverside Academies are available to all pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is excluded from taking part in these activities because of their SEN or disability.

### **1.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of activities to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

### **1.14 Working with other agencies**

We work closely with external agencies to provide the support pupils need when required. This includes working with health and social care, local authority services and voluntary organisations depending on the need and support required by the pupil or family.

### **1.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENDCo or in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **1.16 Contact details of support services for parents of pupils with SEN**

Within our area there are a range of support services available to parents of pupils with SEND including

- The Swan Project
- Family Action
- Virtual School for Sensory Support
- Virtual School for SEND
- Dyslexia Outreach Service

Signposting can be found via the Federation website or by contacting the SENDCo.

### **1.17 Contact details for raising concerns**

The SENDCo can be contacted by email on [senco@hilgayriverside.norfolk.sch.uk](mailto:senco@hilgayriverside.norfolk.sch.uk) should parents/carers have concerns around their child's needs. Alternatively the Executive Head Teacher can be contact on [head@hilgayriverside.norfolk.sch.uk](mailto:head@hilgayriverside.norfolk.sch.uk)

### **1.18 The local authority local offer**

Our local authority's local offer is published here: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

## **2. Monitoring arrangements**

This Information Report will be reviewed by the SENDCo and Executive Head Teacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

## **3. Links with other policies and documents**

This Report links to our policies on:

- SEN
- Accessibility plan

- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions