



SEND Information Report for Ludham Primary School and Nursery

2023-24

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 and Disabilities (SEND). All governing bodies of maintained schools and maintained nursery schools, have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

At Ludham Primary School and Nursery 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:

Mrs Andrea Goreham, Head teacher

Mrs Jo Ashman, SENCo

Mrs Cathy Smith-Cordiner. Link Governor for SEND.

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions which can be found on the Norfolk County Council, SEND changes web site <http://www.norfolk.gov.uk/children-and-families/send-local-offer>

Alternatively, if you think your child may have SEND please speak to their Class Teacher or contact Mrs Jo Ashman, our SENCo on 01692 678293

Our Approach to Teaching Learners with SEND

At Ludham Primary School and Nursery 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. For more information on our approach please see our teaching and learning policy.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners, and staff continually assess, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings. At Ludham Primary School and Nursery, we believe that "Every child matters and matters equally". (UNESCO 2017)

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 SEND 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 he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age: or

(b) has a disability which prevents or hinders him/her 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."

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 or may have attended lots of different schools, and not had a consistent opportunity to learn. They may not speak English very well or at all, or be worried about things that distract them from learning.

At Ludham Primary School and Nursery we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. 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 at January 2024 shows 20% of children identified as having SEND, 50% of these are identified as having cognition and learning difficulties, 20% have speech, language and communication needs, and 30% have social, emotional or mental health needs as their primary area of need.

Assessing SEND at Ludham Primary School and Nursery

Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Ludham Primary School and Nursery we ensure that assessment of educational needs, directly involves the learner, their parents/carers and of course their teacher.

The Special Educational Needs Co-ordinator (SENDCo) will also support with the identification of barriers to learning. We have a range of assessment tools available

within school and through our SEND support team made up of external consultants. For some learners we may want to seek advice from specialist teams.

In our school and cluster we have access to various specialist services but some may have to be commissioned from our school budget. We have access to services universally provided by Norfolk County Council, which are described below:

The agencies used by the school include:

ASD specialist support team;

Educational Psychologist;

Specialist Learning Support Teachers:

CAMHS (Child & Adolescent Mental Health Service);

Attendance Officers;

ATT (Access through technology) services. (Profession or medical referral only);

Sensory support (to support pupils with hearing/visual Impairment)

Children's Therapy Team (Speech & Language/Occupational/physiotherapy therapy)

School Nursing service

We also employ 9 part-time Teaching Assistants, who support our children.

What we do to Support Learners with SEND at Ludham Primary School and Nursery.

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Ludham Primary School and Nursery are proud of our Teachers and their development.

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

Visual timetables

Writing frames

Coloured screens or overlays

I-pads, lap tops or other alternative recording devices

Positive behaviour rewards system

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a 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 although does not detail the individual learner names, describes the interventions and actions that we undertake at Ludham Primary School and Nursery to support learners with SEND across the year groups. We

modify the provision map regularly, and it changes every year, as our learners and their needs change.

At Ludham Primary School and Nursery we share the provision map with our colleagues in the Stalham cluster so we can learn from each other, and demonstrate what we offer for learners with SEND. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity.

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

Funding for SEND

Ludham Primary School and Nursery receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in an SEND memorandum. The basic school allocation for April 2023 - March 2024 is £39,168.

Any additional monies required by the school to support high needs pupils is through application to Norfolk County Council. The school is required to demonstrate the level of school funding currently being used to support a child before an application for additional funding will be considered.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Ludham Primary School and Nursery. Parents/carers, 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 parents/carers and children are involved in each step. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their 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, where we all discuss progress and the next steps.

IEPs are written 3 times a year and reviewed and re written in conjunction with all stake holders. IEP surgeries are held around the same time to offer parents and carers the opportunity to ask any questions or discuss queries with the SENDCo.

If a learner has an Education Health and Care Plan (EHC plan,) the same review procedures take place, but the EHC plan will also be formally reviewed annually. The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. Our school and cluster data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

At Ludham we firmly believe that all learners should have the same opportunity to access extra-curricular activities. We offer a range of additional clubs and activities and we are committed to making reasonable adjustments to ensure participation for all.

All staff at Ludham Primary School and Nursery work within 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.

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 in to employment.

Ludham Primary School and Nursery is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with the parents and child at their summer term review meeting. Transition to secondary schools of children with statements or EHCPs will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Have your say

Ludham Primary School and Nursery is our community school. 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 process to 'assess plan, do and review' provision for SEND.

Our SENDCo, Mrs Jo Ashman is available via phone (through the school office) or email Senco@ludham.norfolk.sch.uk if parents / carers wish to discuss anything related to SEND and their child's learning.

Please find useful links to SEND information at

www.dfe.gov.uk

<https://www.justonenorfolk.nhs.uk/>

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

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

Date Published : January 2024.

Date to be Reviewed : January 2025.