

SEN INFORMATION REPORT

2023 – 24

To be reviewed: October 24



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INTRODUCTION

At Garrick Green our ethos for all children is:
'Learn to be happy, be happy to learn'

We want all children, either with or without SEND, to achieve.
We believe that all children are entitled to an appropriate education
that enables them to fulfil their potential.

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INTRODUCTION cont...

This School Offer has been produced with the following Stake-holders: Pupils, Parents/Carers, School Governors, and Staff.

If you have any questions or concerns about this report, or about SEND, please contact our school SENDCO, Lisa Herron at:
senco@garrickgreen.norfolk.sch.uk

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OUR APPROACH TO LEARNERS

We have an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We endeavour to create a learning environment which is flexible enough to meet the needs of all members of our school community.

Children with an additional need are monitored in accordance with the Assess, Plan, Do, Review cycle. This is where the class staff, in conjunction with parents, assess the needs of the learner. Based on this assessment, a plan of how to deliver provision to meet the need is developed along with clear outcomes to work towards. This is in the form of a Support Plan (SP), which is reviewed termly or sooner if targets are met earlier. Each class teacher has a termly pupil progress meeting with the SENDCO to discuss progress towards these outcomes which in turn are evaluated and measured along with parents.

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OUR APPROACH TO LEARNERS cont...

Termly meetings are held between the School Governor responsible for monitoring SEND provision and the SENDCO, where progress data is reported on. A format for these meetings is followed and data is compared to the National picture as well as other schools within the Trust.

These discussions sometimes inform the adaption of future provision.

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HOW WE IDENTIFY SEND

- 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:

Have a significantly greater difficulty in learning than the majority of others the same age:

OR

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.

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IDENTIFYING SEND cont...

There is not one exact process to identify a learning need as each individual learner is unique. Identification begins with observations and discussions by the class teacher and the SENDCO. Some of the other methods we use are: in-school diagnostic assessments for reading, maths, phonics, vocabulary, working memory, logic, and self-esteem.

Professionals we have access to include, but are not exclusive to:

ASD & SEMH Specialists

Educational Psychologists

Specialist Teachers

A private Speech & Language Therapist

Family Support Worker (FSW)

Attachment & Trauma Specialist

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IDENTIFYING SEND cont...

At Garrick Green 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. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

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HOW WE SUPPORT SEND

We like to support our children with a flexible, holistic approach and to achieve this we work closely with both learners and their parents. Through this collaborative way of working we provide the best opportunity for learners to reach their potential.

Children with SEND are primarily taught through Quality Teaching first, and this means that the class teacher will differentiate the learning to enable the child with SEND to access the curriculum on a level that is suited to their needs.

Sometimes, this involves the child working with other adults with specific skills to help support their learning further. Any further reasonable adjustments are made and supported through discussions between the class teacher, the SENDCO, the child, and their parents.

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HOW WE SUPPORT SEND cont...

All children identified as having SEND will have a Support Plan (SP), which is created with them along with their class teacher, and parents. This is a strengths based plan of support where staff will address barriers to learning using the 7Cs approach (for more information about the 7Cs approach, please refer to the next slide or click the hyperlink to take you there). For more information on this They may also have a one-page profile which tells adults what they like and how best to support them.

SPs are used by all the staff in the class and are overseen by the SENDCO. They are shared and reviewed with parents on a termly basis or sooner if necessary.

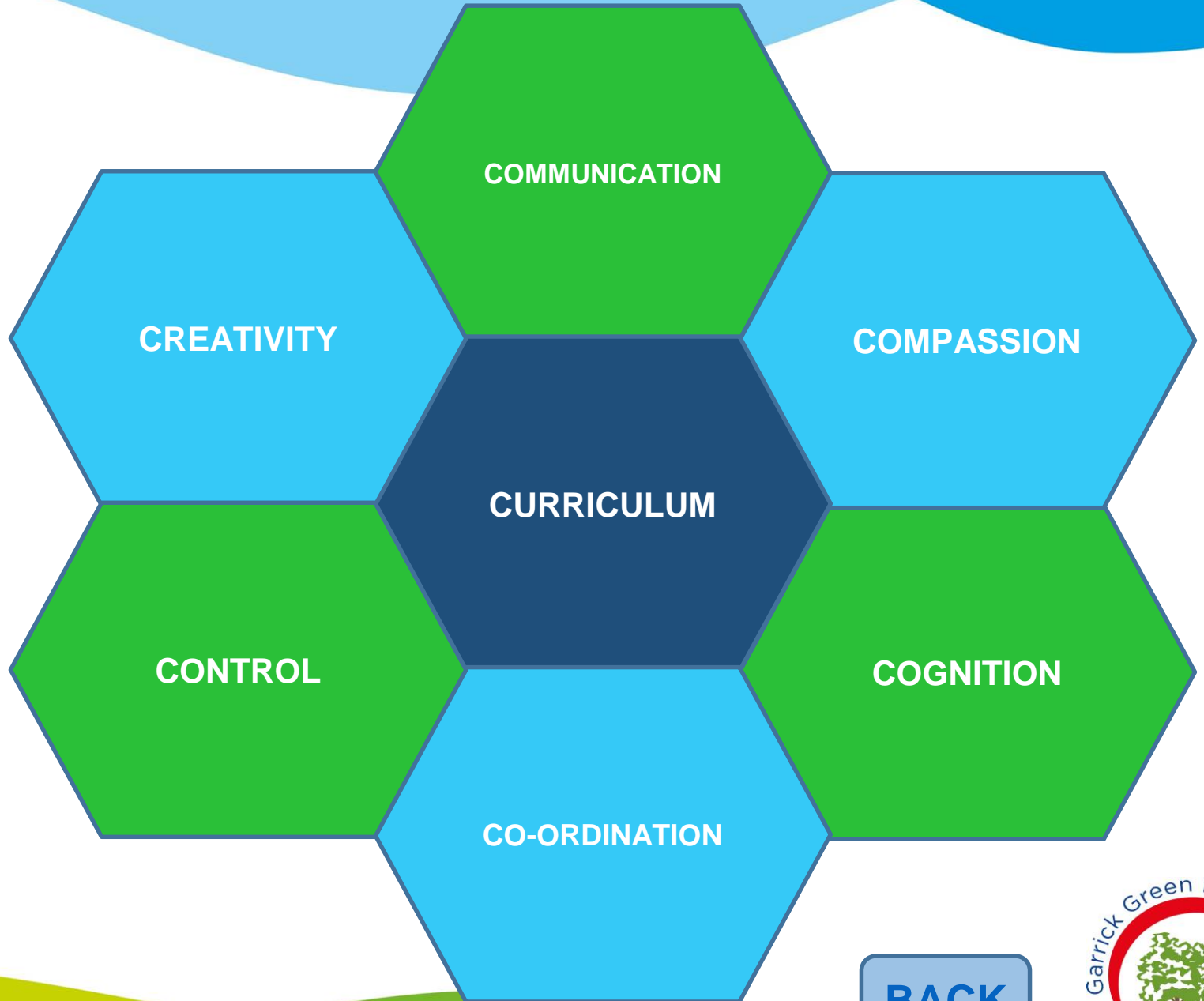
Targets are discussed for both school and home so everyone works towards the same goal.

Cognition,
Communication,
Creativity,
Curriculum,
Compassion,
Control,

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7Cs

Each area of the 7Cs is broken down into 7 skills in which learners will have both strengths and difficulties in. We assess these and then work on removing the barriers to learning by using the child's strengths. There is a shared language of assessment and a progress tracker to monitor the progress of the learner. Click on each area of the 7Cs to find out the 7 skills.



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HOW WE MONITOR PROGRESS

The class teacher is responsible for the progress of children with SEND in their class. This is monitored by the Head Teacher, the SENDCO, and the School Governing Body.

The SENDCO prepares a report for Governors, three times a year, with three further updates.

Each term, the SENDCO meets with the Class Teacher to discuss pupil progress.

The school uses an online data tracking system to monitor the progress of children.

Support Plans (SPs) are reviewed termly with parents and new targets set.

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SUPPORT IN THE CLASSROOM

In classrooms, the curriculum is adapted to ensure the SEND is supported appropriately. Below is a *small* selection of examples of the various strategies that our teachers use to adapt access to the curriculum.

Visual
timetables

Writing
slants

Sit 'n' move
cushions

Individualised
Work
Stations

Sensory breaks
& Sensory
Circuits

Coloured overlays and
coloured paper

Additional support
staff

Ear
defenders

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TRANSITION

Transition from one class to the next, or from our school to the next school can be quite an anxious time for some children with SEND. Here at Garrick Green we want that process to be as stress free as possible. Below are *some* of the strategies we use:

Additional visits to school to take own photographs. This gives a 'pupil-eye' view.

Additional visits to new class

SENDCO and Class Teacher meet with new staff

Collaboration with previous class/school/nursery

Small nurture groups to talk through worries

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OUR SEND PROFILE

The following data gives the percentage of pupils within each primary need for this academic year 2023-2024. Secondary needs are not represented in this data. Figures for the individual areas of need are a percentage of the SEN register whereas the SEN and EHCP figures are part of the entire school roll.

In September
9.8% of our pupils are
identified as having SEN
Support (13 pupils)
This is subject to change
as the needs of pupils
change

7% of pupils are identified as
having Social, Emotional & Mental
Health difficulties (1 pupil)

7% of pupils are identified as
having Cognition and
Learning difficulties (1 pupil)

0.8% of pupils have an
EHCP (1 pupil)

7% of pupils are identified as
having Sensory & Physical
needs (1 pupils)

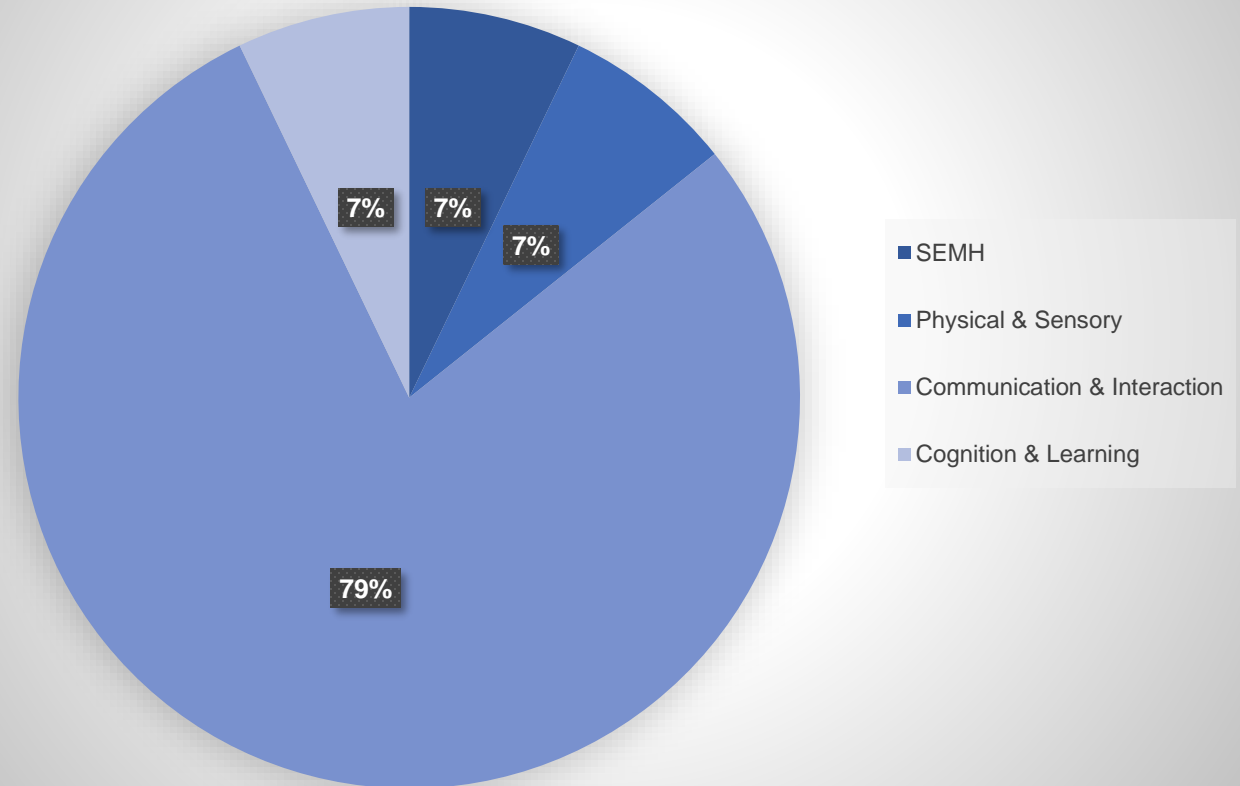
79% of pupils are
identified as having
difficulties linked to
Communication and
Interaction (11 pupils)

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OUR SEND PROFILE cont...

You may find it easier to view
the percentages in the form of
a graph.

A graph showing the percentages of the SEN
register covering the four areas of need



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FUNDING

Each year, the school receives a specific budget for SEN from the Local Authority. This is known as the SEND Memorandum.

SEND MEMORANDUM
For 2023-2024 including E3
funding =
£106,346

ELEMENT 3 TOP-UP FUNDING

Some children require more than the basic funding that is allocated to schools. To apply for additional funding, school will fill out an Individual Needs Descriptor (INDES) and submit that to the Local Authority (LA). The LA then makes a decision and informs school whether they are successful or not.

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THE SPROWSTON CLUSTER

All schools in the Sprowston cluster work together and have written a cluster policy for SEN which is available on our website.

The Sprowston cluster of schools is committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEND. If you would like any further information on SEND in the Sprowston cluster please contact our CLUSTER SEND LEADS

Liz Clarke on:

senco@sprowstonjunior.norfolk.sch.uk

or Emma Wyatt on:

deputy@sprowstoninfant.norfolk.sch.uk

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PROVISION MAP

All of the support provided for our learners is detailed on a Provision Map. At Garrick Green, we share our Provision Map with our colleagues in the Sprowston 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. Please click on the relevant area to view our current provision map:

[Communication
&
Interaction](#)

[Cognition
&
Learning](#)

[Social,
Emotional
&
Mental Health](#)

[Sensory
&
Physical](#)

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THE EQUALITY ACT 2010

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

All staff at Garrick Green are aware of the school's Equality Policy and are committed to making reasonable adjustments to support participation for all. This adheres to the legislation which 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 2010 and to make 'reasonable adjustments.'

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USEFUL LINKS

<https://www.gov.uk/government/publications/send-code-of-practice-0-25>
(Code of Practice)

<http://www.legislation.gov.uk/ukpga/2010/15/contents>
(Equality Act 2010)

www.norfolksendpartnershiass.org.uk
(Parent Support Group)

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>
(Norfolk Local Offer)

<http://www.garrickgreen.co.uk/wp-content/uploads/2018/10/CLUSTER-SEND-POLICY-2018-2019.pdf>
(Sprowston Cluster SEND Policy)

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COMMUNICATION & INTERACTION

SEN Provision	Year R	Year 1	Year 2
Targeted speech support	<ul style="list-style-type: none"> Wellcomm Assessment Toolkit 1:1 Language sessions with TA 	<ul style="list-style-type: none"> Wellcomm Assessment Toolkit 1:1 Language sessions with TA 	<ul style="list-style-type: none"> Wellcomm Assessment Toolkit 1:1 Language sessions with TA
Targeted language support	<ul style="list-style-type: none"> Big Talk Story groups Vocabulary building 1:1 Language sessions with TA 	<ul style="list-style-type: none"> Story-telling & sequencing with TA Vocabulary building 1:1 Language sessions with TA 	<ul style="list-style-type: none"> Story-telling & sequencing with TA Vocabulary building 1:1 Language sessions with TA
Social communication skills	<ul style="list-style-type: none"> Big Talk Story groups Small nurture groups Social stories 	<ul style="list-style-type: none"> Turn taking games Communication groups using Lego Social stories 	<ul style="list-style-type: none"> Turn taking games Communication groups using Lego Social stories
Social interaction skills	<ul style="list-style-type: none"> Turn taking games Small group circle time Parachute games Attention Autism 	<ul style="list-style-type: none"> Turn taking games Parachute games Small nurture groups Communication groups using Lego 	<ul style="list-style-type: none"> Turn taking games Parachute games Small nurture groups Communication groups using Lego

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COGNITION & LEARNING

SEN Provision	Year R	Year 1	Year 2
General cognition and learning	<ul style="list-style-type: none"> • TA Support • 1:1 Support • Memory games • Differentiated activities • Visual timetables 	<ul style="list-style-type: none"> • TA Support • 1:1 Support • Memory games • Differentiated activities • Visual timetables 	<ul style="list-style-type: none"> • TA Support • 1:1 Support • Memory games • Differentiated activities • Visual timetables
Targeted literacy support: Reading	<ul style="list-style-type: none"> • Fun with Phonics • Tricky-word games • Ability setting for phonics across both classes 	<ul style="list-style-type: none"> • Reading with volunteers & TA's • Precision Teach • CVC blending with TA • Guided Reading • Sentence building with TA • Ability setting for phonics across both classes • Story telling • Comprehension 	<ul style="list-style-type: none"> • Reading with volunteers & TA's • Precision Teach • CVC blending with TA • Guided Reading • Sentence building with TA • Ability setting for phonics across both classes • Story telling • Comprehension
Targeted literacy support: Writing	<ul style="list-style-type: none"> • Fun with Phonics • Squiggle • Dough Disco • Name writing/tracing • Initial sounds in words writing • Set sentences • Memory games 	<ul style="list-style-type: none"> • Sentence building • Handwriting letter formation & Tricky-word spelling • Dough Disco • Memory games • Set sentence writing • Sequencing 	<ul style="list-style-type: none"> • Sentence building • Handwriting letter formation & Tricky-word spelling • Dough Disco • Memory games • Set sentence writing • Sequencing
Targeted numeracy support	<ul style="list-style-type: none"> • Number ordering • Counting games • Number recognition games 	<ul style="list-style-type: none"> • Number ordering • Counting games • Number recognition • Number writing • <u>Numberline</u> work • More than/less than • Sequence recall 	<ul style="list-style-type: none"> • Number ordering • Counting games • Number recognition • Number writing • <u>Numberline</u> work • More than/less than • Sequence recall

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SOCIAL, EMOTIONAL & MENTAL HEALTH

SEN Provision	Year R	Year 1	Year 2
Social	<ul style="list-style-type: none"> 'Time For You' delivered by the Benjamin Foundation Marvellous Me Turn taking games Scaffolded play Small nurture groups 	<ul style="list-style-type: none"> 'Time For You' delivered by the Benjamin Foundation Turn taking games Marvellous Me Buddy System 1:1 supported friendships Small nurture groups 	<ul style="list-style-type: none"> 'Time For You' delivered by the Benjamin Foundation Turn taking games Marvellous Me Buddy System 1:1 supported friendships Small nurture groups
Emotional	<ul style="list-style-type: none"> 1:1 time (talking and playing games) Visual timetable Social stories 'Time For You' delivered by the Benjamin Foundation Small nurture groups 	<ul style="list-style-type: none"> 1:1 time (talking and playing games) Visual timetable Social stories Colouring Quiet area of class Use of TA Safe places in class/school Support from Locksley School 'Time For You' delivered by the Benjamin Foundation Small nurture groups 	<ul style="list-style-type: none"> 1:1 time (talking and playing games) Visual timetable Social stories Colouring Quiet area of class Use of TA Safe places in class/school Support from Locksley School 'Time For You' delivered by the Benjamin Foundation Small nurture groups
Behavioural	<ul style="list-style-type: none"> 'Time For You' delivered by the Benjamin Foundation Sticker reward charts Specified seating Turn-taking games Visual timetable 	<ul style="list-style-type: none"> 'Time For You' delivered by the Benjamin Foundation Sticker reward charts Visual timetable Responsibility - monitor jobs Sand timers for time-out Turn-taking games Positive Home/School book Designated work station 	<ul style="list-style-type: none"> 'Time For You' delivered by the Benjamin Foundation Sticker reward charts Visual timetable Responsibility - monitor jobs Sand timers for time-out Turn-taking games Positive Home/School book Designated work station

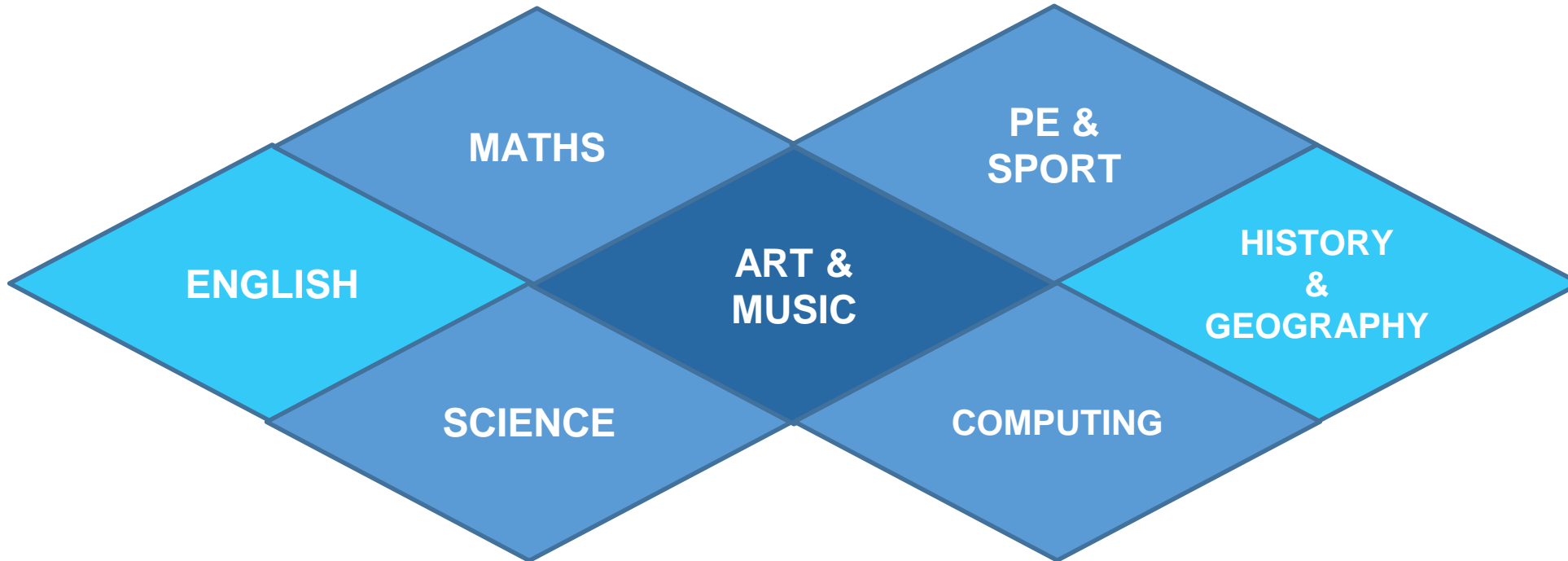
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SENSORY & PHYSICAL

SEN Provision	Year R	Year 1	Year 2
Sensory	<ul style="list-style-type: none"> Occupational Therapist tasks Dough disco Ear defenders Chewy toys Tangle toys Wobble cushions Sensory Trays Sensory Room Attention Autism 	<ul style="list-style-type: none"> Occupational Therapist tasks Dough disco Ear defenders Chewy toys Tangle toys Wobble cushions Sensory Trays Sensory Room 	<ul style="list-style-type: none"> Occupational Therapist tasks Dough disco Ear defenders Chewy toys Tangle toys Wobble cushions Sensory Trays Sensory Room
Physical	<ul style="list-style-type: none"> Dough disco Squiggle Tweezer play Occupational Therapist group/Sensory Activity 	<ul style="list-style-type: none"> Dough disco Threading Fine Motor Skill work - pattern colouring, tracing, scissor work, playdough Occupational Therapist group/Sensory Activity 	<ul style="list-style-type: none"> Dough disco Threading Fine Motor Skill work - pattern colouring, tracing, scissor work, playdough Occupational Therapist group/Sensory Activity

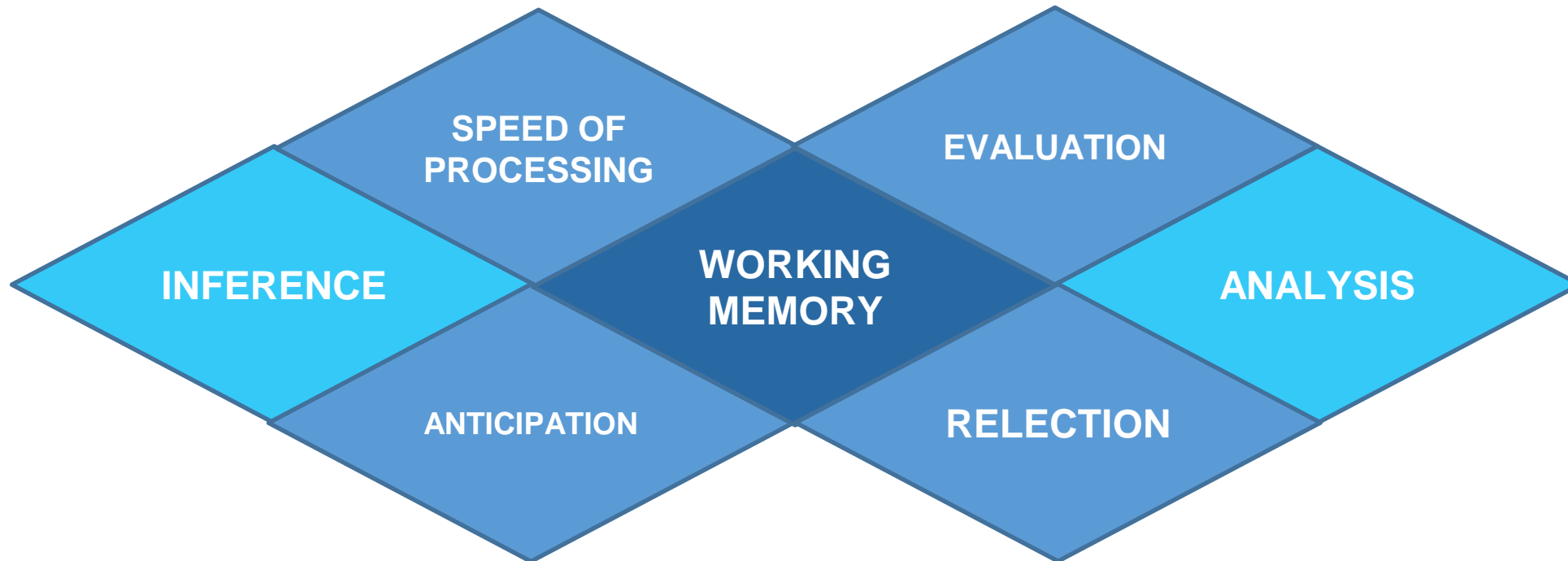
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CURRICULUM



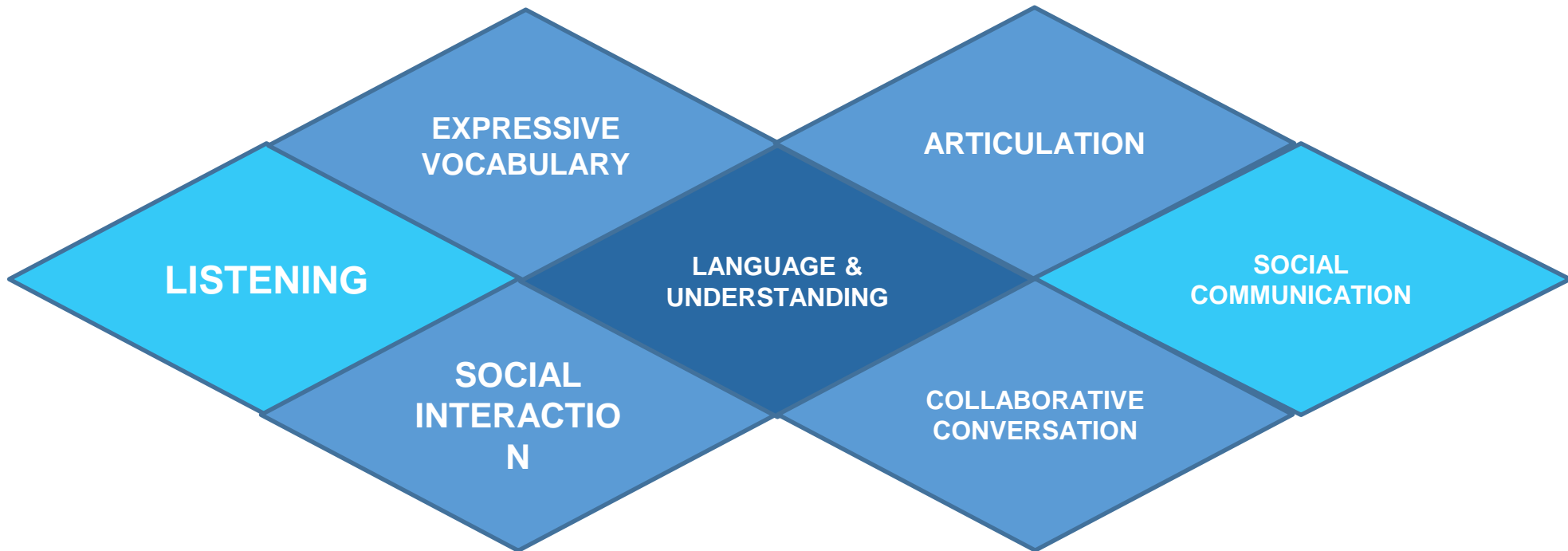
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COGNITION



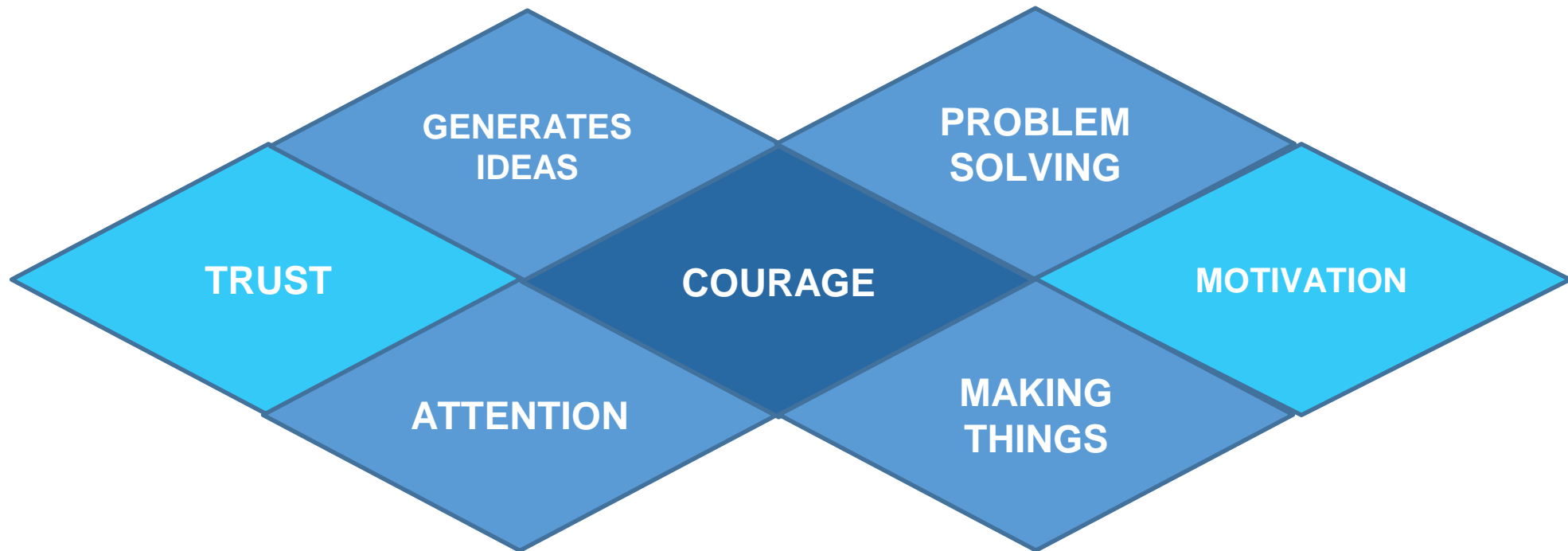
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COMMUNICATION



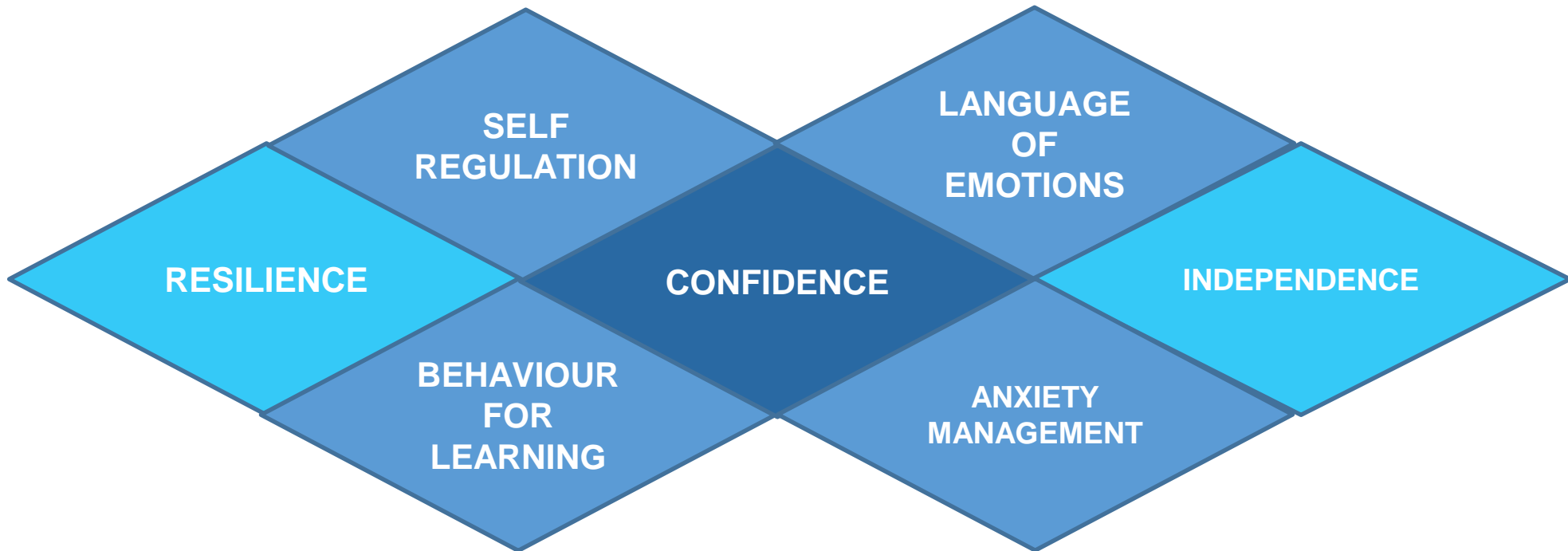
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CREATIVITY



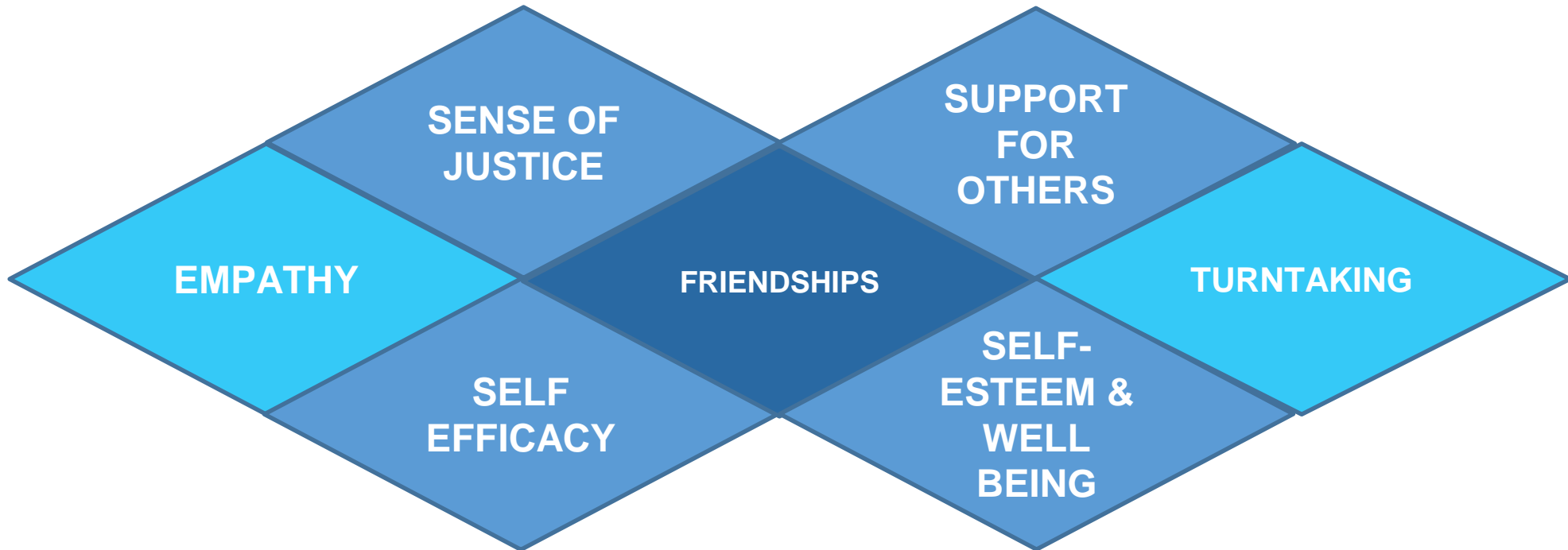
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CONTROL



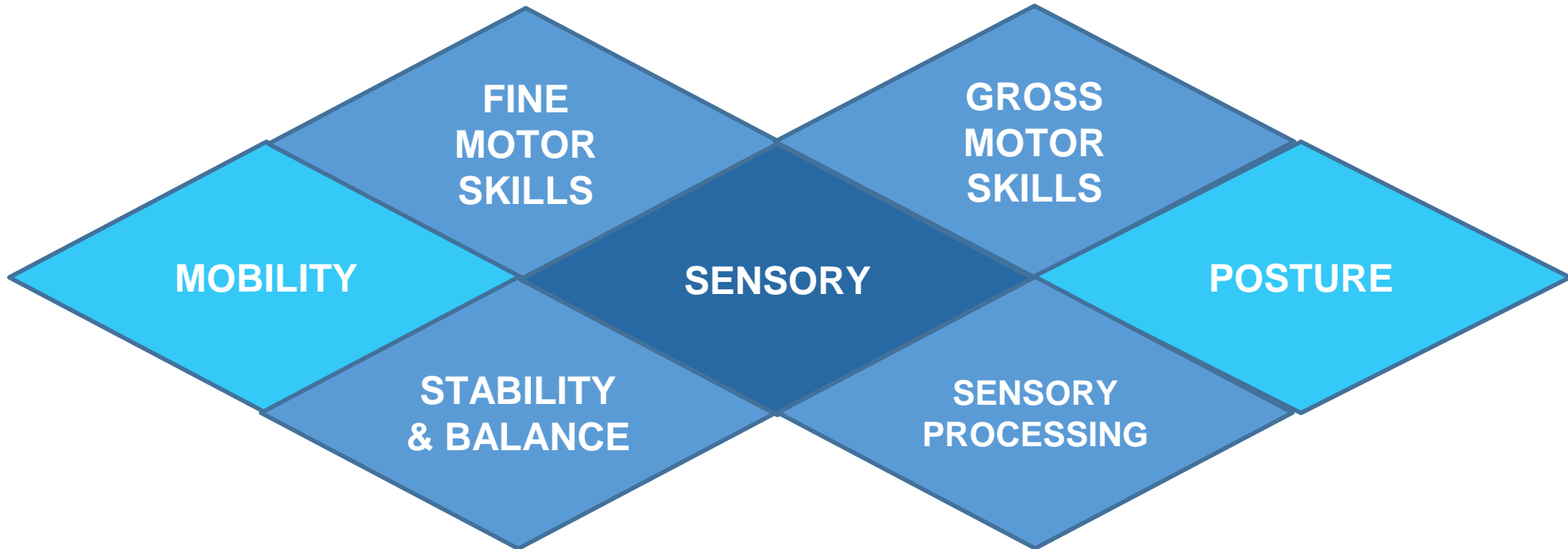
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COMPASSION



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CO-ORDINATION



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