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WENSUM TRUST
Garrick Green
Infant School

SEN INFORMATION REPORT

2020 – 21

To be reviewed: September 21

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INTRODUCTION

Here at Garrick Green, we want all children, either with or without SEND to achieve.

We believe that all children are entitled to an appropriate education and one that enables them to fulfil their potential.

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INTRODUCTION cont…

This Local Offer has been produced with the following stakeholders:
Pupils, Parents/Carers, School Governors, and Staff. If you would like to take part in the next review in September 2021 please contact Lisa Herron in the first instance.

If you have any questions/concerns about this report or about SEND in general 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

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OUR APPROACH TO LEARNERS cont…

We continuously form assessments and monitor progress of all learners through a system of Pupil Progress meetings, Personal Learning Plan meetings and discussions between Class Teachers, Teaching Assistants, SENDCO, and the Head Teacher.

At Garrick Green our ethos for all children is:

'Learn to be happy, be happy to learn'

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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 and 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 Personal Learning Plan (PLP), which is created with them along with their class teacher, and *parents*. They also have a one-page profile which tells adults what they like and how best to support them.

PLPs 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.

CLICK HERE
for an example of a one-page profile.

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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 Head Teacher has a Pupil Progress Meeting with the Class Teacher to discuss pupil progress.

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

Personal Learning Plans (PLPs) 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.

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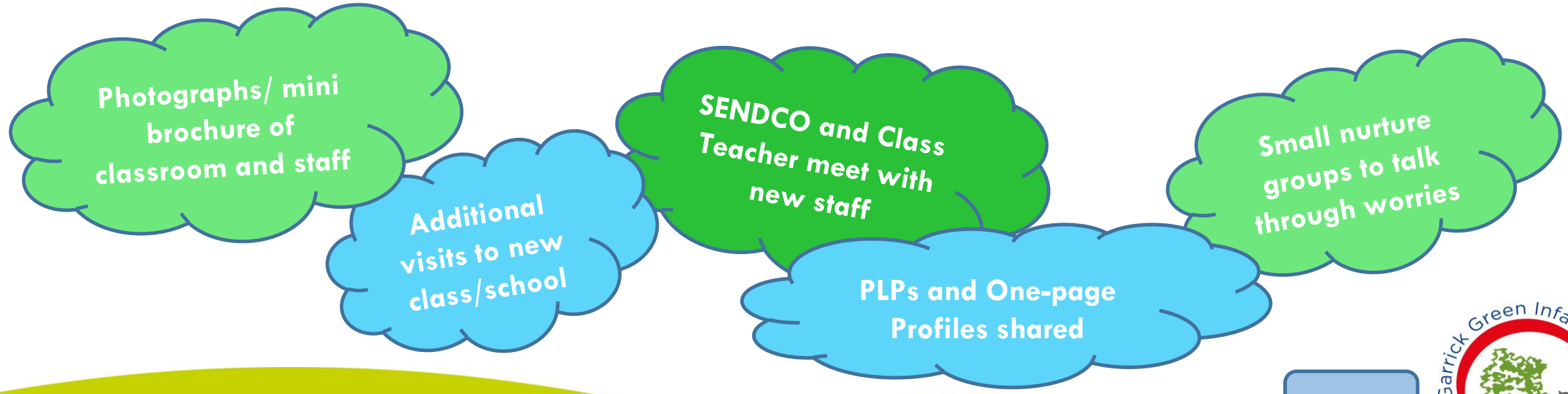
TRANSITION

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:



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OUR SEND PROFILE

In September 2020-2021 14% of our pupils are identified as having SEN (20 pupils)
This is subject to change as the needs of pupils change

3% of pupils are identified as having Social, Emotional & Mental Health difficulties (4 pupils)

13% of pupils are identified as having difficulties linked to Communication and Interaction (9 pupils)

0.7% of pupils are identified as having Cognition and Learning difficulties (1 pupil)

1.5% of pupils have an EHCP (2 pupils)

1.5% of pupils are identified as having Sensory & Physical needs (2 pupils)

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FUNDING

Each year, the school receives a specific budget for SEN from the Local Authority called the SEND Memorandum.

SEND MEMORANDUM

For 2020-2021 =

£61,729

HIGH NEEDS TOP-UP FUNDING

Each term, we apply to the Local Authority for Top-up funding. This is child specific and varies according to the child's needs.

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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.norfolksendpartnershipiass.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	• Wellcomm Assessment Toolkit • 1:1 Language sessions with TA	• Wellcomm Assessment Toolkit • 1:1 Language sessions with TA	• Wellcomm Assessment Toolkit • 1:1 Language sessions with TA
Targeted language support	• Big Talk • Story groups • Vocabulary building • 1:1 Language sessions with TA	• Story-telling & sequencing with TA • Vocabulary building • 1:1 Language sessions with TA	• Story-telling & sequencing with TA • Vocabulary building • 1:1 Language sessions with TA
Social communication skills	• Big Talk • Story groups • Small nurture groups • Social stories	• Turn taking games • Communication groups using Lego • Social stories	• Turn taking games • Communication groups using Lego • Social stories
Social interaction skills	• Turn taking games • Small group circle time • Parachute games • Attention Autism	• Turn taking games • Parachute games • Small nurture groups • Communication groups using Lego	• 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	• TA Support • 1:1 Support • Memory games • Differentiated activities • Visual timetables	• TA Support • 1:1 Support • Memory games • Differentiated activities • Visual timetables	• TA Support • 1:1 Support • Memory games • Differentiated activities • Visual timetables
Targeted literacy support: Reading	• Fun with Phonics • Tricky-word games • Ability setting for phonics across both classes	• 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	• 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	• Fun with Phonics • Squiggle • Dough Disco • Name writing/tracing • Initial sounds in words writing • Set sentences • Memory games	• Sentence building • Handwriting letter formation & Tricky-word spelling • Dough Disco • Memory games • Set sentence writing • Sequencing	• Sentence building • Handwriting letter formation & Tricky-word spelling • Dough Disco • Memory games • Set sentence writing • Sequencing
Targeted numeracy support	• Number ordering • Counting games • Number recognition games	• Number ordering • Counting games • Number recognition • Number writing • Numberline work • More than/less than • Sequence recall	• Number ordering • Counting games • Number recognition • Number writing • Numberline work • More than/less than • Sequence recall

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SOCIAL, EMOTIONAL & MENTAL HEALTH

SEN Provision	Year R	Year 1	Year 2
Social	• 'Time For You' delivered by the Benjamin Foundation • Marvellous Me • Turn taking games • Scaffolded play • Small nurture groups	• 'Time For You' delivered by the Benjamin Foundation • Turn taking games • Marvellous Me • Buddy System • 1:1 supported friendships • Small nurture groups	• 'Time For You' delivered by the Benjamin Foundation • Turn taking games • Marvellous Me • Buddy System • 1:1 supported friendships • Small nurture groups
Emotional	• 1:1 time (talking and playing games) • Visual timetable • Social stories • 'Time For You' delivered by the Benjamin Foundation • Small nurture groups	• 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	• 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	• 'Time For You' delivered by the Benjamin Foundation • Sticker reward charts • Specified seating • Turn-taking games • Visual timetable	• '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	• '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	• Occupational Therapist tasks • Dough disco • Ear defenders • Chewy toys • Tangle toys • Wobble cushions • Sensory Trays • Sensory Room • Attention Autism	• Occupational Therapist tasks • Dough disco • Ear defenders • Chewy toys • Tangle toys • Wobble cushions • Sensory Trays • Sensory Room	• Occupational Therapist tasks • Dough disco • Ear defenders • Chewy toys • Tangle toys • Wobble cushions • Sensory Trays • Sensory Room
Physical	• Dough disco • Squiggle • Tweezer play • Occupational Therapist group/Sensory Activity	• Dough disco • Threading • Fine Motor Skill work – pattern colouring, tracing, scissor work, playdough • Occupational Therapist group/Sensory Activity	• Dough disco • Threading • Fine Motor Skill work – pattern colouring, tracing, scissor work, playdough • Occupational Therapist group/Sensory Activity

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ONE-PAGE PROFILE

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