



SEN INFORMATION REPORT

2021 – 2022

To be reviewed: October 2022

We are part of...

WENSUMTRUST

F O R C H I L D R E N , F A M I L I E S A N D C O M M U N I T I E S



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Introduction

Here at Garrick Green, we believe that all children are entitled to an appropriate education; one that enables them to fulfil their potential whether they have an SEND or not.

This Offer has been produced with Pupils, Parents/Carers, School Governors, and Staff. If you have any questions/concerns about this report, or would like to take part in the next review in September 2022, please contact Lisa Herron at:
senco@garrickgreen.norfolk.sch.uk

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Our Approach

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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We are part of...



Our Approach Continued

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.

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...

Identifying a learning need is not an exact process as each learner is unique. It begins with observations and discussions between the class teacher and the SENDCO, and then with Parents. The SENDCO may carry out diagnostic assessments too.

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

Educational Psychologists

Specialist Teachers

Family Support Worker (FSW)

A private Speech & Language Therapist

ASD & SEMH Specialists

Attachment & Trauma Specialist

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, or may be issued by the Speech and Language Therapist. 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.

Visual timetables

Writing slants

Sit 'n' move cushions

Pencil grips

Sensory breaks & accessories

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:

Photographs/ mini brochure of classroom and staff

Additional visits to new class/school

SENDCO and Class Teacher meet and discuss each child individually

PLPs and One-page Profiles shared

Small nurture groups to talk through worries

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Our SEND Profile

In September 2021-2022
11% of our pupils are
identified as having SEN (17
pupils)

NOTE: 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)

7% of pupils are identified
as having difficulties linked
to Communication and
Interaction (11 pupils)

0% of pupils are identified as having
Cognition and Learning difficulties (0
pupils)

1% of pupils have
an EHCP (2 pupils)

1% 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.

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.

SEND MEMORANDUM

For 2021-2022 =
£47,080

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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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Early Years and KS1: **Communication and Interaction**

SEN Provision	Year R	Year 1	Year 2
Targeted speech support	<ul style="list-style-type: none"> SALT work with a TA employed specifically to work with Speech & Language Language Screen Assessment 	<ul style="list-style-type: none"> SALT work with a TA employed specifically to work with Speech & Language Language Screen Assessment 	<ul style="list-style-type: none"> SALT work with a TA employed specifically to work with Speech & Language Language Screen Assessment
Targeted language support	<ul style="list-style-type: none"> Big Talk Story groups Vocabulary building 1:1 Language sessions with TA NELI 	<ul style="list-style-type: none"> Talk Boost Story-telling & sequencing with TA Vocabulary building 1:1 Language sessions with TA NELI 	<ul style="list-style-type: none"> Talk Boost 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"> Talk Boost Turn taking games Communication groups using games Social stories 	<ul style="list-style-type: none"> Talk Boost Turn taking games Communication groups using games Social stories
Social interaction skills	<ul style="list-style-type: none"> Turn taking games Small group circle time Parachute games 	<ul style="list-style-type: none"> Turn taking games Parachute games Small nurture groups Communication groups using games 	<ul style="list-style-type: none"> Turn taking games Parachute games Small nurture groups Communication groups using games

Communication & Interaction

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Early Years and Primary: **Cognition and 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 • Precision Teach 	<ul style="list-style-type: none"> • TA Support • 1:1 Support • Memory games • Differentiated activities • Visual timetables • Precision Teach 	<ul style="list-style-type: none"> • TA Support • 1:1 Support • Memory games • Differentiated activities • Visual timetables • Precision Teach
Targeted literacy support: Reading	<ul style="list-style-type: none"> • Jolly Phonics • Tricky-word games • Ability setting for phonics across both classes 	<ul style="list-style-type: none"> • Reading with volunteers & TA's • Tricky-word games • CVC blending with TA • Guided Reading • Sentence building with TA • Story telling • Comprehension • Jolly Phonics 	<ul style="list-style-type: none"> • Reading with volunteers & TA's • Tricky-word games • CVC blending with TA • Guided Reading • Sentence building with TA • Story telling • Comprehension • Jolly Phonics
Targeted literacy support: Writing	<ul style="list-style-type: none"> • Jolly Phonics • Squiggle • Dough Disco • Name writing/tracing • Set sentences • Story Scribing • Memory games 	<ul style="list-style-type: none"> • Sentence building • Handwriting letter formation & Tricky-word spelling • Memory games • Set sentence writing • Sequencing 	<ul style="list-style-type: none"> • Sentence building • Handwriting letter formation & Tricky-word spelling • Memory games • Set sentence writing • Sequencing
Targeted numeracy support	<ul style="list-style-type: none"> • Number ordering • Counting games • Number recognition games • <u>Numberblocks</u> • Making Numbers program 	<ul style="list-style-type: none"> • Number ordering • Counting games • Number recognition • Number writing • <u>Numberline work</u> • More than/less than • Sequence recall • Making Numbers program • Sandwell Numeracy Assessment 	<ul style="list-style-type: none"> • Number ordering • Counting games • Number recognition • Number writing • <u>Numberline work</u> • More than/less than • Sequence recall • Sandwell Numeracy Assessment

Cognition & Learning

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Early Years and KS1: Social, Emotional and Mental Health Difficulties

SEN Provision	Year R	Year 1	Year 2
Social	<ul style="list-style-type: none"> Family Support Worker Marvellous Me Turn taking games Scaffolded play Small nurture groups 	<ul style="list-style-type: none"> 'Family Support Worker Turn taking games Marvellous Me Buddy System 1:1 supported friendships Small nurture groups 	<ul style="list-style-type: none"> 'Family Support Worker 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 Family Support Worker Emotion Coaching Small nurture groups Trauma & Attachment Specialist 	<ul style="list-style-type: none"> 1:1 time (talking and playing games) Visual timetable Social stories Quiet area of class Safe places in class/school Emotion Coaching Family Support Worker Small nurture groups Trauma & Attachment Specialist 	<ul style="list-style-type: none"> 1:1 time (talking and playing games) Visual timetable Social stories Quiet area of class Safe places in class/school Family Support Worker Emotion Coaching Small nurture groups Trauma & Attachment Specialist
Behavioural	<ul style="list-style-type: none"> 'Family Support Worker Trauma & Attachment Specialist Emotion Coaching Specified seating Turn-taking games Visual timetable Home/School Positivity book Movement breaks 	<ul style="list-style-type: none"> Family Support Worker Emotion Coaching Trauma & Attachment Specialist Visual timetable Responsibility - monitor jobs Sand timers for time-out Turn-taking games Positive Home/School book Designated work station Movement breaks Flexible timetable 	<ul style="list-style-type: none"> Family Support Worker Emotion Coaching Trauma & Attachment Specialist Visual timetable Responsibility - monitor jobs Sand timers for time-out Turn-taking games Positive Home/School book Designated work station Movement breaks Flexible timetable

Social, Emotional & Mental Health

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Early Years and KS1: Sensory and 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 Writing slants Pencil grips 	<ul style="list-style-type: none"> Occupational Therapist tasks Dough disco Ear defenders Chewy toys Tangle toys Wobble cushions Sensory Trays Sensory Room Writing slants Pencil grips 	<ul style="list-style-type: none"> Occupational Therapist tasks Dough disco Ear defenders Chewy toys Tangle toys Wobble cushions Sensory Trays Sensory Room Writing slants Pencil grips
Physical	<ul style="list-style-type: none"> Dough disco Squiggle Tweezer play Occupational Therapist group 	<ul style="list-style-type: none"> Dough disco Threading Fine Motor Skill work - pattern colouring, tracing, scissor work, playdough Occupational Therapist group 	<ul style="list-style-type: none"> Threading Fine Motor Skill work - pattern colouring, tracing, scissor work, playdough Occupational Therapist group

Sensory & Physical

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Child's Name & Date

Photo

The things people like and admire about me are...

- I am great at jumping
- I can run really fast
- I have a beaming smile
- I greet people with a high five and a smile
- I try and play with a few friends

What makes me happy

- I love playing in the water and jumping in puddles
- I love singing and dancing
- I am happy when I can play with the pretend food from the Home Corner
- I love putting my hands in shaving foam
- I like it when an adult reads me a story

A wish for the future...

- To be able to communicate my needs to another person

How I like to be supported

- I like an adult to be with me to keep me safe
- Singing songs help me to be calm
- I like to use pictures from my PECS book
- I like a first and then board to be drawn
- When I feel fizzy, I like to have sensory time

One-Page Profile

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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)

<https://www.norfolksendiass.org.uk>
(Parent Support Group)

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

<https://www.wensumtrust.org.uk/site/data/files/users/29/files/61470F5E34D0BB0DEE7812ED800C3CE2.pdf>
(Sprowston Cluster SEND Policy)

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Covid and SEND

Covid has had an impact on all of us in some form or other. To find out how we are supporting children with SEND through these difficulties

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We are part of...

WENSUMTRUST

The logo for Wensum Trust features the text "WENSUM" in a bold, black, sans-serif font, followed by "TRUST" in a smaller, black, sans-serif font. Below the text is a stylized graphic consisting of three overlapping, curved shapes in shades of blue and green, resembling a landscape or water.



If you have any questions, please
contact our SENDCO:

Lisa Herron

senco@garrickgreen.norfolk.sch.uk

01603 409078

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We are part of...

WENSUMTRUST

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