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**Kinsale Junior School**



**SEN Information Report 2023-2024**

**Part of the Norfolk Local Offer for Learners with  
SEND**

**Last reviewed December 2023, next review December 2024**



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This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation: [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.



# Introduction

Welcome to our SEND Policy and Information Report, which is part of the [Norfolk Local Offer](#) for learners with Special Educational Needs or Disabilities (SEND).



The requirements for our SEN Information Report are set out in the [SEND Regulations 2014](#).

At Kinsale Junior School we are committed to working together with all members of our school community. Our school policy and information report is 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](#).



# SEND Principles

Kinsale Junior School's SEND policy, practice and procedures are built upon the following principles.

The school and its community will ensure that:

- ✓ we promote understanding of and positive attitudes towards children with SEND;
- ✓ children with SEND receive the right provision to meet their needs;
- ✓ reasonable adjustments are made so that children with SEND have access to the full curriculum;
- ✓ children with SEND engage in school activities together with children who do not have special educational needs;
- ✓ governors monitor, support and challenge the implementation of the SEND policy on a regular basis;
- ✓ we talk and listen to children and their families when making plans to meet a child's particular needs and when reviewing the child's progress;
- ✓ parents have the information they need in order to know how the school is supporting their child;
- ✓ we forge positive partnerships with external services and agencies, including special schools, where children need additional help;
- ✓ teachers are able to identify what a child needs to help them learn and to plan support to help every child progress well.



# Definition of 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:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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.’



# Our approach to teaching

At Kinsale Junior School, we believe in:



- ▶ **learning and achievement for all** members of our school community.
- ▶ **all** adults and children actively participating in learning and celebrating achievements.
- ▶ encouraging a high level of self esteem and a positive attitude towards learning.
- ▶ making our curriculum engaging and accessible for **all** pupils and creating a learning environment which is flexible enough to meet the individual needs of all members of our school community.
- ▶ the importance of effectively identifying what each child needs to help them learn.

We achieve this by:

- providing high quality teaching for **all** learners and monitoring teaching and learning in the school on a regular basis. (For more information on our approach, please see our teaching and learning policy, which can be accessed via our website.)
- regularly monitoring the progress of **every** child, using a variety of assessment strategies. Our whole school approach includes regular pupil progress meetings, during which staff engage in detailed discussion about the progress of individual pupils, their needs and next steps.
- involving children and parents/carers in the process of setting, understanding and monitoring learning goals through a Learning Plan, in which these learning goals are identified, discussed and regularly reviewed.
- being responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.





# How our high quality teaching is adapted

Written information can be made more accessible by:

- ▶ Using coloured paper
- ▶ Using coloured overlays
- ▶ Increasing text size
- ▶ Printed copies of slides
- ▶ Providing audio recordings



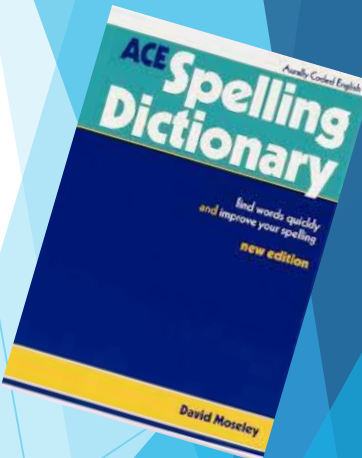
Our curriculum can be adapted by:

- ▶ Use of supportive resources
- ▶ Use of support staff
- ▶ Changes to classroom organisation (e.g. seating plans, work stations)
- ▶ Providing audio recordings
- ▶ Access arrangements for assessments e.g. scribes, extra time or movement breaks



We can use technology to increase accessibility e.g.

- ▶ Typing for extended writing tasks
- ▶ Clicker8
- ▶ Use of a 'soundfield' to support hearing impairments and aid concentration
- ▶ Recording devices to reduce pressure on working memory



# How we identify SEN

We recognise that children can need additional support in school for a range of different reasons.

They may have experienced interruptions to their learning such as:

- ▶ absence from school or having attended lots of different schools;
- ▶ English as a second language;
- ▶ worries that distract them.

Such children sometimes need a boost to their learning in a specific area, or teaching to address any gaps in their knowledge and understanding.

Class Teachers, support staff, parents/carers and the child themselves will be the first to notice any difficulty with learning and the Special Educational Needs Co-ordinator (SENCO) will support the identification of any barriers to learning.

We are committed to making sure that **all** learners have equal access to the curriculum and personalised learning opportunities when needed. We work hard to identify any needs as early as possible, and provide appropriate support and intervention, which is carefully monitored and evaluated.

Differentiation and routine intervention is provided for **every** learner who needs support. Only support that is 'additional to or different from' the expected level of high quality class teaching and routine intervention intended to overcome the barrier to their learning will be identified as having SEN.

Children who receive support and intervention to address identified needs are not automatically placed on the SEND Register. Only those with a learning difficulty or disability that requires support which is **'additional to or different from'** high quality class teaching, differentiation and routine intervention will be designated as having SEN.





# What resources do we use to assess SEN at KJS?

- ▶ For all children, we use Maths and English tests from the National Foundation Educational Research (NFER) to help assess attainment and progress. Results from these tests can help to indicate whether or not a child is achieving at the expected level for their year group and whether they are making progress at the expected rate.
- ▶ We use L'explore which is an all-in-one service for systematic reading development. It uses AI and eyetracking as the form of assessment. After the reading assessment each pupil has their own score that indicates their level of reading. This score is used to recommend reading activities that fit each pupils need. Lexplore is used to boost reading progression and reading journeys. We also screen for possible visual stress difficulties. Even though these resources do not provide any formal diagnosis, they do help to guide us in the right direction, both in providing additional support and seeking support from other agencies.
- ▶ We liaise with a number of different agencies outside school in order to help us support children. These include an Educational Psychologist, Specialist Support Teachers, the Speech & Language Therapy Service, Health Services, Child and Adolescent Mental Health Service (CAMHS), ASD Support Team, Sensory Support, School to School Support and Specialist Resource Bases (SRBs), NHS mental health service, School and communities team.



Educational Psychology  
& Specialist Support



**SeaSalt**

Sally Wynne- SaLT  
Speech and language therapist

**Lexplore**  
ANALYTICS



# How progress in different areas is measured

Children complete NfER papers in Reading, Spelling, Punctuation and Grammar and Maths, and writing is teacher-assessed three times a year. In other subject areas teachers use informal quizzes to show increased knowledge.

A secure website called ASP (Analyse School Performance) allows us to evaluate how well we are supporting the academic progress of pupils with SEN in comparison to other schools both locally and nationally. This then informs our improvement and action plans.

For pupils with **Cognition and Learning (C&L)** needs, If progress isn't demonstrated by the standardised scores from these then we use... or by the progress measures tracked on ProvisionMap for their individual learning plan targets and provision outcomes.

For pupils with **Social, Emotional, or Mental Health (SEMH)** needs progress would be indicated either by a reduction in score on their Wensum Wellbeing Profile, or again by the progress measures tracked on ProvisionMap for their individual learning plan targets and provision outcomes.

For pupils with **Communication and Interaction (C&I)** needs, repeat assessments by Sally Wynne (SaLT) would show progress over time against individual targets. This would also be evident again on ProvisionMap.

For pupils with **Physical and Sensory (P&S)** needs, progress could be indicated in reports from their specialist teacher from the Virtual School of Sensory Support (VSSS), or by the other professionals involved such as an Occupational Therapist (OT).

# A Graduated Approach

We apply a **graduated approach** when identifying Special Educational Needs so *every* child can progress well. This is how we identify and address SEN. Please click on the boxes to find out more about each step.

## Step 1

If any child is not making progress or achieving at the level expected for their age group, we work together with parents/carers and children to find out why and agree on how best to help them.



## Step 2

If a child has received differentiation and routine intervention and support appropriate for their age group, but they are still not making progress, next steps will be discussed with everyone and the child may be added to the school's SEND Register.



## Step 3

If more specialist advice is needed, the school may ask for help from outside agencies such as an Educational Psychologist (EP), Speech & Language Therapist (SALT) or Child and Adolescent Mental Health Service (CAMHS).



## Step 4

If funding beyond the school budget is needed in order to support a child with more complex levels of need, the school can apply for 'top up' funding from the Local Authority.



## Step 5

If a child continues to display high levels of need which are having a negative impact on their ability to make progress, the school or parents/carers can request the Local Authority to carry out a needs assessment for an Education, Health and Care Plan.



# A Graduated Approach

## Step 1

- If any child is not making progress or achieving at the level expected for their age group, we work together to find out why.
- We agree on the best support to put in place to help them.
- Differentiation and routine intervention will be provided for every child who needs support.
- The child may or may not have SEN. It may be that they have gaps in their knowledge and understanding, need a boost to their learning in a particular area or support to overcome an specific, short-term barrier to their learning.
- Staff who work most closely with the child will recommend support strategies. These will be discussed with the child and parents/carers so that clear outcomes can be identified.
- The child will receive support/intervention for a set amount of time and their progress will be monitored.
- Please see our [Provision Map](#) to find out more about the types of support available to all children as part of quality first teaching and routine support & intervention.



# A Graduated Approach

## Step 2

If a child has received differentiation and routine intervention & support appropriate for their age group, but they are still not making progress...

OR

there is some other evidence to suggest the child may have special educational needs then:

- An initial SEN concerns form will be completed by their class teacher and discussed with parents/carers and the SENCO.
- The child's needs will be investigated further. We have a range of assessment tools and resources available in school to help us.
- If it is agreed that a child needs support which is **'additional to or different from'** the expected high quality class teaching, differentiation and routine intervention for their year group, needs will be discussed with the parents/carers and child; and the child will be placed on the SEND Register to help record how we are supporting their needs. Please see our Provision Map for examples of the types of support we can offer.
- The class teacher will work with the child to put together a Pupil Profile and Learning Plan which will set out specific learning goals and how we will support these and measure success. This plan will be discussed by all involved and reviewed termly.





# A Graduated Approach

## Step 3



If more specialist advice is needed, the school may ask for help from outside agencies such as an Educational Psychologist (EP), Speech & Language Therapist (SaLT), Child and Adolescent Mental Health Service (CAMHS), School to School Support Service or School Nursing Team.

What do these services do?

### **Speech & Language Therapist (SaLT)**

Speech and language therapists assess and treat people with specific speech, language and communication difficulties to enable them to communicate to the best of their ability.

### **Educational Psychologist (EP)**

A person who is specially qualified to help investigate and identify any barriers to learning that children may be experiencing, such as being able to take in, remember, understand and manipulate information in order to learn successfully.

### **Child and Adolescent Mental Health Service (CAMHS)**

CAMHS are a team of specially trained therapists who are able to assess and support children's mental health needs. They can help the school understand how best to support these children so that they are more able to learn successfully.

### **School Nursing Team**

This team can support children, schools and families with a wide range of needs such as emotional wellbeing, healthy lifestyles e.g. sleep & healthy eating, transition when starting school or moving to high school and carrying out hearing tests.



# A Graduated Approach

## Step 4

Kinsale Junior School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in a [SEND Memorandum](#), as part of the school's allocated annual budget.

For learners who require the highest levels of support which goes beyond what is already in place within the school budget and provided that the school can demonstrate effective use of these resources, the school can apply to the Local Authority for 'top up' funding.

The school needs to be able to show that a specific amount of funding has already been spent on the child individually before being able to apply for 'top up' funding.



# A Graduated Approach

## Step 5

If a child continues to display high levels of need, and this is having a negative impact on their ability to make progress, even with the support already in place, the school or parents/carers can request the Local Authority to carry out a needs assessment for an Education, Health and Care Plan.

The following web page within the Norfolk SEND Local Offer explains more:

[Norfolk SEND Local Offer Education Health and Care Needs Assessment and Plans](#)



# Keeping the child at the heart of the process...



## ASSESS

Use a wide variety of information to try to identify what the child's barriers to learning are and how best to support them.

- Data on attainment, progress, behaviour and attendance
- Teacher assessment and observation
- Parent views, pupil views
- Advice from external agencies

## PLAN

- What reasonable adjustments a class teacher should make to enable the child to access high quality teaching
- What support/intervention 'additional to or different from' high quality teaching should be in place
- The expected outcomes and how success will be measured

## DO

Carry out the agreed methods of support and intervention.

- Implementation of strategies by class teachers and teaching assistants
- Monitoring and tracking of progress, both with specific support and intervention, as well as more generally
- Refine and revise planned support as understanding of what works for a particular pupil grows

Review



# How we encourage and support parents/carers to participate, understand and give views:

We invite all parents/carers to contribute to their child's one page profiles, learning plans and provisions. Some parents prefer face-to-face meetings, virtual meetings or paper versions when contributing.

All parents/carers are given the option to have the SENCO attend their twice annual parent-teacher consultations however a phone call, meeting or email contact can take place at any point in the school year and many of our parents/carers prefer to do this rather than wait for scheduled events.

EHCP reviews take place annually, or sooner if required. We follow a person-centered approach when hosting these meetings.

Parents/carers of pupils with SEND are invited to attend meetings/cafes where their input is sought and they are able to network with one another.

We ensure parents/carers are aware of opportunities outside of school by:

- Signposting them to the local offer
- Sharing events via parentmail
- Posters around school or on the entrance noticeboard



# How we encourage and support pupils with SEND to share their views and be involved in decisions about their support:

- All pupils in school, including those with SEND create annual one page profiles on which they share their interests, dislikes, preferences for support and perceptions of strengths and areas of difficulty.
- We use person centered approaches to keep children at the heart of meetings like EHCP annual reviews.
- Children complete 'feelings and wishes' with a trusted adult to help share their views.
- Talking mats



# How do we find out if support is effective?

Monitoring progress is a central part of teaching and leadership at Kinsale Junior School.

Parents/carers, pupils, governors and staff are involved in reviewing the impact of support and 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.

Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to help measure the impact of the intervention.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review may be built into the intervention itself, or it can be part of updating the child's Learning Plan. If a pupil has an Education, Health & Care Plan (EHCP), the same termly review conversations take place, but the EHCP will also be reviewed annually.

The SENCO uses research evidence and guidance to help select the most effective interventions and collects the impact data of interventions to ensure that we are only using interventions that are proven to work.



# Other opportunities for learning:

At KJS in 2022-2023 we are offering a range of additional clubs and activities. Some of these take place at lunchtime and others after school. Details of these are published termly in our school newsletter and on our school website. Please note that there might be a charge for some clubs if organised by an external provider.



All learners should have the same opportunity to access extra curricular activities. We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENCO, Mrs Harris if you wish to discuss specific requirements.



# Equality and Accessibility

Kinsale Junior School highly values the importance of 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 SEN, but there may be a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act and how it relates to children and young people, the protected characteristics or duties on public bodies, please click [here](#).

Under the Equality Act 2010, all schools are required to have an [Accessibility Plan](#) which details how the school will:

- ▶ Increase the extent to which pupils with disabilities can participate in the school curriculum.
- ▶ Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- ▶ Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.



# Social & Emotional Learning

We follow Jigsaw as a PSHE curriculum because it 'holds children at its heart and aims to equip them for happy, healthy lives and to be effective learners'. Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn.

Jigsaw has two main aims for all children:

- To build their capacity for learning
- To equip them for life Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development.

Every Jigsaw lesson includes mindfulness practice. Mindfulness is being able to observe your own thoughts and feelings as they happen, in the present moment, applying no judgement. Jigsaw teaches children to understand their thoughts and feelings through the Calm Me time exercises (using the Jigsaw Chime) and Pause Points (using Jigsaw Jerrie Cat). This helps to develop their awareness, and their capacity to be mindful human beings. Learning is thus enhanced as emotions and behaviour are self-regulated.



[Jigsaw Parent/Carer information leaflet](#)





# Social & Emotional Learning

In 2020-2021 Emotion Coaching UK worked with all 11 schools within the Wensum Trust.

## What is [Emotion Coaching](#)?

- ▶ Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience. Click the link in the subheading above to watch a short 5 minute video introducing Emotion Coaching.

Emotion Coached children and young people:

- ▶ Achieve more academically in school
- ▶ Are more popular
- ▶ Have fewer behavioural problems
- ▶ Have fewer infectious illnesses
- ▶ Are more emotionally stable
- ▶ Are more resilient

## How does Emotion Coaching work?

- ▶ Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.



# Preparing for the next step

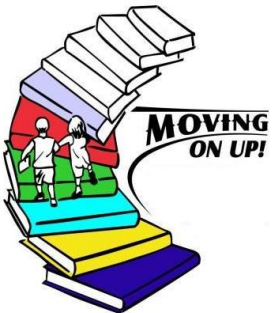
Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher or moving on to another school.

Kinsale Junior School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

When a child with SEN is about to join our school we have detailed conversations with their previous setting to ensure consistency of approach.

Planning for transition is part of our provision for all learners with SEND. Moving classes or schools will be discussed with you and your child, and if necessary, support and the opportunity for additional transition experiences will be provided.

For learners with an EHCP, transition to secondary school will begin to be discussed in the Summer Term of Year 5, to ensure plenty of time for planning and preparation.



# Have Your Say

Kinsale Junior School is an integral part of the local community. We work together to ensure **learning and achievement for all**. This SEND Policy and Information Report declares our annual offer to learners with SEND.



To be effective it needs the views and commitment of all parents/carers, learners, governors and staff, so please engage with our annual process to ‘assess, plan, do and review’ provision for learners with SEND.

To take part in next years review please register your interest with our SENCO.



# Making a complaint

If at any time you feel unhappy about any aspect of your child's provision, it is important that **you** let us know.

So that we can work together to resolve the issue, please make an appointment to discuss your concerns with your child's class teacher, in the first instance.

Alternatively, if you would prefer, please feel free to request an appointment with the SENCO. If you wish to make a formal complaint, please refer to the School's Complaints Procedure, which can be accessed on our website.



# KINSALE JUNIOR SCHOOL

Kinsale Avenue, Hellesdon, Norwich NR6 5SG

Tel: (01603) 425662

e-mail: [office@kinsalejunior.norfolk.sch.uk](mailto:office@kinsalejunior.norfolk.sch.uk)

The best people to contact regarding SEND this year are:

Mrs R Robinson: Head Teacher

Ms A Neal: Deputy Head

Mrs J Harris: SENCO

Peter Balcombe : SEND Governor





# Useful Services



<http://www.norfolksendpartnershiass.org.uk/> Provides free and impartial information, advice and support about SEND for children, young people, parents and carers. Contact details: 01603 704070 or [sendpartnership.iass@norfolk.gov.uk](mailto:sendpartnership.iass@norfolk.gov.uk)

<http://www.familyvoice.org.uk/> Free membership unites families of children with SEN. They gather and share information to ensure your voice is heard- strength in numbers! Contact details: 07950 302937 or [membership@familyvoice.org.uk](mailto:membership@familyvoice.org.uk)

<https://www.justonenorfolk.nhs.uk/> The 'go to' website for Norfolk families. There is a wealth of information, resources and services available through the website. I highly recommend giving their number (0300 300 0123) a ring for guidance if you find it overwhelming.  
helen.keer3@norfolk.gov.uk

<https://www.norfolksennetwork.org> provide support by:

- ▶ Help with applying for an Education, Health & Care Plan
- ▶ Ensuring the needs, provision and outcomes in the EHC Plan meet the needs of the child
- ▶ Attending meetings, Annual Reviews and Transition meetings with parents and young people
- ▶ Assisting parents of children (0 to 16) and young people (16 to 25) to take their case to a tribunal hearing when agreement can't be reached
- ▶ Supporting parents and young people who have been excluded from school

<https://www.ipsea.org.uk/> Offers free and independent legally based information, advice and support to help get the right education for children with SEND. Contact details: 01799 582030 or [office@ipsea.net](mailto:office@ipsea.net)



# Useful Links



<https://www.norfolk.gov.uk/children-and-families/send-local-offer>\_This website can help you:

- ▶ Find information on support in education
- ▶ Learn about special needs services that can help children, young people and their families
- ▶ Find a support network - parents, groups and organisations
- ▶ Get guidance and advice about how to help a young person plan their adult life

<https://www.gov.uk/government/organisations/department-for-education> The Department for Education is responsible for children's services and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.

For other School Policies e.g. safeguarding, behaviour, supporting children with medical needs & admission arrangements please follow this link to our school website.

<https://www.wensumtrust.org.uk/kinsalejunior/information/school-policies>



# SEND Profile 2023-2024

Our SEN profile at the beginning of 2023-24 shows 16% of all pupils were identified with SEN.

Of these pupils with SEN, 17% have an Education, Health & Care Plan (EHCP)

Our SEN profile for 2023 - 2024 shows that:

**16%** of children are identified as having SEN

**17%** of children have Educational Health Care Plans.

**20%** of children identified as having SEN are linked to Cognition and Learning

**29%** of children identified as having SEN are linked to Communication and Interaction

**57%** of children identified as having SEN are linked to Social, Emotional and Mental Health

**6%** of children identified as having SEN are linked to Physical and Sensory



# Provision Map – examples of intervention and support provided in class as part of high quality teaching in each year group

## To help with cognition and learning needs:

- Differentiated curriculum
- Differentiated delivery
- Differentiated outcome
- Increased visual aids
- Visual timetables
- Illustrated dictionaries
- Use of writing frames
- Multi-sensory approach
- Flashcards to pre-teach vocabulary
- Directed adult support in class
- Specific dyslexia/dyscalculia support (see separate sheet)

## To help with communication and interaction needs:

- Flexible teaching arrangements
- Structured school and class routines
- Differentiated curriculum delivery
- Differentiated outcomes
- Increased visual aids
- Visual time tables
- Use of symbols
- Multi-sensory approach
- Availability of resources e.g. laptop/iPad
- Directed adult support in class
- Fiddle toys

## To help with social, emotional and mental health needs:

- Whole school and class reward system
- Whole school/class rules
- Whole school policy for behaviour
- Consistent relational approach from staff and use of emotion coaching
- Directed adult support in class
- Individual reward charts
- JIGSAW (whole school PSHE Scheme)

## To help with sensory and physical needs:

- Flexible teaching arrangements
- Teacher awareness of S&P Impairment
- Tailored seating plan to accommodate needs
- Availability of resources e.g. laptop
- Multi-sensory approach
- Pencil grips
- Coloured overlays, paper & rulers
- Sloped writing boards
- Directed adult support in class

# Summary of Staff CPD in relation to SEND 2023/24

Training Area	Delivered by	Staff attended	Term	Impact
NASENCO Award	Eastern Partnership/ Hertfordshire University	Mrs Harris		Received qualification October 2023
Training on use of Clicker 8	Access Through Technology	Mrs Etchels		Increased ability to support access to the curriculum through technology.
EDUKEY / Provision Mapping software	JH	All teachers		Increased use of Edukey by all staff so improve consistency of information shared with parents and to relevant staff..
SEND review	EPSS	SENCO & SEND governor		School is clear on current profile of strengths and areas for development and this feeds into the school improvement plan.
Precision Teaching	EPSS	All support staff + some teachers		Staff trained in the precision teaching method, with a focus on supporting sight reading of high frequency words. Ongoing impact on classroom practice and children's learning will need to be measured once time has been given for it to be implemented.
Identifying and supporting SpLDs in the classroom	JH	All teaching staff		Increased teacher confidence recognising and catering for SpLDs across the curriculum.
Emotion Coaching	Emotion Coaching UK	All Staff		All staff are on board with the Trust's relational, child centred approach and are equipped to use emotion coaching to co-regulate and teach self regulation.
Level 4 award in supporting children and young people with speech, language and communication needs.	Eastern partnership	LT		Run interventions to support Sally Wynn's recommendations from assessment.