

## West Lynn Primary

**SEND: Teresa Menday**  
**Assistant: Emma Radford**

<b>Date: 6<sup>th</sup> September 2021</b>	
<b>Name of SEN Lead, experience</b>	Teresa Menday (Primary Trust SENCO) and Emma Radford (Trust Assistant SENDCo). Teresa is experienced in EYFS, Primary (KS1 and KS2), Secondary Mainstream, Secondary PRU/SSfN, and Hospital School. Teresa has been a SENCo for 14 years. Emma has worked within the Trust for over 7 years' supporting SEN Children and their families.
<b>Name of SEN Governor</b>	Ricky Wenn
<b>SEN support from other agencies</b>	Educational Psychologist, Social, Emotional and Mental Health Team, Speech and Language Therapists, Occupational Therapist, Virtual School for Sensory Support and Looked After Children, Behavioural Specialist Support, Dyslexia Support, Benjamin Foundation
<b>Summary of the school's existing provision and approaches</b>	<p>Our values lie in delivering quality first teaching and provision to all our children. We believe that all teachers are teachers for SEN children and have purposefully reduced TA led intervention and increased time SEN children spend in class with peers. This has been our strategy for all our SEN and disadvantaged children since April 2018. We want the vast majority of SEN to access their age-related curriculum through good support and that differentiated feedback enables high levels of self-esteem and progress for all our children. As a result of this strategy, SEN children have better quality experiences and progress, particularly in speaking, confidence and self-esteem, reading and mathematics has increased.</p> <p>There are pupil passports and Individual Education Plans (IEPs) which are reviewed informally and termly with parents and the child. Feedback in the class is daily. There is a central SEN register which has historical and current information, including referrals and outcomes. We have supported parents with developing their confidence in supporting their children, met with worried families to offer early help and to make parental requests for EHCP assessments.</p>
<b>Next steps</b>	To ensure that children's needs are being met through quality first teaching and access to our knowledge rich curriculum. To deliver staff CPD to enable them to develop confidence and skills to adapt or make reasonable adjustments to support access to learning; primarily within the classroom environment. This is in line with our SEN-D Policy.

**Identification of need**

Category of need	Rec		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Totals: Prime
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<b>Cognition &amp; Learning</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Specific Learning Difficulty	1	0	1	0	0	1	0	0	0	0	0	0	0	0	3
Mild/Moderate Learning	0	0	0	0	1	2	1	0	0	1	2	2	2	1	12
Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
<b>Social, Emotional and Mental Health</b>	0	0	0	0	0	0	1	0	0	1	1	1	0	0	4
Autistic Spectrum	0	0	1	0	0	0	0	1	1	0	0	0	0	0	3
<b>Communication &amp; Interaction</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Speech, Language & Communication	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2
<b>Physical/Sensory Impairment</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hearing Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physical	0	0	0	0	0	0	0	0	0	1	0	1	0	1	3
Other Sensory Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Supported in class/in school (K)	1	0	1	0	1	3	2	0	1	2	4	4	2	2	23
EHCP	0	0	1	0	0	0	0	1	2	1	0	0	0	0	5
EHCP Applied for	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	1	0	2	0	1	3	2	1	3	3	4	4	2	2	23/164

**Vulnerable groups where SEN overlaps with other needs**

<b>Need</b>	<b>Total number</b>		<b>SEN support</b>	<b>EHCP</b>
Pupil Premium (disadvantaged)	13		12	1
LAC (Looked After Children)	0		0	0
CP register (Child Protection)	0		0	0
Children in Need (CIN)	0		0	0
EAL	0		0	0
Traveller	0		0	0
Pupils out of Year group	0		0	0
Persistent Absentees below 85%	1		1	0
Pupils with medical needs (Health Care Plans/ Toileting Plans)	8		8	0
Service Children	0	0	0	0

**Exclusions relating to SEN children 2020-21**

	<b>Non-SEN Pupils</b>	<b>Pupils receiving SEN Support</b>	<b>Pupils with EHCPs</b>
Number of Fixed term exclusions	0	0	31
Number of Permanent exclusions	0	0	0
Number of Managed transfers	0	0	0
Number of Managed moves	0	0	0
Number on Part-time Timetables	0	0	2

Overview of systems, policy and practice (please highlight the correct answer in green and write your reasons in the evidence section)

Standard	Yes	No	In Part	Evidence
<b>Quality of Teaching &amp; Learning</b>				
Detailed and appropriate provision mapping is in place for all areas of SEN and is up to date and provides information on the cost of support			V	From Jan 2020, we have developed a new way of mapping the provision that is provided. This is for the children who have EHCPs, are in the process of being assessed or are awaiting a final decision, HNF or any child who has out of class interventions such as Precision Teaching for learning sight words and spellings.
Quality interventions are in place			V	<p>The Knowledge Curriculum was introduced in September 2019 and is a bespoke, innovative knowledge rich curriculum that encompasses the following subjects: Science, Geography, History, Art and Design and Technology.</p> <p>It is a carefully sequenced, knowledge rich curriculum, which aims to promote excellent outcomes alongside developing pupils' resilience and confidence and overcome inequality of opportunity by inspiring pupils from Reception to Year 6. We have a curriculum that is exciting and promotes learning in all children in a happy, safe and caring environment. The whole school approach to teaching pupils with special educational needs and disabilities is child-centered and relies on a shared responsibility, to promote high expectations for all children. The curriculum will be presented in a way that is appropriately challenging (differentiated), that enables ALL learners to access knowledge, develop their understanding and build their resilience and develop their ambitions. There are some exceptions and some children may need boosters or specific interventions as advised by outside agencies.</p>
The quality of teaching is regularly monitored to ensure pupils' needs			V	Regular Learning Walks are undertaken by SLT with identified focuses.

are met, e.g. effective scaffolding				Performance management/appraisals happen. Progress of all children is discussed in Pupil Progress meetings and actions are decided to meet needs. The SEN team carry out learning walks and book monitoring on a half-termly basis.
The quality of teaching assistants is regularly monitored to ensure pupils' needs are met			V	There are regular meetings with TAs and members of SLT. Through Learning Walks, SLT observes the effectiveness of the TAs. This may also be discussed at Pupil Progress meetings.
Pupils with SEND are meaningfully involved in all aspects of school life alongside their peers	✓			<p>Quality First Teaching using a knowledge curriculum is at the heart of how we teach all the children who attend West Lynn Primary School. The Knowledge Curriculum was introduced in September 2019 and is a bespoke, innovative, knowledge-rich curriculum that encompasses the following subjects: Science, Geography, History, Art and Design and Technology.</p> <p>It is a carefully sequenced, knowledge-rich curriculum which aims to promote excellent outcomes alongside developing pupils' resilience and confidence and overcome inequality of opportunity by inspiring pupils from Reception to Year 6. Where necessary, reasonable adjustments are made to support a child who is finding accessing learning a challenge. This could be a resource adjustment such as: differentiated resources to ease access to the same learning concepts as their peers; a writing slope; specially adapted pens; coloured paged books; overlays where a visual stress has been identified; access to assistive technology such as an iPad or Laptop for recording; differentiated frameworks; images to help anchor learning and understanding; pre-teaching of key concepts; vocabulary and an introduction to imagery early etc.</p> <p>Additional adjustments could be: targeted small groups after a main introduction driven by the class teacher and then led by a teaching assistant in class; some out of class interventions; seating positions; assessments to inform next steps; referrals to outside agencies etc. A referral to learning, behaviour or SCLN SRB may also be necessary and in agreement with parents. Teachers are responsible and accountable for the progress and development of all the pupils in their class</p>

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Good transition arrangements are in place for all pupils with SEND and are tailored to the needs of individual pupils	✓			Early high school transitions are highlighted and discussed around Easter time each year and Interim EHCP reviews are also held around this time. Extra transition for some of our more vulnerable learners who may not be SEND are also highlighted at this time along with any SEND children.
The quality of provision in place to meet pupils' needs is effective in promoting progress for all pupils with SEND	✓			Our emphasis is that quality first teaching is embedded so that SEN children have the same access to teaching and learning as their peers. This promotes high expectations with support moving towards increased independence. All children across the school are making progress in work collection checks in reading and mathematics and the broader curriculum - this may be in small steps/IEPs. Destination Reader has helped children with SEN use question stems to think more carefully about texts they read which has had great impact. Introducing question stems in mathematics is also supporting understanding. Tackling tables has been very successful in promoting fluency for some children as repeated learning is retained in long term memory. Capturing this impact is part of our improved systems. Some have accelerated progress - learning is supported here through precision teaching, daily practise and quality feedback. Writing within the whole school for SEN children is an area where progress needs to improve following the pandemic, however, use of T4W is giving our SEN pupils communication and visual support to help with composition.
Pupils with SEND have access to a broad and balanced curriculum	✓			SEND children have access to the same broad and balanced curriculum as their peers, however some children may need extra differentiated/appropriately challenging activities, visual resources and prompts made available to them. They will be taught how to use them. They may also need more physical resources such as: a writing slope; pencil grips; alternative pens; overlays and coloured paged books; wobble cushions; weighted equipment to help with sensory issues and grounding; a separate working area with visual prompts to support access to a 'quiet area' to work. This could be because of over stimulus from the

				classroom environment due to ASD or sensory processing difficulties. This can be ASD or ADHD which can be a separate diagnosis. They may also need an alternative timetable for a short period of time to allow them to integrate successfully.
There is a programme of staff development, linked to the School Development Plan, which reflects pupil needs and improves staff knowledge and skills of SEND	✓			Training is as and when needed with individual Teachers. Regular contact and discussions around concerns are often and ongoing, with both Joe and Teresa when she is on site, or via emails. Emma R is now available to help support SEN needs. Outside Agencies and providers can be contacted for whole school CPD or individuals when requested or needed to inform/support children in specific classes.
<b>Standard</b>	<b>Yes</b>	<b>No</b>	<b>In Part</b>	<b>Evidence</b>
<b>Monitoring and Assessment of Pupil Progress</b>				
The school's data demonstrates that pupils with SEND make at least good progress	✓			SEND pupil's data is monitored and analysed on a frequent basis through pupil conversation, deep dives and work collection checks. Small steps of progress are captured through use of IEPs or Plan, Do, and Review cycles.
Monitoring and tracking of intervention programmes demonstrates provision leads to positive pupil outcomes (i.e. attainment, progress, social, emotional development)	✓			We use diagnostic tools and therapies to fill gaps in pupil knowledge. This may include small group or individual support, such as RWI, NELI, Maths catch up, or Lego therapy.

Standard	Yes	No	In Part	Evidence
<b>Policies/Statutory Compliance</b>				
SENCO has appropriate experience and/or qualifications	√			Teresa Menday has many years' experience as a SENCO working in primary, secondary, PRU/SSfN, Special School and Hospital school environments. Emma Radford has several years working in different TRUST schools supporting SEND children and their families.
SEN policy is in place and reflects current practice and provision	√			The new SEN-D Policy and Information Report has been updated February 2020 .
SEND responsibilities under the Equality Act 2010 are in place	√			Equal opportunities and access to learning are in place, but we need to provide the tools consistently, which SEND children need to recall knowledge and understanding and scaffold this, so that they can successfully record the information. Scaffolding/appropriately challenging needs more work with some Teachers.
SEN Governor is in place and has an overview of SEND provision	√			SEND meetings take place with pupils, parents, governors and staff. Governors have regular opportunities to challenge the school about achievement and support for pupils with additional needs.
SEN Information Report is published on the school website and is updated at least annually	√			Yes the link on the website is directly to the SEN Information report.
School website has a link to the Local Offer	√			Yes- links directly to NCC SEND offer to schools.

Where appropriate, risk assessments/Personal Emergency Evacuation Plans (PEEPs) are in place for pupils with SEND	√			There are risk assessments in place for identified pupils that need support. Pastoral plans may be used and CPOMs is a tool to store and record information to gather a picture of support in place to include pupils in school life.
School's SEN policy is embedded within the school's performance management, self-evaluation and improvement planning	√			Assessment data/results are used to target specific children for focused teaching within the classroom by the teacher or a TA under the direct supervision of the Teacher. During pupil progress meetings, SEND attainment and progress is discussed and support for those children is recorded. Access to interventions is through a process of assessments.
<b>Standard</b>	<b>Yes</b>	<b>No</b>	<b>In Part</b>	<b>Evidence</b>
<b>Involvement of Parents, Carers and Pupils</b>				Parents' are encouraged to meet and speak with staff to ensure good communication exists between home and school. IEPs are signed and shared. Books, achievements and concerns take place in SEND meetings at least termly. If parents wish to make additional meetings to support their children, then these will take place. Our SEND team works hard to keep good lines of communication open. Feelings and wishes are used to gather the pupil's voice and sometimes structured meetings will be coordinated through a family support meeting.
Schools meet with parent/carers and pupils to discuss pupil progress, supporting strategies and responsibilities at least three times a year	√			Parents Evenings where reports are shared. Termly reviews of Individual Education Plans (IEPs), where the parents and child take part in the discussion about their targets, success criteria, how we can support and with what resources/activities and how parents can help at home. IEPs will be issued for the children who have EHCPs, are at varying stages of waiting to be assessed, HNF or have additional out of class interventions such as Precision Teaching to learn and spell through 'sight learning'. Other children who

West Norfolk

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				<p>still need a high level of support, will have an 'Access Plan Do and Review' (APDR) plan which will also be reviewed with the SENCo once a term and shared with parents.</p> <p>Half termly updates are advised as an ongoing dialogue. Parents have copies of all the IEPs and APDR. These are informally updated with progress half termly.</p> <p>If a teacher is concerned about a child's learning they can seek advice from either Louise, Teresa or Emma R and if appropriate review targets more often than termly</p>
<p>Record of the outcomes, action and support agreed through parent/carer discussions is kept and shared with parents/carers and appropriate school staff</p>	<p>✓</p>			<p>If a meeting with a parent is separate to an IEP or a Parents' Evening where reports are shared, a record of this meeting should be taken, any actions noted and shared with appropriate staff. This way agreed actions can be tracked. If required, a copy of this can be made available to parents. These are all logged on CPOMS.</p> <p>Some children may have a Pastoral Support Plan (PSP) or the family may have support through a FSP (Family Support Process).</p>
<p>Person-centred approaches build upon and extend the experiences, interests, skills and knowledge of pupils with SEN and/or disabilities</p>	<p>✓</p>			<p>Our behaviour policy reflects the book by Paul Dix "When adults change, everything changes" and this allows all pupils to build self-esteem and confidence. Other strategies are Forest School type activities, after school clubs, Lego therapy, restorative questioning enabling a person centred approach. Individual interests of children can sometimes be used as motivators and are included in activities to encourage engagement and promote additional excitement around learning.</p>

West Norfolk

<p>The voice of pupils with SEN and/or disabilities is heard and influences the decisions that are made about their learning and well-being</p>	<p>✓</p>			<p>the voice of any child who has SEN-D is recorded in their termly IEP when in place, and their wishes and feelings are listened to and actioned where necessary. This could be through a PSP, FSP, CIN and CP meetings.                      Early discussions with parents are also instigated if there are identified needs, be that learning and/or social and emotional. Parent and child's voice is extremely important and actioned where necessary.                      We accommodate all aspects of a child's SEN and disability as far as we are able to. Some restrictions are due to staffing and some are due to space available.</p>
<p><b>Standard</b></p>	<p><b>Yes</b></p>	<p><b>No</b></p>	<p><b>In Part</b></p>	<p><b>Evidence</b></p>
<p><b>Leadership &amp; Management</b></p>				
<p>SENCo is part of the SLT and works strategically with senior colleagues and governors</p>	<p>✓</p>			<p>Teresa splits her time over 3 schools (which includes the Largest Primary in the Trust) with Emma splitting her time between 4 schools. They both liaise with teachers and parents when necessary and will work on the governors reports and meetings when required.</p>
<p>SENCo clearly demonstrates a role of leadership and professional challenge in supporting and promoting a culture of continuous professional development linked to improvement</p>	<p>✓</p>			<p>Teresa and Emma mostly work 1:1 with teachers, although they will work with parents, where necessary.                      Teresa provides any material that she has shared with GPS to assist in development of strategies to support SEN children's access to learning and working memory difficulties etc. Emma is able to make specific resources to support ASD or children who are having sensory processing difficulties.</p>

West Norfolk

<p>SENCo promotes a whole school culture of high expectations and best practice in teaching and learning to improve outcomes for pupils with SEN and/or disabilities</p>	<p>V</p>			<p>Both Teresa and Emma promote access to learning for all children regardless of their abilities, having meetings with individual staff to highlight difficulties and find easy to implement solutions. They Suggest tools and resources that can help children recall information if they have weak working memories and/or processing difficulties. Without tools to support access and recall SEND children will make little/no progress. Part of evaluating and monitoring interventions is to ensure that quality interventions are happening to improve the skills and abilities of SEND children.</p>
<p>SENCo clearly identifies the Notional SEN Funding and organises resources appropriately to facilitate the best possible outcomes for pupils with SEND</p>	<p>x</p>			<p>Notional funding is used to develop quality first teaching and allocate resources where there is an identified need. This could be long term or short term support. There is a graduated response so that impact can be measured and resources used effectively. Pupils benefit directly from the impact of funding allocations.</p>
<p>SENCo deploys and manages staff effectively to ensure the most efficient use of resources to improve progress of pupils with SEN and/or disabilities</p>	<p>x</p>			<p>Frequent reviews and learning walks ensure that individual pupil needs are considered and adjusted appropriately. Staff can be deployed to deliver bespoke support - some SALT or pre teaching for example.</p>
<p>Strategic financial planning, budget management and use of resources are in line with best value principles</p>	<p>x</p>			<p>Staff knowledge, expertise and resources are shared within our school and often with our partner schools.</p>
<p>SENCo is closely involved with professional development of staff so that all staff improve their practice and take responsibility for removing</p>	<p>x</p>			<p>School policies for teaching, learning and behaviour provide staff with excellent practice to include all pupils in quality learning. CPD meetings take place weekly to make sure teachers consistently improve pedagogy. Teresa mostly works 1:1 with teachers and conducts reviews with TAs. Teresa provides any material that she has</p>

West Norfolk

barriers to participation and learning				<p>shared with GPS to assist in development of strategies to support SEN children's access to learning or working memory difficulties.</p> <p>Emma is also available to support teachers and discuss access to learning for those who are finding this challenging as well as SEN.</p>
School, led by the SENCo, works effectively with external agencies across education, health and social care. SENCo ensures that, where appropriate, advice is implemented	v			<p>Both Teresa and Emma work with outside agencies from multi disciplines to make referrals, seek advice, implement interventions, action assessments and reports. These reports will then be discussed with teachers, as a new step to keep everyone informed and an action plan developed from the recommendations. The focus of the action plans should be reviewed half termly.</p>