

SEN Information Report



Trinity Partnership Schools:

- **Duchy of Lancaster Primary**
- **The Norman Primary**
- **Weeting Primary**

SENCO: Mrs Amy Hammond
sendco@trinitypartnership.norfolk.sch.uk

Approved by: Anna Fisher, Jon Steeden and Damon Finney **Date:** 31/08/2022

Next review due by: 01/09/2023

Contents

[The Trinity Partnership](#)

[Special Educational Needs Coordinator \(SENCo\)](#)

[Parent and Carer Involvement](#)

[Pupil Voice](#)

[Special Educational Needs](#)

[2022 School Data](#)

[The Graduated Approach to Identifying And Supporting Children with Special Education Needs](#)

1. [Interventions](#)

2. [Outside Agency Support](#)

3. [Education, Health & Care Plans](#)

[Transition](#)

[Training](#)

[Assessments and Progress Monitoring](#)

[Mental Health and Wellbeing](#)

[Funding](#)

The Trinity Partnership

All children within our schools are encouraged to engage with all activities, regardless of their SEN, in line with Special Educational Needs and Disability Code of Practice 0-25. We are we are schools that foster a positive ethos and culture by celebrating difference, nurture, positive relationships, fostering independence, personal responsibility, reasonable adjustments to policies in line with the Equality Act 2014.

Special Educational Needs Coordinator

The Special Educational Needs coordinator (SENCo) is Mrs Amy Hammond, who holds the National SENCo Award qualification. She works across the Trinity Partnership spending one day a week in each school. Please contact her via email on sendco@trinitypartnership.norfolk.sch.uk, where she will aim to respond within 24 hours, or via the school office.

Parenta/carer Involvement

We communicate and build a relationship with new parent and carers through staff being available prior to joining the school and throughout the school day to discuss needs and concerns. Parents have ongoing access to Class Dojo, our newsletters, invitations into school for celebration assemblies and other events such as Reading Cafes.

Parents and carers are encouraged to give their views and participate through a number of opportunities throughout the year, including EHCP and APDR review meetings, parents' evenings, parent/carer SEND drop-in sessions, questionnaires, home-school contact book, Class DoJo and being a parent governor.

Parent and carer's views are used to inform the review and development of the school offer and policies through Parent Forums held termly.

We seek the views of parents, carers and children as to how they feel about school and aim to improve provision based on the feedback received.

Pupil Voice

Pupils with SEND are supported to participate, understand and give views through questionnaires, surveys and school council.

They are supported to give their views and be involved in making decisions about their support through APDR review meetings, before and during EHC Plan annual review meetings. Both Annual EHCP reviews and APDR review meetings aim to capture the child's views and hold the child at the heart of the plan by asking them and those closest to them how we can support them best.

Special Educational Needs

SEND is divided into four broad areas of need, listed below with possible examples included in each category:

- Communication and Interaction
 - Speech, Language and Communication needs
 - Autism Spectrum
- Cognition and Learning
 - Specific and general learning difficulties e.g. dyslexia
- Social, Emotional and Mental Health
 - ADHD
 - ADD
- Physical and Sensory
 - Sensory processing disorder
 - Hearing impairment
 - Visual impairment

School Data

In September 2022, the current primary needs of the children in the Trinity Partnership are shown in the table below. It does not show secondary needs of pupils.

		Weeting 93 children on roll – 14% SEN	
Communication and Interaction	15%	<p>A 3D bar chart titled '1st Qtr' showing the distribution of primary needs for 93 children at Weeting. The y-axis ranges from 0 to 40. The legend indicates: C & I (blue, 15%), C & L (maroon, 23%), SEMH (yellow, 38%), and P & S (cyan, 15%).</p>	
Cognition and Learning	23%		
Social, Emotional and Mental Health	38%		
Physical and Sensory	15%		

		Duchy of Lancaster, Methwold 99 children on roll – 13% SEN	
Communication and Interaction	30%	<p>A 3D bar chart titled '1st Qtr' showing the distribution of primary needs for 99 children at Duchy of Lancaster, Methwold. The y-axis ranges from 0 to 60. The legend indicates: C & I (blue, 30%), C & L (maroon, 54%), SEMH (yellow, 15%), and P & S (cyan, 0%).</p>	
Cognition and Learning	54%		
Social, Emotional and Mental Health	15%		
Physical and Sensory	0%		

		The Norman Primary School, Northwold 93 children on roll – 18% SEN	
Communication and Interaction	54%	<p>A 3D bar chart titled 'Norman Primary' showing the distribution of primary needs for 93 children at The Norman Primary School, Northwold. The y-axis ranges from 0 to 60. The legend indicates: C & I (blue, 54%), C & L (maroon, 24%), SEMH (yellow, 29%), and P & S (cyan, 0%).</p>	
Cognition and Learning	24%		
Social, Emotional and Mental Health	29%		
Physical and Sensory	0%		

The Graduated Approach to Identifying And Supporting Children with Special Education Needs

1. High quality teaching

The schools follow the graduated approach to identification of need and appropriate provision. This means that when a need is identified, support is provided first by the class teacher through high quality teaching, which is summarized below:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of questioning, modelling and explaining on the part of the teacher
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils
- Teaching and Learning
- All children in our schools will have access to a broad and balanced curriculum.

All our teachers provide high quality teaching to all pupils. We use the Rosenshine Principles to ensure our teaching is accessible to all children.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



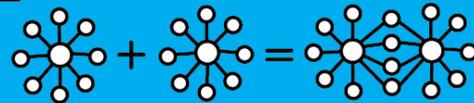
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

We follow a knowledge-based curriculum. Lessons are planned following Rosenshine Principles. Most lessons are delivered to the whole class with an opportunity for pre-teaching for some children. Differentiation may be through providing scaffolding and task adaptation. Lessons follow a clear format with set routines, layout and tasks which children are familiar with. Frequent checking of understanding throughout the lesson ensures children are accessing learning or whether further adaptations, scaffolding and support are needed. Children are taught within their own class group for all lessons. Engagement in learning is supported by the positive relationship between children and staff, knowledgeable teaching

How lesson/activity transitions are supported (e.g. visual timetables, time to transition, predictable starts and ends to sessions etc

2. SEN Support



If needs are not met with this provision, the SENCo may advise further intervention and support. It is at this point that the child will be monitored more closely and an Assess, Plan, Do, Review (APDR) document will be completed in consultation with the child, parents/carers and school.

With parental permission, it is at this point the child is placed on the SEN Register.

Pupils are consulted about their provision through the initial setting-up and reviewing of APDRs. This allows us to capture how the child is feeling about themselves and how they would like to be supported in school. We know parents and carers know their children best and working together collaboratively is the key to successful provision. The APDR targets will be

reviewed with the child, parents/carers and class teacher on a termly basis.

We also provide a range of adaptations and reasonable adjustments to learning and the environment for our children, too. These are listed on the **Provision Expected at SEN Support** (PEaSS) documents and will be documented within the APDR. The PEaSS documents can be found on our website here:

[Provision Expected at SEN Support](#) Trinity

Interventions

Alongside high quality teaching, adaptations and adjustments, the school is able to provide some interventions that take place outside the classroom. These include the following but it is worth noting that not all interventions will be available all the time:

	SEND Broad Area of Need			
	Communication & Interaction	Cognition & Learning	Sensory & Physical	Social, Emotional & Mental Health
Examples of Intervention	Thrive Wellcomm Lego Therapy	Dyslexia Gold Precision Teaching	Sensory Circuits Speed-Up Handwriting	Thrive Drawing and Talking Youth Mental Health First Aider
Examples of Therapy	Speech therapy		Physiotherapy Occupational Therapy Programme	
Examples of adaptations to enable accessibility: Some	coloured paper, large text, symbols, audio, Braille changes to teaching and learning arrangements, classroom organization, timetabling, support, class sizes and/or exam access arrangements SEND specific software, laptops/tablets, easy-to-use keyboards, text-to-speech software, software that connects words with pictures or symbols, touch-screen computers, joysticks and tracker balls, Braille-translation software and hearing loop			

<p>children may require specific facilities and support. Wherever possible, this will be provided by the school or sought from outside agencies.</p> <p>DEMAT Accessibility Arrangements Policy</p>	<p>technology</p> <p>buddies, adult teaching support with a aim for developing strategies for independence</p> <p>curriculum plans or schemes of work set out how learning is accessible, lessons are adapted, learning is revisited and home learning will be offered for those unable to attend.</p> <p>quiet areas, low stimulation areas, well-lit areas, ramps, doorways, clear corridors, non-slip flooring, toilets, handrails, changing facilities, lighting, classrooms, clear and tactile signage, edge of steps/ramps highlighted, natural light controllable with vertical blinds, use of contrasting colours</p> <p>seating arrangements, transition between lessons, signage, ramps, accessible and adapted toilets, lighting, walkways, classrooms, quiet spaces</p>
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Outside Agency Support

Should further advice and support be required beyond this, the school will make referrals to other agencies, for example:

- Norfolk Inclusion and SEND Team
- Schools to Schools
- Supporting Smiles
- Education Psychology Support Services
- Just One Norfolk
- Early Help
- The Matthew Project

3. Education, Health & Care Plans

Some children’s needs may need further support and may require a Education, Health & Care Needs Assessment (EHCNA). This can be completed by parents and carers on their own or co-produced by parents/carers and school. Referral documents can be found here [Norfolk Request for Education, Health and Care needs assessment](#).

Here is the link to the [EHC Needs Assessment Request](#) page

When to apply for an EHCP?

If the parents/carers and/or school feel that the child has not made sufficient progress with their learning despite two cycles of intervention, then an EHCP may be applied for. The EHC needs assessment timeline can her found [here](#).

A request for a needs assessment needs to contain and can be found here [Norfolk EHCP Needs Assessment Request](#) :

Evidence of at least two cycles of an assess, plan, do, review

- Evidence of £6000 from the school's notional budget used to support the child (or £2000 per term) through adult support, training, access to specialist services and placements
- Background information on the child, including strengths and medical information
- Parent/carer's views
- Pupil's views

In line with the [Special Educational Needs and Disability Code of Practice 0-25](#), EHCPs are reviewed at least once a year with the child themselves, their family, the school and any other professionals.

Transition

Transitioning into school

Children entering the school in reception will have visits into school, visits from the classroom adults to pre-school settings and home.

Children entering the school at different starting points will be offered visits and additional transition days. The school will receive transfer information from the previous school and may contact the school for further information.

Some children may benefit from additional information in order to have a successful start, such as photos of areas around the school and relevant staff members.

We ensure all staff gain an understanding of the needs of new pupils by completing pupil one-page profiles wherever necessary.

Transition days from class to class ...

The schools run transition days towards the end of the summer term for all children and including those moving on to high school. This allows children to become familiar with their new surroundings and the adults they will be working with. Where appropriate, additional transition days and sessions can be organised for those who would benefit.

Transition to High School

We encourage families of children with EHCPs to visit potential high schools during the Autumn Term in Year 5. A decision will need to be made by the end of the Spring Term and shared with the EHCP Coordinator.

The schools have strong links with transferring high schools. We encourage early visits to the transferring schools and will arrange additional transition visits with them.

Our school/s transfer documentation through an online and paper file transfer at the end of the term prior to the child starting the following term

Training

Our staff are trained in the following areas:

SENCo Mrs Hammond

National Award for SEN Education 2013

Senior Mental Health Lead 2022

Youth Mental Health First Aid 2022

Therapeutic Play Practitioner 2022

Level 3 Dyslexia Awareness 2018

L2 Certificate in Understanding Children and Young People's Mental Health 2021

Drawing and Talking 2022

Brick-By-Brick 2022

Sounds Write 2022

AET Schools Making Sense of Autism 2022

AET Schools Good Autism Practice 2022

Mrs Cocksedge

Thrive

Drawing and Talking

Miss Raven

Thrive

Mrs Kent

Thrive

Step on

All staff

Step Up

Selected staff

Recent whole school training on any area(s) of SEND

INSET – High Quality Teaching, SEN Support and High Need Funding

Forthcoming planned and secured training

To be confirmed

In-house Staff Training led by SLT (*Dates to be confirmed*)

- High quality teaching
- Speech, Language and Communication Needs
- Autism
- Cognition and Learning
 - Dyslexia
 - Dyscalculia
 - Precision teaching
- Physical & Sensory
 - Hearing impairment

- Visual impairment
 - Sensory processing
- Social, emotional & mental health

Additional training is undertaken as appropriate. When we are unable to meet the needs of the children within school, we will seek support from outside agencies.

Assessments and Progress Monitoring

Children are monitored throughout the school year through formative (daily, weekly, monthly) and summative (termly) assessment. Our summative assessments used across the whole school are Dibels for reading and Headstart for maths. These are used to inform intervention and monitor impact and feed into pupil reports, pupil progress reviews, APDR and EHCP meetings.

Child specific interventions may be monitored using more specific assessments linked directly with the intervention.

Mental Health and Wellbeing

Our schools follow the Cambridgeshire PSHE curriculum from Reception to Year 6. This ensures children have a good grounding in all areas of social and emotional development. We support pupils to think about the future, future goals and adult life through our PSHE curriculum and through having a strong link with the local community. The curriculum supports regular development of emotional literacy, which includes teaching and practice of relaxation techniques.

We have trained Youth Mental Health First Aiders in each of our schools who are able to offer emergency support to children in need and signpost their parents and carers to more specific support.

Pastoral care is made available by staff through formal sessional support and/or staff check-ins. We have Youth Mental Health trained staff who are on hand to support where needed.

We are confident in being able to suggest access to expert advice and support, as well as school referrals to CYPMHS and Supporting Smiles as well as referrals to charities who can offer individual sessions at home or in school.

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Referrals

We request support from and signpost parents and carers to a range of Health services, such as:

Just One Norfolk <https://www.justonenorfolk.nhs.uk/>

Just One Number <https://www.justonenorfolk.nhs.uk/>

Speech and Language Therapy Service <https://www.justonenorfolk.nhs.uk/speech-language/>

Occupational Therapy <https://www.norfolkcommunityhealthandcare.nhs.uk/childrens-occupational-therapy>

Mental health services <https://www.justonenorfolk.nhs.uk/mentalhealth>

We request support from and signpost parents and carers to a range of social care services, such as:

Short Breaks <https://www.norfolk.gov.uk/children-and-families/send-local-offer/health-and-social-care/social-care/send-children-social-care/short-breaks/apply-for-a-short-break>

Early Help <https://www.norfolk.gov.uk/children-and-families/early-help-and-family-support>

Early Childhood and Family Support Service <https://www.norfolk.gov.uk/children-and-families/early-childhood-and-family-service>

We request support from and signpost parents and carers to a range of Third sector services, such as:

Benjamin Foundation <https://benjaminfoundation.co.uk/>

Carers Matter <https://www.youngcarersmatternorfolk.org/>

Family Action <https://www.family-action.org.uk/>

Funding

SEND funding, including Element 3 funding year has been used been used in the previous financial year to finance staff, training, resources for specific children and The Nest provision at Weeting Primary School.

[Weeting Budget Share for Academic Year 2022-23](#)

[Weeting Budget Share for Academic Year 2021-22](#)

[The Norman Primary School Budget Share for Academic Year 2022-23](#)

[The Norman Primary School Budget Share for Academic Year 2021-22](#)

[Duchy of Lancaster Budget Share for Academic Year 2022-23](#)

[Duchy of Lancaster Budget Share for Academic Year 2021-22](#)

SEND funding, including Element 3 funding year has been used been used in the previous financial year to finance staff, training, resources for specific children.

From September 2022, the Local Authority are altering their funding processes [Identification of Need and Inclusive Provision](#).