

If you have any queries about the development of your SIR get in contact with the VS SEND support mailbox at sendadviceandsupportrequests@norfolk.gov.uk

School details

DfE Number and School / Academy Number	2377 Drake Primary School
SENDCo full name	Megan Stuart
SENDCo email address	sendco@drake.norfolk.sch.uk
SIR published date	14/09/2022
SIR under a year old?	Yes
Upload the SEN Information Report (SIR)	SEND policy 2022.docx
Date of audit	14/09/2022
Audit score	100%

Clause 1: The kinds of special educational needs for which provision is made at the school

<i>Tick all statements that apply to the SEN Information Report that you are reviewing</i>	
There is information about the proportion or percentage of pupils within your school in each of the four broad categories of need (Cognition and learning, Communication and interaction, Social, emotional, mental health, Physical and/or sensory)	Yes
There is a sentence that makes it clear that this data only gives the proportion or percentage of pupils within each primary need	Yes
It is also clear that pupils may also have secondary needs that are not represented in this data	Yes
It is not possible to personally identify any pupils from the data in the report	Yes
Data is represented visually (pie-chart, graphs)	Yes
Comments:	
Is there sufficient evidence to conclude that this clause has been met?	Yes

Clause 2: Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs

<i>There is a hyperlink or signposting to:</i>	
The setting's SEND policy	Yes
The setting's accessibility plan	Yes
The setting's safeguarding policy and procedures	Yes
The setting's behaviour policy	Yes
The setting's complaints procedure statement	Yes
Information about how the setting supports pupils with medical conditions	Yes
Information about the setting's admission arrangements	Yes
Equality information and objectives (public sector equality duty) statement	Yes
Comments: The Information Report is within the SEND Policy rather than them being two separate documents.	
Is there sufficient evidence to conclude that this clause has been met?	Yes

Clause 3: Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans, including:

<i>(a) How the school evaluates the effectiveness of its provision for such pupils</i>	
There is a hyperlink or signposting to the provision map	Yes
There is an explanation of how progress in different areas is measured and assessed using initial assessment	Yes
There is information about:	

How often pupils are assessed	Yes
How assessment feeds into pupil reports and pupil progress review meetings	Yes
How interventions are used to help pupils who need additional support to make progress	Yes
The evaluation cycle (how outcomes are evaluated and impact is measured) to inform the development of provision mapping	Yes
How RAISE online and school data is used to measure and assess progress of pupils with SEND	Yes
How data is used to evaluate how well the school supports the progress of pupils with SEND in comparison to other schools (locally and nationally) and how this is used to improve future provision	Yes
Comments:	
Is there sufficient evidence to conclude that this clause has been met?	Yes

Clause 3: Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans, including:

<i>(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</i>	
There is an explanation of SEN Support (the graduated approach – assess, plan, do, review)	Yes
There is an explanation of when it would be appropriate to request an EHC needs assessment	Yes
There is information about how pupils with SEND and their families are involved in the review of SEN Support and EHC Plans	Yes
Comments:	
Is there sufficient evidence to conclude that this clause has been met?	Yes

Clause 3: Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans, including:

<p><i>(c) The school's approach to teaching pupils with special educational needs</i></p> <p><i>There is information about:</i></p>	
How lessons are planned, structured, delivered and differentiated	Yes
How instructions are given and differentiated	Yes
How pupils are clear what is expected	Yes
How understanding is checked	Yes
How pupils are grouped	Yes
How engagement with learning is supported	Yes
How lesson/activity transitions are supported (e.g. visual timetables, time to transition, predictable starts and ends to sessions etc)	Yes
Comments:	
Is there sufficient evidence to conclude that this clause has been met?	Yes

Clause 3: Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans, including:

<p><i>(d) How the school adapts the curriculum and learning environment for pupils with special educational needs</i></p> <p><i>There is information about:</i></p>	
How written information is made more accessible (e.g. coloured paper, large text, symbols, audio, Braille)	Yes

How the curriculum is adapted (e.g. changes to teaching and learning arrangements, classroom organisation, timetabling, support, class sizes, exam access arrangements)	Yes
How technology is used to help make the curriculum more accessible (e.g. 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 technology)	Yes
How the curriculum is adapted or made available to pupils who have ongoing medical or health needs (e.g. curriculum plans or schemes of work set out how learning is accessible to all – lessons are adapted, learning is revisited and what arrangements are in place when pupils are unable to attend)	Yes
How the physical environment is adapted to meet the needs of pupils with SEND (e.g. seating arrangements, transition between lessons, signage, ramps, accessible and adapted toilets, lighting, walkways, classrooms, quiet spaces)	Yes
Comments: within provision maps	
Is there sufficient evidence to conclude that this clause has been met?	Yes

Clause 3: Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans, including:

<p><i>(e) Additional support for learning that is available to pupils with special educational needs</i></p> <p><i>There are examples of:</i></p>	
Interventions used to support cognition and learning	Yes
Interventions used to support communication and interaction	Yes
Interventions used to support social, emotional and mental health	Yes
Interventions used to support physical and/or sensory	Yes
Interventions used to support special educational needs (SEN) with English as an additional language (EAL)	Yes
Comments: Within provision maps	

Is there sufficient evidence to conclude that this clause has been met?	Yes
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Clause 3: Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans, including:

<p><i>(f) How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs</i></p> <p><i>There is information about how the following are used to make sure that pupils with SEND can engage in all activities (learning and extra-curricular) in the school:</i></p>	
Support (e.g. peer support, teaching support, strategies for independence)	Yes
Therapies (e.g. physiotherapy, speech and language therapy, occupational therapy)	Yes
Specialist equipment (e.g. hoist, sensory aids, communication aids, movement aids, assistive technology, sport and playground equipment)	Yes
Physical environment (e.g. 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)	Yes
Comments:	
Is there sufficient evidence to conclude that this clause has been met?	Yes

Clause 3: Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans, including:

<p><i>(g) Support that is available for improving the emotional, mental and social development of pupils with special educational needs</i></p> <p><i>There is information about:</i></p>	
The ethos and culture of the setting (e.g. celebrating difference, nurture, positive relationships, fostering independence, personal responsibility, reasonable adjustments to policies in line with the Equality Act 2014)	Yes
How pastoral care is organised and what is offered (e.g. a mental health champion, counsellor, peer support, nurture groups)	Yes

Whole school approaches and/or interventions for developing emotional literacy	Yes
Teaching and practice of relaxation techniques (e.g. mindfulness, yoga)	Yes
Access to expert advice and support (e.g. counsellor, doctor, nurse)	Yes
Comments:	
Is there sufficient evidence to conclude that this clause has been met?	Yes

Clause 4: In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN(D) Co-ordinator

The name of the SEND Co-ordinator is given	Yes
The contact details for the SEND Co-ordinator are given (e.g. telephone, email, working days)	Yes
Comments:	
Is there sufficient evidence to conclude that this clause has been met?	Yes

Clause 5: Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

<i>There is information about:</i>	
The qualifications held by the SEND Co-ordinator	Yes
The specialist SEND training undertaken by teachers and teaching assistants	Yes
Recent whole school training on any area(s) of SEND	Yes
Forthcoming planned and secured training	Yes

People commissioned to provide specialist expertise within the school	Yes
The organisations who provided/delivered training and date(s)	Yes
Comments: No specific dates given for training as all of our training is and will be ongoing.	
Is there sufficient evidence to conclude that this clause has been met?	Yes

Clause 6: Information about how equipment and facilities to support children and young people with special educational needs will be secured

<i>There is information about:</i>	
How SEND funding in the last academic year has been used (e.g. costed provision map)	Yes
How SEND funding in the current academic year is being spent	Yes
How the school used any 'top-up' (Element 3) funding received through application to the local authority in the last academic year	Yes
There is a hyperlink to Budget Share Tracker	Yes
Comments:	
Is there sufficient evidence to conclude that this clause has been met?	Yes

Clause 7: The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child

<i>There is information about:</i>	
How parent carers can communicate with the SEND Co-ordinator/teachers on a day-to-day basis	Yes
How parent carers of children with SEND are supported to give their views and participate (e.g. review meetings, parents' evenings, SEND meetings, questionnaires, home-school contact book, online resources and Apps, being a parent governor)	Yes
How parent carers views are used to inform the review and development of the school offer and policies	Yes
Comments:	

Is there sufficient evidence to conclude that this clause has been met?	Yes
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Clause 8: The arrangements for consulting young people with special educational needs about, and involving them in, their education

<i>There is information about:</i>	
How pupils with SEND are supported to participate, understand and give views (e.g. questionnaires, surveys, school council)	Yes
How pupils with SEND are made aware of and supported to access opportunities to participate outside school (e.g. SEND Youth Forum, SEND specific clubs and activities run by outside organisations)	Yes
How pupils with SEND are supported to give their views and be involved in making decisions about their support (e.g. before and during SEN Support review meetings, before and during EHC Plan annual review meetings, using online resources and Apps)	Yes
Comments:	
Is there sufficient evidence to conclude that this clause has been met?	Yes

Clause 9: Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

<i>There is information about:</i>	
What parent carers should do if they are not happy with the provision made available to their child	Yes
How to make a formal complaint to the school	Yes
What support is available to help a parent carer make a formal complaint to the school	Yes
Comments:	
Is there sufficient evidence to conclude that this clause has been met?	Yes

Clause 10: How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

<i>There is information about services used, including when and how they might be involved:</i>	
Education services (e.g. Virtual School SEND, Virtual School Sensory Support, Virtual School Looked After Children, Educational Psychology Specialist Support, Inclusion Team, School 2 School Support Service, Dyslexia Outreach Service, Specialist Resource Base outreach services)	Yes
Health services (e.g. Just One Norfolk, Just One Number, Speech and Language Therapy Service, Occupational Therapy, mental health services)	Yes
Social care services (e.g. Short Breaks, Early Help, Early Childhood and Family Support Service, Family Support Process)	Yes
Third sector services (e.g. Benjamin Foundation, Mancroft Advice Project, Carers Matter, youth services)	Yes
Comments:	
Is there sufficient evidence to conclude that this clause has been met?	Yes

Clause 11: The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32

<i>There is information about the Norfolk SEND Partnership Information, Advice and Support Service (IASS) including:</i>	
A brief description of the service and who it is for	Yes
Telephone number	Yes
Email address	Yes
Website	Yes
Comments:	
Is there sufficient evidence to conclude that this clause has been met?	Yes

Clause 12: The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living

<i>There is information about:</i>	
When and how you start planning the support for the transition of pupils and who is involved (e.g. giving information to families)	Yes
How reviews are person-centred	Yes
How and when you gain permission to transfer information to/from your school	Yes
How you find out more about pupils joining your school	Yes
How you support new pupils to get to know your school	Yes
How all staff gain an understanding of the needs of new pupils (e.g. pupil one-page profiles)	Yes
How you communicate and build a relationship with new parent carers	Yes
How you support pupils to think about the future, future goals and adult life (e.g. future work, future education or training, being part of the community, independent living, health)	Yes
How you support pupils to settle into their new school/college/university/employment	Yes
How you review your transition processes and check that they work (e.g. gain views from pupils, parent carers and settings)	Yes
Comments:	
Is there sufficient evidence to conclude that this clause has been met?	Yes

Clause 13: Information on where the local authority's local offer is published

<i>There is information about the SEND Local Offer including:</i>
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A brief description of the website and who it is for	Yes
A hyperlink to the website	Yes
Comments:	
Is there sufficient evidence to conclude that this clause has been met?	Yes

Additional comments

<i>The SEN Information Report is:</i>	
Friendly (e.g. photos, pictures, tone)	Yes
Helpful (e.g. easy to navigate)	Yes
Accessible (e.g. difficult words are explained where they appear, any acronyms are explained, works with a screen reader)	Yes
Dated (e.g. month and year last reviewed)	Yes
Comments:	