



Drake Primary School and Little Pirates Child Care

We unlock opportunity and inspire everyone.



Special Educational Needs Policy and Annual SEN Information Report

Formally adopted by the Governing Board of:-	Drake Primary School & Little Pirates Child Care
Chair of Governors:-	Carly Brien
Created on:-	14th September 2022
Brought to Governors & adopted on:-	

We aim to provide:

- a school where learning is visible and children are safeguarded and nurtured
- a rigorous assessment system to ensure no pupil falls behind
- a diverse learning community where pupils, families and staff collaborate to refine practice and develop positive and rewarding relationships
- a workplace where staff contribute to professional learning communities; locally, nationally and globally.

So our mission is to:

- inspire the poets, geneticists and astronauts of the future
- ensure children are happy and healthy through our values and play
- develop a culture where reading for pleasure is for everyone
- make the arts a central component for children's lifelong learning
- build a curriculum of joy and curiosity

Headteacher: Mrs Louise Rosen

Drake Primary School and Little Pirates Child Care, Fairfields, Thetford, Norfolk, IP24 1JW Tel: (01842) 762055

office@drake.norfolk.sch.uk www.drake.norfolk.sch.uk

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Statement of Intent

At Drake Primary School and Little Pirates, we are proud to be inclusive to all children who attend our setting with Special Educational Needs and Disabilities.

At our school, we want all of our children to meet their full potential by receiving the right amount of support and challenge. Sometimes children may need additional support to do well. We take a whole school approach to ensure that all children have the support and guidance they need. The school SEND Coordinator (SENDCo) oversees provision for all children with SEN by working closely with the Pastoral Team, school leaders, class teachers, parents and other professionals.

Contact Details

The SENDCo for Drake Primary School is Ms Megan Stuart. The SENDCo for Little Pirates is Mrs Susan Sayer.

They can be contacted through the school office on 01842 762055 or office@drake.norfolk.sch.uk

Legal Framework

This report has due regard to legislation including, but not limited to, the following:

- The Children and Families Act 2014
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014

This report has due regard to the following guidance:

- DfE (2015) 'Special educational needs and disability code of practice: 0-25 years'

This report has due regard to the following school policies:

- [Special Educational Needs Policy](#)
- [Supporting Pupils with Medical Conditions](#)
- [Administering Medicine Policy](#)
- [Intimate Care Policy](#)
- [Safeguarding Policy](#)
- [Equality and Diversity Policy](#)
- [Disability Arrangements](#)
- [Accessibility plan](#)
- [Behaviour for Learning Policy](#)
- [Anti-bullying Policy](#)
- [Complaints Policy](#)

Roles and Responsibilities

Head Teacher

Our Head Teacher is Mrs Louise Rosen.

The Head Teacher has the responsibility for the day to day management of all aspects of the school and Little Pirates' work, including the provision for children with special educational needs and disability. The Head Teacher, with support from the SENDCo, will keep the governing body fully informed. The Head Teacher will work with the SENDCo and staff to ensure that the policy is put into practice.

SENDCo

The person responsible for co-ordinating the day-to-day SEND provision in Drake Primary School is Ms Megan Stuart. Mrs Susan Sayer is the SENDCo for Little Pirates.

They have responsibility for all pupils with Special Education Needs, including those with Education and Health Care Plans. They provide professional guidance to colleagues and work closely with staff, parents and other relevant professionals.

The Governing Body

Our named Governor for SEND is Mr Ricky O'Connor.

The Governing body will determine the school and Little Pirate's policy and general approach to the provision for children with special educational needs, maintaining a general oversight of the setting's work and report annually to parents on the school and Little Pirates' policy for pupils with special educational needs.

Identifying and Assessing Pupils with SEN

According to the [SEND Code of Practice](#), a child or young person is classified as having SEN if they have:

“A significantly greater difficulty in learning than the majority of others of the same age”.

This means that a pupils’ needs **cannot** be met through whole-school systems, including most additional class interventions.

Pupils who are having difficulty in learning are identified primarily through observations from their class teacher and wider professionals working within the school. They may also be identified through attainment and progress tracking, attendance data and additional monitoring by the Pastoral Team. The key test for action is evidence that:

- current rates of progress are significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- Little or no progress despite the use of targeted teaching approaches
- Presenting persistent social, emotional and/or mental health difficulties.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions to access learning.

Whilst behavioural concerns can indicate a learning need that has not yet been identified, it does not automatically mean that a child has SEN.



Once difficulties have been identified and shared with the child’s class teacher, a process called The Graduated Approach begins which can be explained as the ‘Assess, Plan, Do, Review’ cycle.

(Image sourced from: www.suffolksendiass.co.uk)

To begin the **Assess** stage, the class teacher will complete a SENDCo Referral Form outlining their concerns and the strategies attempted already. The form will be shared with the Pastoral Team and an observation by the SENDCo will be carried out. Information from this observation is combined with attainment and intervention assessments to highlight what further support is needed. Please see [Appendix One – SENDCo Referral Form](#).

Once a SEN need has been identified, the pupil will be added to our SEN/D register. The pupil and their parents are informed, and we gather their experiences and thoughts on a One Page Profile. Please see

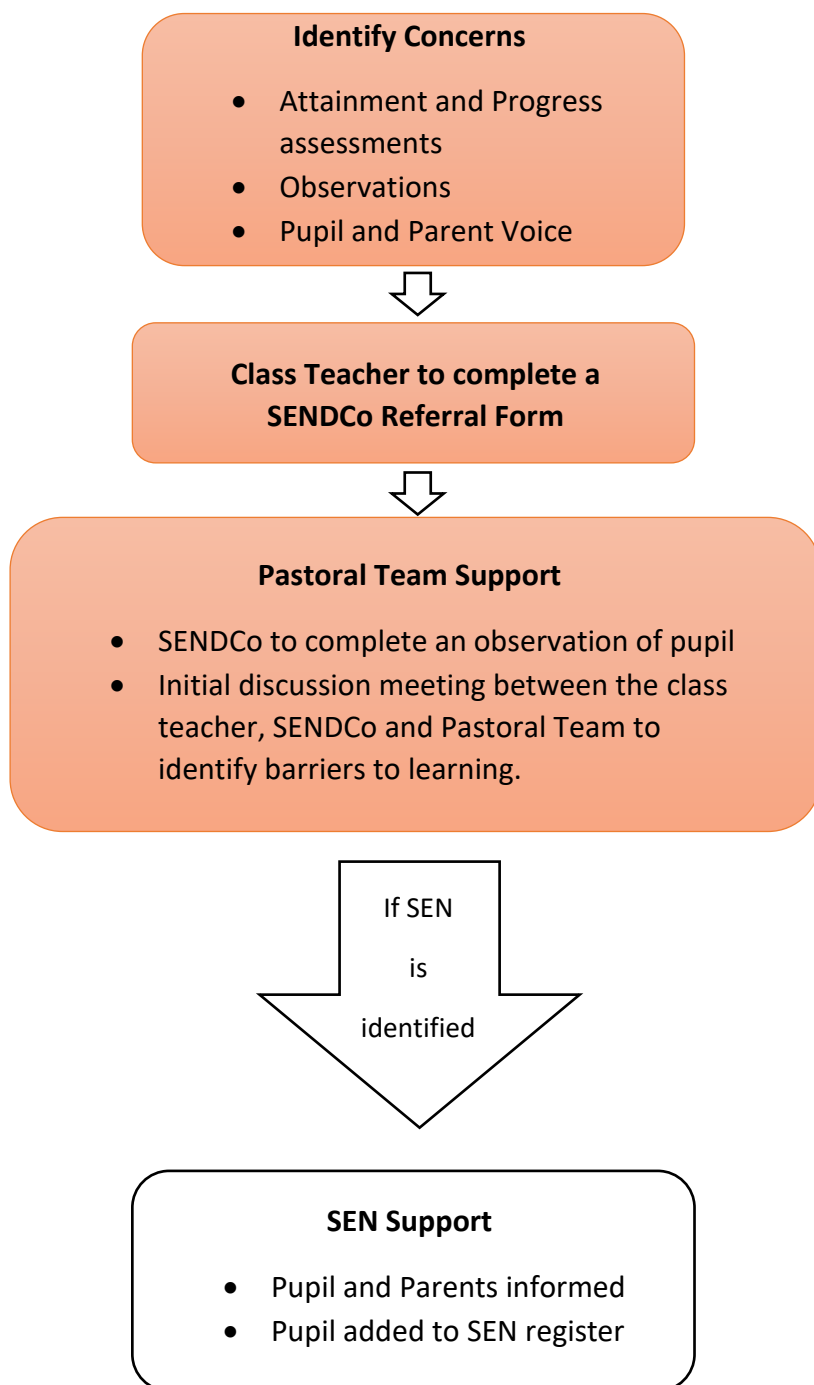
[Appendix Two – One Page Profile Template.](#)

Using all this information, appropriate targets are identified and added to an Individual Support Plan as part of the **Plan** stage. Please see [Appendix Three – Individual Support Plan Template](#). Additional provision is coordinated by the class teacher and SENDCo. For more information on the **Plan** and **Do** stages of the cycle, see [SEN Provision at Drake Primary School](#).

In the Review stage of the cycle, One Page Profile targets are discussed, reviewed and updated in a discussion between the pupil, parents and class teacher. The Class Teacher and SENDCo will hold a SEND Review meeting to discuss provision, assessment and further training. One Page profile and SEND Review meetings occur termly although an Assess, Plan, Do, Review cycle may be much shorter.

Identification of SEN Flowchart

This flowchart demonstrates the process for initial identification of SEN at Drake Primary School. It outlines the 'Assess Stage' of the Graduated Approach.



Identifying Pupils with Medical Need

Medical or physical impairments and disabilities are identified when a child enters our school roll or through notification by their parents and healthcare professionals. They are invited to attend a meeting to create an Individual Healthcare Plan (IHP). Medical professionals are invited if necessary and IHPs are updated annually.

For further information, please see our [Supporting Pupils with Medical Conditions](#) and [Administering Medicine Policy](#).

Education Health and Care Plan (EHCP)

An Education Health and Care Plan (EHCP) is a legal document written by the local authority. It is aimed at children and young people with high support needs that cannot be solely met through SEN support in school (outlined in [SEN Provision at Drake Primary School](#)).

For more information on what an EHCP is, please watch the video below produced by the DfE:

<https://www.youtube.com/watch?v=ughC-a5RhAc&t=1s>

If a pupil has been identified as needing an EHCP, this will have been discussed during termly Individual Support Plan meetings, where SMART targets are set. Parents and pupils will meet with the SENDCo to discuss next steps including an application of an EHCP needs assessment. We strive to communicate with pupils and parents at all stages of a pupils' SEN journey in school and so an EHCP application should not be sudden or surprise decision.

When completing an application, the local authority will expect to see the provision your child receives and evidence of their progress. We would need to evidence that our school is unable to meet your child's needs and have sought specialist advice from outside agencies.

If you feel that your child needs an EHCP needs assessment

The first step is to contact the SENDCo directly to discuss the support in place, your child's progress and our schools planned next steps. In most cases, an EHCP application will be made through the school.

In the unusual circumstance where a school does not apply, parents can make a request for an EHCP assessment directly to the authority. **Please let our school know if you decide to make a parental request** as we will be contacted by the local authority to provide information.

More information on this by Norfolk County Council can be found [here](#).

SEN Provision at Drake Primary School

High Quality Teaching

The [SEND Code of Practice](#) states that:

‘High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.’

All teachers and learning support assistants receive regular additional training on high quality teaching. Teachers plan, structure and deliver high quality lessons based on each class’s combination of individual needs and interests. At Drake Primary School, we use mixed-ability pairings called ‘Talk Partners’ to support learning in all lessons although interventions and in-class support may mean that pupils work one-to-one or in small groups with an adult. Learning may be differentiated through:

- Learning Outcome
- Resources
- Task
- Questioning
- Support
- Pace

Expectations for the lesson, and instructions for tasks, are given verbally and visually. Teachers will check that all pupils have understood through questioning, observation and assessment.

Transitions between lessons for all children are supported through the use of visual timetables, verbal and visual warnings and predictable routines.

The effectiveness of this provision for pupils with and without SEN is monitored continually through formal and in-formal assessments. This will feed into future planning and support. It is shared with pupils and parents within parent meetings and pupil reports.

As a result of High Quality Teaching, **some children with specific special educational needs, such as dyslexia, may not need SEN support.** If a child is not making progress in high quality lessons, they are targeted for additional support through an adapted curriculum or learning environment. This is known as SEN Support.

SEN Support

Pupils with SEN may need further adaptations to support their learning and development. The support offered to children will depend on their area(s) of need and individual learning styles. The [SEND Code of Practice](#) categorises need into four broad areas. These are:

Areas of Need	Definition	Example Conditions
Cognition and Learning	Support may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including specific difficulties with one area of learning as well as moderate to severe difficulties, where children are likely to need support in all areas of the curriculum.	<ul style="list-style-type: none">• ASD• Concentration• Dyscalculia• Dyslexia• Dyspraxia• Memory• Motivation
Communication and Interaction	Children with Speech, Language and Communication Needs have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.	<ul style="list-style-type: none">• ASD• Speech and Language difficulties• Selective Mutism• Tourettes
Social, Emotional and Mental Health	Children may experience a wide range of social and emotional difficulties which present in different ways. These include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse or physical symptoms that are medically unexplained.	<ul style="list-style-type: none">• ADHD• ASD• Concentration• Motivation• Selective Mutism• Tourettes
Sensory and/or Physical	Some children require special educational support because they have a disability which prevents them or hinders them from making use of the facilities generally provided. These can be age related and fluctuate over time.	<ul style="list-style-type: none">• Dyspraxia• Hearing Impairment• Sensory Processing• Visual Impairment• Mobility difficulties (including disabilities which affect movement)

Cognition and Learning

Provision Map for Cognition and Learning		
Universal	Enhanced	Specialist
<ul style="list-style-type: none"> • High Quality Teaching • Differentiated curriculum planning and work – ability groups, computer partners, discussion partners, pair share, flexible grouping • Differentiated delivery – simplified delivery, questioning, going back over points • Differentiated outcome – expecting different amounts of work • Differentiated tasks – modifying work or tasks for different abilities • Different learning styles – visual, auditory and kinaesthetic • Different resources – wordbooks, key word cards, phoneme mats & frames, maths resources, visual prompts and clues, alternatives to copy writing e.g. prints of SMARTS, reading rulers, number lines, coloured resources (e.g. paper) different fonts, font sizing. • Support- with TA or Teacher (Guided reading, extra individual readers) • Child to repeat back instructions • Seating arrangements to meet various needs • Classroom display • Visual timetables – with symbols • Use of writing frames • Key word wall and cards • Topic related word display • Chunking information to help with understanding • Extra praise or encouragement • Strategies to improve attention and concentration 	<ul style="list-style-type: none"> • Guided writing with a teacher or LSA • Guided Maths with a teacher or LSA • Handwriting intervention • Individual use of ICT programmes • Designated group support of One Page Profile targets for literacy and/or numeracy e.g. through additional phonic work, numeracy games etc. • Increasing range of specialist IT – Clicker 5, recording buttons, laptops/iPads • Specialised reading books e.g. Project X Code and Oxford Owl • Screening assessment tools. 	<ul style="list-style-type: none"> • Individual support in the delivery of core subjects • Individual support for One Page Profile targets for literacy and/or numeracy. • Provision of specialist technological equipment if required e.g. coloured keyboards, large roller mouse, text-to-speech software • Individual arrangements for exams – extra time, rest breaks, readers, scribe etc.

Communication and Interaction

Provision Map for Communication and Interaction		
Universal	Enhanced	Specialist
Social Communication <ul style="list-style-type: none"> • High Quality Teaching • Flexible teaching arrangements • Structured school and classroom routines • Differentiated curriculum delivery taking into account simplified language, minimal use of language. • Increased visual aids / modelling • Visual timetable • Use of symbols • Circle time activities • Social stories • Attention and listening activities 	Social Communication <ul style="list-style-type: none"> • Social skills group • Personalised Social stories • Access to calming area or designated work space • Playground monitoring by buddies, MTAs, teachers and LSAs • Visual prompt cards eg. stay on topic, 'now' and 'next' • Emotions cards and activities • Small group intervention 'games' • Increasing range of specialist IT – Clicker 5, recording buttons, laptops/iPads 	Social Communication <ul style="list-style-type: none"> • Individual timetable • Additional planning and arrangements for transition • Sensory Circuit intervention • Individual arrangements for SATs if necessary – extra time, rest breaks, readers, scribe etc • Emotion gauging individual work • 1:1 curriculum tasks with LSA support • Individual work place • Individualised programme of work • ELSA – Emotional Literacy Support Assistance
Speech and Language <ul style="list-style-type: none"> • Differentiated curriculum delivery e.g. simplified language or minimal use of language • Differentiated outputs e.g. pictorial representation rather than written work • Increased visual aids/modelling • Talking cards • Speech / Language Link assessment – KS1 • Speech / Language Link games • WellComm Assessment – Reception • Read Write Inc Phonics Programme • Availability of resources e.g. use of different coloured pens for different sections, visual aids, text size, braille. 	Speech and Language <ul style="list-style-type: none"> • Speech and language group support using Language Link resources • In class support to aid delivery of One Page Profile targets • Phonics support / interventions • Playground monitoring by buddies, MTAs, teachers and TAs • Language enrichment activities • Pre teaching of language for new topics • Increasing range of specialist technology – Clicker 5, recording buttons, laptops/iPads 	Speech and Language <ul style="list-style-type: none"> • Speech therapy sessions- delivered by a Speech Therapist and/or LSA • Individualised programme of work • Makaton signing where appropriate • Provision of specialist technological equipment

Social, Emotional and Mental Health

Provision Map for Social, Mental and Emotional health

Universal	Enhanced	Specialist
<ul style="list-style-type: none"> • High Quality Teaching • Whole school behaviour policy promoting learning behaviour • Whole school/ class rules (as visual prompts) • Personal, Social, Health Education (PSHE)– enhancing self-esteem in whole class lessons • Buddies to help manage playtimes • Step on approach – staff trained • Boxall mental health assessments every term • Forest Schools • Teaching of relaxation techniques (e.g. mindfulness) 	<ul style="list-style-type: none"> • Social skills intervention e.g. turn taking, social stories, role play • Social skills support during playtimes • Monitoring in classroom and playground • Rewards for target behaviour. I.e. target book. • Opportunities for time out • Follow up discussions for unacceptable behaviours • Additional Forest School sessions • Specific Pastoral support from members of the pastoral and Senior Leadership Team • Personalised teaching of relaxation techniques 	<ul style="list-style-type: none"> • Time with Mental Health First Aid trained LSA. • Individual arrangements for exams – extra time, rest breaks, readers, scribe etc • Behaviour programme through a Pupil Support Plan (PSP) • LSA 1-1 support – used to support behaviours • Alternative arrangements at playtimes • Individualised timetable • ELSA – Emotional Literacy Support Assistance • Support from external agencies • Play Therapy • Attachment Intervention

Sensory and/or Physical

Provision Map for Sensory and or Physical		
Universal	Enhanced	Specialist
<ul style="list-style-type: none"> • High Quality Teaching • Flexible teaching arrangements e.g. seating children so that they can see, make sure children with hearing and sight problems sit in appropriate place. • Flexible seating arrangements e.g. carpet spaces, cushions, wobbly (sensory) seats • Teacher aware of implications of sensory and physical impairment e.g. making sure a child can see the mouth of the person who is speaking • Availability of resources e.g. writing slopes, matt laminates, triangular pencil grips, left handed scissors, scissors with hand grips, use of coloured overlays and coloured worksheets, line guides, use of different coloured pens for different sections on the board, visual aids, fidget toys, text size, braille. • Access to drink when needed • Regular physical activity e.g. Brain Breaks/Daily Mile 	<ul style="list-style-type: none"> • Fine Motor interventions in a small group • Gross Motor interventions in a small group • Sensory Circuit intervention • Coordination support work • Visual/auditory perception activities e.g., Phonic blending resources, phonic pots • Modified resources e.g. large print • LSA support within class and additional arrangements for transitions between learning environments • Increasing range of specialist IT – Clicker 5, recording buttons, laptops/iPads 	<ul style="list-style-type: none"> • Individual support in class to facilitate to curriculum access e.g. LSA or Teacher adapting learning materials, personal timetable • Individual speech therapy and language suggested by a Speech Therapist. • Individual handwriting /fine motor/keyboard skills • Provision of specialist technological equipment if required e.g. coloured keyboards, large roller mouse, text-to-speech software, braille-translation software and hearing loop technology • Individual arrangements for exams - extra time, rest breaks, readers, scribe etc • Provision of specialist equipment e.g. sensory aids, movement aids, playground equipment. • LSA to monitor safety and give discreet support as required e.g. physically impaired child or toileting difficulties • Movement group activities suggested by Physiotherapist/Occupational Therapist • Virtual School for Sensory support – observations and feedback.

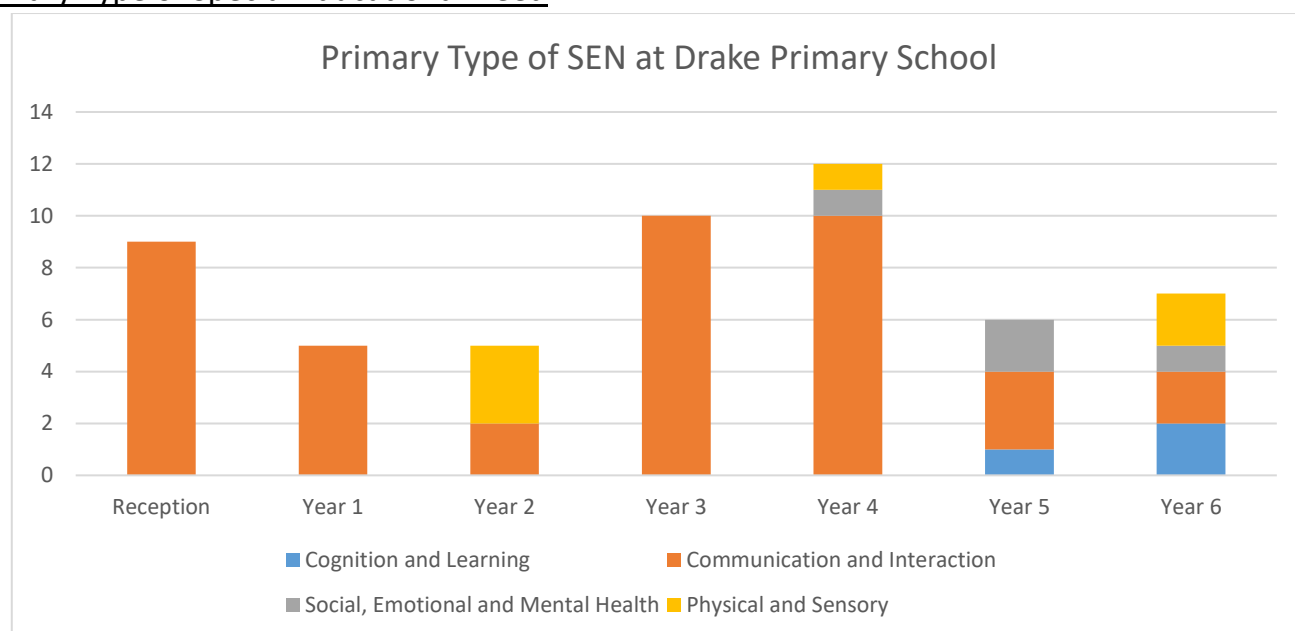
SEND Profile at Drake Primary School: 2022 -2023

This academic year, 12.9% of our children receive extra support in their learning due to Special Educational Needs. This is a decrease of nearly 2% from the end of last academic year and a decrease of 8% over the last three academic years; despite rising national and local figures. It is important to note that we are anticipating higher rates of SEN identification in Year 1 and Reception this year which will increase our school percentages. However, successful school transfers, effective early intervention and clearer identification systems have contributed to the decrease in total pupils with SEND at Drake Primary School.

SEN/D Register	Drake Primary School	Norfolk Primary Overall	National Primary Overall
Total Pupils with SEND	12.9%	16.9%	15.3%
Total Pupils with EHCP	3.8%	2.1%	2.3%
Total Pupils at SEND Support	9.1%	14.8%	13.0%

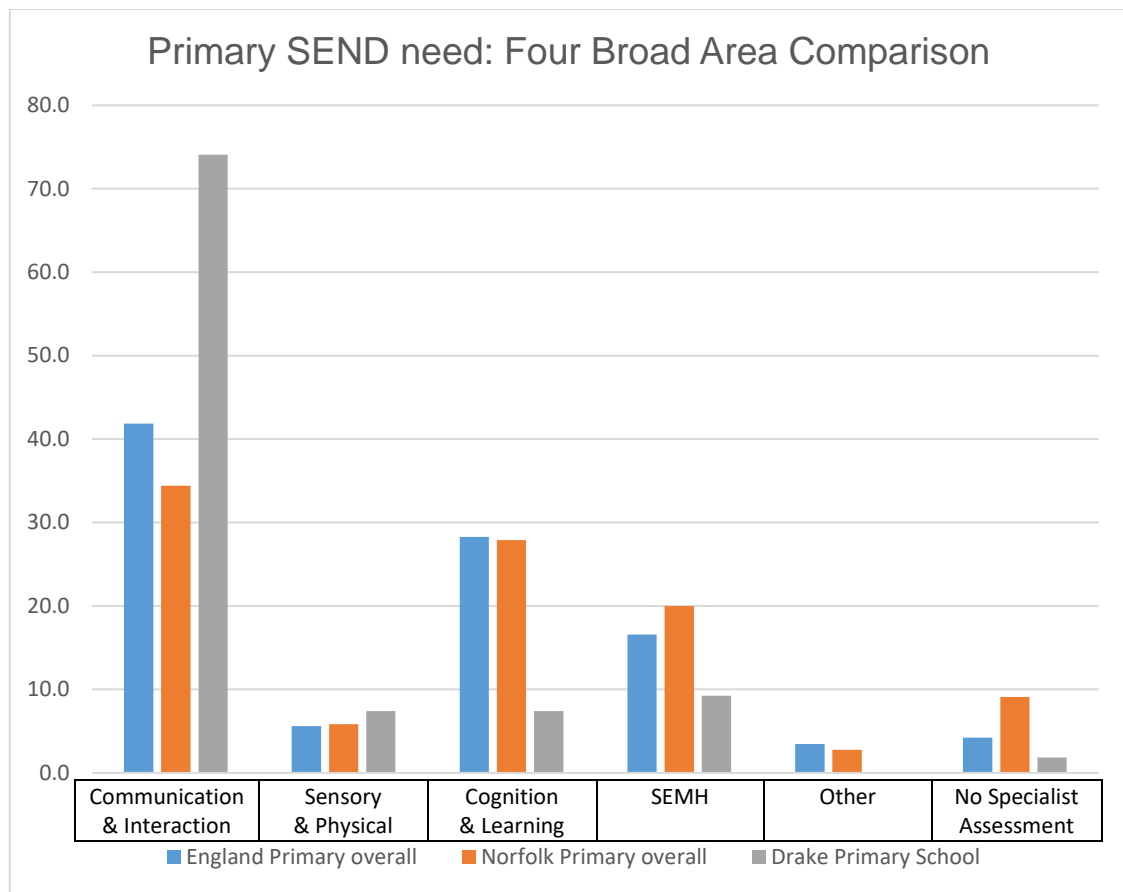
The data above shows that have a significantly lower percentage of children receiving SEN Support and a significantly higher percentage of children with EHCPs than Norfolk and National figures. Whilst these differences are inclusive of our Specialist Resource Base, which will skew data towards pupils with EHCP, the significant differences also indicate highly effective and inclusive practice across the mainstream setting in addition to fast, successful referrals to the local authority.

Primary Type of Special Educational Need



Commentary:

- The chart above is based on each pupil's primary need (main area of support) but it is important to note that some pupils may have secondary needs not recorded here.
- These figures show that SEN/D is relatively evenly distributed across all year groups. Reception, Year 3 and Year 4 have the highest levels of SEN.
- The year groups receiving the highest proportion of support for SEN are Reception and Year 4. This reflects the needs of individual children and is allowing us to collaborate with external specialists or process referrals.
- The biggest area of need is Communication and Interaction which includes children with speech and language difficulties as well as specific interaction diagnosis such as Autism Spectrum Condition. This matches our highest expenditure of training and links to our work across school as we build our Autism Specialist Resource Base. This also matches national statistics for SEND.



Commentary:

- This graph shows that we have considerably higher percentages of children with Communication and Interaction as their primary need, compared to Norfolk and National figures. This is to be expected as we expand our ASD Specialist Resource Base. It is also indicative of our focus in identifying speech and language difficulties in Early Years.
- We have a significantly lower percentage of children with cognition and learning as their primary difficulty.
- We have a lower percentage of children who have not received specialist assessment of their learning needs. A specialist assessment could include external specialists or informal assessments from specialists within school.

Pupil and Carer Voice

Pupils with SEN and their families are at the heart of SEN practice at Drake Primary School. We consult with pupils and parents through every step of the Assess, Plan, Do, Review cycles in addition to termly meetings between parents and class teachers. We encourage children with SEN and any parents to talk to us directly if they have a concern so that we can work together to find a solution and support every child.

Class teachers and the school SENDCo can be contacted through the school office using the details listed [here](#).

Pupil Voice

All pupils are supported to participate, understand and give views on our school SEN practice. This happens through questionnaires, surveys and the school council.

Pupils with SEN are supported to give their views and be involved in making decisions about their own support. This happens before and during One Page Profile meetings or EHCP annual review meetings. To support pupils, we use a range of resources to help them share views e.g. video, pictures, recording buttons and SEND specific apps.

Pupils with SEN are made aware of opportunities to participate in SEN communities outside of school such as SEND Youth Forums, SEND specific clubs or activities run by outside organisations. Information about these opportunities can be found on our school website or posted on Parent Hub.

Parent Carer Voice

If your child is on the SEN register, we will communicate with you about your child's needs and progress at least three times a year. If there are any changes or concerns regarding your child's learning or development, we will contact you for a further collaborative conversation.

We encourage parent carers of children with SEND to share their views and participate in our whole school offer and their child's individualised support program. Whilst class teachers and the school SENDCo can be contacted at any time during school hours through the school office, we also invite parent carers to give their views during:

- Review meetings
- Parent evenings
- One Page Profile meetings
- SEND meetings
- Pupil Support Plan meetings

Further opportunities to share parent carer views are given during questionnaires, parent governor meetings, home-school communication books and our online communication systems such as Parent Hub or Tapestry.

Expertise and Training

Staff

The school SENDCo, Ms Megan Stuart, is a qualified Primary Education Teacher and Designated Safeguarding Lead with an additional National Award for SEN Coordination. She attends regular training in current SEND practice and specific areas of need, including Mental Health. She works closely with the school Pastoral and Senior Leadership Team.

All staff at Drake Primary School receive formal and informal SEND training throughout the school year. Most recently, class teachers and LSAs received training on High Quality Teaching, SMART target setting and moderation for Identification of Needs Descriptors for Educational Settings.

Accredited training courses are attended by specific members of staff in order to ensure that best practice is shared across the school. We have a wide selection of resources and training available to support the children. This includes but is not limited to:

- Emotional Literacy Support Assistants
- Attachment Specialists
- Art Therapy
- Forest Schools
- Norfolk Steps Training to support early intervention
- Boxall Profiling
- Screening Assessment Tools – Sandwell Maths Assessment and Dyslexia Portfolio
- Working Memory Intervention Program
- WellComm Speech and Language Assessment
- Communication Champion support for Speech and Language difficulties
- Family Support Processes (FSP)
- A raft of specific medical training as dictated by Individual Healthcare Plans.

In addition to the list above, staff have expertise on a range of external tools to assess children with SEND in order to ensure that their needs can be met accurately. These tools include, but are not limited to:

- [Development Matters](#) – Curriculum Guidance for Early Years Foundation Stage
- [The Engagement Model](#) – Guidance for children working below the National Curriculum
- [Norfolk Assessment Pathways](#) – Alternative Curriculum for children with SEN in Norfolk

External Specialists

We work closely with a range of external professionals to seek advice or provide interventions for pupils with SEN and support their families. Some external agencies that are employed by the school are Occupational Therapists, Play Therapists, Educational Psychologists and Speech and Language Therapists. However, we also work closely with:

- Local GP surgeries
- East Coast (NHS) Speech and Language Therapists
- Healthy Child NHS Program
- Virtual School SEND
- Norfolk Inclusion Team
- Virtual School Sensory Support
- Children and Adolescent Mental Health Services (CAMHS)
- Just One Norfolk
- Early Help
- Nelson's Journey Counselling
- Young Carers
- Independent Specialist Settings within the county

Further information about these agencies can be found through the Norfolk County Council Website.

Norfolk's Local Offer

Each county council has a Local Offer. This is published information all in one place, describing the provision or expected provision in an area for children with SEN and their families.

Further information on Norfolk's Local Offer and parental guides can be found [here](#).

SEN Funding

Specific funding, known as Element 3 funding, for pupils with SEN allows us to provide most of the facilities, equipment, resources and expertise needed to support our pupils. For a detailed explanation on how school's secure SEN funding and a further link to Drake Primary School's funding allocation, please visit Norfolk County Council's website [here](#).

Drake Primary School SEN Funding Allocations

For the academic school years 2020-2021 and 2021-2022, our SEN funding has provided:

- Specialist or one-to-one support for children with high SEN needs
- SEND-specific resources such as pencil grips, wobble cushions, ear defenders
- Educational Psychologist and Occupational Therapist Assessments
- A Speech and Language Therapist employed by the school
- Two Play Therapists employed by the school

During the academic year 2022-2023, we will also be investing in:

- Intervention tracking and assessment tools

Facilities

In 2016, our school building undertook significant renovation to increase our pupil capacity and ensure that our school site met the needs of every child on our roll. As a result, our building is a single-story, disability friendly, spacious and inviting site. In addition to 14 classrooms, we benefit from specific intervention rooms, a forest school area and an ASD Specialist Resource Base. Disabled toilets are available throughout the building.

As of September 2022, we began further building work to construct a new Reception block and refit our ASD Specialist Resource Base. This will lead to increased access to the outdoor area for Reception children and improved resourcing and provision for children who need specialist support to access mainstream learning. Additionally, all children will benefit from increased area for play and forest school.

For more information about how our school increases access to education for children with disabilities, please see our [Accessibility Plan](#).

Transitions for Pupils with SEN

Admission Arrangements

All admissions to the school are in line with [Norfolk County Council's Admission Policies](#). There is no differentiation made between pupils with, or without, special educational needs. Little Pirates have their own admission arrangements.

Joining Drake Primary School

Pupils with SEN may require specific arrangements when transferring between phases of education or schools. We welcome all new pupils joining our school and invite them to a tour of the site. Pupils and parents are invited to share information about themselves and will be given information or opportunities to meet their new class teacher and other key adults. For pupils with SEN, we can work with families and external professionals to adapt our practice or include additional transition plans.

Leaving Drake Primary School

For those children in Year 6 transitioning to a secondary school, we have a full program of transition with our feeder Secondary schools. We work with the secondary schools to provide additional support for children who could be vulnerable or particularly anxious during the period of transition. This may include additional visits to the schools in order to meet key members of staff and an additional opportunity to get to know the school buildings. These opportunities are provided based on the needs of individual children.

For children with SEN transitioning to another mainstream primary school or special education setting, we work closely with the new staff team to ensure that relevant information, plans and documentation are shared. The school SENDCo's will meet to create a plan for transition and additional support put in place. This may include supported visits to the new setting or key members of staff from the new school attending sessions at Drake Primary School in order to get to know the child. Pupils with SEN and their families are fully included in this process and will be communicated with throughout.

Complaints

If you are not happy with the provision made available for your child, please contact your child's class teacher or discuss your concerns with the school SENDCo. They can be contacted through the school office using the contact details listed [here](#).

For further information on how to make a formal complaint, please see our [Complaints Policy](#).

For free confidential and impartial information, advice and support, contact [Norfolk SEND Partnership](#) on:

Telephone	01603 704040
Email	sendpartnership.iass@norfolk.gov.uk
Website	https://www.norfolksendiass.org.uk/

Appendix One – SENDCo Referral Form

Referral to SENCO

Name of Pupil:

Year group:

Class teacher:

Today's date:

General areas of development causing concern (please highlight as many as apply)

Cognition and Learning,

Communication and Interaction

Social, Emotional and Mental Health,

Sensory and Physical Needs

Specific factors hindering the pupil's educational development (please highlight)

Learning Skills	Response to Teaching Style
Attention to task	Ability to work well in a group
Comprehension of tasks	Ability to take responsibility for own work
Completion of tasks	Motivation 1:1
Interest in tasks	Maintenance of motivation in group, class
Age appropriate skills	Working independently
Confidence in attempting task	Organisation of possessions
Gross/Fine motor skills	Asking for help
Social Skills	Subject Competence
Relationships with other pupils	Speaking (First language.....)
Relationships with adults	Listening
Attention seeking/withdrawn	Reading
Cooperation	Comprehension
Self control	Writing
Play times	Spelling
Regular attendance	Numeracy
Home/school cooperation	Other

Has the pupil had a recent eye test?

Has the pupil had a recent hearing test?

Any additional concerns:

What action would you like from the SENDCo?

Action taken (to be completed by the SENDCo)

What have you tried?**Cognition and Learning**

Analysed assessment to identify gaps in learning?	Learning aids – learning mats, concrete aids, picture prompts etc
Identified preferred learning styles and differentiated accordingly?	Think, pair, share
Word banks, sentence starters, writing frames?	Use of drama, role play, discussions
Instructions – one or two parts, chunked	Provided visual support to promote independence?
Take up time	Seated the pupil appropriately?
Modelled example and example of finished product	Arranged peer/buddy support?
Offered alternative ways of recording?	Provided focussed support from support staff? One to one? Group (Wave 2)?
Recorded the impact/outcomes of any additional strategies you have employed?	Parent liaison

Communication and interaction

Individual visual timetable	Arranged peer/buddy support?
Seated with suitable role model	Provided focussed support from support staff? One to one? Group (Wave 2)?
Social stories	Take up time
Individual word banks	Parent liaison
Mentoring time – teacher/LSA	

Social, Emotional and Mental Health

Sitting at front near positive role model	Clear expectations and indication of support
Regular positive praise	Clear time limits
Low key interventions for minor behaviour eg eye contact, thumbs up	Reject behaviour not student
Regular routine	Clear choice paths
Tactically ignore minor behaviour issues	Class responsibilities
Prepare for change/ what is going to happen	Model fairness

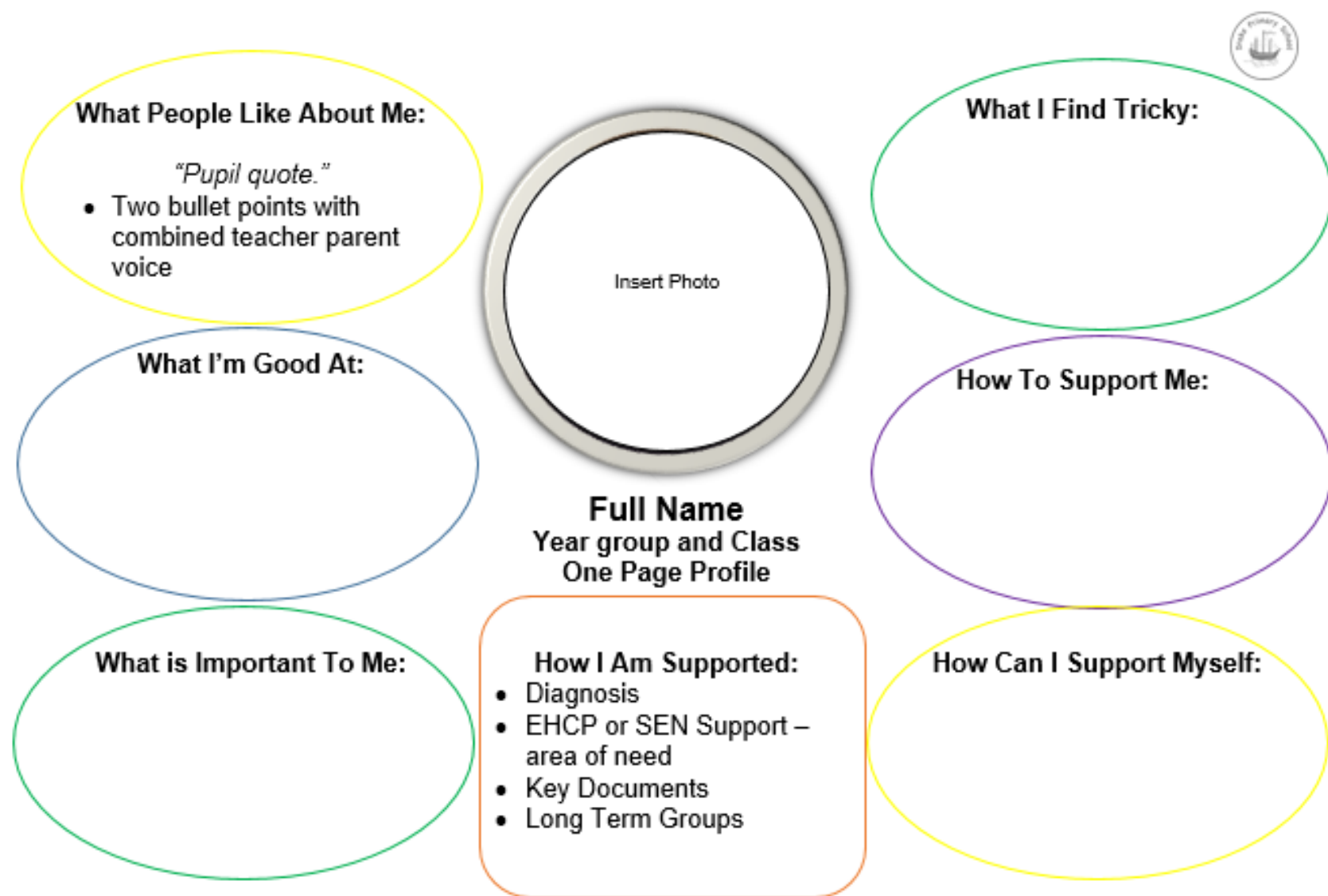
Sensory and/or physical

Different coloured background to power points and IWBs	Pen grips
Modelled good handwriting	Wider ruled books
Tried writing slope	Pincer scissors, triangular pens etc
Enlarged versions of texts	Help with organisation
Seating near front	Teacher talking clearly and facing class
Use of laptops and ICT where appropriate	Support with changing if required
Larger equipment/different colours	
Transcripts of texts	

What specialist support have they already received?

Educational Psychologist	ELSA
Speech and Language Therapy	Family Support Plan
Occupational Therapy	PSP
Support organised outside of school:	Other:

Appendix Two – One Page Profile Template



The template is a circular diagram with a central circle and six surrounding ovals. The central circle is labeled 'Insert Photo'. The six ovals are arranged in a circle around the center, each with a different colored border. The top-left oval is yellow and contains the text 'What People Like About Me:' followed by a pupil quote and two bullet points. The top-right oval is green and contains the text 'What I Find Tricky:'. The middle-left oval is blue and contains the text 'What I'm Good At:'. The middle-right oval is purple and contains the text 'How To Support Me:'. The bottom-left oval is green and contains the text 'What is Important To Me:'. The bottom-right oval is yellow and contains the text 'How Can I Support Myself:'. In the center, below the photo circle, is a box containing the text 'Full Name', 'Year group and Class', and 'One Page Profile'. To the right of the top-right oval is a small circular logo with a ship and the text 'Pupil Profile'.

What People Like About Me:

"Pupil quote."

- Two bullet points with combined teacher parent voice

What I Find Tricky:

What I'm Good At:

How To Support Me:


What is Important To Me:

How Can I Support Myself:

Full Name
Year group and Class
One Page Profile

How I Am Supported:

- Diagnosis
- EHCP or SEN Support – area of need
- Key Documents
- Long Term Groups



Individual Support Plan

Diagnosis / Area of Need

INDEs	
Area of Need	Score
Physical Disability, Physical and Neurological Impairment, Medical, Independence and Sensory	
Hearing Impaired	
Visual Impaired	
Speech and Language	
Social Communication and Interaction	
Social, Emotional and Mental Health	
Learning and Cognition Difficulties	

Current Attainment		
Writing		
Reading		Reading Age:
Maths		

How I Am Supported	
Key Documents:	Groups:

Provision
Above that of the Teaching and Learning Policy and School Non-Negotiables

Autumn Term 2022	
Target <i>(Include Area of Need category from EHCP if applicable)</i>	Outcome (met/ not met)
1.	
2.	
3.	