

SEND Information Report for The Dragonfly Federation Schools 2018/19

Part of the Norfolk Local Offer for Learners with SEND

Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and disabilities (SEND.) All governing bodies of maintained schools and maintained nursery schools, have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

At the Dragonfly Federation we are committed to working together with all members of our school communities. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Melanie Street - SENDCO.
Kim Russell -, SEND Governor

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions can be found on the [Norfolk SEND Local Offer](#) website.

Alternatively, if you think your child may have SEND please speak to their Class Teacher or contact Melanie Street our SENDCO on 01692-580557 (Stalham Infants) or 01692-650225 (East Ruston).

Our Approach to Teaching Learners with SEND

At The Dragonfly Federation we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our teaching and learning policy available on the website or via the school office.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

At The Dragonfly Federation, we value: - **Learning for all**

How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distracts them from learning. We are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

SEND and Disability Regulations 2014

Both schools in The Dragonfly Federation are fully inclusive settings. Our buildings have been modified and ramps have been built or provided with ramps in order to accommodate wheelchair users.

Our SEND profile for 2018/19 shows that we have

Stalham Infant School SEN Report	
Percentage of SEN pupils: (National 14%)	23%
Percentage of pupils with EHCP:	1.16%
Percentage of SEN pupils with Communication and Interaction Needs	30%
Percentage of SEN pupils with Cognition and Learning Needs	15%
Percentage of SEN pupils with Social, Mental and Emotional Health Needs	35%
Percentage of SEN pupils with Sensory and/or Physical Needs	10%

East Ruston School SEN Report	
Percentage of SEN pupils: (National 14%)	33%
Percentage of pupils with EHCP:	3%
Percentage of SEN pupils with Communication and Interaction Needs	64%
Percentage of SEN pupils with Cognition and Learning Needs	55%
Percentage of SEN pupils with Social, Mental and Emotional Health Needs	18%
Percentage of SEN pupils with Sensory and/or Physical Needs	0%

Assessing SEND at The Dragonfly Federation

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At The Dragonfly Federation we ensure that assessment of educational needs, directly involves the learner, their parents/carer and their teacher. The Special Educational Needs Coordinator (SENDCO) will also support with the identification of barriers to learning. We have a range of assessment tools available within school.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services but may have to be commissioned from our school budget. We have access to services universally provided by Norfolk County [Support Services](#).

We also employ 6 PT Learning Support Assistants/Teaching assistants and 2 Higher Level teaching assistants who deliver the interventions in the provision map as co-ordinated by our SENDCO.

What we do to Support Learners with SEND at The Dragonfly Federation

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at The Dragonfly Federation are proud of our Teachers and their development. The Teacher standards are at www.gov.uk

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- Laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Personalised programmes – Maths Whizz
- 5 minute box-maths and literacy
- Tracks programme

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the

individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map which describes the interventions and actions that we undertake in the Dragonfly Federation schools to support learners with SEND across the year groups. We modify the provision map regularly, and it changes as our learners and their needs change.

At The Dragonfly Federation we share knowledge and understanding with our colleagues in the Stalham area and schools in the Rightforsuccess Trust, so we can learn from each other, and demonstrate what we offer for learners with SEND. We are also able to promote consistent practice across all the schools ensuring equality of opportunity.

Our provision map is shared with the SEND Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

Funding for SEND

Schools in the Dragonfly Federation receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in an SEND memorandum. The amount of funding we received for 2018/19 is Stalham Infants - £31,172 and East Ruston - £12,533.

EHCP and Top-Up funding can be applied for from the Local Authority.

To date The Dragonfly Federation has benefitted from training in dyslexia, SENSI and ASD. In addition pupils have received extra support from a Higher Level Teaching Assistant who is trained in 'Catch up'.

Pupils who require emotional support are given the opportunity to 'talk' in PSHE lessons. Referrals can be made to The Benjamin Foundation and The Matthew Project if appropriate.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within The Dragonfly Federation. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the graduated response of 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same review procedures take place, but the EHC plan will also be formally reviewed annually.

The SENDCO collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. Our school is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra curricular activities. In The Dragonfly Federation in 2018/19 we are offering a range of additional clubs and activities. These can be found on our school web page or by contacting our school secretary.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head teacher or SENDCO to discuss specific requirements.

All staff at The Dragonfly Federation work within the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click [here](#).

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. The Dragonfly Federation is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Parents are notified of these processes by the class teachers. Transition to Stalham Academy is organised with year 3 teachers each year. Parents of children with an EHCP will be notified in the summer term of their Year 2, to ensure time for planning and preparation.

Have your say

We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

Useful links

www.norfolk.gov.uk/SEND

Parent Partnership

www.dfe.gov.uk