

## CITY ACADEMY NORWICH

### SEND Information Report October 2024

<p>1 Variety of Special Educational Needs that are provided for at City Academy Norwich.</p>	<p>The SEND Department provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014 (last updated May 2015):</p> <ul style="list-style-type: none"> <li>• Communication and Interaction</li> <li>• Cognition and Learning</li> <li>• Social, emotional and mental health difficulties</li> <li>• Sensory and/or physical needs</li> </ul> <p>The school currently has 25% of all students identified with SEND including 6% of students with an EHCP.</p>
<p>2 Information about the school's policies for identification and assessment of pupils with SEND</p>	<p>Pupils are identified as having SEND with their needs assessed through:</p> <ul style="list-style-type: none"> <li>• Information passed on from previous schools or other professionals including from health and social care</li> <li>• KS2 data results, baseline assessments and results including Cognitive Ability Test and progress data</li> <li>• Individual assessment through the use of standardised score assessments including British Picture Vocabulary Scale, CTOPP2, TOMAL-2, WIAT III, WRIT, DASH</li> <li>• Intervention baselines</li> <li>• Referrals and feedback from teaching staff, including observations</li> <li>• Pupil Premium interventions not showing impact</li> <li>• Catch-Up interventions not showing impact</li> <li>• Referrals from parents</li> <li>• Pupil referrals</li> <li>• SEND interventions not showing impact may also lead to further identification of need</li> <li>• Specialist agency input via CEPP (Educational Psychologist, Speech &amp; Language Therapist or Specialist Learning Support Teacher)</li> <li>• Team Around the Child (TAC) discussions</li> </ul>

<p>3c The school's approach to teaching pupils with SEND</p>	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> <li>• High Quality Teaching, with appropriate and effective “scaffolding to support” in place.</li> <li>• Additional adult support in classrooms where appropriate to form Teaching Teams with Learning Support Assistants</li> <li>• Personalised provision through time limited programmes including Talkabout, ELSA, Arrow intervention programmes, Sound Discovery, WordWasp, Speed up – Handwriting intervention, Sensory Circuits, Typing intervention, Memory Intervention, IDL and IXL Numeracy, Social Stories, Lego Therapy, Nurture Sewing, Forest School, Thrive, Zones of Regulation, Therapeutic Support including Counselling, Emotionally Available Adult, Weekly Debriefs, Dyslexia Gold literacy intervention, Speech Link Speech and Language intervention.</li> <li>• Personalised intervention programmes led by trained Support Staff</li> <li>• Dual Centre provision (AP &amp; School)</li> <li>• The sourcing of additional specialist support via external agencies e.g. CEPP, Open Arms Support Services, Dyslexia Outreach, Mental Health Service Team</li> <li>• In-school specialist provision within SEMH Base and/or Cognition &amp; Learning Base Provision for identified pupils</li> <li>• Nurture Provision for identified year 7 pupils to support transition into high school in two separate classes – C&amp;L and SEMH. Previous year 7 nurture has now been rolled out into year 8 to form a ‘GCSE ready’ package.</li> <li>• Student support plans with learning strategies created and accessible to all teaching staff.</li> </ul>
<p>3a Evaluating the effectiveness of the provision made for pupils with SEND</p>	<ul style="list-style-type: none"> <li>• Impact tracking is completed at least termly and adaptations to provision made in light of the findings.</li> <li>• SEND Parent Voice Survey bi-annually</li> <li>• SEND Pupil Voice Survey bi-annually</li> <li>• Progress and evaluation are reported to Sapientia Education Trust’s Board of Trustees and the Director of Inclusive Learning</li> <li>• Progress and evaluation of SEND is reported to the Education Committee via the Headteacher’s report termly</li> <li>• Specialist External Support is provided via the Trust Education Team.</li> <li>• SEND is a priority for all Quality Assurance undertaken by the Trust Education Team</li> </ul>

	<ul style="list-style-type: none"> <li>• The Whole School SEND Review Guide is used as a key effectiveness review tool to evaluate the impact of SEND provision.</li> <li>• SEND Information Report posted on website</li> <li>• Close collaboration within school-based Team Around the Child (TAC) system</li> <li>• Progress and Impact is reported to the Trust Education Team termly</li> </ul>
<p>3b Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review</p>	<p>We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review.</p> <ul style="list-style-type: none"> <li>- Assess: when a learner is identified as having SEND, we establish a baseline. This could include data from assessments (internal and external) and observations as well as discussions with parents/carers, key staff, and the pupil.</li> <li>- Plan: together we plan about what actions need to be taken and what support needs to be put in place. A date is set for review.</li> <li>- Do: the plan is put in place as agreed.</li> <li>- Review: the impact of the provision on the pupil is evaluated. The next steps are established. The cycle may begin again.</li> </ul> <p>These arrangements include:</p> <ul style="list-style-type: none"> <li>• Data tracking for pupil progress using SMART targets specific to individual starting points</li> <li>• Pupil progress meetings between Progress Leaders, Subject teacher, SLT and SENDCO</li> <li>• Student Support Plans</li> <li>• Student Learning Plans and EHC Plan reviews</li> <li>• Observations and follow-up</li> <li>• Parent/Carer's meetings</li> <li>• Pupil Voice</li> <li>• Thrive and the SEMH tracking tool that evidences softer skills that are hard to capture elsewhere.</li> </ul>
<p>3d How adaptations are made to the curriculum and the learning environment of pupils with SEND</p>	<p>The curriculum/learning opportunities may be adapted by:</p> <ul style="list-style-type: none"> <li>• Application of EEF High Quality Teaching Strategies including scaffolding, modelling, flexible grouping, explicit instruction, meta-cognition strategies</li> <li>• Appropriate choices of texts and topics to suit the learner</li> <li>• Access arrangements for tests and other examinations</li> <li>• Additional adult support</li> </ul>

- Use of technology including reader pens, personalised laptops
- Allocation and adaptation of room use
- In-school specialist provision within SEMH Base or Cognition & Learning Base Provision for identified pupils
- Two Nurture Rooms for identified year 7 pupils – Cognition & Learning and SEMH. This is in specific liaison with feeder schools, parents and diagnosis or EHCPs.
- The School's Accessibility Plan stipulates the increasing extent to which pupils with disabilities participate in the school's curriculum, how the school is improving its physical environment to increase access for students with disabilities and improving the delivery to pupils with disabilities of information which is readily accessible to students without disabilities.

Further Examples are:

- Clear and consistent classroom routines.
- Visual aids, checklists, timers and manipulatives.
- Graphic organisers, mind maps, spider diagrams.
- Writing frames, sentence starters.
- Reading text/instructions aloud.
- Pre-teaching vocabulary; and
- Breaking up longer texts and tasks into manageable chunks.

Additional, targeted support will be provided in the classroom, based on individual learner' needs. This could take the form of:

- Specific seating arrangements to accommodate learner needs.
- Use of visual timetables.
- Use of larger font size.
- Specific equipment, e.g. wobble cushion, writing slope.
- Assistive technology e.g. reader pens, voice to text software.
- Rest breaks/movement breaks.
- Support from a teaching assistant as a scaffolder / prompt / scribe / note-taker.
- 1:1 support.
- Extra time to complete tasks; and

	<ul style="list-style-type: none"> <li>• Reasonable adjustments to rewards and sanctions issued in the context of the learner’s special educational needs.</li> </ul> <p>For interventions:</p> <ul style="list-style-type: none"> <li>• Small group precision teaching.</li> <li>• Meet and greet at the start of the day and/or decompression at the end of the day.</li> <li>• Provision of specific support programmes e.g. WordWasp, Arrow, Zones of Regulation, Dyslexia Gold, ELSA, Forest School, Thrive, Speech Link, Sensory Circuits; and</li> <li>• Alternative Provision.</li> <li>• Responsiveness of provision, understanding that a child with SEMH needs might not require support in a given timetabled intervention slot, but may become dysregulated at any point in the day and are supported with this.</li> </ul>
<p>3g Support that is available for improving the social, emotional and mental health needs of pupils with SEND</p>	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> <li>• An anti-bullying policy that is supported by Pastoral and Behaviour Managers</li> <li>• Mental Health Support Team, Emerging SEMH need support programme for whole school</li> <li>• ELSA, Lego Therapy, Counselling, Nurture Sewing, Forest School, Emotionally Available Adult, and Thrive</li> <li>• Dedicated Pastoral and Behaviour Managers who are on call throughout the school day who provide programmes such as self-esteem building, anger management, worries</li> <li>• Safer Schools Officer based in school part time</li> <li>• Student Council &amp; LGBTQ+ Council</li> <li>• Pupil Voice</li> </ul>
<p>4 In relation to Mainstream Schools and maintained nursery schools, the</p> <ul style="list-style-type: none"> <li>- Name and Contact details of SEND Coordinator</li> <li>- Name and Contact details of SEND Governor</li> </ul>	<p>Jo Franklin Headteacher <a href="mailto:j.franklin@canorwich.org">j.franklin@canorwich.org</a></p> <p>Michelle Unstead Director of Inclusive Learning/Acting SENDCo <a href="mailto:m.unstead@setrust.co.uk">m.unstead@setrust.co.uk</a></p>

	<p>Kelly Aldred Assistant Headteacher – Inclusion/SENDCo <a href="mailto:SENDCo@canorwich.org">SENDCo@canorwich.org</a></p> <p>Trust SEND Trustee: Roger Margand Contact Email: <a href="mailto:ea@setrust.co.uk">ea@setrust.co.uk</a></p> <p>School Telephone Number: 01603 452628</p>
<p>5 Information about the expertise and training of relevant staff in relation to children and young people with SEND, including how specialist expertise will be secured</p>	<p>Audit of staff expertise in SEND undertaken annually</p> <ul style="list-style-type: none"> <li>• The SENDCo has SENCo qualification (National SENCO Award/MA)</li> <li>• The SENDCO is an accredited member of the British Psychological Society &amp; is an Accredited Educational Tester (Level 7 CCET) with the SENDCo also holding qualification for Access Arrangement Assessor (Level 7 CPT3A)</li> <li>• SLE for SEND and Literacy</li> <li>• Effective use of adult support for Literacy, Mathematics, Social and Communication skills, Dyslexia and Support Plans,</li> <li>• Termly CPD training covering topics including EEF Special Educational Needs in Mainstream Schools Guidance, SEND Code of Practice, High Quality Teaching Strategies to support pupils with SEND, Step-On/Step-Up training</li> <li>• Individual training in SLCN, ADHD, ASD, Code of Practice, specific learning difficulties including Dyslexia, Working Memory, Dyscalculia; Forest School, ELKLAN, ARROW, IXL, Social Stories, Lego Therapy, ELSA, Sound Discovery, Sensory Circuits, Speech Link, Thrive</li> <li>• Specialist expertise engaged from external services – Ormiston Families (SMILE), Neurodiversity Pathway Team, ADHD Norfolk, CEPP, EPSS, Norfolk Early Help, CAMHS, Nelson’s Journey, MAP, Matthew’s Project, Eating Matters, Harbour Project</li> </ul> <p>All staff have been trained &amp; refreshed in the differentiated Graduated Approach – Academic Year 2023/24 and Whole School Steps training.</p>

<p>6 Information about how equipment and facilities support children and young people with SEND will be secured</p>	<ul style="list-style-type: none"> <li>• Support Services including health services</li> <li>• Just One Number</li> <li>• National and Local Charities</li> <li>• Volunteers</li> <li>• MASH Hub</li> <li>• East Norfolk Hub</li> <li>• Home Start</li> <li>• Early Help (NCC)</li> <li>• Additional specialist SEND agencies as listed above</li> </ul>
<p>7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child</p>	<ul style="list-style-type: none"> <li>• Breakfast, Lunchtime support, afterschool clubs</li> <li>• Telephone Land and Mobile</li> <li>• Text</li> <li>• Email</li> <li>• Parent View</li> <li>• Parents Evenings</li> <li>• Pastoral &amp; Behaviour Team Managers</li> <li>• SENDCO &amp; SEND Team direct contact</li> <li>• Face-to-face meetings</li> <li>• Annual Parent Survey</li> <li>• Online Zoom/Teams meetings</li> <li>• Virtual training sessions</li> <li>• SENACA/Go4Schools</li> <li>• Parent Café</li> <li>• SEND Newsletter</li> </ul>
<p>8 The arrangements for consulting young people with SEND about and involving them in their education</p>	<ul style="list-style-type: none"> <li>• Pupil Voice</li> <li>• Student Council &amp; LGBTQ+ Council</li> <li>• Annual Reviews for EHC Plans</li> <li>• Personal Interviews</li> <li>• Wishes and Feelings - signs of safety activity</li> <li>• Pastoral &amp; Behaviour Team Managers</li> </ul>

	<ul style="list-style-type: none"> <li>• Online Zoom/teams meetings with parental supervision</li> <li>• Debriefs</li> <li>• Assessment process (internal and/or external)</li> </ul>
<p>9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school</p>	<p>Please refer to and use the school’s existing complaints policy and procedure which is available directly from the school or website.</p> <p>Model complaints procedure (canorwich.org)  <a href="https://canorwich.org/wp-content/uploads/2023/04/School-Complaints-Policy-2022-2023.pdf">https://canorwich.org/wp-content/uploads/2023/04/School-Complaints-Policy-2022-2023.pdf</a></p>
<p>10 How the Education Committee of the Board of Trustees, who holds delegated responsibility from the Board of Trustees, involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils</p>	<p>The Sapientia Education Trust is governed by a Board of Trustees who have statutory responsibility for governance.</p> <p>The Board of Trustees empowers the SEND Coordinator and Headteacher to use the range of support and resources required to benefit the children at City Academy Norwich.</p> <p>This can include:</p> <ul style="list-style-type: none"> <li>• Family Support</li> <li>• Speech and Language therapy</li> <li>• MAT support and advice</li> <li>• Specialists e.g. Educational Psychologists, School-to-School support, SRBs, Alternative Provisions etc</li> </ul> <p>In its turn, through monitoring and challenge, the Board of Trustees assess the impact, costs and cost effectiveness of the support used and amends the strategy of the school appropriately.</p>
<p>11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.</p>	<p>Norfolk SEND Partnership - Telephone: 01603 704070  SEN Centre of Excellence - Telephone: 03448008020 or email <a href="mailto:send@norfolk.gov.uk">send@norfolk.gov.uk</a>  Norfolk County Council SEND Services - Telephone: 03448008020 or email <a href="mailto:send@norfolk.gov.uk">send@norfolk.gov.uk</a>  Norfolk SENDIASS – Telephone: 01603 704070 or email <a href="mailto:norfolksendiass@norfolk.gov.uk">norfolksendiass@norfolk.gov.uk</a></p>
<p>12 The school’s arrangements for supporting pupils with SEND in a transfer</p>	<p>Transfer Transition arrangements:</p>



<p>between phases of education or in preparation for adulthood and independent living</p>	<ul style="list-style-type: none"> <li>• Meetings with feeder and MAT schools to ensure all appropriate information is passed on in a timely manner</li> <li>• Contact and handover of information and strategies to and from receiving schools</li> <li>• Extensive Transition programmes for students with SEND over Summer Term</li> <li>• Visits to feeder primaries over Summer Term</li> <li>• SEND transition Parent Café for parents of pupils with SEND over Summer Term</li> <li>• Liaison with Post-16 providers including use of Work Experience allocation for taster sessions at potential Post-16 providers</li> <li>• EHCP review format to ensure effective planning for Post-16 from Y9</li> <li>• School curriculum for careers and futures learning</li> </ul>
<p>13 Information on where the local authority's local offer is published</p>	<p><a href="https://www.norfolk.gov.uk/children-and-families/send-local-offer">https://www.norfolk.gov.uk/children-and-families/send-local-offer</a></p>