



Costessey Primary School

“Ambition for all”

SEN Policy and Information Report 2024-2025

Welcome to our SEN-D Policy and Information Report which forms part of the Norfolk Local Offer for the learners with Special Educational Needs and Disabilities (SEN-D). The Norfolk Local Offer can be found here: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>. We have a requirement to publish and review this document annually to outline the implementation of the SEN Policy. The required information is set out in the SEN regulations which can be found on the Special Educational Needs and Disability Regulations 2014 at www.gov.uk/dfes. The headings used below are taken directly from the Code of Practice.

If you would like to contact us, please do so via the school office email - office@costesseyprimary.co.uk. Here you can contact Mr Ray Watson (SENCo) and Miss Woodrow (Governor for SEN).

Our Vision

Our vision is 'Ambition for All'. We strive to be a school where every individual achieves their personal best, academically and socially in a supportive but challenging environment.

Our Aims and Values

- To stimulate intellectual growth by encouraging enquiry and a love of learning.
- To teach children how to communicate effectively and to provide challenges and opportunities for each child's social, intellectual, emotional and physical development.
- To provide equal opportunity for each pupil to achieve their true potential.
- To provide for pupils a sensitive and stable community in which to work so every child can have the confidence to develop both as an individual and as a responsible member of society.
- To provide a secure and ordered environment in which pupils will be encouraged to respect themselves, others and the environment.
- To prepare them to cope with the demands and rapidly changing circumstances of our modern world.

We aim to stimulate the following attitudes in the children through a wide range of activities and experiences:

- a desire to learn and to take an active part in their own personal development
- an ability to express themselves creatively and use creative thought in solving problems
- a desire to do their best for themselves and for others
- positive behaviour both in and out of School
- self respect and respect for others, their beliefs, values and property.



We aim to provide an environment which supports pupils in realising these aims by:

- ensuring that the needs of pupils are met through quality professional planning and teaching
- ensuring that all pupils have equal regard and access to the whole curriculum providing a broad, balanced and relevant curriculum within the framework of the National Curriculum together with guidance from Evolution Academy Trust, the Local Authority and School policies
- Meeting, with sensitivity, the pastoral needs of pupils
- providing security for all pupils through positive, fair and consistent discipline.

1. What kinds of needs can be supported at our school?

The SEN-D Code of Practice 2014, pages 97-98, identifies four broad areas of need. It states:

“These four broad area’s give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.”

- **Communication and interaction needs include:**
 - Speech, language and communication needs (SLCN)
 - Autistic spectrum disorders (ASD)
- **Cognition and learning needs to include:**
 - Specific learning difficulties (SpLD)
 - Moderate learning difficulties (MLD) or severe learning difficulties (SLD)
 - Profound and multiple learning difficulties (PMLD)
- **Social, emotional and mental health needs to include:**
 - Social, emotional and mental health (SEMH)
- **Sensory and/or Physical needs include:**
 - Visual impairment (VI)
 - Hearing Impairment (HIV)
 - Multi-sensory impairment (MSI)
 - Physical disability (PD)

Provision at Costessey Primary School is made to support all pupils’ needs; they do not need to have an EHCP or a specific diagnosis for this to happen. This is overseen by the SENCo who’s role is to:

- Oversee the day-to-day operation of the school’s SEN policy
- Co-ordinate provision for children with SEN
- Liaise with the relevant Designated Teacher where a ‘Looked After’ pupil has SEN



- Advise on the graduated approach to provide SEN support.
- Advise on the development of the schools delegated budget and other resources to meet pupils needs effectively.
- Liaise with parents of pupils with SEN.
- Liaise with external agencies such as early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Work with the principal and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensure that the school keeps the records of all pupils with SEN up to date.

At Costessey Primary School in 2022-2023 we supported a range of needs through an inclusive approach. These included, Autistic Spectrum Disorder (ASD), Dyslexia, Dyspraxia, Attention Deficit Hyperactivity Disorder (ADHD), speech and language needs, physical needs, social and emotional needs and medical needs.

Based on our school profile in 2023-2024, 91 children have been identified as having a SEN.

2. How are children's needs identified?

The SEN-D Code of Practice states:

"A child or young person has a SEN 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." The SEN-D Code of Practice 2014, page 94.

"A person is disabled if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities" The Equalities Act 2010, page 5.

At Costessey Primary School we spend time identifying the needs of all children, whether they have a diagnosed special educational need or disability (SEN) or not. This is an ongoing process starting before they enter school and continuing throughout their school life using regular monitoring and observations, discussions and assessment of all children.

Before they start at our School

As soon as we know that a child will be attending our School we start finding out more about them so we can plan for their needs and ensure that they settle into our School happily and with access to appropriate provision. At Costessey Primary this has been through:



- Meetings between the school and family
- Work with previous school or educational setting
- Work with outside agencies involved with children and families
- Early requests for any reports or assessment
- Tours of the school and, when requested to be needed, visit(s) to the child's new classroom prior to joining us
- Parent information meetings for Reception children.

We encourage all parents and carers to share as much information about their child with staff before their child starts school.

While children are at our school

At Costessey Primary we use a range of strategies to identify need including, but not limited to:

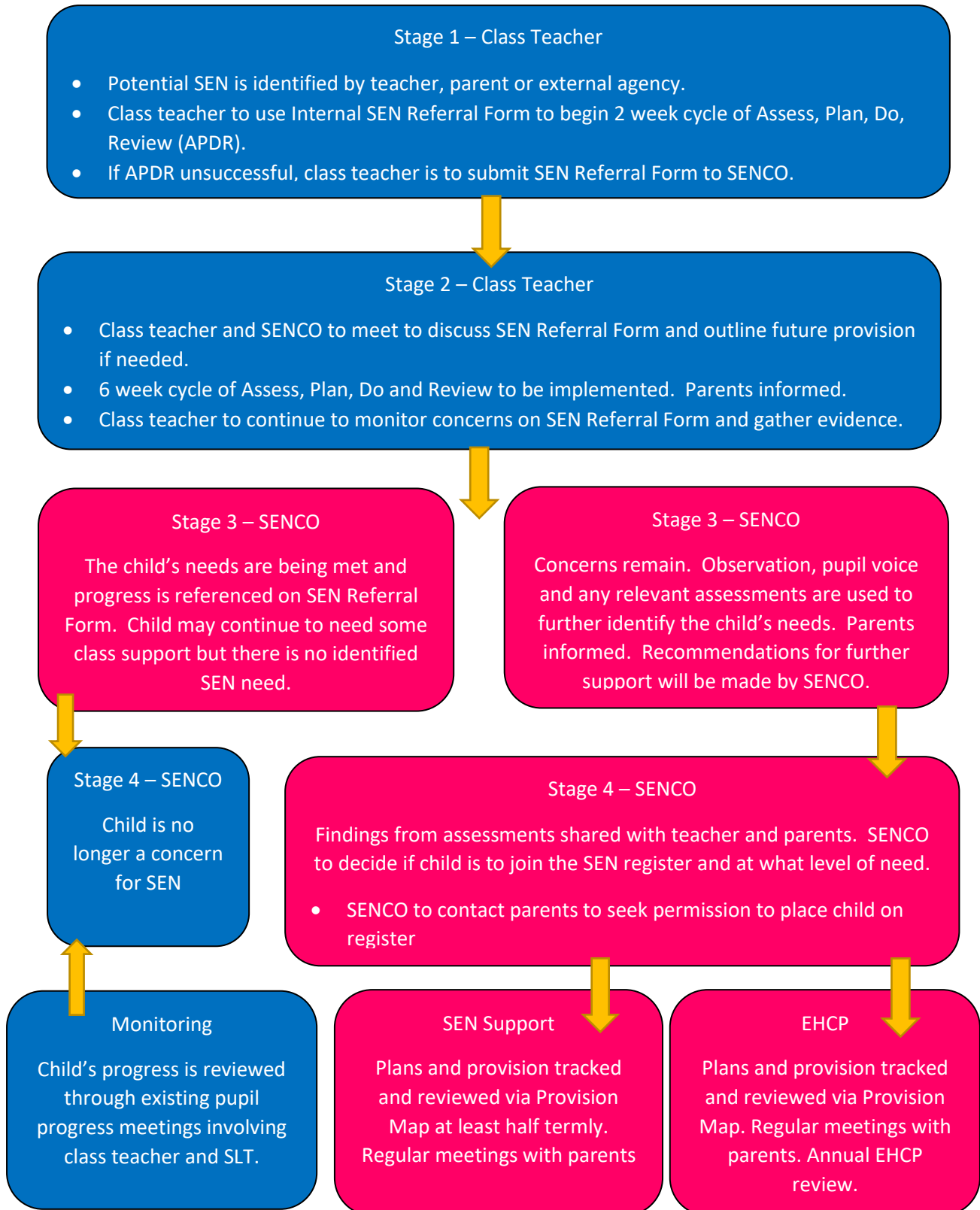
- Discussions with pupils
- Listening to parents
- Teacher assessments
- Progress reviews
- EHCP reviews
- External agencies, e.g. Educational Psychologists, Paediatricians, Speech and Language Therapy
- SENCo observations
- Internal specialist assessment tools, for example BPVS, Sandwell, Dyslexia Portfolio.

We recognise that any pupil at some point may need additional support for their learning and that not all vulnerable learners will have a SEND. Behavioural difficulties are not considered to be a Special Educational Need, however where difficulties do arise, assessments may be carried out to see if there is an underlying need which should be supported through targeted support or intervention.

We follow the Graduated Response of Access, Plan, Do, Review as outlined in The Code. The flow chart below shows how we respond to concerns around a pupil's possible needs.

Identification of SEND

This flow chart explains the process of how we identify whether a child has a special educational need.





In 2022-23 we used the following specialist assessment tools:

- The British Picture Vocabulary Scale (BPVS III)
- Read Write Inc. Assessment
- Dyslexia Portfolio

We have also accessed the expertise and support of a variety of external agencies and other professionals including:

- Educational Psychologists (Educational Psychology and Specialist Support) Norfolk EPSS
- Occupational Therapists
- Speech and Language Therapists (Just One Norfolk)
- Sensory Support (SENSi)
- Dyslexia Outreach
- Point 1 mental health support
- Child & Adult Mental Health Services (CAMHS)
- Virtual School for Sensory Support (VSSS)
- Access Through Technology (ATT)
- Norfolk Inclusion and SEND team.

The information from these assessments and agencies was used to feed directly into the targets and support for the individual pupils as part of the 'Graduated Response'.

3. How do we ensure that parents and pupils are consulted and engaged in their child's learning?

We consult with parents whenever possible to ensure a collaborative and supportive approach is followed. These may include:

- Individual Education Plan target meetings
- Parent's evenings meetings
- After school meetings
- Home/School communication books
- Sticker/reward charts
- Meetings with the SENCo.

This document has been written by the Inclusion Leader and prior to publication, parents of pupils with SEND, the Principal, Chair of Governors and members of staff were consulted about this document.

4. How are progress and outcomes monitored and assessed?

At Costessey Primary School we monitor all pupils' progress closely, formally reporting progress made by all individuals three times over the academic year. Every half term the Principal, SENCo and class teachers discuss the progress of the pupils on the SEN register and look at their attainment and impact of the support which the pupil has received. Where progress and/or attainment are not making the expected levels then a closer look is taken at the quality first teaching available and any additional support, in class or through interventions, which that pupil has received. Where it is found that the impact has not been as expected the support is re-examined and changes made. Pupils with SEN also have Individual Education Plans which are working, rolling documents, updated and targets



changed as the pupils meet them. It is looked at a minimum of six times a year, once a half term, and parents and children are involved in the target setting and support process.

The assessments used depends on the child's needs, age and understanding. Some of the assessments we use are – Wellcomm screening for speech & language, The British Picture Vocabulary Scale (BPVS II), Sandwell Early Numeracy Test & The Single Word Reading Test, Nessey reading and phonics baseline, High and medium frequency word lists and Strengths & difficulties Questionnaires and if appropriate, the children will also take part in our assessment weeks. We Currently use PIXL and White Rose for English and maths.

5. How we support children to move between phases of education?

Where a change of school occurs the SENCo, along with the Principal, will be responsible for ensuring the transfer of relevant documentation relating to the child with SEN. Costessey Primary School is keen to make transitions smooth at any stage, whether it is starting with us in Reception, joining us later or leaving in Year 6 to move to high school. When children are joining the school we aim to work closely with the previous school or nursery to obtain as much information as possible about the pupil so that their needs can be met from day one. For some children this will involve liaising with a range of different professionals to gather information about their needs or arranging for the necessary equipment or support to be put into place before they can start school. If a meeting is not possible, due to distance for example, then the SENCo will have a telephone conversation with the previous school or nursery.

Costessey Primary School works very closely with our feeder high school, Ormiston Victory Academy (OVA) as well as the other local high schools to ensure smooth transitions take place for every child leaving Year 6. Transition days are put in place for all children and following discussions between the SENCo and teaching staff, additional sessions are put in place for those with additional needs, if appropriate.

For some of our learners with significant SEN, alternative provision may be chosen. Parent/Carers, in discussion with their child may choose to attend a Specialist Resource Base (SRB) which caters for specific additional needs or a special school, which will cater for moderate to complex needs. In both cases, parent/carers can state their wishes at any time during mid-year or annual reviews. The SENCo will liaise with the cluster EHCP Co-ordinator and the child's Statement or Education and Health Care Plan will be amended as appropriate. As with any type of school move if Parent/Carers are not happy with a placement, appeals processes are through Norfolk admissions or Norfolk's SEN team.

6. The school's approach to teaching children and young people with SEN

At Costessey Primary School we take an inclusive approach to teaching children with SEN. The Teaching Standards state teachers have responsibility for the learning and progress of *all* pupils. This includes making reasonable adjustments through well planned and structured lessons, adapting teaching to respond to the strengths and needs of all pupils so that pupils can access the curriculum.

We do this through:

- **Quality First Teaching** to support their needs within an enabling classroom environment. We work hard to ensure that lessons are inclusive



- **Differentiated lessons** enable access to a broad and balanced curriculum alongside their peers, whatever their need
- **Individualised learning plans** outline support and provision within the classroom environment or any additional interventions, resources or equipment needed
- Each class has a **teaching assistant** to support teaching and learning. TAs are full time in KS1 and embedded in each class. In KS2 TAs work in class during the mornings and highly trained TAs deliver targeted, evidence based interventions in the afternoons
- **Intervention work** completed in a quiet environment for either individuals or in small groups using short evidence based programmes
- Whenever a pupil is supported out of the classroom the teachers ensure that they have links to the learning back in the classroom to encourage **transference of the skills** which they have learnt or practiced
- Where the need is high and a highly individualised learning programme is needed the school may employ a **1-1 support** for pupils. These pupils are planned for by the teacher and receive Quality First Teaching within the classroom environment, supported by their 1-1 as needed. All additional support, in addition to and different from that which is provided as part of Quality First Teaching, is recorded on the school's provision map which the SENCo updates as a working document
- **Continuous Professional Development (CPD)** sessions to support different needs are given in staff meetings or individual guidance for teachers and TAs is given for specific pupils and their needs
- **Collaborative and supportive relationships** and communication with parents
- **Pupils involved** in their target setting and reviews (where age appropriate)
- For pupils with social, emotional and mental health needs, a **highly experienced pastoral support assistant** is available to carry out specific work to support them.

We adapt our curriculum and learning environments so that they are accessible to children with SEN. This is to ensure that children with SEN can access learning alongside their peers whenever possible. To ensure that children have access to Quality First Teaching we use – Consistent three step routines with visuals used throughout the school, Classrooms clearly labelled with words and visuals, instructions given in small chunks with visual clues, range of multi-sensory approaches used to support spoken language e.g use of manipulatives in maths, artefacts in History ETC, additional processing time given where needed, Now and next boards, movement breaks and links to prior learning are explicitly made.

Additional support for learning – We aim for all children on the SEN Register to receive additional support for learning, in addition to Quality First Teaching, during the school year. This is often referred to as 'focused provision.' We have a number of focused provisions running this year which cover the four broad areas of need.

Cognition and Learning	Social, Emotional & Mental Health	Sensory & Physical	Communication and Language
1:1 Multi-Sensory Reading – This is a precision teaching programme that	1:1 Pastoral Support Sessions – These are tailored to each child and include a range of	Fine motor skill session Gross motor skill sessions run by Senco,	WellComm



<p>makes up the bulk of our 1:1 session's.</p> <p><u>Other Options</u></p> <p>Nessey</p> <p>Toe by Toe</p>	<p>therapeutic activities chosen by our pastoral team members.</p> <p>Lego Therapy</p> <p>1:2:1 Support Sessions run by TA completing a counselling qualification.</p> <p>Zones of regulation</p>	<p>PE team and SEN team.</p> <p>We are currently exploring if we have capacity to set up sensory circuits.</p>	<p>Attention and Listening focus sessions</p> <p>Phonology focus sessions</p> <p>Vocabulary pre Teaching</p> <p>Talk boost KS2</p>
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We run a baseline assessment prior to each child starting their sessions in order to judge the effectiveness of our focussed provision.

7. How is the curriculum and learning environment adapted for learners with SEN?

At Costessey Primary School we make every reasonable adjustment to ensure all learners are able to access the whole curriculum and learning environment.

- Teachers plan differentiated activities with all the learners' needs in mind so that all children have access to Quality First Teaching
- Where the level of need is higher the teacher will plan an individualised support including, but not limited to:
 - visual timetables
 - alternate recording devices e.g. through Access Through Technology
 - peer support systems
 - audio equipment through Sensory Support
 - 'Now, Next' timetables
 - nurture provision
 - quiet work spaces within classroom '*concentration stations*'
 - Key vocabulary/spelling walls
 - Resources provided by Occupational Therapy, for example writing slope

Occasionally it is more suitable to support learning away from the classroom for short periods of time. Support which happens away from the classroom is carefully planned and targeted to specific gaps or need and has clear and measurable outcomes. We aim to use evidenced based interventions, although we also work creatively to support individual needs. Some of the interventions which we have used at Costessey Primary this year include:

- Talk Boost
- Precision Teaching
- Toe By Toe
- Read Write Inc.



- Gross Motor Skill's
- Speech and Language intervention as directed by SALT (Just One Norfolk)
- Reading/Writing Interventions planned by the English Leader
- Support from Pastoral (Anxiety and Anger)
- Reading with an adult in school.

8. The expertise and training of our staff to support children with SEN, including how specialist expertise is accessed when required

Within Costessey Primary there is a high level of training and expertise. All staff have been trained in the requirements of the SEN code of Practice 2014, the Equality Act, the whole school policies related to Teaching and Learning, SEN and Behaviour as well as this document. Also a large number of staff are trained in First Aid or Paediatrics First Aid, including the support of specific medical needs, including diabetes, cerebral palsy.

Teachers have CPD sessions as part of the Staff Meeting schedule. These are identified by needs within the school and prior training. In 2020-21 training in the Autumn term focused on use of Provision Map for recording and reviewing IEPs. Further training SEMH was given at a whole staff meeting.

We ensure that training for TAs is up to date as we know the value which confident support and good interventions can have on pupil progress. TAs have training for the interventions which they are delivering. Specialist expertise is allocated where it is going to have the greatest impact however if a need arises then the SENCo will assess the most effective use of the expertise and experience within the school.

- Among our TAs we have training for:
- First Aid, including Pediatric specific
- Talk Boost
- Phonics training (Read Write Inc)
- Using Visual Communication Supports in a Communication Friendly Environment

We work closely with EPSS and other external agencies. We follow the flow diagram in [Section 2](#) to support decision making for referrals to external agencies.

9. How does the school evaluate the effectiveness of provision?

Monitoring is an integral part of teaching and leadership at Costessey Primary School. The SENCo monitors the provision for all pupils with SEN. We follow the Graduated Response of the 'Assess, Plan, Do, Review' model laid out in the SEN Code of Practice 2014. The effectiveness of the provision may be linked to the attainment and progress which the pupil makes and is described in [Section 4](#).

However, we also look at the progress which pupils make towards their individual targets and their success at achieving it. The SENCo then collates this information so that it is possible to see whether the interventions are having an impact. Meetings are also held by the SENCo with the TAs delivering the interventions, with the Head and maths/literacy coordinators. Discussions focus on the progress made from baseline assessments and whether the pupil has met their intended outcome. Decisions are made whether to continue or end additional intervention. Where it appears that the intervention is not having the desired impact, the effectiveness of the provision in place and



consider whether the provision is appropriate or whether the target was unrealistic and adjust accordingly. The effectiveness of our provision is also discussed with the Education Psychology and Specialist Support Team at our termly meetings.

10. How do we enable children with SEN to engage in activities alongside their peers who do not have SEN?

Costessey Primary School is committed to ensuring full inclusion of all children whilst meeting their individual needs.

All clubs, trips and activities offered to pupils at Costessey Primary School are available to pupils with SEN including those with an EHCP. Where it is necessary, the school complete an individual pupil risk assessment to enable the safe participation of the pupil in the activity, this may include provision of an additional adult. We make reasonable adjustments to support the education of all learners in accordance with the Equality Act (2010).

11. How does the school support the improvement of emotional and social development of learners with SEN, including how it listens to the views of children and prevents bullying?

At Costessey Primary School we take bullying very seriously and believe everyone has the right to feel safe and respected. Please see our Anti-Bullying Policy and Behaviour Policy for further information; these can be found on the school's website.

We teach children strategies to help them socially and emotionally in the following ways:

- PSHE/Circle time lessons
- Assemblies
- Nurture groups, including gardening and lunchtime nurture support clubs
- support sessions with the Pastoral Support Assistant
- Support through daily and planned conferences with a key adult

We have a very active school council who discuss all issues relating to school including developing friendships and supporting peers. We also promote collaborative learning and sports through our mixed year group House Games.

12. How does the school involve other agencies in meeting the needs of children with SEN and supporting their families?

Our teachers welcome every child into class in the morning and are always readily available should parents have any questions about their child's education. SENCo and Senior Leadership are always on the school gates. Costessey Primary School works closely with Educational Psychology and Specialist Support (EPSS) Team to ensure that the support which we have in place for our pupils is effective in supporting individuals' needs and supporting progress and attainment. EPSS assessment report recommendations are acted upon to ensure the needs of SEN pupils are met in the most effective way possible. We have also made use of Specialist Resource Bases, Speech and Language and Ormiston Point One to support the needs of some of our pupils. We also use Norfolk Early Help and the Family Support Process when a family is in need of additional support.

13. What are the arrangements for handling complaints from parents of children with SEN relating to the provision offered by the school?



We aim to work collaboratively with parents to ensure that, with reasonable adjustments, the provision for their child is appropriate to meet their needs and to keep parents informed about the provision and progress which their child is making. In the event of a complaint, an open dialogue between parents and staff is encouraged, with the aim that any issues can be resolved. But if you are concerned at any time please contact the school in this order:

- Class teacher
- Assistant Head teacher (SENCo)- Ray Watson
- Principal – Katie Lawson
- Chair of Governors

Ultimately, if necessary, parents can follow the formal complaints procedure set out in the school brochure and website.

14. How do we support SEN children who are looked after by the Local Authority?

Mr Watson is our Designated Teacher for Looked After Children (LAC). This means that he has the lead responsibility for ensuring that everyone in our school supports the achievement of looked after, and previously looked after children.

We see each looked after child as an individual. Their personal education plan (PEP), which forms part of their wider care plan, is carefully developed and implemented. We always ensure that the child's views are central to this process and PEP's are reviewed termly.

If a child who is LAC also has an EHC plan we coordinate these meetings to ensure that there is consistency in the approach of all individuals involved in the child's case. More information on the role can be found here:

<https://www.gov.uk/gov/government/publications/designated-teacher-for-looked-after-children>

If you are a foster carer, or you would like further information on how Norfolk Provides for children in care, please visit the Virtual School website which can be found here:

<http://www.schools.norfolk.gov.uk/vs4cic>