



Tacolneston and Morley CE VA Primary Schools Federation **SEN Information Report** **2021 - 2022**

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Welcome



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Special Educational Needs
Co-ordinator (SENCO)

At Tacolneston and Morley CE VA Primary Schools Federation, we are committed to the achievement of our pupils. Our nurturing and inclusive culture is responsive to individual needs and ensures access to all learning opportunities, so that all pupils make the best possible progress.

'As each has received a gift, use it to serve one another, as good stewards of God's varied grace'

1 Peter 4:10



Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods and making reasonable adjustments for learners with Special Educational Needs and Disabilities (SEND).

Foster a collaborative approach with learners with a send or disability, their families, cluster schools, other local authority professionals, and partners across the public and private sectors, as appropriate.

Set high aspirations for our pupils by setting individual targets based on prior achievement, and the views of the learner and their family.

Share expertise and good practice across the federation and cluster schools by making efficient and effective use of shared federation and cluster resources.

Our schools aim to...

Show commitment to staff development and training in order to support pupils with SEND.

Show regard to the code of practice (January 2015) for the identification, assessment, support and review of special educational needs.

Adhere to the requirements of the Equality Act 2010 and the Children & Families Act 2014.

Follow local authority guidelines detailed by Norfolk County Council.

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What is a Special Educational Need?



The [SEND Code of Practice](#) (DfE & DoH, 2015) states:

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

- a significantly greater difficulty in learning than the majority of others the same age,
- a disability which prevents or hinders them from making the use of facilities of the kind generally provided for others the same age in mainstream schools or mainstream post-16 institutions.

Categories Of Need

COGNITION AND LEARNING

Children might;

- learn at a slower pace
- find the curriculum difficult
- struggle with organisation and memory
- have a specific difficulty in literacy or numeracy

COMMUNICATION AND INTERACTION

Children might;

- struggle to talk or say what they want to
- find it hard to understand what others are saying
- find conversations and play confusing and challenging
- have a diagnosis of ASD

SOCIAL, EMOTIONAL & MENTAL HEALTH DIFFICULTIES (SEMH)

Children might:

- find relationships difficult, appear withdrawn or isolated
- behave in ways that affect their learning eg. being disruptive or challenging
- do things that impact on their health and wellbeing
- have underlying mental health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- have disorders eg. ADD, ADHD, attachment disorder that could negatively impact on their SEMH

SENSORY AND / OR PHYSICAL

Children might;

- have a disability such as a visual or hearing impairment
- a physical difficulty
- a multi-sensory impairment

Some children may have SEN in more than one category of need.

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What does the SEN profile look like in our schools?

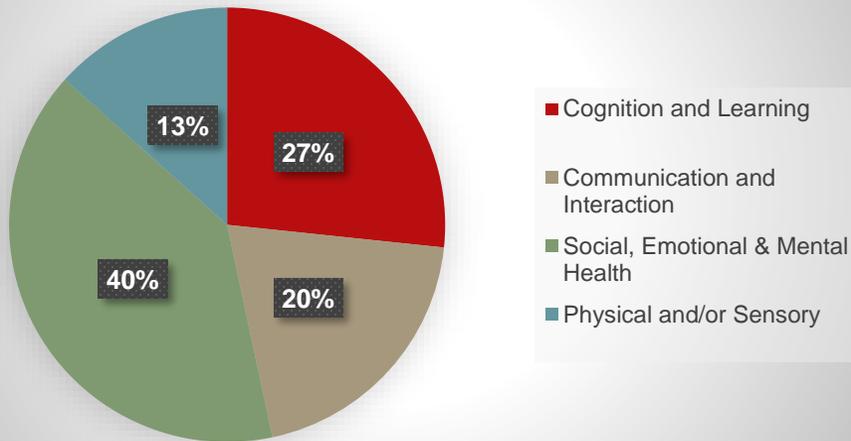
Tacolneston CE VA Primary School Autumn 2021 – 96 on role

	Our School Number	Our School Percentage	National Percentage
Total pupils with SEN	15	15.6%	15.9%
Total pupils with EHCP	3	3.1%	3.7%
Total pupils at SEN Support	12	12.5%	12.2%

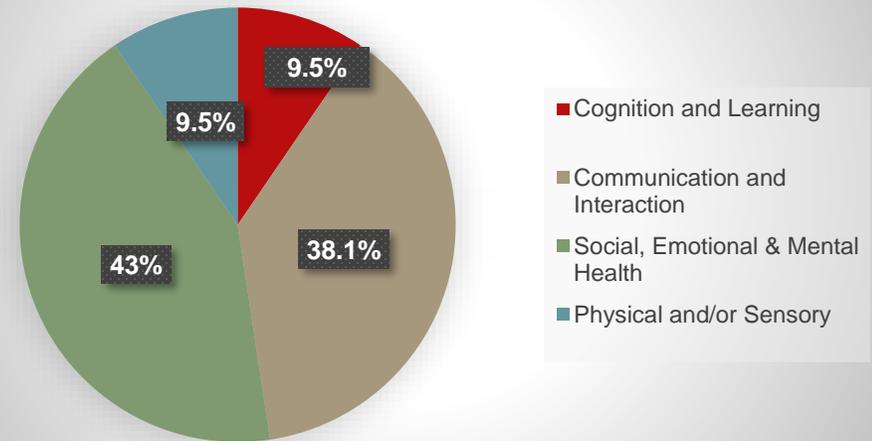
Morley CE VA Primary School Autumn 2021 – 138 on role

	Our School Number	Our School Percentage	National Percentage
Total pupils with SEN	21	15.2%	15.9%
Total pupils with EHCP	3	2.2%	3.7%
Total pupils at SEN Support	18	13%	12.2%

Primary Category of Need



Primary Category of Need



Some children may have needs in more than one category.

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SEN Support And Education, Health And Care Plans

SEN support is considered for pupils who continue to make less than expected progress which the SEND code of practice (DfE & DoH, 2015) states;

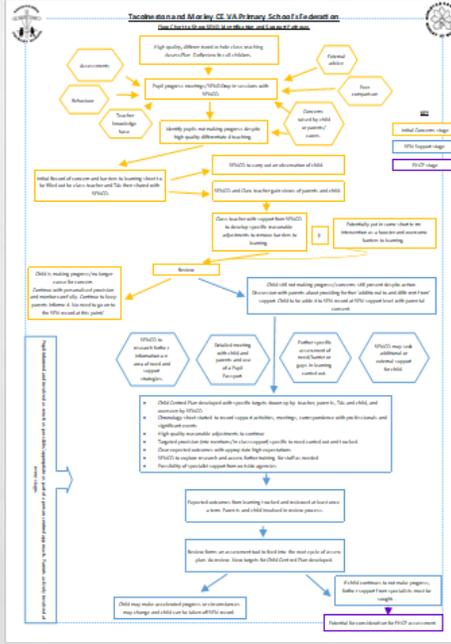
- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

There can be many factors which contribute to learners 'falling behind'. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. For those who are at risk of not making progress, we will intervene. This does not mean that all vulnerable learners have special educational needs.



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How do we identify the special educational needs of our pupils?



Flowchart to show Identification of SEND and Support Pathway

When initial concerns are raised, pupils' needs will be monitored and assessed by the class teacher and the Special Educational Needs Coordinator (SENCO) using evidence gathered from:

- Quality first teaching and activities designed to support pupils which have not been successful
- Teacher observations and pupil progress, meetings and school tracking systems
- In-house assessments
- Data analysis routinely carried out in school
- Conversations with pupils and their parents



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What is our approach to supporting pupils with SEN?

Our learners with SEN are entitled to an education that meets their needs, promotes high standards and helps them to achieve their best. Teachers make adaptations to ensure access to a broad and balanced curriculum for all children in their class through quality first teaching. Our teachers will use various strategies to adapt access and remove barriers to learning using guidance from the Norfolk Provision Expected At SEN Support (PEASS) document.

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/how-education-providers-support/special-educational-provision/provision-expected-at-sen-support>

Quality First Teaching

- High quality, inclusive teaching with high expectations for all pupils.
- Access to a broad and balanced curriculum.
- That teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class, through challenge and differentiation of tasks.
- Specific strategies and adjustments are in place to support children to learn.
- Staff will let you know what your child is learning via the class page on the school website and Google Classroom.
- Your child's progress is constantly assessed, monitored and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions.

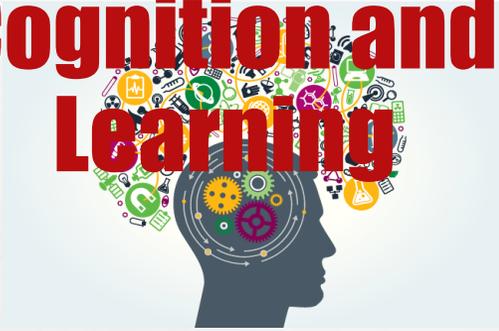
Targeted Interventions

- These may be run within the classroom or outside of whole class teaching and learning.
- They may be delivered by a teacher or teaching assistant.
- These are usually group sessions with specific targets to help them to make progress.
- Targets may form part of an individual education plan known as a Child Centred Plan (CCP)
- Your child will be assessed at their starting points and once the intervention sessions have been completed.
- The impact interventions are monitored by the SENCO and School Leadership Team.
- Parents/carers are informed when their child is in intervention group and targets and progress are shared.

Bespoke Learning/Individual Support

- Some pupils with identified SEND may receive individual support in some aspects of their education. These needs are usually identified on an Education Health and Care Plan (EHCP) or if they have been assessed by outside agencies. This means that sometimes a pupil may require a bespoke personalised curriculum to meet their needs or specific targeted support from outside agencies may be provided.
- Adjustments to the timetable may be made to allow for sensory breaks, shorter bursts of learning, check-ins with key adults etc.
- Individuals have access to aids and materials to support their learning, for example a seating wedge, a wobble cushion, a writing slope, ear defenders, a coloured overlay etc.
- There will be regular formal reviews and informal meetings between staff, parents/carers and pupils to discuss provision and progress

Cognition and Learning



My child has difficulties with learning and literacy. This can include:

- Reading and spelling
- Learning new information and concepts
- Working with numbers
- Working memory
- Concentration
- Pupils may have conditions with a specific diagnosis eg. Dyslexia or Dyscalculia.
- Pupils may present with difficulties that do not have a specific title

In our schools pupils can access:

- Quality first teaching with appropriate differentiation
- Dedicated and caring staff who value all students regardless of ability
- Visual aids to support key vocabulary, concepts and themes
- A broad and balanced curriculum to meet individual needs
- Scaffolding of activities such as writing frames in English and partially completed number sentences in maths
- Technology to aid recording of work and text to speech functions eg. Laptops, iPads and talking tins
- Coloured overlays
- Access to materials in a alternative fonts or colour
- Access to assessment for identification of significant needs

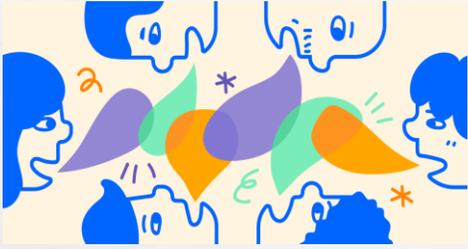
Interventions include:

- Project Code X - Reading and Phonics
- Number Stacks - Maths
- Numicon
- Dyslexia Gold
- Clicker 8 software to support reading, spelling and writing
- Dance Mat typing
- TRUGS games (Teaching Reading Through Games)
- Sound Discovery – Phonics
- Toe by Toe - Precision teaching of reading
- Working Memory Skills
- Listening Comprehension

Outside agency support includes:

- [Dyslexia Outreach Service](#)
- EPSS Specialist Support teachers
<https://www.norfolkepss.org.uk/>
- [Educational Psychology Services](#)
- [Specialist Resource Base involvement](#) (SRB)
- [School 2 School](#)
- [Access Through Technology \(ATT\)](#)
- Learning and Cognition Outreach via SRB

Communication and Interaction



My child has difficulties with speech, communication and interaction. This can include:

- Understanding language.
- Using language.
- Understanding how to communicate socially with other people.
- Conditions include: specific language disorder, ASD/ASC (Autism), Asperger Syndrome, speech sound disorders/delay.
- Stammering

In our schools pupils can access:

- Quality first teaching with appropriate differentiation
- Dedicated and caring staff who value all students regardless of ability
- Visual aids to support key vocabulary, concepts and themes
- Visual timetables with pictures and symbols
- Printed instructions and checklists
- Recording devices
- Clear concise instructions
- Tailored speech interventions
- Access to assessment for identification of significant needs

Interventions include:

- Elklan Language Builders
- Nuffield Early Language Intervention (NELI)
- Talk Boost
- Building Blocks of Communication
- Specific Speech and Language targeted interventions from Speech Therapy providers
- Listening Comprehension
- Nurture Group

Outside agency support includes :

- [Norfolk and Waveney Children's Speech and Language Therapy](#)
- Private speech therapy services
- [School 2 School](#)
- [EPSS ASD Team](#)
- [Just One Number \(Nursing\)](#)
- [Access Through Technology \(ATT\)](#)
- Neurodevelopmental Service (NHS)
- [Educational Psychology Services](#)
- [INTRAN - Interpreting and Translation services](#)
- [Specialist Resource Base involvement \(SRB\)](#)

Social, Emotional And Mental Health (SEMH)

My child has difficulties with social, emotional health or mental health. This can include:

- Forming and maintaining relationships
- Bereavement
- Attitudes to attainment
- Attendance
- Self-esteem
- Life outside school
- Anxiety

In our schools pupils can access:

- Quality first teaching with appropriate differentiation
- Dedicated and caring staff who value all students regardless of ability
- 'Check in' times with safe and trusted adults
- Extra support at break times with play leaders
- Classroom worry boxes/worry monsters
- Brain/sensory breaks
- Sensory and/or concentration toys
- Positive reward charts
- Access to our Nurture room for mindfulness activities
- PATHS curriculum (Promoting Alternative Thinking Strategies)
- Celebration Assemblies focusing on Merits, Values Awards and personal achievements
- Whole school consistent approach to positive behaviour and risk management using the Norfolk Steps approach

Interventions include:

- Emotional literacy support (ELSA) intervention
- Outdoor Learning
- Forest schools
- Gardening Club
- Nurture groups
- Young Carers group (Helping Heroes at Morley and Sparkly Crystal Carers at Tacolneston)
- Toast Time
- Zones of Regulation

Outside agency support includes:

- [Ormiston Families Mental Health Support Team in Schools \(MHSTS\)](#)
- [CAMHS - Point 1 and Tier 3 mental health services](#)
- [Just One Number \(Nursing\)](#)
- [Early Help \(South Norfolk County Council\)](#)
- YMCA Mental Health Team
- [EPSS SEMH Team](#)
- Play Therapy services
- [Educational Psychology Services](#)
- [Specialist Resource Base involvement \(SRB\)](#)
- Inclusion Team
- [School 2 School](#)
- [Carers Matter](#)
- [Nelson's Journey](#)



Physical and/or Sensory



My child has a sensory and/or physical disability. This may include:

- Visual impairment
- Hearing impairment
- Gross motor difficulties
- Fine motor difficulties
- Self-organisation for daily living
- Diagnosed conditions such as cerebral palsy, dyspraxia or a long term medical condition

Pupils can access:

- Quality first teaching with appropriate differentiation
- Dedicated and caring staff who value all students regardless of ability
- Visual aids to support key vocabulary, concepts and themes
- Risk assessments to ensure safety and accessibility
- Provision of materials in alternative font, size and colouring
- Seating adjustment according to sensory barrier
- Access to support equipment eg. sloping boards and pencil grips, modified equipment
- Technology to aid recording of work
- Ramps /assistive aids eg. Hoist, disabled facilities
- Sensory breaks
- Adapted inclusive curriculum including PE
- Ear defenders

Interventions include:

- Sensory Circuits
- Targeted mobility exercises to develop core stability, balance and co-ordination
- Fiddly Fingers Fine Motor Skills intervention
- Touch Typing

Outside agency support includes:

- [Support from the VSSS \(Virtual School for Sensory Support\)](#)
- Physiotherapy
- Occupational Therapy
- NHS consultants and clinicians

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How do we assess and review progress of pupils with SEN?

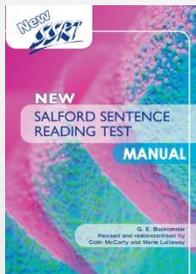
SEN support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a pupil's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach. This involves regular meetings with child and parent to monitor and to assess and review progress and outcomes.

In these meetings we compile a [Pupil Passport](#) and a [Child Centred Plan](#).

A Pupil Passport is a collaboration of pupil, parent and teacher views and details the way our pupils learn best, barriers to learning and adjustments needed to help them succeed.

A Child Centred Plan (CCP) is where details of targeted support and interventions are recorded. Baseline assessments are included on the plan so that we can measure progress from the pupil's starting points. ***These are reviewed termly.***

Assessments and screen tools used in our schools



Statutory assessment tools:

Reception Baseline Assessment

Year 1 Phonics Screening Test

KS1 SATS

Year 4 Times Tables Check

KS2 SATS

General assessment tools:

Accelerated reader – *Reading Comprehension*

PiXL - *Maths, SPAG and Reading Comprehension*

PIVATS - small steps tracking and target setting for those working 2 years or more below age related expectations

The Engagement Model

Specialised Assessment tools:

YARC – *Reading fluency and comprehension*

Boxall profile - *SEMH*

British picture vocabulary scale - *Vocabulary Understanding*

Salford reading - *Decoding skills in reading*

Phab2 (Phonological assessment battery) - *Phonics*

Basic Number Screening – *Maths*

Language Screen - *Speech and Language*

Pupil Passport



PUPIL PASSPORT



 Name: DOB: Class: Primary Category of Need: SEN Stage: (highlight) Monitor SEN Support EHCP	I learn best when: <u>Pupil Voice:</u> <u>Parent Voice:</u> <u>Teacher Voice:</u>		What I find difficult is: <u>Pupil Voice:</u> <u>Parent Voice:</u> <u>Teacher Voice:</u>
	Areas of Need: 		I am good at: <u>Pupil Voice:</u> <u>Parent Voice:</u> <u>Teacher Voice:</u>
Other Key Information 	Resources/aids that help me most are: 		Children that I work well with are:
Date completed: Review Date:	I am particularly motivated to learn by/when 		

Child Centred Plan



Child Centred Plan for:

DOB:

Primary Category of Need:

Additional Needs:



Assess		Plan	Do	Review
Identified Barriers	Starting Point/Baseline	Anticipated Impact	Action	Actual Impact
Date:				Date:
Date:				Date:
Date:				Date:
What we will do at home:			Additional Information:	
Date shared with Parents/Carers:				



Education Health And Care Plans (EHCPs)

The majority of our pupils with SEN or disabilities will have their needs met within our provision. Some children may require an Education, Health and Care needs assessment in order for the local authority to decide whether it is necessary for them to make a higher level of provision in accordance with an Education Health and Care Plan (EHCP) to secure the best possible outcomes for a child's future. The two videos here help to explain the purpose and the process in more detail.

What is an EHCP?



The Person - Centred Approach



EHCP cont....

If a child in our school has an Education, Health and Care Plan (EHCP), the local authority must review it at least once a year. An annual review meeting will take place which requires everyone involved with the child to meet together.

For children under five years of age, the annual review should take place every three to six months. This is to take account of the faster pace of growth and development in early years.

It will consider:

- The progress towards achieving the outcomes written in the EHC plan
- the views, wishes and feelings of children and their parent carer
- Whether anything has changed

We will arrange the annual review on the local authority's behalf and send out invitations to attend. If there is concern about progress of a child, the parent carer or school may request that the review be arranged sooner than planned.

If your child or young person has an EHCP and is due to move from one stage of schooling to another; early years to school, primary to secondary, then the local authority (LA) has a legal duty to review and amend your child's EHCP to name the new education setting. This is called 'Phase Transfer' and will happen in the autumn term the year before your child is due to move to a new phase of education.

What happens at an Annual Review?



What are our key roles and responsibilities?

- The Class Teacher
- Teaching Assistants and Learning Support Assistants
- The SENCO
- The Headteacher
- The SEN Governor
- Parents and Carers
- The Pupil



The Class Teacher

The key responsibilities of the Class teacher may include:

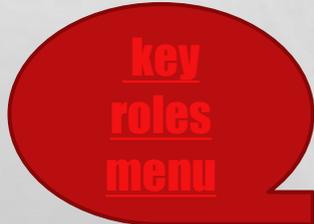
- Building positive relationships with pupils and their families
- Reviewing the progress of pupils with SEN and identifying, planning any additional help they may need eg. targeted work, interventions, additional support; adapting the curriculum to meet the needs of pupils with SEND
- Using ongoing assessments to write and review pupil progress targets for Child Centred Plans (CCPs) with parents each term and planning for the next term.
- Working closely with support staff to plan and assess the impact of interventions
- Following the guidelines in the SEN policy and school SEN Information Report
- Working with parents, pastoral staff, SENCO and outside agencies to support your child's individual needs
- Attending reviews and meetings as requested and discussing pupil's progress in termly pupil progress meetings
- Ensuring that the school's SEND policy, anti bullying policy, accessibility policy, behaviour policy and single equality policy are followed in their classroom and for all the pupils they teach with any SEND.

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Teaching Assistants and Learning Support Assistants

The key responsibilities of TAs and LSAs may include:

- building positive relationships with pupils and their families
- supporting pupils to access the curriculum and make adjustments or scaffold learning where necessary
- keeping pupils focused on learning activities during lessons, check their processing and understanding
- promoting independence in learners
- supporting the implementation of differentiation and specialist support strategies in the classroom
- supporting pupils to use and then develop independence with resources such as ATT laptops, coloured overlays etc.
- observing and record achievements and concerns
- attending reviews and meetings as requested
- delivering small group interventions and monitor impact with the support of the class teacher
- taking part in regular training opportunities to fulfil their role



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The SENCO

The key responsibilities of the SENCO may include:

- building positive relationships with pupils and their families.
- overseeing the day-to-day operation of the school's SEN policy and co-ordinating provision for children with SEN
- liaising with the relevant designated teacher where a looked after pupil has SEN and ensuring that the school keeps the records of all pupils with SEN up to date
- supporting class teachers in the identifying a child's particular strengths/weaknesses in order to problem solve and advise on effective implementation of support.
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies and being a key point of contact with external agencies, especially the local authority and its support services
- working with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the equality act (2010) with regard to reasonable adjustments and access arrangements

The Headteacher

The Headteacher will:

- build positive relationships with pupils and their families
- oversee the day to day management of all aspects of the school, this includes the support for children with SEN
- designate responsibility to the SENCO and class teachers, but still be responsible for ensuring that pupil's needs are met
- Keep the governing body up to date about issues relating to SEN/inclusion
- Work closely with the school's SENCO
- lead and developing a vision for inclusion within the school; ensuring that the school improvement plan and subject plans include a SEN and inclusion priority
- ensure SEN and inclusion features on key meeting agendas
- check the quality of teaching and learning
- appoint a designated teacher for Looked After and Previously Looked After Children who will then work with the SENCO and staff to promote educational achievement of LAC pupils with SEN

The SEN Governor

The key responsibilities of the SEN Governor may include:

- taking an active interest in the SEN Profile, asking questions and liaising with the SENCO regularly about the current policy to monitor the effectiveness of SEN practice
- monitoring the progress and effectiveness of the governing body's policy on SEN and being aware of changes to the code of practice and its impact on the school
- making every effort to see that the necessary special arrangements are made for pupils with SEN and monitoring the deployment of resources allocated to SEN
- providing encouragement for teachers and support assistants through discussions and visits to school
- Using school and national data to measure and assess the progress of pupils with SEN
- taking part in school-based SEN training

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How do we involve pupils and their parents/carers in their education?



Parents are supported to:



What additional support is available?



Exam Access Arrangements

Some pupils with specific needs may need additional arrangements so they can take part in tests. Types of support include:

- Additional time to complete the tests
- Adaptations of test papers (large print or braille)
- Compensatory marks for spelling
- The use of scribes, word processors or other technical or electronic aids
- Making a transcript
- Written or oral translations
- Readers
- The use of prompts and rest breaks
- Accessibility objects in the mathematics test
- Highlighter pens
- Administering the tests at an alternative location

Medical Needs

Pupils with medical needs will be provided with a detailed individual health and care plan, compiled in partnership with medical professionals, parents/carers and if appropriate, the pupil themselves. These are reviewed annually. Staff who volunteer to administer and supervise medications will complete formal first aid training. If required, staff will undertake training in the use of specific medical procedures e.g. Use of Auto Adrenaline Injectors.

Some children may miss long periods of education due to their medical needs. In this instance, home learning will be provided by the school and the pupil will be referred to the Norfolk medical needs team for additional support.

For more information visit:

<https://www.schools.norfolk.gov.uk/pupil-needs/health-needs/medical-needs-service>

All medicine administration procedures adhere to the guidelines in the school [Medical Needs Policy](#)

Enrichment Opportunities

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

These are some examples of activities available:

Ethos Group

Music Lessons

Eco Council

Gymnastics

Forest School

Coding Club

Multi-sports

School Council

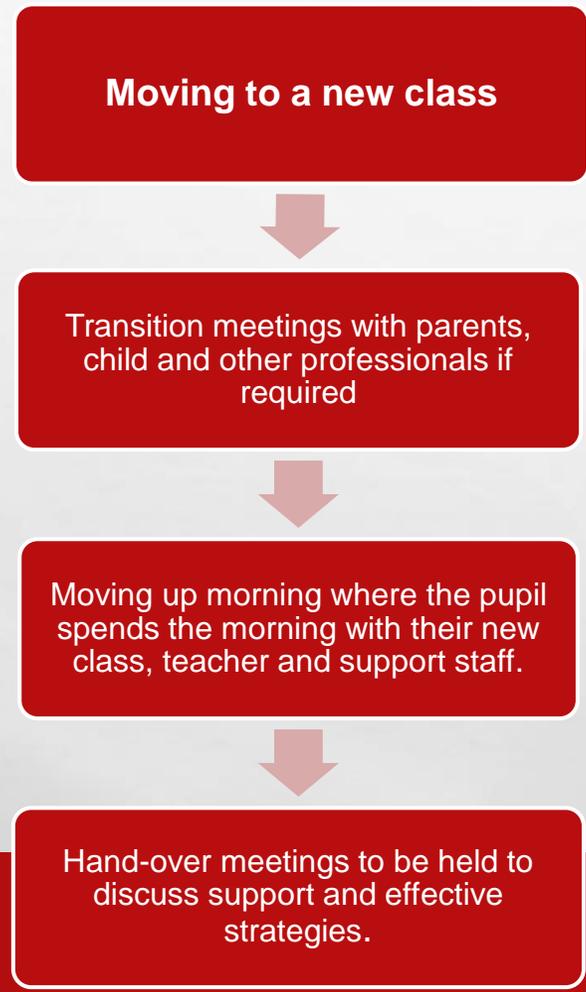
Taekwondo

Krav Maga

Clay Club

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How do we prepare pupils for their next step in education?



Recent training opportunities – in the last 3 years

Cognition and Learning	Communication and Interaction
<p>Clicker 8 Accelerated Reader PIVATS Dyslexia Awareness Mastering English Mastering Number</p>	<p>Nuffield Early Language Intervention (NELI) KS1 Talk Boost Speech Sounds Understanding Receptive Language</p>
Social, Emotional and Mental Health	Physical and Sensory
<p>Trauma Informed Practices Understanding Trauma and Attachment Emotional Literacy Support (ELSA) Mental Health Support in Schools Bereavement Support Domestic Abuse Champion Mental Health Champion – Senior Leadership Family Support Process /Early Help Assessment and Plan (FSP/EHAP) Tackling Sexual Violence and Harassment in Schools Norfolk Steps –Positive Behaviour Management Norfolk Steps Tutor Training Designated Safeguarding Lead Training</p>	<p>Sensory Circuits Virtual School Sensory Support – Visual Impairment Training First Aid Anaphylaxis and Allergy Awareness Adrenaline Auto injector Training</p>

Recent training opportunities cont....

COVID -19

Our staff have attended various virtual online training sessions as part of continuing professional development (CPD) which include:

- SEND Code of Practice - chapter 6
- Top tips for understanding ADHD and supporting children in the classroom
- Focuses on children and young people's speech, language and communication development
- Understanding ADHD: Current research and practice
- Inclusive Education: Essential knowledge for success
- Education for ALL: Disability, Diversity and Inclusion

Social and emotional: Pastoral care

- Teaching students who have suffered complex trauma
- Attachment in the early years
- Adverse Childhood Experiences (ACEs)
- Understanding Anxiety, Depression and CBT
- Nelson's Journey - Covid-19 child bereavement awareness training for professionals

SENCO PROFESSIONAL LINKS AND TRAINING

Our SENCO has been in post since September 2018 and has completed the National Award for SEN Coordination.

Termly Norfolk SEND Forums, Willow Tree Learning Essential SENCO Network sessions are attended by the SENCO.

Our SENCO is also a Mental Health Champion and Designated Safeguarding Lead (DSL)

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How has school funding supported SEN provision?

Our schools receive funding directly to the school from the Local Authority to support the needs of learners with SEND. Additional 'top up' Funding can be accessed for high need pupils by application to the Local Authority. If a need is identified that cannot be met within the current funding, the school may also apply for exceptional needs funding.

The head teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. The Head teacher and SENCO discuss all the information they have about SEND in the school, including the children already receiving support, the children needing extra support and the children who have been identified as not making as much progress as would be expected. It is then decided upon what resources, training and support is needed. Our funding goes towards Learning Support Staff, assessments from specialist outside agencies, interventions, specific SEND training and resources for pupils with SEND to use in school.

Details of our SEN finances (SEN Memorandum) can be accessed via the Norfolk Budget Share Tracker

<https://csapps.norfolk.gov.uk/budgetshare/default.aspx>



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What Local Authority Support Services and Charitable Organisations are Available?

- [Asperger East Anglia](#)
- [Autism Education Trust](#)
- [Benjamin Foundation](#)
- [British Dyslexia Association](#)
- [Carers Matter – For Carers In Norfolk](#)
- [Children And Adolescent Mental Health Service \(CAMHS\)](#)
- [Council For Disabled Children](#)
- [Down’s Syndrome Association](#)
- [Dyslexia-SPLD Trust](#)
- [Dyspraxia Foundation](#)
- [Family Voice – For Parents/Carers Of Children With SEN](#)
- [Just One Norfolk](#)
- [KIDS Mediation Service](#)
- [Leeway \(Domestic Abuse\)](#)
- [NASEN](#)
- [Nelson’s Journey](#)
- [Norfolk Early Help](#)
- [Norfolk Family Information Service](#)
- [Norfolk SEND Partnership](#)
- [Point 1](#)
- [Sibs – For Brothers And Sisters Of Disabled Children And Adults](#)
- [Special Educational Needs And Disability Guide For Parents And Carers](#)
- [Virtual School For Sensory Support \(VSSS\)](#)
- [Young Carers](#)

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What is the Norfolk Local Offer?

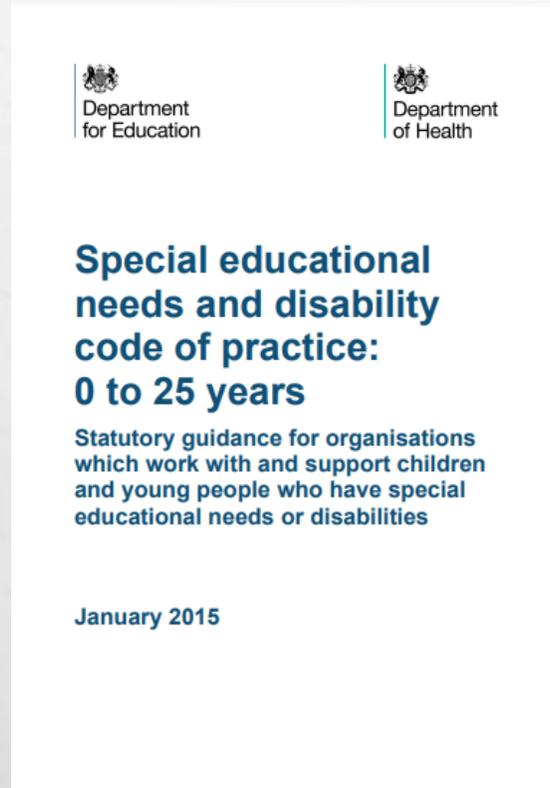


This SEN information report for 2021-2022 forms part of the Norfolk Local Offer for learners with SEND. It is a directory containing full information of the services available to children, young people and their families.

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

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Other Useful Links

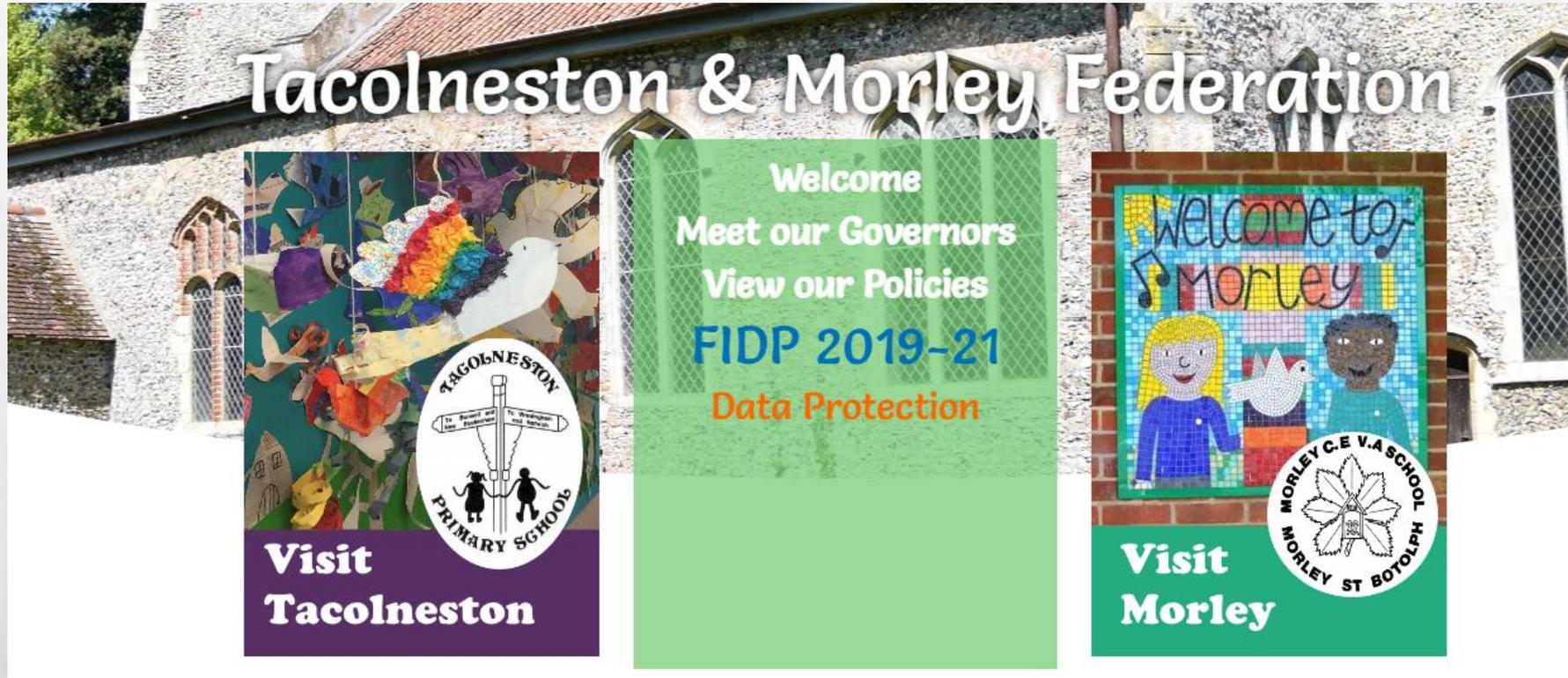


The Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

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Links To School Policies



<https://tacolnestonandmorleyfederation.co.uk/federation-policies/>

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Have Your Say



At Tacolneston and Morley CE VA Primary School Federation, we aim to work closely with the school community and are interested in the views of parents and children to ensure we are meeting their needs. This SEN information report forms part of the local offer for pupils with SEND. For it to be consistently effective, we welcome feedback from pupils, parents, staff and governors. If you would like to share your thoughts and opinions or have any questions please use the contacts below.

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head@tacolneston.norfolk.sch.uk or head@morley.norfolk.sch.uk

Telephone 01508 489336 / 01953 602397

SENCO - Mrs Laura Ketley

senco@tacolneston.norfolk.sch.uk or senco@morley.norfolk.sch.uk

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