



Diocese of Norwich
Education and
Academies Trust

Cawston CE Primary Academy

Special Educational Needs and Disability (SEND) Information Report

2022-23

Our Vision:

At Cawston we are committed to Growing Excellence

Planting – Nurturing – Flourishing

We recognise the diverse talents and gifts that children and adults bring to our community.

Jesus says that the seeds will thrive if they are well nurtured.

Our school offers an ideal environment for individuals to grow for ‘life in all its fullness’.



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SEND Information Report January 2023

Welcome to our SEND Information Report which is part of Cawston Church of England Primary Academy's contribution to the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). All governing bodies of maintained schools, nurseries and Academies 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 must be updated annually.

This SEND information report is designed to help parents have a greater understanding of Cawston Primary Academy's approach to pupils with SEND. At Cawston Primary Academy we are committed to working together with all members of our school community. We would welcome your feedback and future involvement in the review of our offer, so please do contact us:

- Special Educational Needs Coordinator (SENCo): Mrs Deanne Dafforn
- Head of School: Mrs Sharon Brett
- Executive Headteacher: Mrs Rebecca Newman
- SEND Governor: Mrs Mandy Cameron-Heffer

If you have specific questions about the Norfolk Local Offer please look here: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

If you think your child may have SEND please speak to their Class Teacher or contact Mrs Dafforn, our SENCo, on 01603 871249.



Our Approach to Teaching Learners with SEND

At Cawston Church of England Primary Academy we all work together to ensure every child has the very best educational experience. We ensure all pupils have full access to a broad curriculum. We support every child to feel that they belong to our school community and to know they have the opportunity to flourish by understanding their own strengths, believing in themselves and all of the good in the world through our Christian values.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. You can see information about our curriculum by looking on our website under 'School Life - Curriculum'.



We aim to create a learning environment which is flexible enough to meet the needs of all learners in our school community. We monitor the progress of all learners and staff continually assess ensuring that learning is taking place and embedding into long term memory. We ensure all children learn more and remember more and that they make progress from their starting points. We use checking for understanding as an integral part of lessons and use formative and summative assessments to inform teaching and ensure next steps are planned for. Staff also meet with senior leaders for pupil progress meetings after each formal assessment cycle.

Our ambition for SEND pupils is for everyone:

- to know that they belong
- have a broad and balanced curriculum
- have high aspirations for themselves
- make good progress
- understand their own strengths and areas for development
- be proud of their achievements

Cawston CE Primary Academy is an inclusive school with a commitment to working together with all members of the school community. We work with our pupils and their families to meet the needs of all learners, to put in place the right support so that they can make the best possible progress with their learning. All children are encouraged to work with and support each other, regardless of the level of their needs. At Cawston CE Primary Academy, we believe in:

‘Success by working together’

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 Academy 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 Academies or mainstream post-16 institutions.”**

If a learner is identified as having SEND in our school, they will be placed on our **SEND record**. We will provide provision that is additional to or different from the normal differentiated curriculum to overcome the barrier to their learning.



What is the SEND record?

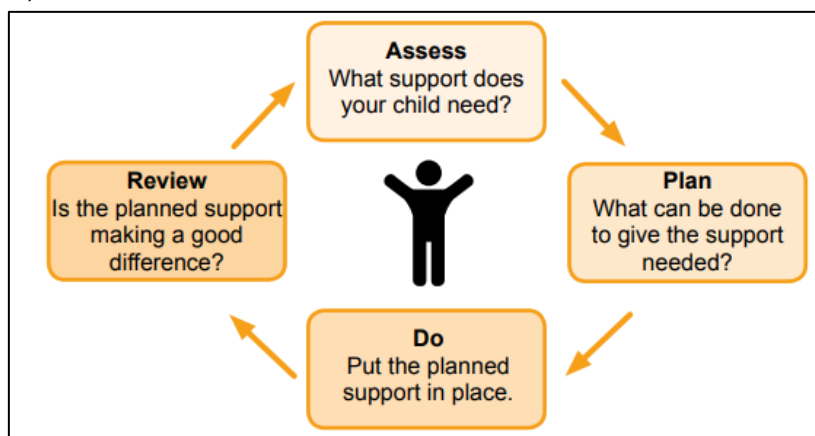
This is a list of all the children at our school who have Special Educational Needs (SEN) and/or disability. These children are monitored carefully to make sure they are receiving relevant and effective provision that is *additional to* current whole class support.

Why might my child be on the SEND record?

Any child on the SEND record have been identified as having additional needs; this could be due to difficulties in a particular area and/or sustained barriers to learning. A child is identified as having additional needs following discussions with class teacher, frequent observations of the child, tracking of assessments and a review of the impact of current support strategies.

What does this mean for my child?

If your child is placed on the SEND record, they will start to receive help that is *different from or additional to* whole class provision. Staff at the school will work together to make sure support is in place for your child that meets their individual needs and enables them to access learning at an appropriate level. Your child will be part of a cycle known as 'Assess, Plan, Do, Review'.



This means they will be provided with:

- a One Page Profile, outlining your child's strengths and difficulties, as well as allowing the child to express how adults can support them with their areas of need
- create a 7Cs Learning Portfolio recording class based adaptations and targets that will be worked towards during the term through additional support, interventions and extra resources.

If needed, additional support from other agencies and professionals will be sought. You will always be notified before this takes place.



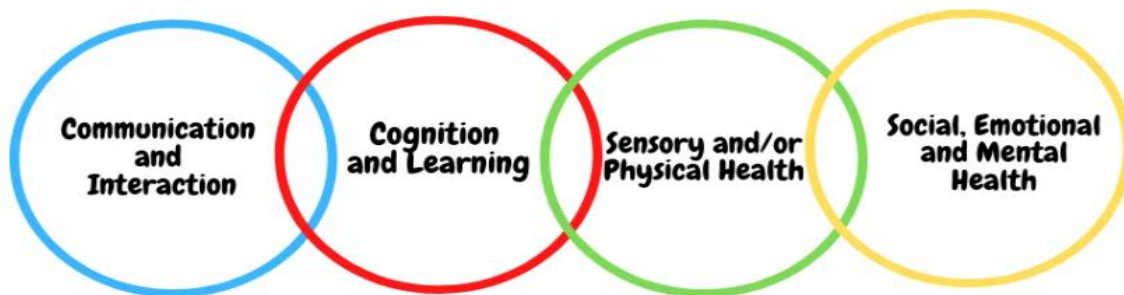
Will my child always be on the SEN record?

This depends on the individual child. As part of the 'Assess, Plan, Do, Review' cycle your child will be monitored carefully. A decision on whether they remain on the record is made following consideration of a number of factors, such as:

- Level of support – whether they continue to require provision that is **additional to or different from** that available for the whole class
- Academic progress
- Engagement in learning

If the decision is made to remove your child from the SEN record, this will be discussed with you.

There are **four broad areas of need** within SEND:



Within these four categories we identify specific barriers to learning the child experiences and base our support around these. Barriers children face depends on the individual but these are examples of those we commonly see at Cawston CE Primary Academy:

Communication and Interaction	Cognition and Learning	Sensory and/or Physical	Social, Emotional and Mental Health
Positive relationships with others	Working memory or short-term memory	Fine motor skills	Social communication and interaction
Self-Esteem	Phonics knowledge	Gross motor skills	Using language to express oneself
Self-Regulation	Sight word knowledge (reading and spelling)	Sensory processing	Understanding language
Recognising Emotions	Key mental maths facts	Sensory seeking behaviours	Healthy responses and reactions
Self-Confidence	Speed of processing	Sensory avoidant behaviours	
	Inference		

Where identification of SEND takes place it so we understand how to support your child in the most effective way for their education and well-being, not to label them.

Behavioural difficulties are not considered to be a Special Educational Need. However, where difficulties arise, assessments may be carried out to see if there is an underlying need which should be supported.



Within these broad types of SEND, pupils can have additional Special Educational needs. We are here to support every family towards a diagnosis, if that is necessary and/or recommended. We can support this by:

- Complete any assessments from the hospital
- Request an Educational Psychology Assessment
- Make a referral to Dyslexia Outreach for an assessment
- Write a letter to the GP requesting a referral to a Paediatrician

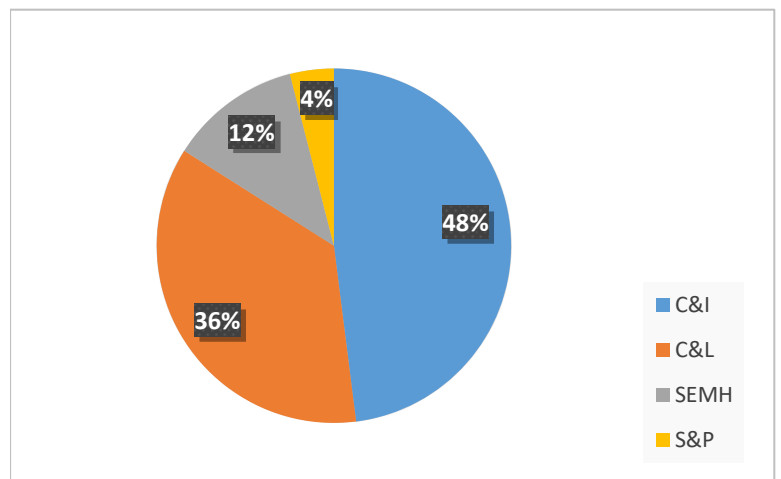
2022-23 SEN Profile

There are currently 25 children (16% of the pupils at Cawston Primary) on our SEN record:

SEND figures January 2023	Cawston Primary Academy %	Norfolk % primary schools	National % primary schools
EHCP pupils	0.6%	3.7%	4%
SEN Support	15.4%	13.5%	12.6%
Overall % of pupils with SEN	16%	17.2%	16.6%

The majority of children’s primary SEN is Communication and Interaction at 48%, with Cognition and Learning at 36%. We have a high percentage of pupils with SEMH needs, at 12%, and this is reflected in the interventions we offer and our focus on mental health and well-being throughout the school. It is important to note that many SEND pupils do have more than one area of need, and although their primary need may be Communication and Interaction or Cognition and Learning, they may still have support for Social, Emotional and Mental Health Needs.

Our current percentage for primary needs are:



C&I = Communication & Interaction
C&L = Cognition & Learning
SEMh = Social, Emotional & Mental Health
S&P = Sensory &/or Physical

If you think your child may have SEN please speak to their class teacher initially. You can make an appointment with your child’s class teacher by phoning the school office.

You can make an appointment with our SENCo about any concerns you may have.



Assessing SEN at Cawston Primary Academy

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Cawston CE Primary Academy we ensure that assessment of educational needs directly involves the learner, their parents/carers and their teacher(s). The SENCO will also support with the identification of barriers to learning, using class observation and a range of assessment tools.

For pupils identified with a SEND, teachers and SENCO will collaboratively:

- Ensure the classroom environment supports the needs of the child.
- Differentiate and scaffold the learning opportunities to ensure progress and achievement.
- Keep regular contact with the family to discuss the progress and needs of their child.
- Create a one-page profile with the child outlining their strengths and allows the child to express how adults can support them with their areas of needs.
- Create a 7Cs Learning Portfolio, recording class-based adaptations and targets that will be worked towards during the term through additional support, interventions and extra resources. These targeted outcomes are reviewed regularly with both the child and their family.

7 C's Learning Portfolio

Every child with SEND will have a 7Cs Learning Portfolio, a strengths-based assessment framework which will contain:

- A 7Cs Assessment Tracker reviewed a minimum of termly, but at regular intervals according to the child's needs and progress
- Targeted outcomes

The 7Cs consists of 7 areas of learning development. Within each area, there are 7 sub-areas:

Cognition	Communication	Creativity	Control	Compassion	Co-ordination	Curriculum
Working memory	Expressive vocabulary	General ideas	Self-regulation	Friendships	Fine motor skills	English
Speed of processing	Articulation	Problem solving	Behaviour for learning	Turn taking	Gross motor skills	Maths
Inference	Language & Understanding	Attention	Anxiety management	Empathy	Sensory	Science
Anticipation	Collaborative conversation	Motivation	Confidence	Sense of justice	Mobility	Art & Music
Reflection	Listening	Making things	Resilience	Self-esteem & wellbeing	Stability & balance	History & Geography
Evaluation	Social communication	Courage	Language of emotions	Self-efficacy	Posture	Computing
Analysis	Social interaction	Trust	Independence	Support for others	Sensory processing	PE & Sport



The teacher will identify areas of strength and areas of development within the 7Cs. They will then choose up to 3 areas and within these areas the teacher will assess where the child is at, and what their next steps are. This is the **7Cs Assessment Tracker**. They will record the SEND provision within the class, review progress and talk with the child to determine how best to support progress and development moving forward. A meeting will also be held with you, the parents, to discuss your child's SEND needs within the 7Cs, how the teacher is supporting their development and to discuss targeted outcomes to work towards both at school and home. These targeted outcomes are additional to first quality teaching and work alongside adjustments made within the classroom. This can all be found in the child's 7Cs Learning Portfolio. Regular meetings and reviews occur at least termly; additional meetings can and are arranged, as needed, to meet the needs of all learners.

The involvement of children in their own learning and the support of their families is key to ensuring the child achieves their potential.

We believe in 'success by working together' and so invite children and their parents to be involved in the "Assess, Plan, Do, Review" cycle using the 7Cs Learning Portfolio. Children are also asked to give their ideas and views on their One Page Profile.

Some SEND learners may also benefit from:

- An Inclusion and Risk Assessment Plan (Behaviour Management Plan)
- A Pastoral Support Plan (PSP)

Supporting Children's Emotional and Social Development and positive behaviour.

The social, emotional and behavioural support that Cawston CE Primary Academy provides is dependent on the individual needs of the child and ranges from being a friendly ear when needed to mentoring sessions, positive behaviour plans and therapeutic interventions. We have a clear, positive behaviour system linked to our C.A.W.S.T.O.N characteristics (values). The C.A.W.S.T.O.N characteristics are displayed in every classroom and referred to throughout the day help children to recognise when their behaviour is not appropriate and make the right choices before any sanctions occur, through a focus on recognition on good learning behaviours. Pupils displaying our school characteristics and demonstrating that they are ready to learn, showing respect and keeping safe are recognised through our reward system which includes our weekly celebration assembly. Where children do need extra support with positive social skills, social confidence or managing their emotions we offer support including groups for social and emotional skills and one-to-one Drawing and Talking sessions.



The Role of the SENCo

- Support school staff to ensure children are receiving the provision they need.
- Ensure specialist resources are available.
- Refer children to external agencies for additional support.
- Support teachers when working with parents, if needed.
- Monitor pupil profile targets and interventions, providing training and organising systems where needed.
- Ensure children with EHCPs have the correct provision and that these are reviewed annually.
- Monitor progress, attainment, attendance and exclusions.
- Apply for EHCPs, where necessary, and make referrals to Speech and Language, Educational Psychologist, Dyslexia outreach, Mental Health Support Teams.

If further advice is needed, then support from County (Norfolk County Council Inclusion and SEND team) or outside agencies is gained. These include Educational Psychologists, Specialist Support Teachers, Dyslexia Outreach, Speech and Language Therapists, The Virtual School, Occupational Therapy, Vision and Hearing Impaired Services.

When children with SEN transition to Cawston CE Primary Academy from feeder nurseries, we work with the nursery to put in place an appropriate transition package. This may include visiting or speaking to the child's current teacher, organising extra visits to our school before transition and meeting with parents. We also employ a team of teaching assistants who deliver our interventions, directed by the class teacher and coordinated by the SENDCo. This includes specific support in class, working with children individually or in small groups both in and out of the class.

When children with SEND join the school during the year, class teachers and our SENDCo meet with parents to ensure that appropriate support is put in place.

How we Support Learners with SEN

We believe that, where possible, Quality First Teaching should cater for all children's needs. Reasonable adjustments should be made to ensure all pupils have access to learning and overcome any barriers to progress. Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The teacher standards (2012) detail this expectation.

Our teachers use various strategies to adapt access to the curriculum. They make use of 'teacher tweaks' and 'resources', including visual timetables, concrete materials, coloured overlays, tablets, laptops, positive behaviour reward systems, writing frames and individual behaviour plans which includes pupil mentoring. These inclusive strategies are used to



ensure quality teaching is on offer to all. We are also equipped with two disabled toilets for children with physical difficulties or who have intimate care requirements.

Each learner identified as having a SEN is entitled to support that is '*additional to or different from*' the 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. Pupils with SEND have a personalised 7Cs Learning Portfolio which identifies the child's barriers to learning, and how we intend to support them moving forward. This closely monitors progress and celebrates achievement.

This support is described on our provision map which describes the interventions and actions that we undertake at Cawston CE Primary Academy to support learners with SEND across the year groups. We modify the provision map regularly as the learners and their needs change.

Whilst the majority of children's needs are catered for within the classroom, we have a number of programmes to support pupils further if necessary. These include:

- In class 1:1/Small group Maths or English based key skills; PiXL Therapies
- Additional or daily phonics using Read Write Inc.
- Lexia Core 5 Reading – an adaptive blended learning program that accelerates the development of literacy skills
- Speech and Language: NELI and Wellcomm
- Drawing and Talking – 1:1 social, emotional and mental health support
- Social, Emotional and Behavioural Skills group or one to one (tailored to the child's need, including but not limited to working on self-esteem, conflict, sharing communication, resilience and friendship). We call these mentoring sessions.
- Pupil Voice

These interventions aim to equip children with learning tools to apply within a classroom setting and fill any learning gaps that create barriers to progress. Teachers are involved in the decision-making process around which pupils are receiving interventions as well as their targets and progress. Children's progress and involvement in intervention sessions is reviewed on a half termly basis.

Funding for SEND

Cawston CE Primary Academy receives funding directly to the school from the Local Authority to support the needs of pupils with SEND. This is described in a SEND memorandum.

The amount we received for 2022-23 was £32,649.



How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Cawston Primary Academy. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the “Assess, Plan, Do, Review” model and ensure that Parents/ Carers 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 is recorded, which will be used to calculate the impact of this intervention.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built into 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 SENCO collates the impact data of interventions, to ensure that they have an impact. Termly pupil progress meetings are held with class teachers to review and monitor identified pupils in more detail.

Progress data of all learners is collated by the whole Academy and monitored by Teachers, Senior Leaders and Governors. Our Academy data is also monitored by the Federation, Academy Trust and Ofsted.

Pupil and parent voice is also important in determining outcomes and next steps. This is built into our Federation’s Operational Overview as well as through parent surveys and meetings.

Extra-curricular activities

All children should have the same opportunity to access extra-curriculum activities. At Cawston CE Primary Academy all children are encouraged to take part in our extra-curricular activities programme, regardless of need. We adapt after school club provision, school trips and residential trips so that they are appropriate for the needs of every child in our school. All staff work within the Equality Act 2010. This legislation places specific duties on Academies/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.’



Preparing for the Next Step

Transition is a part of life for all our learners. This can be transition to a new class within school, having a new teacher or moving to another school. Cawston CE Primary Academy is committed to working in partnership with children, families and their providers to ensure

a positive transition occurs. Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with you and your child at their summer term review meeting.

For learners joining the school we liaise with their previous school and provide extra support, to ensure a smooth transition. When pupils with SEN leave for Secondary education, we work with the receiving school to draw up an enhanced transition package based on the needs of the child. This may include extra visits to the school, staff from the new school visiting Cawston CE Primary Academy, the use of online resources or children writing their own questions to find out more about the receiving school. Whilst we support children's SEN, we also encourage independence and resilience in all our pupils and place great emphasis on key life skills which are essential for all pupils.

Transition from the feeder Nursery schools takes place in the Summer Term, with a clear transition schedule and the following strategies in place:

- Additional visits before September.
- Provided tours of key areas within the school.
- Photos of key adults in school and the chance to meet them
- Sharing of information about our school (e.g. timings of school day, uniform etc.)
- Extra meetings with new class teacher and teaching assistants for getting to know you activities and questions.

Expertise and training of staff

We are committed to on-going professional development of all staff at Cawston CE Primary Academy. We have regular access to training and support through DNEAT, our academy trust, Norfolk SEND and Inclusion as well as from EPSS staff, including core consultations. Our SENDCo, Mrs Dafforn, has completed the National Award for Special Educational Needs Coordination.

Have your say

Cawston Church of England Primary Academy is part of the community. 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

- The Norfolk Local Offer is available at <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

or look on their Facebook page, which is updated regularly https://www.facebook.com/sendnorfolk/?locale=en_GB



- The Special Educational Needs and Disability Code of Practice: 0-25 years <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- **Norfolk SEND Partnership (SENDIAS)** offers independent information, advice and support to children and young people and their parents about Special Educational Needs and Disabilities.



<https://www.norfolksendiass.org.uk/>

- **Family Voice Norfolk** is the parent and carer forum for Norfolk. They work with (not for) the local authority, health and social services to improve services for children and young people with special educational needs and/or disabilities (SEND) and their families.



<https://www.familyvoice.org.uk/>

- **Just One Norfolk** is the single point of access for all NHS health advice for families with young children to help parents quickly gain the information needed to ensure children live healthy lifestyles. [JustOneNorfolk.nhs.uk](https://www.justonenorfolk.nhs.uk) is a trusted multimedia platform (e-learning / website, community forum, helpline, confidential chat service for children) available 24/7, to help empower Norfolk parents to achieve the optimum health and wellbeing of their



children (0-19 years).

Just One Number & Parentline: 0300 300 0123