

Cecil Gowing Infant School SEN Information Report 2024-2025



Approved by the full governing body:

Review date: September 2025
Signed: Anna Catlin Chair of Governors
Signed: Aimee Bulman Headteacher
SENCo: Helen Hoyer
SEN Governor: Lyndsey Leeder

Welcome to our SEND information report, also known as the School Local Offer, which is part of the Norfolk Local Offer for learners with Special Education Needs and/or disabilities (SEND). All schools have a legal duty to publish information on their website about the implementation of their policy for pupils with SEND. This information will be updated annually.

To view Norfolk's Local SEN offer, please use the link below.

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

During our most recent short inspection in June 2023, the inspector noted:

Provision for pupils with special educational needs and/or disabilities (SEND) is carefully planned. Leaders communicate with nurseries and parents and carers early in the transition process to ensure that children's needs are identified. Specific transition arrangements are in place for individual children. Adaptations to the curriculum and/or additional adult support is provided if needed. The expectations of pupils with SEND are the same as other pupils, and all pupils follow the same curriculum.

Our Approach to Teaching Learners with SEN

At Cecil Gowing Infant School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We invite parents and carers into school for many events during the year, e.g. learning cafes, parent/teacher talks. We are committed to building strong links between our school and families to ensure parents and carers know what their child is learning and how they can support them at home.

We value quality first teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our teaching and learning policy (ask at the office if you would like a copy).

Our school improvement plan is about developing learning for all and details are planned for continued professional development (CPD) opportunities for all staff. All staff access appropriate training and our school is developing networks with other schools and agencies to continuously improve all aspects of Cecil Gowing Infant School.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community and ensures that all children have the opportunity to reach their full potential through 'Inspiring their Imaginations' and make excellent progress in a positive and stimulating environment. We monitor progress of all learners, and staff continually assess, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

At Cecil Gowing Infant School, we value **learning for all**.

How we identify SEND

At different times in their school career, a child or young person may have a special educational need.

The Code of Practice defines SEND as:

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

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

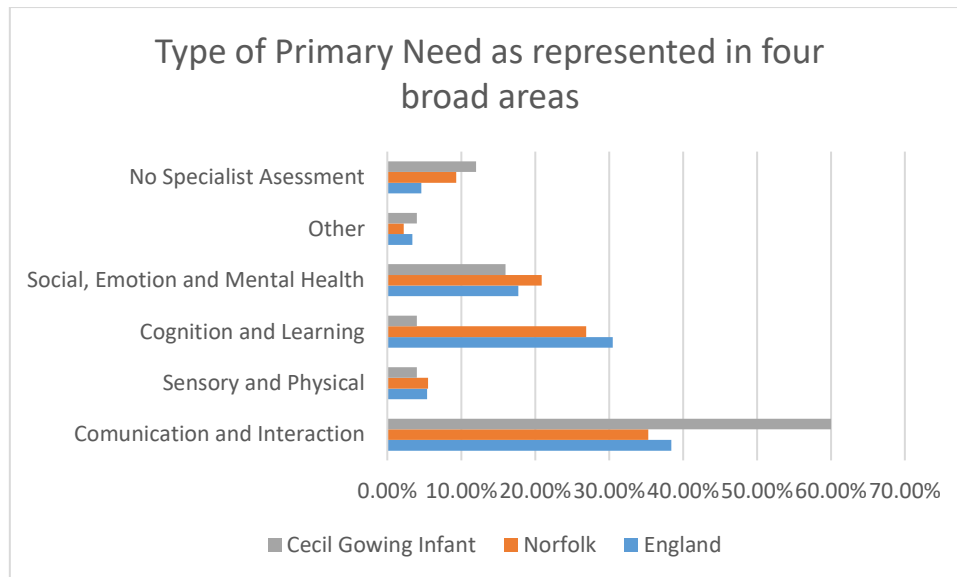
If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. We will work closely with the child and their parents/carers involving them in appropriate SEND provision, its outcomes and review.

There may be many reasons for learners to need additional help with their learning. These may include absence from school, attending lots of different schools and not had a consistent opportunity to learn, English as an additional language (EAL). At Cecil Gowing Infant School we are committed to ensuring that all learners have access to learning opportunities, and, for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

% of CYP with SEND	No. of CYP	England	Norfolk	Cecil Gowing Infant
Total CYP on school roll	161			
SEN Support (SEN K)	22	13%	14.80%	13.60%
EHCP (E)	3	2.30%	2.10%	2%
Total SEND	25	15.30%	16.90%	16%

Primary Area of Need	No. of CYP	England	Norfolk	Cecil Gowing Infant
Moderate Learning Difficulty	1	18.80%	17.60%	4%
Profound and Multiple Learning	0	0.30%	0.20%	0%
Severe Learning Difficulty	0	0.60%	0.30%	0%
Specific Learning Difficulty	0	10.80%	8.80%	0%
Autistic Spectrum Disorder	1	9.30%	6.60%	4%
SLCN	14	29.10%	28.70%	56%
SEN support but no specialist	3	4.60%	9.30%	12%
Other Difficulty/Disability	1	3.40%	2.20%	4%
SEMH	4	17.70%	20.90%	16%
Hearing Impairment	0	1.40%	1.10%	0%
Multi-Sensory Impairment	0	0.40%	0.50%	0%
Physical Disability	0	2.70%	3.00%	0%
Visual Impairment	1	0.90%	0.90%	4%

Broad Area of Need	England	Norfolk	Cecil Gowing Infant
Communication and Interaction	38.40%	35.30%	60%
Sensory and Physical	5.40%	5.50%	4%
Cognition and Learning	30.50%	26.90%	4%
Social, Emotion and Mental Health	17.70%	20.90%	16%
Other	3.40%	2.20%	4%
No Specialist Assessment	4.60%	9.30%	12%



Our School Offer

The purpose of this information Report is to enable parents and carers to see more clearly what is available for children at Cecil Gowing Infant School. It takes the form of answers to questions that are frequently asked by parents and carers. If you would like any further information, please refer to the contacts section at the end of the document. The glossary at the end explains some of the references and terms you will come across as you read.

How does Cecil Gowing Infant know if my child needs extra help?

Throughout the year, the children’s progress is monitored against age-related expectations, and for some children individual targets and/or specific assessment related to a specific difficulty. Teachers will discuss their concerns with the Special Educational Needs Co-ordinator (SENCo), and also with you. The SENCo will support with the identification of barriers to learning. If an appropriate intervention is identified, it is put into practice and progress is tracked.

What should I do if I think my child may have a Special Educational Need?

There is an ‘open door’ policy at Cecil Gowing Infant, if you have any concerns about the progress of your child you can arrange to speak to the class teacher or the SENCo. You do not have to wait until Parents/Carers evenings.

What support is available in addition to the learning in the classroom?

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Cecil Gowing Infant School are proud of our Teachers and their development.

Our teachers will use various strategies to adapt access to the curriculum; this might include using:

- Visual timetables
- Writing frames
- iPads, lap tops
- Peer buddy systems
- Positive behaviour rewards system

If your child is identified as having needs 'additional to and different from' those of the class, then extra support will be required. Interventions may be suggested. We have a skilled team of TAs who work with individuals and or small groups on these interventions to provide extra support needed by children with SEND

The SENCO and the child's class teacher will decide on the action needed to help the child to progress. This may include:-

- different learning materials or special equipment
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- Staff development and training to introduce more effective strategies.
- Access to Local Authority support services for one-off or occasional advice on strategies or equipment, e.g. Sensory Support and Access through Technology.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website.

How will staff know what progress my child is making?

Monitoring progress is an integral part of teaching and leadership within Cecil Gowing Infant School. 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 and children, when appropriate, are involved in each step. Before any additional provision is selected to help a child, the SENCo, teacher and parent/carer agree what they expect to be different following this intervention. A baseline will be recorded, which can be used to compare the impact of the provision.

Teaching and Support Staff will review progress your child has made. This review can be built into the intervention itself, or it can be a formal meeting, where progress and next steps are discussed. The outcome of this review will then be used to generate new targets for your child. These will be shared with you in the form of their SEN support plan. If a learner has an Education Health and Care Plan (EHCP,)

the same termly review conversations take place, but the EHCP will also be formally reviewed annually.

Pupil Progress meetings with every teacher and appropriate Teaching Assistants are held termly to review the impact of interventions, and when appropriate with an Educational Psychologist attending to provide further advice.

Progress data of all learners is collated by the whole school and monitored by teachers, Senior Leaders and Governors.

Cecil Gowing employs a family support worker to support children and their families, sometimes giving strategies that can be developed at home and in school.

How can Cecil Gowing Infant School support my child's medical or physical needs?

Staff at Cecil Gowing Infant School have experience of supporting children with a variety of physical and medical needs. These include severe allergies, visual impairments and ASD.

Details of pupil's medical and physical needs are kept on a register in the Medical Room. These are regularly updated.

If your child has a severe allergy, the whole school staff will be aware of it. Epi-pen training is received when appropriate. When appropriate, training will be undertaken to enable us to support your child's physical or medical need.

In these cases, a Care Plan will be drawn up, in consultation with you, and any other relevant professionals, to ensure your child is safe.

The school has facilities to make it accessible to all, including a disabled toilet and ramps in and out of the classroom.

What happens if my child needs more support than you can provide in school?

At times, it is necessary to consult with external agencies to receive more specialised advice to support your child. At Cecil Gowing Infant, we have good relationships and communication with external agencies.

We work with the EPSS, which gives us access to an Educational Psychologist and a Specialist Support Teacher. We also access support from speech and language specialists (SALT), RNIB and access through technology. If we feel your child would benefit from the specialist support of any of these professional, we will discuss it with you and make a referral. They will come into school, observe your child and talk with you. They write a report following any assessment, which will include suggestions on how to further support your child in school and at home.

How will the curriculum in class be adapted to support my child?

Whether your child has SEN or not, the class teacher, supported by their TAs, is responsible for planning lessons and differentiated learning to the individual needs of all the children. Quality first teaching in class will provide activities appropriate to their level or learning. Planning is targeted to the specific needs of individual children. Teachers and TAs work together to provide a combination of whole class, small group and individual support within lessons.

Teachers use many different strategies to adapt access to the curriculum. These might include visual timetables, IT programmes, targeted software, sensory aids, for example, ear defenders, pencil grips, chew toys.

Which specialist services and expertise can be accessed by the school?

These are some of the specialists and agencies that the school has used and can use to support your child when appropriate: -

- Educational Psychologist
- Specialist Support Teacher
- Speech and Language Therapist
- School Nursing Service
- School 2 School Support
- Occupational Therapist
- Physiotherapist
- Point 1
- Sensory Support
- Parent Support Advisor
- CAMHS (Child and Adolescent Mental Health)
- Autism Support
- Social Services

How will my child be included in extracurricular activities and school trips?

Our policy is to include all children, unless there is a risk of safety and/or the safety of others. Parents or careers may be asked to attend if necessary. Cecil Gowing Infant will carry out risk assessments for all children, including those with SEN, before any school trip.

All children learn outdoors through whole school provision and outdoor learning.

How will Cecil Gowing Infant School prepare my child for joining the school and/or transition to other schools?

Transition is a part of life for all learners. We work closely with our local pre-schools, and transition visits to our reception classes take place during the summer term. We welcome new parents and carers to Open Evenings and afternoons in November and June and our Reception Teachers meet individually with parents/carers in September before our new children join us. We aim to provide timely information

about starting school so parents and children feel confident about routines, the environment, staff and learning expectations. We hold extra transition meetings and visits for parents/carers and children who have specific special needs and work closely with any other agencies involved.

We have strong links with Falcon Junior School, which is the next step for the majority of our Year 2 pupils. Transition visits to Falcon take place in the summer term and various activities are undertaken throughout the year so that the new intake children feel comfortable and less nervous about joining Falcon in September. Each child has a 'Buddy' who supports them during their first year. Extra meetings and visits can be arranged for children with SEND. For children moving onto a different Junior School we also enable our pupils to take part in transition activities as planned by their new school.

If a child has special needs that will be best suited to moving to a special school, we support parents in that decision and ensure we have a strong transition process in place. We have developed links with several local special schools so we can access a range of information to pass onto our families.

Transition within our school is carefully planned and we hold one transition day in July when children spend time in their new class with their new teaching staff. Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with the child and the parents/carers.

Have your say

The local offer has been produced for pupils, parents, carers, governors and members of staff.

Cecil Gowing Infant School is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff.

Please contact us

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Useful links

Norfolk Local Offer

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

Norfolk SEND Partnership <http://www.norfolksendpartnershiassi.org.uk>

Department for Education <https://www.gov.uk/government/organisations/department-for-education>

Glossary

EHCP – Educational Health and Care Plan

Interventions – Additional learning activities that take place within the classroom or in a smaller space outside the classroom, which support children with SEND.

SEND – Special Educational Needs or Disabilities. (Paragraphs 6.27-6.35 of the 0-25 SEND Code of Practice set out four areas of SEND:

- **Communication and Interaction** – for example, where children and young people have speech, language and communication barriers that make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- **Cognition and Learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, need extra support with organisation and memory skills, or have a specific barrier to learning affecting one particular part of their learning performance, such as maths or English.
- **Social, Emotional and Mental Health** – for example, where children and young people need extra support in managing their relationships with other people, are withdrawn, or if they exhibit distressed behaviours that may hinder their and other children's learning, or that have an impact on their own health and wellbeing.
- **Sensory and/or Physical Needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

SENCo– Special Educational Needs and Disabilities Co-ordinator – A SENCo is a qualified teacher in a school who has the responsibility for co-ordinating SEND provision. They have to have qualified with the National Award for SENCo's within three years of taking up the post.

TAs – Teaching Assistants

EPSS – Educational Psychology and Specialist Support