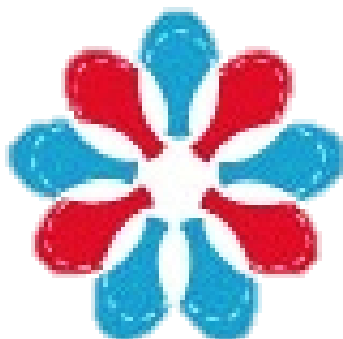


# **Norwich Central Cluster**



**Working together in partnership with pupils, parents,  
schools and communities:  
Supporting children's learning needs in the Norwich  
Central Cluster of schools**

**Norwich Central Cluster  
Special Educational Needs  
and Disabilities  
Handbook**

**November 2016**

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## 1. Context

The Norwich Central Cluster is made up of nine schools, of all age phases, and includes two schools\* that offer specialist provision for pupils with a range of complex educational needs.

Avenue Junior School, CNS, Colman Junior School, Colman Infant School, Eaton Primary School, Recreation Road Infant School, The Clare School and The Parkside School have been successfully working together for some time and continue to look for innovative and effective ways to strengthen our partnership to ensure high quality and equitable educational provision for all our pupils, including those with additional needs and disabilities.

\*The Clare School and The Parkside School are subject to separate funding arrangements.

## 2. Policy

### Purpose

Schools within the Norwich Central Cluster understand that each pupil has individual and unique needs and some pupils require more support than others to achieve their full potential. Our Policy for Special Educational Needs and Disabilities (SEND) reflects a shared ethos of collaboration and describes the framework within which we will work together to ensure all students are appropriately supported to help them overcome barriers to learning and provide equal and fair access to meaningful educational experiences and the National Curriculum. We aspire to

- raise standards for all children
- develop wider entitlement of experience for all pupils
- improve transition as children move on in their education

We view inclusion as increasing participation for all.

### The Definition of Special Educational Needs (SEN)

The Special Educational Needs and Disability Code of Practice: 0 to 25 years states the following as a definition of Special Educational Needs:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

*See Special educational needs and disability code of practice: 0 to 25 years, DfE, DoH, 2014, p.4 for further details.*

### The Definition of Disability

The Equality Act (2010) defines a disabled person as someone who has **‘a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities’**.

More information about the Equality Act can be found on the Government Equalities Office website:  
<http://homeoffice.gov.uk/equalities/>

## **Aims and Policies**

Provision for the support of pupils with SEND is the responsibility of the Headteacher of each school within the Cluster (SEND policy documents are available on the respective School websites, see Appendix 5.2 Contacts).

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against pupils with disabilities and we will make all reasonable adjustments to provide effective educational provision. Operational details outline how we propose to do this.

## **Implementation**

The policy will be implemented by staff, students and adults throughout the cluster.

Initial support and intervention will come from staff working within the schools. Additional, targeted and time limited support may be provided by teachers, support assistants (under the direction of a qualified teacher) or commissioned outside agencies. When necessary, applications for additional support for learning are made to the Cluster through the agreed referral process.

Provision maps are used to describe the provision schools make for children with additional needs, over and above inclusive class or subject teaching. Some pupils will have individual support plans.

Interventions will be planned, implemented, reviewed and reported by the relevant school SEND team.

Annually a 'provision map' model is used to capture the SEND profile of the Cluster in order to project the level of need, identify any patterns of provision and facilitate a proactive approach to resource implications.

## **Monitoring and evaluation**

Impact of SEND provision will be monitored and evaluated by the SENCOs, Headteachers and Governors through their learning review processes, in line with their school SEND policy. Parents/carers and students should be fully informed throughout the process.

All interventions funded by the cluster will have a requirement for plans and reports of impact to be submitted.

Through a clear and transparent process we ensure funds are deployed effectively and equitably to achieve the maximum impact for learners (see Operational objectives and procedures) Decision making for distribution of Cluster SEND funds is equally shared amongst all the schools.

The Cluster SEND Coordinator provides an account of the Cluster SEND activity to the Cluster Governance group on a termly basis.

**Date agreed by the Cluster Governing Body: 9.12.16**

**Date for review: 1.12.17**

The following was developed using the SEND Cluster Tool Kit Guidance (NCC)

### **2.1 Operational Objectives**

- I. To promote high expectations of what students/pupils can achieve.
- II. All students will receive the necessary support to achieve.
- III. Monies will be distributed fairly and equitably with the agreement of all members of the cluster.
- IV. Impact on the learning and achievement of students with SEND will be regularly reported and reviewed.

### **2.2 Operational procedures**

- I. All operational decisions will be ratified by the relevant cluster body:
  - a. Strategic objectives - Headteacher group. For further information regarding strategic objectives please refer to the Norwich Central Cluster Improvement and Development Plan
  - b. Operational objectives - SENCO group
- II. All schools will report levels and numbers of students in need of support through the use of SEND Profiles and Provision Mapping
- III. If a school can demonstrate that they have been unable to meet the needs of a student through the strategic deployment of the nominal amount available within the school budget, an application for further financial 'Top Up' may be made to the cluster.
- IV. Applications for 'Top Up' will be made through the procedure outlined in 2.5
- V. Outcomes and impact of any intervention delivered with support from the cluster will be reported to the Cluster SEND Coordinator, Headteacher Decision Making Group and SENCO Implementation Group.

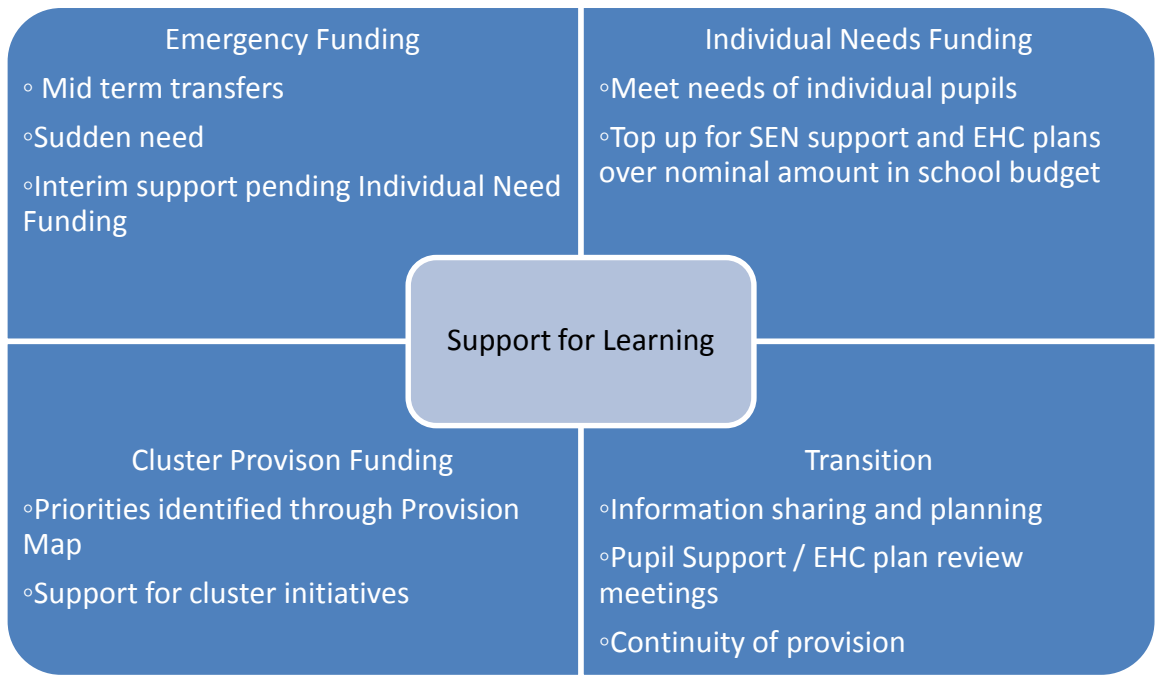
### **2.3 Allocation of support**

All students within the cluster will be eligible for cluster support when it has been shown that their needs cannot be met by drawing on school resources alone.

Support may be financial or through expertise within the cluster. The cluster will also commission services from outside agencies.

### **2.4 Accessing Support**

- I. Support can be requested for consideration at a panel meeting scheduled each term throughout the year (Headteacher Decision Making Group).
- II. Support will be allocated through a system of referral, panel discussion and reporting impact.
- III. The Headteacher Decision Making Group will consist of representatives from all mainstream cluster schools (a quorum of three members)

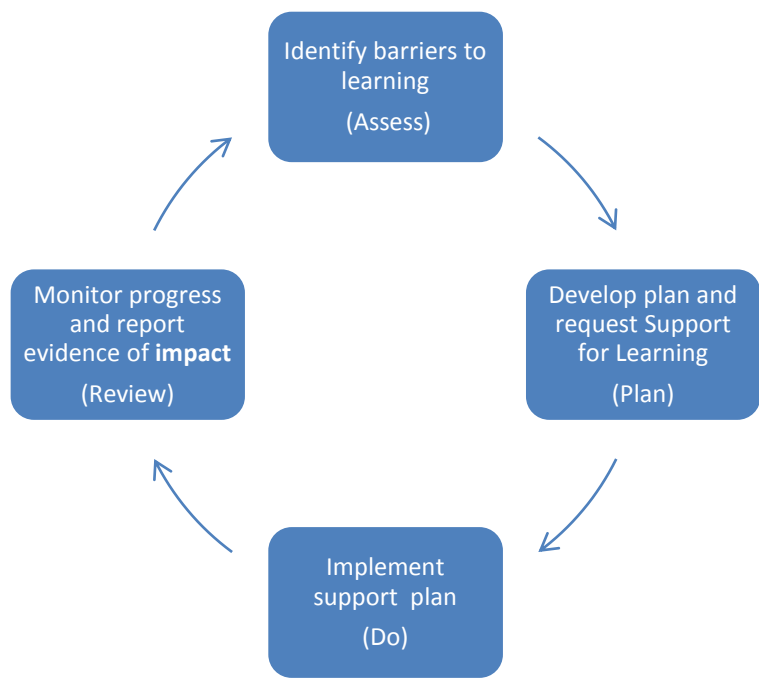


**2.5 Use of funds**

Support, financial and otherwise, will be shown to have had significant and long term impact on the learning outcomes for the students involved. Schools are encouraged to be creative and efficient in the deployment of resources. If significant and long term impact cannot be shown, support will cease.

**2.6 Process for reporting impact**

Initial referral document will contain a detailed plan for implementation, including measures of progress and outcomes to be reported. Shorter, time limited interventions will be measured at the point of closure. For extended and long term interventions, progress reports will be made at regular, termly intervals.



Note: Much of the evidence should be that which the institution would gather and analyse anyway.

### 3.1 Identification of SEN

All schools within the cluster have a clear approach to identifying and responding to SEN (see SEN Policies and Information Reports on individual school websites).

Schools assess each pupil's skills and levels of attainment on entry and continue to make regular assessments of their progress. Careful tracking seeks to identify pupils making less than expected progress, for example progress which:

- 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

The first response to such progress should be high quality teaching targeted at their area of weakness. Where progress continues to be less than expected the teacher, working with the SENCO, will assess whether the child has SEN. In deciding whether to make special educational provision, the teacher and SENCO should consider all the information gathered from within school, the views and experience of parents and pupil alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective resources. For higher levels of need schools have arrangements in place to draw on more specialised advice from external agencies. The Special Educational Needs and Disability code of practice 0 – 25 years identifies four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

Where a pupil is identified as having SEN, parents must be formally notified and schools will take action to remove barriers to learning and put effective educational provision in place. This SEN provision takes the form of a four-part cycle – **Assess, Plan, Do, Review** and is known as the graduated response.

### 3.2 Requesting an Education, Health and Care needs assessment

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. If issues persist then the school or parents should consider requesting an Education, Health and Care needs assessment. This may result in the production of an Education, Health and Care plan.

### 3.3 Screening and assessment

Cluster schools will use the attached set of screening tests (appendix 5.1), along with professional advice, in order to allocate support. Students in receipt of support over and above differentiation in the classroom will be placed on the school SEN register guided by the criteria above (3.1, 3.2).

## 4. Transition arrangements

Transition plans must allow time for the gathering of information and feedback from stakeholders, including students, parents and school staff, with the aim of making the transfer from one school to another successful and as smooth as possible.

### 4.1 Responsibilities

Cluster Governance Body: The Governing Body is made up of the Headteacher and nominated Governor from each of the individual schools within the Cluster. The governance determines the policy and approach to provision for pupils with SEND and oversees the management of Cluster finances. Good financial practice dictates that funding decisions are made by a quorate of a minimum of 50% of the Cluster representatives. In situations concerning SEND funding where funds will be distributed only to mainstream

settings the quorum is 50% of the mainstream schools only. Voting members of the quorum should come only from mainstream schools for these decisions. Recommendations shall be made by majority vote.

Headteachers: The mainstream schools' Headteachers in the Cluster form the decision making group. They ratify decisions and maintain strategic overview of the development of SEND across the cluster.

SENCOs: Make operational decisions and contribute to the development of the provision for SEND across the cluster of schools.

Cluster Schools: Plan, implement and report impact of all interventions utilising cluster funds.

Cluster SEND Coordinator: Provide SEND support to pupils, SENCOs and Headteachers across the Norwich Central Cluster. Build capacity within individual schools and across the Cluster. Manage effective systems to ensure transparent and equitable distribution of Cluster SEND resources to provide support when and where it is needed. Responsibilities include coordination of the termly SENCO Implementation Group (SIG) meetings and Headteacher Decision Making Group (HDMG) meetings and reporting regularly to the cluster governance body.

## 5. APPENDICES

### 5.1 Cluster screening and assessment tools

|  |
|--|
| Basic Number Diagnostic Test<br>Pearson<br>Age Range: 7-12                             |
| Basic Number Screening Test<br>Pearson<br>Age Range: 7-12                              |
| British Picture Vocabulary Scale 3 (BPVS3)<br>GL Assessment<br>Age Range: 3-16         |
| Comprehensive Test of Phonological Processing 2 (CTOPP2)<br>Pearson<br>Age Range: 4-24 |
| Detailed Assessment of Speed of Handwriting (DASH)<br>Pearson<br>Age Range: 9-16       |
| Diagnostic Reading Analysis (DRA)<br>Hodder Tests<br>Age Range: 7-16                   |
| Phonological Assessment Battery 2 (PhAB2)<br>GL Assessment<br>Age Range: Primary       |



Raven's Coloured Progressive Matrices (CPM)

Pearson

Age Range: 5-11

Revised Salford Sentence Reading Test (SSRT)

Hodder Education

Age Range: 4.5-13

Sandwell Early Numeracy Test Revised (SENT KS1)

GL Assessment

Age Range: 4-8

Sandwell Early Numeracy Test (SENT KS2 / 3)

GL Assessment

Age Range: 8 and above

Single Word Reading Test

GL Assessment

Age Range: 6-16

Single Word Spelling Test

GL Assessment

Age Range: 6-14

Strengths and Difficulties Questionnaire

Robert Goodman

Age Range: 4-16

Teaching Talking

GL Assessment

Age Range: 1-8

Test of Memory and Learning 2 (TOMAL2)

Arbor

Age Range: 5-60

Visual Stress Pack

Crossbow

Age Range: 5 years and above

Wordchains

GL Assessment

Age Range: All ages

## 5.2 Contacts

### Cluster Schools

| School   | SENDCO  | Phone Number    | Email  |
|--|---|-----------------|--|
| Avenue Junior School<br><a href="http://www.avenuejuniorschool.org">www.avenuejuniorschool.org</a>           | Dawn Jones  | 01603<br>441034 | <a href="mailto:senco@avenuejunior.norfolk.sch.uk">senco@avenuejunior.norfolk.sch.uk</a>   |
| CNS<br><a href="http://www.cns-school.org">www.cns-school.org</a>  | Nicola Jervis   | 01603<br>274000 | <a href="mailto:n.jervis@cns-school.org">n.jervis@cns-school.org</a>   |
| The Clare School<br><a href="http://www.clare.norfolk.sch.uk">www.clare.norfolk.sch.uk</a>                   | Sarah Melton,<br>Inclusion &<br>Outreach<br>Early<br>Years<br>Teacher | 01603<br>454199 | <a href="mailto:office@clare.norfolk.sch.uk">office@clare.norfolk.sch.uk</a>   |
| Colman Infant School<br><a href="http://www.colmaninfant.norfolk.sch.uk">www.colmaninfant.norfolk.sch.uk</a> | Katherine Morley  | 01603<br>491010 | <a href="mailto:sendco@colmaninfant.norfolk.sch.uk">sendco@colmaninfant.norfolk.sch.uk</a>   |
| Colman Junior School<br><a href="http://www.colmanjunior.norfolk.sch.uk">www.colmanjunior.norfolk.sch.uk</a> | Debbie Davis  | 01603<br>508530 | <a href="mailto:senco@colmanjunior.norfolk.sch.uk">senco@colmanjunior.norfolk.sch.uk</a>   |
| Eaton Primary School<br><a href="http://www.eatonprimary.co.uk">www.eatonprimary.co.uk</a>                   | Lucy Coy<br>Kate Estlea   | 01603<br>502454 | <a href="mailto:lcoy2nr7@nsix.org.uk">lcoy2nr7@nsix.org.uk</a><br><a href="mailto:deputy@eaton.norfolk.sch.uk">deputy@eaton.norfolk.sch.uk</a> |
| The Parkside School<br><a href="http://www.parkside.norfolk.sch.uk">www.parkside.norfolk.sch.uk</a>          |   | 01603<br>441126 | <a href="mailto:office@parkside.norfolk.sch.uk">office@parkside.norfolk.sch.uk</a>   |
| Recreation Road Infant School<br><a href="http://www.recreationroad.com">www.recreationroad.com</a>          | Naomi Potter  | 01603<br>457120 | <a href="mailto:sendco@recreationroad.norfolk.sch.uk">sendco@recreationroad.norfolk.sch.uk</a>   |
| Cluster SEND Coordinator   | Katherine Morley  | 01603<br>473418 | <a href="mailto:sendco@colmaninfant.norfolk.sch.uk">sendco@colmaninfant.norfolk.sch.uk</a>   |

### Norfolk County Council and External Agencies

| Team                   | What they Offer   | Contact Number   |
|------------------------|---|--|
| Norfolk County Council | Special educational needs and disabilities (SEND) Local Offer | <a href="http://www.norfolk.gov.uk/SEN">www.norfolk.gov.uk/SEN</a> |

|   |   |  |
|---|---|--|
| NCC Education and Partnership Team<br>Jenny Mitchell<br>SEN-D Cluster Adviser | Senior SEN-D Adviser  | <a href="mailto:jenny.mitchell@norfolk.gov.uk">jenny.mitchell@norfolk.gov.uk</a>   |
| EPSS  | Educational Psychology and Specialist Support   | Business Support Team<br>01603 307 550   |
| Disability Co-ordinator<br>Rachel Gates                                       | For any enquiries about reasonable adjustments, including disabled pupils or support with Equality Act duties | <a href="mailto:rachel.gates@norfolk.gov.uk">rachel.gates@norfolk.gov.uk</a>   |
| S2S   | School 2 School support offered by the network of Norfolk Complex Needs Schools                               | <a href="http://www.s2ssupport.norfolk.gov.uk">www.s2ssupport.norfolk.gov.uk</a>   |
| ATT<br>Helen Hards<br>ATT Lead Specialist Teacher                             | Access Through Technology   | 01603 505324<br><a href="mailto:helen.hards@norfolk.gov.uk">helen.hards@norfolk.gov.uk</a>   |
| VSSS  | Virtual School Sensory Support  | <a href="http://vsss.virtual-school.org.uk/">http://vsss.virtual-school.org.uk/</a>  |
| CAMHS   | Child and Adolescent Mental Health Services   | <a href="http://www.norfolk.gov.uk/Childrens_services/Practitioners/Child_and_adolescent_mental_health_services/index">www.norfolk.gov.uk/Childrens_services/Practitioners/Child_and_adolescent_mental_health_services/index</a> |
| School Nursing Service  |   | <a href="http://www.norfolkcommunityhealthandcare.nhs.uk/The-care-we-offer/Service-search/school-nursing-service">www.norfolkcommunityhealthandcare.nhs.uk/The-care-we-offer/Service-search/school-nursing-service</a>           |

#### Other useful contacts / links

**SEND Local Offer Norfolk County Council** <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Asperger East Anglia, Charing Cross Centre 17-19 St John Maddermarket, Norwich, NR2 1DN, 01603 598940 or 01603 620500

Autism Education Trust [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

British Dyslexia Association [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

Down's Syndrome Association [www.downs-syndrome.org.uk](http://www.downs-syndrome.org.uk)

Dyslexia-SpLD Trust [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)

Dyspraxia Foundation [www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)

[www.dfe.gov.uk](http://www.dfe.gov.uk)

**I CAN** The children's communication charity

<http://www.ican.org.uk/>

NASEN National Association for SEN [www.nasen.org.uk](http://www.nasen.org.uk) <http://www.sendgateway.org.uk/>

Norfolk Parent Partnership [www.norfolkparentpartnership.org.uk](http://www.norfolkparentpartnership.org.uk) Information leaflet: [Funding for children with special educational needs in mainstream school](#)

#### 5.4 Cluster SEND Profile and Provision Map

Norwich Central Cluster SEND Profile Autumn Term 2016

Calculated on total pupil number of 3180

| Barrier to learning               | Number of learners at SEN Support | Percentage of school population at SEN Support | Number of learners with a Statement / EHCP | Percentage of school population with a Statement /EHCP | Total Number |
|-----------------------------------|-----------------------------------|--|--|--|--------------|
| Cognition and Learning            | 164                               | 5.2%   | 12   | 0.4%   | 176 (5.6%)   |
| Communication & Interaction       | 47                                | 1.5%   | 10   | 0.3%   | 57 (1.8%)    |
| Social, Emotional & Mental Health | 68                                | 2.1%   | 9  | 0.3%   | 77 (2.4%)    |
| Sensory and/ or Physical          | 44                                | 1.4%   | 17   | 0.5%   | 61(1.9%)     |
| Total                             | 323                               | 10.2%  | 48   | 1.5%   | 371 (11.7%)  |

#### National Statistics

2.8% of the total pupil population have a statement of special educational needs or EHC plan.

11.6% of the total pupil population are on SEN support.

The most common primary types of needs have stayed the same as in 2015:

26.8% of pupils on SEN support have Moderate Learning Difficulty as a primary type of need (Cognition and Learning).

25.9% of pupils with a statement or EHC plan have Autistic Spectrum Disorder as a primary type of need (Communication and Interaction).

DfE Special educational needs in England: January 2016 (Published 21.7.16)

## Norwich Central Cluster SEND Provision Map 2016 - 2017

| What the Cluster offers that is 'additional to or different from' to overcome barriers to learning | Year R  | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   | Year 6  |
|--|---|--|--|--|--|--|---|
| <b>Cognition and Learning</b>  | RWInc.<br>Numicon<br>Targeted intervention – basic number skills<br>Signalong<br>Specialist ASD Support   | Magic Memory<br>RWInc.<br>Additional supported reading / paired reading<br>Phonics Intervention<br>Precision Teaching<br>Sound Discovery<br>Numicon<br>Targeted intervention – basic number skills | Magic Memory<br>RWInc.<br>Sound Discovery<br>Phonics s Intervention<br>Additional supported reading / paired reading 1-1<br>Precision Teaching<br>Reading comprehension<br>Numicon<br>Targeted intervention – basic number skills<br>Digital Leaders<br>Specialist computer software e.g. Lexia, Nessy | RWInc.<br>Reading 1:1<br>HF/ MF spelling intervention<br>Sound Discovery<br>Catch-up Literacy<br>Precision teaching<br>Reading Buddy<br>Talking Tins<br>Specialist Computer Software: Lexia; Nessy<br>Targeted intervention – basic number skills<br>Catch Up Numeracy<br>Numicon<br>Talk 4 Number<br>Ist Class @ Number | Access to 1:1 tuition<br>Sound Discovery<br>Reading 1:1<br>HF/ MF spelling intervention<br>RWInc.<br>Sound Discovery<br>Catch-up Literacy<br>Precision teaching<br>Reading Buddy<br>The Comprehension Box<br>Talking Tins<br>Targeted intervention – basic number skills<br>Catch Up Numeracy<br>Talk 4 Number | Access to 1:1 tuition<br>Reading 1:1<br>HF/ MF spelling intervention<br>Sound Discovery<br>Catch-up Literacy<br>Precision teaching<br>Reading Buddy<br>The Comprehension Box<br>Talking Tins<br>Targeted intervention – basic number skills, Maths Confidence group<br>Mental maths 6<br>Catch Up Numeracy | Access to 1:1 tuition<br>Memory Skills<br>Sound Discovery<br>Reading 1:1<br>Spelling<br>RWInc.<br>Precision teaching<br>Reading Buddy<br>Spelling group: rules and patterns<br>The Comprehension Box<br>Catch Up Numeracy<br>Maths Booster group<br>Access arrangements |
| <b>Communication and Interaction</b>   | Language Groups & 1:1 intervention led by Specialist Support Assistant / ELKlan trained TA<br>Targeted speech and language activities (directed by SaLTs) | Language Groups & 1:1 led by Specialist Support Assistant / ELKlan trained TA<br>Targeted speech and language activities (directed by SaLTs)   | Language Groups & 1:1 led by Specialist Support Assistant / ELKlan trained TA<br>Targeted speech and language activities (directed by SaLTs)   | Targeted speech and language activities (directed by SaLTs)<br>ELklan trained TAs<br>Speaking and listening group  | Targeted speech and language activities (directed by SaLTs)<br>ELklan trained TAs<br>Visual timetables   | Targeted speech and language activities (directed by SaLTs)<br>ELklan trained TAs<br>Makaton<br>Signalong  | Visual timetables<br>ELklan trained TAs   |

|  |   |  |  |   |  |  |   |
|--|---|--|--|---|--|--|---|
|  | Signalong<br>Talk Boost<br>Time to Talk<br>EAL support<br>Visual timetables   | Early Interaction Group<br>Picture Exchange Communication System (PECS)<br>EAL support<br>Visual timetables  | Talking Partners<br>Early Interaction Group<br>EAL support<br>Visual timetables<br>Digital Leaders   | Talking Tins<br>Visual timetables   |  | Speaking and listening /comprehension group<br>Visual timetables   |   |
| <b>Social, Emotional and Mental Health</b> | Positive Play<br>Social skills group<br>Nurture provision e.g. Nest<br>Lunchtime Nurture Club e.g. Happy Lunchtime Club<br>PSA<br>Parent support groups                                       | Positive Play<br>Nurture intervention<br>Lunchtime Nurture Club e.g. Happy Lunchtime Club<br>Time for You – Benjamin Foundation                          | Positive Play<br>Nurture intervention<br>Lunchtime Nurture Club e.g. Happy Lunchtime Club<br>Time for You – Benjamin Foundation<br>Friendship Squad / Play Leaders | Pastoral support / Anger management<br>Access to lunchtime pastoral support<br>Nurture interventions e.g. Nurture group (Connections), Lunchtime Nurture Club<br>Anger management intervention<br>Confidence through Craft<br>Time for You – Benjamin Foundation<br>Friendship Squad / Play Leaders<br>Social Stories | Pastoral support - 1:1 when necessary<br>Access to lunchtime pastoral support<br>Behaviour management plans<br>Nurture interventions e.g. Nurture group (Connections), Lunchtime Nurture Club<br>Confidence through Craft<br>Time for You – Benjamin Foundation<br>Friendship Squad / Play Leaders<br>Social Stories | Pastoral support - 1:1 when necessary<br>Access to lunchtime pastoral support<br>Behaviour management plans<br>Nurture interventions e.g. Nurture group (Connections), Lunchtime Nurture Club<br>Confidence through Craft<br>Time for You – Benjamin Foundation<br>Friendship Squad / Play Leaders<br>Social Stories | Pastoral support - 1:1 when necessary + transition plans<br>Access to lunchtime pastoral support<br>Behaviour management plans<br>Nurture interventions e.g. Nurture group (Connections), Lunchtime Nurture Club<br>Confidence through Craft<br>Time for You – Benjamin Foundation<br>Friendship Squad / Play Leaders<br>Social Stories |
| <b>Sensory and/or Physical</b>             | Virtual School Sensory Support<br>Deaf Unit (Teacher of the Deaf and SSA)<br>BSL<br>Signalong<br>Handwriting (Fine motor control/pencil control/scissor skills)<br>Hand Gym / Finger Olympics | Virtual School Sensory Support<br>Deaf Unit (Teacher of the Deaf and SSA)<br>BSL<br>Signalong<br>Write from the Start<br>Handwriting (Fine motor skills) | Virtual School Sensory Support<br>Deaf Unit (Teacher of the Deaf and SSA)<br>BSL<br>Signalong<br>Write from the Start<br>Handwriting (Fine motor control)          | Virtual School Sensory Support<br>HI SRB (signing support assistants as 'additional to' support when in mainstream classes)<br>BSL<br>Visual stress support – overlays & coloured board background<br>ICT aids  | Virtual School Sensory Support<br>HI SRB (signing support assistants as 'additional to' support when in mainstream classes)<br>BSL<br>Visual stress support – overlays & coloured board background<br>ICT aids   | Virtual School Sensory Support<br>HI SRB (signing support assistants as 'additional to' support when in mainstream classes)<br>BSL<br>Visual stress support – overlays & coloured board background<br>ICT aids   | Virtual School Sensory Support<br>HI SRB (signing support assistants as 'additional to' support when in mainstream classes)<br>BSL<br>Visual stress support – overlays & coloured board background<br>ICT aids  |



|  |   |  |  |  |   |   |   |
|--|---|--|--|--|---|---|---|
|  | <p>Sensory Circuits</p> <p>Sound Field System</p> <p>Specialist equipment e.g. writing slope, scissors, cutlery, pencils, overlays</p> <p>Support for Medical Conditions e.g. Health Care Plans</p> | <p>Sensory Circuits</p> <p>Zones of Regulation</p> <p>Sound Field System</p> <p>Specialist equipment e.g. writing slope, scissors, cutlery, pencils, overlays</p> <p>Support for Medical Conditions e.g. Health Care Plans</p> | <p>Sensory Circuits</p> <p>Zones of Regulation</p> <p>Sound Field System</p> <p>Specialist equipment e.g. writing slope, scissors, cutlery, pencils, overlays</p> <p>Support for Medical Conditions e.g. Health Care Plans</p> | <p>Fine motor skills + additional targeted handwriting practice</p> <p>Write from the Start</p> <p>Speed-up Handwriting</p> <p>Touch-typing</p> <p>Physical aids<br/>Specialist equipment e.g. writing slope, scissors, cutlery, weighted blankets</p> <p>Small group swimming</p> <p>Access arrangements</p> <p>Support for Medical Conditions e.g. Health Care Plans</p> | <p>Radio Aid and mic. system</p> <p>Fine motor skills + additional targeted handwriting practice</p> <p>Write from the Start</p> <p>Speed-up Handwriting</p> <p>Touch-typing</p> <p>Physical aids<br/>Specialist equipment e.g. writing slope, scissors, cutlery, overlays, weighted blankets</p> <p>Small group swimming</p> <p>Access arrangements</p> <p>Support for Medical Conditions e.g. Health Care Plans</p> | <p>Radio Aid and mic. system</p> <p>Fine motor skills + additional targeted handwriting practice</p> <p>Write from the Start</p> <p>Speed-up Handwriting</p> <p>Touch-typing</p> <p>Physical aids<br/>Specialist equipment e.g. writing slope, scissors, cutlery, overlays, weighted blankets, sensory tent</p> <p>Small group swimming</p> <p>Access arrangements</p> <p>Support for Medical Conditions e.g. Health Care Plans</p> | <p>Radio Aid and mic. System</p> <p>Sensory Circuits</p> <p>Fine motor skills + additional targeted handwriting practice</p> <p>Speed-up Handwriting</p> <p>Touch-typing</p> <p>Physical aids<br/>Specialist equipment e.g. writing slope, scissors, cutlery, overlays, weighted blankets, sensory tent</p> <p>Small group swimming</p> <p>Access arrangements</p> <p>Support for Medical Conditions e.g. Health Care Plans</p> |
|--|---|--|--|--|---|---|---|

| What the Cluster offers that is additional to or different from to overcome barriers to learning | Year 7   | Year 8   | Year 9   | Year 10   | Year 11   | Year 12   | Year 13   |
|--|--|--|--|---|---|---|---|
| <b>Cognition and Learning</b>  | Year 6 into 7 transition support<br>ICT Provision<br>SEND Passports<br>SEN Homework support sessions<br>EAL support sessions<br>LSA in class support<br><br>Word Wasp<br>Toe by Toe<br>Hornet<br>Fresh Start<br>Apples and Pears<br>Catch Up Literacy<br>Nessy<br><br>Catch Up Numeracy<br>Springboard | ICT Provision<br>SEND Passports<br>SEN Homework support sessions<br>EAL support sessions<br>LSA in class support<br><br>Word Wasp<br>Toe by Toe<br>Hornet<br>Fresh Start<br>Apples and Pears<br>Catch Up Literacy<br>Nessy<br><br>Catch Up Numeracy<br>Springboard | ICT Provision<br>SEND Passports<br>SEN Homework support sessions<br>EAL support sessions<br>LSA in class support<br><br>Word Wasp<br>Toe by Toe<br>Hornet<br>Fresh Start<br>Apples and Pears<br>Catch Up Literacy<br>Nessy<br><br>Catch Up Numeracy<br>Springboard | Exam Access Arrangements<br>ICT Provision<br>SEND Passport<br>Homework support sessions<br>EAL support sessions<br>LSA in class support<br><br>English Intervention<br><br>Maths Intervention | Exam Access Arrangements<br>ICT Provision<br>Mentoring<br>Homework support sessions<br>EAL support sessions<br>LSA in class support<br><br>English Intervention<br><br>Maths Intervention   | Exam Access Arrangements<br>ICT Provision<br>EAL support sessions<br>LSA in class support | Exam Access Arrangements<br>ICT Provision<br>EAL support sessions<br>LSA in class support |
| <b>Communication and Interaction</b>   | Year 6 into 7 transition support<br><b>TITAN</b><br>Lunchtime group<br>Social Stories<br>Visual Timetables   | <b>TITAN</b><br>Lunchtime group<br>Social Stories<br>Visual Timetables   | <b>TITAN</b><br>Lunchtime group<br>Social Stories<br>Visual Timetables   | <b>TITAN</b><br>Lunchtime group<br>Social Stories<br>Visual Timetables  | Lunchtime group<br>Social Stories<br>Visual Timetables  |   |   |
| <b>Social, Emotional and Mental Health</b>   | <b>TITAN</b><br>Behaviour support / intervention sessions<br>Lunchtime social group<br>CBT<br>BIT Training<br>Social Stories<br>Visual Timetables  | <b>TITAN</b><br>Behaviour support / intervention sessions<br>Lunchtime social group<br>CBT<br>BIT Training<br>Circle of Friends<br>Social Stories<br>Visual Timetables   | <b>TITAN</b><br>Behaviour support / intervention sessions<br>Lunchtime social group<br>CBT<br>BIT Training<br>Social Stories<br>Visual Timetables  | <b>TITAN</b><br>Behaviour support / intervention sessions<br>Lunchtime Social Group<br>CBT<br>BIT Training<br>Social Stories<br>Visual Timetables<br>Outreach days at partner institutions    | <b>TITAN</b><br>Behaviour support / intervention sessions<br>Lunchtime Social Group<br>CBT<br>BIT Training<br>Life skills sessions – personal hygiene, shopping, cooking.<br>Social Stories<br>Visual Timetables<br>Outreach days at partner institutions |   |   |

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| <p style="text-align: center;"><b>Sensory and Physical</b></p> | <p>Year 6 into 7 transition support<br/>Laptop provision<br/>Personal care – feeding and toileting<br/>Physiotherapy<br/>Occupational health aids<br/>Medical support – student specific<br/>Sensory support – student specific</p> | <p>Laptop provision<br/>Personal care – feeding and toileting<br/>Physiotherapy<br/>Occupational health aids<br/>Medical support – student specific<br/>Sensory support – student specific</p> | <p>Laptop provision<br/>Personal care – feeding and toileting<br/>Physiotherapy<br/>Occupational health aids<br/>Medical support – student specific<br/>Sensory support – student specific</p> | <p>Laptop provision<br/>Personal care – feeding and toileting<br/>Physiotherapy<br/>Occupational health aids<br/>Medical support – student specific<br/>Sensory support – student specific</p> | <p>Laptop provision<br/>Personal care – feeding and toileting<br/>Physiotherapy<br/>Occupational health aids<br/>Medical support – student specific<br/>Sensory support – student specific</p> | <p>Personal care – feeding and toileting<br/>Physiotherapy<br/>Occupational health aids<br/>Medical support – student specific<br/>Sensory support – student specific</p> | <p>Personal care – feeding and toileting<br/>Physiotherapy<br/>Occupational health aids<br/>Medical support – student specific<br/>Sensory support – student specific</p> |
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## **5.4 Acknowledgements**

Special educational needs and disability code of practice: 0 – 25 years, DfE, 2014

Norfolk schools website – pupil needs, Norfolk SENCo [www.schools.norfolk.gov.uk](http://www.schools.norfolk.gov.uk)

Norwich Community West Cluster

