

City of Norwich School SEN information report 2023-24

This SEND information report forms part of the Norfolk Local Offer for learners with special educational needs and disabilities (SEND). The Norfolk Local Offer provides an outline for the provision available in our area across education, health and social care for children with SEN.

All governing bodies of maintained schools and proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. Our school website can be found at: www.cns-school.org.

The information published must be updated annually and be in line with the code of practice. The required information is set out in the SEND regulations 2014 which can be found at gov.uk/code of practice

If you have specific questions about the Norfolk Local Offer, please look at the Norfolk County Council Children's Services Website at: [Norfolk local offer](#)

At City of Norwich School (CNS) we are committed to working together with all members of our school community and welcome your feedback and future involvement in the review of our offer, so please do contact us.

Our School

City of Norwich School, an Ormiston Academy, is a secondary school and sixth form for students aged 11-18 on Eaton Road in Norwich. The school was established in 1910 and has a long and prestigious history in Norfolk.

Our Vision

At CNS our vision is that no Special Educational Need or disability should prove a barrier to making progress in learning, emotional and social development and independence.

Our Values

Our values reflect our vision of achieving the very highest standards in everything we do:

- To treat everyone and everything with respect, consideration and tolerance
- To act with integrity at all times and in all situations
- To take pride in ourselves as a school and display that pride
- To treat everyone equally and value their individuality and uniqueness
- To trust those we work with and members of our school community

“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 significantly greater difficulty in learning than the majority of others of the same age
- 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”

(SEND Code of Practice 2014)

Identifying Needs

Learners can fall behind in school for lots of reasons. They may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn. They may have English as an additional language, they may be worried about different things that distract them from their learning, or they may have a social or emotional need which impacts upon their development. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that require special educational provision, or a disability will be identified as having SEND.

The Equality Act 2010 definition of a disability is:

“A person has a disability for the purposes of this act if (s)he 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.” Section 1 (1) DDA 1995

This definition of disability includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but there is a significant overlap between disabled children and those with SEND. Children and young people therefore may be covered by both SEND and disability legislation. More information about the Equality Act 2010 can be found at <http://www.legislation.gov.uk/ukpga/2010/15/contents>.

| Identifying Needs | Actions |
|---|---|
| How does the school know if learners need extra help? | <p>During Transition from Primary school, or previous Education Setting, CNS Staff will:</p> <ul style="list-style-type: none">• Liaise with Learners’ previous school or education setting• Hold transition meetings with the SENCo/teachers at the Primary school.• Review assessment data from Primary school/prior education setting. <p>While at City of Norwich School:</p> |

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| | <ul style="list-style-type: none"> • Learners' House Leaders, form tutors and class teachers are all responsible for recognising difficulties with learning and can refer learners to the SEND department. • Learners or parents and carers can speak to their House Leader or Pastoral Manager if they are having difficulties with learning. • Information gathering both formal and informal • Using progress data • Observations by the SENCo or members of the SEND team • Meetings with learners and their parents or carers • External agencies consulted <p>Assessment tools for numeracy, literacy and cognitive ability also support the process of assessment.</p> |
| What should parents do if they think their child may have special education needs? | <p>In the first instance:</p> <ul style="list-style-type: none"> • Contact the learner's House Leader, where a referral to the SEND department may be completed. |

SEN Profile and Funding

Our SEND profile for 2022-2023 shows that 13% of students within the school are identified as having SEN. 11.4% of those on the SEND register have an EHCP. CNS receives funding directly to the school from the local authority to support learning with SEND. The Business Manager and SENCo are responsible for the SEND budget. 'Top up' funding for learners who require support that exceeds the funds available to the school can be applied for from Norfolk County Council by the school.

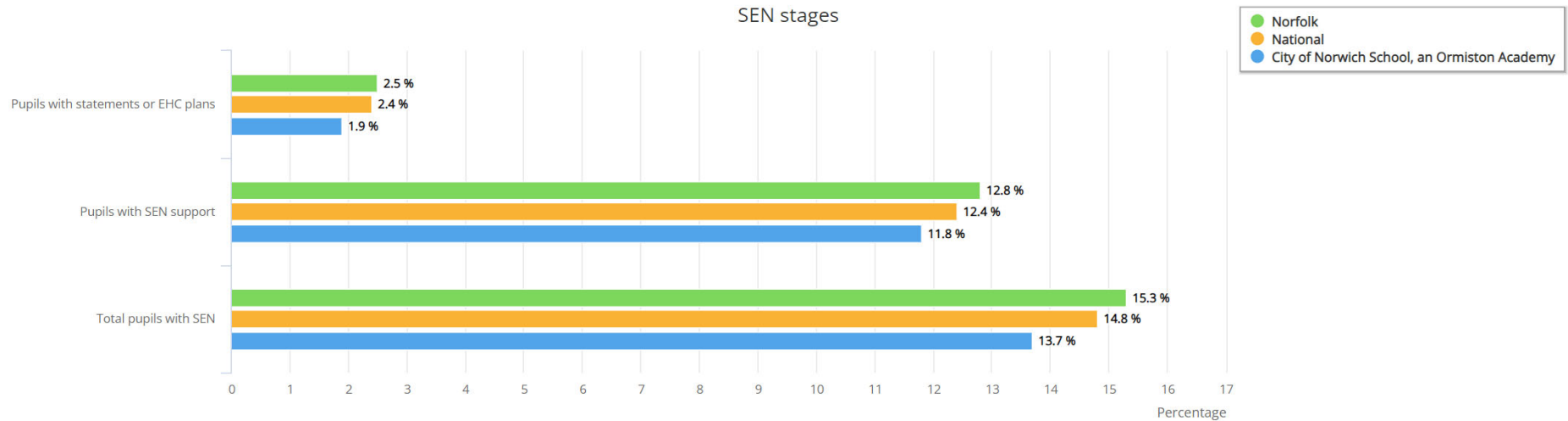
As of September 2023 we have the following students on the SEND register.

K – SEND Support – 204

E – Education, Health and Care Plan - 28

SEND Breakdown at CNS (September 2022)

SEN stages



Key Staff

Headteacher - Jo Philpott

j.philpott@cns-school.org

SENCO – Alex Wynn

a.wynn@cns-school.org

SEND Governor – Paul Hann

Support for learners with SEND

All staff at CNS have received training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass, or victimise a child or adult linked to a protected characteristic described in the Equality Act and to make 'reasonable adjustments'.

CNS responds to the needs of individual students by providing staff with bespoke training packages.

Our School Improvement Plan develops learning for all with continued professional development (CPD) opportunities for all staff.

House / Pastoral Team

CNS is divided into 5 Houses:

- Blakeney
- Kelling
- Holkham
- Winterton
- Thornham

Each house team comprises:

- **House Leader & Deputy House Leader** - Responsible for both the wellbeing and welfare of all learners and for monitoring progress.
- **Pastoral Manager** - acts on information received from staff, learners, parents and carers as well as from external agencies such as medical and psychological services.
- **Form Tutors** – They are the first point of contact for students and parents or carers for help and advice with day to day issues.

Teaching Staff

Lessons are planned to ensure that the needs of all students are met. Quality first teaching includes differentiation and responsive teaching strategies. Our teachers will use a range of strategies to enable access to the curriculum in collaboration with the Special Educational Needs Department.

The SEND Department

The SEND department at CNS works with the House/ Pastoral team and parents or carers in order to support students with SEND.

SENCo (Special Educational Needs and Disabilities Coordinator)

Ms Wynn, CNS SENCo, is responsible for the tracking, monitoring and planning of provision for students with SEN.

Learning Support Team

The SEND Department team consists of Learning Support Assistants (LSAs), Specialist Learning Support Assistant (SLSAs), SEND Admin and two Deputy Faculty Leaders for SEND. The SEND team brings a broad range of skills, qualifications and experience to the department and advises class teachers of recommended strategies to support individuals with SEN.

LSA's are trained to deliver literacy and numeracy interventions within the school as well as support in social communication. Some LSA's have also received further training in:

- Autism

- Social Stories
- Building Blocks for Communication
- Sensory Support
- Dyslexia
- ADHD
- Low Working Memory

Getting Support

| Method of Support | How is this implemented? |
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| Class Teacher Input – High Quality Classroom Teaching | <p>CNS values high quality teaching and learning for all learners that is actively monitored in the school. Teachers implement differentiation and responsive teaching strategies to ensure access to learning for all children.</p> <p>Using specific strategies (recommended by the SEND team or outside agencies) to support learners. These may include:</p> <ul style="list-style-type: none"> • Supported Group Work • Differentiation • Scaffolding • Practical activities • Challenge • Positive Behaviour Reward System |
| Additional Support Run in the classroom or as an additional intervention. Will be provided by an LSA or another qualified professional | <p>The House teams, working alongside SEND monitor learners' progress; additional support may be offered depending on whether there is a specific learning need, or the learner has fallen significantly behind their peers in key areas of learning.</p> <p>Additional support may take the form of:</p> <ul style="list-style-type: none"> • Additional advice to teaching staff • In class support • Group work with either an academic tutor or an LSA • Individual intervention with an academic tutor or an LSA |
| Specialist Support | <p>Support that is 'additional to or different from' may be provided by specialist services that are connected to CNS if it is deemed necessary by the school and the consulted external agency. CNS has access to services universally provided by Norfolk County Council.</p> |

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| Support by external agencies and equipment and facilities to support children and young people with SEN | Specialist Services CNS may consult include: <ul style="list-style-type: none"> • School2School • Access to Technology • Ed Psych Service • Virtual School for SEND |
| Support and assessment from external agencies The SENCo, or House team may identify a need for an assessment or specialist support with an external agency. | A learner may be referred to an external professional ie: Educational Psychologist for an assessment if the school deems it necessary. An assessment will enable the school to understand the needs of the learner and how to support them in their education. This support may be recommended for learners with specific barriers that cannot be overcome in whole class teaching and intervention groups. |

Monitoring Progress

| Monitoring Cycle - Evaluating Support – The Graduated Approach | Who is Involved? |
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| Assess <ul style="list-style-type: none"> • Baseline established by CNS for comparison of support impact. • Carry out observations, hold discussions with key staff, parents and carers to identify and analyse needs • In school assessments | <ul style="list-style-type: none"> • SENCo • House Team • Teachers |
| Plan <ul style="list-style-type: none"> • Hold discussions with parents and carers, learners, staff and any specialist services involved regarding actions and support needed to be put in place. • Set date for review. | <ul style="list-style-type: none"> • SEND Team • House Team • Teachers • Learner • Parents/Carers |
| Do <ul style="list-style-type: none"> • Implement the plan as agreed. • Observe and record evidence of support and progress. | <ul style="list-style-type: none"> • Learner • SEND Team • Teachers |

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| | <ul style="list-style-type: none"> Parents/Carers |
| Review <ul style="list-style-type: none"> Discuss effectiveness of the intervention and the impact on the learner. Plan next steps carefully with parents, other specialists, and the learner. Does the APDR cycle need to begin again? EHCP annual reviews | <ul style="list-style-type: none"> SEND Team House Team Parents/Carers Learner External agency |

Transition

Transition is a part of life for all learners. CNS is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

| Transition Period | Actions |
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| Key Stage 2 to Key Stage 3 | <ul style="list-style-type: none"> Visits and discussions between Primary and Secondary school for support. Visits to CNS ahead of the main transition days. Transition week for all Year 6 students who will be attending CNS. |
| Key Stage 3 to Key Stage 4 | <ul style="list-style-type: none"> Year 9 parents evening and option presentation. Discussions between SENCo and Pastoral Managers for updates in information to support. EHCP annual review meeting, transition discussed. At the end of key stage review a guidance advisor will offer additional support. |
| Key Stage 4 to Post 16 | <ul style="list-style-type: none"> Support offered when completing applications. At the end of key stage review a guidance advisor will offer additional support. Transfer of students' information to Post 16 providers. |

Exam Access Arrangements

Some learners will be formally assessed by our external qualified Exam Access Arrangements assessor or our SENCo to determine any entitlement they may have. They will be identified from the significant level of support they require with their learning, reading or writing as part of normal everyday practice.

Accessibility

The CNS building has been adapted for wheelchair users throughout with push pads on doors and lifts to allow access to upper floors. We have links with the Virtual School for Sensory Support and adapt the environment as needed for individual students with hearing and visual impairments. There are a number of disabled toilets, changing and intimate care facilities, some fitted with equipment to facilitate safe moving and handling of students with physical disabilities.

The school is able to communicate with parents whose first language is not English by offering publications on request in different languages and by using the 'In Tran' system for meetings and telephone calls. For more information on our accessibility policy click [here](#).

Learner's Views

In addition to regular contact with key staff i.e. House Leader, Pastoral Manager, Form Tutor and SEND team, learner views are collected during EHCP reviews. All students on the SEND register will have a learning plan through provision map, and these meetings will take place at least twice a year.

The SEND team have regular conversations with students to understand the best support strategies for the learner. Information is shared with school staff to ensure students' needs are being met.

Keeping Parents informed

Parents and Carers will receive termly reports and be invited to attend parents' evenings. Additionally, parents and carers are invited to contribute to education planning meetings and will be contacted to discuss the best strategies to support their child if additional support is needed.

The school uses 'Go4Schools' to track the progress of learners in individual subjects which parents and carers can access from home as well. This is also used to set homework and allows tracking of homework being set, and when it is handed in.

Promoting independence

CNS promotes independence by equipping learners with toolkits of resources to support their needs:

- Learners who need support with travelling independently to school may choose to complete a travel independence programme (TITAN)
- Learning independence is encouraged by rehearsing unfamiliar routines and activities until learners can complete them on their own.

- Social independence is supported by ensuring learners have access to a range of extracurricular activities and by using more confident students to act as models for independence.

Support to address behaviour, reduce exclusions and increase attendance

All students are expected to follow the three expectations of CNS:

- Polite - Use positive language, be kind to each other and follow instructions
- Punctual - Arrive on time to form, classes and complete work on time
- Prepared - Bring the correct equipment, uniform and a readiness to learn.

For details of behaviour support systems see the behaviour policy [here](#) and our Attendance policy [here](#).

Extracurricular Activities and Trips

CNS has an inclusive culture and we aim to be responsive to the diversity of learner's backgrounds, interests, experience, knowledge and skills. All learners with SEN are able to access all of the school's activities and we seek specialist advice and guidance when planning trips to ensure they are accessible to all.

We seek parental input into trips and visits for students with additional needs. CNS is committed to making reasonable adjustments to ensure participation for all. Please contact our SEND team for additional information.

Social Emotional Mental Health

CNS is committed to promoting the social, physical and moral development of learners and are fortunate to be connected to several organisations that aim to assist the support of learners' wellbeing.

CNS is part of a jointly run operation between Norfolk County Council and Norfolk Police called **Operation Encompass**. Encompass has been set up to help schools provide support to children who have been present at incidents of domestic violence.

CNS works in cooperation with additional organisations to support the needs of learners such as:

- <https://point-1.org.uk/>
- <https://www.matthewproject.org/>

- <https://benjaminfoundation.co.uk/>
- <https://magdalenegroup.org/rose-project/>
- <https://www.theharbourcentre.co.uk/>
- <https://www.spurgeons.org/>
- <https://nelsonsjourney.org.uk/>

At our School we want to create an ethos which develops students spiritually, morally, socially and culturally. CNS aims to deliver **SMSC** education through all aspects of school life; the curriculum, co-curricular activities, the pastoral system, PSHE and assemblies with a focus on British values and an appreciation of a place within a wider international, multicultural context.

CNS' **Personal, Social and Health Education (PSHE)** programme follows the recommendations as laid out by the Department for Education and the PSHE Associations. PSHE education helps students to develop the skills and attributes they need to manage life's challenges and make the most of life's opportunities. From September 2020 Years 7 to 9 will receive a PSHE lesson once every two weeks.

Specialist subject area materials may be shared with students appropriate to their age and year by outside professionals such as MAP for short sessions during the school year.

Administration of medicines

There is a form for parents to complete. Medicines are kept under secure conditions and administered by school medical staff.

Children who are Looked After

Students who are LAC will have regular meetings with the house team who will attend annual meetings.

Further Information

The first point of contact at CNS for parents and carers would be the learner's form tutor. Should there be further concerns contact should be made to the House Leader.

Should you wish to make a complaint, our complaints policy can be found at: [Complaints policy](#)

This document will be reviewed annually, in conjunction with school staff, governors, parents and students.

Useful Links

www.gov.uk/dfe

[DfE Parent and Carers Guide](#)

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