



Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with special educational needs (SEN). As part of the Children and Families Bill 2014, all schools have a legal duty to make available their local SEND Offer to families which details how they can support children and young people with a special educational need and/or disability (SEND). It is a requirement that this is published and reviewed annually. The required information is set out in the SEN regulations, which can be found [here. \(Code of Practice\) education.gov.uk](https://www.gov.uk/guidance/code-of-practice)

At Harleston C.E 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.

Raising Concerns. How can I let the academy know I am concerned about my child's progress in school?

If you think your child may have special educational needs, please speak to their class teacher in the first instance, or contact Mr L Richardson or Mrs Botwright, our Special Needs Coordinators, on 01379 853211.

Additional to these members of staff, the best people to contact this year are:

- Ms Holgate: Headteacher
- Mrs Summers: SEND Governor
- Mrs A Brown : Christian Pastoral Support Worker
- Mr J Mullen: Pastoral Support Teaching Assistant

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions by clicking [here. \(SEN Children and Families Bill FAQ\) norfolk.gov.uk](https://www.norfolk.gov.uk/children-families)

What is our approach to teaching learners with SEN?

Harleston C.E Primary Academy is an inclusive academy and we believe in participation for all. We want all adults and children to participate in all areas of learning and we celebrate all members of our community.

We have high aspirations of all children and aim to create a learning environment which is flexible enough to meet the needs of all members of our academy's community and which supports them to make the best possible progress and achieve well regardless of their individual needs.

To accomplish these aims, we offer a broad and balanced curriculum with a focus on quality first teaching. We endeavour to provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our academy. We make sure that additional needs are identified early and we offer a range of provision according to identified needs. We work with a range of other professionals to help us give children the support they need to make progress at school.

We value high quality 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 by clicking [here](#).

We continually assess progress and attainment of all learners, ensuring that learning is taking place. Our whole academy system for monitoring progress includes regular pupil progress meetings.

How are children's additional needs identified?

During their time at our academy, a child or young person may have a special educational need. The special educational needs Code of Practice defines special education needs as:

"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 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 or a kind generally provided for others of the same age in mainstream schools or post-16 institutions."

If a learner is identified as having SEN, we will make provision that is 'additional to or different from' the normal differentiated curriculum intended to overcome the barrier to their learning.

Categories of SEN include:

- Cognition and Learning (SpLD, MLD, SLD & PMLD)
- Social, Mental and Emotional Health (SEMH)
- Communication and Interaction (SLCN & ASD)
- Sensory and/or Physical (VI, HI, MSI & PD)

Learners may 'fall behind' their peers for a variety of reasons that are not necessarily a special education need. They may have been absent from school, they may have attended lots of different schools and not had consistent opportunity to learn. They may not speak English very well or at all. They may be worried about different things that distract them from their learning.

At Harleston C.E Primary Academy 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.

As of September 2020 we have 71 pupils identified as having a special educational need. This is 15% of the school population. 12.7% of these pupils identified as having a special educational need have an education, health and care plan (EHCP).

How is SEN assessed at Harleston C.E Primary Academy?

Class Teachers, support staff, parents/carers and the learners themselves will be the first to notice a difficulty with learning. At Harleston C.E Primary Academy we ensure that identification and assessment of educational needs directly involves the learner, their parents/carer and their teacher. The special educational needs co-ordinator (SENCo) will also provide support with identifying barriers to learning.

Some of the ways identification may occur is through:

- Liaison with pre-school/ previous school
- If the child is performing below age expectations
- Concerns raised by parent
- Concerns raised by teacher (e.g. behaviour or self-esteem is affecting performance)
- Liaison with external agencies, i.e. physical needs
- Health diagnosis through paediatrician

Parents can make an appointment to see their child's class teacher if they are worried about their child.

Parents are kept informed at all stages in the process of identification and assessment of needs. They are invited to meet the SENCo and participate in discussions of support planned for their child. They can obtain advice on how to help at home with any particular aspect of parenting, e.g. managing behaviour.

We have a variety of assessment methods and tools available, including:

- Phonics assessments including 'Sound Discovery' assessment materials
- Observations of the child in class/recreational times
- Reading decoding age assessment (using Salford)
- Reading comprehension age assessment (using Salford)
- Spelling age assessment (using Nelson Spelling Assessments)
- BPVS (British Picture Vocabulary Scale) for identifying early Literacy difficulties
- Visual Stress Assessment
- Lucid Rapid Dyslexia Screening tool

What specialist services and expertise are available at or accessed by the academy?

For some learners we may want to seek advice from specialist teams. In our academy and cluster we have access to various specialist services. We have access to some services universally provided by Norfolk Local Education Authority, which are described on the Local Offer website available [here](#). (Local Offer norfolk.gov.uk) and support offered within St Benets Trust.

- Our SENCos are fully qualified and accredited.

2020-21: Harleston C.E Primary Academy, as part of the St Benets Multi-Academy Trust, have also commissioned support from the following service:

- Willow Tree Learning (Educational Psychology and Advisory Learning Support Teachers.)
- 'Communicate' Speech and Language Therapy Service

As an academy, we also employ 21 Teaching Assistants who support pupils within class and deliver some of the interventions as co-ordinated by our SENCos and Class Teachers. We also employ a Christian Pastoral Support Worker and pastoral teaching assistant to support children with social, emotional & mental health needs.

Parents/carers are given copies of any specialist assessment reports and can discuss them with the SENCo.

If a child has a complex special educational need or disability they may have an Education, Health and Care Plan (EHCP). This plan specifies the type and level of support needed for the pupil. The local authority is responsible for creating the plan through liaison with parents/carers, the pupil, SENCo and other professionals.

What are the different types of support available for children with special educational needs at Harleston C.E Primary Academy?

Quality First Teaching

At Harleston C of E Primary Academy, every teacher is expected to adapt the curriculum to ensure access to learning for all children in the class. The Teacher Standards 2012 detail the expectations of all teachers. The Teacher Standards are available [here](http://www.gov.uk/teacherstandards). (www.gov.uk/teacherstandards)

This expectation includes:

- Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.
- Ensuring that all teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using practical learning strategies, visual timetables, writing frames, peer buddy systems, I-Pads, laptops or some alternative recording devices.

- Putting into place specific strategies (which may be suggested by the SENCo or other outside specialists) to support your child to learn, such as adapted materials/physical aids, e.g. sloped writing desks, coloured overlays, foot stools, move 'n sit cushions.
- Carefully planned pupil groups to enable specialist teaching.
- Using positive behaviour rewards systems.
- Deploying additional adults/Teaching Assistants to support children with additional needs within the class.

Specific work within a smaller group of children. This group may be:

- Run in the classroom or outside.
- Run by a teacher or often a Teaching assistant, who has had training to run these groups.

These are often called intervention groups.

For children with specific barriers to learning that cannot be overcome through Quality First Teaching and Intervention groups: (Specialist groups run by outside agencies, e.g. speech and language therapy, occupational therapy)

In such cases, your child will have been identified by the class teacher, SENCo, or you will have raised your concerns, as needing more specialist input instead of or in addition to excellent classroom teaching and intervention groups.

- You will be asked to discuss your child's progress and needs to plan possible ways forward.
- You may be asked to give your permission for the academy to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the academy and yourself to understand your child's particular needs better and be able to support them more effectively in the academy.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class, e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set targets which will include their specific specialist expertise.

For those children whose learning needs are: Severe, Complex and Life-long

This specified individual support is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher as needing a particularly high level of individual support.

The academy (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer [here](#).

After the academy has sent in the request to the LA (with a lot of information about your child, including some from you), they will decide whether or not they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the academy to continue with the support at school SEN.

After the reports have been sent in, the LA will then decide if your child's needs are severe, complex and lifelong so that they need a high level of support in order to make good progress. If this is the case, they will write an Education, Health and Care Plan which will outline the type of individual/small group support your child will receive, how the support should be used and what strategies must be in place. It will also have short and long term goals for your child. An additional adult may be required at some points to support your child with whole class learning, to run an individual 1:1 programme or run small groups that involve your child.

How is this support funded?

The school budget, received from Norfolk LA, includes money for supporting children with SEND.

The local authority allocates specific funding to the school for pupils with an Education, Health and Care Plan based upon their specific needs as identified within the plan.

The amount allocated to Harleston C.E Primary Academy from the Local Authority to support pupils with special educational needs is £98 679 (notional funding).

We ensure that all children who have special educational needs are met to the best of the academy's ability within the funds available. We have a team of teaching assistants who deliver programmes designed to meet individuals' and groups of children's needs. This support is allocated on a needs basis. The children who have the most complex needs are given the most support, often involving an additional adult.

How will we measure the progress of your child in the academy?

Your child's progress is continually monitored by his/her class teacher.

As an academy we track progress from entry through to Year 6 using a variety of measures including Early Years Development Stages, National Curriculum expectations and Reading/Spelling ages.

His/her progress is reviewed formally every term. We measure progress in learning by making comparisons with national expectations, age related expectations and individual starting points.

If your child is in Year 1 and above, but is not yet working within National Curriculum expectations, a more sensitive assessment tool may be used which shows their level in more detail and will also show smaller but significant steps of progress. These are called P Levels.

In July 2020, new statutory requirements for using an engagement model to assess pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) and key stage 2 (KS2) was introduced. As of September 2021 schools will be required to follow this model. We will be introducing and developing this model over the course of this academic year.

At the end of each Key Stage (i.e. at the end of Year 2 and 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools/academies to do and the results are published nationally.

Children with an identification of special educational needs will have an IEP, which will be reviewed with your involvement every term and the plan for the next term made. When the IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure that the child does make progress. When setting targets, we use the 7 Cs model created by Educational Psychologist Judith Carter, which focuses on specific elements of need: Cognition, Communication, Creativity, Control, Compassion, Coordination, Curriculum. This ensures that targets are specific and progress is measurable.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

Pupils who are not making expected progress are identified through termly pupil progress meetings, which involve the Head teacher, SENCo and any other staff who have supported the child. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

Provision Maps are created each term based on the ongoing assessment of need. Intervention is planned for 'all' children, not just those with SEND.

The academy SENCo meets with the Governor responsible for SEND each term to discuss progress and a report is provided.

How do I know if the support has had an impact?

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

Children, Parents/carers and their Teaching and Support Staff will be directly involved in the reviewing process. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education, Health and Care Plan (EHC Plan,) the same termly review conversations take place, but the Plan will be formally reviewed annually.

The impact data of interventions is evaluated each term to ensure that we are only using interventions that are effective.

Progress data of learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We are also part of the Harleston cluster where schools work together to monitor the progress of children with SEN and the impact of intervention and funding. This is reported to Cluster Governors, the Local Authority and Ofsted.

Effectiveness can be measured in many ways, including the following:

- Firstly, the children are successful in meeting IEP targets (academic and social/emotional.)
- Children are making progress against the 7 C's model (Cognition, Communication, Creativity, Control, Compassion, Coordination, Curriculum)
- The child is making progress academically against national/age related expected levels and the gap is narrowing – they are catching up with their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may no longer be identified as having a special education need because they have 'caught up' or made sufficient progress.

We offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss pupil progress.

Other Opportunities for Learning/Inclusion: How does the academy ensure that children with SEND are included in all activities including after extra-curricular clubs and educational visits?

All learners should have the same opportunity to access extra-curricular activities and residential visits. Access to extra-curricular clubs is provided as of right and individual support is organised where required. It is a requirement that any independent provider of extra-curricular clubs must cater for pupils with SEND. Educational Visits are accompanied by a high ratio of adults to children and more individualised support is arranged where necessary. A risk assessment is carried out prior to any off site activity.

At Harleston C.E Primary Academy in 2020-21, we will be offering a range of additional clubs and activities. These change throughout the year and parents/carers will be notified what clubs are available each term.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the academy to discuss specific requirements.

The 2010 Equality Act 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 defined in the Equality Act and to make "reasonable adjustments."

The Equality Act 2010 definition of 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/her ability to carry out normal day-to-day activities."

Section 1 (1) Disability Discrimination Act 1995

This definition of disability in the Equality Act 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 SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by other SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click [here](#).

Involving pupils and parents/carers in planning support

Harleston CE Primary Academy uses the Assess, Plan, Do, Review process for creating learning plans for children with special educational needs. Pupil and Parental Voice are sought when creating these plans.

Our SENCos and Phase Leaders oversee all support and progress of any child requiring additional support across the school.

The class teacher will oversee, plan and work with each child with SEND in the class to ensure that progress in every area is made. The class teacher will communicate with parents/carers regarding progress and provision.

There may be additional adults (Teaching Assistants) within each class/year group working with children either individually or as part of a group, if seen as necessary by the class teacher/phase leader. The nature and regularity of these sessions will be explained to parents when the support starts and form part of their individual education plan (IEP).

Other forms of communication with parents/carers, and support include:

- Planning and review meetings (Individual Education Plans, annual reviews)
- Advice on how to support learning at home
- Regular contact between home and school, e.g. home/school book, ParentMail, weekly year group newsletters, promotion of the Norfolk SEND Partnership and learning cafes each term
- Individual parent/teacher conversations, including two formal parent consultation evenings during the year
- Christian Pastoral Support Worker
- Referrals to the Educational Psychology service
- Referrals to the Trust Speech and Language Therapist

Support and training for school staff

We identify training needs for teachers and support staff. Our SENCos and Senior Leadership Team organise SEND training, calling on the services of specialist providers where appropriate.

Where appropriate, Trust SENCos discuss and organise Trust training opportunities.

Some interventions, such as Talk Boost and Sound Discovery, require specialist training in order to be delivered effectively. Any staff leading these interventions will be appropriately trained either by experienced staff within the school or by an external provider.

In 2019 - 20 training opportunities have included:

- 1 teacher undertaking SENCo Award
- 1 TA has undertaken Elklan speech and language training
- All teachers & TAs have undertaken an e-learning module on the SEND Code of Practice Chapter 6.
- Some teaching / TA staff have undertaken further e-learning modules on SEND including ASD, ADHD and Dyslexia.

What support and training for parents/carers are available?

As an academy we try to support parents with helping their children through various methods:

- Opportunities to learn alongside children, e.g. learning cafes.
- Referrals to external agencies via the Early Help Hub.
- Christian Pastoral Support Worker referrals.
- We signpost learning opportunities run by other services, e.g. East Coast Speech and Language.

What support is in place for improving children's emotional a social development and overall well being?

We are an inclusive academy and welcome diversity. All staff believe that high self-esteem is crucial to a child's well being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of each child in the class, therefore this is the parents' initial point of contact. If further support is required, the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Medical and Mental Health practitioners, and Children's Services.

Our Christian Pastoral Support Worker and Pastoral Teaching Assistant provide focused pastoral provision, offer support to vulnerable children and families, and provide an essential link with other agencies.

Pets As Therapy also visit the academy, working with identified pupils with special educational needs.

What measures are in place to prevent bullying?

Bullying is not tolerated at Harleston C.E Primary Academy. We recognise that bullying can be present in different forms and we follow the procedures in our Anti-Bullying Policy for preventing and dealing with incidents of bullying. To view our Anti-Bullying Policy click [here](#).

How accessible is the academy to learners/individuals with SEN or Disabilities?

The academy is fully accessible to pupils with SEND. The school is wheelchair accessible with a disabled toilet in both of the main buildings. The school produces an annual Disability Access Plan to ensure that this provision is regularly monitored and planned for.

What support is there for behaviour, avoiding exclusion and increasing attendance?

The academy supports children and families through robust Behaviour and Attendance Policies, with a focus on positive strategies, rewards and incentives.

- Weekly success assemblies are held, where certificates and trophies are awarded for positive behaviour and effort.
- Values certificates are awarded weekly for pupils who have demonstrated the 'value' being focused upon that week.
- 100% attendance badges are awarded to pupils who have managed 100% attendance over the course of a term.
- Each week, a £5 gift token is awarded to one child who has achieved 100% attendance that week.
- The school gives out 'Right Choice' rewards in assembly each week, identifying pupils who have made good decisions and demonstrated positive learning behaviour.
- The Headteacher/Deputy Headteacher are present on the playgrounds at the start of the day monitoring punctuality/attendance.

Where attendance is becoming a concern:

- Parents are encouraged to discuss attendance issues with the Head teacher and/or Christian Pastoral Support Worker.
- Attendance letters are sent to parents/carers of those pupils with attendance issues.
- Support is requested the attendance team when necessary.
- Referrals are made to the Early Help Hub.

What preparations are made for pupils' next steps?

We recognise that 'moving on' can be difficult for a child with SEN and are committed to working in partnership with children, families and other providers to ensure that any transition is as smooth as possible.

Pre-school transition:

- Initial contact is made with the setting previously attended and with the parents, as soon as we are notified that a pupil is transferring into our academy.
- For Pre-school pupils, home-visits are conducted in order to discuss the transition and any related concerns.

If your child is moving to another school:

- We will contact the new school's SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.
- Children will have opportunities to meet their class teacher and undertake a 'transition morning' to work within their new class in the Summer Term prior to transition.

In Year 6:

- The SENCo and Year 6 staff will liaise with the High School SENCo/representatives to discuss the specific needs of your child and what provision needs to be made.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- When children are preparing to leave us for Archbishop Sancroft High School, a series of transition opportunities are organised as part of the transition process throughout the year, i.e. Science days, as well as the more formal 'transition day' at the end of the Summer Term.
- At our main 'feeder' High School, Archbishop Sancroft High School, they facilitate additional opportunities specifically targeted at the more vulnerable pupils.

Parental/Carer Voice.

At Harleston C.E Primary Academy we endeavour to build positive relationships with parents/carers. We are open and honest with parents and invite them to make an appointment with their child's class teacher or the SENCo if they have concerns or questions.

Parents are asked for their views as part of the Assess, Plan, Do, Review cycle and also to contribute to an annual whole school questionnaire.

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. So please engage with our annual process to 'assess, plan, do and review' provision for SEN.

In the event that parents are not satisfied with the outcomes of discussions or their child's progress, parents should follow the school complaints procedure.

COVID 19 Impact

The COVID 19 Pandemic has inevitably had an impact on the provision that we have been able to provide for pupils with special educational needs over the past 8 months. In school, in line with our COVID 19 risk assessment, pupils who require additional support will continue to receive interventions within an extended group. Additional intervention rooms have been created within school to enable small group / paired work to continue. For pupils with significant high needs, a specialist support group has been created.

Useful links: Who can parents contact for further information or advice, or seek further information regarding specific needs?

www.norfolk.gov.uk/SEN

Norfolk SEND Partnership

Family Voice Norfolk

www.dfe.gov.uk

Glossary of terms:

SEND: Special Educational Needs and Disabilities

SpLD: Specific Learning Difficulty (i.e. dyslexia)

MLD: Moderate Learning Difficulty.

SLD: Severe Learning Difficulty.

PMLD: Profound and Multiple Learning Difficulty

SLCN: Speech, Language and Communication.

SEMH: Social, Emotion and Mental Health

ASD: Autistic Spectrum Disorder.

VI: Visual Impairment.

HI: Hearing impairment.

MSI: Multi-Sensory Impairment

PD: Physical Difficulty.

EHCP: Education, Health and Care Plan

SENCo: Special Educational Needs Coordinator