



## Welcome to Harleston C.E Primary Academy SEND Information Report 2021-2022

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with special educational needs (SEN). At Harleston C.E Primary Academy, we believe in achievement for all, we are committed to working together with all members of our school community. We want all children and adults 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 more responsive to the diversity of the children's backgrounds, interests, experiences, knowledge and skills, so that all pupils regardless of individual needs make the best possible progress. 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 detail how they can support children and young people with a special educational need and/or disability (SEND). The required information is set out in the SEN regulations, which can be found [here](#). ([Code of Practice](#)) [education.gov.uk](http://education.gov.uk)

If you think your child may have special educational needs, please speak to their class teacher in the first instance, or Mrs Botwright, our Special Needs Coordinator on 01379 853211 or email [botwright@harleston.stbenets.org](mailto:botwright@harleston.stbenets.org)

### Staff to support:



Mr Carlyle  
Head of School



Mrs Botwright  
SENDCo



Mr Mullen  
Pastoral Support

Mr Connolly: Executive Headteacher  
Mrs Summers: SEND Governor

## **What is our approach to teaching learners with SEND?**

At Harleston C.E Primary Academy, we passionately believe in an inclusive education for all and are dedicated to providing a "whole school" approach to raising achievement in line with the students starting point. We are incredibly proud of the personal, social and academic achievements of our students with Special Education Needs and Disabilities and are confident that through a personalised and inclusive learning environment we support pupils to achieve their dreams.

As part of the Harleston Federation we are a community that flourishes, through God's love, to live 'Life in All its Fullness'. John 10:10 and John 13:34. We care for your child's safety and well-being; we know your child as a whole person and take an interest in his/her life both within and beyond school; we ensure that your child is fully challenged to develop all their abilities and talents; we provide a broad and balanced curriculum, which will be related to the individual needs of your child; we achieve high standards of work and behaviour through consistently high expectations, we reward your child through the school's behaviour policy; keep you informed about general school business and your child's progress and we are open and welcoming; accommodating the questions and concerns of parents and students as they arise.

At Harleston C.E Primary Academy we:

- Value quality first teaching for all learners and activity monitor teaching and learning in our school.
- Ensure that all our pupils in our school are equally valued by having equal access to a broad and balanced curriculum. If needed pupils will have a differentiated curriculum to meet individual needs and abilities.
- Have effective management systems and procedures for SEND, taking into account the current Code of Practice (2014).
- Strive for effective communication between staff, children with SEND, parents of SEND children and outside agencies.
- Acknowledge and draw on parents' knowledge and expertise in relation to their own child. Parents are invited to collaborate with their child's one page profile. This has the parents, child's and teacher voice which is used inline with the Assess, Plan, Do, Review cycle.
- Ensure that consideration for SEND crosses all curriculum areas and all aspects of teaching and learning.

## **How do we identify when a child needs additional support:**

- Some of our pupils may require additional support so they can access the curriculum and make progress at their own rate.
- At different times in their school career, a child or young person may have a special educational need. The Code of Practice (2014) defines SEN 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:

- have a significantly greater difficulty in learning than the majority of others of the same age: or
- 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 SEN, we will work closely with the pupil and their parents to provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barriers to their learning.

### **How do we identify the Special Educational Needs of pupils?**

- Where pupils’ progress is significantly slower than their peers, or fails to match their previous rate of progress, despite high quality first teaching targeted at specific areas of difficulty, it may be that the child has SEND. Information will be gathered, including seeking views from parents and the pupil, as well as from teachers and assessments.
- 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
  - Liaison with external agencies
  - Health diagnosis through paediatrician
  - Observations by SENCo
  - Assessment tools
- There can be many reasons learners ‘fall behind.’ These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. Children who experience such barriers to learning are vulnerable, but this does not mean all vulnerable learners have SEND. Only those who require special educational provision ‘additional to’ or ‘different from’ the usual differentiated curriculum will be identified as having SEND.
- Once a child is identified as having SEND we follow an Assess-Plan-Do-Review cycle. This involves regular meetings with the child, parents and teacher to monitor and review progress.

**Slow progress and low attainment does not automatically mean a pupil has a special educational need**

## **What are definitions of SEND?**

Cognition and Learning - children may:

- Learn at a slower pace
- Find the curriculum difficult
- Struggle with organisation and memory
- Have a specific difficulty in literacy and numeracy

Communication and Interaction - children may:

- Struggle to talk or say what they want
- Find it hard to understand what others are saying
- Find conversations and play confusing and challenging
- Have a diagnosis of ASD

Social, Emotional and Mental Health Difficulties - children may

- Find relationships difficult
- Appear withdrawn and isolated
- Behave in ways that affect their learning - eg being disruptive
- Do things that impact on their health and wellbeing

Sensory and/ or Physical - Children might have a disability such as

- A visual or hearing impairment
- A physical difficulty

**Some pupils may have SEN that covers more than one of these areas**

## **What is our SEND profile Autumn Term 2021-22**

- We have 16% (66 pupils) (National 15.9%) of children identified as having SEN. This percentage is made up of the following groups:
- 57% are identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling etc.)
- 26% are identified as having SEN linked to Communication and Interaction (including speech and language difficulties and problems with social interactions)
- 15% are identified as having SEN linked to Social, Emotional and Mental Health (including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety, depression and behavioural difficulties)
- 2% are identified as having SEN linked to Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing)

**Some of our pupils have needs in more than one group, percentages show primary need.**

- 2% (10 pupils) (Nationally 3.7%) of our school population have an Educational and Health Care Plan

**We receive funding to support the needs of learners with SEND.**

**We are also able to apply for Top Up funding from the Local Authority which is for learners who require support that exceeds that available to the school.**

### **How do we support SEND learners?**

Quality first teaching by class teacher

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand, your child will complete a one page profile to show how they learn best.
- Different ways of teaching are in place so that your child is fully involved in learning in class, through challenge and differentiation.
- Specific strategies (which may be suggested by the SENCo or outside agencies) are in place to support children to learn.
- Your child's progress is constantly assessed and reviewed and any gap or gaps in their understanding/ learning will be identified and addressed through targets and interventions.



**Learning Knows No Bounds**

## Targeted interventions:

- These may be run in the classroom or in sessions outside of whole class learning
- They may be delivered by a teacher or teaching assistant
- These are usually group sessions with specific targets to help them to make progress, targets are used in both group and class work
- Interventions will be assessed and monitored by the school leadership team
- Parents are informed when their child is in intervention groups and targets and progress are shared



## Specific Individual support

- Some pupils will follow tailored smaller group work; such as if the learner has an Education Health and Care Plan or if they have been assessed by outside agencies, with a more specific need
- Individuals have access to aids and materials to support their learning e.g. wedge cushions, slanted boards, ear defenders, fidget resources, weighted blankets etc

## Specialist sessions run by outside agencies

This may be from services such as:

Access Through Technology  
Speech and Language Team  
Nelsons Journey  
Occupational Therapists  
School 2 School Support  
Virtual School Sensory Support  
Pets as Therapy

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

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

#### Graduated Approach - Assess - Plan - Do - Review

- When providing support that is additional to or different from, we engage in a four stage process: ASSESS, PLAN, DO and REVIEW.
- Assess – this involves taking into consideration all the information from discussions from parents or carers, the child, the teacher, support staff and a variety of assessments.
- Plan – this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded to inform teaching.
- Do – providing the support as set out in the plan.
- Review – measuring the impact and deciding whether changes to the support will be made. We will evaluate the effectiveness of any additional support. This will be ongoing

#### EHC Plans

- While the majority of learners with SEN-D will have their needs met in this way, some may require an Education, Health and Care needs assessment to determine whether it is necessary for the Local Authority to make provision with an Education, Health and Care Plan (EHCP).
- Where a child has an Education, Health and Care Plan (EHCP), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

#### **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 and individual support is organised where required. It is required 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 2021-22, 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, 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 purpose 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.”**

#### **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. 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.

#### **Safeguarding**

Safeguarding is a serious consideration especially with pupils with SEND. If safeguarding concerns are raised the school may contact you if appropriate or necessary. If you have any concerns please speak to one of our DSLs: Mr Carlyle, Jane Price, Dan Stagg, Laura Botwright, Ava Barber or Jason Mullen.

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

[www.norfolk.gov.uk/SEN](http://www.norfolk.gov.uk/SEN)

Norfolk SEND Partnership

Family Voice Norfolk

Just One Norfolk

[www.justonenorfolk.nhs.uk](http://www.justonenorfolk.nhs.uk)

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