



Harleston C.E Primary Academy
Special Educational Needs
Information Report
2021-2022

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PART 1 - KEY INFORMATION

INTRODUCTION

A message from the Head of school, Mr Carlyle, and the Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs Botwright:

Welcome to Harleston CE Primary Academy's SEND Information Report 2021-22. This report explains how we support children with Special Educational Needs (SEN) and Disabilities (D).

WHY IS THIS REPORT SO LONG?!

It is a legal requirement (under the [Children and Families Act 2014](#)) for all schools to publish a SEN Information Report on their website and update it at least annually. The SEND Regulations 2014 and the [SEND Code of Practice 2015](#) (CoP) set out all the information that must be included in this report. There is a lot of required information which is why this is such a long document!

We understand from speaking to families, the length of this report could make it quite daunting. If you would like to talk to a member of staff about any part of this report, please do get in touch. At Harleston CE Primary Academy we are committed to working with all members of our school community. There will be opportunities throughout the school year where we send out parent/ carer, pupil, and staff questionnaires but we welcome your feedback and involvement in reviewing the way we support children with SEND, so please do contact us. The people to contact are:



Mr Carlyle
Head of School



Mrs Botwright
SENDCo

Executive Headteacher: Mr Connelly
SEND Governor: Mrs Summers

All of these members of staff can be contacted via the school office: 01379 853211 or email office@harleston.stbenets.org

In the first part of this report, we are going to give you some information about the school and the support that is available in the local area. We are also going to include some of those key bits of information that need to be included in every SEN Information Report.

In the second part of the report, we've included some questions and answers that

Please refer to the contents page on pages 2-3 and you can then go directly to the section you are interested in by following the links.

THE LOCAL OFFER

This report is part of the Norfolk **Local Offer** for learners with SEND. The Local Offer sets out the local services available to support children and young people with SEND and their parents and carers. It includes all the information about education and health care in one place. To access the Norfolk Local Office click on this link: [Norfolk Local Offer](#)

For information on other useful external services that are regularly involved in meeting the needs of pupils with SEND and in supporting their families [click here](#).

SO, WHAT IS SEN?

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
- has 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.”

There can be many reasons learners may ‘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 SEN.

Most children identified as having SEN can have their needs met by the types of additional support provided at school. We call this **SEN Support**. However, if a child needs a higher or more specialist level of support the school and/or families can request an Educational, Health and Care (EHC) needs assessment from the Local Authority (LA). If the LA decides that this higher level of provision is needed, a child may then get an EHC Plan (EHCP) which combines the child's educational, health and social care needs. In this report, we refer to this level of support as **EHCP**. Further information about EHCPs can be found [here](#).

If you think your child may have SEN, please speak to their class teacher or contact Mrs Botwright, our SENDCo.

WHAT IS DISABILITY?

[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."

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 SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEN and disability legislation.

The staff at Harleston CE Primary Academy are aware of the requirements of the Equality Act 2010. This legislation places specific duties on schools, 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' to ensure that disabled children are not at a substantial disadvantage compared with their peers.

For further information on how we ensure access to all, please see our school website: <http://www.harleston.norfolk.sch.uk> To find the School Accessibility Plan please click the 'School' tab and then going to the 'Policies' page to find the 'Accessibility Policy and Plan'.

WHAT IS SEND?

Together we refer to these two groups - SEN and disability - as SEND.

WHAT IS DISABILITY?

The SEND Code of Practice identifies four broad areas of SEN. These are:

Cognition and Learning (C&L) - children with C&L might:

- Learn at a slower pace.
- Find the curriculum difficult.
- Have difficulties with organisation and memory.
- Have a specific difficulty with literacy (e.g. dyslexia) and numeracy (e.g. dyscalculia).

Communication and Interaction (C&I) - children with C&I might:

- Have speech, language and communication needs (SLCN) that make it more difficult for them to communicate with others.
- Find it difficult to talk or say what they want.
- Find it hard to understand what others are saying.
- Find conversations and play confusing and challenging.
- Children with Autistic Spectrum Disorder (ASD) are likely to find these things especially challenging.

Social, Emotional and Mental Health (SEMH) - children with SEMH might:

- Behave in ways that disrupt their learning because of underlying mental health difficulties, such as anxiety or depression.
- 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, such as self-harm or eating disorders.

Sensory and/ or Physical (S/P) - Children with S/P might:

- Have visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) that requires specialist support and/or equipment to access their learning.
- Have a physical difficulty (PD) requiring support and equipment to access the opportunities available to their peers.

More information about these areas can be found in the [SEND CoP](#) on pages 97-98.

You can find examples of the additional support for learning that is available at Harleston CE Primary Academy to pupils with SEN for each of these four broad areas on our [Provision Map](#). A Provision Map does not detail individual learners' names, but describes what we do to support learners with SEN. The Provision Map changes every year, as our learners and their needs change.

SENCo

Every school or early years setting will have a Special Educational Needs Coordinator (SENCo). The SEN Code of Practice states: 'The SENCo must be a qualified teacher working at the school...they must achieve a National Award in Special Educational Needs Coordination within three years of appointment.' (p108).

This designated member of staff oversees the day-to-day provision for children with SEN to ensure that support makes a difference for pupils. This includes those who have an EHCP. The SENCo works closely with staff, families and other agencies. All staff at Harleston CE Primary Academy have a responsibility towards children with SEN and work closely with the SENCo on all aspects of our provision.

Our SENCo is Laura Botwright. Laura has worked at Harleston Primary since 2015 and is a qualified teacher. She completed her National SENCo Award in 2019, before taking over as SENCo in January 2020. Laura is contactable via the school office on 01379 853211 or email lbotwright@harleston.stbenets.org

OUR SEND PROFILE 2021-2022

What is our SEND profile 2021-22

(Taken from Autumn Term - Spring and Summer will be added to the website when completed)

- 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

SEN FUNDING

As well as the main school budget, schools receive additional money to support children with SEN. This is known as the 'SEN notional budget' and it is published in the school's SEN Memorandum.

You can find Harleston CE Primary Academy's SEN Memorandum for 2021-2022 here:

<https://csapps.norfolk.gov.uk/BudgetShare/default.aspx>

From the SEN notional budget, the school must fund the first £6,000 of any additional support provided to each pupil, but the school does not receive this amount per pupil. If a child has a high level of need that can not be met within this £6,000, schools can apply to the Local Authority for additional funding via a banding system. In 2021-22 Harleston Primary made an application for top-up funding and exceptional circumstances funding to support pupils and meet their needs.

This year our SEN budget is £122,140.

Further information can be found on the Norfolk Local Offer:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/schools/sen-funding-for-schools>

Harleston Primary's notional budget is used in a variety of ways to support children with SEN. Examples of how money was spent last year include:

- Teaching Assistants
- High quality Continuous Professional Development (CPD) with an SEN focus
- Membership of professional SEN Networks and Forums for school staff
- Accessing specialist support services
- Purchasing specialist diagnostic assessment and SEND classroom resources

For 2021-22 we would like to maintain the provision mentioned above and funding will be used in a similar way.

PART 2 - Q & A

Parents have helped us identify questions that they would like to ask. If you have additional questions that you think should be included in this report, please contact the SENCo. We would really appreciate your input.

WHAT DOES HARLESTON PRIMARY HAVE TO OFFER?

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.

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.

In February 2022, we asked families of children with SEN to give us feedback on the support that their children receive at Harleston Primary. 84% of respondents reported that they either agree or strongly agree that as a school we have a good understanding of their child's needs.

HOW DOES THE SCHOOL KNOW IF MY CHILD MIGHT NEED EXTRA HELP?

IDENTIFYING CHILDREN WITH SEND

Class teachers, support staff, families and, of course, children themselves, may be the first to notice a difficulty with learning. At Harleston Primary we focus on identifying a child's barriers to learning, rather than looking only at diagnostic labels. Examples of barriers to learning could include: speed of processing, reading, working memory, anxiety, attention, hearing, social communication skills, language comprehension etc. Barriers can be identified in a range of ways: through conversations with children and families; through observations by school staff; or through informal/ routine assessments. We consider how a barrier to learning is impacting a child and what we can do to overcome or remove these barriers.

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

HOW DO WE SUPPORT LEARNERS WITH DIFFERENT AREAS OF NEED AT HARLESTON PRIMARY?

At Harleston Primary we are committed to ensuring that all learners have access to high quality learning opportunities. Every teacher is expected to teach a range of levels that reflect the pupils' range of interests and understanding; this is called the normal differentiated curriculum. If your child is identified as having SEN, our job is to offer them something 'extra' that is 'additional to or different from' the normal differentiated curriculum. Any 'extra' provision or intervention is dependent on the individual's needs and is designed to overcome or remove barriers to their learning and we work closely with the pupil and their families to determine the right provision.

Our Provision Map describes the range of teaching strategies and interventions that we use to support learners with SEN. The support is set out in three columns: **Quality First Teaching (QFT), Interventions and Specialist Support**. These are explained below:

Quality First Teaching: Every teacher is expected to adapt their classroom, teaching and resources to help children with SEN make the best progress they can. To enable this to happen the Headteacher and SENCo support teachers by providing advice and access to high quality teaching.

Interventions: Sometimes a child may benefit from a specific intervention outside the classroom, working individually, or in a small group, with a member of staff. These specific, time-limited sessions focus on helping a child make progress with key skills or knowledge and/or removing barriers to learning.

External Specialist Support: Harleston Primary has access to a range of external support services. Some of these are provided for free, but many are paid for by the school from the SEN Notional Budget or the Whole School Budget. External agencies are involved on a case-by-case basis, based on need. Sometimes the child will work directly with an outside agency, and at other times the specialist support will be delivered by school staff under guidance from external specialists.

SUPPORTING FAMILIES AND CHILDREN WITH SEN DURING THE COVID-19 GLOBAL PANDEMIC

From March 2020, when schools in England first went into lock-down, families of children with SEN were telephoned weekly by their class teacher, children with EHCPs were contacted daily by either class teacher, SENCo or SEN support staff. Families were offered additional support with remote learning, including loans of IT equipment, differentiated workbooks and worksheets printed if required. Children who were at home were invited to attend live teaching sessions either 1:1 or small groups.

Some children with SEN and all pupils with EHCPs were invited into school during the lock-down period and they were provided with an education which included sessions on positive mental health and well-being.

HOW DO WE FIND OUT IF THIS SUPPORT WORKS?

Checking children's progress is an integral part of what we do at Harleston Primary. Progress data is scrutinised by the senior leadership team, governors, local authority and Ofsted. There are termly meetings between the SENCo and class teachers to review the children's needs and decide if further interventions, external specialist support or a change in approach are needed. One vital way that we review the effectiveness of our SEN support is through the '**graduated approach**'.

THE GRADUATED APPROACH

We follow a four-part cycle known as '**the graduated approach**'. This process helps us make sure that the support we are giving is effective. It is really important that children and their families are closely involved in reviewing this support throughout the process. The four parts of the graduated approach are: **assess, plan, do** and **review** and these are explained below:

- **Assess:** we assess using information from parents and other family members, children, school staff and sometimes other professionals. We use a variety of initial assessments which can help us to identify the child's needs so that the right SEN support is given. These assessments could focus on any of the four broad areas of need.
- **Plan:** Taking account of the views of children and their families and of the child's needs, we decide what SEN support will be put in place to achieve the desired outcomes. This could be in-class support, interventions or specialist support. It is this

part where we set targets and agree what we expect to be different following the implementation of the extra support.

- **Do:** Working closely together, we do what we have planned.
- **Review:** We use assessments at each review point (termly) and compare the results to the initial assessments that we did at the start of the process. This allows us to review whether the SEN support has had a positive impact and what needs to happen next. We share this information about progress with families and children at each review point. We do this through pupil progress review meetings and written feedback.

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At Harleston, each child has a one page profile attached to their assess, plan, do, review (APDR). The one page profile captures the voice of the child, parents/ carers and teacher. It contains the child's strengths, interests, areas of difficulty and strategies to support them.

The majority of learners with SEN will have their needs met by this **graduated approach**. However, if a child with SEN does not make progress despite the additional provision set out in their APDR, families or the school can request an Educational, Health, and Care needs assessment so the Local Authority can decide if there is a need to provide an Education, Health and Care Plan (EHCP).

If a child has an EHCP, this is formally reviewed with families annually, in addition to the less formal termly meetings. These pupils will receive additional funding to support their needs. Further information about EHCPs can be found [here](#).

HOW DOES THE SCHOOL IMPROVE THE SOCIAL AND EMOTIONAL DEVELOPMENT OF PUPILS? WHAT DOES THE SCHOOL DO TO SUPPORT GOOD MENTAL HEALTH?

Harleston Primary is committed to being a healthy and safe school. A huge emphasis is placed on developing our children's physical and mental well-being. Below you will see some of the core values we hold dear, which guide how we do things here at Harleston Primary:

Hope
Perseverance
Respect
Wisdom
Love
Faith

Our school's values are underpinned by our mission statement:

A community that flourishes, through God's love, to live 'Life in All its Fullness'. (John 10:10 and John 13:34)

As well as an ethos and culture that we feel improves the emotional, mental and social development of pupils. Families and children are supported by our Pastoral support work Mr Mullen as outlined on the SEMH section of our Provision Map.

Families and the school also have access to expert advice through a range of external agencies. Please speak to us if you are worried about a child's mental health. Further expert advice and support can also be found here:

www.norfolk.gov.uk/SEN

Norfolk SEND Partnership

Family Voice Norfolk

Just One Norfolk

www.justonenorfolk.nhs.uk

www.dfe.gov.uk

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING TRIPS AND CLUBS?

At Harleston Primary, we want to ensure pupils with SEN can engage in all the activities of the school, including school trips, social times and extra-curricular activities, alongside those who do not have SEN.

In 2021-2022 we are offering a range of additional activities and clubs. We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENCo via the office 01379 853211 or email lbotwright@harleston.stbenets.org to discuss any specific requirements.