

# **HEVINGHAM & MARSHAM PRIMARY SCHOOLS**

## **SEN Information Report**

June 2019 (Reviewed annually)

Part of the Norfolk Local offer for Learners with SEN

### **Introduction**

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and maintained nursery schools and the 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.

The information published must be updated annually. The required information is set out in the draft SEN regulations which are available on the school website.

At Hevingham & Marsham Schools we are committed to working together with all members of our school community. This local offer has involved pupils, parents/carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

SEN Governor: Hannah Banstead

SENDCo: Lydia Board

Headteacher: Lydia Board

If you have any specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions (available at [http://www.norfolk.gov.uk/Childrens\\_services/Special\\_educational\\_needs\\_\(SEN\)\\_changes/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_(SEN)_changes/index.htm) .

Alternatively, if you think your child may have SEN please speak to their class teacher in the first instance, and if appropriate you may be asked to meet with the school SENCo.

Further information on Hevingham and Marsham Primary School's approach to SEN are detailed in the SEN policy, which can be found on the website.

### **Our Approach to teaching learners with SEN**

At our schools we believe in participation for all. We want all adults and children 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 children's backgrounds, interests, experience, knowledge and skills.

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 school website.

Our school improvement plan is about developing learning for all and details our planned continued professional development (CPD) opportunities for all staff. We have highly trained staff across the cluster who are accessible to support our school for pupils with specific need, if appropriate.

We aim to create a learning environment which is sufficiently flexible to meet the needs of all members of our school community. We monitor progress of all learners, and staff regularly carry out assessments to ensure that learning is taking place. Our whole school system for monitoring progress includes termly pupil progress meetings, and staff engagement in coaching and supervision.

At Hevingham & Marsham Schools we value:

## **'Learning for all'**

### **How we identify SEN**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice 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:**

- (a) Have 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 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 provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in schools for lots of reasons. They may have been absent from school or may have attended lots of different schools and not had a 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 Hevingham & Marsham schools we are committed to ensuring that all learners have access to learning opportunities, and for those that 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.

Our SEN profile in June 2019:

	% of children on the SEN register	% of Boys/Girls on SEN register	% of those who have an EHCP	% identified as having SEN linked to			
				Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory
Hevingham	School total: 9/98 9%	Boys: 89% (8) Girls: 11% (1)	22% (2)	22%(2)	33% (3)	22% (2)	22%(2)
Marsham	School total: 8/37 22%	Boys: 50% (4) Girls: 50% (4)	0%	25% (2)	50% (4)	13%(1)	13% (1)

### Assessing SEN at Hevingham & Marsham Schools

Class Teachers, support staff, parent/carers and the learner themselves will be the first to notice a difficulty with learning. At Hevingham and Marsham schools we ensure that assessment of educational needs directly involves the learner, their parent/carer and of course their Teacher. The Special Educational Needs Co-ordinator (SENCo) will also support with the identification of barriers to learning. We have a range of assessment tools available within the cluster, which we can use to identify a specific need.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on their local offer website ([http://www.norfolk.gov.uk/Childrens\\_services/Special\\_educational\\_needs\\_SEN\\_changes/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_SEN_changes/index.htm))

Hevingham & Marsham schools as part of the Aylsham Cluster have also commissioned for 2018-19 support from:

- School to School support, as required

- Referrals to Speech and Language
- Referrals to Occupational Therapist
- Referrals to School Nurse
- The Short Stay School for Norfolk (SSSfN)
- Engage and Alpha- provision purchased annually, direct support for children, parents, staff and training
- Nurture Lead in school to support both child, families and teachers
- Independent Educational Psychologists

The Aylsham Cluster SENCOs work extremely closely with each other and meet at least termly to share expertise, experiences and offer advice and support.

### **What we do to support Learners**

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Hevingham and Marsham are proud of our Teachers and their developments. The Teacher Standards are available on request.

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Tablets, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Targeted support through TA's or Nurture Lead

Each pupil with SEN in our schools has their own Learning Passport which incorporates a one page profile. This is used to identify their learning needs, as well as methods used to overcome barriers to their learning but also includes mental health and well-being issues that have been identified by staff, the child and their families. These are kept by the children and used throughout lessons and interventions and are reviewed regularly.

Each learner identified as having SEN is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. For children on the SEN register, before any additional provision is selected or assessments are requested to help a child, the SENCo, Teacher, parent/carer and learner agree what they expect to be different following this intervention or assessment. A baseline will also be recorded, which can be used to compare the impact of the provision, using both progress and attainment levels. The impact of interventions will be discussed with the teacher and SENCo during Pupil Progress Meetings and with parents during the termly Learning Conversation.

The support provided through interventions is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Hevingham & Marsham Schools to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

At Hevingham & Marsham Schools we share the provision map with our colleagues in the Aylsham Cluster so we can learn from each other and demonstrate what we offer for learners with SEN. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity. Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

### **Funding for SEN**

Hevingham and Marsham Schools receive funding directly from the Local Authority to support the needs of the learners with SEN. This is described in the SEN memorandum. The amount of funding we received for 2018-19 is £17,572 at Marsham and £26,187 at Hevingham.

From September 2018, we will also be able to request 'top-up' funding direct from the local authority. This money is not guaranteed and is allocated according to need.

The Aylsham Cluster of schools are committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEN. All schools in the Aylsham Cluster have signed a governance agreement which helps us work together. We have written our Cluster Statement for schools individual SEN Policies, which are available on the school website. If you would like any further information on SEN in the Aylsham Cluster please contact our SEN Host, Kathryn Garnham, at [kgarnham@aylshamhigh.norfol.sch.uk](mailto:kgarnham@aylshamhigh.norfol.sch.uk)

### **How do we find out if this support is effective?**

Monitoring progress is an integral part of teaching and leadership within Hevingham & Marsham schools. 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. For more information on the 'assess-plan-do-review' model, please see 'target children entry and exit policy', available on the website.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress of interventions during Pupil Progress meetings and learning conversations. This review can be built in to the intervention itself or can be a formal meeting held regularly, where we can all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC Plan) the same review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENCo collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention data is shared with the Aylsham Cluster so all SENCOs in our cluster are able to select high quality provision. The SEN Hosts collate impact data on behalf of the cluster, showing effective distribution and allocation of Cluster SEN funding.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We also take part in external moderation, as part of the Aylsham Cluster and as a local authority. This ensures that our judgements stand up to scrutiny. Our school and cluster data is also monitored by the Local Authority and Ofsted.

## Other opportunities for learning

All learners should have the same opportunity to access extra-curricular activities. At Hevingham & Marsham Schools in 2018-19 we have offered a range of additional clubs and activities. These can be found in school newsletters or on the website.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our school SEN co-ordinator to discuss specific requirements. Please email the [office@hevingham.norfolk.sch.uk](mailto:office@hevingham.norfolk.sch.uk) . All staff at Hevingham & Marsham Schools have regular training on the Equality Act 2010 as part of on-going essential staff training. 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 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 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 both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please see the school website for our Single Equality Scheme.

## Preparing for the next step



Transition is a part of life for all learners. This can be transitions to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Hevingham & Marsham Schools are committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with you and your child during the summer term. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

### **Have your say**

Hevingham and Marsham are community schools. We can shape and develop provision for all of our learners ensuring achievement for all. 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.

If you have any queries or complaints about any provision that the school has offered your child please come and see your child's class teacher in the first instance. If you feel you need further information or support please book an appointment with the school's SENCO, Lydia Board.

### **Useful links**

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

[www.norfolkparentpartnership.org.uk](http://www.norfolkparentpartnership.org.uk)

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