

SEND INFORMATION REPORT

SCARNING VC PRIMARY SCHOOL

School SEND Information Report 2020- July 2021

Introduction

Welcome to our SEND information report, which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). In accordance with the new SEN code of practice (2014) relating to Special Educational Needs and Disabilities (SEND), this document sets out the ways in which our school community of staff, governors, parents/ carers and pupils will identify, support and monitor children with SEND. As a school, we have a legal duty to publish this document on our school website and update it annually. We would welcome your feedback and future involvement in the review process. Help us shape and develop provision for our children. (Please refer to Scarning School Local Offer for more detailed information on how we support children with SEND and refer to the Provision Expected at SEN Support (PEaSS) – found on the SEND Norfolk Local Offer

Please contact:

Headteacher: Mr Nick King

SEND Governor: Mrs Margaret Hollingworth

SENDCo: Mrs Erika Simpson

“WHEN A FLOWER DOESN'T
BLOOM, YOU FIX THE
ENVIRONMENT IN WHICH IT
GROWS, NOT THE FLOWER.”

Scarning VC Primary School - SEND School Profile 2020 – 2021

	Autumn 2020	Spring 2021	Summer 2021
No. on roll	421	421	421
No. on SEND register	37	37	37
No. with a EHCP	7	9	10
SEN linked to Cognition and Learning	14	14	14
SEN linked to Communication and interaction	11	9	9
SEN linked to Social, Emotional and Mental Health difficulties	8	10	10
SEN linked to Sensory / or Physical Needs	4	4	4
Number of pupils excluded this academic year	0 (0%)	0 (0%)	0 (0%)

Our approach to teaching learners with SEND

At Scarning Primary, we believe that every child has individual and unique needs and strengths. All teachers are teachers of special educational needs. A continuous cycle of '**assess, plan, do, review**' takes account of the wide range of abilities and aptitudes within the classroom. We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We will use our 'best endeavours' to meet the needs of our pupils in the most inclusive way we can. This includes making reasonable adjustments for disabled pupils and supporting those with medical conditions.

We aim to create a learning environment, which is flexible to meet the needs of all learners. We monitor the progress of all learners, which included regular pupil progress meetings. Where progress is a concern, this is shared with parents and the curriculum is adapted to support progress.

Where this intervention does not bring about improved progress, the advice of the SENDCo and Head teacher is sought in the first instance. Specialist intervention may include assessment work or specific advice to the class teacher or sometimes some specialist teaching.

Identification of SEND

At times in their school career, a child 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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age,*

or

- *has a disability which prevents or hinders him or her from making use of 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 SEND, we will provide provision that is '**additional to or different from**' the normal differentiated curriculum, intended to overcome the barrier to their learning. Not all vulnerable learners will have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND. 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.

Class Teachers have a crucial role in identifying pupils with SEND and are the first point of contact for parental / carers concerns.

Assessment

We ensure that assessment of educational needs directly involves the learner, their parents/carer and Class Teacher. The SENDCo also supports with the identification of barriers to learning. We have a range of assessment tools available, which we share with our cluster of schools.

For some learners we will seek advice from specialist teams. We have access to various specialist services. Scarning VC Primary School, as part of the Dereham Cluster has commissioned for 2020-21, support from an Educational Psychologist and SEN Learning Support Teacher (CEPP).

Provision

Each class teacher adapts the curriculum to ensure access to learning for all children in their class. Teachers use various strategies to adapt access to the curriculum including use of visual timetables, laptops or other relevant recording devices and positive rewards system. Each learner identified as having SEND 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. This support is described on a provision map detailing interventions and actions that we undertake to support learners with SEND across the year groups. We modify provision termly, it changes each year as our learners, and their needs change.

Funding

Scarning VC Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described as an SEN Memorandum. The amount of funding we received to date for 2020-21 is (May 2021) £98,090 SEND Total

The school can apply to the Local Authority for Element Three 'Top Up' funding for children with High Level Needs and for those who have an Education Health Care Plan (EHCP). The amount received to date for 2020-21 is (June 2021) Element Three £25,095.

Monitoring and Evaluating the success of the education provided for pupils with SEND

Monitoring progress is an integral part of teaching and leadership; parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the '**assess, plan, do, review**' model and will be involving parents/carers and pupils in each step. Baselines are recorded to ensure we are able to measure the impact of provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a discussion meeting with the class teacher, where progress and next steps are discussed. If a child has an Education Health and Care Plan, annual reviews are held, allowing everyone to work together to create a provision that is tailored for each individual. These reviews are often help face to face. However, during Covid many were completed remotely and will continue to be like this until further notice and advice from Government and the Local Authority.

The SENDCo collates impact data of interventions to ensure that interventions are proving effective. Progress data of all learners is monitored by all staff, Senior Leadership Team and Governors. The Local Authority and Ofsted also monitor our school data.

The Identification of Needs Descriptors in Educational Settings (INDES) and Inclusion and Provision Self-Evaluation Framework (IPSEF)

The Identification of Needs Descriptors in Educational Settings – (INDES) and the Inclusion and Provision self-evaluation framework – IPSEF are two new processes this year (2021). This guidance is useful for educational settings in Norfolk, settings outside of Norfolk, who have Norfolk children or young people on roll and agencies who support the provision of special educational needs and inclusive practice in educational settings. The two processes provide a commonality of language, shared understanding of the presentation of special educational needs in education settings, and establish a context for making inclusive provision. They also assist in fulfilling Local Authority and educational setting monitoring expectations as described in the SEND code of practice and within the Children and Families Act as well as dovetailing with Norfolk's Provision expected at SEN support suite of resources. The INDES are a framework of standardised terms, co-produced with stakeholders, and facilitated by The Virtual School for Special Educational Needs/Disabilities (VS SEND), breaking down the broad areas of SEND into seven specific sections which describe need:

These are:

- Physical disability (including physical and neurological impairment, medical independence and sensory)
- Hearing impairment
- Visual impairment
- Speech and language
- Social communication and interaction
- Social, emotional and mental health
- Learning and cognition difficulties (including behaviour for learning)

Legislation 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 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 both SEN and disability legislation may therefore cover those with SEN. Children and young people.

Disability Access

We are fully committed to providing for the needs of all children at the school. This includes developing the physical environment to ensure that the children can access all areas of the school; making sure that learning takes account of individual needs and, finally, making sure that written information, where necessary, is available in a suitable format.

Please refer to the Disability and Accessibility Plan (reviewed April 2021) published on the school's website.

Mental Health & Wellbeing

At Scarning VC Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At our school, we promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements in order to promote self-esteem
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Access to appropriate support that meets their needs
- Helping children to understand their emotions and feelings better and to feel comfortable sharing any concerns or worries
- Helping children to develop emotional resilience and to manage setbacks

We offer different levels of support:

Universal Support - To meet the needs of all our pupils through our overall ethos and our wider curriculum.

Additional support - For those who may have short-term needs and those who may have been made vulnerable by life experiences such as bereavement.

Targeted support - For pupils who need more differentiated support and resources or specific targeted interventions with our ELSA (Emotional Literacy Support Assistant) or personal mentors and pastoral team.

Lead staff members / Mental Health Champions to contact if you are concerned about your child's mental health: Mrs Erika Simpson (SENDCO and Mental Health Champion), Mrs Michelle King (ELSA and Mental Health Champion) Mr Nick King (Headteacher) and Mr Stuart Howell (Deputy Headteacher) and Mr Ivan Rukaba (Inclusion Lead).

Positive Experiences

Scarning offers pupils many opportunities to do physical activities as well as opportunities to relax which both are ways to promote wellbeing and positive mental health.

- Lunch games to play outside.
- Active Learning
- Young Carers Lunchtime club
- Young Listeners
- Excellence Days with buddy groups
- Residential visits
- Educational day visits
- Extra-curricular clubs such as running club and art and craft club.

Curriculum

The school follows the DfE guidelines for the teaching of Mental Health and Wellbeing in the following ways:

- SRE (Sex and Relationship Education)
- PATHS (Promoting Alternative Thinking Strategies) Curriculum
- Safeguarding Curriculum – Feeling safe
- Mindfulness Mondays
- Go Noodle
- Assemblies and Excellence days

Interventions to support Mental Health and Wellbeing

Staff coordinate interventions for pupil's mental health and wellbeing such as:

- Talking Therapy – Time to Talk
- ELSA support
- Mentoring
- Self-esteem individual and group activities
- There's a Volcano in my Tummy anger therapy
- Bereavement Counselling
- Lego therapy
- Relaxed Kids Nurture Sessions
- Drawing and Talking

Please refer to the School's Mental Health Policy. This can be found on the school's website.

The role played by parents / carers

We recognise the integral role of parents and have an 'open door policy'; please take up opportunities to speak to your child's class teacher and/or SENDCo about their progress and SEND.

The LA provides an additional support service 'The Parent Partnership Service' that can be directly accessed by parents: www.norfolkparentpartnership.org.uk

Other useful links:

For the Local Authority SEND offer, please follow this link:

<http://www.norfolk.gov.uk/SEN>

<http://www.dfe.gov.uk/>

[SEND Local Offer - Norfolk County Council](#)

School Information Report: written July 2021 and will be reviewed annually.

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