SEND Information Report

Scarning VC Primary School

School SEND Information Report July 2022

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 (2015) 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

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

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 and social care in one place. To access the Norfolk Local Offer go to www.norfolk.gov.uk/send

WHAT IS SEND?

At different times in their school career a child or young person may have a special educational need (SEN). The SEND Code of Practice 2015 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."**

Learners can fall behind in schools for lots of reasons. They may have been absent from school or they may have attended lots of different schools meaning that they have not had the same consistent opportunities to learn. They may not speak English very well or at all. They may have worries which

distract them from learning. So, not all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Most children with SEND can have their needs met by the types of additional support provided at school. We call this level SEN Support. However, if a child needs a higher or more specialist level of support the school and/or families can request an Education, 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 education, health and social care needs. In this report, we refer to this level of support as EHCP. If you think your child may have SEND, please speak to their class teacher or contact Erika Simpson, our SENDCo

WHAT IS DISABILITY?

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 sensory impairments such as those affecting sight or hearing, or 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. All staff at Scarning VC Primary School 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 for all, please see our school website.

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)

More information how Scarning Primary school supports children can be found on the school's Provision map. The Provision Map changes every year, as our learners and their needs change.

OUR SEND PROFILE 2021-2022

Our SEND profile for 2021-2022 shows that **9% of children** in the school have been identified as having SEND (38 pupils out of 417). This consists of 7% at SEN Support and 2% with an EHCP.

Below, we have outlined the percentage of pupils with SEND at Scarning VC Primary :

Pupils on SEN&D Register January 2022 Area of Need:	Communication & Interaction Speech and Language	7 (18%) ASD 4 (11%)
	Cognition and Learning	17 (44%)
	Social, Mental, Emotional and Health	6 (16%)
	Sensory	0 (0%)
	Physical / Medical	4 (11%)

This information is based on each pupil's identified primary need, but these pupils may also have secondary needs that are not represented by this data.

Girls: 18 (47% of the SEN&D register)

Boys: 20 (53% of the SEN&D register)

We can compare the Scarning Primary School data to the national SEND data for primary schools in England, which is based on the Spring 2022 school census (the latest available national data June 2022).

This showed



- Nationally 4.0% of pupils have an ECHP, an increase from 3.3% in 2021 (Scarning school 2%)
- Nationally 12.6% of pupils were at SEND Support, an increase from 12.2% in 2021 (Scarning school 7%)
- The most common type of need for pupils at SEND support Nationally is Speech, Language and Communication Needs
- Most common type of need for pupils with an EHCP Nationally is ASD.

SEND FUNDING

As well as the main school budget, schools receive additional money to support children with SEND. This is known as the **'SEN notional budget'**. 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. The school also applies for Element 3 Top Up funding. Last year, Scarning school's SEN spend was £132,296.71 This money was used to provide additional hours for staff to allow for one-to-one support in classes, intervention groups, assessments and class support and resources.

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

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

- Additional hours for intervention work, SEMH support and additional supervision for lunchtime and social times.
- High quality Continuous Professional Development (CPD) with a SEND focus.
- Accessing specialist support services such as Educational psychologists, Occupational therapists, Specialist Resource Bases (SRB) and School 2 School support.

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 Scarning we focus on identifying a child's barriers to learning, rather than looking only at diagnostic labels. Examples of barriers to learning could include: reading, working memory, anxiety, attention, social communication skills, language comprehension etc. Barriers can be identified in a range of ways: through conversations with children and families (pupil progress meetings take place in the Autumn and Spring Terms); 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.

In addition to targeted assessments for individual children, we carry out some routine screening of all children to look out for indicators of specific areas of difficulty. Children in our Reception Class are assessed on entry in line with Foundation Stage Guidelines. This year, we will also be screening Reception and Year one children using the Language Screen assessment tool (detailed information will be sent to families before this is carried out). This will help us identify any children who would benefit from the Nuffield Early Language Intervention (NELI), a programme which has been found to improve children's language and early literacy skills.

For some learners a more formal assessment may be helpful, which could involve the class teacher, SENCo or external professionals. Some specialist support is provided through Norfolk County Council,

as described on the Local Offer website, including School 2 School support, Educational Psychologist services and the school nursing team. Some support is available for free, while other services incur a cost. Once we have gathered all the relevant information through a combination of the methods mentioned above, we work together to ensure that the child receives support that is designed to help them overcome or remove their barriers to learning.

The following school policies provide further information about how Scarning school identifies need and makes provision for learners with SEND. All of these can be accessed on our school website:

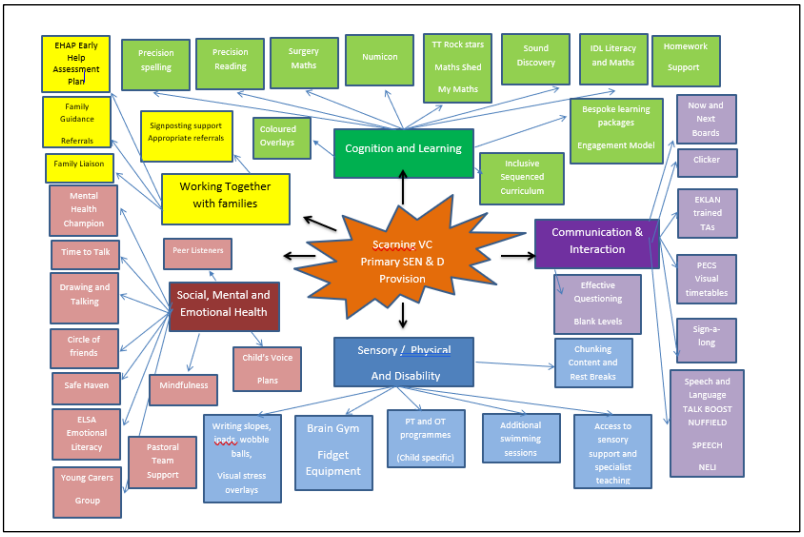
- SEND and Inclusion Policy
- Supporting pupils with Medical Conditions
- Accessibility Plan
- Mental Health Policy
- Safeguarding Policy
- Behaviour Policy
- Complaints Policy
- Admissions Policy
- Equality Policy

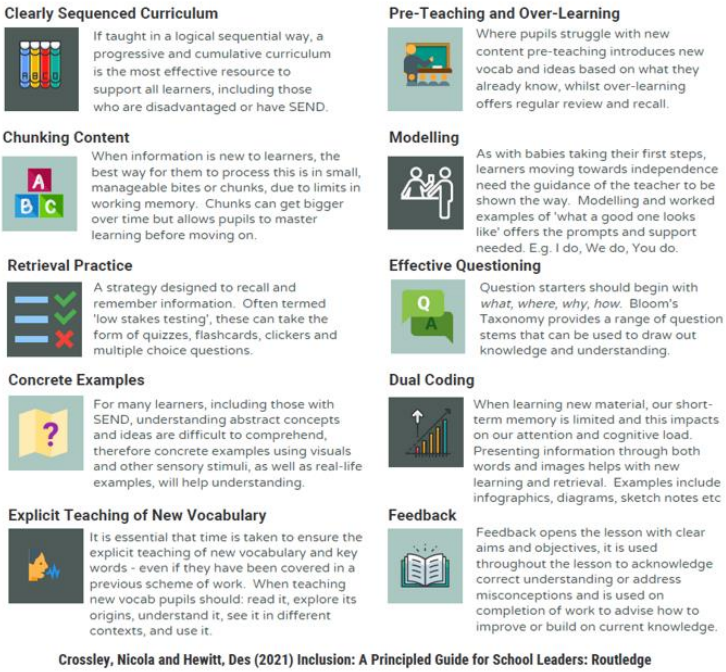
HOW DO WE SUPPORT LEARNERS WITH DIFFERENT AREAS OF NEED AT SCARNING SCHOOL?

At Scarning school we are committed to ensuring that all learners have access to high quality learning opportunities. Every teacher is expected to teach at 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 SEND, our job is to offer them something 'extra' that is 'additional to or different from' the normal curriculum. Any 'extra' provision or intervention is dependent on the individual's needs and is designed to overcome or remove barriers to their learning. Our Provision Map describes the range of teaching strategies and interventions that we use to support learners with SEND.

As a school, our key INTENT is to ensure that all pupils, regardless of their individual circumstances, needs or starting points, are offered a broad and balanced curriculum which enables them to experience individual success and to feel included in all aspects of school life.

With regard to pupils with Special Educational Needs or Disabilities (SEND), we seek to include them in all aspects of the curriculum, as well as extra-curricular activities. There is a focus on communication between teachers, pupils and parents, as we feel that for all stakeholders to be well-informed and to work collaboratively is the best way to support our learners.





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. We use the 'Engagement Model' where appropriate.

Below you can see some examples of professionals, agencies and networks that we have worked with in the past two years:

- Educational Psychology (CEPP).

- Dyslexia Outreach Service. This subscription service offers practical support and training to schools with regard to their provision for dyslexic learners. They also carry out diagnostic assessments for an additional cost.

- School 2 School support. This is a service offered by the consortium of Norfolk Complex Needs Schools, formally known as Trust Norfolk-SEN. School 2 School Support offers support to school staff and learners to develop a climate of opportunity and success for all.

- SENSI - Paediatric Occupational Therapists and Advanced Practitioners in Sensory Integration (SI) and Sensory Attachment Intervention (SAI) providing treatment for a wide range of Sensory Processing Disorders

- Virtual School SEND. Neurodevelopmental Service. Norfolk Community Health and Care NHS Trust.

  - Child and Adolescent Mental Health Service (CAMHS)
  - Just One Norfolk health services.
  - Nelson's Journey – Child Bereavement Charity
  - The Benjamin Foundation Emotional Wellbeing Support.

THE GRADUATED APPROACH AND MONITORING

One vital way that we review the effectiveness of our SEND support is through 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 assessments which can help us to identify the child's needs so that the right SEND 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 SEND support will be put in place to achieve the desired outcomes. This could be inclass support, interventions or specialist support.

- Do: Working closely together, we do what we have planned.

- Review: Assessments / Observations allow us to compare the results to the initial assessments. This allows us to review whether the SEND support has had a positive impact and what needs to happen next. We share this information about progress with families during interim reports, personal emails, personal support plans (PSP) and parent / carer consultation meetings.

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 majority of learners with SEND will have their needs met by this graduated approach. However, if a child with SEND does not make progress despite the additional provision set out in their Personal Support Plans, families or the school can request an Education, Health and Care needs assessment so that 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. These pupils may receive additional funding to support their needs.

MENTAL HEALTH AND 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.

Curriculums

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
- Yoga bugs – relaxation, visualisation and meditation

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.

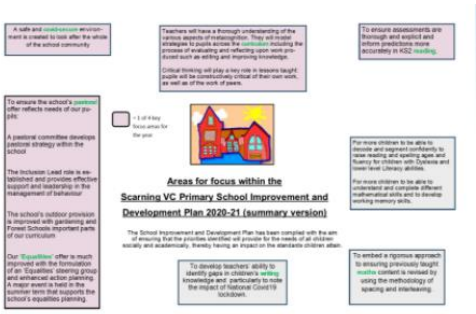
ACCESS AND ENGAGEMENT

We are very proud of how successfully we enable children with SEND to access opportunities outside the classroom. We do this in the following ways:

- By providing extra support where needed to ensure we are able to meet the needs of all pupils. This could include additional teacher/teaching assistant support or peer support including buddying or mentoring by older pupils.
- Attempting to match roles to pupils' strengths and interests.
- Additional visits to residential trips.
- Adjustments to equipment to provide opportunities for success: e.g. sports equipment
- Opportunities to join all clubs, to have responsibilities as 'Peer Listeners', 'Librarians, Playground buddies and Games Leaders and School Council.

SCHOOL IMPROVEMENT AND DEVELOPMENTAL PLAN 2021 TO 2022

- Links to the School Improvement and Development Plans can be found on the school's website.



Desired Outcome SEND SIDP 2021 to 2022

To support children in their development of speech, language and communication across Early Years and KS1.

To provide an interim support for children those are on the waiting list for SALT.

Desired Outcome Equality SIDP 2020 to 2021

Our children's awareness of a number of medical conditions has been enhanced.
The children have an understanding of diabetes and epilepsy – 2 conditions that feature within our current demographic.

WHAT TRAINING HAVE THE STAFF WHO ARE SUPPORTING CHILDREN WITH SEND HAD?

At Scarning Primary school, we are committed to providing staff with high quality training and professional development opportunities. Staff have access to a variety of specialist SEND training courses delivered in-house or by external providers (both remotely and in person). In addition, below are details of specialist SEND training undertaken by staff in the last 2 years.

SEND Training	By Who	When
INDES and IPSEF Training NCC	SENDCO and SENDCO assistant	18th October 2021
NCC Annual review of EHC Plans	SENDCO	22nd June 2021
Early Help And Planning EHAP	SENDCO and SENDCO Assistant	14th and 15th Sept 2021
EYFS wellbeing – Educator Solutions. Star Base SRB	SENDCO	23rd Jan 2020
Norfolk Steps Service Tutor Refresher Training (Step On/Step Up)	All Staff	September 2021
Speech and Language Therapy Workshop	TA's, KS1 staff, yr3 staff and SENDCO	September 2021– March 2022

Speech sounds Early language support Understanding Language		
Nuffield Early Language Intervention Nuffield Early Language Intervention Course 1 – Language Fundamentals Course 2 – Delivering NELI Course 3 – Phonological awareness Language Screen • Identifying children for NELI • Using Language Screen to monitor progress	TAs, HLTA, SENDCO SENDCO	September 2021 – March 2022 September 2021
Attachment and trauma training Virtual School LAC	All staff	June 2021
Cherry Garden SEND Assessment Tapestry Early Years	Early Years TAs	September 2021
Selective Mutism	KS1 Teacher	6th Dec 2021
Building Resistance	SENDCO Assistant and KS1 Teacher	10th November 2021
Emotional Resilience	SENDCO	3rd February 2021
Autism and Mental Health	SENDCO and SENDCO Assistant	22nd February 2022
Sleep (Sleep East)	SENDCO	28th June 2021
ADHD - an introduction Supporting Literacy (dyslexia support) Autism in Girls Autism and Anxiety Autism PDA	Inclusion Lead Inclusion Lead Inclusion Lead Inclusion Lead and EYFS TA's Inclusion Lead and EYFS TA's	4/11/2021 11/11/2021 24/11/2021 07/12/2021 01/12/2021
Global Developmental Delay Alphabet Arc	KS1 TA KS1 TA	14/10/2021 28/10/2021
Memory Matters	TA KS1	23/09/2021
Inclusive Curriculum Shared with Wider staff	SENDCO Teachers and TAs	7th June 2022 5th July 2022

TRANSITION

Transition is part of life for all learners. This can be transition to a new class in the school, new teacher or moving to another school. Planning for transition is part of our provision for all learners with SEND. Moving classes will be discussed with you and your child during the summer term. The SENDCo is in regular contact with the secondary schools and ensure that our children have additional visits; transition plans and appropriate discussion take place. In meeting these aims, the school will work in partnership with the Local Authority, feeder school and all organisations and agencies that can provide specific help and guidance in meeting individual needs.

This year transitions have been more challenging and we have had to think 'out of the box' due to Covid 19 restrictions and Lockdown. Transitions have been more remotely: phone calls, emails, Interactive tours, videos, question and answer time and 'All about me books' and 'flat postal teachers'. We will continue to build upon these transitions when restrictions are gradually lifted.

HAVE YOUR SAY AND HOW TO CONTACT US

Scarning Primary School welcomes everyone helping to shape and develop provision for our learners, aiming at achievement for all. If at any time you have comments, feedback or ideas about any area of our SEND provision, we would love to hear from you. Please contact any of the following:
Headteacher: Nick King head@scarning.norfolk.sch.uk

SENDCo: Erika Simpson

Family Liaison and SENDCO Assistant: Michelle King

Inclusion Lead: Ivan Rukabah

SEND Governor: Margaret Hollingworth

All of these members of staff can be contacted via the school office on: 01362 692665

WHERE CAN I GET MORE INFORMATION?

Scarning school works closely with outside agencies. Please see below information on other useful external support services that are regularly involved in meeting the needs of pupils with SEND and in supporting their families:

The Norfolk SENDIASS (Information, Advice and Support Service)

The Norfolk SENDIASS provides information, advice and support to children, young people and parents/carers about SEND. This includes health and social care where it is linked to education. It is a free, dedicated, confidential and impartial service. You can contact the service by calling 01603 704070, or emailing norfolksendiass@norfolk.gov.uk. You can also find more information on their website: https://www.norfolksendiass.org.uk/about-us/about-us/

The Norfolk Local Offer

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 and social care in one place. To access the Norfolk Local Offer click on this link: https://www.norfolk.gov.uk/children-and-families/send-local-offer

Just One Norfolk

Just One Norfolk is the single point of access for all Norfolk Healthy Child Programme services. Your call might be for an appointment change, or you might have a parenting question or a worry about your child's physical or emotional health.

Visit: https://www.justonenorfolk.nhs.uk/ Phone: Just One Number on 0300 300 0123