

Great Massingham & Harpley C. of E. Primary Schools Federation

Special Educational Needs and Disabilities

Policy and Annual Report 2018/19

(Part of the Norfolk Local Offer

for Learners with Special Educational Needs)

Introduction

In accordance with the Code of Practice relating to Special Educational Needs & Disabilities (SEND), this document sets out the ways in which our school communities of staff, governors, parents/carers and pupils will identify, support and monitor children with SEND. As a Federation, we now have a legal duty to publish this document on our school websites and update it annually. It will form part of the [Norfolk Local Offer](#) for learners with special needs and you can find out more about this by clicking on the link. We would welcome your feedback and future involvement in the review process. Help us to shape and develop provision for our learners ensuring achievement for all. Please pass comments and ideas to:

Mrs Ann Beardall - Special Educational Needs & Disabilities Co-ordinator (SENDCO) and Headteacher.

Mrs Susan Wood/ Rev. Judith Pollard - Governors with special responsibility for SEND.

Our approach to teaching learners with SEND

Our approach remains the same. In our Federation we believe that every child has individual and unique needs. All teachers are therefore teachers of special educational needs. A continuous cycle of 'plan, do, review and assess' takes account of the wide range of abilities and aptitudes within the classroom so children learn and progress well. We will use our 'best endeavours' to meet the special educational needs of all our students in the most inclusive way we can. This will include making reasonable adjustments for disabled students and supporting pupils with medical conditions.

We Aim To

- Ensure that children with SEN and disabilities engage in the activities of the school *alongside* their peers.
- Plan for and provide a differentiated curriculum which is accessible to all children.
- Value high quality teaching and actively monitor teaching and learning in the school.
- Identify as early as possible those children with barriers to learning.
- Establish a partnership with parents.
- Involve the pupil, wherever possible, in the planning and target setting of any interventions.
- Regularly monitor and review individual needs and the effectiveness of provision.

- Fully adopt our Accessibility Plan to improve access for those with disabilities to the environment and to the curriculum. You can view the Plan [here](#).
- Support the child while encouraging independence.
- Demonstrate that meeting the needs of children's learning is part of the high quality mainstream education we provide.
- Carefully plan transitions to make them as stress-free as possible for all pupils.
- Improve outcomes for all.

Identification and Assessment

A pupil has SEN if their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. These difficulties may be sensory, physical, social, mental, emotional, cognitive or related to communication and interaction. Some pupils may have complex needs which cover a range of difficulties. Having English as an additional language (EAL) is not regarded as a special educational need.

Class teachers have a crucial role in identifying pupils with special educational needs/disabilities and are the first point of contact for parental concerns but all staff are involved in the identification and assessment of children with SEN. The concerns of parents will always be taken seriously. We recognise that parents/carers and the pupils themselves are often the first to realise there is an area of need.

We will obtain information from each child's pre-school or previous school and home visits will be carried out for all children starting in Reception,

For some learners we may want to seek advice from specialists as part of the identification and assessment process.

Our current SEND profile shows that in Harpley C. of E. Primary School we have 29% of children identified as having special educational needs or disabilities and at Great Massingham C, of E Primary School that figure is 35%.

What will the Federation offer to these children to help them reach their fullest potential?

SENDCO

Great Massingham and Harpley C. of England Primary Schools Federation will appoint a Special Needs & Disabilities Coordinator (Mrs Ann Beardall) who will:

- Oversee the day to day operation of the school's SEND policy.
- Liaise with class teachers, monitor children with SEND and review provision.
- Keep the governing body informed on issues relating to SEN and disability.
- Keep parents informed.
- Review practical arrangements to achieve best value and best practice.
- Arrange in-service training for staff including Norfolk Steps, Safeguarding & Child Protection, First Aid, medical interventions training.
- Additional training in Speech & Language support and Meares Irlen Testing (Sensory)

- Liaise with external agencies including the Local Authority's Educational Psychology and Specialist Support, Health and Social Services.
- Apply for and then review Education, Health and Care Plans for children with complex needs.
- Oversee the records of all children with SEND.

Class Teachers

Teachers have overall responsibility for ensuring that the curriculum is differentiated and delivered in an inclusive way and will make decisions about the allocation of resources and the best interventions for each child. Standards of teaching across the Federation are monitored and are consistently high. Teachers use various strategies to adapt access to the curriculum including the use of writing slopes, printing on coloured paper, pencil grips, I-pads and other technology. The teacher has the day to day supervision of support staff and will keep parents informed regarding the progress of their child.

Support Staff

Support staff become part of the planning cycle by giving feedback to teachers about pupil's responses to tasks and activities. At Harpley and Great Massingham we will employ HLTAs, TAs and 1:1 Classroom Support to assist children in the classroom and to deliver some interventions as directed by the SENDCO or teacher.

New Post

As part of the Federation's commitment to its SEND provision and as part of its ongoing succession planning, an experienced Assistant Head Teacher has been employed from September 2018.

The Governing Body

- Will appoint governors with special responsibility.
- Will be aware of the SEN Code of Practice
- Will monitor SEND provision.

Provision

Consistently high quality teaching, differentiated for individual pupils, is the first step in responding to pupils with SEND. The quality of teaching and the progress made by pupils will be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

Small groups will work both inside and out of the classroom under the direction of the teacher or a Teaching Assistant who has had training in this area. These interventions will include Sound Discovery (a synthetic Phonics intervention), handwriting workshops, reading intervention groups, daily reading programmes, S.E.A.L, Word Shark, and individual programmes such as Elklan Communication.

If there is still not sufficient progress, the school will consider approaching specialists including those from outside agencies. These include EPSS, through Litcham Learning Cluster contract, Inclusion Helpline, Norfolk Virtual School for SEND and LAC, Access Through Technology Team, Behaviour Advice and Sensory Services and Health services such as Physiotherapy (via GP), Professional training for school staff to deliver medical interventions, the School Nursing Team,

Occupational Therapy (via GP) and Speech and Language Therapy. Parents/Carers and the children themselves will be involved in the referral process.

We also have access to services universally provided by Norfolk County Council which are described on the Local Offer website. These will include Educational Services such as EPSS, The Federation schools will approach parents/carers of children with SEN as equal partners and provide user-friendly advice about their child's entitlement within the SEN framework.

If a child is identified by the schools and their supporting agencies as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school, a request will be made to the Local Authority asking them to carry out a statutory assessment of the child's needs to confirm that these needs are severe, complex and lifelong. If this is the case, an Education, Health and Care Plan will be drawn up by the Local Authority in consultation with the school and other professionals but which must also take into account the views and wishes of the child and his/her parent or carer. This assessment and planning process must take no more than 20 weeks from first request to issue of the EHC Plan. These EHCPs will replace the previous system of Statements of Educational Need.

Both schools in the Federation create a Provision Map to describe the interventions and actions taken to support learners with SEND across the year groups but these do not name individual children. The provision maps change every year as some learners leave us to go to High School, new children join the school and the needs and abilities of children change.

The Litcham Learning Cluster produces its own Provision Map to show provision across the cluster in order to promote consistent practise across all its schools and to investigate options to share resources. Any parent/carers who is unhappy or concerned about how the special educational needs of their child are being handled at school should approach the class teacher, Headteacher or SEND Governor.

Great Massingham and Harpley C. of E. Primary Schools Federation excels at providing for the overall wellbeing of all its learners. Ofsted, The Diocese, parents/carers and children all comment on the family ethos of the schools, the good pastoral care provided and the excellent behaviour of pupils. A range of after-school clubs are provided at both schools and all children are encouraged to get involved. Every child in the Federation will have one term of weekly swimming lessons in each school year and a term of gymnastics in Lynsport gymnasium. Enrichment activities, ukulele lessons, residential visits and school trips are extended to all pupils irrelevant of their needs. Occasionally a parent may be asked to accompany their child on a trip if this ensures access.

Funding for SEND

The schools receive funding directly from the local authority to support the needs of learners with SEND. The earliest steps the school takes to support children who show signs of having some special educational needs will be usually funded from this budget. This is used to advance the learning of disadvantaged or vulnerable groups of children. Very recent changes to the system of additional funding for children with significant learning needs has seen funding removed from the Litcham Learning Cluster of schools. Where previously we applied to the Cluster for 'top up' funding through a Support for Learning Package for learners who require support that exceeded that affordable by the school, we now make our claim to Norfolk County Council. Where a child has an Education Health and Care Plan (EHCP) in place, we have applied for EHCP Banding Funding, with the local authority agreeing a figure for each band of need once all applications are received. If there is a shortfall between the award and the actual cost to the school, there will be a new method of applying for further top-up funding and schools are currently awaiting clarification on this.

The Litcham Cluster remains committed to working together to improve learning for all, share resources, training and moderate provision for learners with SEN and all schools in the Cluster have signed a governance agreement to this end.

Is what we do effective?

Each child's progress is continually monitored by the class teacher who assesses their attainment in Reading, Writing and Numeracy and also their smaller but significant steps of progress. These are discussed termly at Pupil Progress meetings. At the end of each key stage, all children will be formally assessed using EYFS Profiles or Standard Assessment Tests (SATs). The Headteacher will keep the Governing Body informed of progress and attainment through her Headteacher's Reports and at Governor Standards Committee meetings. Tracking shows that pupils with SEN who have attended our schools from Year R generally make as much progress as their peers. The progress of pupils with an EHC Plan will be subject to an Annual Review with all adults involved in their education. Pupil Asset is used to record attainment and progress of all learners.

Great Massingham and Harpley C. of E. Primary Schools Federation will consider its SEND policy successful if:

- All pupils are making a full contribution to the school community.
- All pupils are making appropriate progress.
- There is regular monitoring and reviews of individual needs.
- Clear records are kept of actions taken.
- Good home/school communication is established and maintained.
- The SEND policy is regularly reviewed, updated and monitored.
- All staff are aware of and respond to pupil's individual needs appropriately in all areas of school life.

Both schools in the Federation are small, with an 'open' door policy which provides parents with lots of opportunities to speak to teachers about their concerns or ask about their child's progress. As well as Parent's Evenings and Reports, SEN support plans, Homework Diaries, Reading Record Books and Next Step Marking will all give parents less formal feedback about progress being made. Teaching staff will be able to suggest ways that parents can provide additional support at home and help the Federation to its goal of achievement for all.

Useful links www.norfolk.gov.uk/SEN www.dfe.gov.uk
www.norfolkparentpartnership.org.uk