



SEN Information Report for Hemsby Primary School. January 2021
Our contribution to the Norfolk Local Offer for Learners with SEN

Welcome to our SEN Information Report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). 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 or the proprietor's policy for pupils with SEN. The information published must be updated annually. The required information is set out in SEN regulations and is summarised in the government's [*SEND Code of Practice*](#) (pages 106-7).

At Hemsby Primary School, we are committed to working together with all members of our school community. If you have enquiries relating to SEN provision for your child it may in the first instance be useful to contact your child's class teacher.

If you have any suggestions for how we can make our local offer better, the best people to contact (via the school office) are:

- Mr Stuart Purnell, SEN Co-ordinator
- Mrs Sian Harmer (Headteacher):
- Steven Beales, SEN Governor

This report is to be reviewed in the Spring term 2022.

2. Our approach to teaching learners with SEN

At Hemsby Primary School 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 responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We believe in having close links between homes and school and invite parents into school for many events across the year such as reading cafes. We strive to ensure parents know what their children are learning and how they can support them at home. We welcome parent participation in school and are very grateful for the many parents who volunteer to help, for example to hear readers or to go on school trips.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. We have a highly skilled teaching staff with a lot of expertise who keep up to date with relevant training courses.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners, and staff continually assess, ensuring that learning is taking place. Monitoring progress includes regular pupil progress meetings.

What do we mean by SEN ?

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

‘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 a 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. Barriers to learning might include, for example, working memory issues, difficulties with attention, anger or self-esteem issues and having difficulties with receptive and expressive language. We will work closely with the child and parents, and involve them in the relevant SEN provision, its outcomes and review.

Learners can fall behind in school for lots of reasons. They may have been absent from school for example due to medical conditions, they 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 which distract them from learning. At Hemsby Primary School 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. This does not mean that all vulnerable learners have SEN. Only those children with a learning difficulty that requires special educational provision are identified as having SEN.

How is SEN assessed at Hemsby Primary School

Roles and responsibilities

Provision for pupils with special educational needs and disabilities is a matter for the school as a whole. In addition to the governing body, the school's Headteacher and the SEN Co-ordinator, all other members of staff have important responsibilities.

Class teachers, support staff, parents/carers and the learner themselves may be the first to notice a difficulty with learning. *The school's system for observing and assessing the progress of individual children will also identify areas where a child may not be progressing as expected.* At Hemsby Primary School we ensure that assessment of educational needs directly involves the learner, their parents/carer and of course their teacher. Under these circumstances, teachers may need to consult the SEN Co-ordinator to consider what else might be done. This review may identify that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate.

Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

Definitions of SEN categories

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with autistic spectrum disorders (ASD), including Asperger's Syndrome are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally

provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Hemsby Primary School:

Our 2021 SEN Profile shows:

In January 2021, of a school population of 161 children at Hemsby Primary School, 17.4% (28 children) were identified as having SEN. This compares with 15.4% nationally.

Of the 17.4% identified as having SEN at Hemsby, 1.9% of our school population (3 children) had an Education Health Care Plan (EHCP) and 15.5% (25 children) were identified as being at SEN Support. This compares with national figures of 3.3% (EHCP) and 12.1% (SEN Support)

Of the 28 children identified as having SEN:

- 10 children had needs relating primarily to cognition and learning
- 10 children had needs relating primarily to communication and interaction
- 8 children had needs relating primarily to social, mental and emotional health
- Of the 28 children identified 10 were girls and 18 were boys.

Nationally, the most common type of need for children with an EHC Plan is 'Autistic Spectrum Disorders'. For pupils with SEN Support it is Speech, Communication and Language Needs. SEN is more prevalent in boys than in girls with boys representing 73.1% of all pupils with an EHC Plan and 64.6% of pupils with SEN Support.

Working Together

We consider learning to be a collaborative process and value working with pupils and parents to set targets and plan strategies to meet children's individual needs. Parents or carers, class teachers, support staff and learners themselves will be the first to notice a difficulty with learning so if parents or carers are worried, they should speak to their child's teacher. If we think a child has SEN, or is not making expected progress, we will make sure that we tell parents or carers as soon as we notice a difficulty and work with them to identify any barriers to learning.

We provide regular opportunities for both formal and informal meetings with children and their parents and where appropriate use information gained to develop One Page Profiles of the children. We value pupil voice and their contributions to both one page profiles and behaviour support plans. Sometimes we might need to seek specialist help, such as an educational

psychologist or the speech and language team. We will always talk to parents or carers about this option and ask for permission.

Support for children with Special Educational Needs

If a learner is identified as having SEN, we will provide support that is ‘additional to’ or ‘different from’ the differentiated approaches and learning arrangements normally provided. This will involve high quality personalised teaching intended to overcome the barrier to their learning. This support is set out in the school’s Provision Map.

When providing this support, we follow an Assess, Plan, Do and Review model:

Assess: We take into consideration all the information from discussion with parents or carers, the child, the class teacher, other adults working with the child and any assessments made

Plan: This stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Assess, Plan, Do, Review Planning Form.

Do: This is the support that we provide, which may be extra adult support or learning aids as set out in the plan. The additional support or intervention will be tailored to meet the child’s need and will target the area of difficulty. It may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group. It may be provided by a teacher or teaching assistant.

Review: The support provided, and its impact will be closely monitored and shared at the review. This will involve contributions from the child, parents or carers, classteacher, other adults working with the child and the SENCo. Information gathered at the review will inform the next stage of the cycle.

The majority of children with SEN will have their needs met in this way. Some may require an Education and Health Care (EHC) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC Plan.

Assessing the impact and effectiveness of interventions.

Where appropriate, the teaching staff will make a baseline assessment at the beginning of an intervention which will help us to measure progress from the starting point of each individual. Assessments might include among others, Sound Discovery and Dyslexia Gold. This baseline then provides a useful point of reference when progress is measured and helps set a target outcome. The teacher, working with TA’s and supporting staff, will review the intervention regularly to ensure that it is having the desired impact and is therefore meeting the needs of the child. Information is collected in readiness for the review, and this includes taking the child’s views of the intervention.

If a child is continuing to have difficulties despite the use of high quality interventions, and after consultations between the teacher and parents, the Senco and SLT, it may be appropriate to request support and advice from other professionals. This is always done with the parents consent. Those professionals involved might include:

Speech and Language Therapist

Occupational Therapist

Access Through Technology ATT e.g. Modified IT equipment

Physiotherapist

Specialist Resource Base

CAMHS (Child and Adolescent Mental Health Service)

The Benjamin Foundation

Educational Psychologist

Clinical Psychologist

Sensory Support

The Newberry Clinic

School nursing service

Specialist Teacher

Paediatrician

Advice from Specialist School Support Staff

We are also part of the East Inclusion Hub

We can access School to School (S2S) support

Our approach to teaching learners with SEN

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. [*National Teachers' Standards*](#) detail the expectations on all teachers, and we at Hemsby Primary School are proud of our teachers and their development.

Our teachers will use various strategies to adapt access to the curriculum so that there is differentiation in the classroom for all children and this is documented in each teacher's plans. Strategies might include, for example, the use of visual timetables, writing frames and positive behaviour reward systems.

All pupils will receive ‘quality first’ teaching that is appropriately differentiated to meet the needs of the individual child. The quality of classroom teaching provided to pupils with SEN is monitored by

- Ongoing assessment of progress made by pupils with SEN
- Work sampling to ensure that work is matched to pupils’ needs
- Teacher meetings with SENCO to provide advice and guidance on meeting the needs of pupils with SEN
- Attendance and behaviour records
- To provide appropriate interventions to children with SEN in order to help overcome barriers to learning.

Those children with a disability will be provided with reasonable adjustments. Examples of this in the last year have included the use of auxiliary aids for children with dyspraxia and the involvement of external services such as the Access Through Technology team. We provide reasonable adjustments to increase the access of our learners to the curriculum.

Pupil attainment is tracked using ‘Pupil Asset’, a whole school tracking system, with those failing to make the expected progress identified quickly. These are discussed at ‘Pupil Progress’ meetings between the class teacher and the Headteacher which take place on a termly basis.

If, after further discussion between Teacher and Senco / Headteacher it is felt that further barriers to learning exist that are affecting the progress a child makes, then the school may consider that their child requires SEN support and the views and partnership of parents sought in order to help improve the child’s attainment. The graduated approach, or an ‘Assess, Plan, Do, Review’ cycle will be followed and reviewed regularly to ensure that it is meeting the pupil’s needs.

How will the curriculum be matched to the children’s needs ?

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 to overcome the barrier to learning identified. Our experienced staff team works with each individual learner to identify barriers to learning and the type of action that is required to remove or overcome these barriers.

Tailored learning programmes are developed with each learner, focusing on their needs and strengths, thus enabling them to access the curriculum. The support needed for an individual child is detailed in a number of ways: one page profile, Personal Support Plan, Behaviour Support Plans. The Senco has an oversight of the variety and nature of need across the school through maintaining an oversight of the support in place for all children on the SEN Record

- Each teacher will plan from the pupil's starting points and differentiate tasks appropriately in order to meet the needs of the children and help every child in the class to make progress.
- Where a child has Special Educational Needs, the teacher will make changes to the classroom / adapt the learning environment so that barriers to learning are reduced and they are enabled to access the curriculum more easily. Examples of this might be in the use of visual timetables, individual now and next boards, personal workstations.
- The SENCO or SLT are available to discuss strategies with the relevant teachers and external specialists are consulted where appropriate.
- Pupils will be provided with further additional adult help during lessons, where this is considered appropriate. This may be in the form of pre-teaching key concepts, helping to reinforce what has been learn or to help develop confidence.
- If appropriate, the children might be provided with additional equipment or resources, such as ICT equipment or manipulatives for Mathematics.

At Hemsby Primary School, we have a Nurture Group to provide additional support to children to develop confidence and other social skills and to help them to better understand and manage their emotions and resulting behaviour. We have several staff trained in this field and find this a particularly successful intervention.

We are looking at ways to make this more inclusive to provide both Quality First Teaching and provide appropriate SEMH support. Local Authority advisors are assisting with this.

How does the school know that SEN provision is effective?

There are a number of ways in which the school seeks to ensure that SEN provision is effective. These include:

- Conversations with staff, pupils and parents
- Using questionnaires to gather the views of staff / pupils / parents
- Monitoring of paperwork relating to SEN provision
- Completion of case studies relating to some individual pupils which will include tracking progress
- Taking pupil's views through (for example in using the 'wishes and feelings' sheets)

How will we support the children's overall well-being ?

The school aims to provide pastoral support for children in a number of ways. These include:

- Following the 'PATHS' curriculum which aims to help children in developing their emotional awareness, self-control and inter-personal problem solving skills.

- We have a Nurture setting and two members of staff are due to finish their training in early 2021 meaning the school will have full Nurture accreditation. Children entering the Nurture setting will have been 'Boxall Profiled' leading to a clear set of targets on which staff can work with children.
- Some children will have access to small group and evidence led interventions which are aimed at helping children develop emotional resilience, helping to develop emotional literacy, interaction skills and well-being.
- The school offers a wide range of activities for all children which are fully inclusive, such as breakfast and after school club, football, netball, multi-skills.
- The school has a zero-tolerance approach to bullying. Children are encouraged to speak to adults about their concerns and patterns of behaviour are closely monitored.

How do ensure that children with SEN are fully engaged in school life?

We believe that all learners are entitled to equal access to extra-curricular activities including before and after school care, the full variety of after school clubs that the school offers and school trips. We will make reasonable adjustments in order to ensure that all of our pupils can access these activities. Where appropriate we will carry out risk assessments and put the necessary procedures in place in order for full participation to be possible.

How will we provide effective transitions?

We recognise the importance of smooth transitions and understand the importance of good communication between professionals, parents and pupils in order to provide smooth transitions both into school, throughout the children's schooling and on their journey into high school.

- Nursey – the Nursey staff work closely with parents to aid transition into the setting and this includes home visits, visits to the setting and may involve external agencies where further support is required.
- Reception – Reception, class teacher and Senco will work closely with parents to aid a smooth transition into school, and this may include home visits, visits to the setting and liaising with nursery providers and external agencies where appropriate.
- Transition within school – class teachers will liaise with each other to ensure a smooth transition throughout their time at Hemsby Primary school
- Help with transition to high school is provided with careful consultation with our high schools in developing a programme of transition where appropriate for our SEN children and the 'My New School' intervention to support with the transition.
- We will involve parents, carers and children at all transition points to ensure that their needs are individual needs are met.

Funding:

| Funding for 2020-2021 | |
|-------------------------------------|---------|
| Local Authority | £39,150 |
| Additional Funding (Oct – Dec 2020) | £4190 |

- Hemsby Primary School receives funding directly from the local authority in order to support the needs of learners with SEN. The notional funding we received in 2019-2020 was £44,181 and funding for 2020-2021 is £39,150
- The school made a bid in October 2020 for additional funding to support children with higher needs and EHCP. These bids are made to the Virtual School for SEND and are submitted termly.

How are resources allocated ?

- Support is given as specified in a child's EHCP (Education and Health Care Plan)
- Teaching assistants for those children who need extra support.
- We currently have one teaching assistant allocated to each class. Class teacher's allocate TA time based on the needs of the children, but being mindful of the needs of those children with SEN. Time is allocated daily for interventions and for individual / small group work.
- We also have one HLTA and one specialist SEN TA working currently on a 1:1 basis with a child.
- We have two Nurture practitioners, one of whom is due to receive 'Nurture Practitioner' Accreditation in March 2021.
- Pupil Premium Funding provides additional funding for those pupils claiming free school meals, looked after or previously looked after children and those children with parents in the armed forces.

How can parents be helped to support their child's learning ?

In the first instance, it is always a good idea to talk with your child's class teacher directly in order to discuss ways in which to support your child's learning. They will be able to direct you to further useful resources and will have useful ideas.

If you have any further ideas on support which you would like your child to access you could also contact the SENCO who will locate information and guidance for you in this area.

In addition to the above, useful ideas and links can be found on the school website or through suggested activities and links on 'Class Dojo' and 'Tapestry' which are our online learning platforms.

Further information and support for helping children with SEN can be found on Norfolk's Local Offer: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

What training do staff have in supporting SEN children ?

Over the course of the last academic year the staff have been on the following training:

- 'Making sense of autism' - training course run by the Autism Education Trust schools programme.
- SEN - 'Code of Practice' whole school training
- A number of staff have participated on the Open University 'badged' course on 'Understanding Autism'.
- Whole school SEND webinar – 'Every Teacher a Teacher of SEND, Every Leader a Leader of SEND'.
- During the Lockdown period, teachers and teaching assistants were encouraged to develop their understanding of SEN through further reading and accessing a number of online courses.

Further information about many aspects of SEND and details of associated support groups is available at: [Norfolk's SEND Local Offer](#).

Education, Health and Care plans

If a child has significant difficulty despite normal differentiation, intervention in school, involvement from outside agencies, and the child meets the criteria for an Education, Care and Health plan (EHCP), then a referral for statutory assessment will be made to the Local Authority. Parents can request an assessment for an EHCP themselves, as can their GP. The Local Authority will issue an EHCP if it agrees that the eligibility criteria have been met.

Arrangements for dealing with complaints

A parent or carer who is unhappy with any aspect of his/her child's SEN provision should speak to the class teacher in the first instances. To resolve the situation as quickly as possible we will follow the process set out in our school's complaints procedure, available on our website.

Where appropriate, our SEN Co-ordinator will be informed of concerns and involved in the resolution process. If the complaint is not resolved, the Headteacher should be consulted and the Chair of Governors will be informed if a solution is still not found. A parent may complain either via Education, Health or Social Care. Norfolk Children's Services complaints procedure is available here: [Children's Services' complaints](#).

If a parent considers the school has not resolved the complaint satisfactorily, s/he can contact the Director of Children's Services.

10. Useful links

Hemsby Primary School's website: <https://www.hemsby.norfolk.sch.uk/web>

Norfolk's SEND Local Offer: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Norfolk SEND Partnership: <http://www.norfolksendpartnershiass.org.uk/>

Family Voice Norfolk: <http://www.familyvoice.org.uk/>

Department for Education: <http://www.gov.uk/government/organisations/department-for-education>

SEND guide for parents and carers: <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

SEND easy read guide for children: <https://www.gov.uk/government/publications/send-support-easy-read-guide-for-children-and-young-people>