

**Great Massingham & Harpley CE Schools Federation**

**SEND Information Report**

**2022-2023**

**Introduction**

Welcome to Great Massingham & Harpley CE Schools Federation’s SEND Information Report. This document forms part of Norfolk’s Local Offer for learners with Special Educational Needs and Disabilities (SEND). The local offer outlines services and support available for children and their families. All schools have a legal obligation to publish how they support children with SEND in their school. This report is a working document; if you have suggestions about how this report can be improved, please contact us. Our SEND Information Report will be updated annually and published on our school website.

**Contact information**

At Great Massingham & Harpley CE Schools Federation we strive to support all children to enable them to achieve at school. We use a whole-school approach to ensure children are supported throughout their learning journey. This includes involvement from the Headteacher, Co-Headteacher, SENDCo, class teachers, support staff, parents and pupils. Our school values of *truthfulness*, *respect*, *compassion* and *responsibility* reflect our commitment to ensuring all learners are given the opportunity to succeed and make progress.

If you think your child may have SEND, please speak to their class teacher before contacting the SENDCo.

The SENDCo for Great Massingham & Harpley CE Schools Federation is Alex Steel. She can be contacted on [sen@harpley.norfolk.sch.uk](mailto:sen@harpley.norfolk.sch.uk).

Alternatively, you may wish to contact our Headteacher, Kirsten Stibbon or our Co-Headteacher, Sophie Stephens on:

* [head@greatmassingham.norfolk.sch.uk](mailto:head@greatmassingham.norfolk.sch.uk) (Great Massingham CE Primary School)
* [head@harpley.norfolk.sch.uk](mailto:head@harpley.norfolk.sch.uk) (Harpley CE Primary School)

Our SEN governor is Suzie Allen.

**Identification and Provision**

At different times in their school career, a child or young person may have a special educational need (SEN). There may be a variety of reasons why a child may need additional support. The Code of Practice (2015) defines SEN as:

“a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

1. have a significantly greater difficulty in learning than the majority of others of the same age: or
2. 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.”

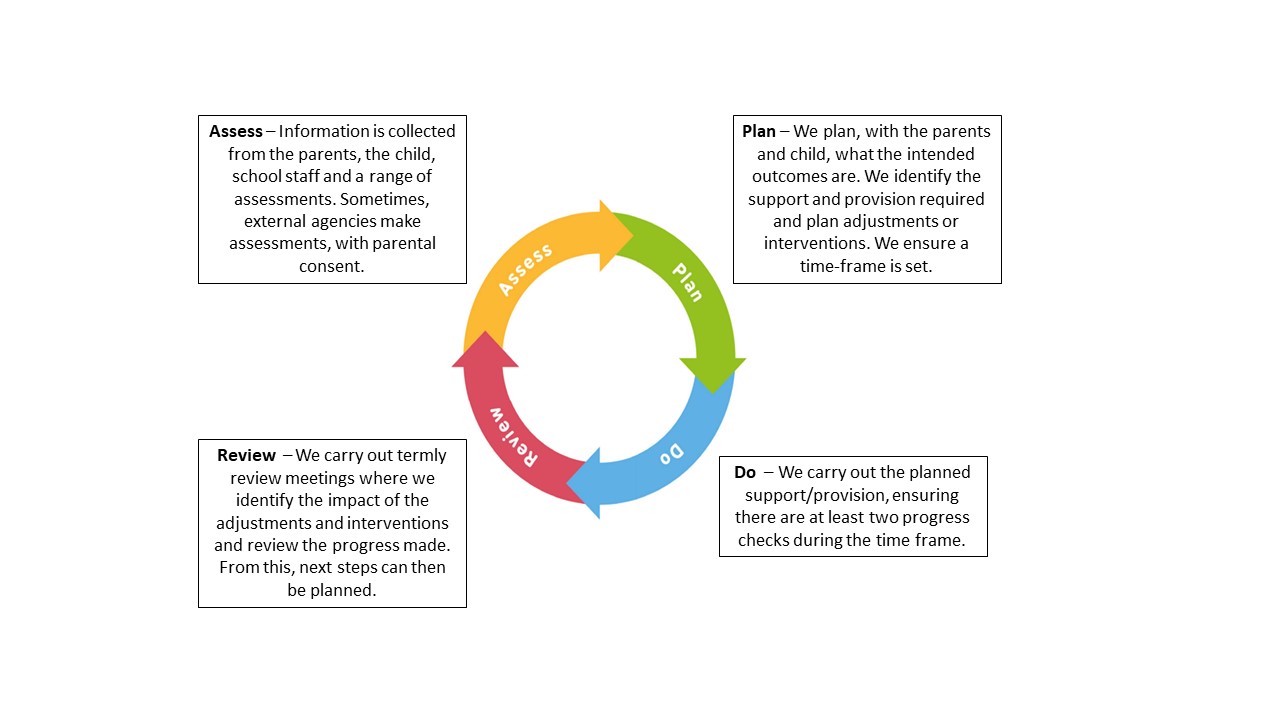
At Great Massingham and Harpley CE Schools Federation we are committed to identifying any additional needs as early as possible. However, all children develop at different rates and so it may be that they are in school for some time before a special educational need becomes evident.

We identify children with SEND in a variety of different ways:

* Concerns may be raised by parents/carers, teachers or the child.
* Tracking and monitoring may show that limited progress is being made.
* There may be a change in the pupil’s behaviour or progress.
* Liaison meetings with previous schools and pre-schools/nurseries give us valuable information about children transferring to us.

If a child is identified as having SEND, we will identify and deliver effective provision that is **additional to**, or **different from**, the normal differentiated curriculum so that barriers to learning can be removed.

This support follows a four-part graduated approach: **assess, plan, do, review**.



A meeting will be arranged between the class teacher and the parents/carers. The SENDCo may attend if necessary. During this meeting, a SEND Support Plan will be created collaboratively. The child may be present at the meeting or they will have been asked their thoughts before the meeting and these are recorded in the child’s one-page profile. The SEND Support Plan will record long term (yearly) outcomes for the child. Short term (termly) outcomes will then be discussed and relevant provision will be added to the plan. The provision may include in-class additional support and/or adjustments specific to the child e.g. coloured overlays, writing slopes, concentration cushions. If the pupil has needs related to more specific areas of their education, such as spelling, handwriting, maths or social, emotional and behavioural needs then the pupil may take part in small intervention groups. These will be run by the teacher, teaching assistant or SENDCo. The provision and outcomes on the SEND Support Plan will be reviewed termly.

This year we will be using the Identification of Needs Descriptors in Education Settings (INDES). This framework breaks down the four main areas of SEND into seven specific sections which describe need: Physical disability; Deafness; Visual impairment; Speech and language; Social communication and interaction; Social, emotional and mental health, and Learning and cognition difficulties. With parental consent, the INDES is then sent to the Norfolk Inclusion and SEND team who are then able to provide support with provision, Element 3 funding and other services.

**Monitoring**

As mentioned above, we follow the assess, plan, do, review model cycle from the SEND Code of Practice. The outcomes from the SEND Support Plans are reviewed termly, with two smaller progress checks during this time. The SENDCo monitors the provision and adjustments which are on the SEND Support Plan and has a record of all children with SEND. The use of intervention trackers enables us to track progress using assessments to identify a start point and an end point.

If there is little progress following a cycle of assess, plan, do, review, provision will be adapted. Advice and support from external agencies and Specialist Resource Bases (SRBs) may be sought. At least two cycles of the assess, plan, do, review model will be required as evidence if it is decided that a child may require an Education, Health and Care Plan (EHCP). Children in our school with an EHCP will receive termly meetings and a formal annual review. EHCP applications can be made by the school if we feel that the provision and adaptations that we can provide do not meet the needs of the child. Parents can also apply for an EHCP; the Local Offer (see below) has instructions on how to do this.

**Assessment**

We use a wide range of assessments to help us understand each child as a whole. Assessments used will depend on a child’s age and understanding. These include:

* Early Years Foundation Stage Profile
* Reception Baseline Assessment
* Salford Reading
* Single Word Spelling
* British Picture Vocabulary Scale
* Nessy reading and phonics assessment
* Sound Discovery assessment
* White Rose end of unit assessments
* NFER assessments
* SATs assessments
* Year 1 Phonics Screening Check
* Identification of Needs Descriptors in Educational Settings (INDES)

**External agencies**

At times, it may be necessary to consult with outside agencies to receive their specialist expertise for a child with SEND.

The agencies used by the school include:

* Child protection advisors
* Educational psychologists
* CAMHS (Child and Adolescent Mental Health Team)
* Just One Norfolk – school nursing team
* Virtual School – for sensory support for pupils with hearing/visual impairment
* Social Services
* Norfolk and Waveney Children’s Speech and Language Therapy
* Occupational Therapy
* School to School support
* Autism Support Team
* Inclusion Support Team
* Medical Needs Team

If the school feel input from an outside agency is necessary, parents will be consulted.

**Staff Training**

We believe that all the teachers working in our federation are teachers of SEND and all leaders are leaders of SEND. The SEN Code of Practice states that “high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.” We regularly review the quality of teaching for all pupils and put in place support and training as part of professional development.

Members of staff have received a variety of training to ensure high quality teaching and support as well as training related to specific additional needs and disabilities. These have included sessions on:

* How to support children on the autistic spectrum
* How to support children with dyslexia
* How to support children with social and emotional needs
* How to support children with speech and language difficulties
* How to support children with attachment disorder
* Norfolk Step On training
* Specific medical needs training including epilepsy and stoma care.
* Wishes and feelings training
* First Aid training

Should a need arise, training would be sought for staff working with pupils with specific additional needs.

This academic year, the SENDCo will also attend the SENDCo Now training and further twilights run by Norfolk’s Inclusion and SEND team.

**School resources**

The SEN budget is allocated each financial year. This information can be found in each school’s SEN Memorandum by following this link: <https://csapps.norfolk.gov.uk/BudgetShare/default.aspx>.The money is used to provide additional support or resources depending on identified needs.

Additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised at another time during the year. Where children have high level needs the school may receive additional funding.

**Transition**

Many strategies are in place to enable a pupil’s transition to be as smooth as possible. If a pupil is joining our school, or leaving our school, discussions take place between the previous or receiving schools and relevant documentation shared. If the child is moving to the cluster secondary school in Litcham, children will be discussed, with your permission, at meetings during the summer term. All pupils attend at least one transition session where they spend some time with their new class teacher. Additional visits are arranged for pupils who would benefit from extra time in the new school. Mrs Steel is always willing to meet with parents prior to their children joining Great Massingham or Harpley. Secondary school staff visit named pupils prior to their joining their new school. Where a pupil has more specialist needs, a separate meeting may be arranged with Mrs Steel, the previous or receiving school’s SENDCo, the parents/carers and where appropriate the pupil. Special arrangements may then be made to support pupils joining our schools or a new school. This might include transition books with pictures of staff, the new building etc. For specific year 6 pupils we arrange an enhanced transition to High School if we, and the receiving school, feel this will benefit the pupil.

**SEND Profile at Great Massingham and Harpley CE Primary Schools Federation**

Great Massingham CE Primary School

Great Massingham CE Primary School has 18 children with SEND. This is 27% of the school population (accurate as of September 2022). There is one child who has an EHCP (2% of school population).

*Graph showing proportion of school population within each of the 4 broad areas of SEND. This recognises a child’s primary need. However, there may also be secondary needs which are not represented.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Social, emotional and mental health | Cognition and Learning | Communication and Interaction | Sensory and/or physical | Total |
| Reception | 0 | 0 | 1 | 0 | 1 |
| Year 1 | 0 | 0 | 4 | 1 | 5 |
| Year 2 | 0 | 2 | 2 | 0 | 4 |
| Year 3 | 1 | 2 | 0 | 0 | 3 |
| Year 4 | 0 | 0 | 0 | 0 | 0 |
| Year 5 | 1 | 2 | 0 | 0 | 3 |
| Year 6 | 1 | 1 | 0 | 0 | 2 |

*Table showing SEND profile per year group*

Harpley Primary School

Harpley Primary School has 14 pupils with SEND. This is 26% of the school population (accurate as of September 2022). There are 3 children who have an EHCP (6% of school population).

*Graph showing proportion of school population within each of the 4 broad areas of SEND. This recognises a child’s primary need. However, there may also be secondary needs which are not represented.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Social, emotional and mental health | Cognition and Learning | Communication and Interaction | Sensory and/or physical | Total |
| Reception | 0 | 0 | 1 | 0 | 1 |
| Year 1 | 0 | 0 | 0 | 0 | 0 |
| Year 2 | 0 | 0 | 1 | 0 | 1 |
| Year 3 | 1 | 1 | 2 | 0 | 4 |
| Year 4 | 0 | 2 | 0 | 0 | 2 |
| Year 5 | 0 | 3 | 1 | 0 | 4 |
| Year 6 | 0 | 2 | 0 | 0 | 2 |

*Table showing SEND profile per year group*

**Equality and Accessibility**

Great Massingham & Harpley C. of E. Schools Federation is committed to providing fully accessible environments which value and include all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

The majority of the school buildings at both Great Massingham and Harpley are accessible by all children and adults. If there are individual access or adaptability requirements, we discuss these with families. The school is all on one level. Both schools have an adapted toilet for disabled users and ramps to allow step free access into the buildings.

We are an inclusive school where we focus on the well-being and progress of every child. **All** pupils have access to a broad and balanced curriculum and **all** children are actively encouraged to take part in all aspects of our wider school curriculum including after school and lunchtime clubs, off site visits and residential trips.

Useful policies detailing our safeguarding procedures, equal opportunities, accessibility and admissions policy can be found on our website by visiting <http://www.gmhfed.norfolk.sch.uk/aims-policies/>

**External advice**

Norfolk’s SENDIASS provides free and impartial advice, information and support about SEND for children, young people, parents and carers. Their website is: <https://www.norfolksendiass.org.uk/> or they can be contacted on 01603 704070 or [**norfolksendiass@norfolk.gov.uk**](mailto:norfolksendiass@norfolk.gov.uk).

**Complaints procedure**

Step 1: Find out more about whether your concerns are justified:

* Read the SEN Information Report to understand the SEND Policy and how this is implemented
* Refer to the SEN Support Guidance: provision expected at SEN Support <https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/how-education-providers-support/special-educational-provision/provision-expected-at-sen-support>

Step 2: Talk about your concerns:

* Talk to your child’s class teacher
* Discuss your concerns with the SENDCO.
* Visit this website for support: <https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/support-for-learning/special-educational-needs-sen-support/reaching-agreement-sen-support>

Step 3:

* Visit <http://www.gmhfed.norfolk.sch.uk/aims-policies/> to read our formal complaints procedure

**Norfolk’s Local Offer**

Norfolk have published a Local Offer detailing services available to children, young people, parents and carers as well as advice and support. Information can be found here: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>.

**Written: September 2022**

**Review date: September 2023**