



EPS SEND INFORMATION REPORT

2018 SEN Information Report for Erpingham Primary School

Part of the Norfolk Local offer for Learners with SEN

Please read this in conjunction with our SEN Policy which can be found on our [website](#)

Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN) and updated annually.

At Erpingham School we are committed to working together with all members of our school community. This information report has involved pupils, parents/carers, governors and members of staff. Please let us know what you think.

Our SEND Governor is **David Lloyd**

Our SEND Co-ordinator is **Emily Sacre**

Our Head Teacher is **Angie Hamilton**

If you have any specific questions about the Norfolk Local Offer please have a look at their website:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Alternatively, if you think your child may have a SEN or a barrier to learning please speak to their class teacher or contact Emily Sacre SENCo on **01263 761365**

Staff



Mrs Sacre – SENCo



Mrs Rowe – KS2 TA



Mrs Witham – KS1 TA



Mrs Goodings – Pastoral TA



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2017-2018 Summary

Over the last year our SEN profile has revealed an increase in the number of pupils with Communication and Interaction needs. Our current profile reveals equal numbers of pupils with Social, Emotional and Mental Health needs and Communication and Interaction needs. In response to this, we have adapted some of our pastoral support sessions to support pupils with their communication skills and invested in more resources for these sessions. We have also had an increase in pupils receiving Education Health Care Plans. All staff within our school have now had additional training in ways to individually support pupils with complex needs and we have been exploring ways to use Forest School to further support these pupils.

We are continuing to work with Aylsham Cluster Nurture Network and, with this support, we will continue to develop our nurturing approach to SEN provision within school.

Our Approach to teaching Learners with SEN

At Erpingham 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 value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our teaching and learning policy on the school website.

Our School Improvement Plan is about developing learning for all and details our planned continued professional development (CPD) opportunities for all staff. We have highly trained staff across the cluster who are accessible to support our school for pupils with a specific need, if appropriate.

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 pupils to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, classroom based assessments and data analysis.

How we identify SEN



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At different times in their school career, a child or young person may have a special educational need. The Code of Practice 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have 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 a SEN, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in schools for lots of reasons. They may have been absent from school, 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 (although it should be noted that difficulties related solely to English as an additional language are not SEN), they may be worried about different things that distract them from their learning. At Erpingham Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those that are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires interventions ‘additional to’ or ‘different from’ the high quality teaching, differentiation and curriculum on offer to all pupils will be identified as having SEN.

Our SEN profile for 2018-19 shows that we have 18% of children identified as having SEN, and 6% have an Educational Health and Care Plan.

Of those who are supported for SEN we have children are that are identified as having SEN linked to Communication and Interaction, Social, Emotional & Mental Health, and Cognition and Learning.

Assessing SEN at Erpingham School



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Class Teachers, support staff, parent/carers and the learner themselves will be the first to notice a difficulty with learning. At Erpingham School we ensure that assessment of educational needs directly involves the learner, their parent/carer and of course their Teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning. We have a range of assessment tools available within the cluster, which we can use to identify a specific need.

For some learners we may want to seek advice from specialist teams. In our school and the Cluster Trust we have access to various specialist services that may have to be commissioned from our school budget. We have access to services universally provided by Norfolk County Council, which are described on their local offer website

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

The agencies and services used by the school include:

Special Educational Needs Specialist Advisory Support teacher
Educational Psychologists
Alpha Inclusion Services
Access Through Technology (Professional or medical referral only)
CAMHS (Child and Adolescent Mental Health Service)
Attendance Officers
Virtual School for Sensory Support
Speech and Language Therapists
School Nurse

We also employ 2 full time and 3 part time Learning Support Assistants who deliver the interventions in the provision map as coordinated by our SENCO.

What we do to Support Learners

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2013 detail the expectations on all teachers, and we at Erpingham are proud of our Teachers and their developments. The Teacher Standards are available on request.

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Differentiated planning



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- Visual resources such as visual timetables
- Writing frames
- Resources e.g. Numicon
- PC's, computer tablets, laptops or other alternative recording devices
- Movement breaks
- Talking partners
- Positive behaviour rewards system

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 overcome the barrier to learning identified. The support is described on a provision map, which, although, does not detail the individual learner names, describes the interventions and actions that we undertake at Erpingham School to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

At Erpingham School we share the provision map with our colleagues in the Aylsham Cluster so we can learn from each other and demonstrate what we offer for learners with SEN. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Erpingham School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the **assess, plan, do, review** model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCo, Teacher, parent/carer and learner agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built in to the intervention itself or can be a formal meeting held regularly, where we can all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC Plan) the same review conversations take place, but the EHC plan will also be formally reviewed annually.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We also take part in external moderation, as part of the Aylsham Cluster and as a local authority; This ensures that our judgements stand up to scrutiny. Our school and Aylsham cluster data is also monitored by the Local Authority and Ofsted.



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Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Erpingham School in 2018-2019 we are offering a range of additional clubs and activities. These can be found in school newsletters or on the website.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our school SEN Co-ordinator to discuss specific requirements.

Please email the office@erpingham.norfolk.sch.uk for support.

All staff at Erpingham School have regular training on the Equality Act 2010 as part of ongoing essential staff training. 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 those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies please see the school website for our Equality Policy.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Erpingham School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with you and your child during the summer term. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.



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Funding for SEN

Erpingham Primary School receives funding directly to the school from the Local Authority to support the needs of the learners with SEN. This is described in the SEN memorandum. The amount of funding we received for 2017-18 is £18,323.

Schools can also receive funding from the Local Authority which is distributed as 'Exceptional Needs' funding for learners who require support that exceeds that available to the school. Access to this funding is via an application process and through a termly, professional, panel made up of representatives from NCC. The Aylsham Cluster Trust is committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEND.

Have your say

Erpingham School is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do, and review' provision for SEN.

Useful links

Norfolk Local Offer

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Norfolk SEND Partnership

<http://www.norfolksendpartnershiass.org.uk/>

Department for Education

<https://www.gov.uk/government/organisations/department-for-education>