

Erpingham Primary School SEN Information report

2023-2024

Completed: October 2023

Review: October 2024



To be read in conjunction with our SEN Policy &
SEN provision Map



Who can I contact about SEN at Erpingham Primary School?

Our SEND Co-ordinator (SENDCo) is our Deputy Headteacher **Mrs Emily Sacre**.

Mrs Sacre has worked at the school for many years and completed her National Award for SENCOs in 2014.

You can contact her via the school office on 01263 761365 or email head@bsf.norfolk.sch.uk



Our SEND Governor is **Angie Johnson** who can be contacted through the office.

In school our SEND Provision is supported by our Pastoral Lead - Nada Goodings, 3 full time Learning Support Assistants and 1 part time Learning Support Assistant.

Norfolk Support for SEN

In Norfolk you can also access information via the **Norfolk Local Offer**

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

And...

The Norfolk SEND Information, Advice and Support Service

<https://www.norfolksendiass.org.uk/>



SEN at Erpingham Primary School

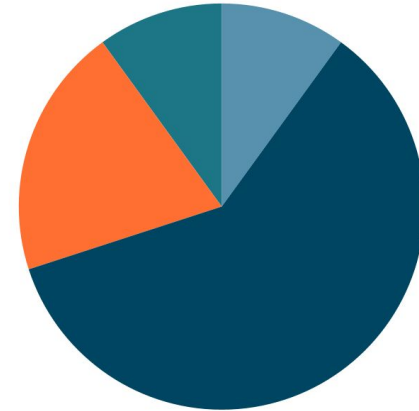
Our current percentage of children with SEN at Erpingham Primary School is **18%**

Within SEN there are four broad categories of need - **Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health & Physical and/or Sensory.**

The information in the chart represents the percentage of our SEN pupils who have a primary need in each of the four categories of need. It is important to note that many of our pupils will also have secondary needs not represented by this data but which are taken into account when planning for their provision.

Areas of Need

- Cognition and Learning 10%
- Communication and Interaction 60%
- Social, Emotional & Mental Health 20%
- Physical and/or Sensory 10%



What is our approach to SEN at Erpingham Primary School?

High Quality Teaching

Early Identification of Needs

Flexible Learning Environments

A Nurturing Environment

High Expectations for All

Participation for All

A focus on our Whole School Values - Love, Courage, Friendship & Respect

All approaches informed by pupil voice

Careful and responsive monitoring of individual progress

Working in Partnership with Parents and Carers

A commitment to ongoing staff development and learning

An inclusive, broad and balanced curriculum

How do we identify SEN?

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.”**

A Special Educational Need might be identified through regular pupil progress meetings, classroom based assessments, data analysis, class teacher observations, parental concerns and/or pupil voice. If a child is identified as having a Special Educational Need we will provide provision that is 'additional to or different from' our usual offer to support a child to overcome any barriers they may have due to their SEND.

Children may need extra support at school for many different reasons and at different times in their school career. Not all children who experience barriers to learning are identified as having SEND however they may still need some additional support for a short time.



All planned support follows our **Assess / Plan / Do / Review** cycle.



Level 1 - Additional Support

REVIEW

Class teacher's review progress after an agreed period of time, usually a term, to ascertain whether additional support is still required. If it is felt that further support is required parents and carers will be invited to meet with school to discuss next steps.

DO

Class teacher's and support staff carry out support as planned such as 1:1 reading, small group catch up maths or phonics, regular check ins and/or pastoral interventions, speech and language interventions, a high level of differentiation and/or access to additional resources in the classroom.



ASSESS

Teacher's will use classroom based assessments such as NFER tests, White Rose maths assessments, Little Wandle Phonic assessments, Reading and Spelling ages to assess attainment and progress. Teacher's may also assess through observations of barriers to learning.

PLAN

Teacher's plan appropriate support to meet short term needs. This may be in the form of an intervention, reasonable adjustments in the classroom, pastoral support and/or access to resources. Teacher's share this with parents/carers and record on a class support map.

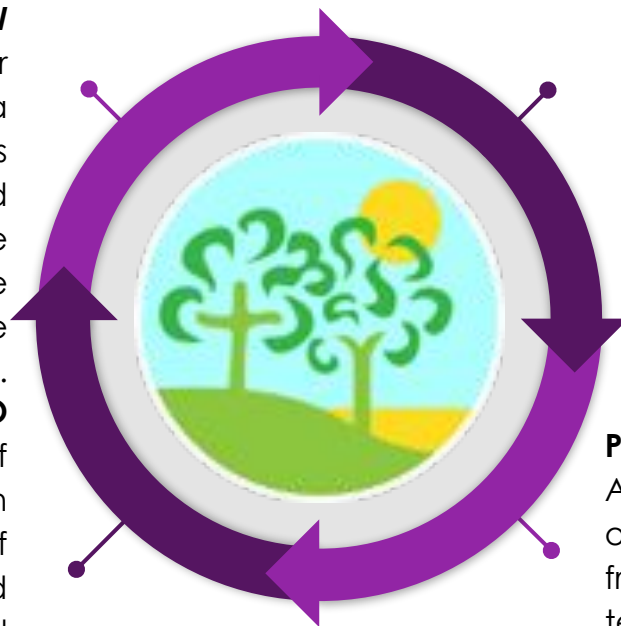
Level 2 - SEND Support

REVIEW

Class teacher's review progress after an agreed period of time, usually a term, to ascertain the effectiveness of the SEND support provided and whether adjustments need to be made. We will then re-assess the support plan in collaboration with the child and parents or carers.

DO

Class teacher's and support staff carry out interventions as planned on the SEND support plan. The type of support may vary according to need but may involve additional interventions, some 1:1 or small group support for learning in class and reasonable adjustments to the classroom environment or provision.



ASSESS

At this stage we will use the same type of assessments in school as for level 1 - additional support, however we will consider additional external assessments from other professionals such as our SEN consultant, Speech and language therapists, dyslexia outreach or educational psychologists. We may also carry out pastoral assessments such as Boxall Profiles or Motional Assessments

PLAN

At this stage the child will be added to our SEND record and with collaboration from parents, the child and class teacher, a SEND support plan will be put in place. This plan will draw on advice from the SENDCo and any other external professionals.

Level 3 - Education Health and Care Plan

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. School will consult with parents and carers when and if they feel an EHC plan is required. If you feel your child requires an EHC plan please contact the SENDCo.

If a learner has an (EHC Plan) the same review conversations take place as for level 2 - SEND support, but the EHC plan will also be formally reviewed annually.

More information around EHCPs can be found at...

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



Provision Map

Our provision map describes the interventions and actions that we have available at Blue Sky Federation to support vulnerable learners and learners with SEND across the year groups. We review and modify our provision map regularly as our learners and their needs change. 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 identified barrier to learning.

At Blue Sky Federation we are committed to ensuring that all children receive the support they need to learn and thrive.

Please visit our website to view our Provision Map

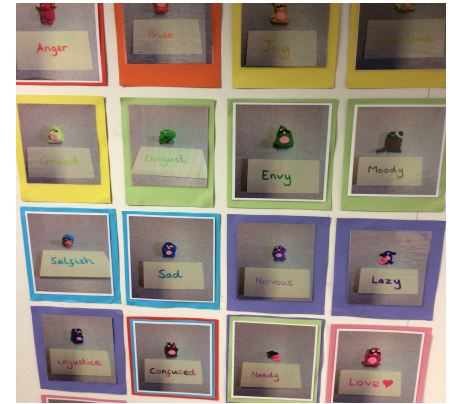
<http://www.blueskyfederation.co.uk/blue-sky-federation/send/>



Pastoral Provision and Social, Emotional and Mental Health Support (SEMH)

We have always felt that social and emotional well-being is vital for our pupils ability to learn and because of this we have been developing our SEMH support over many years. Within the Federation SEMH support is child-led and can take many different forms from.... Sensory Circuits, Talk and Walk, Lego Club to support social, emotional and communication needs, Small World Play, Comic Strip Conversations and many more.

Our pastoral provision is underpinned by our PHSE and RSE teaching, our Whole School Values and our commitment to providing a safe environment where children feel listened to and have trust in the adults supporting them. We often support whole families, parents and carers through sign posting to different agencies and support services, Parent Support Sessions or Family Lego Therapy.



SEN Funding

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 2022-23 is £26,290.

Schools can also receive funding from the Local Authority which is distributed as 'Element 3' funding for learners who require support that exceeds that available to the school. From September 2022, schools request Element 3 funding directly from the Learning and SEND team by submitting an INDES (Identification of Needs Descriptors in Educational Settings) and an IPSEF (Inclusion and Provision self-evaluation framework.) 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.

Over the academic year 2022-2023 our SEND profile revealed that we had relatively equal numbers of SEND pupils with a primary need across the areas of need:- Communication and Interaction, and Social, Emotional and Mental Health needs. We also had some children with a primary need in Cognition and Learning.

As a Federation we prioritise spending on ensuring we are able to provide high quality and timely adult support. We ensure children have access to the resources they need for appropriate interventions and have spent money on additional resources for SEMH and sensory needs to support our sensory circuits. Last year we also invested money into additional support from Speech and Language Therapists to support our children with Communication and Language needs and on additional phonics resources to support catch up programmes. Our Pastoral Lead also be undertook Senior Lead Mental Health Training.



Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Erpingham School we offer a range of additional clubs and activities details of which can be found by contacting the office and through our weekly newsletter.

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

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

Equality

We believe it is essential to establish a positive climate of acceptance, tolerance and respect in our school – a place where bullying is unacceptable.

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.



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 at the end of Year 5 or beginning of Year 6, to ensure time for planning and preparation with your child's chosen High School.



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.

Please email head@bsf.norfolk.sch.uk should you wish to provide us with feedback or take part in our annual SEN review.

Please see our website for access to other relevant policies and our complaints procedure

<http://www.blueskyfederation.co.uk/blue-sky-federation/policies/>



Useful Links

Just One Norfolk

<https://www.justonenorfolk.nhs.uk/>

Norfolk SEND Local Offer

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

Norfolk SEND Partnership

<https://www.norfolksendiass.org.uk/>

ASD Helping Hands

<https://www.asdhelpinghands.org.uk/family-support-groups/>

Benjamin Foundation

<https://benjaminfoundation.co.uk/>

Young Carers

<https://www.norfolk.gov.uk/care-support-and-health/get-help-with-looking-after-someone/young-carers>

Short breaks Service

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/health-and-social-care/social-care/send-children-social-care/short-breaks>