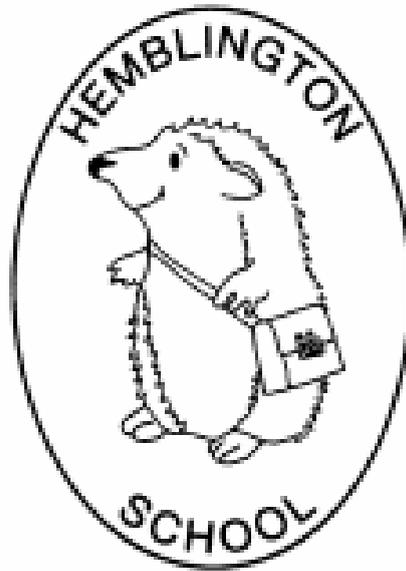


Hemblington Primary School



Special Educational Needs Information Report

Date Reviewed: 10/11/2021

Next Review Date: 10/11/2022

Hemblington Primary School Special Educational Needs Information Report



School Vision

We pride ourselves on our supportive family orientated approach and we aim to be a happy and inclusive place in which to learn, where children can achieve academic success and develop high aspirations for a bright future.

Our school motto is **'Be the best you can'** and we focus on the following:



- **Treat each child as an individual** so our school environment and teaching specifically targets their learning needs and develops their ability and social skills.
- **A focus on literacy** which enables children to express themselves clearly and imaginatively and develop a passion for reading and writing.
- **A focus on mathematics** to encourage children to develop a logical approach to problem solving in becoming confident skilful mathematicians.
- **Deliver a wide and diverse curriculum** where aesthetic awareness is developed through music, literature, art, sport and outdoor learning whilst foundation subject skills are developed through projects, research and reasoning.
- **Positive values** where respect, good manners, moral awareness and independence is encouraged and promoted through our 'Growth Mindset' culture.
- **Foster and develop strong home and school links** recognising the importance of effective communication and the relationship between school and home.
- **A positive, supportive learning environment** to develop their resilience and learn that mistakes are an important part of learning.
- **Encourage staff development** to ensure fulfilling roles for staff and deeper learning opportunities for children.

At Hemblington primary school we believe in creating a safe, happy and healthy environment where children can feel positive about themselves and the school. Everyone is encouraged to value and respect one another and the environment. Through our broad, balanced and creative curriculum we ensure high standards of teaching and learning that enable all pupils to reach their full potential. We are committed to providing teaching and learning experiences that are enjoyable, challenging and relevant to the needs of each individual.

Hemblington Primary School Offer

<p>All children will access</p>	<ul style="list-style-type: none"> • High quality inclusive teaching and learning. • An adapted curriculum where needed. • Reasonable adjustments to the environment and equipment for pupils with additional needs. • Adapted outcome setting. • School clubs and educational visits for all.
<p>Some children with additional SEN/D needs will access:</p>	<ul style="list-style-type: none"> • Targeted interventions in small groups, support matching need. • Access to additional adult support for specific tasks. • Adapted programmes to meet the need of the child.
<p>A few children with complex or significant needs will access:</p>	<ul style="list-style-type: none"> • An adapted/bespoke timetable to meet specific needs. • Access to specialist services and therapists. • High levels of adult support and small group working.

SEN/D Information Report

Introduction

Welcome to Hemblington Primary School's Revised Special Educational Needs and Disability Information Report.

This report forms part of the Norfolk Local Offer for learners with Special Educational Needs. [Norfolk SEND Local Offer](#)

Key People in 2021/22 regarding Special Educational Needs

- SEN/D Governor: Sonya Taylor staylor84ra@yare-edu.org.uk
- SENDCO: Grace Gibson ggibson73r8@yare-edu.org.uk or 01603 713243
- Head teacher: Miss Kendra Collier head-hp@yare-edu.org.uk 01603 713243

Definition of Special Educational Needs (SEN/D)

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

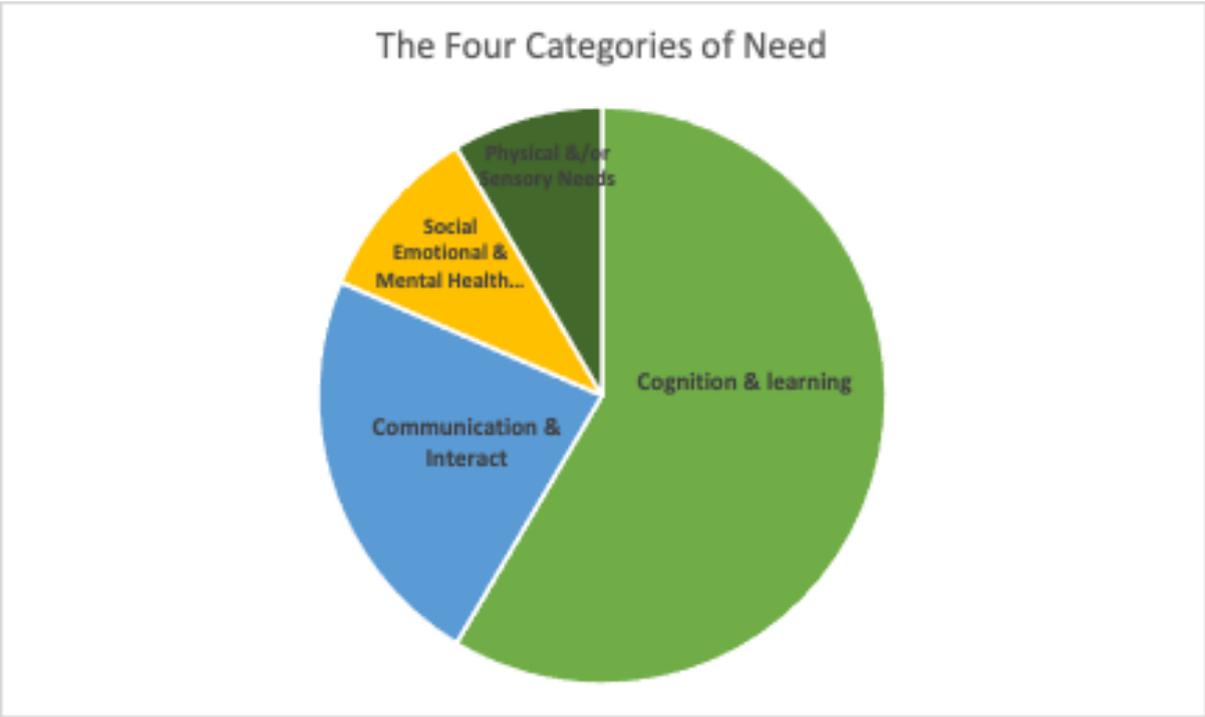
- have a significantly greater difficulty in learning than the majority of children of the same age.
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them. (SEND Code of Practice 2014)

A person is disabled if they have "a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities". (Equality Act 2010)

SEND at Hemblington Primary School

Nationally 12.2% of learners have SEN Support (K) and 3.7% of learners have an EHCP (E).

Key SEN/D data of the children who are SEN/D at Autumn 2021 in Sept 21	
Total percentage of children on roll with SEND	17%
Children at SEN/D support - K	14.8%
Children at EHCP support - E	2%
Cognition and Learning Needs	5.3%
Communication and Interaction Needs	6%
Social, Emotional and Mental Health Needs	3.3%
Sensory and or Physical Needs	3.3%



Area of need	Percentage of children with SEND
Cognition and Learning	40%
Communication and Interaction	36%
Social, Emotional and Mental Health	12%
Physical and/or Sensory Needs	12%

This data focuses on the main learning need, however, some children may have more than one need.

How does our school know if children need extra help and what should I do if I think my child has Special Educational Needs?

At Hemblington Primary School pupils are identified as having SEND through a variety of ways, including the following: -

- Liaison with previous educational setting (playgroup/nursery, school)
- Concerns raised by parent/carer
- Concerns raised by teacher: for example, behaviour or self-esteem is affecting performance
- Child performing below age expected levels

- Liaison with external agencies
- Health diagnosis through paediatrician

How do I raise concerns if I need to?

- Talk to us – firstly contact your child’s class teacher or the SENDCo (Special Educational Needs & Disability Coordinator).
- We pride ourselves on building positive relationships with parents and working as a team.
- Our SEND policy (<https://www.hemblingtonprimaryschool.org.uk/> click on the link then on, Our School, then on Policies) and this Information Report will help you to understand how support for SEND is implemented at Hemblington.
- Further information, advice and support can be found at the Norfolk SEND Partnership <https://www.norfolksendpartnershiass.org.uk>
- In the event of a concern which cannot be resolved or supported by a meeting with the class teacher, or the SENDCo the next step is to speak to the Headteacher. Sometimes problems are not easily resolved and the school’s complaints procedure can be found below click on the link then on, Our School, then on Policies. <https://www.hemblingtonprimaryschool.org.uk/>

How will Hemblington Primary School support my child?

Who will oversee, plan, and work with my child and how often?

- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress is made in every area.
- Your child will receive a Pupil Passport, which will document your child’s strengths and barriers to learning and will identify specific areas of support designed overcome and remove barriers to learning both at school and at home.
- The SENDCo monitors the impact of all support and progress of children requiring additional or different support with learning across the school.
- Support staff may work with your child, either individually or as part of a group. The regularity of these sessions will be included in the Pupil Passport which will be shared and discussed with parents/carers at least termly.

Who will explain this to me?

- The class teacher will explain provision to parents/carers and will discuss your child’s needs, support and progress regularly.
- For further information, the SENDCo is available to discuss support in more detail.

Targeted Support

At Hemblington Primary School, we recognise that excellent, high quality, first teaching enables every child to make the best progress.

Support staff will always work under the close direction of the class teacher. All staff recognise that children need to become independent learners and therefore support staff may be assigned to more than one child.

The class teacher, alongside the SENDCo, will discuss the child's needs and what support or teaching strategy would be appropriate.

Different children will require different levels of support in order to bridge gaps in learning to achieve the best possible progress.

Impact

We use the Assess, Plan, Do, Review approach to monitor impact.



Assess

- Through quality first teaching all teachers are responsible for all children in their care, including those with special educational needs and/or disability.
- Children's progress is rigorously tracked through assessment, observation and monitoring on a daily, weekly and termly basis as appropriate.
- This informs a differentiated approach to teaching and learning.

Plan

- Planning is based on prior attainment and according to individual need.

- Teachers plan their differentiated lessons and tailor specific provision to children whose needs are identified at the assess stage.
- Children who have SEND have a Pupil Passport which supports this personalised planning through a child centred approach.
- If a pupil with SEND needs support then parents must be formally notified.
- The teacher and SENDCo should agree in consultation with the parent and the pupil the planned support and expected impact on progress, development or behaviour.
- Plans have a review date.

Do

- Children with SEND at SEND Support have an individual Pupil Passport which supports personalised learning
- The class teacher is responsible for working with the child on a daily basis even when interventions involve group or one to one teaching from a teaching assistant
- Teachers work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCo supports the class teacher in the further assessment of the child's particular strengths and barriers to learning, problem solving and advising on the effective implementation of support.

Review

- The SENDCo will liaise with classroom teachers, teaching assistants and curriculum leaders, to discuss progress towards outcomes and review need.
- If more specialist support is needed, then the SENDCo will meet with parents and children to discuss referral to external agencies.
- Having consulted with children, and their parents, all our additional provision is based on an agreed outcomes approach, and these are discussed with the professionals that offer support to the child.

We measure impact by looking at progress in any of the following areas of need:

- Communication and Interaction (speech and language)
- Cognition and Learning (e.g. English and maths)
- Social, Mental and Emotional Health
- Sensory and Physical
- Verbal feedback from the teacher, parent and pupil contributes to evidence of progress.
- Records are kept of interventions followed by children that track impact and progress. This will be discussed with parents/carers when Pupil Passports are reviewed, and new targets set. All children identified as having Special Educational Needs will be given a Pupil Passport which is a record of their progress towards identified targets.

How are the Governors involved and what are their responsibilities?

- The SENDCo reports to our school governors to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- Sonya Taylor is the governor responsible for SEND. She meets regularly with the SENDCo and also reports to the governors to keep them all informed. The governors agree priorities for SEND spending with the overall aim that all children receive the support they need in order to make progress.

How will the school curriculum be matched to my child's needs?

How is differentiation approached at Hemblington and how will that help my child?

- All work within each class and subject area is pitched at an appropriate level so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be a variety of tasks or challenges that will be accessible to all abilities.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their own level whilst remaining within the classroom.
- Where children need specific adaptations to the classroom environment or physical supports, these will be arranged as best as can be within the constraints of the school premises. The school's accessibility plan is available in Annex A of the Single Equity Scheme, click below then on, Our School, then on Policies <https://www.hemblingtonprimaryschool.org.uk>

Some examples of additional support include

- Speech and language sessions
- Talking Box
- NELI
- Sound Discovery
- Nessy
- 1:1 reading
- Small group reading comprehension
- Writing frames
- Small group maths catch-up sessions
- ELSA
- Benjamin Foundation
- Social stories
- Behaviour plans
- Personalised/adapted equipment: coloured paper, overlays, writing slopes, move-n-sit cushions, adapted writing materials (pens, pencils, grips), fidget toys

Adaptations for making SATs accessible are done using the guidelines provided by the Department for Education in its annual guidance to schools – e.g., large print, rest breaks etc

What opportunities will there be for me to discuss my child's progress?

You are welcome at any time to make an appointment to meet with the class teacher to discuss your child's progress. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and school, so we aim to keep communication channels open and communicate regularly, especially if your child has complex needs; for instance, discussing targets set on a Pupil Passport at least termly.

If your child has an EHCP (Education, Health & Care Plan), a formal meeting will take place to discuss your child's progress annually.

How does the school know how well my child is doing?

Class teachers continually assess each child, noting areas where they are improving and where further support is needed. We measure children's progress in learning against national expectations and age-related expectations.

Assessment weeks are timetabled at the end of each half term. Data collected on pupil progress each term, alongside observations, results of interventions and Pupil Progress meetings between the Head teacher and class teacher are used to monitor and adjust provision at individual and whole school level. Appropriate interventions are then introduced to help children to reach their potential. The school tracking system Pupil Asset enables us to look at progress alongside attainment. The Assessments used depend on the age of the child and may include

- Early Years Foundation Stage Baseline
- Early Years Foundation Stage Profile
- ECAT (Every Child a Talker) - for speech and language assessment
- Sound discovery
- Phonics end of phase assessments
- WRM end of unit assessments
- Ros Wilson Reading and Writing criteria and assessment
- Salford reading check (Spelling Age)
- SATs
- NFER Maths and English (year 3,4,5,6)
- Phonics Screening test (Year 1/2)
- Dyslexia assessment
- Boxall profile
- Three Houses - wishes and feelings

What support will there be for my child's overall wellbeing?

Pastoral, medical and social support

- We are an inclusive school: we welcome and celebrate diversity. All members of staff believe that high self-esteem is crucial to well-being. We have caring, understanding members of staff looking after our children. Two of our staff are training to be Emotional Literacy Support Assistants.
- We also work with the Benjamin Foundation to work with pupils needing additional support.

- At Hemblington Primary School we take a strong stance against bullying of all types. Part 2 of our behaviour policy outlines the policy and procedures around bullying: click below then on, Our School, then on Policies <https://www.hemblingtonprimaryschool.org.uk/>
- The school has ramps and an adapted toilet area. Any parent concerned about adaptations is encouraged to speak to the Headteacher so that access to all areas of school life for all individuals is maximised.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore the class teacher is the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo /Headteacher for further advice and support. This may involve working alongside outside agencies such as Health and Social Care. In this way, the school can provide for most types of SEND; if necessary, we will signpost to other agencies or schools at an appropriate time.

Administration of medicines

- We have a policy regarding the administration and managing of medicines on the school site. We are committed to helping children with medical needs stay in school.
- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day, and the procedure will be explained. Procedures for administering medicines can be found in our First Aid policy: click below then on, Our School, then on Policies <https://www.hemblingtonprimaryschool.org.uk/>
- Staff with responsibility for managing medical needs will have regular training and updates of conditions and medication affecting individual children/young people. We aim to help children with specific health issues fully access schooling.

Behaviour

- As part of the Yare Education Trust, we promote positive behaviour. Each school in the Trust supports any child with identified behavioural needs and relevant interventions are put in place.
- Where behaviour is related to a specific need, strategies to reduce anxiety are put in place e.g., visual timetables, a particular adult to talk to, a space to come away to and refocus etc. A behaviour plan may be made in consultation with the class teacher and parent/carer outlining the behavioural outcomes expected and the support and strategies to meet these. Behaviour plans are reviewed and specialist external support may be sought according to need.
- After any incident involving unacceptable behaviour, we expect the child to reflect on their behaviour with an adult. Our behaviour and anti-bullying policy can be accessed: click below then on, Our School, then on Policies <https://www.hemblingtonprimaryschool.org.uk/>

Attendance

Attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported upon. Good attendance is actively encouraged throughout the Trust schools. Click below then on, Our School, then on Policies <https://www.hemblingtonprimaryschool.org.uk/>

Child's views

- We value and celebrate each child being able to express their views on all aspects of school life. Individual classes are encouraged to discuss issues and give points of view on issues which are then discussed with staff.
- Pupils' views are sought regularly by staff regarding their experience of school, including the annual pupil survey.
- If your child has an EHCP, their views will be sought before any review meetings. Where children need specific support for their learning or other educational needs, a Pupil Passport will be drawn up; children contribute their views to this document.

Specialist services and expertise

- The SENDCos of the Yare Education Trust schools and other local schools meet regularly to share expertise and good practice.
- As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

Health	GPs, school nurse, clinical psychologists, paediatricians, speech and language therapists, occupational therapists;
Social care	family support workers, social workers
Virtual school for SEND	Advice on SEND: Norfolk Educational Psychology and Specialist Support Team for Psychologists and Specialist Teachers, advice and assessments Virtual school for Sensory Support, Inclusion team, Dyslexia outreach, Norfolk Steps, School to School,
Local specialists and charities	Autism Anglia, Benjamin Foundation

Staff training for supporting children with SEND

Within the Thorpe Cluster and the Yare Education Trust, we share expertise across the schools. Miss Collier and Mrs Gibson both have completed the National Award qualification for SENDCos. Hemblington's teaching staff and

support staff have benefited from Cluster and other specialist training in aspects of support such as:

- Dyslexia
- Speech, Language and Communication –
Elklan Level 3 Award in Speech and Language for Under 5s (QCF)
Nuffield Early Language Intervention
PECS
- Sound Discovery
- Nessy
- Hearing support
- Glue ear
- Epilepsy
- Diabetes management in schools
- Aspects of mental health – ELSA
- Safe handling Step on and Step Up training
- All staff have annual Safeguarding training

Inclusion

All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful, from day trips to residential visits.

A risk assessment is carried out prior to any off site activity to ensure no-one's health and safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. This would always be done in consultation with the parents.

All children are welcome to attend any of the clubs on offer before or after school (according to the age group it is being offered to). Clubs change on a termly basis. Some of the clubs on offer include:

- Breakfast club
- Musical Theatre
- Dance
- Football
- Tennis
- Archery
- Fencing
- Art

Accessibility

The Yare Education Trust has an up-to-date Single Equalities Scheme and Accessibility Plan: click below then on, Our School, then on Policies <https://www.hemblingtonprimaryschool.org.uk/>. At Hemblington we aim to make our school as accessible as possible within the constraints of the site.

We liaise with EAL (English as an Additional Language Service) where required to assist us in supporting our families with English as an additional language.

Transition

- We encourage all new children to visit the school prior to starting when they will be shown around the school. For children with SEND, we would encourage further visits to assist with acclimatisation to their new surroundings. We also visit children in their current setting where appropriate and make home visits to all our new Reception intake each year.
- Meetings with parents / carers of children with SEND will take place with the SENDCo where appropriate to ensure useful information is shared so that transfer to the new setting is as smooth as possible.
- Transition procedures are reviewed annually, and parent / carer views sought through feedback and an annual questionnaire
- Teachers make use of a transition document to ensure all necessary steps for a successful transition have been completed; this will include discussions with the child, and social stories where transition may potentially be more challenging.
- When children are preparing to leave Hemblington at the end of Year 6, we arrange additional visits, in conjunction with the secondary school. At our main feeder school, Thorpe St Andrew High School & Sixth Form, a programme is run specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an Education, Health and Care Plan review will be used at a transition meeting, during which we will invite staff from both schools to attend.
- The Yare Education Trust school admission policy can be found below, click on Our School, then on Policies
<https://www.hemblingtonprimaryschool.org.uk/>

Funding

- We ensure that the needs of all children who have SEND are met to the best of the school's ability with the funds available.
- We have support staff and a SENCO who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.
- Other SEND resources, training and specialist support is also funded through the SEND budget allocation including School to School Support, Educational Psychologist support and Specialist Learning Support Teachers.
 - The notional SEND budget for 2019-20 was £35,743 with additional top-up funding of £19,508. Total £55,251.
 - The notional SEND budget for 2020-21 was £35, 693 with top up funding of £19,207. Total £55, 899.
 - The notional SEND budget for 2021-22 is £30 047.75 with top up funding of £15 031. Total £45 078.75.

Admissions

- Places are allocated by the Local Authority.
- Contact the school office for an appointment at office-hp@yare-edu.org.uk or 01603 713243

Useful links

Click on the links below for more information

- The School's SEND policy is on our website click on the link then Our School, then on Policies <https://www.hemblingtonprimaryschool.org.uk/>
- Contact Norfolk SEND Partnership – <https://www.norfolksendiass.org.uk/> advice on other services available. This service provides free and impartial information, advice and support about SEND for children, young people, parents and carers. This is offered through the provision of Information Booklets, a Help Desk (accessed via telephone or email), person-centred support offered by Independent Partnership Supporters and a face-to-face Advice Clinic. Youth forum for 11–25-year-olds <https://www.norfolksendiass.org.uk/young-people/>
- <https://www.familyvoice.org.uk/>
- <https://www.justonenorfolk.nhs.uk/>

Date policy last reviewed:

10.11.21

Next review date: 10.11.22

Signed:

Miss Kendra Collier (Headteacher) 10.11.21 *Kendra Collier*

Mr Peter Lambie (Chair of Governors) 10.11.21 *Peter Lambie*