



Great Massingham & Harpley CE Primary Schools Federation

Living, Learning & Flourishing

Great Massingham & Harpley CE Schools Federation

SEND Information Report

2023-2024

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 governing bodies of maintained school and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. 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, SENDCo, class teachers, support staff, parents and pupils.

If you think your child may have SEND, please speak to their class teacher in the first instance.



The SENDCo for Great Massingham & Harpley CE Schools Federation is Alex Steel.

She can be contacted on sen@harpley.norfolk.sch.uk. Her working days across the federation are Tuesday, Wednesday and Thursday.

Alternatively, you may wish to contact our Headteacher,

Kirsten Stibbon on:

- head@greatmassingham.norfolk.sch.uk or 01485 520362 (Great Massingham CE Primary School)
- head@harpley.norfolk.sch.uk or 01485 520274 (Harpley CE Primary School)



Kirsten Stibbon is also our federation's Mental Health Champion.

Our SEN governor is Suzie Allen.

Our School Vision and Our Approach to Teaching Learners with SEND

The Lord says, 'I will instruct you in the way you should go; I will counsel you with my loving eye on you.'
Psalm 32:8

We live our vision with three dynamics at the heart: **Living**, **Learning** & **Flourishing** together.

We **live** as role models and advocate good choices

We **learn** in all we do with a loving eye upon us

We **flourish** in the way we go, within school and into the world beyond

Our five Core Values are: Kindness – Koinonia – Compassion – Responsibility – Forgiveness

Through a positive, safe and caring environment, we provide the opportunity for every child to reach their full potential. Our school values reflect our commitment to ensuring **all** learners are given the opportunity to succeed, make progress and reach their full potential

We value high quality teaching for all learners, and actively monitor teaching and learning in the school. We use Norfolk County Council's Provision Expected at SEN Support (PEaSS) to ensure children with additional needs can be supported to learn within the whole class setting and we adapt our teaching accordingly ensuring high quality first teaching strategies are used. This provision is outlined in our School Provision Map under Universal Provision.

Our School Provision Map can be found on our federation website:

<http://www.gmhfed.norfolk.sch.uk/send/>

For more information on PEaSS please visit: <https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/provision-expected-at-sen-support>.

We monitor the progress of all learners, and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes termly pupil progress meetings.

Identification

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:

- 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.”

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. In addition, there can be many reasons for learners 'falling behind'. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND. However, we would still provide additional support to help the

child reach their potential and will always communicate any additional support being provided to parents/carers.

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.
- A child may have been having an intervention and/or bespoke high quality first teaching strategies but is still not making expected progress. **If a child is receiving an intervention, parents will be informed.**
- 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.
- Information or diagnoses received from external professionals such as speech and language, educational psychologists, paediatricians, health visitor, etc.

What should I do if I think my child may have special educational needs?

If you have any concerns regarding your child's progress or well-being, then please speak initially to your child's class teacher to discuss your concerns.

Appointments can be made with the SENDCo via email or by contacting the school office.

SEND Profile

The SEN Code of Practice recognises four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

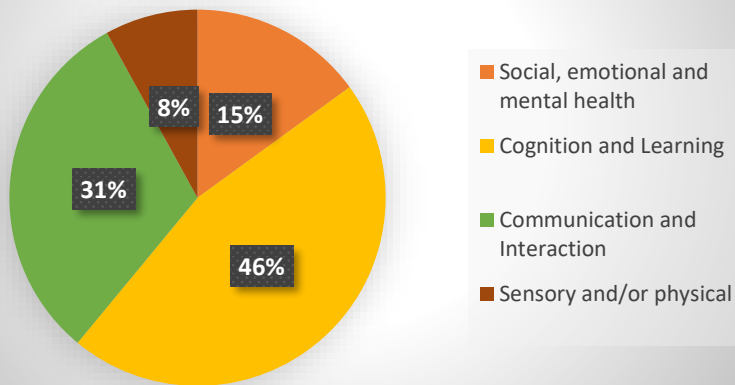
Great Massingham CE Primary School

Great Massingham CE Primary School has 13 children with SEND. This is 20% of children on our roll (accurate as of October 2023). There is one child who has an EHCP (2% of school population).

The primary SEND needs for these pupils are:

- 46% are identified as having SEND linked to Cognition and Learning (including maths, reading, writing and spelling etc.)
- 31% are linked to Communication and Interaction (including speech and language difficulties and problems with social interaction)
- 8% are linked to Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing)
- 15% are linked to Social, Emotional and Mental Health difficulties (which can include anxiety, depression, ADHD and attachment issues)

Percentage of children with SEND within each broad area



This data only gives the percentage and portion of pupils within their primary need and does not represent the fact that many pupils will have one or more secondary needs, which we will recognise and support.

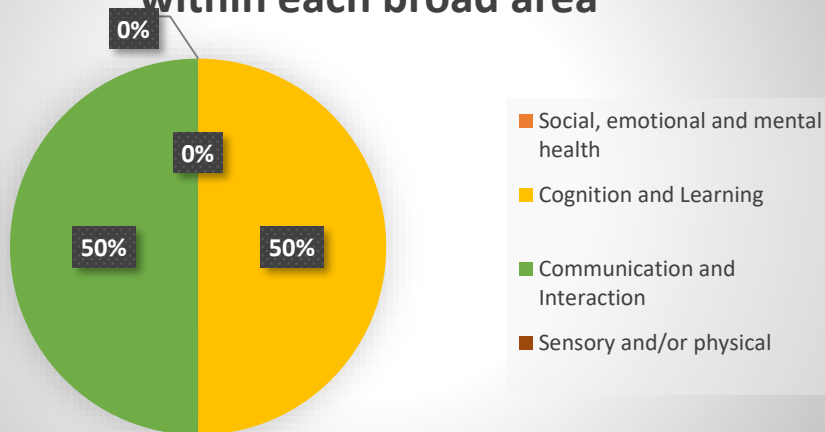
Harpley CE Primary School

Harpley CE Primary School has 10 children with SEND. This is 22% of children on our roll (accurate as of October 2023). There is one child who has an EHCP (4% of school population).

The primary SEND needs for these pupils are:

- 50% are identified as having SEND linked to Cognition and Learning (including maths, reading, writing and spelling etc.)
- 50% are linked to Communication and Interaction (including speech and language difficulties and problems with social interaction)
- 0% are linked to Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing)
- 0% are linked to Social, Emotional and Mental Health difficulties (which can include anxiety, depression, ADHD and attachment issues)

Percentage of pupils with SEND within each broad area

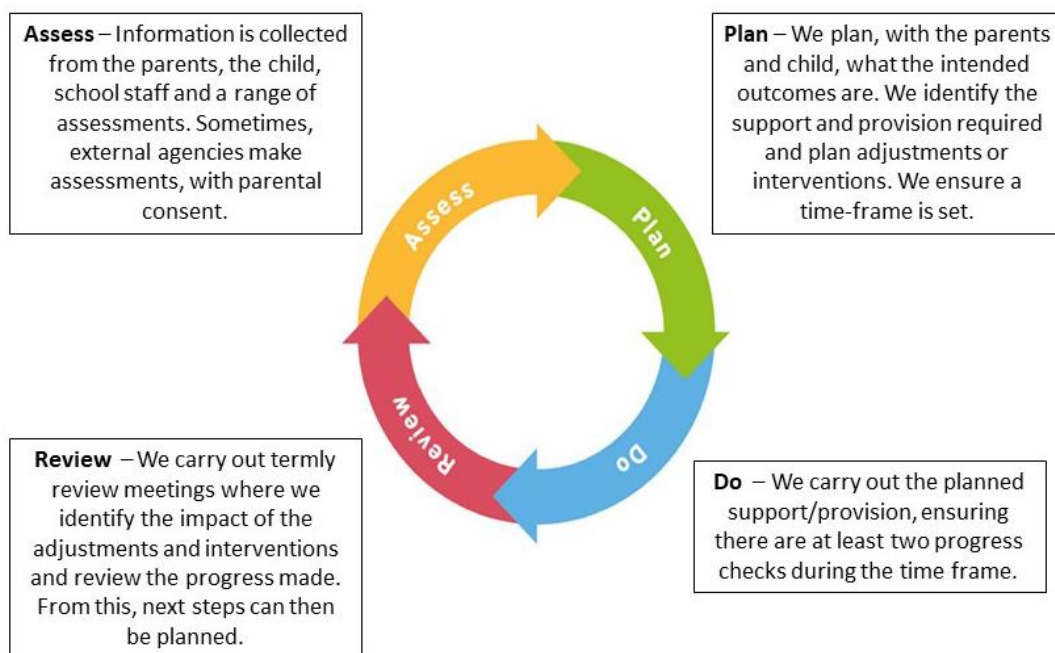


This data only gives the percentage and portion of pupils within their primary need and does not represent the fact that many pupils will have one or more secondary needs, which we will recognise and support.

Provision

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. Prior to the meeting, the child's teaching team will use an INDES (Identification of Needs Descriptors in Education Settings) to support them in identifying a child's specific needs. 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
- Learning and cognition difficulties.

With parental consent, the INDES can be sent to the Norfolk Inclusion and SEND team who may be able to provide support with provision, Element 3 funding and other services. For more information on the INDES, please visit: <https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/identification-of-need-and-inclusive-provision/identification-of-needs-descriptors-educational-settings> . Our schools take part in both internal and external INDES moderation to ensure consistency of use and alignment with our SEND Support Plans.

During the meeting, a SEND Support Plan will be created collaboratively, starting with a child's needs. 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. Our schools use the Norfolk PEaSS (Provision Expected at SEN Support) documents to support them with selecting appropriate provision (<https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/provision-expected-at-sen-support>). The provision may include in-class additional support and/or adjustments specific to the child e.g. coloured overlays, ear defenders, specific adult support etc. In addition, a teacher will always consider what high quality first teaching strategies can be introduced for the whole class which support the needs of all learners and this may be listed within the provision section on the plans too. 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 by the child, class teaching team and parents/carers.

Our Federation Provision map details the provision available to a child if they are receiving targeted or specialist support. <http://www.gmfed.norfolk.sch.uk/send/>

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 a progress check which happens around each half term. 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, then provision will be adapted during the next cycle. 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. The termly meetings will follow the same process as our SEND Support Plan review meetings as children with an EHCP will also have a SEND Support Plan which details the termly outcomes being worked on. 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. More information about this, and the criteria for applying for an EHCP, can be found on the Norfolk County Council Local Offer website: [Education, health and care \(EHC\) needs assessment requests - Norfolk County Council](#)

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 Sentence Reading Test
- Single Word Spelling Test
- British Picture Vocabulary Scale
- Nessy reading and phonics assessment
- Twinkl phonics assessments
- White Rose end of unit maths assessments
- NFER assessments for maths, reading and grammar, punctuation and spelling
- SATs assessments for maths, reading and grammar, punctuation and spelling
- Year 1 Phonics Screening Check
- Identification of Needs Descriptors in Educational Settings (INDES)
- Universally Speaking
- Wellcomm

In addition, we use the IPSEF to evaluate our provision to ensure inclusive practice and to demonstrate our compliance against the Ofsted framework, legal requirements and Norfolk County Council's Provision Expected at SEN Support (PEaSS). For more information, please visit:

<https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/identification-of-need-and-inclusive-provision/inclusion-and-provision-sef>

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:

- CAMHS (Child and Adolescent Mental Health Team)
- Point 1 support for emerging Mental Health needs (Ormiston Families)
- The Norfolk Healthy Child Programme
- Virtual School – for sensory support for pupils with hearing/visual impairment
- Children's Advice and Duty Service (CADS)
- Norfolk and Waveney Children's Speech and Language Therapy
- Occupational Therapy
- School 2 School support
- Autism Support Team
- Inclusion Support Team
- Medical Needs Team
- Neurodevelopmental Service (NDS)
- School and Community Team
- The Parachute Project <https://theparachuteproject.co.uk/>

Within our federation, we also have two members of staff who have undertaken Early Help and Assessment Planning (EHAP) training. Parents can request support if they are having difficulties within their family, or are worried about their children. Through an EHAP, information, advice and guidance can be given to families. For more information, visit <https://www.norfolk.gov.uk/children-and-families/early-help>.

In addition, the federation buys into an Educational Psychology and Specialist Support (EPSS) package. This gives us support from an educational psychologist and specialist learning support teacher. We meet termly, alongside a social, emotional and mental health practitioner and a professional from the School and Community Team, and they provide the school with advice and support for whole school SEND as well as SEND support for specific children.

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

Specialist Provision

Very occasionally, it may be felt that, based on the recommendations of external professionals, pupils require more specialist provision than Great Massingham or Harpley Primary School can offer. In this situation, in consultation with the pupil's parents or carers, we may apply for a place in a Norfolk County Council Specialist Resource Base (SRB). See <https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/schools/specialist-resource-bases-srbs> for more details.

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:

- Norfolk Step On training
- Specific medical needs training e.g. epilepsy training
- Wishes and feelings training
- First Aid training
- Identification and provision
- Autism and Anxiety
- Nessy Dyslexia training
- Mental Health Champion training
- Safeguarding training, including Prevent
- High quality first teaching and using the PEaSS documents
- Using the INDES

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 training and updates provided by Norfolk's Inclusion and SEND team and communication hub meetings.

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. This high needs funding is allocated by Norfolk County Council via a triage process which is engaged once an INDES has been submitted, and school have requested support.

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 them 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.

Transition also includes within school transition. We ensure that the children have had the chance to meet their new teachers in the summer term and class teams will meet to ensure information is passed on to the next teaching team. This includes going through a child's SEND Support Plan. The SENDCo ensures that teaching teams received an updated SEND register at the start of every term. Teachers are made aware if a child has received a specialist assessment and the reports associated with these assessments are made available for teachers to read to ensure they are following the recommendations outlined.

Equality and Accessibility

Great Massingham & Harpley CE Primary 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.

Great Massingham and Harpley Primary Schools Federation recognises the importance of ensuring that the needs of EAL pupils with SEND are met and consequently will provide telephone interpretation services and face to face interpreters for meetings with parents who require translation, to ensure that there is clear communication and joined up working between home and school. Whenever possible we will endeavour to get correspondence, reports etc translated into the home language if required.

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.gmfed.norfolk.sch.uk/aims-policies/>.

How we ensure parents are kept informed

In addition to the termly SEND Support Plan meetings and annual review meetings for those children with an EHCP, parents can request to meet with the class teacher or SENDCo whenever necessary. If you have a concern or want to find out more, please don't wait until the termly meeting. We are always more than happy to speak with you.

Our weekly school newsletter for both Harpley and Great Massingham, will often contain a 'SEND Spotlight' where information and advice related to SEND is shared.

Surveys are sent out to collect the views of parents/carers. Please take part in these; it is always so useful to have your feedback. This year, as a result of our survey in the summer term of 2023, our Send Information Report will be emailed directly to our parents of children with SEND so that they have a copy to read. A link to where the report can be found on our website will also be shared. In addition, parents/carers, who would like the SENDCo present at the SEND Support Plan review meetings, were given the opportunity to request this when making an appointment.

How we ensure pupils are kept informed

As mentioned above, pupils are asked to share their views about their progress and how they like to be supported before, or during, the termly SEND Support Plan review meetings. We also take the time to celebrate their achievements with them and ensure we are asking children about their futures so that we can support them in working towards their goals.

If a professional from an outside agency (e.g. an Educational Psychologist or Specialist Learning Support Teacher) will be coming in to work with a child, we ensure we have spoken with the child about this and encourage parents/carers to do so too.

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.

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: October 2023

Review date: October 2024