



Heacham Infant and Nursery School

Together we explore, discover, achieve and grow

SEND information report (Updated November 2021)

All governing bodies of schools and nurseries have a legal duty to publish information on their website concerning the implementation of their policy for pupils with SEN.

This information will be updated at least annually.



Welcome!

Admissions and School Places

Pupils of all abilities, needs and disabilities are admitted to our school with a warm welcome to everyone.

Admission arrangements for pupils with and Educational Health Care Plan or who are Looked After by the local authority are governed by the Local Authority Admissions Policy

For more information about admissions go to

<https://www.norfolk.gov.uk/education-and-learning/schools/school-admissions>

Alternatively, read our school policy

<https://www.heachaminfant.co.uk/attachments/download.asp?file=142&type=pdf>



School approach and rationale

Heacham Infant and Nursery School is committed to providing a full and rich education to all pupils and embraces the concept of equal opportunities for all.

We endeavour to be:

- Welcoming, safe, happy places where everyone is respected and listened to
- Providing Quality teaching
- Nurturing, within a caring environment
- Able to provide Learning Support Assistants to support and encourage independence
- Supportive for the whole family
- Providing a stimulating learning environment
- Committed to teamwork
- Providers of varied experiences including a wide range of opportunities



Who is Who in our Team?

Chair Of
Governors
Andy Gee



Executive
Headteacher
Louise Jackson



Executive
Deputy
Emma Hunt



SENCO
Teresa
Menday



Assistant SEN
Support
Emma
Radford



SEND
Governor
Kirsty Kerr



Teaching Assistants supporting pupils with additional needs

Regan Curry
Emma woodford Cook
Jo Ingrey
Liz Steadman
Molly Long
Jessica Sutherland
Stephanie Ireson



Training of staff 2021

AET whole school Autistic Friendly

Quality First Teaching - Norfolk Virtual School

SEND Consultations - NCC

Mental health first aid

Speech and Language

Neli Language Intervention

Elklan Language

Read Write Inc

Step On - Norfolk Steps

CPD Programme by SENDCo 2021 and 2022

CPD programme by West Norfolk Academies Trust 2020 and 2021

Responsibilities: Special Educational Needs and Disability Co-ordinator (SENDCo)



- Co-ordination of all support for pupils with special educational needs and/or disabilities.
- Development of the school's SEND policy to ensure that all pupils receive a consistent, high quality response to meeting their needs in school.
- Ensuring the involvement of parents in supporting their child's learning, informing them of the support they are receiving and including them in the review of their child's progress.
- Liaison with providers of external support.
- Updating the school SEND record of need (system to ensure that all needs are known and understood) and ensuring that records of all needs and progress are maintained.
- Ensuring that all staff are aware of each pupil's individual needs and/or conditions and the specific adjustments required to enable them to be included and make progress.
- Ensuring that all staff are supported in delivery the planned work or programme for each pupil to enable them to make the best possible progress. This may involve the use of additional adults, external specialist help and specially planned work and resources.
- Providing specialist support for teachers and support staff to enable them to help all pupils with SEND to achieve their potential.
- Organising training for staff to ensure that they are aware of and confident in meeting the needs of all SEND pupils.



Responsibilities: Teaching staff

In our school the class teacher is recommended as the first point of contact for parental concerns and is responsible for the following:

- Ensuring that all pupils have access to good/outstanding teaching and the curriculum is adopted to meet individual pupils' needs (differentiation).
- Checking pupil progress and identifying, planning and making reasonable adjustments as required. For example, targeted work, additional support, adapting resources, etc and discussing amendments with the SENDCo as necessary.
- Demonstrating, modeling inclusive practise and sharing this practise with their team
- Ensuring that the school SEND policy is followed in their classroom for all pupils with any SEND.



Responsibilities: pupil and Home

pupils with SEND often have a unique knowledge of their own needs and circumstances, as well as their own view concerning the support they need to help gain the most from their education.

They will be encouraged to participate in the decision making process, including the setting of learning targets and contributing to plans. This will be achieved through a variety of approaches as appropriate to the age of the pupil. These include:

- pupil interviews
- Questionnaires
- Self-evaluation (pictures or written answers)
- pupil set targets

Home will be expected to provide:

- Love
- Nourishment
- Emotional support
- Clothes and equipment
- Varied experiences
- Wide range of opportunities
- Homework support



Definition of Special Educational Needs (SEN)

Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions given above or would do so if special educational provision was not made for them.

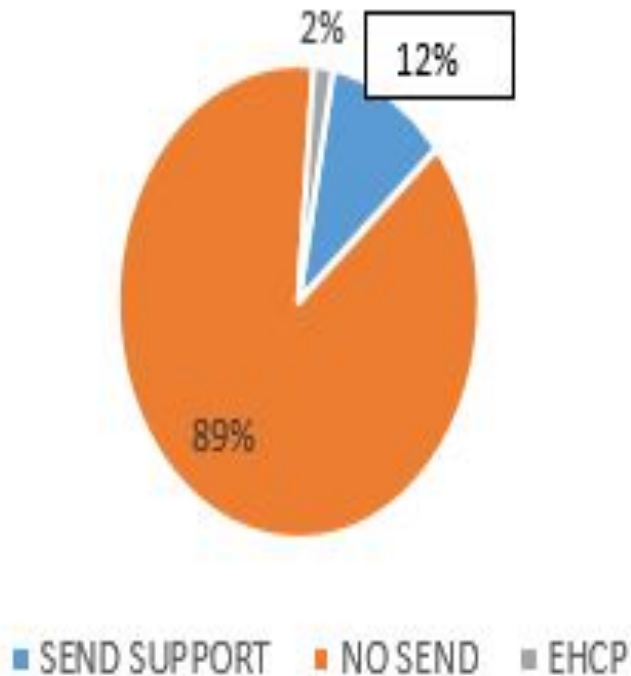
Types of Special Educational Needs

- Communication and Interaction
 - ASD (Autistic Spectrum Disorder)
 - SLCN (Speech, Language and Communication Needs)
 - Speech and Language Difficulties
- Cognition and Learning
 - MLD (Moderate learning difficulties)
 - SLD (Severe learning difficulties)
 - PMLD (Profound and Multiple learning difficulties)
 - SpLD (Specific learning difficulties) For example dyslexia, dyspraxia,, dyscalculia and dysgraphia.
- Social Emotional Mental Health
 - ADHD or ADD (Attention Deficit Hyperactivity Disorder or Attention Deficit Disorder)
 - ODD (Oppositional Defiant Disorder)
- Sensory needs
 - VI (Visual Impairment)
 - HI (Hearing Impairment)
 - MSI (Multi-Sensory Impairment)
- Physical Difficulties / Disability
 - Cerebral Palsy Hydrocephaly
 - Muscular dystrophy

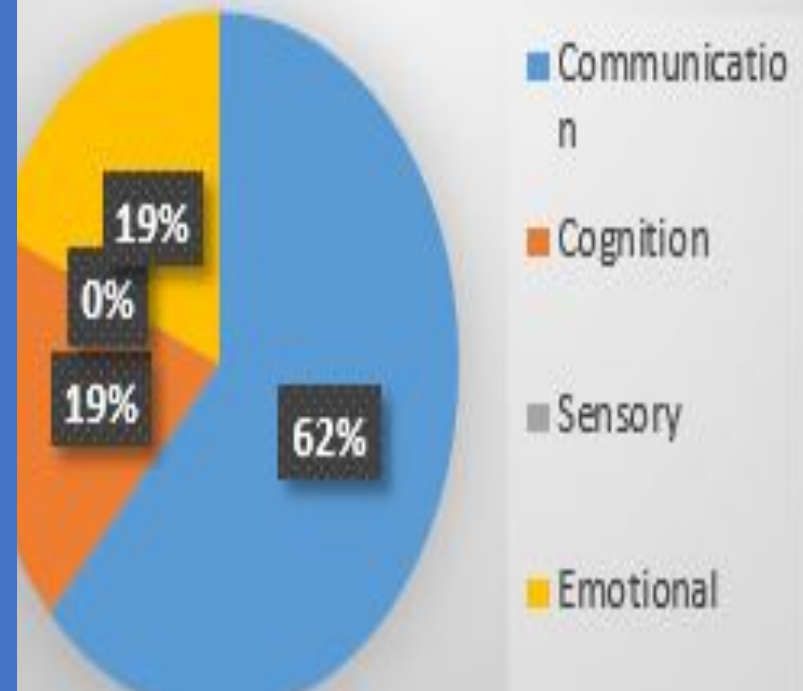


Types of Special Educational Needs at Heacham Infant and Nursery School

Whole school SEND YR-2 14/114
National = SEND SUPPORT 12.1%
National = EHCP 3%



Broad area of need





Types of Special Educational Needs at Heacham Infant and Nursery School

SEND pupils by group





Working together

At Heacham Infant and Nursery School we are committed to working together with all members of our school community. This local offer has been produced in conjunction with pupils, parents/carers, governors and members of staff.

Parents who wish to provide feedback or become involved in future reviews of our offer are welcome to contact the school on:

01485 541274

Or email Ms Teresa Menday at:

t.menday@westnorfolkacademiustrust.co.uk

Mrs Emma Radford

e.radford@westnorfolkacademiustrust.co.uk

Or Ms Louise Jackson at:

office@snettishamprimary.co.uk

We would really welcome your views so please get in contact.



Identification of special education needs

At Heacham Infant and Nursery School we are committed to ensuring that there is early identification of an additional need and that support is allocated to support the child and family as soon as possible. This may be before a diagnosis is given by the health team. Pupils with a learning difficulty which requires special educational provision will be identified as having SEN and therefore added to the SEND register.

In addition there may be a need to support pupils later in school. Learners can fall behind for many different reasons. They may have been absent from school or have attended many different schools and not had the opportunity to learn consistently.

We endeavour to ensure that pupils' needs are identified and met as early as possible and adopt the following procedures for identification and assessment:

- When a child joins the school in Reception we use observations of language, communication, fine and gross motor skills and social development to consider early identification.
- Views and observations from parents, carers and previous settings
- Reading and spelling ages and reports from other professionals who are involved with the pupil.
- The pupil's voice.
- Tracking individual pupil progress over time.
- Pupil progress meetings.

In some cases a more in-depth, individual assessment may be carried out by the school. This can take many forms, including a reading assessment, observation of the pupil, one-to-one work in a certain area or a specific questionnaire. The school has adopted levels of intervention which are based on the code of practice.

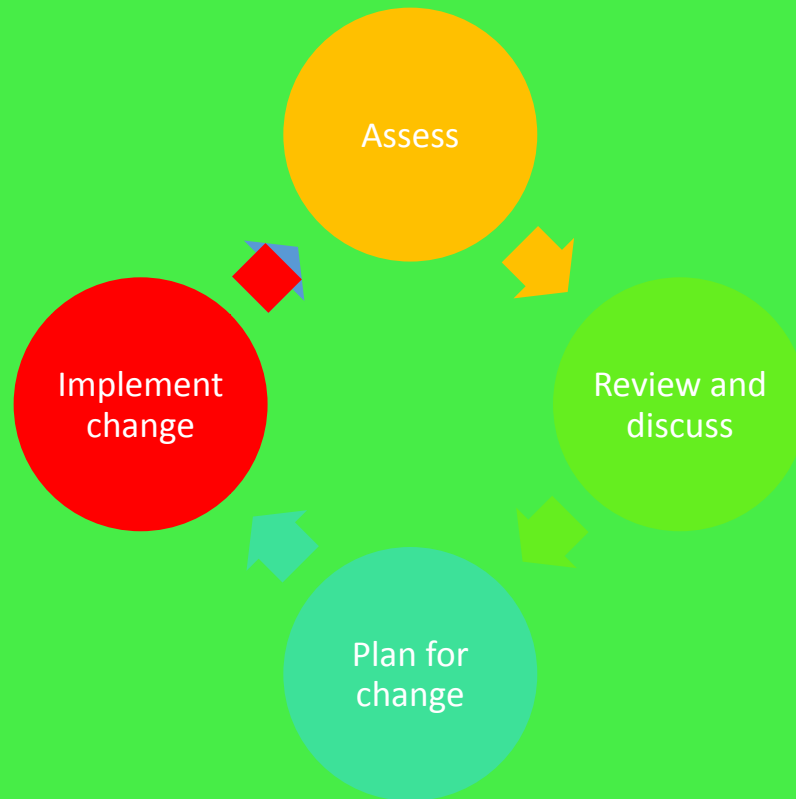


Identification of special education needs

- A continuous cycle of planning, teaching and assessment taking account of the wide range of abilities, aptitudes and interests of our pupils forms the foundation of our work. The majority of pupils will learn and progress within this framework.
- In addition specific strategies designed to meet differing needs may also be used.
- If the SENDCO (or a teacher) identifies a special educational need for a pupil, they may use additional or different interventions to those provided within the usual differentiated curriculum offer and strategies. Following consultation with parents, specific interventions may also be used.

Assess Plan Review Do cycle

- If there is a identified a special educational need for a pupil, they may use additional or different interventions to those provided within the usual differentiated curriculum offer and strategies implemented by the class teacher. We will use an “assess-plan-review-do” cycle.





Application for an Educational Health Care Plan (EHCP)

- If a pupil continues to make less than expected progress, assistance from external services would be requested, again in consultation with parents.
- External specialists can play an important part in the very early identification of special educational needs and in advising schools on effective provision.
- If a pupil is still a cause for major concern or making no progress, an application for an Education Health and Care Plan may be considered.
- Where a request for an Education Health and Care Plan assessment is made by a school to the Local Authority, the pupil will have given significant cause for concern. The pupils needs are not being met by Smithdon High School's local offer.
- The Local Authority will seek evidence from the school that any strategy or programme implemented by the “assess-plan-do-review” cycle for the pupil has been continued for a reasonable period of time without success for several cycles.



The local authority and their support services in meeting the needs of pupils with special educational needs.

Local offer:

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

Norfolk County Council's (NCC) local offer for pupils with Special Educational Needs has been developed in conjunction with the cluster local core offer in order to provide a consistent response to all pupils and families in our care.

This local offer will provide clear, comprehensive and accessible information concerning the provision made for pupils with SEND. It also forms part of the Norfolk Local Offer for learners with SEN.



What is the provision for special educational needs at Heacham Infant and Nursery School?

Heacham Infant and Nursery School has access to support from a number of different services.

Reasonable adjustments are made to cater for the needs of individual children and we have a variety of programmes to boost and support pupils if necessary.

In addition, we employ Teaching Assistants, who support, deliver intervention, co-ordinated by the SENDCo and Assistant Se





Adaptations the curriculum and learning environment for pupils for special educational needs

- All staff have had CP to adapt lessons to enable every pupil to learn at their own pace and in their own way.
- Additional resources are created or provided as required. Eg. images, plain pages, pre teaching, sentence stems or strips , spider diagrams, word sheets
- Staff are trained to adapt lessons to a range of specific learning difficulties including dyslexia, autistic spectrum disorder, speech, language and communication needs and behavioural, emotional and social difficulties.



Our school's approach to teaching SEND

Our high quality teaching includes:

- Meet and greets are used to help pupils feel welcomed and settled.
- Learning environments have key vocabulary, key questions and help routes on working walls - consistent across classes
- Lessons are structured to support SEND pupils with routines, timetables are predictable and displayed.
- Lessons start with recapping on prior attainment to check on understanding.
- Pupils are supported with scaffolding and model answers. Live marking gives fast feedback.
- Pupils are grouped sensitively to support their attention, access to teachers and other adults
- Access to talking time and sensory circuits
- Other practical ways we support pupils (this is not a complete list):
 - Overlays, coloured paper and exercise books
 - Larger lines in books
 - Pen huggers, sloping desks
 - Reading intervention through RWI
 - Laptops
 - Interventions – reading, handwriting, boosters to name a few

Arrangements for assessing the progress and reviewing the progress of pupils with special educational needs

Assessment:

Effective assessment systems are implemented as early as possible in conjunction with other agencies by:

- Encouraging parents/carers and the cluster schools to work together to recognise and support pupils with special educational and disability needs at the earliest stage, drawing on external advice where necessary and using delegated resources flexibly to make appropriate provision.
- Ensuring that the cluster schools, in liaison with other agencies, meet statutory obligations to pupils with special educational and disability needs and their families within the prescribed timescales.
- Working with other agencies to implement Family Support Plans (FSP) as part of a co-ordinated and staged approach to early identification and intervention.



Arrangements for assessing the progress and reviewing the progress of pupils with special educational needs

Monitoring:

Monitoring progress is an integral part of teaching and leadership at Heacham Infant and Nursery School. Parents, carers, pupils and staff are all involved in reviewing the impact of interventions for learners with SEN. The 'assess, plan, do, review' model is followed to ensure that parents/carers and pupils are involved in each step. The SENDCO collates the impact data for interventions to ensure that they are effective. Whole school progress data for all pupils is collated and monitored by teachers, senior leaders and governors. Whole school and cluster data is also monitored by the Local Authority and Ofsted. pupil progress towards target outcomes is assessed by:

- The use of tracking data to check that progress is good across the curriculum.
- Monitoring the progress of all pupils at least every half term by the Senior Leadership Team and SENDCo.
- For pupils with Statements of SEND or Education and Health Care Plans, the SENDCo and where possible the appropriate teachers and teaching assistants, discuss progress with parents at individual review meetings.



Funding

Heacham Infant and Nursery School receives funding from the Local Authority to support the needs of pupils with SEN.

The funding received for:

2019/20 was: £23,279(+ 6,403 Top Up)

2020/21 was: £24,136(+ 11,261 Top Up)

The funding for 2021/22 will be: £25,606

In addition : £8,037 top up or exceptional needs funding to date.

Link to our budget share tracker:

<https://csapps.norfolk.gov.uk/BudgetShare/pdf/21/AllocatedBudget/1763.pdf>



Costed Provision Map

Provision/Interventions	Frequency	Size of Group	Adult delivering provision / intervention	Cost of Adult £	Cost of Resources £	Total Cost of Provision/ Intervention £	A No
1:1 x 27 hours RWI, Neli, Number Sense	Daily	1	Jo Ingrey	13,952.25	0.00	13,952.25	
1:1 x 21.66 hours Sensory Circuits, NELI, Play support	Daily	1	Regan Curry	11,640.52	0.00	11,640.52	
1:1 x 25 hours RWI, SALT , HW	Daily	1	Liz Steadman	17,795.70	0.00	17,795.70	
1:1 x 25 hours SEMH, Lego, pastoral	Daily	1	Molly Long	11,368.50	0.00	11,368.50	
Read Write Inc Interventions	Daily	Mixed	Carla Pooley	7,448.22	0.00	7,448.22	
Lego Therapy	Weekly	Mixed	Liz Steadman	5,167.50	111.01	5,278.51	
Weighted neck pad	N/A	1	N/A	0.00	24.85	24.85	
Timers	N/A	6	N/A	0.00	31.50	31.50	
Pencil Grips	N/A	0	N/A	0.00	3.06	3.06	
Writing Slope	N/A	1	N/A	0.00	23.95	23.95	
Coloured overlays	N/A	2	N/A	0.00	14.12	14.12	
Intervention supplies	Daily	Mixed	Mixed	0.00	32.23	32.23	
Sensory Support Cushion	N/A	1	N/A	0.00	16.83	16.83	



Additional support for learning

Equipment/Resources for additional support:

- We can use a range of individual or group programmes to assist learners according to their needs.
- Any specific or physical requirements will be assessed individually and equipment will be provided, where possible, to meet those needs with the help of the Local Authority SEND services.
- All learners should have the same opportunity to access extra-curricular activities. The school offers a range of additional clubs and activities and is committed to making reasonable adjustments to ensure participation for all.



Evaluation the effectiveness of provision

There is clearly a challenge to allocate resources and interventions with respect to funding.

In providing additional support for pupils, this will be provided from a perspective of evidence based scenario.

If we have found from school- based or research that interventions do not improve pupil outcomes we may withdraw this intervention. Again we will use the “assess-plan-review-do” cycle.

In general, interventions are undertaken in six week blocks with an assessment at the beginning and end to assess their effectiveness.

How we enable pupils with special educational needs to engage in the activities of the school together with pupils who do not have special educational needs



We have a number of extra-curricular activities that take place at Heacham Infant and Nursery School, ranging from after school clubs to residential trips.

We support pupils on these by ensuring we make reasonable adjustments are made that every young person is included in every aspect of school life.

We therefore undertake risk assessments for all our pupils in conjunction with the school trip leader, parents, and any outside agency where appropriate.

All our buildings are wheelchair accessible and we have a number of disabled facilities within school. Ranging from toilet facilities to parking bays.



Support for social emotional, and mental health (SEMH) development of pupils with special educational needs (SEN)

- We have a 'whole school approach' to pupil's well-being. Their well-being and mental health are everyone's business. That is, all staff, other pupils, parents, governors, the community and outside agencies. We sign post Just One Number to families and make point 1 and CAMHS referrals
- We have trained staff in Lego Therapy approach and have a number of mental health first aiders.
- We have developed a culture of talking about emotions and feelings. There is an acknowledgement difficulties and it is ok to accept help.
- We have staff trained in First aid for mental health and we are undertaking Senior Mental Health Training to coordinate support.



Consultation with parents and pupils about special educational needs and involving in their education

In accordance with the SEN Code of Practice, our West Norfolk Academies Trust schools believe that all parents of children with SEN should be treated as equal partners. Our schools have positive attitudes to parents, provide user-friendly information and strive to ensure that we understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education.
- Feel that they have a positive relationship with the school and outside agencies
- Have knowledge of their children's entitlements within the SEN framework.
- Make their views known regarding how their children are educated and, where appropriate, co-produce plans to meet their Special Educational Needs.
- Access information, advice and support during the assessment process.



Transition support into school and into next phases of education

Heacham Infant and Nursery School is committed to working in partnership with children, families and other providers to ensure positive transitions. Transition may be to a new class in school, a new teacher, moving to a new school or training provider or moving from school to employment.

Prior to admission to Snettisham School we liaise closely with other professionals who have had recent links with the pupil in the following ways:

- PreSchool settings will be visited to liaise with keyworkers, families and the child.
- Additional visits and discussions with parents and the child will be explored and where needed further transition support during Year R will be included.
- For those with an EHCP and where this is known in sufficient time interventions will be planned and in place for the first weeks.

At Heacham Infant and Nursery School we also work closely with our High Schools.

- In Year 5 and Year 6 pupils and families will be supported to make a firm decision for post Primary education and to familiarise themselves with the new setting.
- For those pupils with an EHCP joint planning and preparation for the next steps will be part of the preparing for review meetings to make sure Secondary transition is smooth and positive.



Complaints and the governing body

Parent views are important. The first point of contact is always the person responsible, which may be the class teacher, form tutor, or SENDCo.

If this does not resolve the matter, parents should refer to the relevant Head teacher or ask to contact the school's governor representative. If a parent feels that an issue has not been resolved, they can request a meeting with the Chair of Governors of the school.

A copy of the Schools Complaints Policy found:

<http://www.westnorfolkacademiestrust.co.uk/page/?title=Policies&pid=11>



Signposting of policies and procedures

Safeguarding Policy

Norfolk County Council

WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

Heacham Infant and Nursery School
Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct, behaviour policy and the safeguarding response to those pupils who are missing from education. In addition, all staff are provided with Part One of the statutory guidance *Keeping Children Safe in Education*, DfE (2021).

This policy will be reviewed in full by the Governing Board on an annual basis. This policy was last reviewed and agreed by the Governing Board on [insert date]. It is due for review on [insert date].

Signature: Headteacher Date: 27/1/21

Signature: Chair of Governors Date: 27/1/21

SEND policy

Special Educational Needs Policy
Heacham Infant and Nursery School
2021 - 2022

Heacham Infant and Nursery School

Together we explore, discover, achieve and grow

Report Reviewed	By Whom
February 2021	Teresa Menday
May 2021	Teresa Menday
September 2021	Louise Jackson

Senco	Exec Head	Link governor
Teresa Menday	Louise Jackson	Gravin Batterbee Jill Davies

Agreed by LGB: 27/1/21. Signature of Chair: 27/1/21

Equality Objectives

West Norfolk Academies Trust

Equality and Diversity Policy and Objectives

Reviewed by: Trustees
Agreed: May 2021
Next review date: May 2025

Behaviour policy

West Norfolk Academies Trust

Primary Academies Behaviour Policy 2021

Supporting medical conditions

West Norfolk Academies Trust

Approved by Trustees
Date of approval: June 2021
Next review date: June 2022

WNAT Primary Schools

Policy for Supporting Pupils with Medical Conditions

Access and Inclusion Plan

West Norfolk Academies Trust

"Together we explore, discover, achieve and grow: developing outstanding practice"

Heacham Infant and Nursery School INCLUSION and ACCESS PLAN 2021-22

Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. Schools and local Authorities have to carry out accessibility planning to eliminate pupils. The plan will be agreed at the previous Disability Discrimination Committee and have been replaced in the new Act. This document should be read in conjunction with the Trust's Equality Statement, in formulating this plan the School has taken into account the needs of all people who have a protected characteristic. The protected characteristics are defined in the Equality Act. These are age, religion or faith, race, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, sex, disability, race, religion or faith or belief, sex, sexual orientation.

Whole School Pupils Information

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Pupils on Roll	127	150	122	126	128	128
Girls	61	67	58	60	54	60
Boys	66	83	64	66	66	68
EAL	3 (1) Ruman, 1 (1) competent and 1 (1) developing	4 (1) Ruman, 1 (1) competent and 1 (1) developing	2 (1) developing (competent)	2 (1) developing (competent)	5 (1) Ruman, 2 (1) developing (competent)	5 (1) Ruman, 2 (1) developing (competent)
Paed/petroleum	38	36	35	30	30	21
SEN	35	31	31	35	31	27
Higher need	12 (including with a physical difficulty)	9 (high need including 1 with a physical difficulty)	9	9	9	9
Ethnicity	White British 109 Other white 1 Mixed white/black Thai	White British 124 Other white Mixed white/black Mixed white/Asian Thai 2	White British 109 Other white Mixed white/black Thai 1	White British 105 Not declared 2 White and other Asian 2 White and Chinese 1 White and Indian 1	Not declared 1 Other 1	Asian/Thai 1 No info 39 Western European 1 Asian/Other ethnic 1 White/Black African 2 White 34

Further sources of support

Support name	Website address	Email address	Telephone numbers	Brief description of service	Who is it for
Local offer	https://www.norfolk.gov.uk/children-and-families/send-local-offer	n/a	n/a	Find information on support in education Learn about special needs services that can help children, young people and their families Find a support network - parents, groups and organisations. Get guidance and advice about how to help a young person plan their adult life	Anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk.
Norfolk SENDIASS (Information, advice & support services)	https://www.norfolksendiass.org.uk/	norfolksendiass@norfolk.gov.uk	01603 704070	We provide free and impartial information, advice and support about special educational needs & disabilities (SEND).	For children, young people, parents and carers.
Contact a family	https://contact.org.uk/	info@contact.org.uk	0808 808 3555	Contact is a trading name of Contact a Family. We run a free helpline for parents and carers with a disabled child aged from birth to 25, living in any part of the UK. Your child does not need a diagnosis for you to call our helpline. We support families, bring families together and help families take action for others.	Parents and carers with a disabled child.
SEND Gateway	https://www.sendgateway.org.uk/	info@wholeschoolsend.com	020 3925 3596	The SEND gateway is an online portal offering education professionals free, easy access to high quality information, resources and training for meeting the needs of children with special educational needs and disabilities (SEND).	Educational professionals
Independent Parental Special Education Advice (IPSEA)	https://www.ipsea.org.uk/	office@ipsea.net	01799 582030	Our vision is that children and young people with special educational needs and disabilities are able to fulfil their potential. We help children and young people with special educational needs and disabilities, and their families and carers, to get the appropriate education, training and support to which they are entitled under the law.	Children and young people with special educational needs and disabilities, and their families and carers
Family Voice	https://www.familyvoice.org.uk/	office@familyvoice.org.uk	07950 302937	Is the parent carer forum for Norfolk. We work with (not for) the local authority, health and social services to improve services for children and young people with special educational needs and/or disabilities (SEND) and their families.	Families, children and young people with SEND.