

SEND INFORMATION REPORT

SCARNING VC PRIMARY SCHOOL

School SEND Information Report July 2024

INTRODUCTION

Welcome to our SEND information report, which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). In accordance with the SEN code of practice (2014) relating to Special Educational Needs and Disabilities (SEND), this document sets out the ways in which our school community of staff, governors, parents/ carers and pupils will identify, support and monitor children with SEND using the supporting Scarning School Offer, SEND Norfolk Local Offer and the Provision Expected at SEN Support (PEaSS). As a school, we have a legal duty to publish this document on our school website and update it annually. We would welcome your feedback and future involvement in the review process. Help us shape and develop provision for our children.

“WHEN A FLOWER DOESN'T
BLOOM, YOU FIX THE
ENVIRONMENT IN WHICH IT
GROWS, NOT THE FLOWER.”

At Scarning Primary we believe that our children with Special Educational Needs and Disabilities and their families should be at the heart of decision-making process. We listen to them and their thoughts drive our SEND provisions.

We believe that all our children, including those having Special Educational Needs and Disabilities have an entitlement to a broad and balance academic and social curriculum which is accessible to them and to be fully included in all aspects of school life. We work as a team, providing early identification, targeted intervention, giving 'time to talk', thus allowing each child to overcome barriers, to progress, achieve and shine as individuals.

Every child is special to us – we are proud of them all.

NORFOLK LOCAL OFFER

This report is part of the Norfolk Local Offer for learners with SEND. The Local Offer sets out the local services available to support children and young people with SEND and their parents and carers. It includes all the information about education and health and social care in one place. To access the Norfolk Local Offer go to www.norfolk.gov.uk/send

WHAT IS SEND?

At different times in their school career a child or young person may have a special educational need (SEN). The SEND Code of Practice 2015 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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:**

- **has a significantly greater difficulty in learning than the majority of others of the same age, or**
- **has a disability which prevents or hinders him or her 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.”**

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.”**

Learners can fall behind in schools for lots of reasons. They may have been absent from school or they may have attended lots of different schools meaning that they have not had the same consistent opportunities to learn. They may not speak English very well or at all. They may have worries which distract them from learning. So, not all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Most children with SEND can have their needs met by the types of additional support provided at school. We call this level SEN Support. However, if a child needs a higher or more specialist level of support the school and/or families can request an Education, Health and Care (EHC) needs assessment from the Local Authority (LA). If the LA decides that this higher level of provision is needed, a child may then get an EHC Plan (EHCP) which combines the child’s education, health and social care needs.

The Identification of Needs Descriptors in Educational Settings (INDES) and Inclusion and Provision Self-Evaluation Framework (IPSEF)

The Identification of Needs Descriptors in Educational Settings – (INDES) and the Inclusion and Provision self-evaluation framework – IPSEF are two processes we use within school. The two processes provide a commonality of language, shared understanding of the presentation of special educational needs in education settings, and establish a context for making inclusive provision. They also assist in fulfilling Local Authority and educational setting monitoring expectations as described in the SEND code of practice and within the Children and Families Act as well as dovetailing with Norfolk’s Provision expected at SEN support suite of resources. The INDES are a framework of standardised terms, breaking down the four broad areas (Social Communication and Interaction, Learning and Cognition, Social Emotional Mental Health and Physical) of SEND into seven specific sections which describe need:

- Physical disability (including physical and neurological impairment, medical and sensory)
- Hearing impairment
- Visual impairment
 - Speech and language
- Social communication and interaction
 - Social, emotional and mental health
- Learning and cognition difficulties (including behaviour for learning)

More information how Scarning Primary school supports children can be found on the school’s Provision map. The Provision Map changes every year, as our learners and their needs change.

OUR SEND PROFILE 2024

Our SEND profile for 2024 shows that **12% of children** in the school have been identified as having SEND (65 pupils out of 411).

Below, we have outlined the percentage of pupils with SEND at Scarning VC Primary :

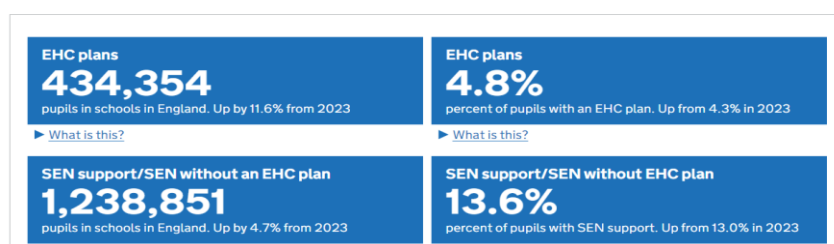
Pupils on SEN&D Register (June 2024 Data) Area of Need: Special Educational Needs and Disabilities SEND Register: 65 (43 boys and 22 girls) EHCP = 15 children (5 girls and 10 boys) Single School Based Category = 50 children	Communication & Interaction	12(19% of SEND register) ASC
	Speech and Language	11 (17% of SEND register)
	Cognition and Learning	17 (26% of SEND register)
	Social, Mental, Emotional and Health	16 (24% of SEND register)
	Sensory	1 (2% of the SEND register)
	Physical / Medical	8 (12% of the SEND register)

This information is based on each pupil's identified primary need, but these pupils may also have secondary needs that are not represented by this data.

Girls: 22 (34% of the SEN&D register)

Boys: 43 (66% of the SEN&D register)

Headline facts and figures - 2023/24



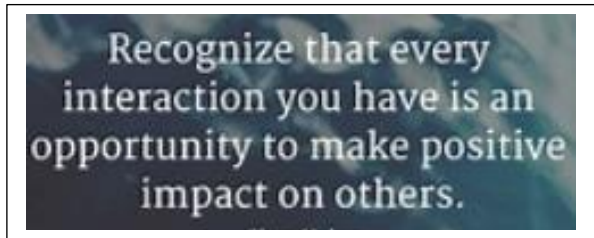
IDENTIFYING CHILDREN WITH SEND

Class teachers, support staff, families and, of course, children themselves, may be the first to notice a difficulty with learning. At Scarning we focus on identifying a child's barriers to learning, rather than looking only at diagnostic labels. Examples of barriers to learning could include: reading, working memory, anxiety, attention, social communication skills, language comprehension etc.

Barriers can be identified in a range of ways: through conversations with children and families, termly pupil progress meetings, through observations by school staff; or through informal/routine assessments. We consider how a barrier to learning is impacting a child and what we can do to overcome or remove these barriers.

In addition to targeted assessments for individual children, we carry out some routine screening of all children to look out for indicators of specific areas of difficulty. Children in our Reception Class are assessed on entry in line with Foundation Stage Guidelines. This year we screened children in Reception and some year one children using the Language Screen assessment tool, this helped us identify any children who would benefit from the Nuffield Early Language Intervention (NELI) and Talk Boost, a programme which has been found to improve children's language and early literacy skills.

For some learners a more formal assessment may be helpful, which could involve the class teacher, SENDCo or external professionals. Some specialist support is provided through Norfolk County Council, as described on the Local Offer website, including School 2 School support, Educational Psychologist services and the Just one Norfolk team. Some support is available for free, while other services incur a cost. Once we have gathered all the relevant information through a combination of the methods mentioned above, we work together to ensure that the child receives support that is designed to help them overcome or remove their barriers to learning.

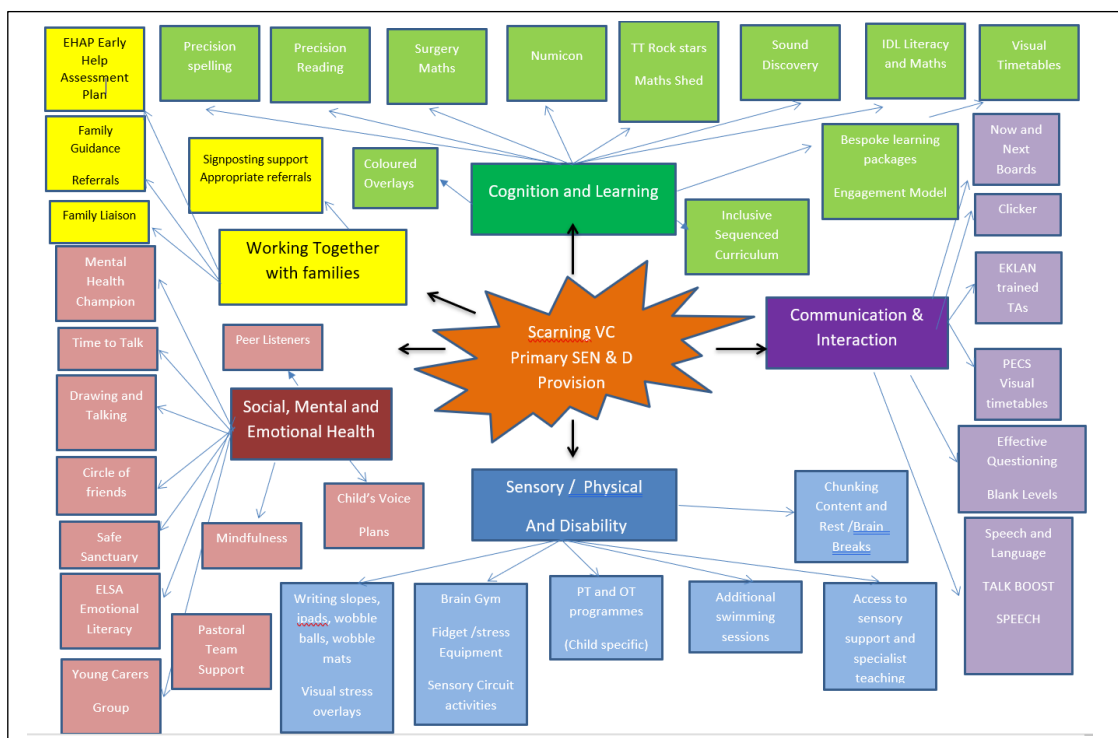


CONSULTING AND INVOLVING PUPILS AND PARENTS

Once it has been noticed that a child is having a difficulty within school, a discussion of how best to proceed will usually involve parents/ carers and families and the class teacher, in the first instance. Discussion may then take place with the SENDCO. Conversations will ensure that everyone develops a good understanding of the pupil's areas of strength and difficulty and that everyone understands the agreed outcomes and clear on the next steps. This may result in interventions being put into place and the pupil being put onto the monitoring register for a term. The parents / carers and families will be informed if their child moves onto formal SEND support.

HOW DO WE SUPPORT LEARNERS WITH DIFFERENT AREAS OF NEED AT SCARNING SCHOOL?

At Scarning school, we are committed to ensuring that all learners have access to high quality learning opportunities. Every teacher is expected to teach at a range of levels that reflect the pupils' range of interests and understanding; this is called the normal adapted curriculum. If your child is identified as having SEND, our job is to offer them something 'extra' that is 'additional to or different from' the normal curriculum. Any 'extra' provision or intervention is dependent on the individual's needs and is designed to overcome or remove barriers to their learning. Our Provision Map describes the range of teaching strategies and interventions that we use to support learners with SEND.



OUR APPROACH TO TEACHING PUPIL WITH SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High Quality Teaching is the first step in responding to pupil who have SEND.

Each teacher at Scarning use a variety of strategies and whole class approaches in order to help all the children in their cohort. Teachers also try to make sure, by using appropriate techniques, that all pupils with SEND are supported in all aspects of the curriculum and enabled to take part in whole class activities. The teaching team use the County **Provision Expected at SEN Support** documents (**PEaSS**) to support them with this.

We use some of the following adaptive teaching methods and learning provisions to ensure that all the children's needs are met.

- Clearly Sequenced Curriculum
- Chunking Content
- Retrieval Practice
- Concrete Examples
- Pre-Teaching and Over Learning
- Modelling
- Effective Questioning
- Dual Coding
- Explicit teaching
- Feedback –
- Visual timetables, now and next boards, communication books, social stories, writing scaffolds, ipads, chrome books, positive reward charts, emotions boards, fidget toys, sensory movement brain breaks, sensory circuits, coloured overlays, ear defenders and distraction free work-stations.

This support is described on a provision map detailing interventions and actions that we undertake to support learners with SEND across the year groups. We modify provision termly, it changes each year as our learners, and their needs change.

We use the 'Engagement Model' where appropriate. The Engagement Model is an assessment tool that helps schools meet their duties in supporting pupils who are working significantly below the level of the National Curriculum and who are not engaged in subject specific study at Key Stage 1 or 2.

The model has 5 areas:

Initiation, Persistence, Exploration, Anticipation and Realisation

We closely link up the child's Education Health Care Plan Section F and expected outcomes to the five Engagement Model areas creating small, achievable targets within a bespoke, heavily supported provision.



THE GRADUATED APPROACH AND MONITORING PUPILS PROGRESS TOWARDS OUTCOMES

Once it has been noticed that a child is having a difficulty within school the class teacher, with the support of the teaching assistant and SENDCO, will complete the Identification of Needs Descriptors in the Educational Setting (INDES) in order to identify the main barrier to learning and the possible next steps with regards to assessments and support that is needed.

One vital way that we review the effectiveness of our SEND support is through the 'graduated approach'. This process helps us make sure that the support we are giving is effective. It is really important that children and their families are closely involved in reviewing this support throughout the process.

- **Assess:** we assess using information from parents and other family members, children, school staff and sometimes other professionals. We use a variety of assessments which can help us to identify the child's needs so that the right SEND support is given. These assessments could focus on any of the four broad areas of need.
- **Plan:** Taking account of the views of children and their families and of the child's needs, we decide what SEND support will be put in place to achieve the desired outcomes. This could be in class support, interventions or specialist support.
- **Do:** Working closely together, we do what we have planned.
- **Review:** Assessments / Observations allow us to compare the results to the initial assessments. This allows us to review whether the SEND support has had a positive impact and what needs to happen next. We share this information about progress with families during interim reports, personal emails, personal support plans (PSP) and parent / carer consultation meetings.

Children's attainment and progress is discussed at termly pupil progress meetings with members from the SLT to ensure that interventions and provisions are proving effective. Progress data of all learners is monitored by all staff, Senior Leadership Team and Governors. The Local Authority and Ofsted also monitor our school data.

Appropriate assessment of the learning difficulties and observation of the child within the setting would be agreed and then carried out. These assessments might include completing some social and behavioural questionnaires and observation, Dyslexia screening, visual stress screening, Oxford Language and Communication screening, Talk Boost screening, Salford sentence reading test, IDL spelling screener, IDL Maths dyscalculia screening and maths assessment, Sandwell maths assessment and Single Word Spelling Test.

When a child has been added to the SEND register, the SENDCO and class teacher would continue to monitor and review their progress and offer appropriate advice to staff and parents / carers and families. This would include completing a Personal Support Plan (PSP), Child's voice and One Page Profile 'This is me' to gain their thoughts on what will help them with their learning.

The majority of learners with SEND will have their needs met by this graduated approach. However, if a child with SEND does not make progress despite the additional provision set out in their Personal Support Plans (PSPs), families or the school can request an Education, Health and Care needs assessment so that the Local Authority can decide if there is a need to provide an Education, Health and Care Plan (EHCP). If a child has an EHCP, this is formally reviewed with families annually.

Below you can see some examples of professionals, agencies and networks that we have worked with in the past year to ensure that the best outcome is met for our children:

- MTW Speech therapy team and Cambridge Community Speech and Language, Speech and Language SRB outreach team

- Educational Psychology (CEPP Team)
- School to school (S2S) support
- SENSI – Paediatric Occupational Therapists and practitioners in Sensory Integration and Attachment.
- Help4Psychology – Clinicians and paediatricians
- Specialist Resource Bases (SRB): speech and Language and cognition and Learning.
- Virtual School SEND.
- Neurodevelopmental Service.
- Norfolk Community Health and Care NHS Trust.
- Child and Adolescent Mental Health Service (CAMHS)
- Supporting Smiles
- Just One Norfolk health services and Home start
- Nelson’s Journey – Child Bereavement Charity
- Young Carers
- The Benjamin Foundation Emotional Wellbeing Support.
- Alternative Provider: The Wilderness Grove, JDT

SOCIAL, EMOTIONAL, MENTAL HEALTH AND WELLBEING

At Scarning VC Primary School, we are committed to supporting the social, emotional mental health and wellbeing of our pupils and staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody’s business and that we all have a role to play.

At our school, we promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements in order to promote self-esteem
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Access to appropriate support that meets their needs
- Helping children to understand their emotions and feelings better and to feel comfortable sharing any concerns or worries
- Helping children to develop emotional resilience and to manage setbacks

We offer different levels of support:

Universal Support - To meet the needs of all our pupils through our overall ethos and our wider curriculum.

Additional support - For those who may have short-term needs and those who may have been made vulnerable by life experiences such as bereavement.

Targeted support - For pupils who need more differentiated support and resources or specific targeted interventions with our ELSA (Emotional Literacy Support Assistant) or personal mentors and pastoral team.

Lead staff members / Mental Health Champions to contact if you are concerned about your child’s mental health: Mrs Erika Simpson (SENDCO and Mental Health Champion), Mrs Michelle King

(ELSA and Mental Health Champion) Mr Nick King (Headteacher) and Mr Stuart Howell (Deputy Headteacher).

Positive Experiences

Scarring offers pupils many opportunities to do physical activities as well as opportunities to relax which both are ways to promote wellbeing and positive mental health.

- Lunch games to play outside.
- Active Learning
- Young Carers Lunchtime club
- Peer Listeners
- Inspire Days with buddy groups
- Residential visits
- Educational day visits
- Extra-curricular clubs such as running club and art and craft club.
- Additional swimming sessions.

Curriculum

The school follows the DfE guidelines for the teaching of Mental Health and Wellbeing in the following ways:

- SRE (Sex and Relationship Education)
- PATHS (Promoting Alternative Thinking Strategies) Curriculum
- Safeguarding Curriculum – Feeling safe
- Mindfulness Mondays
- Go Noodle
- Assemblies and Inspire days
- Yoga– relaxation, visualisation and meditation

Interventions to support Mental Health and Wellbeing

Staff coordinate interventions for pupil's mental health and wellbeing such as:

- Talking Therapy – Time to Talk
- ELSA support
- Mentoring
- Self-esteem individual and group activities
- There's a Volcano in my Tummy anger therapy
- Bereavement Counselling
- Lego therapy
- Relaxed Kids Nurture Sessions
- Drawing and Talking

Please refer to the School's Mental Health Policy. This can be found on the school's website.

ACCESS AND ENGAGEMENT

We are very proud of how successfully we enable children with SEND to access opportunities outside the classroom. We do this in the following ways:

- By providing extra support where needed to ensure we are able to meet the needs of all pupils.
This could include additional teacher/teaching assistant support or peer support including buddying or mentoring by older pupils.
- Attempting to match roles to pupils' strengths and interests.
- Additional visits to residential trips.

- Adjustments to equipment to provide opportunities for success: e.g. sports equipment
- Opportunities to join all clubs, to have responsibilities as 'Peer Listeners', 'Librarians, Play Leaders and School Council.

Scarning school aims to constantly improve the physical environment (including improving the availability of accessible information) to enable disabled pupils to take better advantage of the education, benefits and facilities provided. This year we have improved access to the Visually Impaired, working closely with The Virtual School of Sensory Support (VSSS) to develop the access to indoor and outdoor learning spaces and to develop our understanding as a whole school community. Please refer to the school's Accessibility Plan.

TRANSITION

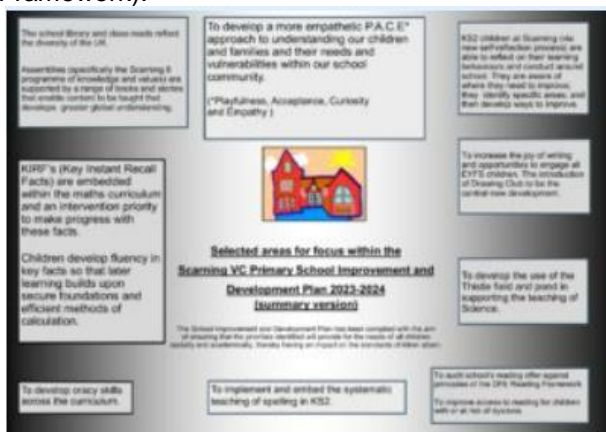
Transition is part of life for all learners. This can be transition to a new class in the school, new teacher or moving to another school. Planning for transition is part of our provision for all learners with SEND. Moving classes will be discussed with you and your child during the summer term. The SENDCo is in regular contact with the secondary schools and nurseries / preschools and ensure that our children have additional visits; transition plans and appropriate discussion take place. In meeting these aims, the school will work in partnership with the Local Authority, feeder school and all organisations and agencies that can provide specific help and guidance in meeting individual needs.

Each transition plan is individual and may include social stories, ELSA support, additional time to talk to a trusted adult, extra visits.

As part of our transition plan every teacher reviews The One Page Profile 'This is Me' with the child and creates whole class welcoming social story.

SCHOOL IMPROVEMENT AND DEVELOPMENTAL PLAN 2023 TO SEPT 2024

- Links to the School Improvement and Development Plans can be found on the school's website.
- The school Improvement plan links to the IPSEF (Inclusion and Provision Self Evaluation Framework).



Desired Outcome SEND SIDP 2023 to 2024

To develop a more empathetic P.A.C.E approach to understanding our children and families and their needs and vulnerabilities within our school community.

For each child to feel positive in their abilities and to make good personal progress in a supportive school community.

To ensure that staff are equipped to support the needs within the school.

Ensuring that...

'Every moment and interaction can be an intervention'. And have a shared understanding of

'Same Storm,

Different Boat'

SECURING EQUIPMENT AND FACILITIES - SEND FUNDING

As well as the main school budget, schools receive additional money to support children with SEND. This is known as the '**SEND notional budget**'. From the SEN notional budget, the school must fund the first £6,000 of any additional support provided to each pupil, but the school does not receive this amount per pupil. The school also applies for Element 3 Top Up funding when a school has a pupil with significant and persistent SEND, who necessitates a high level of support at a cost more than the allotted SEND funding. The school can apply to the Local Authority for additional support which may include financial support. In order to request this additional funding, the school needs to submit appropriate evidence of how the pupil has been supported along with the completion of the INDES (Identification of Need Descriptors in an Educational Setting) and the Local Authority, through moderation, will decide on the allocation of this.

2023 - 2024 Scarning school's SEND spend was £235,424.55

Further information can be found on the Norfolk Local Offer:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/schools/sen-funding-for-schools>

Scarning Primary's SEND notional budget is used in a variety of ways to support children with SEND. Examples of how money was spent last year include:

- Additional hours for intervention work, SEMH targeted support and additional supervision for lunchtime and social times.
- Additional hours to support children with a high level of need – delivering a bespoke curriculum / provision.
- Developing a Safe Sanctuary – SEMH support providing a supportive, playful, acceptive, curious and empathetic environment.
- High quality Continuous Professional Development (CPD) with a SEND focus.
- Accessing specialist support services such as Educational psychologists, Occupational therapists, Specialist Resource Bases (SRB), Alternative Provision and School 2 School support.

EVALUATING THE EFFECTIVENESS OF SEND PROVISION

We evaluate the effectiveness of the provision for pupils with SEND by:

- Reviewing pupils' Personal, Support Plans, INDES and the provision maps.
- Gathering pupil perception and voice regarding their own progress and thoughts about provision and interventions.
- Pupil progress meetings
- Monitoring by SENDCO: book scrutiny, lesson observations, child Kodak moments.
- Children and staff questionnaires
- On entry and exit assessments for interventions
- Monitoring and discussions with the Governor of SEND
- Using provision maps to measure progress and impact of interventions
- Annual reviews with pupils with an EHCP

WHAT TRAINING HAVE THE STAFF WHO ARE SUPPORTING CHILDREN WITH SEND HAD?

At Scarning Primary school, we are committed to providing staff with high quality training and professional development opportunities. Staff have access to a variety of specialist SEND training

courses delivered in-house or by external providers (both remotely and in person). In addition, below are details of specialist SEND training undertaken by staff in the last 2 years.

SEND Training	By Who	When
Attention Autism Bucket Training MTW	Early Years Team	September 2023
Visual Training Sensory Support VSSS	Whole school	October 2023
ASC and PDA Awareness Training CEPP	Whole school	Nov 2023
ADHD Awareness Training CEPP	Whole school	April 2024
VNET Supporting Students with SEND	TAs	June and July 2024
VNET Behaviour Management	TAs	June and July 2024

HAVE YOUR SAY AND HOW TO CONTACT US

Scarning Primary School welcomes everyone helping to shape and develop provision for our learners, aiming at achievement for all.

We have held two Mental Health and SEND workshops this year and will continue to hold these sessions next year. Everyone is welcome to attend these sessions: every moment and interaction can be an intervention. If at any time you have comments, feedback or ideas about any area of our SEND provision, we would love to hear from you.

Please contact any of the following: Headteacher: Nick King

SENDCO and MHC: Erika Simpson

Family Liaison, SENDCO Assistant, ELSA and MHC: Michelle King

SEND Governor: Margaret Hollingworth

All of these members of staff can be contacted via the school office on: 01362 692665

WHERE CAN I GET MORE INFORMATION?

Scarning school works closely with outside agencies. Please see below information on other useful external support services that are regularly involved in meeting the needs of pupils with SEND and in supporting their families:

The Norfolk SENDIASS (Information, Advice and Support Service)

The Norfolk SENDIASS provides information, advice and support to children, young people and parents/carers about SEND. This includes health and social care where it is linked to education. It is a free, dedicated, confidential and impartial service. You can contact the service by calling 01603 704070, or emailing norfolksendiass@norfolk.gov.uk. You can also find more information on their website: <https://www.norfolksendiass.org.uk/about-us/about-us/>

The Norfolk Local Offer

The Local Offer sets out the local services available to support children and young people with SEND and their parents and carers. It includes all the information about education and health and social care in one place. To access the Norfolk Local Offer click on this link: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Just One Norfolk

Just One Norfolk is the single point of access for all Norfolk Healthy Child Programme services. Your call might be for an appointment change, or you might have a parenting question or a worry about your child's physical or emotional health.

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

Phone: Just One Number on 0300 300 0123

MONITORING ARRANGEMENTS

The Special Educational Needs and Disabilities Policy and the SEND Information Report will be reviewed by Mrs Erika Simpson (SENDCO) and Mr Nick King (Head Teacher) every year.

It will also be updated if any significant changes to the information are made during the year.

The views of parents and feedback from pupils will be used in order to improve and make changes to the policy.

It will be approved by the Governing Board.

LINKS TO OTHER POLICIES AND DOCUMENTS

This SEND Information Report links to the following:

- SEND Policy
- Accessibility Plan
- Equality Policy
- Intimate Care Policy
- Medical Care Policy
- School Provision Map
- Mental Health Policy
- IPSEF – Inclusion and Provision Self Evaluation Framework
- INDES – Identification of Need Descriptors in an Educational Setting
- PEaSS Provision Expected at SEN Support
- Norfolk Local Offer – Local Authority
- SEN Funding for schools
- Scarning SEND Provision maps
- Scarning School – School Improvement and Developmental Plan