



SEND Information Report 2021-22

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1. Introduction

Welcome to Pulham Church of England V.C. Primary School's SEN information report. This is a working document and if you have any suggestions for improvement please contact us. This is part of the Norfolk Local Offer for learners with Special Educational Needs and Disability (SEND). The local offer is where parents can find information on services and support available in Norfolk for their child. All schools are obliged to publish how they support pupils with SEN in their school and this is updated annually and published on our school website.

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

If you have any concerns about your child, please firstly speak to your child's class teacher; you do not have to wait for a parent's evening. At Pulham Primary School, class teachers meet with the Special Educational Need Co-Ordinator (SENDCo) on a termly basis to review the needs and progress of the children. Any concerns raised by parents are shared with the SENDCo and the Headteacher.

2. Identification and provision

Children are carefully assessed and measurable targets are identified. Teacher observation, marking of work and collecting a range of evidence are all vital in fully assessing a pupil, so that class-based support and any other intervention can be carefully adapted to the individual child. The following are also respectfully considered:

- Information from a transferring nursery or school
- Information given to us by parents, especially during home visits before starting school, which may include family history
- Individual learning styles, as observed by teaching staff and described by the student themselves
- School based assessments, such as standardised reading and maths tests, which feed into the school's tracking system. We are using a new assessment tool – PiXL.
- Other diagnostic assessments, for working memory and phonics processing being just two examples.

The level of support your child will receive will depend on their needs. A child receiving 'additional to or different from' is recognised as 'SEN support' and they will be added to SEN Register and their progress will be closely monitored. This register is not fixed for the rest of the child's education and is reviewed termly. Additional support, for those experiencing barriers to learning is delivered as follows:

2.1 High Quality Classroom Teaching

The most valuable tool we have for all our pupils is high quality class teaching. This is the best model of inclusion for children with SEND. This excellent classroom teaching, often referred to as Quality First Teaching (QFT), is how every teacher adapts the curriculum to ensure access to learning for all children in the class. A document mapping this provision is updated every term. The information on this is the same as that shared with parents and students by the class teacher. The SENDCo and Curriculum Leads will work closely with teaching staff to ensure they have the skills and knowledge to provide pupils with SEND a scaffolded and inclusive curriculum that promotes independence and progress.

2.2 Targeted Small Group and One to One Intervention

We have intervention groups for those children who need a boost, to fill gaps in learning or to 'catch up'. These children can be those with an identified Special Educational Need (SEND) but could also be pupils highlighted by teaching staff as in need of some short-term support.

These groups may run in the classroom or in an alternative learning space. They may be run by a teacher, trained teaching assistant or the SENDCo. We use an interesting range of published programmes as well as putting together our own bespoke packages for particular needs.

The need for this provision is reviewed at least twice termly and teachers are part of the planning and implementation of these interventions.

2.3 Further specialist support

If a pupil is not making the progress we would expect despite QFT and intervention we will talk with you about further assessment, more intervention time, greater involvement from the SENDCo, the specifics of your child's SEN and possibly the involvement of other specialist professionals.

When specialist support is sought, this helps us all understand further your child's particular needs and to plan positive ways forward. We work with a range of other professionals to make sure that all children receive the support they need to do well at school, these include Speech and Language Therapists (SALTs), Occupational Therapists (OTs) and Educational Psychologists (EPs).

At times of more formal assessment, including the statutory SATs for example, those children who benefit from having adult readers, scribes, additional time or other specific support will be provided with what is appropriate in line with the support they have on a day to day basis. If there are reasons for a child to be 'dis-applied' from formal assessment this can be discussed and actioned too.

2.4 Assess, Plan, Do, Review

All children are unique and develop at different rates; therefore, any special educational need may not be evident until they are at school for some time. At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have 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.”

The SEND Code of Practice also states that, for learners identified as having additional needs, teachers are required to remove barriers to learning and put effective special educational provision in place through SEN support. This SEN support follows a four-part graduated approach cycle (assess, plan, do, review), and will form an Individual Education Plan (IEP), created by teachers, children, parent/carers and the SENDCo.



2.5 Education Health Care Plans

For those children whose learning needs are severe, complex and life-long we will endeavour to support via application to the Local Authority to assessment for an Education Health Care Plan (EHCP). An application for an EHCP requires two cycles of the graduated approach, reports from professionals and input from all those involved, including the child themselves. Educational settings or parent/carers can make an application for an EHCP and once in place it states outcomes and actions that education and health professionals are required to provide. These plans are reviewed annually and can continue through to age 25.

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/education-health-and-care-ehc-plans>

2.6 Curriculum

The Teaching Standards requires teachers to 'adapt teaching to respond to the strengths and needs of all pupils', in school this will be through scaffolded and differentiated work, so that your child will be able to access the curriculum provided for all children in the class. Additionally, teachers will plan for themselves and the support staff to support small groups of learners where required. Our pupils learn, with guidance, to use the challenge system effectively, where they can choose the level of difficulty of a task. The challenges are designed as a range that is inclusive of all learners.

When a child joins our school or a need is identified at Pulham, we endeavour to ensure we get the appropriate training, updates and support available to us, through the relevant services. Our SENDCo, holds the statutory qualification and informs staff of SEN developments; they attend the Local Authority termly SEN forums and is a member of the SEN Network run by Willow Tree Learning. Most recently, we have purchased Thrive training, two teaching assistants received training in sensory processing, another has completed accredited course on mental health for young people and two members of staff have learned skills and implemented them from a Reading Recovery tutor. Some interventions used, for example, Sound Discovery and Catch Up require specialist training in order to be delivered effectively. Any staff leading these interventions have been appropriately trained either by experienced staff within the school or by an external provider.

Additionally, we have trained nurture practitioners, all SEN support staff are trained in the phonics programme Read Write Inc., the SENDCo is trained in the use of a number of assessment tools and the whole staff had training on preparing and managing bereavement training in school, including working directly with bereaved young people and their families.

3. SEN Profile

Pulham Primary School has 22 pupils at SEND Support and 1 with an EHCP (correct as of October 2021).

Four broad areas of need			
Communication and Interaction - 47.8%	Cognition and Learning - 39.1%	Social Emotional and Mental Health - 4.3%	Physical and Sensory - 8.7%

Number of children with SEND by year group							
	YR	Y1	Y2	Y3	Y4	Y5	Y6
SEND support	2	3	2	5	4	3	4
EHCP	0	0	0	0	0	0	1

4. Communication with parent/carers

Your child's progress is continually monitored by their class teacher and the SENDCo, this is in the context of the whole school progress tracking from entry through to Year 6. Effectiveness can be measured in many ways, for example, pupils are successful in meeting targets, pupils make progress academically against national/age related expected levels, the gap is narrowing and/or they are catching up with their expected age levels. It may also be that verbal feedback from the teacher, parent and pupil consistently suggests improvement and reading age and spelling age scores increase.

We follow the 'assess, plan, do, review' model and try to ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCo, Class Teacher and Teaching Assistants, will agree on measurable targets. Parents/carers may also form part of these discussions. A baseline will be recorded, which can be used to monitor the impact of the provision.

Very often pupils move off the SEND register when they have made sufficient progress that indicates they have adapted to or overcome the barrier to learning and do not require 'additional to or different from' provision. At this point, progress is still carefully observed.

Parents are kept updated through the Autumn and Spring Term learning conversation evenings, the Summer term full report and interim reports at each half term. The termly changes in QFT and interventions for those on the SEND register, can be shared at parent's evenings. For some pupils, an Individual Education Plan (IEP) may be put in place, this is reviewed in the same way and is written by the Teacher alongside parent/carers and the SENDCo.

We offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss pupil progress. We aim to involve you throughout decision making processes and to keep you informed of the support your child is receiving. We encourage you to meet with us as often as you feel necessary and we really notice the positive impact of parents working equally alongside us. Parents are encouraged to express opinion through Parentview on the OFSTED website. Additionally, parents can be part of the group to review the SEN report for the school annually along with the SENDCo and governors. In the event that parents are not satisfied with the outcomes of discussions or their child's progress, parents should speak to the head teacher.

5. SEND Resources and Agencies

We regularly discuss and identify staff training needs related to the needs of the children in school at the time. Support Staff involved in interventions are highly experienced and the SENDCo has the National Award for SEN co-ordination. In combination with detailed individual planning we use a number of structured programmes; to name a few,

- Talk Boost for early language development,
- Toe by Toe, a structured programme for letter, sound and word recognition,
- Speed Up, a kinaesthetic programme to develop fluent handwriting,
- Nessy, educational software to support self-checking development of phonic use,

- Numicon, Closing the Gap, a multisensory approach to mathematical learning
- Socially Speaking Interventions, an approach to develop social interactions.

Pulham Primary School Commissions support from the following outside professionals and agencies:

- Educational Psychologists – Willow Tree Learning
- MTW Speech and Language Therapy
- Sensory occupational therapy services SENSI and Open Arms Sensory Support and have access to services universally provided by Norfolk County Council, which are described on the Local Offer.

6. Inclusion

We are an inclusive school and welcome diversity. All staff believe that high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. We care about the social and emotional well-being of each child and take bullying very seriously. We teach anti-bullying as part of the PATHS programme and our anti-bullying policy can be found on our school website. A key stage 1 and key stage 2 nurture-based intervention is available for groups of children who need some specific social and emotional support. The school is fully accessible to pupils with SEND. The school is wheelchair accessible with a disabled toilet in the main building. The school produces an annual Disability Access Plan to ensure that this provision is regularly monitored and developed.

All learners at Pulham School have the same opportunity to access extra-curricular activities and other school activities including residential visits. All staff take seriously their obligation to make reasonable adjustment for all pupils, including those with SEN and those with a disability, to be able to access all activities if they wish, in line with the Equality Act of 2010. School trips are accompanied by a high ratio of adults to children and more individualised support is arranged where necessary. A risk assessment is carried out prior to any off site activity and sometimes a pupil specific risk assessment will be carried out alongside parent/carers.

7. Funding

At Pulham we allocate funds carefully to the variety of support offered; 1:1 support, small group support, specialist support from outside agencies and purchasing equipment and resources where appropriate. The school budget received from Norfolk LA includes money for supporting children with SEND. For the year 2020/2021, the SEN memorandum is £35,951. In addition, the school applies termly to the Local Authority for pupil specific financial support, called Element 3 funding and in exceptional circumstances applies for further funding from the local authority.

We ensure that the needs of all children who have special educational needs are met to the best of the school's ability with the funds available. We have a team of teaching assistants who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs. The budget is allocated on a need's basis and children with an EHCP will receive additional funding to help the school meet the needs outlined in their plan. Where a SEN child is also registered as pupil premium they will benefit additionally from the funding allocated to that group.

8. Transition

We recognise that 'moving on' can be difficult for any child and this seems particularly true for those with SEN and we are committed to working in partnership with children, families and other providers to ensure that any transition is as smooth as possible.

As a child gets ready to move into our Reception class initial contact is made with their previous setting and with the parents. Our reception teacher will visit the child in their pre-school setting along with the year 6 pupil who will be their buddy once at school. The teacher will also offer a home visit. Children are invited for a number of taster sessions in the Summer term and parents are invited to attend a meeting with the reception teacher. Parents are invited to contact the school at any other time to ask questions and discuss concerns. Any relevant information is shared with other members of staff and the SENDCo when appropriate.

As a child gets ready to move to a new school we will contact the SENDCo there and ensure they know about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible and will invite a member of the new school to any EHCP annual reviews.

As a child moves into a new class within school, information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. Children will have opportunities to meet their class teacher and be involved in 'transition days' to work within their new class in the Summer Term prior to transition.

For end of Key Stage 2 high school transition the SENDCo and Year 6 staff will be in contact with the high school SENDCos to discuss the specific needs of your child and what provision needs to be made. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school, we encourage this happening as early as possible. Opportunities to familiarise pupils with their new school are organised as part of the transition process throughout the year by all high schools locally at the end of the Summer Term. Some of these transition days facilitate additional opportunities for vulnerable learners.

9. Who can I contact for further information?

Please do not hesitate getting in touch with us.

At Pulham Primary School your first point of contact is always the class teacher. You can also speak to or email the Interim SENDCo, Leonie Pagett via the school office or at sen@pulham.norfolk.sch.uk. Harriet Beckett, the interim Headteacher is also very happy to discuss any concerns, there is also our school governor with responsibility for SEND, name@pulham.norfolk.sch.uk.

10. Where can I find further information, advice and contacts on SEND?

- Norfolk SEND Local Offer - <http://www.norfolk.gov.uk/SEND>
- OFSTED Parentview - <https://parentview.ofsted.gov.uk/>
- Pulham Primary School - <http://www.pulhamprimaryschool.org.uk/index.html>
- Norfolk SENDIASS (Special Educational Needs & Disabilities Information, Advice and Support Service) - <https://www.norfolksendiass.org.uk/>

- SEND Code of Practice, 2014 -
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Just One Norfolk -<https://www.justonenorfolk.nhs.uk/>