

## SEND: Teresa Menday

## Heacham Junior School SEND Report 20/21

Date: (completed)	
Name of SEN Lead, experience	<p>Louise Jackson Executive Headteacher and Teresa Menday.</p> <p>Between Louise and Teresa there is expertise in Infant and Nursery, Primary, Secondary Mainstream, Secondary PRU/SSfN, and a Hospital School- 12-18 years.</p> <p>Teresa has been a SENCo for 14 years. Louise has been a Senco for 12 years.</p>
Name of SEN Governor/type of Governor	Jillian Davies, Gavin Batterbee
SEN support from other agencies	Educational Psychologist, SEMH Team, Speech and Language Therapists, (NHS and SeaSalt), ASD Specialist Support, Norfolk Just One Number-School Nursing Team, Occupational Therapist, Virtual School for Sensory Support, Sch2Sch, Behavioural Specialist Support, Inclusion and EHCP Teams.
Summary of the school's existing provision and approaches	<p>In 20-21 we completed a self-evaluation of our provision and index of our pupil profile. Following this audit, we trained staff around the main areas of broad need – Communication and Interaction, Social, Emotional and Mental Health and Culture and Ethos. Our values lie in delivering quality first teaching and provision for all our children. We believe that all teachers are teachers for SEN children, all leaders are leaders for pupils with SEND. We want SEN pupils to access our knowledge rich curriculum through good support and feedback with suitability adapted materials to scaffold understanding. This enables high levels of self-esteem and progress for all our children. We have increased the time that SEN children spend in class with their peers and teachers. We have given CPD to our teachers and teaching assistants to promote a strong ethos embedded in inclusion, high expectations and understanding. We shared “provision expected” (PEAS) materials for Quality First teaching and provided CPD around the provision. For those with an identified need, we talk to families and pupils to create a Pupil Passport (a profile of a pupil on one page) to monitor and support children who have additional needs, but are not in the EHCP process. These are reviewed termly. Identifying SEND needs lies in early detection of difficulties that a child may be experiencing, early discussions with teachers, support staff and especially parents. A plan of initial action may be decided and is monitored, initial assessments by the SENCo could also highlight areas that need focus and reasonable adjustments are made and monitored. Discussions about the needs and progress of SEND pupils takes place with Senior Leaders regularly and at CPD meetings with all staff. Regular checks on learning and wellbeing take place involving leaders at all levels, through deep dives into learning, learning walks and book looks. Speaking to the children with SEND is our priority: to capture the pupil's voice and know the whole child.</p>

	<p>We have pupil passports and IEPs for pupils with SEND, all targets are SMART; small, measureable, attainable, realistic/relevant and time bound. Every day SEND pupils receive live marking in each lesson which gives personalised feedback to support progress. Each class teacher will know the needs off SEND pupils within their class and welcome advice from SEND staff, outside agencies and families to help support progress across a broad curriculum and esteem. Our SEND staff have supported parents in supporting their children met with worried families to offer early help, and to make parental requests for EHCP assessments. Research based intervention to support progress are used - eg access to additional reading, phonics, precision teaching, sensory circuits and brain breaks. There have been referrals to SEMH Team, ASD Specialist Support, Norfolk Just One Number- School Nursing Team, ATT, EP, ALST, SaLT (- both private and NHS SaLT) and Outreach from Sch2Sch and the Behaviour SRB at St Michael’s. We have sought and implemented any reasonable adjustments from the Inclusion and Attendance Teams, VSEND and EHCP Team and Coordinator</p>
<p><b>Next Steps 21-22</b></p>	<ol style="list-style-type: none"> <li>1. Review our Index of pupil need and progress on self-evaluation (Sept 21)</li> <li>2. Review SEND quiz analysis for staff</li> <li>3. SEN offer- review accessibility and effectiveness – add audio, images</li> <li>4. Establish additional support for targeted pupils with teachers, teaching assistants and families</li> <li>5. Measure impact through book look, pupil discussions</li> <li>6. CPD for TchS/TAS in gathering pupil voice, RWI decoding (segmenting / blending) and 1st Class number</li> <li>7. Set up a Trust SEND forum for pupils and families to better gather views and partnership</li> </ol>

### Identification of need

	<p><b>Key Stage 2</b></p>	
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Category of Primary need		Year 3		Year 4		Year 5		Year 6		Totals: Prime Need
		M	F	M	F	M	F	M	F	
<b>Cognition &amp; Learning</b>										
Specific Learning Difficulty	SEN	0	0	0	0	0	0	0	1	1
Mild/Moderate Learning	SEN	1	2	1	2	1	0	2	0	9
<b>Social, Emotional and Mental Health</b>	SEN	1	0	0	0	0	0			
	SEN	0	0	0	1	1	0	0	1	4
<b>Communication &amp; Interaction</b>		1	0	0	0	0	0	1		
Speech, Language & Communication Autism	SEN	2	0	0	0	0	0	1	0	2
<b>Physical/Sensory Impairment</b>		0	0	0	0	0	0	0	0	0
Visual Impairment	SEN	1	0	0	0	0	0	0	0	0
Hearing Impairment	SEN	0	0	0	0	0	0	0	1	1
Multi-Sensory Impairment	SEN	0	0	0	0	0	0	0	0	0
Physical	SEN	0	0	0	0	0	2	0	0	2
Other Sensory Impairment	SEN	0	0	0	0	0	0	1	0	1
										Total 20
Supported in class/in school (K)	SEN	1	2	1	2	1	1	1	3	14
EHCP	SEN	3	0	0	0	1	1	1	0	6

Vulnerable groups where SEN overlaps with other needs

Need	Total number in school	SEN support	EHCP
Pupil Premium (disadvantaged)	37	0	4

LAC (Looked After Children)	0	0	0
CP register (Child Protection register)	1	0	0
Children in Need (CIN)	3	0	1
EAL (English as an Additional Language)	2	0	0
Traveller	2	0	0
Pupils out of Year group	1	0	1
Poor attenders below 95%	6	5	1
Persistent Absentees below 85%	0	0	0
Number of pupils with medical needs (Health Care Plans/Toileting Plans)	1		1
Service Children	1	0	0

**Exclusions relating to SEN children 2020-21**

	Non-SEN Pupils	Pupils receiving SEN Support	Pupils with EHCPs
Number of Fixed term exclusions		2	0
Number of Permanent exclusions	0	0	0
Number of Managed transfers	0	0	0

Number of Managed moves	0	1 – welcomed into HJS	0
Number on Part-time Timetables	0	0	0

**Exclusions relating to SEN children 2019 - 2020**

	<b>Non-SEN Pupils</b>	<b>Pupils receiving SEN Support</b>	<b>Pupils with EHCPs</b>
Number of Fixed term exclusions	0	2	0
Number of Permanent exclusions	0	0	0
Number of Managed transfers	0	0	0
Number of Managed moves	0	0	
Number on Part-time Timetables	0	0	0

**Exclusions relating to SEN children 2017 -2018**

	<b>Non-SEN Pupils</b>	<b>Pupils receiving SEN Support</b>	<b>Pupils with EHCPs</b>
Number of Fixed term exclusions	0	2	
Number of Permanent exclusions	0	0	

Number of Managed transfers			1 Pupil came to us on a managed move
Number on Part-time Timetables		2 (high anxiety / SEMH)	1 ( see above – it was short term)

Overview of systems, policy and practice (please highlight the correct answer in green and write your reasons in the evidence section)

Standard	Yes	No	In Part	Evidence
<b>Quality of Teaching &amp; Learning</b>				
Detailed and appropriate provision mapping is in place for all areas of SEN and is up to date and provides information on the cost of support			√	Provision Map is updated termly by Assistant SENCo E. Radford, liaising with Teachers and Trust Primary SENCo. Costed provision Maps are also completed to support funding applications
Quality interventions are in place	√			Access to the same quality first teaching in the classroom, with additional differentiation and resources to support progress. Children with exceptional needs have had daily 1:1 input for learning and SALT and small intensive group support after the main teaching input. Lego therapy, additional reading and RWI is used for intervention and needs reviewed every term.
The quality of teaching is regularly monitored to ensure pupils' needs are met, e.g. effective differentiation	√			Monitoring of the quality of teaching is completed by Senior leaders and Middle subject leaders. Learning walks and books looks take place frequently. Pupil progress meetings are also where progress and meeting additional needs is discussed/shared. Further steps may also be decided.
The quality of teaching assistants is regularly monitored to ensure pupils' needs are met	√			During Learning Walks the effectiveness of TA's is monitored alongside the teachers as part of class provision. Teachers use and deployment of TAS can be seen as they act as a team to support and feedback to pupils. The progress of RWI is monitored separately and is led by TA's.
Pupils with SEND are meaningfully involved in all aspects of school life alongside their peers	√			All SEND children are included in the main teaching part/discussions/activities. However appropriately challenging (differentiated) work to meet the needs of individuals, is implemented to support access to knowledge and activities,

				develop skills and abilities and promote engagement. These essential strategies mean that all SEND children are able to build confidence, self- belief and ultimately their skills, abilities, knowledge and understanding. Without it we reinforce their fear of the written word/calculation and this at times can manifest in challenging behaviours of varying degrees and intensities.
Good transition arrangements are in place for all pupils with SEND and are tailored to the needs of individual pupils	√			The Primaries and Secondary SEND Teams have started to liaise to share ideas, suggestions and good practice to enable open communication and a community voice around the issues faced. Transition arrangements, though adapted for Covid, have taken place. Pupils are excited by the transitions into new schools. The possibility of Summer Schools and the semi lifting of COVID 19 restrictions has helped calm anxieties for children and their parents.
Pupils with SEND have access to a broad and balanced curriculum	√			Our children have access to a very broad knowledge based curriculum which builds on this each year, through revisiting, developing vocabulary and extending knowledge and understanding across subjects. Our SEND pupils attend these lessons without frequent withdrawal so they too experience the full curriculum.
There is a programme of staff development, linked to the School Development Plan, which reflects pupil needs and improves staff knowledge and skills of SEND	√			Training for staff in 20-21 was identified following our provision self-evaluation which identified we needed to target CPD at highest areas of need. These were culture/ethos, SEMH, and Communication and Interaction. We have arranged support from AET, NCC Virtual School, SALT, and SEMH. Teachers have regular contact with Louise and Teresa and discussions around concerns are often and ongoing. Regular CPD is shared in small sessions during staff meetings.
<b>Standard</b>	<b>Yes</b>	<b>No</b>	<b>In Part</b>	<b>Evidence</b>
<b>Monitoring and Assessment of Pupil Progress</b>				
The school's data demonstrates that pupils with SEND make at least good progress	√			SEND progress over 2020-21 shows that all pupils made good progress in reading assessments with 100% retaining KS1 attainment or better. In Mathematics, 89% retained KS1 attainment or better – 2 pupils making progress in smaller steps. In writing, 83% made progress by retaining KS1 attainment or better, this is an area for focus in 21-22.
Monitoring and tracking of intervention programmes	√			Our interventions for 20-21 have demonstrated positive outcomes for pupils.

demonstrates provision leads to positive pupil outcomes (i.e. attainment, progress, social, emotional development)				Lego Therapy has been really successful and popular. Pupils speak highly of their confidence and enjoyment linked to building complex structures and following instructions. Feelings and wishes taken around this intervention show scaled improvements in pupil wellbeing. Reading intervention, linked to accelerated reader has shown higher attainment and progress in this area which was a focus.
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Standard	Yes	No	In Part	Evidence
<b>Policies/Statutory Compliance</b>				
SENCO has appropriate experience and/or qualifications	√			Louise Jackson has many years as a Head Teacher also covering the role of SENCO Teresa Menday has been a SENCO for 14 years, in many different educational environments including secondary and a hospital school. She initially trained as a primary school Teacher and was for the first 5 years a nurture Teacher having 15-19 SEND children all day for all subjects.
SEN policy is in place and reflects current practice and provision	√			The online SEND Policy and Information Report is amended and updated yearly.
SEND responsibilities under the Equality Act 2010 are in place	√			Equal opportunities to access learning and the school environment including clubs and trips are in place.
SEN Governor is in place and has an overview of SEND provision	√			SENCO meets with Gavin Batterbee, Danielle Rodrigues and Jill Davies SEND Governors.
SEN Information Report is published on the school website and is updated at least annually	√			Yes the link on the website is directly to the SEN Information report.
School website has a link to the Local Offer	√			Yes- links directly to NCC SEND offer to schools.
Where appropriate, risk assessments/Personal Emergency Evacuation Plans (PEEPs) are in place for pupils with SEND	√			Active Risk Assessments and Behaviour Support Plans are reviewed in a timely manner when in place.
School's SEN policy is embedded within the school's performance management, self-evaluation and improvement planning				Every teacher a teacher of SEND, every leader a leader of SEND – we have targets for staff linked to SEND pupils, those with low attainment are central to improvement plans. Assessment data/results are used to target specific children for focused teaching within the classroom by the Teacher or a TA under the direct

				supervision of the Teacher. During pupil progress meetings SEND attainment and progress is discussed and support for those children is recorded. Access to interventions is through a process of assessments.
<b>Standard</b>	<b>Yes</b>	<b>No</b>	<b>In Part</b>	<b>Evidence</b>
<b>Involvement of Parents, Carers and Pupils</b>				
Schools meet with parent/carers and pupils to discuss pupil progress, supporting strategies and responsibilities at least three times a year	√			Parents Evenings where reports are shared. We also offer bespoke meetings and a regular SEND clinic. Pupil Passports were introduced as a means of in school monitoring/evidence gathering, are reviewed termly, but are not sent home.
Record of the outcomes, action and support agreed through parent/carer discussions is kept and shared with parents/carers and appropriate school staff	√			All SENCO and Teacher meetings with parents are logged centrally on CPOMS and actions agreed, if necessary. Some children may have a Pastoral Support Plan (PSP) or the family may have support through a FSP (Family Support Process).
Person-centred approaches build upon and extend the experiences, interests, skills and knowledge of pupils with SEN and/or disabilities	√			We aim to enrich all pupils educational experience and time at school, we offer many after school clubs on a wide range of activities. Any personal interest is shared and incorporated wherever possible, especially to encourage engagement. Staff and other pupils help children to build their confidence, articulation and gives them not only the experience of making decisions but also making a difference for everyone. We facilitate physiotherapy and occupational therapy visits, implement any recommendations.
The voice of pupils with SEN and/or disabilities is heard and influences the decisions that are made about their learning and well-being	√			The voice of any child who has SEND is recorded in their termly IEP's and their wishes and feelings are listened to and actioned where necessary. Additionally, this could be through a PSP, FSP, CIN and CP meetings. Meetings with parents are also instigated, if there are identified needs, be that learning and or social and emotional. Parent and child's voice is extremely important and is central to any support or adjustments that may be implemented.

Standard	Yes	No	In Part	Evidence
<b>Leadership &amp; Management</b>				
SENCo is part of the SLT and works strategically with senior colleagues and governors		√		<p>SENCO works closely with Teachers and termly meets with those teachers who have a high level of SEND.</p> <p>SENCO is the Trust's primary SENCO working closely with 3 schools and liaising with the Trust Assistant SENCO for the other 4 schools.</p>
SENCo clearly demonstrates a role of leadership and professional challenge in supporting and promoting a culture of continuous professional development linked to improvement				<p>SENCO undertakes some learning walks.</p> <p>The main process is Louise and SLT.</p> <p>Feedback and review dates are agreed with staff. SENCO is available to offer advice and support to staff through discussions and emails.</p> <p>Louise disseminates any SEN information and new incentives when there arise.</p>
SENCo promotes a whole school culture of high expectations and best practice in teaching and learning to improve outcomes for pupils with SEN and/or disabilities	√			<p>Both Louise and Teresa promote access to learning for all children, regardless of their abilities, meetings with individual staff to highlight difficulties and find easy to implement solutions. Suggesting tools and resources that can help children recall information, if they have weak working memories and or processing difficulties, SEMH, C&amp;I PD or SPN needs.</p> <p>Without tools to support access to knowledge and recall SEND children will make little/no progress.</p>
SENCo clearly identifies the Notional SEN Funding and organises resources appropriately to facilitate the best possible outcomes for pupils with SEND				<p>SENCO logs new EHCP and applies for banding with the Local Authority.</p> <p>SENCO makes Element 3 and exceptional circumstances funding applications where necessary.</p> <p>Louise manages the financial aspects of notional funding.</p>
SENCo deploys and manages staff effectively to ensure the most efficient use of resources to improve progress of pupils with SEN and/or disabilities				<p>We work to train and support all staff so they are well deployed and effective in helping improve progress of all pupils including SEND. Support staff support inclusion and progress every lesson of every day through class provision, live marking and dedicated targets. In 20-21 we add performance management targets for staff specifically for supporting lower attaining pupils.</p>

Strategic financial planning, budget management and use of resources are in line with best value principles				We have a graduated response in our approach to planning finances for resources in SEND. We allocate resources when we know they make a positive difference to progress and wellbeing. We use EEF advice and toolkits for research based strategies that make a difference.
SENCo is closely involved with professional development of staff so that <b>all</b> staff improve their practice and take responsibility for removing barriers to participation and learning			√	<p>Staff discuss the difficulties that arise for the children in their class and identify ways forward. Where a class has a higher number of SEND children SENCo will have more contact and support. Implementing resources and support resources such as writing slopes, pencil grips, work stations, calming areas, lots of praise and reassurance, different seating plans, reward charts, early contact with parents etc. These and other strategies help to remove some of the initial barriers to learning.</p> <p>There is a Trust incentive that all staff receive the same training eg Autism Awareness so that collaborative working and a community voice can focus of the specific needs and raise awareness and understanding of specific diagnoses. Training took place in Spring 21 with NCC virtual school, for Govs and SLT on Every Leader a leader of SEND and Summer 21 with AET for autism friendly schools</p>
School, led by the SENCo, works effectively with external agencies across education, health and social care. SENCo ensures that, where appropriate, advice is implemented	√			Both Louise and Teresa work with outside agencies from multi disciplines to make referrals, seek advice, interventions, assessments and reports. These reports will then discussed with Teachers, an action plan developed from the recommendations, the focus of the action plans should be reviewed half termly. These can be incorporated into an IEP or Pupil Passport.

