



HARLESTON SANCROFT
ACADEMY

**Harleston Sancroft Academy Special
Educational Needs and Disabilities
Information Report
2023-2024**

Published: October 2023

To be reviewed: September 2024

Contents	Page number
Part 1 - Key information	4
Introduction	4
Why is the report so long?!	4
The Local Offer	5
So, What is SEN?	5
What is disability?	6
What is SEND?	7
Areas of need	7
SENDCo	8
Our SEND Profile 2022-2023	9
SEN Funding	9
PART 2	
Q&A What does Harleston Sancroft Academy have to offer?	10
How does the school know if my child might need extra help?	12
Identifying children with SEND	12
How do we support learners with different areas of need?	13
Classroom support - Quality First Teaching	13
Interventions	13
External agency support	13
Supporting families and children with SEN during COVID-19 global pandemic	14
How do we find out if this support works?	14
The graduated approach	14

How does the school improve the social and emotional development of pupils? What does the school do to support good mental health?	15
How will my child be included in activities outside the classroom including school trips and clubs?	16
How will the school let families know about things? What do I do if I want to talk to someone at school?	17
Working with families	17
How will the school help my child get ready for their next steps: moving to a new class/teacher; the transition to secondary school?	17
Joining Harleston Sancroft Academy	17
Transition	18
How and who do I talk to if my child isn't getting the support they need or if I have any other concerns?	18
Have your say and how to contact us	18
Complaints	19
Appendix 1 - Harleston Sancroft Academy Provision Map 2023-2024	20-24

PART 1 - KEY INFORMATION

INTRODUCTION

Welcome to Harleston Sancroft Academy's SEND Information Report 2023-24. This report explains how we support children with Special Educational Needs (SEN) and Disabilities (D).

The Harleston Sancroft Academy is at the heart of the local community providing education, experiences and opportunities for children aged 3-16. As a school, relationships come first and this reflects the Church of England Vision for Education. We educate for wisdom, knowledge, skills, hope and aspiration and it is these characteristics that underpin the decisions that are made daily, ensuring we create an environment that supports our school vision of 'Life in all Its Fullness'

WHY IS THIS REPORT SO LONG?!

It is a legal requirement (under the [Children and Families Act 2014](#)) for all schools to publish a SEN-D Information Report on their website and update it at least annually. The SEND Regulations 2014 and the [SEND Code of Practice 2015](#) (CoP) set out all the information that must be included in this report. There is a lot of required information which is why this is such a long document!

We understand from speaking to families, the length of this report could make it quite daunting. If you would like to talk to a member of staff about any part of this report, please do get in touch. At Harleston Sancroft Academy we are committed to working with all members of our school community. There will be opportunities throughout the school year where we send out parent/ carer, pupil, and staff questionnaires but we welcome your feedback and involvement in reviewing the way we support children with SEN-D, so please do contact us.

The people to contact are:



Mrs Botwright



Mrs Smith



Mrs Whittleton

Headteacher: Mr Connelly rconnely@sancroft.stbenets.org
Head of School Primary Phase: Mrs Price jprice@sancroft.stbenets.org
Head of School Secondary Phase: Kirsten Parker kparker@sancroft.stbenets.org
Primary Phase SENDCo: Laura Botwright lbotwright@sancroft.stbenets.org
Secondary Phase SENDCo: Lucy Smith lsmith@sancroft.stbenets.org
Secondary Phase SEND Manager: Carolyn Whittleton cwhittleton@sancroft.stbenets.org
SEN-D Governor: Ellen Watson office@sancroft.stbenets.org

The above named members of staff can also be contact via telephone -

Primary phase: 01379 853211

Secondary phase 01379 852561

In the first part of this report, we are going to give you some information about the school and the support that is available in the local area. We are also going to include some key bits of information that need to be included in every SEN-D Information Report.

In the second part of the report, we've included some questions and answers that families told us would be useful.

Please refer to the contents page on pages 2-3 and you can then go directly to the section you are interested in by following the links.

THE 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 care in one place. To access the Norfolk Local Office click on this link: [Norfolk Local Offer](#)

SO, WHAT IS SEN?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice (2014) 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:

- have a significantly greater difficulty in learning than the majority of others of the same age: or
- has 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.”

There can be many reasons learners may ‘fall behind.’ These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. Children who experience such barriers to learning are vulnerable, but this does not mean all vulnerable learners have SEND. Only those who require special educational provision ‘additional to’ or ‘different from’ the usual differentiated curriculum will be identified as having SEN.

Most children identified as having SEN can have their needs met by the types of additional support provided at school. We call this **SEN Support**. However, if a child needs a higher or more specialist level of support the school and/or families can request an Educational, 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 educational, health and social care needs. In this report, we refer to this level of support as **EHCP**. Further information about EHCPs can be found [here](#).

If you think your child may have SEN, please speak to the SEND team.

WHAT IS DISABILITY?

[The Equality Act 2010](#) definition of disability is:

“A person has a disability for the purpose of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEN and disability legislation.

The staff at Harleston Sancroft Academy are aware of the requirements of the Equality Act 2010. This legislation places specific duties on schools, including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make ‘reasonable adjustments’ to ensure that disabled children are not at a substantial disadvantage compared with their peers.

For further information on how we ensure access to all, please see our school website: To find the School Accessibility Plan.

WHAT IS SEND?

Together we refer to these two groups - SEN and disability - as SEND.

AREAS OF NEED

The SEND Code of Practice identifies four broad areas of SEN. These are:

Cognition and Learning (C&L)

Children with Cognition and Learning needs might:

- Learn at a slower pace.
- Find the curriculum difficult.
- Have difficulties with organisation and memory.
- Have a specific difficulty with literacy (e.g. dyslexia) and numeracy (e.g. dyscalculia).

Communication and Interaction (C&I)

Children with Communication and Interaction needs might:

- Have speech, language and communication needs (SLCN) that make it more difficult for them to communicate with others.
- Find it difficult to talk or say what they want.
- Find it hard to understand what others are saying.
- Find conversations and play confusing and challenging.
- Children with Autistic Spectrum Disorder (ASD) are likely to find these things especially challenging.

Social, Emotional and Mental Health (SEMH)

Children with Social, Emotional and Mental Health needs might

- Behave in ways that disrupt their learning because of underlying mental health difficulties, such as anxiety or depression.
- Find relationships difficult.
- Appear withdrawn and isolated.
- Behave in ways that affect their learning - eg being disruptive.
- Do things that impact on their health and wellbeing, such as self-harm or eating disorders.

Sensory and/ or Physical (S/P) -

Children with Sensory and/ or Physical needs might:

- Have visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) that requires specialist support and/or equipment to access their learning.
- Have a physical difficulty (PD) requiring support and equipment to access the opportunities available to their peers.

More information about these areas can be found in the [SEND CoP](#) on pages 97-98.

In appendix 1 (see provision map below), you can find examples of the additional support for learning that is available at Harleston Sancroft Academy to pupils with SEN. A Provision Map does not detail individual learners' names, but describes what we do to support learners with SEN in each category of need. The Provision Map changes every year, as our learners and their needs change.

Every school or early years setting will have a Special Educational Needs and Disabilities Coordinator (SENDCo). The SEN Code of Practice states: ' The SENDCo must be a qualified teacher working at the school...they must achieve a National Award in Special Educational Needs Coordination within three years of appointment.' (p108).

This designated member of staff oversees the day-to-day provision for children with SEND to ensure that support makes a difference for pupils. This includes those who receive SEND support or who have an EHCP. The SENDCo works closely with staff, families and other agencies. All staff at Harleston Sancroft Academy have a responsibility towards children with SEND and work closely with the SENDCos and SEND Manager on all aspects of our provision.

Our Primary SENDCo is Laura Botwright.

Laura has worked at Harleston Primary since 2015 and is a qualified teacher. She completed her National SENDCo Award in 2019, before taking over as SENDCo in January 2020. Laura is contactable via the school office on 01379 853211 or email lbotwright@sancroft.stbenets.org

Our Secondary SENDCo is Lucy Smith.

At the heart of our incredible SEND team is a passion for ensuring that children thrive within a culture of love, trust and understanding. Working alongside our students and their families is a huge privilege.

In the 11 years that I have been SENDCo, I have loved watching young people flourish and discover what makes them so special. I am a Teacher of Nurture, Designated Mental Health Lead, Designated Safeguarding Lead and huge advocate for vulnerable young people

Our SEND Manager is Carolyn Whittleton.

I have been lucky enough to work across nursery, primary and secondary phases of education for the last 17 years, and throughout this time I have gained such an insight into the educational journey of all young people.

I have been working alongside Lucy Smith in the SEND Department since 2017. In addition to this, I am a Trauma Informed Lead, Domestic Abuse Change Champion and Designated Safeguarding Lead.

What is our SEND profile 2023-24

(Taken from Autumn Term - Spring and Summer will be added to the website when completed)

Primary Phase

Note: Some of our pupils have needs in more than one group, percentages show primary need

- We have 15.7% (59 pupils) (National 17.3%) of children identified as having SEN. This percentage is made up of the following groups:
- 41% are identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling etc.)
- 47% are identified as having SEN linked to Communication and Interaction (including speech and language difficulties and problems with social interactions)
- 10% are identified as having SEN linked to Social, Emotional and Mental Health (including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety, depression and behavioural difficulties)
- 2% are identified as having SEN linked to Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing.)
- 4.5% (17 pupils) (Nationally 4.3%) of our school population have an Educational and Health Care Plan

Secondary Phase

Note: Some of our pupils have needs in more than one group, percentages show primary need

- We have 22.7% (113 pupils) (National 17.3%) of children identified as having SEN. This percentage is made up of the following groups:
- 56.6% are identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling etc.)
- 9% are identified as having SEN linked to Communication and Interaction (including speech and language difficulties and problems with social interactions)
- 30% are identified as having SEN linked to Social, Emotional and Mental Health (including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety, depression and behavioural difficulties)
- 4.4% are identified as having SEN linked to Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing.)
- 4.6% (23 pupils) (Nationally 4.3%) of our school population have an Educational and Health Care Plan

SEND FUNDING

As well as the main school budget, schools receive additional money to support children with SEND. This is known as the 'SEN notional budget' and it is published in the school's SEN Memorandum.

You can find Harleston Sancroft Academy's SEN Memorandum for 2022-2023 here:

<https://csapps.norfolk.gov.uk/BudgetShare/default.aspx> (please note, this is currently listed as The Harleston Federation)

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>

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

- Teaching Assistants and Learning Support Assistants
- Higher Level Teaching Assistants
- Targeted intervention
- High quality Continuous Professional Development (CPD) with an SEND focus
- Membership of professional SEND Networks and Forums for school staff
- Accessing specialist support services
- Purchasing specialist diagnostic assessment and SEND classroom resources

For 2023-24 we would like to maintain the provision mentioned above and funding will be used in a similar way.

In addition to this, Harleston Sancroft Academy is supported by the Local First Inclusion Improvement Programme to provide specialist support for students with Complex needs (through our Primary Phase Dove Hub) and for Social and Emotional Needs (through our Secondary Phase Nurture Provision). For more information on these unique and inclusive provisions please refer to our website

PART 2 - Q & A

Parents have helped us identify questions that they would like to ask. If you have additional questions that you think should be included in this report, please contact the SENDCos. We would really appreciate your input.

WHAT DOES HARLESTON SANCROFT ACADEMY HAVE TO OFFER?

We are a community that flourishes, through God's love, to live 'Life in All its Fullness'. John 10:10 and John 13:34. We care for your child's safety and well-being; we know your child as a whole person and take an interest in his/her life both within and beyond school; we ensure that your child is fully challenged to develop all their abilities and talents; we provide a broad and balanced curriculum, which will be related to the individual needs of your child; we achieve high standards of work and behaviour through consistently high expectations, we reward your child through the school's behaviour policy; keep you informed about general school business and your child's progress and we are open and welcoming; accommodating the questions and concerns of parents and students as they arise.

At Harleston Sancroft Academy, we believe in achievement for all, we are committed to working together with all members of our school community. We want all children and adults to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of the children's backgrounds, interests, experiences, knowledge and skills, so that all pupils regardless of individual needs make the best possible progress.

At Harleston Sancroft Academy, we passionately believe in an inclusive education for all and are dedicated to providing a "whole school" approach to raising achievement in line with the students starting point. We are incredibly proud of the personal, social and academic achievements of our students with Special Education Needs and Disabilities and are confident that through a personalised and inclusive learning environment we support pupils to achieve their dreams.

At Harleston Sancroft Academy we:

- Value quality first teaching for all learners and actively monitor teaching and learning in our school.

- Ensure that all our pupils in our school are valued by having equal access to a broad and balanced curriculum. If needed, pupils will have a differentiated curriculum to meet individual needs and abilities.
- Have effective management systems and procedures for SEND, taking into account the current Code of Practice (2014).
- Strive for effective communication between staff, children with SEND, parents of SEND children and outside agencies.
- Acknowledge and draw on parents' knowledge and expertise in relation to their own child. Parents are invited to collaborate with their child's one page profile. This has the parents, child's and teacher voice which is used inline with the Assess, Plan, Do, Review cycle.
- Ensure that consideration for SEND crosses all curriculum areas and all aspects of teaching and learning.

HOW DOES THE SCHOOL KNOW IF MY CHILD MIGHT NEED EXTRA HELP?

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 Harleston Sancroft Academy we focus on identifying a child's barriers to learning, rather than looking only at diagnostic labels. Examples of barriers to learning could include:

- Speed of processing
- Reading
- Working memory
- Anxiety
- Attention
- Hearing
- Social communication skills
- Language comprehension

Barriers can be identified in a range of ways: through conversations with children and families; 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.

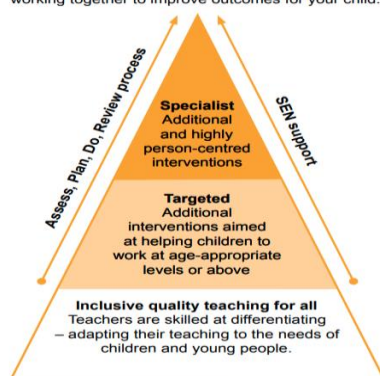
Some of the ways identification may occur is through:

- Liaison with pre-school/previous school
- If the child is performing below age expectations
- Concerns raised by parent
- Concerns raised by teacher
- Liaison with external agencies
- Health diagnosis through paediatrician
- Observations by SENDCo
- Assessment tools

There can be many reasons learners 'fall behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. Children who experience such barriers to learning are vulnerable, but this does not mean all vulnerable learners have SEND. Only those who require special educational provision 'additional to' or 'different from' the usual differentiated curriculum will be identified as having SEND.

Once a child is identified as having SEND we follow an Assess-Plan-Do-Review cycle. This involves regular meetings with the child, parents and teacher to monitor and review progress.

SEN support is additional, person-centred, targeted and specialist support. Key to the success of this approach is good communication and everyone working together to improve outcomes for your child.

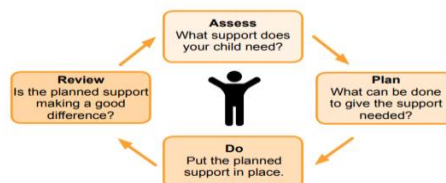


SEN support must be specially designed for your child and their needs. Your child might benefit from:

- movement breaks
- assistive technology
- small-group activities
- extra time to finish tasks
- sitting somewhere different
- having a 'buddy' for support
- recording lessons instead of writing
- using visual cues, timetables or emotion cards.

The Assess, Plan, Do, Review process...

happens regularly and all the stages are fully recorded.



The Assess, Plan, Do, Review process provides evidence to support a request for an education, health and care needs assessment.

Slow progress and low attainment does not automatically mean a pupil has a special educational need

HOW DO WE SUPPORT LEARNERS WITH DIFFERENT AREAS OF NEED AT HARLESTON SANCROFT ACADEMY?

At Harleston Sancroft Academy we are committed to ensuring that all learners have access to high quality learning opportunities. Every teacher is expected to teach a range of levels

that reflect the pupils' range of interests and understanding; this is called the normal differentiated curriculum. If your child is identified as having SEN, our job is to offer them something 'extra' that is 'additional to or different from' the normal differentiated curriculum. Any 'extra' provision or intervention is dependent on the individual's needs and is designed to overcome or remove barriers to their learning and we work closely with the pupil and their families to determine the right provision.

Our Provision Map describes the range of teaching strategies and interventions that we use to support learners with SEN. The support is set out in three columns: **Quality First Teaching (QFT), Interventions and Specialist Support**. These are explained below:

Quality First Teaching: Every teacher is expected to adapt their classroom, teaching and resources to help children with SEN make the best progress they can. To enable this to happen the Headteacher and SENDCo support teachers by providing advice and access to high quality teaching.

Interventions: Sometimes a child may benefit from a specific intervention outside the classroom, working individually, or in a small group, with a member of staff. These specific, time-limited sessions focus on helping a child make progress with key skills or knowledge and/or removing barriers to learning.

External Specialist Support: Harleston Sancroft Academy has access to a range of external support services. Some of these are provided for free, but many are paid for by the school from the SEN Notional Budget or the Whole School Budget. External agencies are involved on a case-by-case basis, based on need. Sometimes the child will work directly with an outside agency, and at other times the specialist support will be delivered by school staff under guidance from external specialists.

SUPPORTING FAMILIES AND CHILDREN WITH SEN DURING THE COVID-19 GLOBAL PANDEMIC

From March 2020, when schools in England first went into lock-down, families of children with SEND were telephoned weekly by their class teacher, children with EHCPs were contacted daily by either class teacher, SENDCo or SEN support staff. Families were offered additional support with remote learning, including loans of IT equipment, differentiated workbooks and worksheets printed if required. Children who were at home were invited to attend live teaching sessions either 1:1 or small groups.

Some children with SEND and all pupils with EHCPs were invited into school during the lockdown period and they were provided with an education which included sessions on positive mental health and well-being.

We continue to work closely with families who the pandemic has affected, both from an academic and wellbeing perspective. We strive to ensure that any gaps are addressed and that students feel supported to achieve their best.

HOW DO WE FIND OUT IF THIS SUPPORT WORKS?

Checking children's progress is an integral part of what we do at Harleston Sancroft Academy. Progress data is scrutinised by the senior leadership team, governors, local authority and Ofsted. There are termly meetings between the SENDCo, class teachers, subject leads and faculty leaders to review the children's needs and decide if further interventions, external specialist support or a change in approach are needed. One vital way that we review the effectiveness of our SEN support is through the '**graduated approach**'.

THE GRADUATED APPROACH

We follow a four-part cycle known as '**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. The four parts of the graduated approach are: **assess, plan, do** and **review** and these are explained below:

- **Assess:** we assess using information from parents and other family members, children, school staff and sometimes other professionals. We use a variety of initial 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. It is this part where we set targets and agree what we expect to be different following the implementation of the extra support.
- **Do:** Working closely together, we do what we have planned.

- **Review:** We use assessments at each review point (termly) and compare the results to the initial assessments that we did at the start of the process. This allows us to review whether the SEN support has had a positive impact and what needs to happen next. We share this information about progress with families and children at each review point. We do this through pupil progress review meetings and written feedback.

At Harleston Sancroft Academy, we use a variety of strategies to capture the Assess, Plan Do Review cycle. This includes but is not limited to: One Page Profiles, 7 Cs documentation, reasonable adjustment plans and SEN support plans. All sources of evidence capture the voice of the child, parents/ carers and teacher. It contains the child's strengths, interests, areas of difficulty and strategies to support them.

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 APDR, families or the school can request an Educational, Health, and Care needs assessment so 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, in addition to the less formal termly meetings. These pupils will receive additional funding to support their needs. Further information about EHCPs can be found [here](#).

THE GRADUATED APPROACH: What are the 7Cs?

The 7 Cs Learning Portfolio helps to define barriers to learning and inform action. It provides a language of assessment that helps us all to consider 'why' a learner is having difficulties with the curriculum. It is not always enough to provide 'more' maths if a learner is finding maths difficult. We may need to support their language, memory or processing. The 7 Cs Learning Portfolio gives us a language to do this.

In our school we are using the 7 Cs Learning Portfolio to help identify pupil strengths and barriers to learning. The 7 Cs Learning Portfolio provides a language of assessment that we can all use.

The 7 Cs Learning Portfolio includes the curriculum as one of the 'Cs' but also defines 6 extra 'Cs' that are essential for learning. Within each 'C' there are 7 skills. We can talk about each skill and together agree strengths and areas for development. This will help us plan

next steps.

Together with your child, we will identify 3 strengths and 3 areas for development. We also have a Progress Tracker that we can use to identify 'starting points' and capture improvements.

Curriculum

• English • Maths • Science • Art & Music • History & Geography • Computing • PE & Sport

Cognition

• Working Memory • Speed of Processing • Inference • Anticipation • Reflection • Evaluation • Analysis

Communication

• Expressive Vocabulary • Articulation • Language & Understanding • Collaboration
Conversation • Listening • Social Communication • Social Interaction

Creativity

• Generate ideas • Problem solving • Attention • Motivation • Making things • Courage • Trust

Control

• Self Regulation • Behaviour for Learning • Anxiety Management • Confidence • Resilience • Language of Emotions • Independence

Compassion

• Friendships • Turn Taking • Empathy • Sense of Justice • Self Esteem & Wellbeing • Self Efficacy • Support for Others

Co-ordination

• Fine Motor Skills • Gross Motor Skills • Sensory • Mobility • Stability & Balance • Posture • Sensory Processing

HOW DOES THE SCHOOL IMPROVE THE SOCIAL AND EMOTIONAL DEVELOPMENT OF PUPILS? WHAT DOES THE SCHOOL DO TO SUPPORT GOOD MENTAL HEALTH?

Harleston Sancroft Academy is committed to being a healthy and safe school. A huge emphasis is placed on developing our children's physical and mental well-being. Below you will see some of the core values we hold dear, which guide how we do things here at Harleston Sancroft Academy:

Hope
Perseverance
Respect
Wisdom
Love
Faith

Our school's values are underpinned by our mission statement:

A community that flourishes, through God's love, to live 'Life in All its Fullness'. (John 10:10 and John 13:34)

As well as an ethos and culture that we feel improves the emotional, mental and social development of pupils. Families and children are supported by our Pastoral Support Teams as outlined on the SEMH section of our Provision Map. Here you can also find details on the provision we have in place for wellbeing and mental health.

Families and the school also have access to expert advice through a range of external agencies. Please speak to us if you are worried about a child's mental health. Further expert advice and support can also be found here:

www.norfolk.gov.uk/SEN

Norfolk SEND Partnership

Family Voice Norfolk

Just One Norfolk

www.justonenorfolk.nhs.uk

www.dfe.gov.uk

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING TRIPS AND CLUBS?

At Harleston Sancroft Academy, we want to ensure pupils with SEN can engage in all the activities of the school, including school trips, social times and extra-curricular activities, alongside those who do not have SEN.

In 2023-2024 we are offering a range of additional activities and clubs. We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENDCo via the office or email the SENDCo in the relevant phase (see details at the start of this document) to discuss any specific requirements.

WHAT DO I DO IF I WANT TO TALK TO SOMEONE AT SCHOOL?

WORKING WITH FAMILIES

At Harleston Sancroft Academy, we are committed to working closely with the families of children with SEN. We want parents and carers to feel that they can talk to the SENDCo, teachers and the Head of school about their child on an everyday basis. Below are some examples of the ways we work with families.

Families of children with SEND:

- Will receive SEND updates as part of the whole school newsletter
- Will have regular informal opportunities to talk to teacher, the SENDCo and the Head of School to raise any concerns when dropping off or picking up their child
- Can contact the SENDCos and SEN Manager to request a meeting to discuss any concerns

(Laura Botwright - Primary Phase lbotwright@harleston.stbenets.org,

Lucy Smith - Secondary Phase lsmith@sancroft.stbenets.org

Carolyn Whittleton - Secondary Phase cwhittleton@sancroft.stbenets.org)

- Are invited to share their views and participate in discussions about the education of their child during parents' consultations and through written feedback as part of the report cycle (with an option to discuss this).
- Are invited to take part in parent governor elections
- Receive questionnaires and surveys from the school to allow them to give their views on key issues
- Can contact the designated SEND Governor
- Receive useful SEND-related information via email and letters
- Parent breakfasts - as an opportunity to discuss any concerns

We are always looking for ways that we can improve the way we work with families and welcome your feedback on ways to work with our families

HOW WILL THE SCHOOL HELP MY CHILD GET READY FOR THEIR NEXT STEPS?

When a child joins the Harleston Sancroft Academy in nursery or reception, the class teacher will liaise with the child's family and their Early Years Provider. Families also have opportunities to visit the school and speak to staff. Children attend transition sessions and meet the adults that they will be working most closely with.

When a child transitions to the Secondary phase, the class teacher will liaise with the SENDCo and SEND manager. A number of transition activities are put in place and all information regarding the support required will be shared with the staff who will be working with the child.

If a child joins Harleston Sancroft Academy in any other year group, a similar process is followed. We will speak to new children and their families, as well as contacting your child's previous school so that we can gain an understanding of the needs of new pupils. If a child has SEN we will write a One Page Profile, or similar, with the child and their family, which will be shared with all the staff who will be working with that child. Children and families will have opportunities to visit the school and additional support (such as being given a 'buddy' in their new class or teaching group) will be offered.

Children going on to further education will have a clear pathway which involves liaising with all stakeholders to ensure information is clearly communicated and next steps are in place

TRANSITION

Moving on is a part of life for all learners. This can be transitioning into a new class in school, having a new teacher, or moving on to another school. Harleston Sancroft Academy recognises that change can be unsettling and works in partnership with children, families and other providers to plan for and provide positive transition for our learners with SEND.

Transition will be discussed with you and your child to ensure that your views are understood and you are involved with planning and decision making. Transition to Secondary Phase starts when children are in Year 5. All prospective children are invited to take part in our Stepping Up programme, which is delivered by our SEND Manager and Head of Student Support. If additional transition is required for pupils with SEND, they may be invited to attend a weekly session in the summer term before joining us. All of these options are

discussed with children, their families and staff from both settings. The staff at Harleston Sancroft Academy will have contact with your child's current school to ensure that all relevant information is passed on.

HOW AND WHO DO I TALK TO IF MY CHILD ISN'T GETTING THE SUPPORT THEY NEED OR IF I HAVE OTHER CONCERNS?

HAVE YOUR SAY AND HOW TO CONTACT US

Harleston Sancroft Academy welcomes everyone to help shape and develop provision for our learners, aiming at achievements for all. If at any time you have comments, feedback or ideas about any area of our SEN provision, we would love to hear from you. Please contact any of the following:

Headteacher Harleston Sancroft Academy: Mr Connelly (rconnelly@sancroft.stbenets.org)

Head of School Primary: Mrs Price (jprice@sancroft.stbenets.org)

Primary Phase SENDCo: Mrs Laura Botwright (lbotwright@sancroft.stbenets.org)

Head of School Secondary: Mrs Kirsten Parker (kparker@sancroft.stbenets.org)

Secondary Phase SENDCo: Mrs Lucy Smith (lsmith@sancroft.stbenets.org)

Secondary Phase SEN Manager: Mrs Carolyn Whittleton (cwhittleton@sancroft.stbenets.org)

SEND Governor: Ellen Watson (office@sancroft.stbenets.org)

All of these members of staff can be contacted via the school office on: 01379 853211

(Primary Phase) or 01379 852561 (Secondary Phase).

COMPLAINTS

If a family is unhappy with the provision made at Harleston Sancroft Academy and they wish to make a complaint, we strongly encourage them to initially speak to the class teacher, Head of school or SENDCo regarding their complaint via the school office on 01379 853211 or 01379 852561. If the issue cannot be resolved at this level the family would be directed to the school complaints procedure.

The Complaints Policy can be accessed on our school website:

<https://www.sancroft.stbenets.org/key-information/policies/>

Further support available to families who wish to make a formal complaint can be found here: <https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/support-for-learning/special-educational-needs-sen-support/reaching-agreement-sen-support>

DRAFT

Harleston Sancroft Academy SEND Provision Map 2023-2024



	Whole school quality first teaching provision – all pupils
<p>Applicable to all four broad areas of SEN</p>	<ul style="list-style-type: none"> ● High expectations for all children. ● Differentiating the curriculum: adjustments made to planning, activities and outcomes as needed to meet needs and ensure all children make progress. ● Curriculum Teams prepare short, medium and long term SOLs (Schemes of Learning) and lessons which support the learning and progress of all students through a variety of evidence informed methods and resources ● Individual departments are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners, including those with SEND, in their classrooms. Such in-class scaffolding may involve many adaptations and strategies, dependent upon the needs of the student. ● Staff have access to regular training opportunities to improve their knowledge and skills, including regular CPD sessions on a wide variety of educational concerns, including SEND issues. For example, the CPD programme, available to all staff, included sessions on differentiation, the effective use of the Learning Support Assistant to support teaching and learning, literacy, EAL, planning for differentiation to support learning outcomes for all learners, as well as SENDCo updates on dyslexia, ASD and ADHD, working memory and complex needs. ● All students with a SEND (Special Educational Need & Disability) are identified on our SEND list which is shared with all staff. They are also identified on our register system. This alerts staff to the student’s individual advice sheet which outlines their need, exam provision, methods of support and targets. These are updated regularly with new information or year group changes. ● All staff are responsible for assessing, monitoring and tracking the progress of our students. Each student is regularly assessed in class in all subjects and levels are recorded on Arbor (accessible to parents) and reported to parents regularly

	<ul style="list-style-type: none"> ● 7Cs assessment framework ● Curriculum leads, Form Tutors, Heads of Year, SLT and the SENDCO regularly check on the progress of students and raise a concern if students are not making expected progress ● Whole school behaviour policy. ● Setting tasks with clear goals and timescales for completion. Tasks and instructions are broken down into stages. ● Having clear and consistent classroom routines and explicit expectations for learning behaviour. ● Remote learning available when pupils are unable to attend lessons, with learning revisited with pupils on their return. ● Provision Expected At SEN Support documents. This guidance for schools contains links to key legislation, information about co-production, inclusive practice, information about high quality teaching, the graduated approach, equipment and SEND training and the responsibilities of teachers, school leaders and governors.
--	---

Area of Need	All pupils – Quality First Teaching	Pupils with SEND – Catch Up & Early Intervention	Pupils with SEND - Personalised Specialist Support
Cognition & Learning	<ul style="list-style-type: none"> ● Differentiating delivery e.g. longer processing times, reading instructions aloud etc. ● Visual aids used during teaching. ● Modelling and worked examples. ● Providing easily accessible, clearly labelled resources (picture and word labels) and strategies to support independent learning (e.g. word banks, writing frames, concrete resources in maths). ● Considering where a child sits in the classroom to give them the best access to the support they need or to minimise distraction. ● Displays and working walls. 	<ul style="list-style-type: none"> ● 1:1 and small group ‘catch up’ work in Maths. ● 1:1 and small group ‘catch up’ work in Literacy. ● Differentiated ICT tools ● Pre-teaching of key vocabulary. ● Precision teaching for reading and spelling. ● Guided reading groups. ● Reading partners/Progress partners 	<ul style="list-style-type: none"> ● Input from Educational Psychologist. ● Additional SATs /test/GCSE access arrangements. ● Scribes/Readers ● Sensory diet activities. ● Dyslexia Outreach Service support.

	<ul style="list-style-type: none"> • Times tables rockstars and other kinaesthetic learning activities. • Making written information more accessible (e.g. alternatives provided to reading instructions from the board – ‘talking tins’ or individual printed or written instructions/powerpoints on table). • Additional support provided during the lesson by teachers and support staff. • Giving instructions in small chunks with visual clues. Checking for understanding by asking children to tell you what they have to do. • Daily phonics (Reception, Y1 and beyond as required). • Literacy and numeracy intervention 	<ul style="list-style-type: none"> • Additional phonological awareness Interventions - Little Wandle interventions and sound discovery • Additional individual reading. • Literacy, Oracy and Numeracy Intervention in MFL lessons • Focused group work with adult (e.g. Teacher, TA/LSAs, Volunteers) Daily 1:1 reading and daily phonics. • Now and Next board. 	<ul style="list-style-type: none"> • School to school advice. • Specialist SRB if required.
--	--	--	---

Area of Need	All pupils – Quality First Teaching	Pupils with SEND – Catch Up & Early Intervention	Pupils with SEND - Personalised Specialist Support
Communication & Interaction	<ul style="list-style-type: none"> • Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. • Offering peer to peer support (e.g. giving time to think and talk to a partner before answering a question). • Clear instructions including visual aids, broken into small steps. • Structured school and class routines. Visual timetable with symbols. • Children informed of change in advance. 	<ul style="list-style-type: none"> • Nuffield Early Language Programme - YR • In class support from Teacher/TA with focus on supporting speech, language & communication. Individual reinforcement of task using simplified language, repeated instructions and key information. • Specialist S&L TA delivering 1:1 and group intervention sessions. • Talk Boost - EYFS, KS1 & KS2 • Wellcomm intervention - KS1 & KS2 	<ul style="list-style-type: none"> • Input from Educational Psychologist. • Additional National Test access arrangements. • Transition support. Children are informed about changes in advance and extra support is put in place.

	<ul style="list-style-type: none"> ● Considering where a child sits in the classroom to give them the best access to the support they need or to minimise distraction/support sensory needs. ● Language enrichment and vocabulary development through shared stories with pictures to support comprehension. ● Modelling and worked examples. ● Use of photos/pictures. ● Differentiated questioning. ● Blanks Level Questioning 	<ul style="list-style-type: none"> ● Social communication groups. ● Nurture provision ● Oracy intervention ● Opportunities for rehearsal and repetition 	<ul style="list-style-type: none"> ● Social stories. ● Trust S&L therapist input - assessments and intervention structure. ● Referrals made to outside S&L therapists. ● SRB referrals if required.
--	--	---	---

Area of Need	All pupils – Quality First Teaching	Pupils with SEND – Catch Up & Early Intervention	Pupils with SEND - Personalised Specialist Support
Social, Emotional & Mental Health	<ul style="list-style-type: none"> ● Whole school Positive Behaviour Policy. ● Celebration assemblies and Dojo/House points. ● Promotion of Growth Mindset. ● Class rules. ● Parent and pupil questionnaires. ● Wellbeing council. ● Use of Newsletters to celebrate successes in and out of school. ● School mental health champions. ● Mental Health Ambassadors ● Meditation and de-escalation techniques (Step On/Up approach). 	<ul style="list-style-type: none"> ● Daily/weekly/half-termly check-ins. ● Small group or individual sessions teaching relaxation techniques such as mindfulness - Katie Kinsella/Lucy Smith/Gene Miller - SEND Teacher ● 1:1 'Walk and Talk' sessions – this may be weekly or as needed and could have an emotional literacy teaching focus or simply a nurture 'check in'. ● 1:1 and small group sessions teaching mindfulness and self-regulation techniques - Katie Kinsella/Lucy Smith/Gene Miller - SEND Teacher 	<ul style="list-style-type: none"> ● Input from Educational Psychologist. ● Transition support. Children are informed about changes in advance and extra support is put in place. ● Personalised reward charts. ● Sensory diet activities and sensory circuit time. ● Social time support. ● Signposting to external agencies as appropriate.

	<ul style="list-style-type: none"> ● Pastoral support worker and Head of Student Support available to pupils. ● Hub club at lunchtimes and during teaching time if required. ● Lunch club ● Stepping up sessions - Y5-Y6 ● Nurture approach ● Trauma informed principles 	<ul style="list-style-type: none"> ● Providing quiet spaces for children to access when they need it. ● Personalised timetable if required - additional breaks and support sessions added in. ● Bespoke provision including work experience placements ● School counsellor/pastoral support ● Buddy system ● 1:1 session with Secondary Pastoral support worker - weekly ● Emotional regulation ● Forest schools/Outdoor learning 	<ul style="list-style-type: none"> ● Personalised learning spaces within classrooms.
--	--	---	---

Area of Need	All pupils – Quality First Teaching	Pupils with SEND – Catch Up & Early Intervention	Pupils with SEND - Personalised Specialist Support
Sensory and/or Physical	<ul style="list-style-type: none"> ● Flexible seating arrangements Considering where a child sits in the classroom to give them the best access to the support they need or to minimise distraction. ● Motor skill development activities and letter formation. ● Chunky pencils/pencil grips. ● Left-handed equipment. ● Equipment as recommended by the Occupational Therapist (e.g writing slopes. Cushions etc) ● Anti-glare IWB backgrounds. 	<ul style="list-style-type: none"> ● Personalised lunchtime arrangements. ● Personalised lunchtime/break time arrangements. ● Timetabled ‘Sensory Diet’ activities. ● Handwriting group. ● Modified games and activities. ● Fine motor skill development activities. ● Providing quiet spaces for children to access when they need it. ● 1:1 sessions - sensory awareness sessions - Katie Kinsella 	<ul style="list-style-type: none"> ● Input from Educational Psychologist. ● Personalised lunchtime arrangements - menu, supervision, rewards, etc. ● Anti-distraction workstation/screens for workstation. ● Sensory diet activities. ● Movement breaks. ● Pencil grip. ● Finish trays

	<ul style="list-style-type: none"> ● Outdoor Learning. ● Mindfulness and other relaxation techniques. ● Consideration for room elements (temperature, lighting) 	<ul style="list-style-type: none"> ● Sensory sessions in Nurture Provision 	<ul style="list-style-type: none"> ● Ear defenders ● Movement cushions ● Fiddle resources ● Occupational Therapy input where appropriate ● Rest breaks/access arrangements ● Accessibility plan ● Care plans and Health Plans
--	--	---	--

DRAFT