

# Footprints

Step by step together

Your newsletter from the Diocesan Board of Education

June 2022



**Paul Dunning**  
Diocesan Director of Education

## Vulnerable and marginalised groups

**Having just turned 60 I've still much to learn! My eight year old grandson told me that he was dressing up at school as one of the Beatles as part of the Platinum Jubilee celebrations. I was informed that in 1962 the Beatles first single 'Love me do' hit the charts so I got out my copy of the red double album and we had a good old sing a long! Maybe that's one reason why 'love' was at the forefront of my mind as I write this introduction.**

The introduction to our 2018 Education Strategy by Bishop Graham James says '...communities only prosper if they are loved. Schools only prosper if they are loved. And at the heart of

this strategy is love for our schools and the young people in them, part of the overflow of the love God has for us.'

The examples in this edition show such love in action.

They also resonate with our national Vision for Education and the pillar 'Educating for Dignity and Respect'. Jesus had a real passion for the vulnerable and marginalised and paid special attention to the disadvantaged, excluded, despised, and feared. The ultimate worth of every person is shown in the Gospels through his teaching, healing, feeding, sharing hospitality, befriending and forgiving. No one was excluded.

I see this lived out across our schools and thank you for your commitment to enabling every child and young person to live life in all its fullness (John 10:10).



## Helen McCarney

Headteacher

Clover Hill Infant and Nursery School and  
St Michael's Junior School

### **Meeting the needs of children with challenging needs is demanding but essential if we are to enable those children to make progress and remain in school.**

There are many in education who will say that children with high level needs should not be in mainstream, but at St Michael's and Clover Hill we have successfully managed to not only keep

those children in mainstream, but also to enable their experience of school to be positive, rewarding and productive. The culture of the school must be that which promotes equality and inclusivity, and meets need, not one that marginalises children with SEN.

Four members of staff visited The Wherry School recently with the intention of identifying small adaptations that we could make to our setting which would support children back in our school. One of the most striking differences between our school and The Wherry was the calm, uncluttered environment. Mainstream classrooms can be too stimulating and

distracting for children with additional needs. We bought in 2 days a month from an Occupational Therapist who now advises us on adaptations to the environment and resources needed to meet children's needs.

One of the easiest but most successful "take aways" inspired by our visit involved using Zones of Regulation. In each classroom a few resources were purchased to support self-regulation. These are available to children if they need them as a means of regulating feelings, energy and sensory needs in order to meet the demands of the situation and be successful socially.



## Laura Watts

Executive Headteacher Blue Sky Federation  
Erpingham VC Church of England  
Primary School

### **At Erpingham, as in all church schools, nurture and care are at the heart of everything we do.**

Our vision and values are based on the Bible verse 'Let us love one another, for love comes from God' (1 John, 4:7) and we aim to live out God's love in all our interactions with children and their families.

As a very small school with a small staff, we know all of our children and families incredibly well and are able to build individual programmes to support children who are finding life more difficult. We spend lots of time working with children and their families through Forest School sessions, lego therapy and shared play to support parents in their interactions with their children as well as helping the children themselves.

Every child in our school accesses Forest School for at least half a day every week all year round, and we have seen

the transformative effect of their time in the woods! Support for children with their social and emotional wellbeing has never been more important and we plan sessions which allow children lots of time to talk as well as to learn new skills. In the future we hope to develop our provision into a nurture hub where we may be able to help children from other settings who are finding school difficult. Our Forest School and nurture approach has definitely helped children in our school and we look forward to being able to reach out to others!



**Sarah Smith**  
RE lead and SENCO  
Kessingland Academy DNEAT

**Our Christian vision is rooted in the belief that each learner is created by God with their own unique and special qualities.**

We want our learners to be supported and encouraged to reach their full potential by being the 'best they can be'. Ensuring our RE curriculum was accessible for all learners, we carefully considered how we could use resources, support, adjustments and intervention.

At Kessingland Church of England Primary Academy, we have carefully designed our inclusive curriculum to support learners both academically and emotionally. RE can make a powerful contribution to the learning of pupils with SEN, through the many opportunities to explore key religious concepts in discussions, debate, and the creative arts.

Alongside the resources and DNEAT training provided by Judith Carter, we identified ways in which we can support



learners within the four broad areas of Special Educational Needs: cognition and learning; communication and interaction; social, emotional and mental health and sensory and/or physical difficulties. For example, by pre-teaching RE vocabulary supported by visual prompts, pupils

have the scaffold to hold well-informed conversation about religion. Careful grouping of pupils and identifying clear roles within a discussion, enables a learner with SEMH to explore challenging questions in the RE classroom, taking part in active group discussions.

**You're invited to a special service**  
celebrating our work with  
children and young people

**The Dean & Chapter warmly invite you to a Celebration Service  
conducted by The Bishop of Norwich, the Rt Revd Graham Usher  
Sunday 18 September 2022, 6pm, Norwich Cathedral**

The event is for all those supporting children and young people across schools and churches including headteachers, school staff members, governors, trustees, youth & children's workers, school chaplains, volunteers and clergy. Join with us as we are commissioned and pray for the new academic year and all it holds.

Light refreshments will be served from 5pm in the Bishop's House Garden  
by kind permission of the Bishop of Norwich and Mrs Rachel Usher.

Book now, visit: [www.DofN.org/CelebrationService](http://www.DofN.org/CelebrationService)

## Governor focus



**Hannah Monk**  
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### Vulnerable and Marginalised Groups

Governors know their communities and are therefore well placed to support vulnerable and marginalised groups. Do you know the proportion of vulnerable pupils in your school and what makes them vulnerable?

#### Vulnerable pupils may be;

1. Children with SEND with and without an Education Health and Care Plan (EHCP)
2. Forces children
3. Children with English as an Additional Language (EAL)
4. Looked After Children (LAC), Children in Care and children who were previously Looked After or in care.
5. Children in receipt of Free School Meals (FSM) and "FSM 6" (anyone in receipt of FSM in the last 6 years)
6. Any other group as identified as

vulnerable based on the school's knowledge of the child's life and experiences.

Governors should also consider gender, ethnicity and wider socio-economic status when they are asking about how the school is protecting pupils from becoming marginalised.

Headteacher's reports should include information and data about such groups (clearly the pandemic has limited the data available). It is important to understand how these groups perform compared to other pupils both in your school and nationally. Governors need to know where gaps exist and be confident in the action that is being taken to address them and hence make a difference to these pupils.

The National Governance Association recommends that governors ask the following questions when considering vulnerable pupils.

#### Why are any groups of pupils progressing less well than others in the school?

- i. What is being done to close this gap?

#### Why are any groups of pupils progressing less well than in other schools?

- i. What is being done to raise performance for those children?
- ii. Are staff aware of which pupils and

groups of pupils are underachieving?

#### How does the school demonstrate to the governing body that improvement is taking place?

- i. Who in the staff group has responsibility for monitoring the effectiveness of different interventions for different groups and how is this done?
- ii. Which interventions offer the best results for the different groups and how does this compare with the cost? Is the school achieving value for money?
- iii. Is the school learning from other schools?

#### For pupils with Education, Health and Care (EHC) plans, are we meeting all of the requirements on their EHCP?

#### How much progress are pupils with e.g. SEN, EAL, FSM making in relation to:

- i. The expected level?
- ii. The national average?
- iii. The school average?
- iv. Equivalent schools?

And of course, alongside striving for the best educational outcomes, how is the health and wellbeing of the most vulnerable safeguarded?

#### Galatians 6:2

Bear one another's burdens, and so fulfil the law of Christ.

## Farewell & thanks

**Lee Stevens**  
Diocesan School Support Officer  
(DSSO)

## SIAMS congratulations

Congratulations to the following schools that have had their SIAMS inspections this term.

### Good

**Mundford Primary Academy DNEAT**  
**St Michael's VA Primary, Aylsham**

## Headteacher Forum



**Thursday 16 June 2022**  
**1pm – 4pm via Zoom**

**Join Zoom Meeting**  
**www.DofN.org/HT\_Forum\_Zoom**

**Meeting ID: 889 9039 3517**  
**Passcode: 678283**

## St Benet's MAT conversions

**1 June 2022**

**Tacolneston and Morley Federation**  
**Alburgh with Denton VC Primary**

## Global Neighbours

**Bronze award**

**Heartwood VC Primary, Swaffham**