



# Ellingham CE VE & Woodton Primary Federation

## SEND Information Report

March 2023 - March 2024



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# About this document

It is a legal requirement (under the [Children and Families Act 2014](#)) for all schools to publish a SEN 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. A helpful [parent guide](#) has also been created by the Department for Education regarding SEND in schools.

There is a lot of required information which can make it very overwhelming, please contact us if you would like to discuss anything from in this document.



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# Our Local Authorities

The local authority must, by law, set out a Local Offer of all services available to support children who are disabled or who have special educational needs and their families. The local offer enables families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer includes provision from birth to 25, across education, health and social care. **Norfolk's** Local Offer can be found at;

[www.norfolk.gov.uk/Childrens\\_services/Special\\_educational\\_needs\\_and\\_disabilities/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm)

As we also geographically serve children and families living in **Suffolk**, their Local Offer can be found with the link below;

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

# Who can I speak to at school about my child's difficulties with learning or SEND?

## Your child's Class Teacher

- They check on the progress of your child and identify, plan and deliver any additional help your child may need (this could be things like targeted work, additional support) and inform the SENDCo as necessary.
- They write Individual Education Plans (IEPs) based upon each child's specific needs and development, and share and review these with parents and child each term and planning for the next steps.
- They ensure that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress.
- They ensure that the school's SEND Policy is followed in their classroom and for all pupils they teach with any additional need.
- They involve their pupils in the development of their education through supportive, child focused discussions.



# Who else supports children with SEND at our schools?



**Sarah Querelle**

SENDCo &  
Deputy Headteacher



**Dawn Read**

Headteacher



**Sarah Denny**

SEND Governor


# What is the role of the SENDCo?

Mrs Querelle



- Oversees the day-to-day operation of the school's SEND policy.
- Populates and maintains the SEND Record as well as pupil SEND files.
- Co-ordinates provision for children with SEND.
- Advises on providing SEND support.
- Advises on the use of the schools' SEND budget and other resources to meet pupils' needs effectively.
- Liaises with teachers and parents of pupils with SEND.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Is the point of contact with external agencies, especially the local authority and its support services.
- With teachers, liaises with other schools to ensure pupils and their parents are informed about options and a smooth transition occurs.
- Works with the Headteacher and the schools governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.





# **What are Special Educational Needs and Disabilities?**

# What is a Disability?

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

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.” Section 1(1) Disability Discrimination Act 1995

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

# What is a Disability?

All of our staff 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 children with a disability are not at a significant disadvantage compared with their peers.

We strongly believe that all children, regardless of the ability, should have access to quality experiences that enhance their experience of school and education. This includes extra curricular clubs, class and school trips as well as in-class activities. We offer a wide range of after school clubs and have an exemplary record of ensuring access for all pupils, regardless of their additional needs.

For further information on how we ensure access for all, please see our [Accessibility Plan](#) on our website.

# What is a Special Educational Need?

Every teacher is expected to teach at a range of levels that reflect the pupils' range of interest and understanding; this is quality first teaching. If your child is identified as having SEND, our job is to offer them something "extra" that is 'additional to or different from' this teaching. Any "extra" provision or intervention is designed to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well, or at all or they may have worries that distract them from learning.

**So, not all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.**

The SEND Code of Practice recognises four broad areas of need when referring to Special Educational Needs.



# Four main areas of SEND



## Communication and Interaction

This can mean that a child has a speech, language and communication need (SLCN) i.e. they have difficulty in making themselves understood or in understanding the meaning of some or much of what they hear or read. This may result in problems taking part in conversations. Some children may have an Autism Spectrum Disorder (ASD) which could result in difficulties related to making sense of the world, imagination, distraction or distress from certain events, change in routines, coordination or motor (physical movement) functions.

## Cognition and Learning

Children with learning needs will learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more needs including; dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).



# Four main areas of SEND



## Social, Emotional and Mental Health

Difficulties with emotional and social development may result in immature social skills and the inability to make or sustain relationships. Certain accompanying behaviours can also be observed such as becoming withdrawn or isolated or they may exhibit challenging, disruptive or disturbing behaviours. Unusual mood, presentation and medically unexplained physical symptoms can be indicators of a mental health need. Some children may have a diagnosis of a recognised disorder.

## Sensory and/or Physical Needs

Children may have vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) that requires specialist support and/or equipment to access their learning. They may have a physical disability (PD) requiring support and equipment to access the opportunities available to their peers.

Many children can have their sensory and/or physical needs met through adaptations to the curriculum, teaching activities or physical environment under the guidance of the Equality Act 2010, however, some learners will require special educational provision.





**How do we identify  
and support SEN?**

# How do we identify SEN?

At Ellingham CE VC and Woodton Primary Federation children are continually assessed, teachers observe the children in their class in different situations, they talk and listen to them and assess their written work.

If a class teacher has a concern about a child's lack of progress or low attainment, then they will speak to the SENDCo and inform parents at the first opportunity to alert them to concerns and enlist their active help and participation.

A parent might have shared their own concerns with their child's class teacher or the SENDCo.

Initial identification may also be made as a result of information or expressions of concern from other professionals e.g. a social worker, school nurse, GP, health visitor.

For particular children, more in depth assessments may be required. Some of these can be carried out by our SENDCo and sometimes we ask external agencies to carry these out. Whatever the difficulty, more can be done for children if help is sought earlier rather than later in their school careers.

# How we support children with SEND

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's important that children and their families are involved in reviewing this support throughout the process. The four parts of the graduated approach are: assess, plan, do and review:

**Assess**: we assess using information from parents/carers, the child, 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 SEN support is given.

**Plan**: We plan what needs to happen next, taking into account the views of the child and their parents. We decide what help is needed, how this will happen and what we hope will change as a result.

**Do**: We carry out what we have planned for a fixed period of time.

**Review**: We meet to review what has worked well, what progress has been made and what has changed.

The process can then begin again, either with a new focus target or with different approaches if the original targets haven't been fully met.

# Our Provision for all pupils

We support all pupils in their learning, regardless of any additional needs they may have. As standard we use a variety of strategies, methods and practical resources to enable our children to thrive and achieve.

- Visual aids used during teaching.
- Modelling and worked examples.
- Providing easily accessible, clearly labelled resources and strategies to support independent learning.
- Considering where a child sits in the classroom to support their ability to see and focus.
- Additional support provided during the lesson by teachers and support staff.
- Giving instructions in small chunks with visual clues.
- Visual timetables
- Daily phonics (Reception, Y1 and beyond as required)
- Writing frames
- Pencil grips
- Fidget toys
- Sensory supports
- Sand timers

# Our Provision for learners with SEND

Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Physical and/or Sensory
<ul style="list-style-type: none"> <li>• Early language support programs (NELI, Wellcomm)</li> <li>• Adult modelling</li> <li>• Makaton and PECS as directed by professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Precision teaching</li> <li>• Small group 'catch-up' sessions with teachers/TAs.</li> <li>• Additional 1:1 reading sessions</li> <li>• Daily phonics beyond Reception and Key Stage as required.</li> <li>• Computer based support, speech to text, Clicker, Nessy etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily or weekly check-ins with key adults.</li> <li>• Nurture style sessions</li> <li>• Time to talk</li> <li>• Additional Forest schools</li> <li>• Break and lunchtime support</li> <li>• Quiet spaces created specifically for a child</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet spaces accessible at all times</li> <li>• Occupational therapy groups (guidance from an OT)</li> <li>• Adapted equipment as directed by a professional.</li> </ul>

# How we support children with SEND - Transitions

Transitions come at different times throughout a child's school life. We recognise that each one can be overwhelming and difficult for many children. Whether it's the transition between breaktimes and lessons, the transition between classes or the transition into or out of our schools, we offer support and strategies for all children.

When a child joins us in Reception, the class teacher will liaise with the child's family and their Early Years Provider. We feel that meeting with the child and their family in both the Early Years setting and the family home allows the child to build a relationship with staff in their familiar environments before coming into school for transition sessions. Children attend transition sessions and meet the adults and children that they will be working most closely with. Families also have opportunities to visit the school and speak to staff.

If a child joins our federation in another 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. Children and families will have opportunities to visit the school and additional support (such as being given a 'buddy' in their new class) will be offered.

When leaving us, a similar process is followed whereby we speak with the new school to ensure they have a detailed picture of the child and their needs. Additional transition sessions can also be arranged with the new school.



# Who we work with to support children with SEND

First and foremost, we work in partnership with the child and their family to achieve the best possible outcomes for everyone involved.

However, we may, on occasion, request support from external professionals. This is always done with the best interests of the children in mind and with the full support of the family. Some of the professionals we use on a regular basis are listed below:

- \* Speech and Language Therapy Service,
- \* Dyslexia Outreach Service,
- \* Children and Young Peoples' Health Services,
- \* Occupational Therapy,
- \* Outreach from a Specialist Resources Base Support Teacher,
- \* Educational Psychologist or Specialist Learning Support Teacher.
- \* School Nursing Team and Just One Norfolk
- \* Support through Point 1 or Child and Adolescent Mental Health Services.

The background features a light grey base with several overlapping shapes: a large olive green circle in the top right, a large reddish-brown circle on the left, and a light grey shape on the right. A white silhouette of a pine branch is in the top left. A white wavy line is at the bottom.

**Special Educational  
Needs and Disabilities  
in our schools.**

# Our SEND Profile 2022-2023

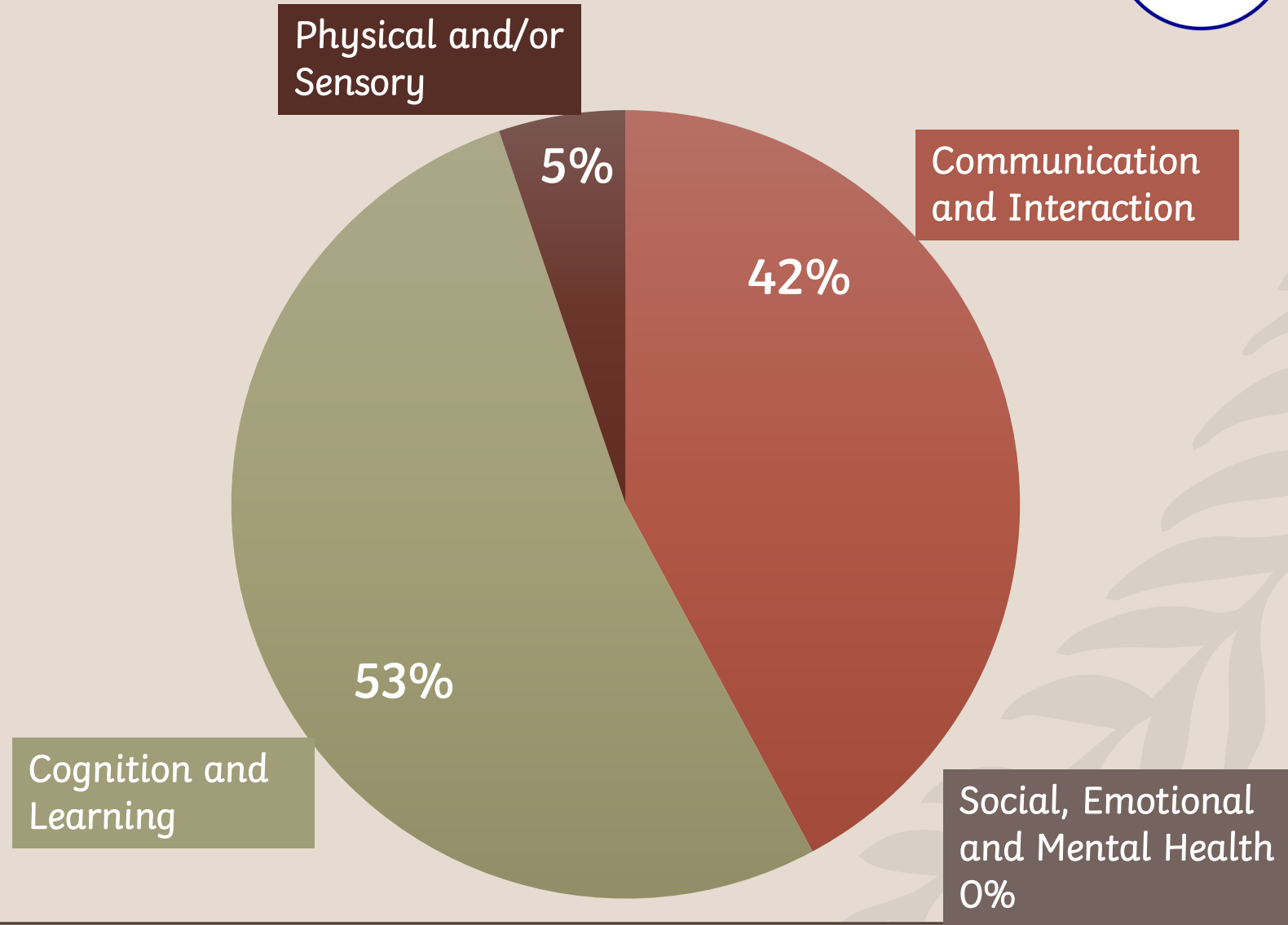


## Ellingham CE VC Primary

Our SEND profile shows that 18% of our pupils (19/105) have been identified as having a SEN. This equates to 2% of our school roll with an EHCP and 16% who are on SEN Support.

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

Our total of 18% is slightly above the national average of 16.6%.



# Our SEND Profile 2022-2023

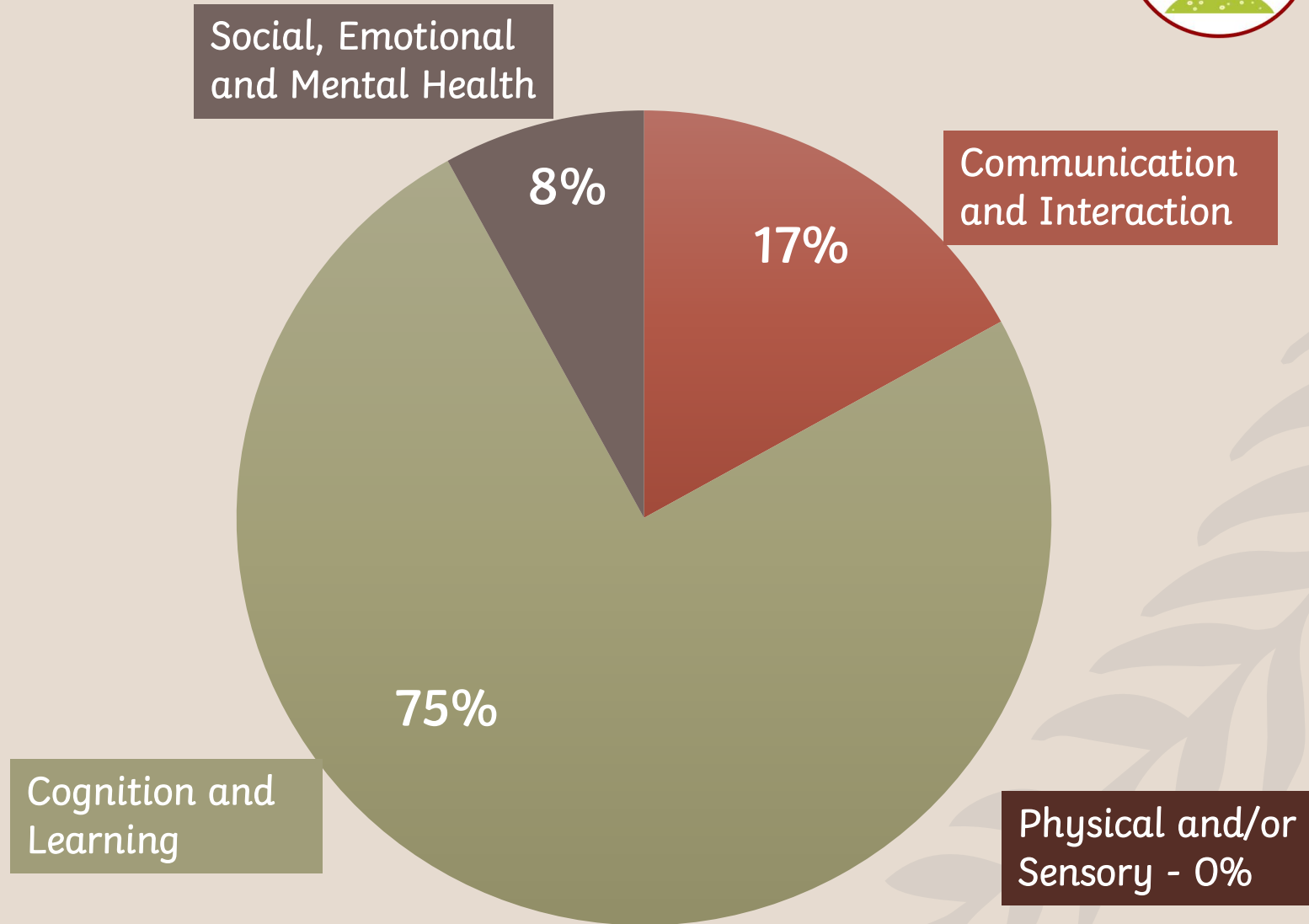


## Woodton Primary

Our SEND profile shows that 21% of our pupils (12/57) have been identified as having a SEN. There are currently no EHCPs at Woodton so 21% of pupils are SEN Support.

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

Our total of 21% is above the national average of 16.6%.



# SEND Funding

Ellingham CE VC and Woodton Primary Schools each receive additional funding for SEND on top of the main school budget. This is called the SEN Memorandum and this is used to support pupils with SEND in a variety of ways. The funding breakdown can be found by following each school's link:



This funding is used for a variety of reasons, including;

- \* Additional hours for Teaching Assistants and Higher Level Teaching Assistants to deliver high quality 1:1 or small group interventions and nurture.
- \* Membership to professional SEN Networks to support delivery of staff training.
- \* Purchasing resources to support with testing and assessing specific learning difficulties.
- \* Providing specialist resources to support with special educational needs.

# Where else can I get help and information?

## JUST ONE NORFOLK

Professional advice for all things health and parenting.

[www.justonenorfolk.nhs.uk/](http://www.justonenorfolk.nhs.uk/)

Call: 0300 300 0123

Text Parentline: 07520 631590

## NORFOLK SENDIASS

[www.norfolksendiass.org.uk](http://www.norfolksendiass.org.uk)

Independent and impartial information, advice and support on all things SEND in Norfolk.

## SUFFOLK SENDIASS

[www.suffolksendiass.co.uk](http://www.suffolksendiass.co.uk)

Independent and impartial information, advice and support on all things SEND in Suffolk.

## ORMISTON FAMILIES

Offering mental health and wellbeing support

[www.ormiston.org/what-we-do/mental-health-and-wellbeing/](http://www.ormiston.org/what-we-do/mental-health-and-wellbeing/)

The government have recently published their SEND and [Alternative Provision Improvement Plan](#) which sets out the improvements they intend to make nationally to SEND provision in the next 3 years. You may wish to read this to see how SEND is going to develop in the near future.



# Additional Policies and Information

SEND Policy

Accessibility  
Plan

Safeguarding  
Policy

Medical needs  
policy

Admissions  
Information

