Ellingham CE VE & Woodton Primary Federation

SEND Information Report

May 2026 - May 2027

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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.

Ellingham CE VC Primary School

01508 518250

ellinghamoffice@ellwoodfed.org

Woodton Primary School

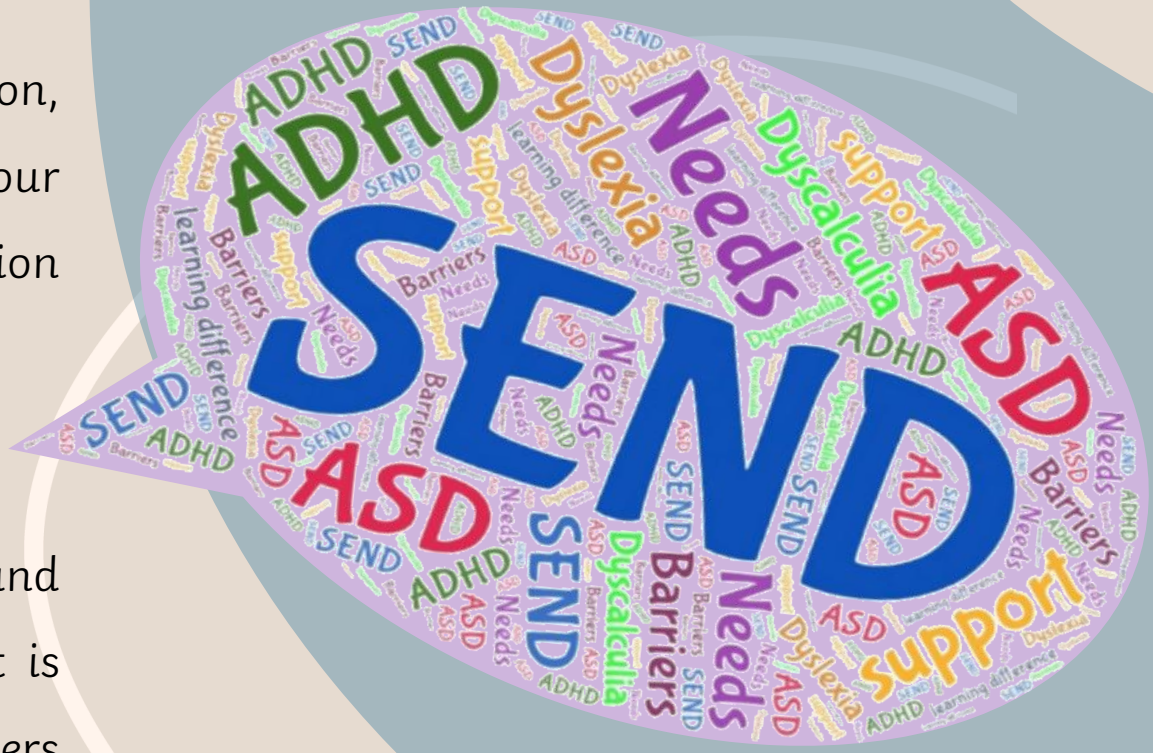
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Introduction

At the Ellingham CEVC and Woodton Primary School Federation, every child matters. We recognise the diverse needs within our community and are committed to providing inclusive education so that all children can access learning and thrive.

We work to remove barriers to learning wherever possible and carefully monitor the progress of all pupils to ensure support is effective. We value strong partnerships with parents and carers and, when needed, seek advice from external specialists to help us offer flexible provision that meets the needs of every child.



Our Local Authorities

By law, the local authority provides a Local Offer, which sets out the services available to support children and young people with special educational needs and/or disabilities and their families. The Local Offer helps families understand what support is available and what they can expect from services such as education, health, social care, leisure services and voluntary organisations. It covers support for children and young people from birth to 25 years.

Norfolk's Local Offer can be found at;

www.norfolk.gov.uk/SEND

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

www.suffolklocaloffer.org.uk/

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

Your Child's Class Teacher

- Your child's class teacher closely monitors progress and identifies, plans and delivers any additional support needed, such as targeted work or extra help in class. They work with the SENDCo and other members of staff, where appropriate, to ensure the right support is in place.

- Teachers write and review SEN Support Plans (SSPs) each term, based on your child's individual needs and development, sharing these with parents and the child and planning clear next steps. They ensure that all staff working with your child understand and deliver the agreed support so that progress is consistent.

- Teachers follow the school's SEND Policy, promote inclusion, and involve pupils in their learning through supportive, child-focused discussions about what helps them to succeed.

Working in partnership with parents

We value parent voice and welcome open communication. Parents can speak to the class teacher briefly at drop-off, after school for longer conversations, or arrange an appointment through the school office. We welcome feedback and encourage parents to share thoughts or concerns about their child's provision so we can work together to support their child effectively. You can also contact the school SENDCo should you wish to discuss anything more specialised or in further detail.

What is the role of the SENDCo?

Mrs Querelle – deputy@ellwoodfed.org



- 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) regarding reasonable adjustments and access arrangements.

Who else supports children with SEND at our schools?



Sarah Querelle

BEd, PGCert SENDCO

SENDCo & Deputy Head



Dawn Thomas

Headteacher



Terry Jones

SEND Governor

What are Special Educational Needs and Disabilities?

What is a Disability?

The Equality Act 2010 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 their 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 ability 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.

Identifying children with SEND

How do we identify SEN?

At Ellingham CE VC and Woodton Primary Federation children are continually assessed through observation, discussion and review of their work.

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

Nurturing and Supporting All Children

Our Provision for all pupils – Quality First Teaching

Quality First Teaching provides high-quality teaching in the classroom for all children.

Lessons are well planned, clearly taught and engaging, with teachers adapting how they teach when needed so that different learning needs are met.

This is the first and most important level of support and helps many children, including those with SEND, to access learning, feel included and make progress alongside their peers.

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 all pupils – Teaching Approaches

Teachers and teaching assistants regularly check children's understanding during lessons by asking questions, observing their work, using quick checks such as thumbs up/down, mini whiteboards or short tasks, and by talking with children about their learning.

Children may work in different groupings depending on the lesson and their needs, such as whole-class teaching, small groups for targeted support, mixed-ability groups to encourage teamwork, or individual support when needed. Grouping is flexible and changes to ensure it best supports learning.

Pupil voice is important to us, and children are encouraged to share what helps them learn, when something feels trick, and what they are proud of, allowing staff to adapt teaching and support so it works well for each child.

In our federation, we use the 7 C's to guide how we support children with SEND.

The 7 C's help ensure that support is thoughtful, consistent and tailored to each child.

Child-centred - Your child is at the heart of everything we do. We plan support around their strengths, needs, interests and views.

Clear - We explain concerns, support and next steps clearly, so parents and children understand what is being put in place and why.

Consistent - Support strategies are used regularly by all staff, helping children feel secure and confident in their learning.

Collaborative - We work closely with parents, children, teachers, support staff and, where needed, outside professionals to get the best outcomes.

Communicative - We value open communication and will keep you informed about your child's progress, listening carefully to your views.

Challenging - We maintain high expectations for all children, providing support where needed while encouraging independence and progress.

Compassionate - We recognise that learning can be challenging and ensure children feel understood, supported and valued at all times.

Together, the 7 C's help us provide inclusive, effective support so every child can thrive.

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 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.

SEN Support and EHCPs

SEN Support is the extra help provided in school for children who may be finding learning more difficult than others. This support is planned by the school and may include classroom adjustments, targeted support, or small-group interventions. Parents and children are involved through regular meetings, informal chats and messaging via Class Dojo, and progress is reviewed termly using the child's SEN Support Plan (SSP). Targets are devised through conversations with parents, the child and adults who support the child in school.
Most children's needs can be met through SEN Support.

An **Education, Health and Care Plan (EHCP)** may be requested if a child has more complex, long-term needs and is not making sufficient progress despite a sustained period of SEN Support. An EHCP is a legal document issued by the local authority and may include support from professionals in education, health and social care. An EHCP is reviewed annually with school staff, parents, the child and, in some cases, a member of the EHCP team from the issuing Local Authority.

Parents can discuss SEN Support or an EHCP with the class teacher or SENDCO at any time.

Our Provision for learners with SEND

We make reasonable adjustments and use individualised adaptations to teaching, resources and the classroom environment so that pupils with SEND feel supported, included and able to access the curriculum and make progress alongside their peers.

Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Physical and/or Sensory
• Early language support programs (WellComm) • Adult modelling • Makaton (sign language) and PECS (Picture Exchange Communication System) as directed by professionals • Speech and Language advice sought for individual learners through S&L Link Advisor	• Precision teaching • Small group 'catch-up' sessions with teachers/TAs. • Additional 1:1 reading sessions • Daily phonics beyond Reception and Key Stage 1, as required. • Computer based support e.g. speech to text, Clicker, Nessy	• Daily or weekly check-ins with key adults. • Nurture style sessions • Time to talk • Additional Forest schools • Break and lunchtime support • Quiet spaces created specifically for a child	• Quiet spaces accessible at all times • Occupational therapy groups - as directed by professionals • Adapted equipment - as directed by a professional • Sensory Circuits adapted to individuals/groups

Social, Emotional and Mental Health (SEMH)

At our school, we believe children learn best when they feel safe, valued and understood. Our ethos is built on positive relationships, high expectations and a strong focus on wellbeing, ensuring all children feel included and supported. We have a strong pastoral offer, our staff know the children well and provide emotional support through regular check-ins, help with friendships and support to build confidence, resilience and self-regulation. We work closely with families and, where needed, external professionals to ensure support is tailored to each child.

Support for SEMH is embedded in everyday classroom practice for all pupils. In class, teachers use clear routines, predictable structures, positive behaviour approaches, flexible grouping and adapted teaching to support emotional wellbeing alongside learning. This whole-school approach helps children develop the skills they need to succeed both academically, socially and emotionally.

Adapting the Curriculum and Learning Environment

Supporting children with Medical and Health needs

We support children with medical and health needs so they can take a full and active part in school life. Individual Healthcare Plans are created in partnership with parents, health professionals and, where appropriate, the child to make sure clear procedures are in place. Staff receive regular training from relevant specialists, such as school nurses or health professionals to ensure they are confident in supporting children safely and appropriately during the school day. We work closely with families and outside agencies to ensure children feel safe, included and supported.

Adapting the curriculum and using technology to support SEND

The curriculum is carefully adapted to meet the needs of children with SEND so they can access learning and make progress alongside their peers. Teachers break learning into manageable steps, use visual supports, practical resources, repetition and overlearning where helpful, and adjust the pace or outcomes of lessons as needed. Technology is also used to support learning, for example speech-to-text tools to help with writing, accessible fonts or coloured backgrounds, and online programmes to support reading, spelling or maths. These adaptations help children build confidence, independence and enjoyment in their learning.

How we support children with SEND - **Trips and Transitions**

School trips and after-school clubs are an important part of a child's education and we aim to make these opportunities accessible to all children. Activities are planned with inclusion and accessibility in mind to remove any barriers to participation. Occasionally, and always in discussion with families, parents may choose to support their child during a trip or activity to ensure their child feels confident, safe and fully included.

Transitions happen at many points in a child's school life and can be challenging for some children. We support children through changes between activities, classes and schools by building strong relationships and using strategies that help them feel secure and confident.

When children join us, we work closely with families and previous settings to share important information and plan support over clear timescales, which may include visits, meetings, additional 'taster' sessions, buddies or transition booklets.

When children move on, staff liaise with the next setting to ensure a smooth transition and review how the process has worked, using feedback from children, parents and staff to improve our practice.

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

- Educational Psychologist or Specialist Learning Support Teacher.
- Speech and Language Therapy Service,
- Dyslexia Outreach Service,
- School Nursing Team
- Occupational Therapy,
- Outreach from a Specialist Resources Base Support Teacher,
- Support through Just One Norfolk or Child and Adolescent Mental Health Services (CAMHS).

Further information about services commissioned by Norfolk LA can be found on the Local offer website.

Pupil and Parent Voice

We believe that pupil voice is central to effective SEND support. Children with SEND are encouraged to share their thoughts, feelings and opinions about their learning, wellbeing and the support they receive. We use child-focused, accessible language to help children express their views and the School Council also provides opportunities for all pupils to share ideas and feedback about learning experiences and wider school opportunities. Pupil voice is gathered through regular conversations with trusted adults, classroom activities, check-ins, and during SEN Support Plan (SSP) meetings or Education Health and Care Plan (EHCP) annual reviews, helping staff understand what is working well and where adjustments may be needed.

As small schools, we value the strong relationships we build with families and know our children well as individuals. We speak with parents regularly about their child's needs and progress, both formally through meetings and reviews, and informally through day-to-day conversations. Parent views are an important part of decision-making and we actively encourage families to share feedback, questions and ideas so we can work together to provide the best possible support for children with SEND.

Special Educational Needs and Disabilities in our schools.

Our SEND Profile

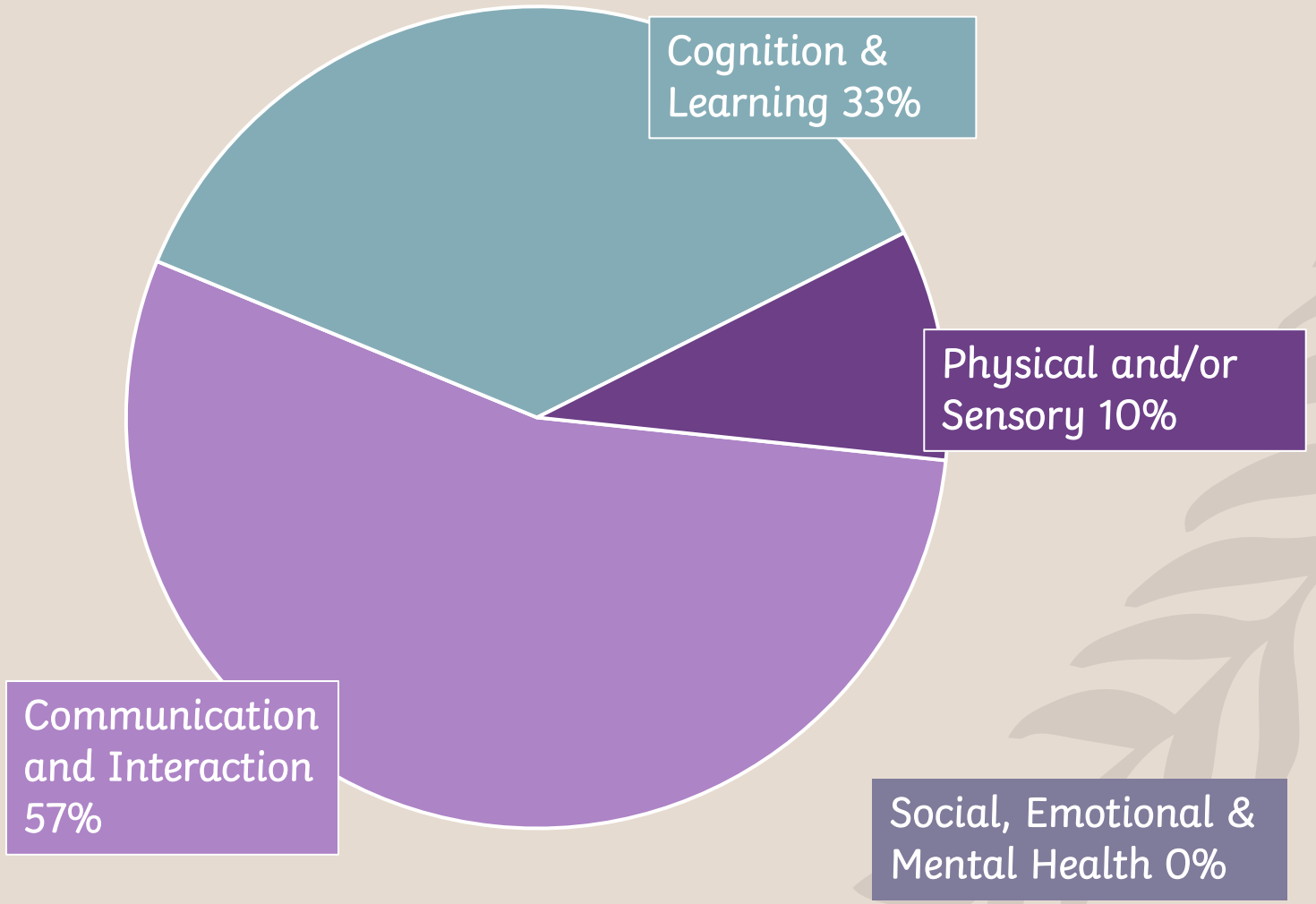
Spring 2026 data

Ellingham CE VC Primary

Our SEND profile shows that 24% of our pupils (21/91) have been identified as having a SEN. This equates to 3% of our school roll with an EHCP and 20% who 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 23% is above the national average of 19.5%.



Our SEND Profile

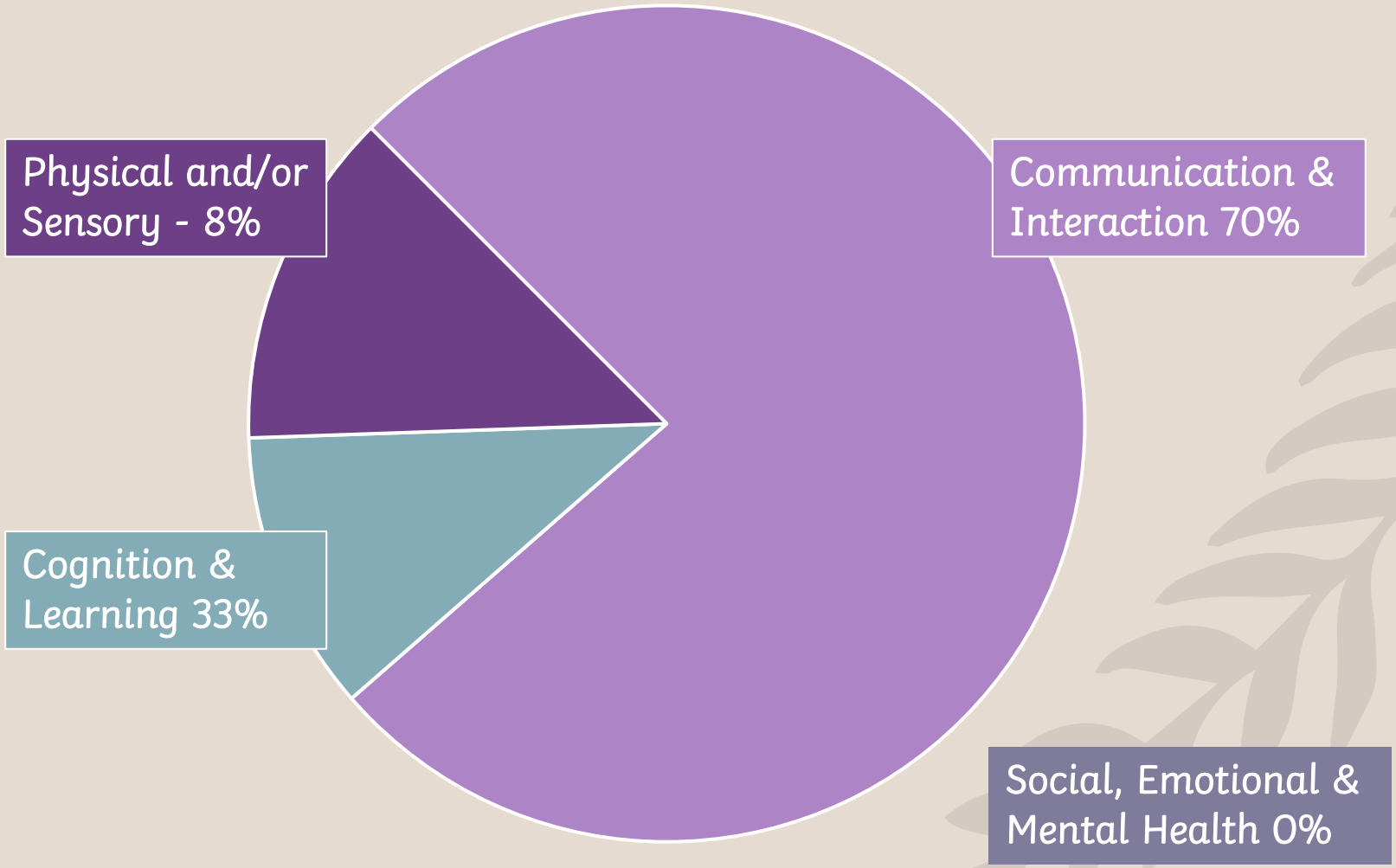
Spring 2026 data

Woodton Primary

Our SEND profile shows that 23% of our pupils (10/44) have been identified as having a SEN. This equates to 5% of our school roll with an EHCP and 18% who 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 23% is above the national average of 19.5%.



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 Memo 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 in a variety of ways, including;

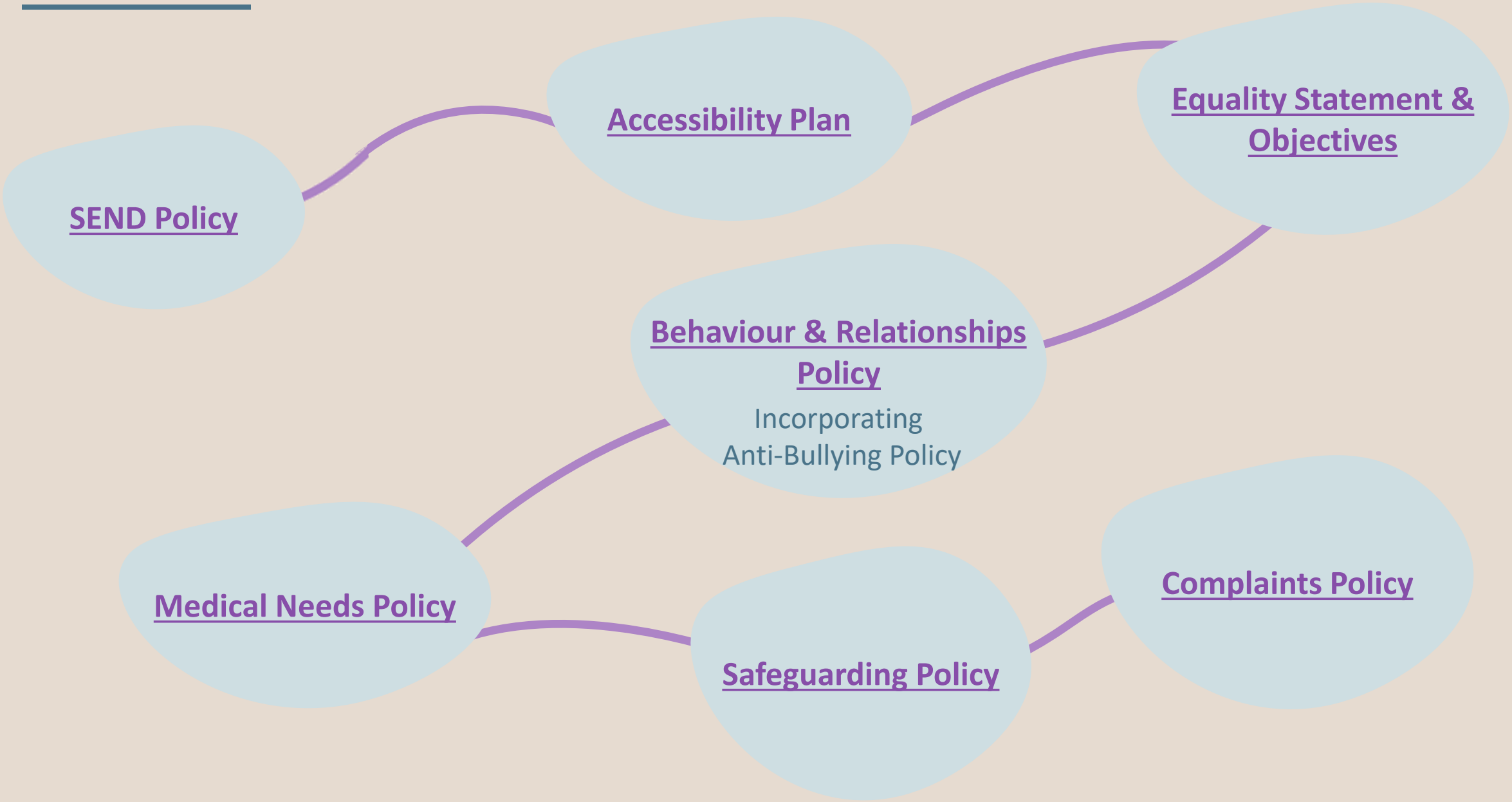
* Additional hours for Teaching Assistants and Higher-Level Teaching Assistants to deliver high quality 1:1 or small group interventions and nurture.
* Membership to professional SEN Networks to support delivery of staff training.
* Purchasing resources to support with testing and assessing specific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

Staff Training

2024-2025			2025-2026		
Staff	Training	Provider	Staff	Training	Provider
WLT & SLT	STEP On & STEP Up	Norfolk CC	Teacher	Dyslexia Friendly Classrooms	Dyslexia Outreach Service
Teacher	Enhancing Early Language Development	Alex Quigley	TAs, SLT, Teachers	Reflective Conversations after High Level Incidents	VNET
Teachers & TAs	Step On	Lead Trainers (WLT/SLT)	TAs, SLT, Teachers	Trauma & Attachment Awareness	Virtual School
All Staff	Safeguarding Children with Disabilities	SENDCO/Deputy Designated Safeguarding Lead	TAs, SLT, Teachers	Making Learning Stick with Words & Pictures	VNET
All Staff	Inclusion & Sensory Circuits	SENDCO	SENDCO, TAs, Teachers	Making Sense of Sensory Processing	VNET
Teacher	NPQSEN	CEFEL	SENDCO, TAs, Teachers	Sensory Systems & Behaviour	VNET
All staff	Self-Led learning opportunities.	Various	SENDCO, TAs, Teachers	Understanding Complex Needs & Non-Speaking Learners	VNET

Our SENDCO also regularly participates in NCC Forums, Workshops, local SENDCO groups and Networks.

Policies


Accessibility Plan
Equality Statement & Objectives
SEND Policy
Behaviour & Relationships Policy
Incorporating
Anti-Bullying Policy
Medical Needs Policy
Safeguarding Policy
Complaints Policy

Where else can I get help and information?

JUST ONE NORFOLK

Professional advice for all things health and parenting.

www.justonenorfolk.nhs.uk/

Call: 0300 300 0123

Text Parentline: 07520 631590

NORFOLK SENDIASS

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

www.norfolksendiass.org.uk

SUFFOLK SENDIASS

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

www.suffolksendiass.co.uk

NORFOLK SEND & INCLUSION LINE

Advice for parents and professionals on supporting children with SEND from Norfolk LA.

www.norfolk.gov.uk/article/69603/SEND-and-inclusion-support-line

NORFOLK SEN NETWORK

Offers advice and support for families with children with additional needs.

www.norfolksennetwork.org/

NANSA SENSATIONAL FAMILIES

Offering advice, guidance and support to families of children with SEND in Norfolk.

www.nansa.org.uk/sensational-families/

Complaints Procedure

We believe in working closely with families and will always listen carefully to any concerns, aiming to resolve them together as quickly and positively as possible.

In the first instance, concerns should be discussed with your child's class teacher, then with the SENDCo, followed by the Headteacher if needed. If you feel your concern has not been resolved at this stage, they may be raised with the Chair of Governors.

We see all concerns and complaints as opportunities to reflect, learn and continually improve our practice.

Further details can be found in the school's Complaints Policy.

The Headteacher and Chair of Governors can be contacted via the school office.