Scole CE Primary Academy SEND Information Report - September 2026

How does the school know if my child needs extra help and what should I do if I think my child may have particular barriers to their learning or special needs?

If you have any concerns about your child, please speak to your child's class teacher, you do not have to wait for a parent's evening.

At Scole CE Primary Academy, class teachers meet regularly with the assistant heads and Special Educational Need Coordinator (SENDCo) to review the needs and progress of the children.

Children of concern are discussed at pupil progress meetings and informally on a day to day basis. At these times, we discuss concerns and discuss options for support, ensuring that additional needs are identified early and if necessary plans are effectively put into place.

Children are carefully assessed. Teacher observation, live marking of work and collecting a range of evidence are all vital in fully assessing a child, so that class based support and any other intervention can be carefully adapted, scaffolded and differentiated to the individual child. The following are also respectfully considered:

- Information from a transferring nursery or school.
- Information given to us by parents, especially during home visits before starting school, which may include family history.
- Individual learning styles, as observed by staff and described by the student themselves.
- School based assessments, such as standardised reading and maths tests, which feed into the school's tracking system.
- Other diagnostic assessments, for example, receptive vocabulary and phonics processing.

Any concerns raised by parents are shared with the SENDCo and the headteacher, both are happy to meet with parents. Please contact them on 01379 642675 or by email - sendco@dissandscole.stbenets.org.

In addition to this, Norfolk County Council publish their Local Offer (LINK to just show as 'Norfolk's Local Offer' https://www.norfolk.gov.uk/children-and-families/send-local-offer) online which has some useful information about SEND, the support you can expect, plus contacts and resources available.

How will Scole CE Primary Academy support my child?

The level of support your child will receive, will depend on their individual needs. Class teachers will be able to explain the additional to and different from levels of support which can be put in place. In addition, appointments can be made to meet with the SENDCo.

Additional support, for those experiencing barriers to learning is delivered as follows.

<u>High Quality Classroom Teaching</u>
The most valuable tool we have for all our children is high quality class teaching. This is the best model of inclusion for children with SEND.

Excellent classroom teaching is how every teacher continually adapts the curriculum, to ensure access to learning for all children in the class.

<u>Targeted Small Group or One to One work (Interventions)</u>
We have intervention groups for those children who need a boost, to fill gaps in learning or to 'catch up'. These children can be those with an identified Special Educational Need (SEND) but could also be children highlighted by teaching staff in need of some short-term support.

These groups may run in the classroom or in an alternative learning space. They may be run by a teacher or a trained teaching assistant. We use a range of published programmes as well as putting together our own bespoke packages for particular needs.

The need for this provision is reviewed at least termly.

<u>Further specialist support</u>
If a child is not making the progress we would expect, despite quality first teaching and short-term intervention, we will talk with you about possible further support which may include; further assessment, more intervention time,

greater involvement from the SENDCo, the specifics of your child's SEND and possibly the involvement of other specialist professionals. At this point, your child will be recognised as having 'SEND support' and will be placed on the SEND record. An INDES (Identification of needs descriptors in educational settings) document will be submitted to Norfolk County Council, along with the supporting documents. The INDES identify a child's individual level of need across a range of areas: communication and interaction, cognition and learning, social, emotional and mental health, deafness, visually impaired and physical and sesnory including medical needs.

If specialist support is sought, this helps us all understand further your child's particular needs and to plan positive ways forward. We work with a range of other professionals to make sure that all children receive the support they need to do well at school. These include, but are not limited to, Speech and Language Therapists (SALTs), Educational Psychologists (EPs), specialist support teachers (SLSTs) and the mental health and support teams (MHST).

School consults termly with Norfolk County Council at meetings called Team around the School (TAS). At these meetings, schools can request further support and discuss options available for your child.

Depending on the nature of support needed, schools may be able to request external support from the school and community teams. They generally work with small groups of children, in school, for a fixed period of time.

At times of more formal assessment, including the statutory SATs for example, those children who benefit from having adult readers, scribes, additional time or other specific support will be provided with what is appropriate in line with the support they have on a day to day basis. If there are reasons for a child to be 'dis-applied' from formal assessment, this can be discussed.

Education Health Care Plans

For those children whose learning needs are severe, complex and life-long we will endeavour to support via an application to the Local Authority for an educational and health care needs assessment for an Education Health Care Plan (EHCP). (Link to the EHCP information page on the Norfolk Local Offer https://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/education-health-and-care-ehc-plans). We would work on such an application together and once in place it states outcomes and actions that education and health professionals are required to provide. These plans are reviewed annually and can continue through to age 25.

Where a child holds an EHCP, admission is through a consultation process initiated by Norfolk County Council.

How is the decision made about what type and how much support my child will receive?

At different times in their school career, a child may have a special educational need. The SEND Code of Practice (2014) (https://www.gov.uk/government/publications/send-guide-for-parents-and-carers) definition of SEND is having 'a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they have a significantly greater difficulty in learning than others of the same age or have a disability which hinders them from making use of educational facilities as provided for others of the same age'.

Parents/carers, class teachers, support staff and the children themselves will be the first to notice a difficulty with learning. At Scole CE Primary Academy, we ensure that identification and assessment of educational needs directly involves the children, their parents/carer and their teacher. The special educational needs co-ordinator (SENDCo) will also assist with the identification of barriers to learning, using a variety of assessment methods and tools, for a range of learning barriers.

If your child has an Education, Health and Care Plan, this will state the support needed for your child and this will be reviewed at least annually, to ensure that the plan is still appropriate for your child. Any proposed changes will be suggested to Norfolk County Council, following a discussion with the parents.

Alongside any EHCP, school will create an EHCP provision plan which states the provision, any frequency and the end of key stage outcomes. This plan will be updated as and when the EHCP is. From the provision plan, the class teacher will create either an APDR or a RAP, which is updated at least termly.

For all other children with an identified additional need, named within our SEND record or not, the type of support given to your child will be reviewed at least termly, by the class teacher, head teacher, SEND higher level teaching assistant (HLTA) and SENDCo and you will have the opportunity to discuss this at termly meetings with the class teacher and separate termly SEND meetings.

How will the curriculum be matched to my child's needs?

During the school day, teaching will be adapted and learning may be scaffolded and differentiated so that your child will be able to access the curriculum provided for all children in the class.

A variety of resources will be available and your child will be involved in making these decisions, where appropriate. Both the teacher and teaching assistant will provide support in groups or individually within the classroom.

Individual strategies for children with SEND are planned and reviewed at least termly, these will apply to activities all around school as well as in the classroom and throughout the school day, not just in class teaching times.

How will both you and I know how my child is doing and will you help me support my child's learning?

Your child's progress is continually monitored by their class teacher, this is in the context of the whole school progress tracking from entry in Reception through to Year 6.

Effectiveness can be measured in many ways, for example, children are successful in meeting targets, children make progress academically against national/age related expected levels, the gap is narrowing and they are catching up with their expected age levels, verbal feedback from the teacher, parent and child consistently suggests improvement and reading age and spelling age scores increase.

We follow the 'assess, plan, do and review' cycle and try to ensure that parents/carers and children are involved in each step. The name we give to this process and paperwork is a 'pupil passport'. Before any additional to / different from provision is initiated, the SENDCo, Class Teacher, Teaching Assistant (delivering the intervention) and learner, agree what they expect to be different following this intervention. Parents/carers and pupils will be asked for their 'voice' as part of the pupil passport. A baseline will be recorded, which can be used to monitor the impact of the provision. Before and after data is summarised and fed back to the SEND lead for the multi-academy trust.

Children who need additional support with their social, emotional and mental well being or physical development may be supported through a reasonable adjustment plan, known as a RAP. This plan lays out reasonable adjustments which are personal to the child. For example, a child might benefit from wearing ear defenders. We would not necessarily expect to see that the child rapidly grows out of wearing ear defenders and so this provision remains with the child as long as it is necessary. The plan is produced alongside the parents and the child, it can be amended as and when necessary but at least termly.

For children who need support with more distressed behaviours, a positive behaviour plan / risk management plan (PBP / RA) may be put in place. This identifies behaviours when everything is going well through to how to support a child when their behaviours become increasingly distressed. This is produced with support from the parents and child, it can be amended as and when necessary but at least termly.

Very often children move off the SEND record when they have 'caught up' or made sufficient progress that indicates they have adapted to or overcome the barrier to learning. At this point, progress is still carefully monitored.

Children who are not making expected progress are identified through pupil progress meetings, SEND meetings, SEND focussed staff meetings or one to one meetings between the class teacher and SENDCo. In this meeting, a discussion takes place about why individual children are experiencing difficulty and what further support can be given, to aid their progression.

Parents are kept updated through the Autumn and Spring Term learning conversation evenings, the SEND meetings, as well as the Summer term full report. The termly changes in QFT and interventions for those on the SEND record, can be shared at parent's evenings. For a few children, who require support that is additional to or different from, we write a Pupil Passport or Reasonable Adjustment Plan, this is reviewed in the same way and is always shared by the Class Teacher with parents.

Parents and carers are given copies of any specialist assessment reports and can discuss them with the SENDCo or class teacher. Parents and carers are invited to meet visiting professionals, such as the Educational Psychologist and Speech and Language Therapists on the day of an assessment, if appropriate.

We offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss children's progress.

What specialist services and expertise are available or accessed by the school?

We regularly discuss and identify staff training needs related to the needs of the children in school at the time. The TA's involved in intervention are highly experienced and the SENDCo has the National Award for SEND coordination. In combination with detailed individual planning, we use a number of structured programmes.

External services can be employed too. Scole CE Primary Academy commissions support from Judith Carter's Educational Psychology organisation Willow Tree learning. For speech therapy services we work with our Multi Academy Trust (MAT) who can commission private speech services and the NHS. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer (https://www.norfolk.gov.uk/children-and-families/send-local-offer).

What support will be available for my child's overall well-being?

We are an inclusive school and welcome diversity. All staff believe that high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after all our children.

We care about the social and emotional well-being of each child and take bullying very seriously. We teach anti-bullying as part of the school ethos and our anti-bullying policy can be found on our school website.

A key stage 1 and key stage 2 nurture, well-being and self-esteem based intervention is available for groups of children who need some specific social and emotional support. We also work with Simon Andrew from Hearts and Minds, he provides child and family support through therapeutic activities and counselling.

The class teacher has overall responsibility for the care of each child in the class, therefore this is the parents' initial point of contact. If further support

is required, the class teacher liaises with the SENDCo for further advice and support, this may happen when needs are complex, when the child is in local authority care (LAC) and/or when there are, in addition, safeguarding concerns. This may involve working alongside external agencies. The school is accessible to children with SEND. The school is wheelchair accessible with a disabled toilet in the main building. The school produces an annual Disability Access Plan to ensure that this provision is regularly monitored and developed.

How are the school resources allocated and matched to the children's special educational needs?

At Scole CE Primary Academy, we allocate funds carefully to a variety of support, most frequently; small group support, specialist support from outside agencies and time for the Special Educational Needs Coordinator to work with children, parents, class teachers and teaching assistants. We also buy equipment and resources where appropriate and our teaching assistants attend courses to support their work with children.

We ensure that the needs of all children who have special educational needs are met to the best of the school's ability within the funds available. The budget is allocated on a needs basis.

Where a SEND child is also registered as pupil premium they will benefit additionally from the funding allocated to that group.

How will my child be included in activities outside the classroom including school trips?

At Scole CE Primary Academy, we offer a range of additional clubs and activities. These can be found on our website.

All children at Scole CE Primary Academy have the same opportunity to access extra-curricular activities and other school activities including residential visits. All staff take seriously their obligation to make reasonable adjustments for all children, including those with SEND and those with a disability, to be able to access all activities if they wish, in line with the Equality Act of 2010.

School trips are accompanied by a suitable ratio of adults to children and more individualised support is arranged if necessary. A risk assessment is carried out

prior to any off site activity and sometimes a child specific risk assessment will be in place too, for this parents would be asked to advise and contribute.

What training have the support staff supporting children with SEND had or are having?

When a child joins our school or a need is identified at Scole CE Primary Academy, we endeavour to ensure we get the appropriate training, updates and support available to us, through the relevant services.

Our SENDCo, holds the statutory qualification and informs staff of SEND developments, they attend the Local Authority termly SEND forums, where appropriate, MAT SEND events and is a member of the SEND Network run by Willow Tree Learning.

Some interventions require specialist training in order to be delivered effectively. Any staff leading these interventions, have been appropriately trained either by experienced staff within the school or by an external provider.

How will the school prepare and support my child to join the school, move through the school and transfer to a new one?

We recognise that 'moving on' can be difficult for any child and this seems particularly true for those with SEND. We are committed to working in partnership with children, families and other providers to ensure that any transition is as smooth as possible.

As a child gets ready to move into our Reception class, initial contact is made with any previous setting and with the parents. Home visits are offered. Children are invited for a number of taster sessions in the Summer term and parents are invited to contact the school at any other time to ask questions and discuss concerns. Any relevant information is shared with other members of staff and the SENDCo when appropriate.

As a child gets ready to move to a new school, we will contact the SENDCo there and ensure they know about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on within the appropriate timeframes. We will strongly support transitional visits to the new setting.

As a child moves into a new class within school, information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. Children will have opportunities to meet their class teacher and be involved in 'transition days' to work within their new class in the Summer Term prior to transition.

On high school transition, the SENDCo and Year 6 staff will be in contact with the high school SENDCos to discuss the specific needs of your child and what provision needs to be made. Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in their current school. We encourage this happening as early as possible. Opportunities to familiarise children with their new school are organised as part of the transition process throughout the year by all high schools locally. Some of these transition days facilitate additional opportunities for particular children.

How are parents involved?

At Scole CE Primary Academy, we respect and value your understanding of your child's needs and wishes. We aim to involve you throughout decision making processes and to keep you informed of the support your child is having. We encourage you to meet with us as often as you feel necessary and we really notice the positive impact of parents working equally alongside us.

Parents are encouraged to express opinion through Parentview on the OFSTED website. In the event that parents are not satisfied with the outcomes of discussions or their child's progress, parents should speak to the head teacher.

Who can I contact for further information?

Please do not hesitate to get in touch with us. At Scole CE Primary Academy, your first point of contact is always the class teacher. You can also speak to or email the SENDCo, Mrs Peters via the school office or at sendco@dissandscole.stbenets.org. Mrs Cerullo, the head teacher, is also very happy to discuss any concerns.

Where can I find further information, advice and contacts on SEND?

There are many sources of advice for a range of children's needs, the class teacher and SENDCo can help you find the most relevant for you. The following links are for general sources of support.

http://www.norfolk.gov.uk/SEND TO READ AS 'NORFOLK'S LOCAL OFFER'
http://scole.norfolk.sch.uk/ TO READ AS 'SCOLE PRIMARY SCHOOL'
http://www.norfolksendpartnershipiass.org.uk/ TO READ AS 'Norfolk SEND Information Advice and Support service (SENDIASS).
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 TO READ AS 'THE SEND CODE OF PRACTICE'

Just One Norfolk: Health Advice & Support for Children - Just One Norfolk website.