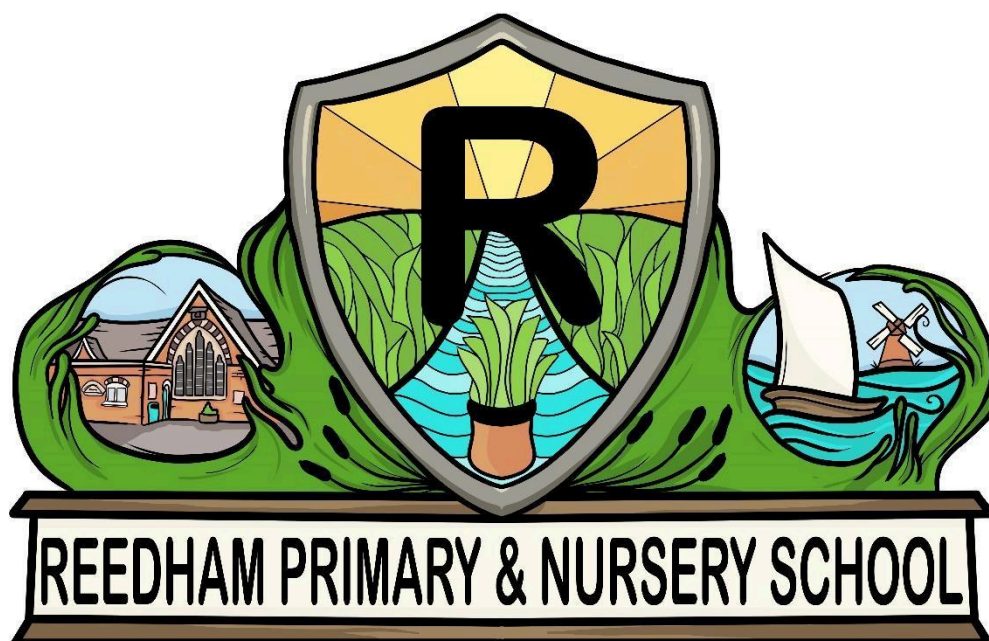


Special Educational Needs (SEN) Information Report for Reedham Primary and Nursery School 2023 - 2024



Part of the Norfolk Local Offer for Learners with SEN

If you would rather listen to this than read it, listen to part 1 - [here](#) and part 2 - [here](#).

Introduction

Welcome to our SENd information report.

This is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SENd.)

Reedham Primary and Nursery School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

The local offer is where parents can find out what is available in Norfolk to support their child. [SENd Local Offer - Norfolk County Council](#)

Schools have a legal duty to publish an SENd policy and information on their website about how they support pupils with SENd. The information published must be updated annually.

The required information is set out in the [The Special Educational Needs and Disability Regulations 2014 \(legislation.gov.uk\)](http://www.legislation.gov.uk).

The school will work with our local authority, Norfolk County Council, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

Roles and Responsibilities

At Reedham Primary and Nursery School we are committed to working together with all members of our school community. Our school offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

SEN Governors: Sam Osborn and Mary Jones
SENCO, Interim Headteacher: Beth Spaul

If you think your child may have SEN please speak to their Class Teacher or contact Beth Spaul our SENCO and Headteacher on 01493 700 271.

The Acle Cluster of Schools, to which Reedham Primary and Nursery School belongs, shares expertise across its schools. We are fortunate to have a great team of experienced Special Educational Needs Professionals. Any one of these SENCOs would be happy to help and give advice on matters pertaining to children with SEN and can be contacted through the offices at each of the schools.

Acle Academy – 01493 750 431
Acle Primary School – 01493 750 322
Cantley Primary School – 01493 700 308
Fairhaven Primary School – 01603 270 224
Fleggburgh Primary School – 01493 369 283
Freethorpe Primary School – 01493 700 215
Lingwood Primary School – 01603 712 295

Our School Offer

At Reedham Primary, we value: **Learning for all.**

We want all adults and children to participate in learning. We celebrate all members of our community. Our aim is to create a sense of welcome and an inclusive culture in our school. This includes being responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We want to make a DIFFERENCE!

We value high quality teaching for all learners, including those identified with SEN, and actively monitor teaching and learning in the school. For more information on our approach, please see our teaching and learning policy and our SENd Policy.

Our school improvement plan is about developing learning for all and includes continued professional development (CPD) opportunities for all staff. Our plan for 2022 - 2024 can be found on our school website.

How we identify SEN

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

“A child or young person has SENd 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:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have 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.”**

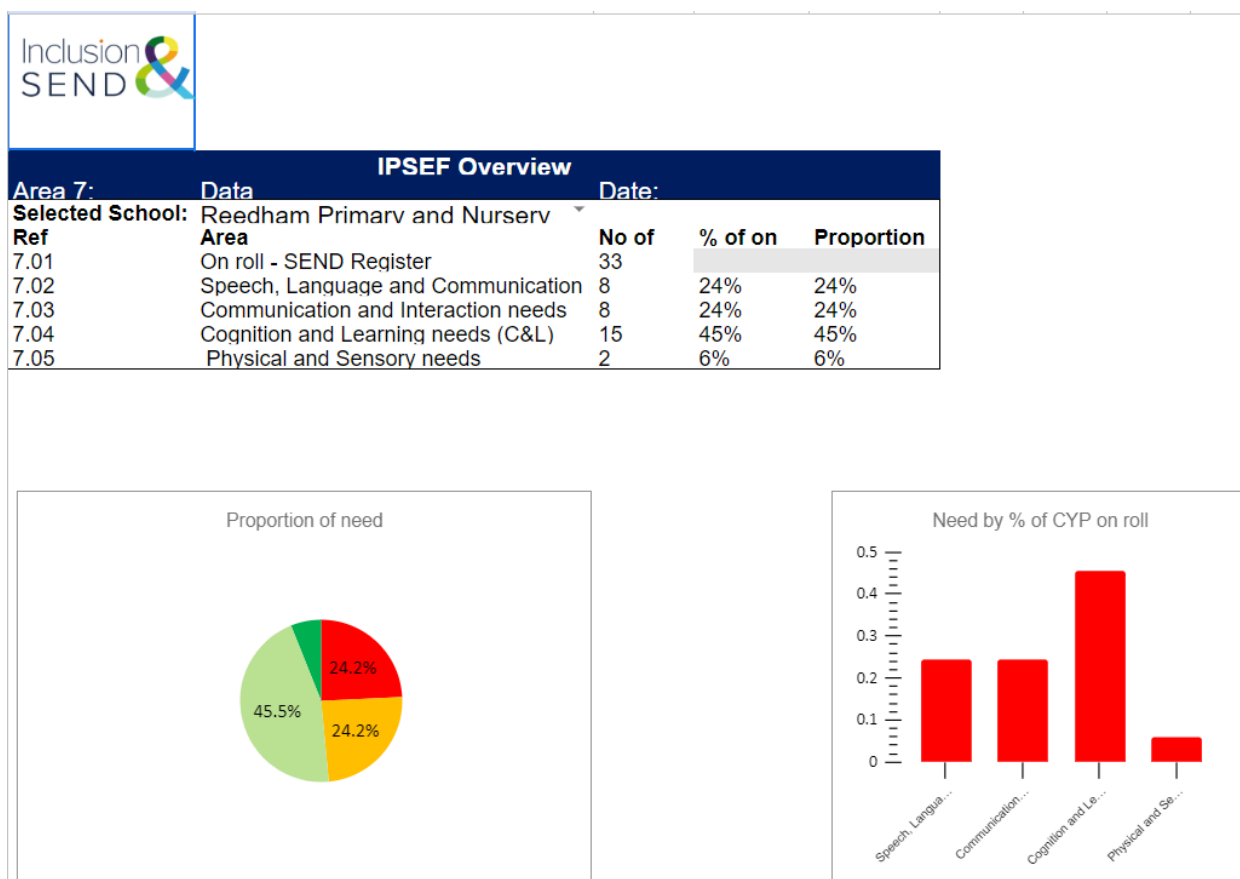
Every teacher is expected to teach at a range of levels that reflect the pupils' range of interest and understanding; this is called the normal differentiated curriculum. If your child is identified as having SEN, our job is to offer them something “extra” that is ‘additional to or different from’ the normal differentiated curriculum. Any “extra” provision or intervention is 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 SEN. Only those with a learning difficulty that require special educational provision will be identified as having SEN.

At Reedham, we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, the school has a responsibility to support via a range of interventions.

Our SEND profile for 2023 – 2024 shows that we have 40% of children having Special Educational Needs with two children on a referral for an Education Health and Care Plan. This is a high amount but is not due to over identification – it simply reflects the make-up of the children currently on roll in our small school.



Assessing SEND at Reedham

Class Teachers, support staff, parents/carers and the child themselves will be the first to notice a difficulty with learning. This then triggers an assessment that involves the child, their parents/carer and their teacher. The Special Educational Needs Co-ordinator (SENCO) explores what is causing difficulties with learning using a range of assessments. These are the same across our cluster.

For some learners we may want to seek advice from specialist teams. In our school and cluster we use various specialist services. Some are provided by Norfolk County Council, which are described on the Local Offer website available [here](#). Other services the school may deal directly with, for example [Respectrum Advisory Services](#).

Reedham Primary as part of the Acle Cluster, accesses training and support from:

[Educational Psychology Support Service:](#)

Educational Psychologists: Sue Ackerley, Richard Smith
Specialist Learning Support Teacher: Gillian King
Specialist Behaviour Support Teacher: Jo O Donoghue
Social Emotional and Mental Health Support: Jo O Donoghue

We also employ Learning Support Assistants who deliver the interventions in the provision map as co-ordinated by our class teachers and SENCO/Headteacher.

What we do to Support Learners with SEN at Reedham

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 SENCO supports teachers by providing advice and training. There is regular monitoring and observations that identify teachers who may need help supporting pupils with SEN in their class.

The Teacher Standards 2012 (last updated December 2021) detail the expectations on all teachers, and we at Reedham Primary School are proud of our Teachers and their development. [The Teacher standards are available here.](#)

Our Teachers will use various strategies to help children with SEN join in. This might include using:

- Visual timetables
- Writing frames
- Tablets, laptops or other alternative recording devices like talking tins
- Positive behaviour rewards system
- Use of overlays

The type of support is dependent on the individual's needs. This support is on a chart called a "provision map". It does not detail the individual learner names, but describes the interventions and actions that we use at Reedham Primary to support learners with SEN. We modify the class provision maps regularly, and they change every year, as our learners and their needs change.

We share the provision maps with our colleagues in the Acle Cluster so we can learn from each other, and show others what we offer. The aim is to make sure your child gets the same opportunities, whichever of the eight schools they attend.

Our provision maps are shared with Governors who check we are doing what we say and that it makes a difference to the progress of children with SEN.

Funding for SEN

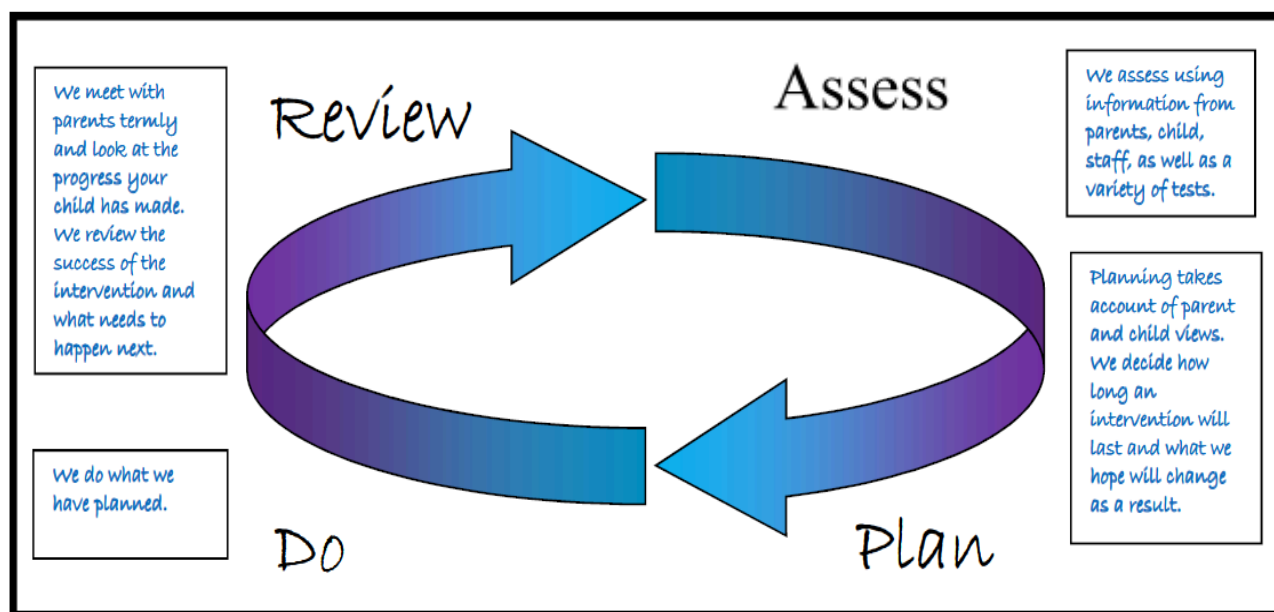
Reedham Primary and Nursery School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. The amount can be seen in something called the SEN memorandum. We received £30,335 in 2023/2024 for SEN. The breakdown of this amount can be found [here](#).

If you would like any further information on SEN in the Acle cluster please contact:

Beth Spaul: head@reedham.norfolk.sch.uk

How do we find out if this support works?

Checking children's progress is an integral part of our school. We follow the graduated approach, which is a cycle using 'assess, plan, do, review'.



As laid out in the SEND Code of Practice (2015), it is important to us that parents/carers and children are involved in each step. The SENCO, teacher, parent/carer and learner will talk together before we decide what kind of help we give a child. We also agree what we expect to be different following this intervention. The child's progress is recorded before and after the intervention to see if the extra support has made a difference to their learning.

Children, parents/carers and the teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself and is part of a formal meeting held once a term. This is when we all discuss progress and next steps. If a child has an Education Health and Care Plan (EHC plan,) this is formally reviewed annually, as well as in less formal termly meetings.

The SENCO checks we are only using interventions that work. The data is shared with the Acle cluster, so the SENCOs in our eight schools are able to choose high quality provision. All data is scrutinised by the senior leadership teams, governors, local authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to take part in extra-curricular activities. At Reedham Primary and Nursery School in 2023-24, we offer a range of additional clubs and activities. These can be found on our website and in our school brochure.

We are committed to making reasonable adjustments to ensure participation for all. This extends to our cluster based activities so please contact our extended schools coordinator to discuss specific requirements. Please email: acle.cluster@yahoo.co.uk

All staff at Reedham Primary School have regular training on the Equality Act 2010 and have read and understand their role and responsibilities according to our Equality and Diversity Policy. This legislation places specific duties on schools, settings and providers 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.'

The Equality Act 210 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 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 disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click [here](#).

If you are worried your child is being bullied

Children with special educational needs can be vulnerable to bullying. Reedham Primary and Nursery School takes all incidents of bullying very seriously and its approaches are explained in the anti-bullying policy. Please contact a member of staff as soon as possible if you are worried your child may be bullied.

Useful contacts for further information and advice about anti-bullying

www.childline.org.uk/Bullying

www.kidscape.org.uk

www.anti-bullyingalliance.org.uk

www.kidpower.org

The county employs a senior educational psychologist lead on anti-bullying called Rita Adair. She can be contacted at rita.adair@norfolk.gov.uk

Preparing for the next step

Moving on is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Reedham Primary and Nursery School works in partnership with children, families and other providers to plan for and provide positive transitions for our learners with SEN.

Moving classes will be discussed with you and your child in our summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Have your say

Reedham Primary is our community school. We welcome everyone helping to shape and develop provision for all of our learners, aiming at achievement for all. This SEN report sets out Reedham's offer to children with SEN which will be reviewed annually. We welcome your involvement in the process for next year's report. Come and help us make a difference for your child and others.

Useful links

www.norfolk.gov.uk/SEN

Just One Norfolk

<https://www.justonenorfolk.nhs.uk/>

Community Hubs

<https://www.visionnorfolk.org.uk/supporting-you/community-hubs/>

Parent Partnership

www.dfe.gov.uk

Local links

[Autism Anglia](#)

[Shine](#)

[CAMHS](#)

[Point 1 etc](#)

[Riding for the disabled](#)

[Hamlet Centre](#)

[Acle and District Voluntary Aid](#)

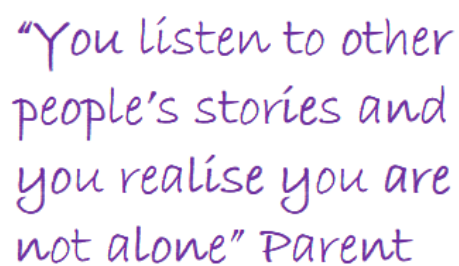
[Nelsons journey](#)

[Sleep East](#)

[Indigo Centre](#)

[Young carers](#)

[Early Childhood and Family Centre \(Children's Centre\)](#)



"You listen to other people's stories and you realise you are not alone" Parent

Extra curricular activities for children (some of the clubs are held over a rolling program of years)

In School

Choir

Music Lessons

Drama Club

Chess

Multi-skills

Football

Tennis

Dodgeball

Archery

Gymnastics
Gardening

Wider Cluster Opportunities

Karate at Ormesby
Scouts
Rainbows
Brownies

Beavers
Freethorpe Football Club
Acle United
Badminton at Blofield

RCA Stage School