Special Educational Needs and Disabilities (SEND) Information Report

Foulsham Primary School

Ratified	Next Review Date
	November 2026

Contents

Contents 2
1. What types of SEND does the school provide for? 3
2. Which staff will support my child, and what training have they had? 3
3. What should I do if I think my child has SEND? 6
4. How will the school know if my child needs SEND support? 6
5. How will the school measure my child's progress? 6
6. How will I be involved in decisions made about my child's education? 7
7. How will my child be involved in decisions made about their education? 8
8. How will the school adapt its teaching for my child? 8
9. How will the school evaluate whether the support in place is helping my child? 9
10. How will the school resources be secured for my child? 10
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND? 10
12. How does the school make sure the admissions process is fair for pupils with SEND or a disability? 10
13. How does the school support pupils with disabilities? 10
14. How will the school support my child's mental health and emotional and social development? 11
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? 11
16. What support is in place for looked-after and previously looked-after children with SEND? 11
17. What should I do if I have a complaint about my child's SEND support? 12
18. What support is available for me and my family? 12
19. Glossary 13

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website here.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

With best wishes,

Karen Nice

SENDCo

Foulsam Primary School

1. What types of SEND does the school provide for?

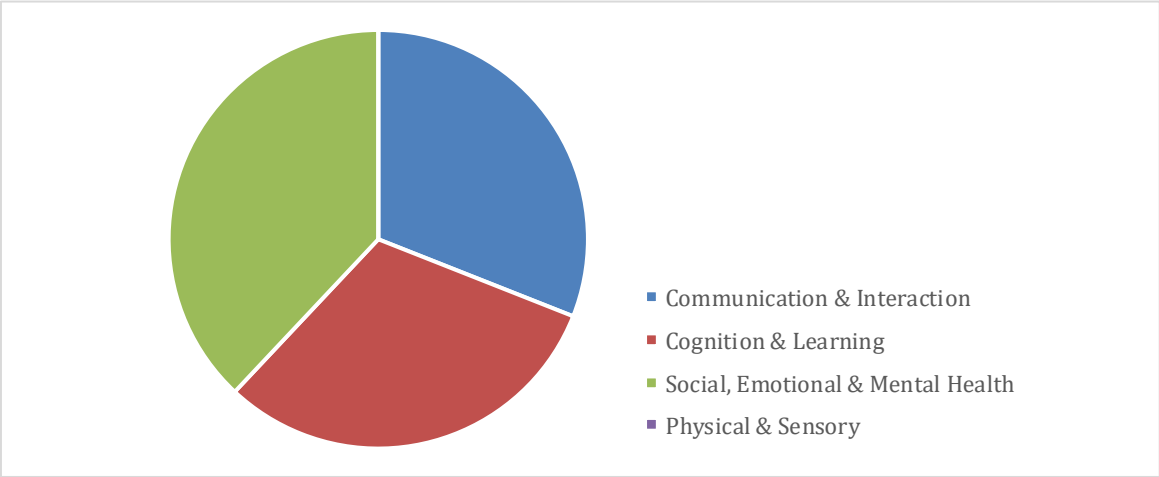
Examples of some of the needs that our school can provide for:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
SENDsory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Our current SEND Profile is:

	Our School Number	Our School Percentage (with nursery)	National Percentage
Total pupils with SEND	13	21.7%	18.2%
Total pupils with EHCP	3	5%	3.5%
Total pupils at SEND Support	10	16.7%	14.8%

Below is the breakdown of data within each primary need. A child may also have secondary needs that are not represented in this data.



2. Which staff will support my child, and what training have they had?

Our special educational needs and disabilities co-ordinator, or SENDCo

Our SENDCo is Karen Nice.

She has over three years of experience in this role and works across four local schools. She is a qualified teacher.

She achieved the National Award in Special Educational Needs Co-ordination in Spring 2022.

She is allocated two days a week to manage SEND provision across Foulsam Primary School, Corpusty Primary School and Antingham & Southrepps Primary School.

Class teachers and Teaching assistants (TAs)

All of our staff receive in-house SEND training, and are supported by the SENDCo to meet the needs of pupils who have SEND.

Recent training includes:

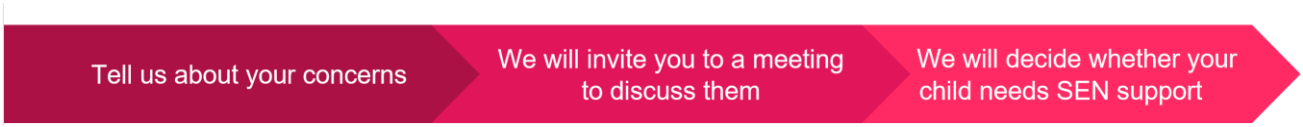
- Zones of Regulation
- Sensory Circuits
- PACE
- Making Sense of Autism

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Specialist Learning Support Teachers
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Social services
- Children's Services including Early Help

3. What should I do if I think my child has SEND?



If you think your child might have SEND, the first person you should tell is your child's teacher.

You can speak to your child's class teacher.

They will pass the message on to our SENDCo, Karen Nice, who will be in touch to discuss your concerns.

You can also contact the SENDCo directly:

Tel: 01362 683389

Email: knice@synergymat.co.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEND support, we will notify you and your child will be added to the school's SEND record.

4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, mathematics or how they relate to others.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEND.

The SENDCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist a specialist learning support teacher or an educational psychologist.

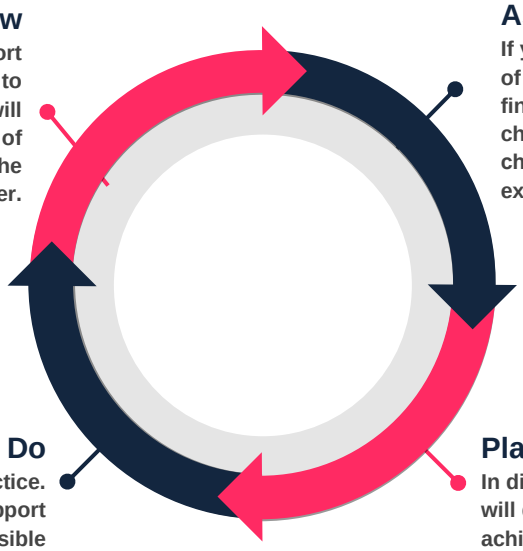
Based on all of this information, the SENDCo will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND record and the SENDCO will work with you to create a SEND support plan for them.

5. How will the school measure my child's progress?

Once a child has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENDCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class teacher will meet you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can contact your child's class teacher by speaking to them before or after school to arrange an appointment or speaking to the school office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, adult support, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

You can also access our school's Accessibility Policy and Plan on our school website.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope
	Moderate learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups Thrive sessions
SENDsory and/or physical	Hearing impairment	
	Visual impairment	Limiting classroom displays
	Multi-SENDsory impairment	
	Physical impairment	

These interventions are part of our contribution to Norfolk County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip(s).

All pupils are encouraged to take part in sports day, school plays, special workshops and any other special events that may take place.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to endeavour to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The school's arrangements for the admission of prospective children with SEN or a disability:

- The arrangements for the admission of children with Special Needs or Disabilities to gain admission as children to Foulsam Primary School fall within our duties under the Equality Act 2010 and are the same as those applied to all children. Admission is in the first instance arranged by application to the Local Education Authority. If successful, the school then receives notification that a child has been allocated a place at Foulsam Primary School
- If the School/Trust is named in a Statement of Educational Needs/Education, Health & Care Plan (EHCP), and the Governors and Headteacher feel that the school is able to provide for the child's needs, the child will be admitted to the school as required.
- For admissions please visit the Norfolk County Council Admissions website

13. How does the school support pupils with disabilities?

- We will use our best endeavours to ensure that no child is unable to attend Foulsam Primary School because of any special need or disability.
- In order to promote equality of opportunity for disabled children, we will make reasonable adjustments (including the provision of auxiliary aids and services) to prevent them being put under a disadvantage.
- In practice, we ensure that classroom and extra-curricular activities encourage the participation of all children, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all children.

- You can find the school's accessibility plan here.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEND by having regular check-ins with them
- We run THRIVE for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. You can find our anti-bullying policy here

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to meet to discuss a pupil's SEND needs
- Schedule a 'move-up' morning with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENDCo of the secondary school will have a meeting with our SENDCo. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Opportunities to visit to their secondary school
- Learning how to get organised independently
- Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEND?

Karen Nice our SENDCo is also the designated teacher for looked-after children and previously looked-after children here.

Karen will work to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the class teacher and the SENDCo in the first instance. We will try and resolve the complaint informally.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. You can access the school's complaint procedure here.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Norfolk County Council's local offer. Norfolk County Council publishes information about the local offer on their website here.

Our local special educational needs and disabilities information advice and support services (SENDIASS) can be found here.

Local charities that offer information and support to families of children with SEND are:

- NANSA
- Family Action

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or SENDsory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages