

SEN Information Report

Anthony Curton and Tilney All Saints Primary Schools



Approved by: Governing Body

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Next review due by: September 2026

DfE Number:

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Tilney All Saints – 9263114

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1. SEN information report

1.1 The kinds of SEN that are provided for

Our school currently provides additional and/or alternative provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

1.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly less than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Class teachers have a variety of tools at their disposal to help them assess and pick out strategies to target areas of need as part of our offer of quality first teaching.

If after close monitoring and attempted support progress isn't improving, then we will move onto setting up a support meeting with the parents/carers.

1.3 Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

When discussing with children an age appropriate method will be used, with language that suits their level of understanding. Notes of these early discussions will be added to the pupil's digital record and a copy will be given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN Support.

1.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

If it is deemed that a pupil needs support further than the universal offer (see below) to all pupils in school a SEN Support Plan (SSP) will be created. A SEN Support Plan is created in conjunction with teachers, parents and the pupil to ensure that all voices are being heard and the pupils' needs are being addressed using SMART targets (Specific, Measurable, Achievable, Relevant, Time-bound). These will then be reviewed with the teacher, parent and pupil each term. If it is felt that the pupil has met all targets and no additional support, further to the universal offer, is required then the pupil will be removed from SEN support.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. A child will be recorded as having SEN Support throughout this process, however this does not mean that the child will always be at a SEN Support level as some children are able to have their needs addressed and overcome to ensure that they are happy and making progress in line with their peers with the adaptations that are put in place.

1.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We have good links with the SENDCO's of our feeder schools and both class teachers and the SENDCO will meet with them to share necessary information about the child's needs.

For in-school transitions time will be given for the child to get used to the new classroom and teacher starting from the Summer Term. This may include:

- Being given images of the new teacher, TA and classroom.
- Be sent to the classroom to take messages or objects for the new teacher so the environment isn't completely new.
- The new class teacher will speak and say hello to the child more regularly to begin a positive relationship.

Alongside this class teachers will have transition meetings to discuss all children and the provision that is currently having a positive impact on learning progress.

1.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is received by all pupils in school, including those with SEN, as part of the universal offer. This can include adding learning tools/aids to support the child's access to adapted learning, for example; bouncy bands, pencil grips, or weighted cushions.

We will also provide the following interventions:

- WellComm speech and language support
- 'Thrive' social and emotional intervention

- Lego Club social communication/relationships intervention
- Sensory circuits
- ELKLAN Communication Friendly School
- Sounds-Write Phonics Intervention
- Complete Maths Tutor
- DESTY Trauma Informed Intervention

1.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Changing our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing and available space
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Varying teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, changing fonts etc.

1.8 Additional support for learning

We have six teaching assistants who are trained to deliver interventions such as:

- Elklan
- WellComm
- Thrive
- DESTY

Teaching assistants or teachers will support pupils on a 1:1 basis when it is required by an Education, Health and Care Plan, or when the teacher feels it is appropriate. We do not encourage children to work purely in a 1:1 scenario as this discourages independence.

Teaching assistants and teachers will support pupils in small groups when they have similar needs that can be addressed or supported by having time with an adult rather than independent activities.

We work with the following agencies to provide support for pupils with SEN:

- Point1
- Ely Diocese
- Norfolk Support Services
- Education Psychologist
- The Dyslexia Outreach Service
- School 2 School Support
- Lincolnshire Support Services
- Cambridgeshire Support Services
- Norfolk EPSS – Educational Psychology and Specialist Support
- Schools and Community Team, Norfolk

1.9 Expertise and training of staff

We are continually assessing the needs of the children and thinking about Continuing Professional Development (CPD) for staff to help address the needs of our pupils. CPD may be offered internally or externally depending on the area of need.

The SENDCO is allocated a day a week to manage SEN provision across both schools.

This academic year, support staff will receive weekly continuous professional development led by the SENDCO and Assistant Head Teacher.

We use specialist staff for Thrive and ELKLAN.

We have two members of staff who are Youth Mental Health First Aiders trained with Mental Health First Aid England. We have one member of staff with Senior Mental Health Lead training.

1.10 Securing equipment and facilities

If we are guided that a child needs additional equipment or facilities, we will work with the professional to find a suitable product before researching and purchasing one as and when they occur.

In the academic year 2025 - 26 the schools used their funding for some of the following:

- EPSS - Educational Psychologist Support
- EPSS SEMH Team Norfolk
- Support and referrals through Dyslexia Outreach Norfolk
- Thrive support
- Speech and Language intervention through the Norfolk SRB
- Classroom resources for adaptations
- Teaching assistant support
- Alternative Provision

The schools have costed provision maps to show explicit funding usage.

Budget Share Tracker

Anthony Curton – <https://csapps.norfolk.gov.uk/BudgetShare/pdf/24/SENMemorandum/2052.pdf>

Tilney All Saints - <https://csapps.norfolk.gov.uk/BudgetShare/pdf/24/SENMemorandum/2019.pdf>

1.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half-termly
- Talking in an age appropriate way with the child about their progress
- Monitoring between the class teacher and SENDCO
- Discussions with the intervention leader and the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Assessments will take place where relevant

1.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Plans will be put in place so that children's needs are met when attending clubs.

All pupils are encouraged to go on our residential trip(s) to Hilltop Adventure.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

1.13 Support for improving emotional and social development

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

- Pupils with SEN are encouraged to be class safeguarding leads
- If a child has a social or emotional need that fits the criteria of 'Thrive' they will be assessed to see if individual or group sessions would support them.
- We have a zero tolerance approach to bullying.

1.14 Working with other agencies

After following the Assess, Plan, Do, Review process we may decide that external agencies are needed to assist us in supporting your child.

The SENDCO in cooperation with the parent/carer, will look at the services available and will work together to complete applications as expected by the agency.

Our academy, the Diocese of Ely Multi-Academy Trust, will also be contacted for guidance as they have staff that can support in this area.

We can also begin the Early Help process with the family within school as a way of focusing where we want the support to come from and go to.

1.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

1.16 Contact details of support services for parents of pupils with SEN

All Norfolk Services available for parents in Norfolk can be found here: <https://www.norfolk.gov.uk/children-and-families/send-local-offer/advice-and-support/advice-and-support-for-parents-and-carers>

SENDIASS Norfolk: <https://www.norfolksendiass.org.uk/>

SENDIASS is an independent body offering information, support and advice for parents/carers

1.17 Contact details for raising concerns

Your child's class teacher can be contacted via the school office at:

office@tilneyallsaints.norfolk.sch.uk or 01553 828209

office@anthonycurton.norfolk.sch.uk or 01945 780121

1.18 The local authority local offer

Our local authority's local offer is published here: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

2. Monitoring arrangements

This Information Report will be reviewed by the named SENDCO **every year in September**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

3. Links with other policies and documents

This Report links to our policies on:

- SEND
- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions

<https://www.tilneyallsaints.norfolk.sch.uk/policies-and-procedures>

<https://anthonycurton.demat.org.uk/policies>