

Special educational needs (SEN) information report

Duchy of Lancaster CofE Primary School



Approved by:	Governors	Date: 28/11/23
Last reviewed on:	28/11/25	
Next review due by:	28/11/26	

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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, read our SEND policy.

You can find it on our website [SEND and Inclusion \(demat.org.uk\) https://duchy.demat.org.uk/send-and-inclusion](https://duchy.demat.org.uk/send-and-inclusion)

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.

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

Our school provides for pupils with the following needs:

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
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our special educational needs co-ordinator, or SENCO

Our SENCO is Miss Kelly Clucas. Email: kclucas@trinitypartnership.norfolk.sch.uk

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

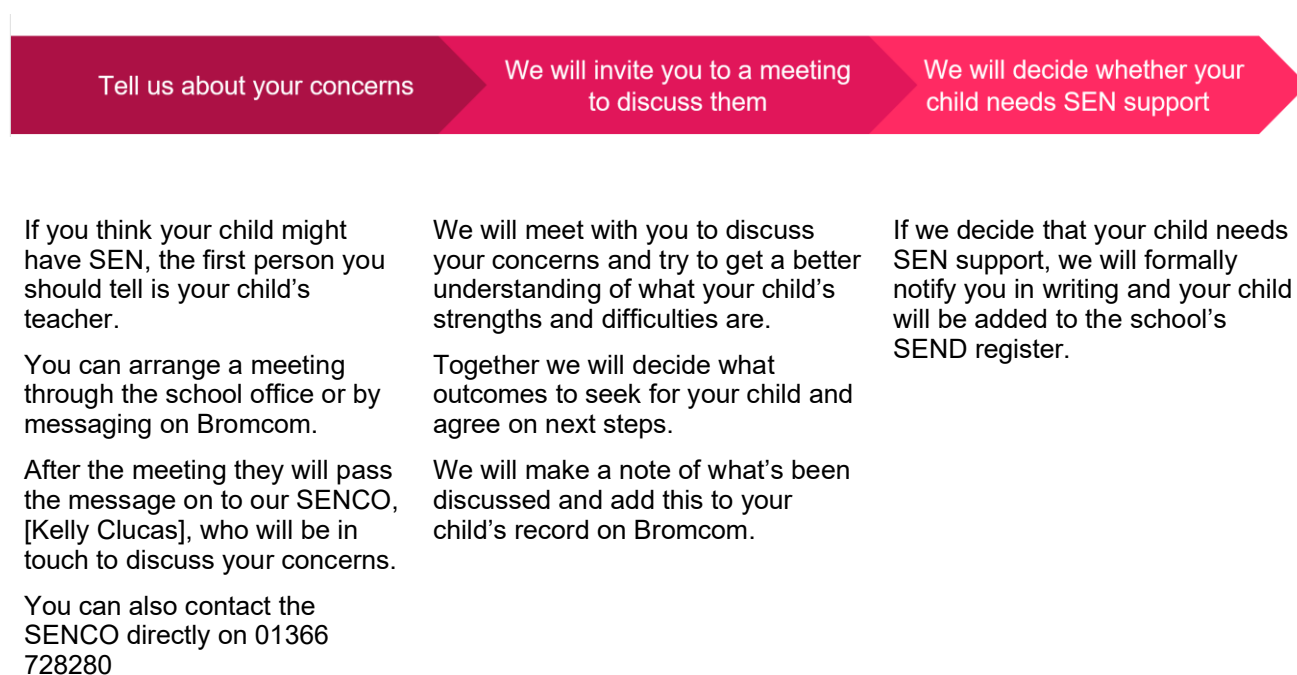
We have a team of 6 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. Our teaching assistants are trained to deliver interventions such as attention autism, restorative behaviour approaches, Thrive (1 TA), Wellcomm, bespoke speech and language support, SoundsWrite (phonics).

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 SEN and to support their families. These include:

- Speech and language therapists
- 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

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



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

All our class teachers are aware of SEN 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 an emotional challenge that does not follow a pattern of development or is not in line with their age and stage of learning. Children who are not making expected progress based on the level of support they have been giving compared to peers at the same age and stage of learning. Speech that is developing as expected or speech sounds that are not formed correctly. Children who struggle to understand others socially and emotionally will also be noticed.

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 SEN 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 SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO 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.

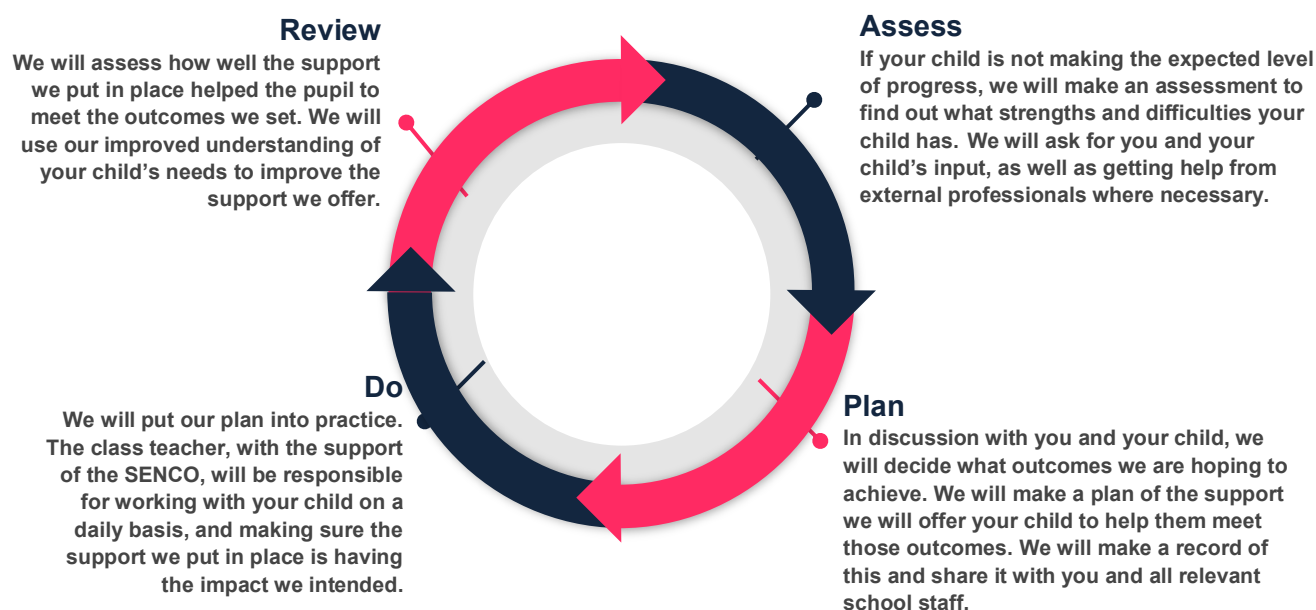
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the class teacher will work with you to create a support plan. This will be called a SEN Support Plan (SSP). The SENCO will support the class teacher with this as part of the graduated approach.

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

We will follow the 'graduated approach' to meeting your child's SEN needs.



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.

An intervention might not mean that your child is taken out of the class to be supported 1:1 or in a small group. It could mean a provision we put in place in the classroom. We strongly believe removing children from the classroom widens learning gaps and will only take children out of lessons when it is clearly in the best interest of the child.

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 SEN 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 annual reports on your child's progress.

Your child's class teacher will meet you at least 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 SENCO 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 SEN 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.

If you have concerns that arise between these meetings, please contact your child's class teacher. Contact your child's class teacher through the school office or on Bromcom.

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 differentiate (or 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:

- Adapting 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.
- Teaching assistants will support pupils on a 1-to-1 basis when SEMH needs limits access to learning, content is being broken down into small steps, when shared collaboration of resources are being used to support learning.
- Teaching assistants will support pupils in small groups when pre-teaching or post teaching vocabulary/ key content, using SoundsWrite as keep up or catch up, when teaching parts of the curriculum as keep up or catch up.

We may also provide the following interventions: Wellcomm, Sounds Write, Mastery in Number.

The 'How we Support These Pupils' column includes strategies that may apply to a number of conditions.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Attention Autism Zones of Regulation Clear and consistent routines Sensory circuits/ sensory diet Social skill teaching Reasonable adjustments to sensory needs
	Speech and language difficulties	Speech and language therapy Processing time Check for understanding Name before question Small chunk instructions
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Word banks Use of Widget Limiting classroom displays Use of colourful semantics

	Moderate learning difficulties	The above plus: Pre and post teaching Word banks Task chunking Processing time and regular checking Use of colour to highlight e.g. + one colour – another Rest breaks
	Severe learning difficulties	The above plus: Use of technology such as speech to words, touch typing. Consider access through technology ATT 1:1 or small group work based on class learning Personalised curriculum
Social, emotional and mental health	ADHD, ADD	Quiet workstation Zones of Regulation Visual reminders/ prompts Communication boards Writing frames/ word mats Study breaks Clear routines and expectations
	Adverse childhood experiences and/or mental health issues	Thrive Regulation Area Key 1:1 adult 1 fidget
Sensory and/or physical	Hearing impairment	Pre and post teach Extra time for tasks Short instruction Ensure use of hearing aids Reduce background noise

	Visual impairment	Limiting classroom display Suitably size text Adjustments including seating position, dark lined books, adaptive technology Extra time for tasks Check lighting
	Multi-sensory impairment	Seating away from distractions Use of ear defenders, fiddles, balance boards Sensory circuits/ sensory diet
	Physical impairment	Adaptation of the environment Use of technology for communication Large print Tactile models Decluttering// seating arrangements Reasonable adjustments to uniform

These interventions are part of our contribution to Norfolk'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
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- 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 to Kingswood.

All pupils are encouraged to take part in sports day, collective worship, enrichments days.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed 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?

- Priority will next be given to children on the basis of social or medical need. The school requires supporting evidence if you are making an application on the basis of social or medical need.
- Pupils whose EHC plan names the school will be admitted before any other places are allocated
- In the case of 2 or more applications that cannot be separated by the oversubscription criteria outlined above, the school will use random allocation as a tie breaker to decide between applicants. This process will be independently verified.

13. How does the school support pupils with disabilities?

- Pupils with disabilities have the same access and opportunities presented in our curriculum and enrichments as any other pupil. All possible adjustments and accommodations will be made to ensure this happens.
- The school Accessible Policy can be found at [Policies \(demat.org.uk\)](https://duchy.demat.org.uk/policies) <https://duchy.demat.org.uk/policies>

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 SEN are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEN by Thrive
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school through our anti-bullying policy which can be found on our school website. [Policies \(demat.org.uk\)](https://duchy.demat.org.uk/policies) <https://duchy.demat.org.uk/policies>

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:

- Parents of the children coming into Foundation are invited to meetings within school.
- Transition meetings are held between pre-school staff, professionals who work with the family, the SENCO and staff from school.
- The children are invited to visits to the school before the term begins.
- Create Transition Photo Booklets (where appropriate) which are delivered to feeder Nurseries and Pre Schools.
- With transition into secondary school parents/carers are invited to meetings at the secondary school and transition meetings are organised between the staff from the secondary school, other professionals and the SENCO at Duchy and Icení or other Secondary Schools.

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 SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- 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 SEN?

Damon Finney (headteacher) will ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN 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 SEN 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 SEN support?

The school's complaints procedure can be found here: [DEMAT - Policies](https://www.demat.org.uk/policies) <https://www.demat.org.uk/policies>

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.

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

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN 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.

Norfolk disagreement resolution and mediation services [Mediation and tribunals - Norfolk County Council](#)

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's local offer. Norfolk publishes information about the local offer on their website: [SEND Local Offer - Norfolk County Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Norfolk SENDIASS Home Page](#)

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

This report links to our policies on:

- SEN
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical condition

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 sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Adaptation** – 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 SEN 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 SEN 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
- **SENCO** – 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
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages