

Wreningham Primary School

SEND Information Report

2025-2026

Publication Date: November 2025

Review date: November 2026

At Wreningham VC Primary School we believe that Together Everyone Achieves More. We are committed to creating an inclusive culture where all members of our school community work together. We are committed to the equal inclusion of all children in all areas of school life. We recognise the diverse and individual needs of all of our children and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

The SEND Information Report describes the range of provision and support available to support identified children as and when appropriate. This is subject to change depending on budgetary constraints and policy review. The school follows the Wymondham Cluster SEND Policy and can be accessed [here](#).

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School Contact Information

If you wish to discuss our SEND provision further, please contact us:

Interim Head: Ms Julie Leader

Email - (head@wreningham.norfolk.sch.uk)

SENCO: Ms Julie Leader

Email - (SENCO@wreningham.norfolk.sch.uk)

SEND Governor: Ms Katie Burrell

Email - (office@wreningham.norfolk.sch.uk)

School Phone Number: 01508 489355

What is SEND?

Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level.

At different times in their school career, a child or young person may have a special educational need. The [Code of Practice](#) (2015) defines SEN as:

“A child or young person has SEN 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:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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.”

If a learner is identified as having SEND, we will work closely with the pupil and their parents to provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

What kinds of SEND do we support?

The SEND Code of Practice (2015) outlines 4 broad areas of need, as outlined below. “These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, and not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.” (SEND Code of Practice, 2015)

Cognition and Learning

Children may:

- Learn at a slower pace
- Find the curriculum difficult
- Struggle with organisation and memory
- Have a specific difficulty in literacy or numeracy eg Dyslexia, Dyscalculia

Sensory and/or Physical

Children may have a:

- Vision impairment
- Hearing impairment
- Multi-sensory impairment
- Motor skill difficulties
- Physical disability

Communication and Interaction (Speech and Language/Social Communication)

Children may:

- Struggle to speak or say what they want to
- Find it hard to understand what others are saying
- Find conversations and play confusing and challenging
- Have a diagnosis of Autism Spectrum Disorder

Some children may have SEND which involves more than one of these areas.

Social, Emotional and Mental Health Difficulties

Children may:

- Find relationships difficult, appear withdrawn or isolated
- Behave in ways which affect their learning
- Have underlying mental health difficulties such as anxiety, depression, self-harming, eating disorders
- Have ADD, ADHD, Attachment issues

What is the difference between SEN support and an Educational Health Care Plan?

SEN support is a staged approach to identifying needs and providing support. This will include conversations between school, parents and children. The support may be that which is generally given to most children of the same age. The purpose of SEN support is to help children make progress. Children who have been identified as needing SEN support will have an individual learning plan (IP), which outlines targets for children to work towards and strategies to support this. IPs are reviewed termly with children and families being actively involved in the planning process.

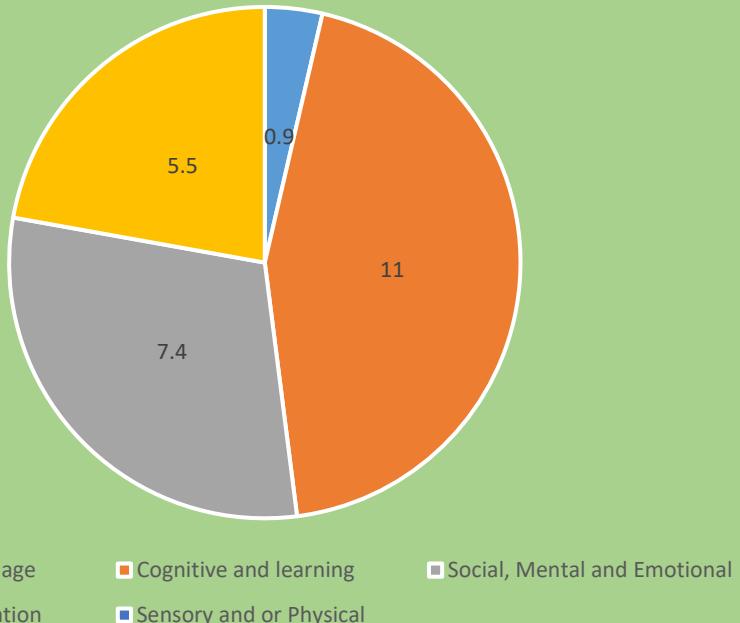
The majority of children with SEN or disabilities will have their needs met through SEN support. However, some children's needs may require them to have an Education, Health and Care Plan (EHCP). EHCPs are for those children with special educational needs who require support beyond that which a school can provide at SEN support. An EHCP is a legal document, written by the Local Authority, that describes a child's special educational needs and the help they will get to meet them. This also includes health and social care needs. Children with an EHCP will have an individual learning plan. The targets within the learning plan will outline the smaller steps the child is working on towards achieving the outcomes outlined in the EHCP. Children with SEN and their families will be actively involved in the creation and review of learning plans, by sharing their wishes, feelings and opinions. Children with SEN and their families will also be actively involved in the annual review of the EHCP, by sharing their opinions on the provision and outcomes outlined.

What is our SEN profile for 2025 – 2026?

In the academic year 2024-2025, 15% (National 13.6%) of children identified as having SEND.

- 9.2% have medical needs (5.5% of school)
- 11% have additional needs related to Cognition and Learning (11.11% of school)
- 3.7% have Educational Health Care Plans (4.62% of school).

Some of our children have needs in more than one group (e.g. a child with dyslexia may need support with communication and interaction as well as those related to cognition and learning).



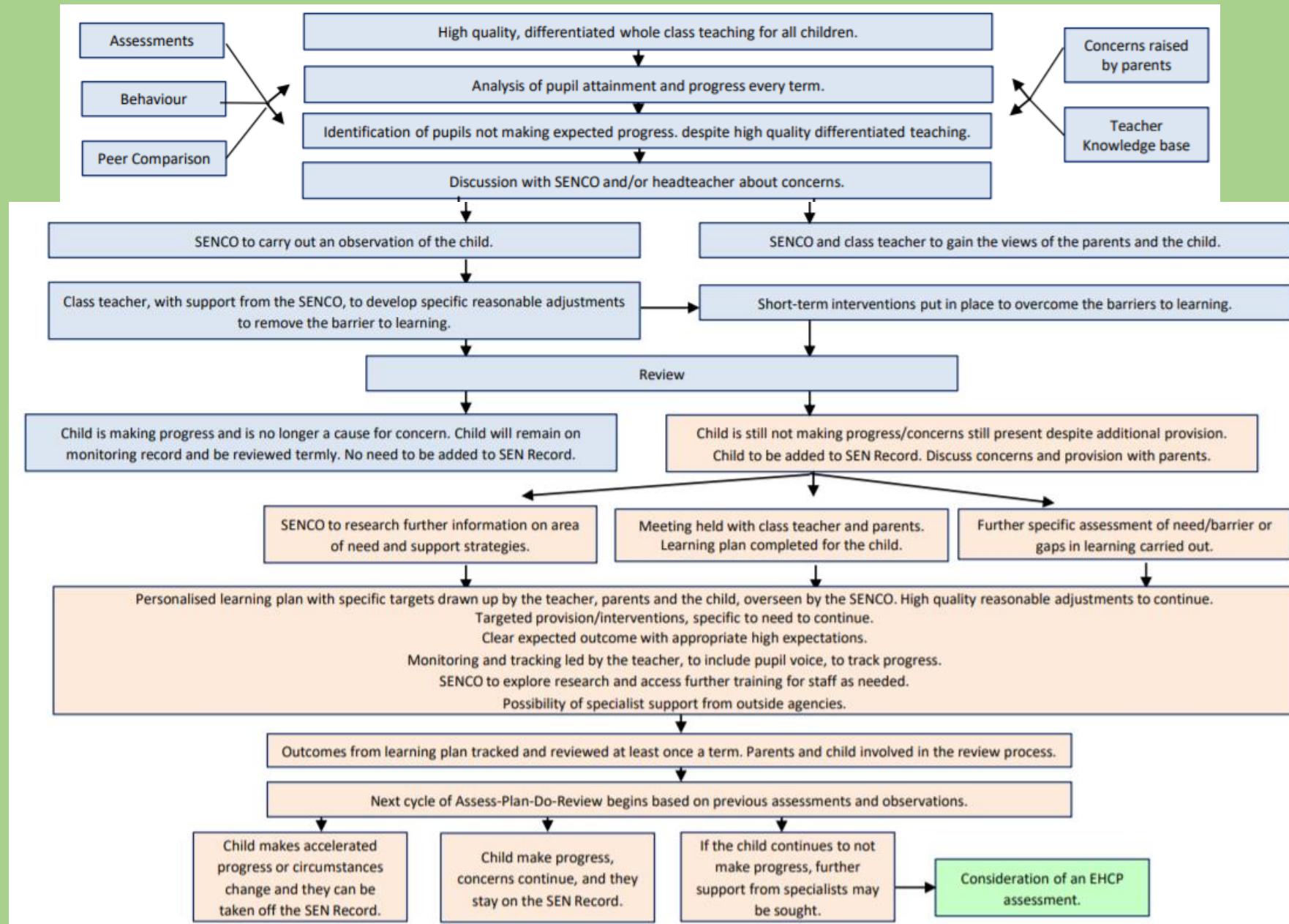
How do we identify the special educational needs of children?

Where pupils' progress is significantly slower than their peers, or fails to match their previous rate of progress, despite high quality first teaching targeted at specific areas of difficulty, it may be that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

There can be many reasons for learners 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, emotional stress or worries that distract them from learning. Children who experience such barriers to learning are vulnerable, but this does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision 'additional to' or 'different from' the usual differentiated curricular will be identified as having SEND.

Once a child is identified as having SEND we follow an ASSESS-PLAN-DO & REVIEW cycle. This involves regular meetings with child and parent to monitor and to assess and review progress and outcomes

How do we identify the special educational needs of children?



What is our approach to teaching learners with SEN?

We believe in achievement for all and that 'Together Everyone Achieves More'. We aim to create a learning environment which is flexible enough to meet the needs of all pupils, whilst also promoting independent learners. The class teacher remains responsible for working with all children, ensuring they attain and make progress, in line with the Teaching Standards.

Quality First Teaching: High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN. Quality first teaching is available to all children in a class. Teachers have the highest expectations for all children in their class. Teaching is planned to build on what children currently know and can do. Different ways of teaching are in place so that children are fully involved in learning in class, through effective challenge and adaptive learning (eg tailored resources, feedback). An inclusive learning environment is created for all children. Specific strategies, which may be suggested by the SENCO or outside agencies, are used to support children with SEN to learn. Staff will keep parents and carers informed of how children are learning, sharing success and concerns. Children's progress is constantly monitored, assessed and reviewed and any gaps in their understanding and learning will be identified and addressed.

Targeted Interventions: If a specific need is identified a targeted intervention may be planned and delivered. These may be run in the classroom or in separate sessions outside of whole class teaching. They could be delivered by a teacher or a teaching assistant and are often targeted at a group of pupils with similar needs. Targets and anticipated outcomes will be identified before beginning interventions, and their impact will be assessed and reviewed once it is finished.

Specialist, Individual Intervention: For some children it is necessary to provide highly tailored, personalised intervention to meet individual needs. This high level of additional and/or specialised provision is put in place to address children's needs and enable them to learn. Some children will have access to aids and materials to support their learning and meet their needs, such as fiddle toys, wobble cushions and laptops or tablets.

Provision maps are created, showing the provision on offer. These are evaluated to ensure the range of needs are addressed. Impact of interventions and support is reviewed as part of the 'assess, plan, do, review' cycle. Observations of teaching and learning walks may focus on the teaching and learning of pupils with SEN.

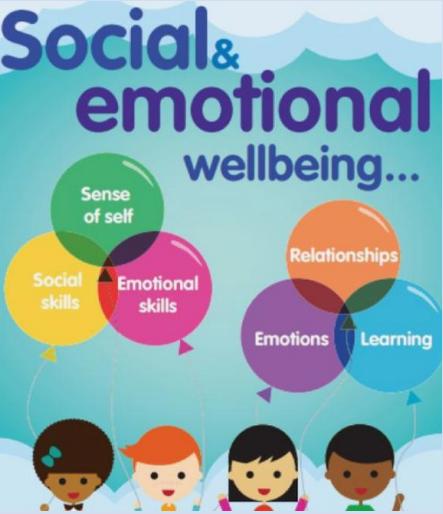
What is our approach to teaching children with SEN? - Cognition and Learning

Difficulties	Quality First Teaching	Targeted Intervention	Individual Support	External Support Agencies
 <ul style="list-style-type: none"> • Reading and spelling • Learning new information and concepts • Working with numbers • Working memory • Concentration • Children with a specific diagnosis eg dyslexia • Children who present with difficulties which have no specific title 	<ul style="list-style-type: none"> • Differentiated curriculum, delivery, planning and work • Displays and working walls • Help mats, checklists • Labelled resources • Maths resource boxes • Numicon • Modelling • Next step marking • Personalised learning • Pre and post learning • Questioning • Seating plans • Step by step instructions • Success criteria – small steps • Visual aids and resources • Writing frames • Reading/spelling tests • Dyslexia friendly displays, paper and whiteboard screens 	<ul style="list-style-type: none"> • Small group interventions (rapid catch-up reading, precision teaching, Numicon) • Tutoring • Use of ICT and technology • Guided groups- reading, writing and maths • Small group phonics • In class TA • Paired work/peer mentoring • Pre and post teaching 	<ul style="list-style-type: none"> • One to one teaching – phonics, reading, maths, writing • Additional time for tests and assessments • Access to technology • Speech to text software • Coloured overlays, reading rulers and exercise books • Pencil grips • Sloping writing desks • Differentiated homework • Pre and post teaching • Scribes • Enhanced transition 	<p>Norfolk Educational Psychology</p> <p>Dyslexia Outreach</p> <p>British Dyslexia Association</p> <p>School2School Service</p> <p>Cognition and Learning SRBs</p>

What is our approach to teaching children with SEN? - Communication and Interaction (Speech and Language/Social Communication)

Difficulties	Quality First Teaching	Targeted Interventions	Individual Support	External Support Agencies
 <ul style="list-style-type: none"> • Understanding language • Using language • Understanding how to communicate socially with other people • Conditions include: Specific Language Disorder, ASD (Autism), speech sound disorders/delay • Stammering 	<ul style="list-style-type: none"> • Circle time • Differentiation - delivery - pace - outcome - questioning - grouping • Displays – visual – symbols • Labelled resources with picture and name • Processing time • Routines • Seating plans • Signing in whole class sessions (if needed) • Simplified language • Use of TA • Visual timetables • Visualiser • Printed instructions and checklists 	<ul style="list-style-type: none"> • In class TA support • Memory work • Pre/post teaching • Quiet room for S&L • Reading partners • Small group 'talk' groups 	<ul style="list-style-type: none"> • Additional time for tests/assessments • ASD support • Access through technology • Speech to text • ELSA • Social stories • Art therapy • Nurture • Taskboards • PECS • Visual timetables • Enhanced transition 	<p>Norfolk Educational Psychology</p> <p>School2School Service</p> <p>Speech and Language Therapy</p> <p>Speech and Language SRBs</p> <p>Autism Education Trust</p> <p>The Communication Trust</p> <p>Helping Hands</p> <p>Autism Anglia</p>

What is our approach to teaching children with SEN? – Social, Emotional and Mental Health

Difficulties	Quality First Teaching	Targeted Intervention	Individual Support	External Support Agencies
 <ul style="list-style-type: none"> Forming and maintaining relationships Bereavement Attitudes to attainment Attendance Self-esteem Life outside school 	<ul style="list-style-type: none"> Anti-bullying policy Celebration assemblies Circle Time Class Rules Class Worry Boxes/Monsters Marble Jars Parent Questionnaires Pupil questionnaires School Behaviour Policy Rewards and Sanctions School Council RSHE curriculum Seating plans Social Stories Use of TA Trusted Adult 	<ul style="list-style-type: none"> Peer Mediators (playtime) Circle of Friends groups Nurture ELSA In class TA support Small group circle time Social Stories 	<ul style="list-style-type: none"> Behaviour logs Drawing and talking ELSA EHAPS Art therapy Stepping Stones training Positive behaviour plan Reward charts Risk assessments Sensory Circuits Social Stories Zones of Regulation/emotions gauge Enhanced transition 	<p>Norfolk Educational Psychology</p> <p>School2School Service</p> <p>Norfolk SEMH SRBs</p> <p>Norfolk Early Help</p> <p>CAHMS/Point 1</p> <p>Family Practitioners</p> <p>Just One Number</p> <p>Benjamin Foundation</p> <p>Norfolk Inclusion Team</p> <p>Nelson's Journey</p> <p>ADHD Norfolk</p> <p>Young Minds</p>

What is our approach to teaching children with SEN? - Sensory and Physical

Difficulties	Quality First Teaching	Targeted Intervention	Individual Support	External Support Agencies
 <ul style="list-style-type: none"> Visual impairment Hearing impairment Gross motor difficulties Fine motor difficulties Self-organisation for daily living Diagnosed conditions such as dyspraxia, MCT, chronic fatigue syndrome 	<ul style="list-style-type: none"> Coloured whiteboard Displays – choice of font Flexible teaching arrangements Large print Left-handed equipment Left-handed seating Matt laminates for displays (where necessary) Specific resources in class Seating plans – for sight, hearing and mobility Teacher aware (positioning, speech) Water available Ramps Non-slip floors Handrails Clear walkways 	<ul style="list-style-type: none"> Adapted games in PE Sensory Circuits Handwriting groups In class TA support Cross lateral activities 	<ul style="list-style-type: none"> Enlarged texts Braille Hearing loop technology Health Care Plans Coloured overlays, whiteboards, paper, exercise books Ear defenders Equipment –scissors, slopes, pencils, pencil grips, cushions, footstools, chairs Magnifiers Medical support Movement breaks Physio/OT Sensory support advice Screens for workstation Sensory circuits Talking tins Use of disabled toilet Quiet area Enhanced transition 	<p>Norfolk Educational Psychology</p> <p>School2School Service</p> <p>Virtual School Sensory Support (VSSS)</p> <p>SENSi</p> <p>Access Through Technology</p> <p>Occupational Therapy</p>

What is our approach to teaching children with SEN? Social, Mental and Emotional

We recognise children cannot learn when they have low self-esteem, are anxious or don't feel safe and secure. We have a very caring staff at Wreningham who provide high quality pastoral care on a daily basis for all the children in their classes. There may be times however, when children need more targeted emotional support and we have an Emotional Literacy Support Assistant (ELSA) who works with individuals and small groups of children. The ELSA is trained and supervised by psychologists on a termly basis.

In ELSA sessions we aim to provide support for a wide range of emotional needs including:

- Recognising, naming and describing emotions
- Building self-esteem and positive learning behaviours
- Social skills
- Friendship skills
- Anger management
- Loss and bereavement



We also use trained play therapists and the Schools and Communities Team to support Children.

We have a Teaching Assistant who is trained in using Drawing and Talking to support the emotional needs of the children

We have a teacher trained as a Senior mental health lead supporting children and parents.

What is our approach to teaching children with SEN? - SEN and EAL

“Identifying and assessing SEN for young children whose first language is not English requires particular care.” (SEND Code of Practice, 2015)

There can be many advantages in speaking more than one language. We recognise and value all languages. When a child who is learning English as an additional language makes slower progress it is important to understand the cause of the concern. It is important to check on the child’s ability to deal with the language demands of the environment, through observations and assessment, before making assumptions. This will enable school to determine if the delay is related to learning English as an additional language or if it arises from SEN or disability.

If a child with English as an additional language has an identified special educational needs, they will receive the same support and provision as other children. As far as possible support and advice will be provided in the child’s home language, whilst also supporting the child to develop their English language skills.

What is our approach to supporting children with medical needs?

Children with medical needs will be provided with a detailed Health Care Plan, compiled in conjunction with medical professionals, parents/carers and where possible the children themselves.

All staff who work with the children receive first aid training and where necessary, specific medical training by the relevant professionals e.g. in the case of Type 1 Diabetes, Cystic Fibrosis, nut allergies.

Some children may miss long periods of learning due to their medical needs. In these cases, home learning will be provided by the school and the child will be referred to the Norfolk Medical Needs team for additional support. For more information visit:

<https://www.schools.norfolk.gov.uk/pupil-needs/health-needs/medical-needs-service>

All staff administering medicine adhere to the guidelines set out in the school's medicine administration policy.



What is our approach to teaching learners with SEN? - Specialists and External Agencies

Our school values the opinion and advice of external agencies. Wherever possible we will accommodate the suggestions made by other professionals. Some of the specialist teams that we may work alongside include:

Access Through Technology	Supporting children to use technology to communicate and to learn. They provide assessment, equipment, advice, support and training.
CAMHS Child & Adolescent Mental Health Services	Assessing and supporting children and young adults with acute anxiety and mental health issues
Dyslexia Outreach Support	Offering accessible, relevant and practical support to schools with regards to their provision for dyslexic learners. This can include model teacher, action plans around specific children, strategies for mainstream and small group teaching and advice on assistive technology.
Nelsons Journey	Bereavement network, supporting children and families through the loss of loved ones.
Norfolk Early Help/Schools and Communities Team	Also known as early intervention, is support given to a family when a problem first emerges. It can be provided at any stage in a child or young person's life.
Educational Psychologists	EPSS provide our contact for Educational Psychology services. An EP can carry out observations and further assessments to identify barriers to learning and underlying needs.
Speech and Language	Referrals can be made to Norfolk and Waveney Children and Young People's Health Services. Following a school assessment, and a 12 week programme of speech therapy, children can be referred to a speech therapist who can carry out a detailed assessment of speech, language and/or communication needs and will provide follow up activities and intervention.
Paediatricians	For health needs and referrals to other services, such as the Neurodevelopmental Team for ASD and ADHD concerns
Physiotherapists/Occupational Therapists	Providing specialist assessment and intervention to children who have a range of conditions involving physical or movement difficulties which limit their mobility, function and/or independence.
School 2 School Support	A support service offered by the consortium of Norfolk Complex Needs Schools. They offer support to school staff and learners to develop a climate of opportunity and success for all. This includes observations and recommendations in relation to pupils learning environment, curriculum or resources, training for key staff, modelling strategies and approaches to meet individual need, support in connect with a specific child or a wider whole school issue.
School Nursing Team (Just One Number)	Just One Number is our single point of access for all Norfolk Healthy Child Programme services. If you need advice about your child or young person's health or wellbeing, simply send a text and one of our team will text you back.
Virtual School Sensory Support	The Sensory Support Unit aims to promote the inclusion, well being and quality of life for residents of Norfolk who have a sensory loss. The unit provides social care assessments for people who are deaf or have a dual sensory loss. It also provides an assessment and rehabilitation service where sight loss has become a critical or substantial barrier to independent living.

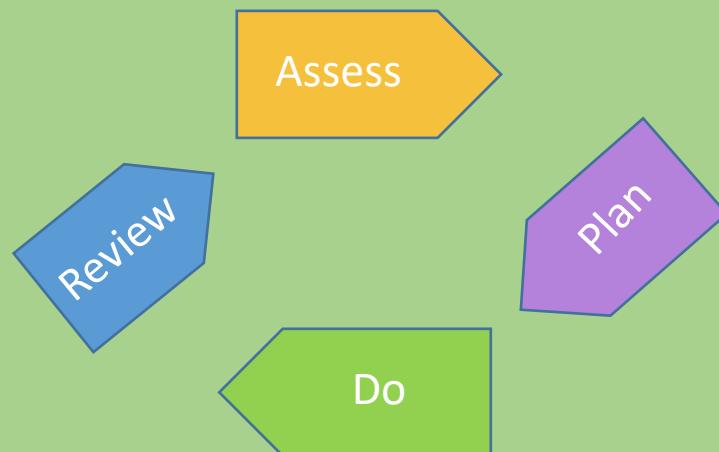
How do we assess and review children's progress? - Assess, Plan, Do Review Cycle

Monitoring progress is an integral part of teaching and leadership at Wreningham Primary School. We follow the 'assess, plan, do review' model, involving parents/carers and children in the process through discussions and structured conversations.

Assess Children are identified as needing support when:

- Concerns are raised by parents/carers, external agencies, teachers, the child's previous school or the child
- Screening assessments indicate a gap in knowledge and/or skills
- Pupil progress meetings highlighting attainment outcomes indicate lack of expected rate of progress
- Observation of the child indicates they have additional needs

Review Support given to the child is measured and the impact is assessed. Children, parents and carers are included in the review process as part of planning an IP. It is decided at this stage whether further support is needed.



Plan This involves discussing, planning and agreeing what will be put in place following the assessment. We identify specific teaching strategies, approaches and resources to help the child. Once support is agreed, it is recorded and shared via the IP.

Do This is the implementation of the support. This may include:

- Delivering high quality teaching
- Delivering a personalised curriculum
- Providing additional resources
- Working in a small intervention group

How do we assess and review children's progress?

In EYFS, teacher assessment is on-going, with data drops three times a year. At the end of Reception, the children are assessed against the Early Learning Goals.

In years 1 –6 children complete written assessments in:

- Maths
- Reading
- Writing
- Spelling

These are completed three times a year.

Informal assessment tasks are completed throughout the year. These are used, alongside teacher assessment, to assess children's attainment in foundation subjects once a year.

Assessment results are analysed by the class teacher and used to inform future planning, provision and intervention.

Analysis of assessment data and teacher observations contribute towards individualised targets on individual learning plans. Learning plans are written and reviewed at least three times a year. This is completed in collaboration with the child (where possible) and their parents/carers. Assessment data is used to inform pupil progress meetings.

Data from assessments is compared against historic school data, in addition to comparisons with local and national statistics.

All children receive a written report at the end of the academic year.

The SENCO and HT track the attainment and progress of all SEN children in Reception to year 6, three times a year. Areas for concern are identified and fed back to class teachers for action. Staff discuss children at weekly staff meetings.

The attainment and progress of pupils with SEN in Reception to Year 6 is reported anonymously to governors, three times a year.

The Engagement Model:
Children that are working below the standard of the National Curriculum assessments and that are not engaged in subject-specific study will be assessed against The Engagement Model.
Observations will be used to assess children's development within the five areas of engagements: exploration, realisation, anticipation, persistence and initiation. This will be completed a minimum of three times a year. Children working at pre-KS levels will be assessed against the equivalent pre-KS standards.

EHCP Review Cycle:

A review will be held annually for children with an Education, Health and Care Plan. The advice and opinions of the child, the parents/carers, school staff and external agencies (where available) will be incorporated into the annual review.

The review focuses on the child's progress towards achieving the outcomes specified in the plan with next steps for the forthcoming year identified.

How do we assess and review children's progress? – Assessment Tools

Assessment tools are used to measure progress, based on a specific starting point. Assessment may also be used to identify an underlying need or to support further investigation from external agencies.

Assessment tools used in school and held within Cluster.

- *Boxall Profile (social, emotional and mental health needs)*
- Strength and Difficulties Questionnaire (social, emotional and mental health needs)
- White Rose end of unit assessments
- PIRA (reading assessment – KS2)
- *GAPS (spelling, punctuation and grammar assessment)*
- ELKLAN (speech)
- Numicon assessment
- SWRT Single Word Reading Test
- SWST Sing Word Spelling Test (spelling)
- *MeeMo (working memory)*
- Neurodiverse checklist
- Visual Stress assessment

The assessments in italics are those we share with cluster or are in the process of obtaining.

How do we assess and review children's progress? - Applying for an Education, Health and Care Plan (EHCP)

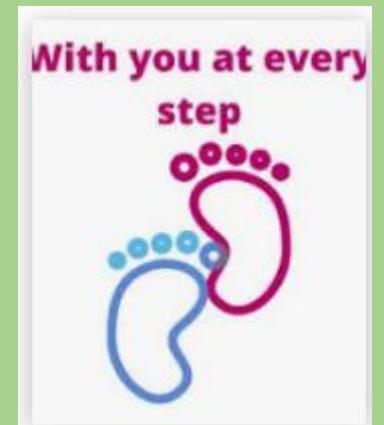
"The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an EHC needs assessment the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan" (SEND Code of Practice, 2015)

Where a child has an EHCP, there will be an annual review held in addition to the normal Individual Learning Plan review meetings. This meeting takes into account the views of the child, their parents or carers, and all other professionals involved with the child in order to ensure the EHCP is relevant and supports the child.

The following people have a right to ask the local authority to conduct an education, health and care needs assessment for a child:

- The child's parent
- A young person over the age of 16, but under the age of 25
- A person acting on behalf of a school

Children with an EHCP may receive additional funding to support their needs which can be used by the school to provide resources or external services.



Roles and Responsibilities

Headteacher	<p>Responsible for: The day to day running of all aspects of the school, including promoting ambitious expectations for children with additional needs and SEND.</p> <p>Establishing and maintaining an enabling culture.</p> <p>Ensuring the school fulfils its statutory duties with regard to the SEND Code of Practice.</p> <p>Oversee the work of the school SENDCo and class teachers to ensure that children's needs are met.</p> <p>Ensure the school adopts a broad and balanced curriculum that includes all learners.</p> <p>Make sure that the Governing Board is kept up-to-date about issues relating to SEND.</p>
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SENCo	<p>Responsible for:</p> <p>Ensuring staff are aware of the individual needs of the children and that reasonable adjustments are made so they can access the curriculum.</p> <p>Advising staff on the Assess-Plan-Do-Review model and Norfolk PEaSS documents.</p> <p>Coordinating all the support for children with special educational needs or disabilities (SEND).</p> <p>Liaising with outside professionals to ensure appropriate support is in place and Liaise with other schools about transition to and from the school.</p> <p>Providing specialist support and training for teachers and support staff so that they can help children with SEND in the school to achieve the best progress possible.</p> <p>Reviewing the school's SEND policy and SEND Information Report.</p> <p>Writing a SEND report for governors.</p> <p>Updating the school's SEND records, ensuring that all the SEND needs of pupils are known and making sure that records of progress and needs are kept.</p> <p>Managing the SEND budget and buy resources to meet individual needs.</p> <p>Maintaining the school's SEND Register and monitor Learning Plans.</p> <p>Attending meetings and reviews including Teams around the school meetings every term supported by the local authority.</p>
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Class Teacher	<p>Responsible for:</p> <p>Monitoring the progress of the children with SEND and plan any additional support they may need or make reasonable adjustments as required.</p> <p>Using ongoing assessments to write and review Learning Plans with parents/carers and pupils.</p> <p>Planning and assess the impact of interventions following county guidance of Provision Expected at SEN Support (PEaSS).</p> <p>Working with parents/carers, pastoral staff, the SENDCo and outside agencies to support each child's individual needs.</p> <p>Discussing individual progress in termly Pupil Progress Meetings.</p> <p>Ensuring that the school's SEND Policy, SEND Information Report, Anti-Bullying Policy, Accessibility Policy, Behaviour Policy and Equality Policy are followed in their classroom and for all the pupils they teach with any SEND.</p> <p>To attend SEND training as required.</p>
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Teaching assistant	<p>Responsible for:</p> <p>Working with, and as directed by the class teacher, to ensure the needs of children with SEND are being met. Ensuring children with SEND can access the curriculum.</p> <p>Delivering high quality interventions and keep records as appropriate.</p> <p>Liaise with the class teacher about the progress of the children they work with.</p> <p>Passing intervention data to the SENDCo for monitoring every half term.</p> <p>Observing and recording achievements and concerns.</p> <p>Supporting and encouraging children to use and develop strategies that promote independence.</p> <p>To support the implementation of strategies within the classroom.</p> <p>To help children remain on task and focused on their learning tasks.</p>
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SEND Governor	<p>Responsible for:</p> <p>Making sure that the necessary support is given for any child with SEND who attends the school.</p> <p>Meeting regularly with the SENDCo to evaluate the effectiveness of the school's work with SEND pupils and their families.</p> <p>Looking at school data to measure and assess the progress of pupils with SEND.</p> <p>Raising awareness of SEND at governors' meetings.</p> <p>Reviewing the Policies and SEN Information Report to ensure the Report is compliant</p>
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How do we support the Children, Parents and Carers?

At Wreningham, we aim to build a good relationship and work in partnership with children, parents and carers to enable the best possible care and provision to be implemented to meet children's needs.

We acknowledge the right of children to have their opinions heard and taken into account, and we support children in ensuring they play an active role in their own education.

Children are supported to:

- Contribute termly to their Individual Learning Plan.
- Take part in interventions to support their learning.
- Use resources in the classroom to support their learning.
- Develop independence in their learning, using the resources available to them.
- Express their view and opinions in annual questionnaires and wishes and feelings for annual reviews

Parents and carers are supported to:

- Attend meetings, parents evenings and reviews to discuss progress and next steps.
- Meet and communicate with external agencies involved in the care and education of their children.
- Attend annual review meetings for pupils with EHCPs.
- Attend structured conversation meetings to discuss and review SEN provision.
- Communicate with staff, either in person, email, by phone and where appropriate by a home/school book.

What additional support is available to children with SEN?

Extra-curricular Activities

We strongly believe that all learners are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all. We offer a range of additional clubs and activities for children from Reception to Year 6. These include:

- Football
- Sports Clubs
- Music lessons –keyboard, guitar, recorders
- Tennis Club
- Lego Club
- Table Tennis, Rugby Club, Netball, Lacrosse, Basketball, Cricket, Mixed Football, Indoor Athletics are run in different terms throughout the year.
- Chess Club
- Crochet Club
- Art Clubs
- Choir
- Eco Schools Green Flag Team (Year 4)

There is also an extended school offering breakfast and after-school club for all pupils in Reception to Year 6. Please contact our extended school coordinator to discuss specific requirements.

Access Arrangements

We recognise that some children may require alternative arrangements for accessing exams and assessments. This could include, but is not limited to, children that have difficulty reading, writing or concentrating, children with a visual impairment or children with processing difficulties.

Arrangements never advantage or disadvantage a child, and any support given is based on normal classroom practice. Examples of access arrangements could include additional time, scribes, transcripts, word processors, readers, rest breaks and prompters.

Access arrangements are determined on an individual case by case basis.

Medical Needs

Any child that is unable to attend school due to a SEN and/or a medical need will be referred to Norfolk medical needs team and home learning will be provided.

More information on the Norfolk medical needs team can be found using the link below:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/support-services/medical-needs-education-provision>

How do we prepare children for their next steps?

We recognise transition is an important time for all learners and may cause anxiety especially for children with SEND. We work closely with parents/carers, our local nurseries and pre-schools and high schools to ensure transitions run as smoothly as possible.

Moving from nursery/pre-school –

- The children are invited to spend three afternoons in school to become familiar with the classroom and the staff. (June/July)
- We hold an after school transition information meeting for parents in the summer term before the children start school. (June)
- Where possible the class teacher and a teaching assistant visit the children in their current setting before they visit the school (May/June)
- Discussions between Reception staff and nursery/pre-school staff.

Moving within school –

- Transition meetings between parents, children, teachers and other professionals where necessary.
- Meet the teacher mornings where the children move into their new class and spend time with their new teacher.
- Discussions held between current class teacher and next class teacher, where effective strategies for support are discussed.
- Wreningham is a small school, where all members of staff have a deep knowledge and understanding of the children's needs. This contributes to a positive transition between classes.

Moving to a new school –

- Extra visits to the new school to become familiar with the setting, where possible.
- Discussions between the SENCOs and a meeting if necessary.
- Records of achievements, attainment, progress and outside agency involvement is shared with the new school.
- Teachers from the new school may visit where necessary.
- Meetings with parents to discuss any concerns or questions.
- Children to attend settling in sessions to familiarise themselves with the school, staff and peers.

What SEN training opportunities have the staff received?

The school SENCo has achieved the National Award in Special Educational Needs Coordination.

Recent training completed by the staff (in school and through outside agencies):

- Making classroom ASD friendly ongoing
- Designated Safeguarding Training
- Recording the child's views – wishes and feelings
- Whole staff – writing IPs
- Finding and addressing gaps in maths learning Mastery Maths
- Autism and anxiety
- Speech and language – ELKLAN
- On-going training working with Dyslexia Outreach
- Working with Zoners of Regulation
- Writing and SEN

SENCos have a cluster meeting every half term.

What support services are available for parents and carers of children with SEN?

Norfolk SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)

This is a free, dedicated, confidential and impartial service based in Norwich.

They provide information, advice and support to children, young people and parents/carers about SEND.

☎: 01603 704070

✉: norfolksendiass@norfolk.gov.uk

Family Voice – Run by parents and carers of children and young people with SEND in Norfolk. Their aim is to improve services for children and young people by ensuring that families' voices are heard by planners.

☎: 07950 302937

Website: <https://www.familyvoice.org.uk/>

Just One Norfolk - Dedicated to providing children and young people's services to the community. This is the single point of access for all Norfolk Healthy Child Programme services.

☎: 0300 300 0123

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

Norfolk Early Help and Family Support

A service offering help and support to people experiencing difficulties in their family or who are worried about their children.

☎: 0300 300 0123

Website: <https://www.norfolk.gov.uk/children-and-families/early-help-and-family-support>

East Coast Community Healthcare - A staff owned Social Enterprise, providing community based NHS and social care in Norfolk. This includes children's speech and language therapy and diabetes services.

☎: 01502 445445

✉: ecch.enquiry@nhs.net

Website: <https://www.ecch.org/>

The Benjamin Foundation - Supporting children, young people and families across Norfolk to overcome big challenges in their lives. They are able to provide emotional wellbeing support to children and advice to parents and carers.

☎: 01603 615670

✉: info@benjaminfoundation.co.uk

Website: <https://benjaminfoundation.co.uk/>

Point 1 - A service for children and young people in Norfolk who are experiencing the early signs of mental health difficulties. They can provide brief counselling, access to parenting programmes, cognitive behavioural therapy informed strategies, themed group and individual interventions and professional consultation.

☎: 0800 977 4077

✉: Point1-support@ormistonfamilies.org.uk

Website: <https://www.ormiston.org/what-we-do/mental-health-and-wellbeing/>

Other useful links

Below are other websites that you may find useful and informative.

SEND Code of Practice : <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Autism Education Trust : www.autismeducationtrust.org.uk

National Autistic Society : <https://www.autism.org.uk/>

ASD Helping Hands : <https://www.asdhelpinghands.org.uk/>

The ADHD Foundation : <https://adhdfoundation.org.uk/>

Down's Syndrome Association : www.downs-syndrome.org.uk

British Dyslexia Association : www.bdadyslexia.org.uk

Dyslexia-SpLD Trust : www.thedyslexia-spldtrust.org.uk

Dyspraxia Foundation : www.dyspraxiafoundation.org.uk

Dyscalculia Association : <http://www.dyscalculiaassociation.uk/>

The Communication Trust : <https://ican.org.uk/>

Autism Anglia: www.autism-anglia.org.uk

Norfolk and Norwich Send Association (NANSA): www.nansa.org.uk

How has school funding supported SEN provision?

The funding has enabled the school to provide 1-to-1 support for high medical needs relating to a diagnosis of diabetes.

Funding to provide 1-1 support for a child in EYFS.

Funding has provided a TA to support small group learning.

School resources including books developed to support children with dyslexia, emotional needs continue to be purchased.

Education psychologist services have been purchased.

Dyslexia Outreach services have been purchased to enable an accurate diagnosis of need.

ELSA has been funded ongoing and including supervision time.

Funding has enabled additional adult support to run interventions and meet individual children's needs.

Funding is used for a specialist TA to carry out SENSi.

The ELSA has received training to support children's emotional needs through drawing and talking therapy.

We have been able to fund a twelve-week course of play therapy to support the transition of a child to high school.

What is the Norfolk Local Offer?

“Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.”

The purpose of the Local Offer is:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and service providers in its development and review.

(SEND Code of Practice, 2015)

The Norfolk Local Offer Web site

<https://www.norfolk.gov.uk/children-and-families/send-local-offer> contains full information of the services available to children, young people and their families.



Have your say

We welcome feedback. If you would like to offer feedback on this report, please do not hesitate to contact the school SENCO. We aim to support all children to the best of our ability. However, if you feel that you are not happy with the support that your child is being offered at Wreningham VC Primary School, in the first instance it is recommended that you talk through your concerns and the provision in place with the class teacher. If you are still concerned, it is advised that you arrange a meeting with our SENCO, Ms Julie Leader, or the Head Teacher, Mr Rob Jones.

For further information please see our complaints policy, using the link below.

<http://www.wreningham.norfolk.sch.uk/documents/2024SchoolComplaintsPolicy.pdf>

