

## SEN Information Report

### Introduction

At Edmund de Moundeford VC Primary school we are supported where needed by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs (SEN) being met in a mainstream setting wherever possible and where families want this to happen.

This information report will use the terms SEN and SEND (Special Educational Needs and Disabilities) interchangeably.

This information report has been cross referenced with the following policies: SEN policy, accessibility plan, safeguarding policy, behaviour policy, complaints policy, medical needs policy, children with health needs who can't attend school policy and equal opportunities policy. All of these policies can be found on the school website.

### What are Special Educational Needs?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

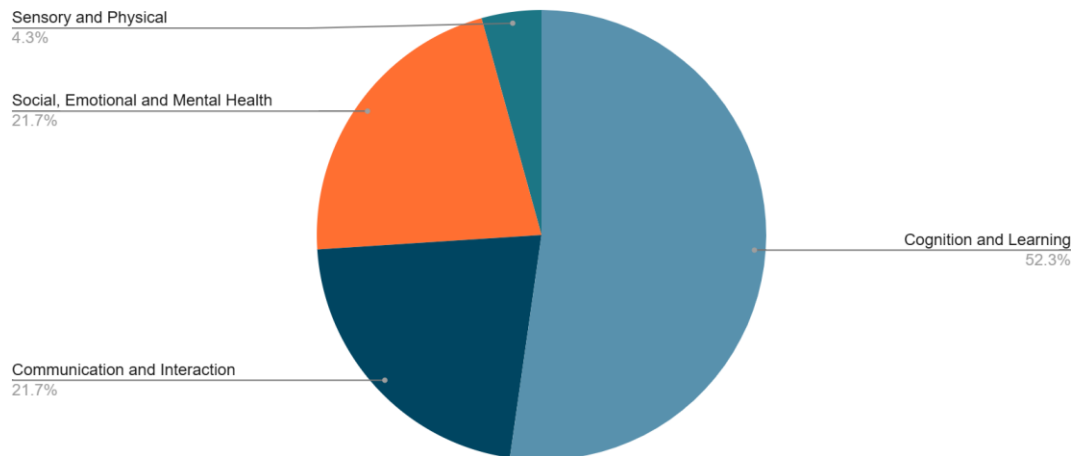
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

At Edmund de Moundeford Primary, the most common area of need is Cognition and Learning, with **52.2%** of pupils on the school's SEN register having this as their primary area of need. The second most common is Social, Emotional and Mental Health **and** Communication and Interaction (**21.7%** of pupils). **4.3 %** of pupils have Sensory and Physical needs as their primary area of need. This data is represented by the pie chart below. It is important to acknowledge that this data only represents the primary need and pupils may have a secondary need which is not represented in this data.

Figure 1:



### Vision and values.

Our School fully supports the vision of Norfolk Children's Services, namely:

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Norfolk Inclusion definition that says:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

### Equal Opportunities.

All pupils shall be given equal opportunities irrespective of race, religion or belief, culture, gender, academic ability, physical ability, disability, family circumstances or socio-economic background, gender reassignment, pregnancy, maternity or class.

Office staff and/or the SENCO or Headteacher will be available on request to discuss information concerning the arrangements made for the admission of disabled pupils; the steps taken to prevent disabled pupils from being treated less favourably than other pupils; the facilities provided to assist access to the school by disabled pupils.

### How we identify when children need extra help

The teachers and teaching assistants at our school have the highest possible expectations for your child and all pupils in their class. In order to include all pupils, lessons are differentiated and individual children's needs are considered. As a school we take the following steps in order to monitor and identify those pupils who require additional support:

Your child's progress is continually monitored by the class teacher through the marking of work, conversations and observations.

Their progress is reviewed termly by the class teacher, Head Teacher and SENDCO. Any pupils who are not making the expected level of progress will be usually monitored and may be put forward for intervention during pupil progress meetings. If progress continues to be slower than expected after intervention has been put into place the SENDCO will meet with the class teacher to decide on the next stage in the intervention process.

If your child is in Year 1 and above they will sit termly summative tests. These are used to identify the attainment grade that your child is working at, the progress that they are making but also areas of weakness or difficulty that need to be addressed. Regular scrutiny of data by the SENDCO, the Head Teacher, the SLT and class teacher will check on the progress of your child and will identify if your child needs any additional help such as targeted work or additional support.

In Early Years Foundation Stage (EYFS) assessments are made against the Early Learning Goals, this is primarily carried out through observations and the marking of work.

Class teachers and teaching assistants will also refer pupils to the SENDCO if they have other concerns. For example, they may have concerns about a pupil's social and emotional needs, their ability to communicate and interact with other children, concerns around their hearing, or their sight.

#### How you can let the school know if you are concerned about your child's progress?

If you have any concerns about your child's progress you should speak to your child's class teacher initially. To arrange an appointment to see the class teacher you can ring the school office and the class teacher can contact you to arrange a convenient time for you both to meet. Alternatively, you can use your child's home school communication book to request a meeting.

The SENDCO (Miss Middleton) is usually available on **Thursday and Friday** afternoons. To request a meeting please contact the school office or write in your child's home school communication book.

We have parents' evening in the Autumn and Spring terms and an open progress meeting (during the Summer Term) where any concerns you may have, can be raised.

Parent voice questionnaires are used to seek the views of parents on a range of issues. These are used to inform policy changes and the development of the school offer.

Reports/mini reports are sent home termly. If you have any concerns you can comment on these when returning the report to the class teacher.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the class teacher initially, then the Special Educational Needs and Disabilities Co-Ordinator (SENDCO) – Miss Middleton and then the Head Teacher. Finally, if you are still not happy you can speak to the school SEN

Governor. If you would like to make a formal complaint, the complaint policy is available on the school website. If you require help in completing the form, please contact the school office. You can also ask third party organisations like the Citizens Advice or SENDIASS to help you.

### How do we support children with special educational needs at our school?

Our primary aim is to deliver quality first teaching within the classroom. Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. A provision map is attached below, showing the in-class strategies and additional resources provided to support pupils with SEN in overcoming barriers to their learning (Figure 2). This is intended as a menu of in class strategies and additional resources. Class teachers will select strategies from this menu depending on the specific needs of the individual child. If your child has been observed by the SENCO, they may also suggest additional strategies or resources.

We also make adaptations to our learning environments as required to support individual pupils needs e.g. re-arranging classroom so that they are accessible, pupils can sit in a position within their classroom that is suitable for their needs, creating individual learning spaces for those who require them outside of the classroom.

Interventions are used to support pupils with SEN to remove barriers to their learning. A provision map is attached below, showing the interventions used at Edmund de Moundeford Primary school to support pupils with SEN (Figure 2). This is intended as a menu of interventions. In order not to confuse pupils and so that we can measure the impact of interventions, pupils will generally only have access to one intervention at any one time. Intervention programmes are taught by Teaching Assistants (TA's), and Higher-Level Teaching Assistants (HLTA's). Each term the intervention programs that we use are evaluated to assess their effectiveness and assess whether they are meeting the needs of the pupils.

We collect data on the progress of children with SEN. This data is compared against other schools nationally in order to evaluate the effectiveness of our provision.

**If we have concerns about a child, we may discuss them (with your permission) at team around the school meetings.**

If we feel that we require further support in order to support your child's learning or social and emotional needs we may request an assessment at your consent by an outside agency. This includes Educational Psychologists, Dyslexia outreach and the inclusion team. **We may also request support from the school and communities team.**

If we feel that we require further support in order to support your child's health needs we may request support at your consent from Speech and language therapists, just one number, occupational therapists or mental health services. We may also request support at your consent from Social care services such as Early help and third sector services such as Nelson's journey.

Pupil passports, for those pupils who are receiving outside agency support or who the school feels require significant support or have a high level of need, are written with parents' involvement, pupils' involvement and overseen by the SENDCO. Meetings are held each term (or sooner if required) when outcomes to targets are discussed. If a pupil has made good progress, it may not be necessary for them to continue with a pupil passport. Assessments, regular contact with parents and your child's views will be taken into account when deciding if a pupil should remain on a pupil passport, to support their learning.

On very rare occasions when it is felt that a child cannot cope in school without a pupil specific teaching assistant this will be arranged, this arrangement will be reviewed regularly and adapted/changed as required. This will only ever be considered in communication with outside agencies who are highly experienced at working with pupils with specific needs.

~~Where the cost of meeting a child's needs is significant and where the school can show that they have effectively spent or planned to spend the schools SEN budget, additional funding may be bid for as part of the Local Authorities element 3 funding.~~

At Edmund de Moundeford Primary School, meeting the needs of pupils in our school is of particular importance to us. We regularly organise both in-school and out-of-school training in aspects of SEN as required to meet the needs of staff and pupils. A CPD log for the 2025 – 2026 academic year is attached below (Figure 3).

The SENCO holds a qualification in the National award for SEN co-ordination.

Disabled pupils are fully involved in educational visits, after school clubs and extra-curricular activities such as school council. Adaptations to provision are made where necessary, so that all pupils have access to these.

Pupils with SEN are encouraged to give their views about school through questionnaires and pupil passports. Feedback from this is used to make changes to school policies or to provide specific learning strategies or resources for individual children.

Figure 2:

Barrier to learning	Category of need	Intervention provision additional to or different from	In class provision additional to or different from
Reading	Cognition and learning	1:1 reading Reading comprehension Precision reading	Overlays
Writing and spelling	Cognition and learning	Fresh start (KS2) Spelling made easy Read write Inc. (KS1) Precision spelling Beat Dyslexia Phonics Editing practice	Clicker Word mats Writing frames Spell checkers Phonics charts Finger spacers Pencil grips Easygraph pencils
Maths	Cognition and learning	Power of 1 (KS1) Power of 2 (KS2) Times tables Pre-teach and consolidation Max's marvellous maths (KS1) Springboard	
Working memory	Cognition and learning	<b>Metacognition intervention</b>	Instructions broken down Additional thinking time Now and next cards Voice recorders Visual prompts Visual timetable
Speech and language	Communication and interaction	Resources provided by SALT <del>Monbee</del> <b>Nuffield programme</b>	Makaton Short simple instructions Symbols to support spoken language Additional thinking time Check understanding more regularly
Social communication skills	Communication and interaction	Social stories Lego therapy Zones of regulation	Emotion fans Visual timetable Now and next chart 5 point scale
Self-esteem	Social, emotional and mental health	ELSA	
Anger	Social, emotional and mental health	ELSA Volcano in my tummy Zones of regulation My inner chimp	Safe space provided for cool down time Individual risk assessment Breathing prompt
Anxiety	Social, emotional and mental health	ELSA Zones of regulation My inner chimp Starving the anxiety gremlin EBSA intervention	5 point scale Safe space provided for cool down time Settling activities Visual timetable Now and next chart Breathing prompt
Fine motor skills	Physical and sensory	Fizzy fine and gross motor skills Nelson handwriting Speed up Dancemat typing	Writing slope Easy grip pencil Pencil grip Easy grip ruler

		Typing jungle Easy keysey Nitrotype Doorway online	Finger spacer Clicker Letter formation prompt cards
Gross motor skills	Physical and sensory	Fizzy fine and gross motor skills Sensory circuits	
Sensory sensitivities	Physical and sensory	Sensory circuits	Ear defenders Weighted blanket Adjustments to uniform
Hearing impairment	Physical and sensory		Hearing loop system Ear defenders Seating adjustments
Visual impairment	Physical and sensory		Seating adjustments Large font Coloured paper/darker pens Laptop with adapted font and icon size Environmental adjustments (e.g. yellow lines painted on steps)
Attention	Social, Emotional and mental health		Seat cushion Wobble board Timer Fidget toys Reward time

Figure 3.

What are we doing?	When will it take part?	Who will deliver it?
Speech and Language - Early communication	17/11/2025	Helen Joslin (Speech and Language therapist)
Speech and Language - Super sounds	26/02/2026	Helen Joslin (Speech and Language therapist)
Speech and Language	21/04/2026	Helen Joslin (Speech and Language therapist)
Speech and Language	21/05/2026	Helen Joslin (Speech and Language therapist)
Speech and Language	23/06/2026	Helen Joslin (Speech and Language therapist)

### EHCPs

Most children with SEN have their needs met with SEN Support in a mainstream place of learning. An education, health and care (EHCP) plan is for children and young people aged up to 25 who have complex special educational needs and disabilities and who need more support than is available through special educational needs support.

The school (or you) can request that the Local Authority carry out an EHCP assessment. This is a legal process which sets out the amount of support that could be provided for your child.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support on a school SEN support level.

After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need support in school to make good progress. If this is the case they will write an Educational Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with the support.

The EHCP Plan will outline the kind of support your child will receive from the school and what strategies must be put in place. It will also have goals for your child.

EHCP plans will be reviewed at least annually. We will invite you, your child and any relevant professionals to a meeting to discuss your child's progress towards their targets and any additional support that we feel is needed. As part of this review, we will seek your and your child's views on their strengths, areas they need more support with and their aspirations.

Additional adults may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Other agencies that may be involved include: Educational Psychology Service, Speech and Language Therapy, School Nurse, Occupational Therapy and Physiotherapy. If required we will also organise additional support for the whole family. This may be with external agencies such as Early Help.

#### The role of governors:

The governing body collects, analyses and evaluates a range of school data in order to check that all pupils are making the best possible progress. To do this they sometimes may choose to monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The governors welcome all applications to join the school, whatever background or disability a child may have. The SEN governor meets with the SENCO regularly in order

to find out what provision has been made for pupils with SEN, this information is then fed back to the governing body. The governing body also set the budget for SEN.

### How is information communicated to parents?

Each child at our school has a home/school communication book. If the class teacher needs to contact you, he/she will write in the book or email you via pupil asset and ask for a meeting at a convenient time for you both.

The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

If your child is working with a pupil passport, each term the class teacher will invite you to a pupil passport meeting to discuss outcomes to specific targets and set new ones if appropriate.

You will receive a termly assessment on the information regarding progress of your child.

Parents' evenings in the Autumn and Spring term will also be an opportunity for you to discuss your child's progress with the class teacher.

If an outside agency has observed your child, you will be sent home a letter informing you of this and there will be an opportunity for you to discuss any outcomes / recommendations that are made to support your child at school / home.

The school will email parents information on support provided by external agencies, such as parental training courses or SEND specific activity clubs.

The progress of children with an Educational Health Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The SEND Governor makes sure that the necessary support is made for any child who attends the school who has SEND.

### What mechanisms are in place for supporting pupils' overall wellbeing / medical needs?

#### Wellbeing

We value all efforts and achievements of children in all areas of the curriculum. Pupils with SEN are encouraged to have high aspirations and aims for the future. These are developed through daily staff/pupil interactions and special theme days such as aspiration days.

Views of pupils are taken into account through questionnaires

CARE (Character and Relationship Education) lessons take place in all classes on a regular basis.

TAs run SEMH interventions for those pupils who require support emotionally, socially and with their behaviour.

Children are aware that they can speak to any member of staff if they are upset.

~~We use the zones of regulation approach across the school for children to communicate with staff how they are feeling and identify strategies to regulate their emotions.~~

~~Each member of the teaching staff in the school has a worry bubble. This is a place where any child who has any concerns can record their name so that the adult knows that they would like to speak to them. This can include worries about bullying.~~

The school promotes the STOP approach to bullying (Start Telling Other People).

### Medical

Individual health care plans support children who have significant healthcare needs.

If your child has a medical condition which is short term and requires prescribed medication during school hours you will be required to complete a medication form.

Our school has a medical condition policy which enables our staff to understand what their roles and responsibilities are in relation to issuing medicines and what to do in an emergency.

Our medical conditions policy can be found on Edmund De Moundeford School's website. [www.edmunddemoundeford.co.uk](http://www.edmunddemoundeford.co.uk)

Many staff are first aid trained.

Information regarding medical conditions, for example asthma and allergies, are in place in individual class registers to inform class teachers and teaching assistants. A folder of this information is also available in the office.

During off-site visits and class trips away medication that is required by individual pupils is securely transported by group leaders and is given when appropriate. The telephone number for each child is carried by the group leader including the school's telephone number, in case of emergencies.

If required your child will be supported during off-site visits and class trips.

If pupil's are unable to attend school due to ongoing medical or health needs, the school will attempt to make arrangements to deliver suitable education away from school. Arrangements may include sending work home or hospital schools etc. We may also seek advice from the medical needs service.

## How is Edmund De Moundeford accessible to children with SEND?

The school is wheelchair accessible via the key stage one and key stage two doors and the hall doors.

The school has a lift situated at the top of the key stage one corridor for wheelchair access leading from key stage one to key stage two.

The steps are accessible via the lift and a ramp. Access to the swimming pool is via a ramp.

A hearing loop system has been installed in the hall.

There are disabled changing and toilet facilities in the school.

Possible hazards, such as steps have a yellow line painted on the edge to support pupils with visual impairments and poor depth perception.

Appropriate coloured overlays are provided where necessary for children with dyslexia or visual stress. Coloured paper, larger text and symbols can also be used to make written text more accessible for some pupils.

Access through Technology and Sensory Support can provide additional support where appropriate.

Staff have training in order to support them in meeting the needs of pupils with SEN.

## How will we support your child when they are leaving this school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving from another school to our school:

- We will contact the school SENDCO to ask about any special arrangements or support that needs to be made for your child.
- Your child will be able to visit our school and have a look around.
- You will have a chance to speak to the class teacher and/or SENCO about any concerns that you have.
- If they are moving from nursery at the start of the academic year, the reception teacher and TA will visit your child at home.
- If they are moving from nursery, at the start of the academic year, transition days will be used to help your child settle in.

If your child is moving to another school:

- As soon as we know which school your child will be attending, we will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

- We will make sure that all records about your child are passed on as soon as possible.
- If they are moving to High School we will organise extra transition for those pupils who would benefit.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a sharing information meeting will take place with your child's next class teacher.
- Your child's new class teacher and any other staff who work with your child will have an opportunity to read your child's pupil passport and any reports from external agencies.
- Your child will spend a few days in his / her next class before the end of the academic year.
- All information will be shared with both the previous and new teacher and you as a parent.
- If appropriate we will create a transition book for your child so that they are aware of the changes that are going to occur, what will stay the same and what will be different.

In year 6:

- Where possible your child will visit their new school on several occasions.
- If required, additional transition will be arranged throughout Year 6.
- SENDCO will share information with the SENDCO at your child's new school.

How do we consult parents/carers and pupils about individuals needs and the provision they receive?

At Edmund de Moundeford we feel that it is vitally important to collect the views of parents/carers and pupils about their education and the provision and support that we provide. We do this through:

- Parent/carers/child views being asked for in terms of questionnaires-leading up to a EHCP review
- Meeting with parents at EHCP reviews
- Pupil passport review meetings with parents
- Parents evenings
- Questionnaires for parents to complete
- Questionnaires for pupils to complete
- Informal interviews with pupils in order to gather their views and opinions.

How do we spend the schools SEN Notional Budget?

The schools SEND notional budget for the academic year **2025-2026 is £38,024**. This is the amount that is delegated to the school in order to provide support for pupils. This money is not ring-fenced for particular named children but is instead available for the school to spend in a way in which they think best meets the needs of children with

identified SEND needs. More information on this can be found on the budget tracker. The website is: <https://csapps.norfolk.gov.uk/BudgetShare/default.aspx>

The funding for 2024-2025 was used to fund staff who deliver 1:1 support or intervention programmes, to fund training courses, SEN resources and assessments from external agencies.

#### Support services for parents

Support services for parents of children with SEND can be found on the local offer. The website is:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Support can also be sought from Norfolk SENDIASS. The website is: <https://www.norfolksendiass.org.uk/>

Alternatively, they can be emailed on [norfolksendiass@norfolk.gov.uk](mailto:norfolksendiass@norfolk.gov.uk) or phoned on 01603 704070