Worstead CE Primary School



SEND Policy and Information Report for Worstead CE Primary School 2026-2027 – Updated Autumn 2025

Contributing to the Norfolk Local Offer for Learners with SEND

Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually.

We comply with:

- Section 69 of the Children and Families Act 2014
- Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014 where appropriate
- Section 6 of the Special Educational Needs and Disability Code of Practice: 0 - 25 Years

At Worstead we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Headteacher: Mr Nick Read



SENDCO: Mrs Jan Cuss



SEND governor: Mrs Janet Butler

Our Approach to Teaching Learners with SEND

At Worstead School we value every learner equally and we believe that every learner can and should make a positive contribution to our community now and in their own futures. We are committed to supporting every learner to achieve this. We have an inclusive culture in our school and we always aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. Please see our Curriculum Policy

https://www.worstead.norfolk.sch.uk/curriculum-1/

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach, please see our teaching and learning information within our Curriculum Policy.

Our school improvement plan is also focused on developing learning for all. Opportunities for staff to participate in continued professional development (CPD) are also planned. Additionally, our SENCO attends termly training through a local professional network. She gained the national SENCO qualification in September 2017.

We have created a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings which focus on the progress of every child and our response to their needs.



We recognise that children with SEND are statistically more likely to experience bullying. At Worstead we take a firm view of bullying. Our ethos and curriculum actively discourage bullying. Incidents of bullying are uncommon at Worstead. When they do occur, we have rigorous procedures in place to quickly deal with the issue. Please see our Anti-Bullying Policy available from the office.

How we identify SEND

At different times in their school career, a child or young person may have a special educational need.

The Code of Practice defines SEND as:

"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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

1. **have a significantly greater difficulty in learning than the majority of others of the same age: or**
2. **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."**

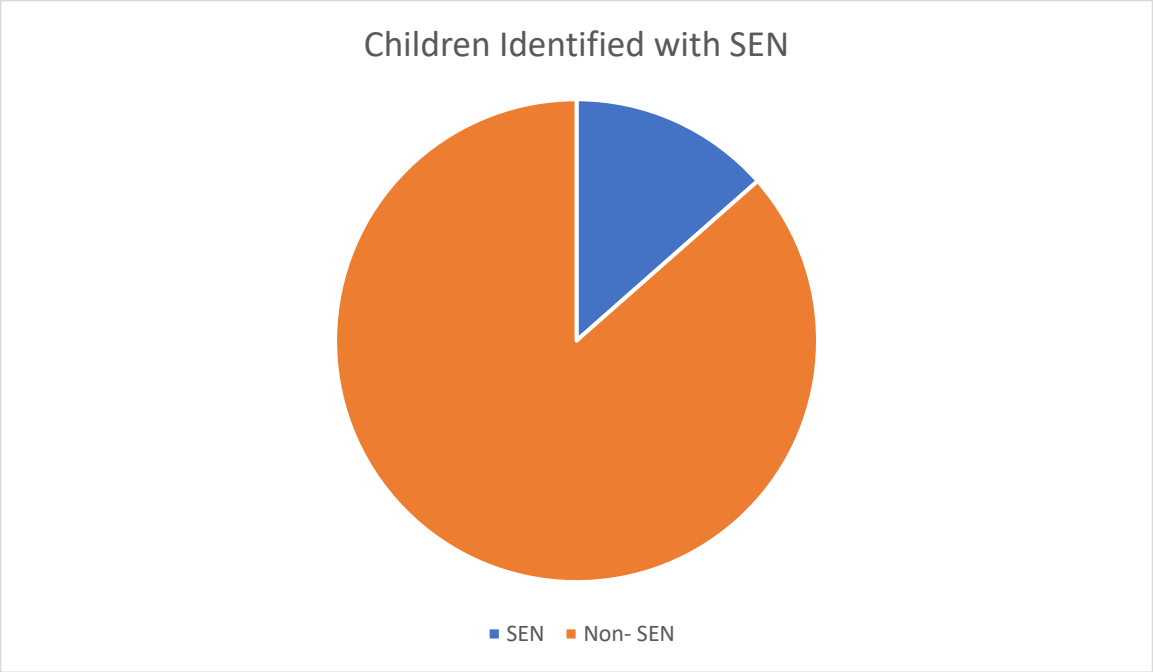
If a learner is identified as having special educational needs, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. At Worstead School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have special educational needs. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2025-2026

This year we have 13.7 % of children identified as receiving SEND support. National average is 18.3%.

0 % of pupils have an EHCP, national average is 5.3%



A child identified as having SEND may have needs that link to any of the four categories as identified in the Code of Practice: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and/or Physical.

Categories of need

Currently, of our children with SEN:

13.3% of needs linked to **Communication and Interaction**,

26% of needs linked to **Cognition and Learning,**

46.6% linked to **Social, Emotional and Mental Health**,

13.3% linked to **Physical and Sensory**.

These categories relate to a child's primary identified need. It is possible for a child to have secondary needs in more than one category

Looked After Children

Some children may be looked after by the local authority, which may mean they live with foster carers, or they may have been previously looked after. Looked after

children are not classified as having special educational needs but may have additional learning needs. At Worstead the teacher responsible for looked after children is Mr Read, and he works closely with the SENDCo to ensure that all the children's needs are met.

Assessing SEND at Worstead School

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Worstead school we ensure that the assessment of educational needs, directly involves the learner, their parents/carer and of course their teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning.

Monitoring progress is an integral part of teaching and leadership within our school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the graduated approach-which is 'assess, plan, do, review' and we ensure that parents/carers and children are involved in each step.



The graduated approach

When a teacher is concerned that a child is not making expected progress, they will discuss this with the SENDCo and decide what intervention should be put into place. A learning plan is used to record this intervention which will include a baseline and a target to aim for. This plan will be shared with the child and their parents/ carers and their views may be added to it.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built in to the intervention itself or can be a formal meeting held regularly, where we can all discuss progress and next steps.

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. We also have access to services universally provided by Norfolk County Council, which are described on the Local Offer website https://www.norfolk.gov.uk/children-and-families/send-local-offer

EHC Plans

Where the child's needs cannot be met within the resources normally available in mainstream provision, an Education Health and Care Plan (EHCP) may be necessary. An EHCP sets out how services will work together to meet the child or young person's needs. Focused on the outcomes for the child or young person, EHC plans are based on a coordinated assessment and planning process. The

Government says that the whole assessment and planning process must take no more than 20 weeks.

For further information regarding EHC Plans, please see the Norfolk Local Offer site. https://www.norfolk.gov.uk/children-and-families/send-local-offer

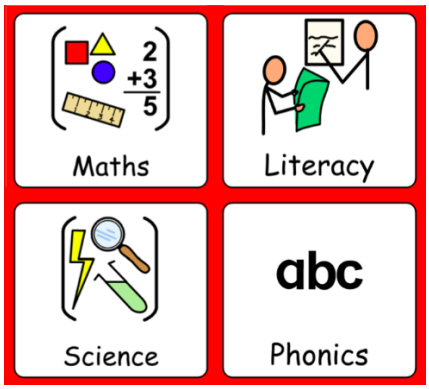
For support and advice you can contact the Norfolk SEND Information Advice and Support Service (IASS) Partnership: www.norfolksendpartnershipiass.org.uk

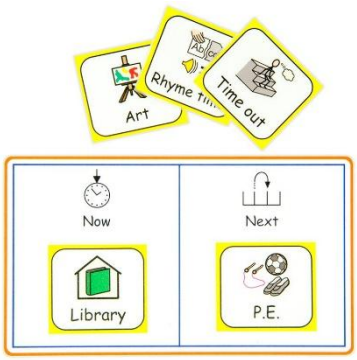
What we do to Support Learners with SEND at Worstead School

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Worstead are proud of our Teachers and their development. The Teacher standards are available **here**.



Our Teachers use a wide variety of strategies to support pupils in their learning. These might include using:





- Visual timetables, now/ next visuals, symbols
- Writing frames
- Coloured overlays/ coloured paper
- Tablets, laptops, specialist software or specialist keyboards, tracker balls etc
- alternative recording devices
- Positive behaviour rewards system

- Personalised checklists
- Checking for understanding
- TA targeted group support, specific groupings for specific lessons
- Differentiated tasks with prompts and short breaks if necessary
- Physical adaptations where possible to the environment to improve accessibility

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and aims to enable access to learning and to overcome the barrier to the identified barrier to learning.

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. We also have access to services universally provided by Norfolk County Council, which are described on the Local Offer website: available **here.**

Worstead Primary School also have opportunity to purchase/access as necessary:

- School to school support
- Dyslexia Outreach
- Educational Psychologist
- Specialist Learning Support Teacher
- Physiotherapist
- Occupational therapist
- Speech and Language Therapy
- Access Through Technology
- Sensory Support

Provision Map

This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Worstead school to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every half term, as our learners and their needs change. Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

One Page Profiles

In our school, all pupils have a one-page profile, which sets out the pupil's strengths, interests and ways they like to be supported for learning. This informs all staff involved with each pupil and helps us to personalise their learning. For pupils with identified special educational needs, they will also have a learning plan, which sets out any additional or extra provision which is made for them.



Funding for SEND

Worstead school receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in an SEND memorandum. The amount of funding we have received so far for the financial year 2026-2027 is £66816

Schools are required to apply on an individual basis to the LA for any 'top up' funding.

How do we Find Out if this Support is Effective?

Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners closely monitored on a regular basis. We also moderate our data so that we can ensure our judgements stand up to scrutiny. Our school data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Worstead school in 2025- 2026 we are offering a range of additional clubs and activities. These can be found on the clubs section of this website. https://www.worstead.norfolk.sch.uk/topic/school-clubs

The Equality Act 2010

At Worstead school staff are trained on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click **here.**

We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENDCo or Headteacher to discuss specific requirements. A link to our SEND and Equalities page is here
https://www.worstead.norfolk.sch.uk/send-and-equality/

Preparing for the next step



Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Worstead school is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners, including those with SEN. Moving classes will be discussed with you and your child at their summer term

review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. When a child has specific needs or a disability, this will be shared with the relevant staff at the next school, and additional transition arrangements may be put into place.

Complaints

If a parent/ carer is not happy with the provision made available for their child they should:

- Read the SEND Policy and SEN Information Report to understand the school policy and how it is implemented
- Refer to the SEN Support Guidance: 'Provision expected at SEN Support https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/special-educational-provision-we-expect
- Refer to webpage 'Help when things go wrong': https://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/special-educational-needs-sen-support/help-when-things-go-wrong
- Refer to the school complaints policy
- Contact the Norfolk SEND Information Advice and Support Service (IASS) Partnership: www.norfolksendpartnershipiass.org.uk

Have your say

Worstead school is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess, plan, do and review' provision for SEND.

If you have any questions or concerns please speak initially to the class teacher, SENCO or Headteacher

Useful links

- Local Offer www.norfolk.gov.uk/SEND

  Provides up-to-date information about available provision and how to access it

-
- Norfolk SEND Informaton, advice and Support Service (IASS) Partnership www.norfolksendpartnershipiass.org.uk

  Provides information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND). This includes health and social care where it is linked to education.