SEN Information Report for Great Ellingham & Rocklands Primary Schools

Approved by Governors: Autumn 2025
To be reviewed: Autumn 2026

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Reviewed Annually

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Our Vision:

Every child will be nurtured and inspired to reach their full potential in becoming an inquisitive learner who aspires to achieve excellence and become a confident member of the community.

Our Ethos:

A happy, family-style community in which all individuals respect and value each other whilst working together.

Our Values:

- Respect for the rules, democracy and law.
- Concern for individuals' feelings through mutual respect.
- High aspirations: high attainment.
- Quality teaching and excellent behaviour.
- Honesty, integrity and tolerance.
- A respect for all faiths and beliefs.
- Protecting our environment, the village and the community.
- A healthy lifestyle for all.

If you need this document in hard copy, large print, audio, Braille, alternative format or in a different language please contact the School Offices on 01953 453342 (Great Ellingham School) and we will do our best to help. Or 01953 483369 (Rocklands Primary School)

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1. Introduction

At the Federation of Great Ellingham and Rocklands Primary Schools we are committed to inclusive practice and aspirational outcomes which encourage all learners to achieve and where every child will be nurtured and inspired to reach their full potential. We acknowledge that some children will have special education needs and disabilities (SEND) at some time in their schooling. We aim to provide all children with strategies for dealing with their needs in a supportive environment. This will enable all children to have equal opportunities to take part in all aspects of the school's provision, through a broad and balanced curriculum.

Our broad and balanced curriculum is relevant and differentiated, which enables all pupils to reach their full potential. To comply with the SEND Code of Practice (2015) the governing bodies of maintained schools have a legal duty to publish information about the SEN provision on their school website. This information will be updated annually. This report is linked to the Norfolk Local Authority Local Offer https://www.norfolk.gov.uk/children-and-families/send-local-offer (also see Useful Links below).

In our Federation, we are committed to ensuring equality of education and opportunity for all our pupils and staff and all those who are part of our school community or use our school facilities. This includes those who are disabled. We aim to develop a culture of inclusion and diversity in which everyone can participate fully in school life. For more information, refer to our Accessibility Plan, available on our website. If you have any comments about our report and offer of provision, please contact the following people via the school offices:
Special Educational Needs and Disabilities Coordinator (SENDCO) – Miss Blake
Executive Headteacher – Mrs Julie Dekker
SEN Governor – Mrs Jeffery

In our schools, children with SEND and their families are at the heart of the decision making process. Together we endeavour to identify their specific needs and then use a graduated approach in which we assess, plan, do and then review in order to provide appropriate intervention and support for the child. We do our best to identify children with SEND at an early stage in order to be able to support and enable each child to reach their potential and thrive in our schools. The tables below show how many children we currently support (as of September 2025)

Great Ellingham School	YR-Y2	Y3-Y4	Y5-Y6
SEN Support	9	6	7
EHCP	2	0	0
Total in years	76	53	49
Total SEND	11	6	7

At **Great Ellingham School** we currently have 178 pupils on roll, with 25 of those on our SEND register (September 2025).

The percentage of children with an EHCP is 1.1%, (2 children) which is below the National Average of 5.3%.

The percentage of children at SEN Support is 12.9% (23 children) which is below the National Average of 14.2%.

Rocklands School	YR-2	Y3-Y4	Y5-Y6
SEN Support	3	3	8
EHCP	0	2	1
Total in years	32	21	20
Total SEND	3	5	9

At **Rocklands School** we currently have 73 Pupils on roll, with 18 of those on our SEND register (September 2025)

The percentage of children with an EHCP is 4.1% (3 children) which is below the National Average of 5.3%.

The percentage of children at SEN Support is 20.5% (15 children) which is above the National Average of 14.2%.

We provide for the following areas of Special Educational Need:

Broad Area of Need	Examples
Communication and interaction	Speech, language and communication difficulties Autistic Spectrum Condition/Disorder
Cognition and learning	Moderate learning difficulties Specific learning difficulties: eg dyslexia, dyspraxia, dyscalculia
Social, emotional and mental health difficulties	Autistic Spectrum Condition/Disorder Attention Deficit and Hyperactivity Disorder Attachment Disorder Anxiety Depression
Sensory and /or Physical	Visual impairment Hearing impairment Hypermobility Poor Motor Skills Muscular dystrophy

It is worth noting that children with some of these needs will experience difficulties in more than one broad area of need.

We recognise that the first step to providing for SEND is high quality classroom teaching. In our federation all teachers are teachers of SEND and have regular access to training and support in order to be able to do this. If pupils need further support we use evidence - based interventions which are monitored and evaluated regularly, at least termly. We encourage parents and families to work in partnership with us through regular meetings with class teachers and the SENDCO at bespoke times to suit individuals.

This table below shows the percentage of pupils in Great Ellingham School in each of the four broad categories of need: cognition and learning, communication and interaction, sensory and/or physical needs and social, emotional and mental health.

This data only gives the percentage of pupils within each primary need.

Pupils may also have secondary needs that are not represented in this data.

Category of SEN need in Great Ellingham School	**Percentage of children in the school with that need**
Cognition and Learning	4.5%
Communication and Interaction	9%
Social, Emotional and Mental Health	0.6%
Sensory and/or Physical	

This table below shows the percentage of pupils in Rocklands School in each of the four broad categories of need: cognition and learning, communication and interaction, sensory and/or physical needs and social, emotional and mental health.

This data only gives the percentage of pupils within each primary need.

Pupils may also have secondary needs that are not represented in this data

Category of SEN need in Rocklands School	**Percentage of children in the school with that need**
Cognition and Learning	6.8%
Communication and Interaction	16.4%
Social, Emotional and Mental Health	
Sensory and/or Physical	1.4%

2. Identification of Children with SEN

At different times in their school life a child may have a special educational need. The 2015 Code of Practice states that: *'A child young person has SEN 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 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 or mainstream post-16 institutions'

Where the progress of a pupil is significantly lower than their peers or fails to match their previous rate of learning, despite high quality teaching targeted at specific areas of difficulty, it may mean the child has a special educational need. At the Federation of Great Ellingham and Rocklands we identify and assess children with SEN in a number of ways, these include:

- Discussions with parents and the pupil
- Discussions with school staff who raise concerns
- Evidence from teacher observations
- Pupil assessment and progress monitoring throughout the school year
- Liaison with external agencies

Our range of assessment tools include:

- WellComm Language Assessments
- Burt reading assessment
- Phonics assessment
- Spelling age assessment
- Dyslexia Screening Check - Phab2 or Nessy screener
- Visual Stress Assessment
- British Picture Vocabulary Scale 3 (BVPS3)
- Year 1 Phonics Screening (Some pupils in Year 2)
- End of KS1 SATs (in Year 2)
- Advice from outside agencies e.g. Educational Psychologist, School 2 School Support and Dyslexia Advisory Support Teacher,

There may be others factors which impact a pupil's progress including absences, English as an additional language and health problems. The school understands that these pupils are vulnerable, but it does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as a pupil with special educational needs.

There are stages of support that we may give:

Monitoring: there will be a period of discussion including with parents or carers, assessment of a child's strengths and weaknesses, collection of evidence and short term monitoring to decide whether a child has a special educational need. This period is likely to be no more than a term.

At **School Support (SEN Code K):** A child is identified on our school management system as having a special educational need and therefore is part of our SEN register at School Support level. The child will have an SEN Pupil Profile which identifies the actions to be taken to support the child. The impact of this support will be evaluated ready to plan the next review cycle. Parents' and pupils' views will be sought. The class teacher and/or SENDCo will review these termly profiles with parents ready to plan the next steps. The school will access support from other agencies through the Local Offer if needed.

If a child is at risk of exclusion, the school's **Pupil (Behaviour) Support Plan** will also be used to identify and review short term targets to support improvements to challenging behaviours.

Children with SEN who are also Looked After Children (LAC) will also have a Personal Education Plan (PEP) which is reviewed termly.

At **EHCP (SEN Code E):** If it is evidenced that the school cannot make sufficient provision to support a child's special educational needs (which will be complex and long standing), then a request for an assessment of needs to consider an Education, Health and Care Plan (EHCP) will be made. If the local authority agrees to issue an EHCP, this will identify a child's long term needs and will be reviewed annually to discuss the child's progress.

3. Admission and Integration Arrangements

At the Federation of Great Ellingham and Rocklands Primary Schools we welcome children with special educational needs and disabilities. All children in our school have full and equal access to every facet of school life.

Children with special educational needs and disabilities are assisted and supported by experienced and skilled teaching and non-teaching staff. This provision is regularly monitored and reviewed by the Executive Headteacher and Governors. We work in close partnership and in a spirit of cooperation with the children's families, all relevant professionals / agencies both before the child joins our community and all the time that the child is with us.

4. Partnership with Parents and Children

We welcome parental involvement in all aspects of school life. We work together to share information about your child's progress at school and at home. The SENDCo is available to meet with you to discuss your child's progress or any concerns you may have.

All information from outside professional agencies will be discussed with you with the person involved directly, or where this is not possible in a report.

Personal SEN Plans are reviewed three times a year. We call these plans SEN Pupil Profiles. EHC Plans are reviewed each year. Frequent newsletters are sent out to parents to keep them informed of news, events, meeting etc. There are two parents' evenings (one in the autumn term and one in the spring term), when parent can meet with their child's teacher to discuss the child's progress. Where possible the SENDCo will join parents' evening meetings. Parents are also invited to arrange meetings with their child's teacher and the SENDCo at other times should they have any concerns or worries.

A written report is sent out to all parents annually near the end of the summer term. Parents are given the opportunity to have a further consultation with teachers at this time if they feel it is necessary. The Headteacher records a comment on every child's report and an additional comment from the SENDCo is added to children with SEN.

Parents of children with special educational needs and disabilities which require the support of an Educational, Health and Care Plan (EHC plans) are involved and consulted throughout the different stages of the SEND procedures and are invited to annual EHC plan reviews and other meetings. Their opinions/advice are always welcomed and valued at every stage.

The school will involve your child in recognising their own strengths and needs when appropriate. Your child is asked questions about their learning and opinions about school life. They are involved with deciding on their own targets and encouraged to adopt strategies that support their learning.

5. The Graduated Approach

In our federation we endeavour to provide high quality teaching that is differentiated and personalised to meet the needs of SEN pupils.

We aim to do this by:

- ensuring decisions are informed by the insights of the child and their parents
- setting stretching targets and having high expectations
- tracking progress towards their goals
- continually reviewing the additional or different provision that is made for them
- promoting positive outcomes in the wider areas of personal and social development
- ensuring approaches used are based on the best possible evidence and are having the required impact on progress

We will be working through a four-part cycle approach called **Assess-Plan-Do-Review**.

Assess

The class teacher will carry out an analysis of the child's needs by drawing on their own assessment and observations, asking the views of the child and their parents, considering their progress levels against national data and working with external support services where appropriate.

Plan

A plan will be agreed with the parents and the pupil about the support or adjustments which need to be put into place. Targets will be agreed on a SEN Pupil Profile which will be reviewed termly.

Do

The support will be provided and the class teacher will be responsible for the child's learning at all times.

Review

There will be a review with the teacher, child and parents to see if the required impact has been made and if the support needs to be changed. A new cycle will then begin if necessary.

Types of Support

Teachers are responsible for the progress and development of the pupils in their class. High-quality teaching, adapted to meet the needs of all pupils, is the first step in responding to pupils who have, or may have SEN. Your child's teacher will put in place specific strategies in liaison with the SENDCo so that your child is fully involved in learning in class. This may involve using more practical learning, or providing different resources adapted for your child.

Any additional support will target the area of difficulty and may be provided in class, on a 1:1 basis or within a small group. The 'intervention' may be run by a teacher or a teaching assistant who is fully trained to deliver specific interventions to small groups and individual pupils.

Interventions may include:

Cognition and Learning:
Working Memory
Precision teaching
Computer programmes- IDL or Nessy- to support spelling development
Maths interventions eg Power of 2
Phonics programme - adapted to meet needs
Bespoke support to target individual needs

Communication and Interaction:
Speech and Language support: WellComm or others
Friendship and social skills
Social Stories
Restorative Approaches
Anti-bullying work
Stop and Think- behaviour approaches
Bespoke support to target individual needs

Sensory and/or Physical Needs:
Bespoke support to target individual needs
Sensory seeking resources
Additional physical education- swimming
Adapted equipment

Social, Emotional and Mental Health:
Friendship and social skills
Social stories
Restorative Approaches
Anti-bullying work
Stop and Think- behaviour approaches
Bespoke support to target individual needs
Diagnosis specific support

If the needs of a learner cannot be met via this process, and where the Local Offer has been explored, then it may be appropriate to apply for an Educational, Health and Care Plan (see link at the bottom of the page). Where a child has EHC Plan a review will be held annually to discuss the child's progress. The child, parents, class teacher and all other professionals involved with the child are invited to attend.

All learners have the same opportunities across the curriculum, including extra-curricular activities and clubs. We are committed to making reasonable adjustments in compliance with the Equality Act 2010 to meet our pupil's needs.

Specialist equipment will be provided where needed, such as modified electronic equipment, writing slopes, coloured overlays and recording devices. Other adaptations to the learning environment may include the use of visual aids such as personal timetables, sensory equipment and "break out" spaces. For further information on the accessibility of the school environment please request a copy of the Accessibility Plan from the school office.

The school is accessible to children with physical disabilities via disabled access points. We ensure that equipment used is accessible to all children regardless of their needs. The school has disabled toilet facilities. All classrooms are on ground level.

Some pupils may require access arrangements during SATs. The Year 6 teacher, working with the SENDCO, will ensure relevant arrangements are put into place.

How do we evaluate the support and interventions in place?

The targets for SEN learners are reviewed regularly at twice yearly meetings with parents. In line with the high quality first teaching and differentiation at our schools, teachers are regularly monitoring the interventions in place on a termly basis. Parents are asked to contribute their views and data is monitored by teachers, senior leaders and governors. Pupils are also asked their views about support in place.

All teachers have termly pupil progress meetings with the Executive Headteacher where they discuss specific information about the progress of SEN children. Where difficulties persist despite intervention, advice from other agencies may be sought with parental consent. These include School2School Support, Speech & Language Therapy, Learning Support Adviser, Health Services and Educational Psychologists.

8. Education, Health and Care Plans

The school, or you, can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this from the Norfolk County Council Website (see useful links). After the school has sent in the request to the Local Authority it will be decided whether your child's needs require 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 to support your child seeking additional advice and support as appropriate.

After the reports have all been sent in, the Local Authority will decide if your child's needs are complex and require additional support in school to make good progress. If this is the case they will write an Education, Health and Care Plan (EHCP). The EHC Plan will outline the support your child will receive from the LA and how the support

should be used and what provision should be put in place. It will also have long and short term goals for your child.

9. Staff Training and Expertise

Staff at Great Ellingham and Rocklands Schools are trained to support children with SEN in a variety of areas. The SENDCO is qualified through lengthy experience as a classroom teacher. The SENDCO will formally arrange training for new staff or as a refresher for existing members of staff. For some pupils we may seek advice from specialist teams, such as the ASD Team, who can be secured to provide staff with extra support and advice on methods of teaching pupils with Autism. Other bodies, including health and social care bodies, local authority support services and voluntary sector organisations can also become involved where appropriate in meeting children and supporting their families. The SENDCo is currently undertaking the NPQSENDCo training course.

10. Transition at Our Federation

We understand that transition is very important time for our learners whether moving to a new class within the school, to a new key stage or secondary education provider. We work hard to provide support as children move across the phases so they can achieve their ambitions, have the best possible educational outcome and fully participate within society during adulthood. Each summer term we have transition meetings between teachers within the school. We also meet and have discussions with the SENDCo from the nurseries and pre-schools that feed into our schools and the high schools which our children with SEN will be moving to. Familiarisation visits and transition days are arranged between all stages of transition where necessary.

Where incidences of specialist provision transition occur, our SENDCo and Pastoral Lead support pupil and parents through the process. The Pastoral Lead is available to attend open days at local specialist provision alongside parents. In school, when transition is confirmed, pupils access pastoral sessions and are supported with the use of social stories and feelings and wishes.
In the case of a child who has an EHCP in place, they will have a review before moving on to High School and the SENDCO of the relevant school will be invited to this meeting.

11. Emotional Support

Within our school we are committed to helping children who may need support with their emotional and social development. Our Federation can offer social and emotional support, with our Pastoral Lead. This can be social skills support or more intensive emotional and behavioural support.

If appropriate, we can also refer pupils to CAMHS (Children and Adolescents Mental Health Service).

12. Outside Agencies providing support to children with SEN

Paid for centrally by the Local Authority but delivered in school	● Sensory Support for children with visual or hearing needs ● Speech and Language Therapy ● Occupational Therapy ● Physiotherapy ● Professional training for school staff to deliver medical interventions ● Parent Partnership Service (to support families through the SEN processes)
Provided by the Health Service (NHS Trust)	● School Nurse ● Speech and Language Therapist ● GP ● CAMHS
Voluntary agencies/charities	• ASD Helping Hands • Cup-O-Tea
External Agencies to whom we refer appropriate children.	● CAMHS ● POINT 1
Directly funded by the school or Federation	• Educational Psychology Support Service (CEPP- Child and Education Psychology Practice) • The Specialist Outreach Advisory Service • Dyslexia Outreach Support • Specialist Resource Bases

This report outlines our schools' provision for children with SEN. We are continually developing and reviewing our systems to improve our provision and always welcome the views of parents and carers. We recognise that the partnership of parents and carers plays a key role in enabling children with SEN to achieve their potential.

13. Funding for SEN

The school applies to Norfolk Local Authority for High Needs Funding.

This funding is in addition to the Notional Whole School SEN Funding to support all SEN needs within the school. This is used to give support to learners in school including through the provision of additional teaching assistant hours, accessing services and support such as the Educational Psychologist.

The schools have produced costed provision maps which demonstrate the use of this SEN funding according to children's needs. They itemise costed intervention work for individuals and small groups as well as intensive individualised support. These are reviewed termly.

14. Who should I talk to if I'm concerned?

The class teacher is the initial point of contact for responding to parental concerns. Where appropriate the concern will then be shared with the SENDCO, Miss Blake, where discussions can then take place to determine the best way forward for the child.

15. What should I do if I suspect my child is being bullied?

The schools recognise that children with SEN are potentially vulnerable to being bullied. Should this occur the schools would adhere to the federation's anti-bullying policy and procedures.

16. Have your say

If you wish to discuss any of these points further please contact the school office to make an appointment with the SENDCO. We send out an annual questionnaire for any parents of children with SEN to complete and try to respond to any issues raised as quickly as possible.

17. Complaints

If you have any concerns regarding your child's SEN provision please contact the Executive Headteacher or SENDCO. We aim to resolve any concerns you may have in person to arrive at a mutual understanding to support your child. Please see our complaints policy for further information.

Useful Links:

Great Ellingham School SEN Information Report and SEN Policy:
https://www.greatellingham.norfolk.sch.uk/send/
Federation Policies including Accessibility Plan, Safeguarding Policy, Behaviour Policy, Equal Opportunities Policy, Supporting Pupils with Medical Needs Policy and Complaints Procedure:
https://www.greatellingham.norfolk.sch.uk/our-federation/policies/
https://www.rocklands.norfolk.sch.uk/our-federation/policies/
Rocklands School SEN Information Report and Policy:
https://www.rocklands.norfolk.sch.uk/send/
Norfolk Local Offer Explained https://www.norfolk.gov.uk/children-and-families/send-local-offer
Norfolk SEND Directory:
https://communitydirectory.norfolk.gov.uk/Information/SENDLocalOffer

Norfolk SEND Partnership: Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS)
https://www.norfolksendpartnershipiass.org.uk/

Education Health and Care (EHC) Needs Assessment
http://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/education-health-and-care-ehc-plans

Children and Adolescents Mental Health Service (CAMHS)
https://www.norfolk.gov.uk/care-support-and-health/health-and-wellbeing/childrens-health-and-wellbeing/mental-health-camhs

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

Glossary of Terms

ASD/ ASC	Autistic Spectrum Disorder/Condition
CAMHS	Child & Adolescent Mental Health Service
EHC Plan	Education, Health and Care Plan
EP	Educational Psychologist
SEN Support Plan	Special Educational Need Support Plan
LSA	Learning Support Assistant
TA	Teaching Assistant
SEN	Special Educational Needs
SEND Code of Practice	The legal document that sets out the requirements for SEN
SENDCO	Special Educational Needs and Disability Coordinator
SEND	Special Educational Needs and Disability