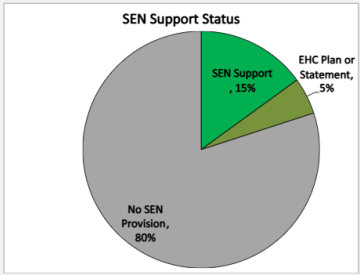


## Seething & Mundham Primary

### SEND Information Report September 2025

<p>1 Variety of Special Educational Needs that are provided for at Seething &amp; Mundham Primary School</p>	<p>The SEN Team provides support for pupils across the 4 broad areas of need as laid out in the SEN Code of Practice 2014 (last updated May 2015):</p> <ul style="list-style-type: none"> <li>• Communication and Interaction</li> <li>• Cognition and Learning</li> <li>• Social, emotional and mental health difficulties</li> <li>• Sensory and/or physical needs</li> </ul> <p>The school currently has 20% of all students identified with SEND including 5% of students with an EHCP.</p>  <table border="1"> <caption>SEN Support Status</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No SEN Provision</td> <td>80%</td> </tr> <tr> <td>SEN Support</td> <td>15%</td> </tr> <tr> <td>EHC Plan or Statement</td> <td>5%</td> </tr> </tbody> </table>	Category	Percentage	No SEN Provision	80%	SEN Support	15%	EHC Plan or Statement	5%
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No SEN Provision	80%								
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EHC Plan or Statement	5%								
<p>2 Information about the school's policies for identification and assessment of pupils with SEND</p>	<p>Pupils are identified as having SEND with their needs assessed through a multi-pronged approach incorporating:</p> <ul style="list-style-type: none"> <li>• Information passed on from Pre-school/Nursery/infant/previous schools</li> <li>• EYFS Early Learning Goal baseline assessments and results, baseline testing, phonics screening checks and progress data</li> <li>• Individual assessment using standardised score assessments including Sapientia Standardised tests as outlined in the Primary Assessment Framework including reading and maths, British Picture Vocabulary Scale, Wellcomm Screening</li> <li>• Individual assessment using non-standardised score assessments including NESSY</li> <li>• Feedback from teaching staff and observations</li> </ul>								

## Seething & Mundham Primary

	<ul style="list-style-type: none"> <li>• Feedback from specialist agencies e.g. Educational Psychologist (EP) or Specialist Learning Support Teacher (SLST), Dyslexia Outreach Service, Speech &amp; Language Therapists, School 2 School, Neuro-Developmental Service</li> <li>• Interventions not showing impact</li> <li>• Referrals from parents or carers</li> <li>• Pupil Voice</li> </ul>
3c The school's approach to teaching pupils with SEND	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> <li>• High Quality Teaching, with appropriate and effective adaptive teaching in place as Every Teacher is a Teacher of SEND</li> <li>• Additional adult support in classrooms where appropriate to form Teaching Teams; TA and 1-2-1 TAs</li> <li>• Personalised provision through time limited programmes</li> <li>• Personalised intervention programmes led by trained TAs</li> <li>• Dual Centre provision (SRB &amp; School)</li> <li>• The sourcing of additional specialist support via external agencies e.g. Ormiston Smiles, School Nurse, CEPP, Just One Norfolk, Open Arms Support Services, Dyslexia Outreach, School 2 School Support</li> </ul>
3a Evaluating the effectiveness of the provision made for pupils with SEND	<ul style="list-style-type: none"> <li>• Impact tracking is completed at least termly and adaptations to provision made in light of the findings.</li> <li>• SEND Parent Voice Survey bi-annually</li> <li>• SEND Pupil Voice Survey bi-annually</li> <li>• Progress and evaluation are reported to Sapientia Education Trust's Board of Trustees and the Director of Inclusive Learning</li> <li>• Progress and evaluation of SEND is reported to the Education Committee via the Headteacher's report termly</li> <li>• Specialist External Support is provided via the Trust Education Team.</li> <li>• SEND is a priority for all, Quality Assurance undertaken by the Trust Education Team.</li> <li>• The Whole School SEND Review Guide is used as a key effectiveness review tool to evaluate the impact of SEND provision.</li> <li>• Close collaboration with Headteacher re Pupil Premium</li> </ul>
3b Arrangements for assessing and reviewing pupil progress towards outcomes, including	We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review.

## Seething & Mundham Primary

<p>opportunities available to work with parents and pupils as part of this assessment and review</p>	<ul style="list-style-type: none"> <li>- Assess: when a learner is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff, and the pupil.</li> <li>- Plan: together we plan about what actions need to be taken and what support needs to be put in place. A date is set for review.</li> <li>- Do: the plan is put in place as agreed.</li> <li>- Review: the impact of the provision on the pupil is evaluated. The next steps are established. The cycle may begin again.</li> </ul> <p>These arrangements include:</p> <ul style="list-style-type: none"> <li>• Data tracking for pupil progress including use of assessment trackers from 7Cs approach and NESSY</li> <li>• Pupil progress meetings between class teacher, SLT and SENDCO</li> <li>• Support plan and EHC Plan reviews</li> <li>• Individual, personalised Support Plans for all learners with SEND</li> <li>• Observations and follow-up</li> <li>• Parent/Carer's meetings</li> <li>• Pupil Voice</li> </ul>
<p>3d How adaptations are made to the curriculum and the learning environment of pupils with SEND</p>	<p>Following discussions between teachers, TAs, the SEN TA, parents and the child where appropriate, the curriculum/ learning opportunities may be adapted by:</p> <ul style="list-style-type: none"> <li>• Application of EEF High Quality Teaching Strategies including: scaffolding, modelling, flexible grouping, explicit instruction, meta-cognition strategies</li> <li>• Groupings that target specific levels of progress</li> <li>• Adapted resources and teaching styles</li> <li>• Appropriate choices of texts and topics to suit the learner</li> <li>• Access arrangements for tests and other assessments</li> <li>• Additional adult support</li> <li>• Allocation and adaptation of room use where appropriate including use of the nurture room</li> <li>• Use of additional support materials where appropriate eg subject specific word lists, individual whiteboards for note taking/ idea jottings, noise cancelling headphones, Clicker, speech to text technology and more</li> </ul>

## Seething & Mundham Primary

	<ul style="list-style-type: none"> <li>● Provision of specific support programmes e.g. Zones of Regulation, Lego Therapy, Sensory Circuits, Wellcomms, Social Stories</li> <li>● Alternative Provision, including additional Forest School sessions on site.</li> </ul> <p>Further Examples are:</p> <ul style="list-style-type: none"> <li>● Clear and consistent classroom routines;</li> <li>● Visual aids, checklists, timers and manipulatives;</li> <li>● Graphic organisers, mind maps, spider diagrams;</li> <li>● Writing frames, sentence starters;</li> <li>● Reading text/instructions aloud;;</li> <li>● Pre-teaching vocabulary; and</li> <li>● Breaking up longer texts and tasks into manageable chunks.</li> </ul> <p>Additional, targeted support will be provided in the classroom, based on individual learner' needs. This could take the form of:</p> <ul style="list-style-type: none"> <li>● Specific seating arrangements to accommodate learner needs;</li> <li>● Use of visual timetables;</li> <li>● Use of larger font size;</li> <li>● Specific equipment, e.g. wobble cushion, writing slope;</li> <li>● Assistive technology e.g. reader pens, voice to text software;</li> <li>● Rest breaks/movement breaks;</li> <li>● Support from a teaching assistant as a scaffolder / prompt / scribe / note-taker;</li> <li>● 1:1 support;</li> <li>● Extra time to complete tasks; and</li> <li>● Reasonable adjustments to rewards and sanctions issued in the context of the learner's special educational needs .</li> </ul>
<p>3g Support that is available for improving the social, emotional and mental health needs of pupils with SEND</p>	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> <li>● Whole school Norfolk STEPS Approach for all trust schools which promotes positive behaviour through a therapeutic approach for all learners.</li> <li>● An anti-bullying policy that is supported by a specialist trained members of staff – our Steps Lead Professional and Well-Being Mentor</li> <li>● Dedicated Pastoral Team who are on call throughout the school day who provide programmes such as self-esteem building and Zones of Regulation</li> </ul>

**Commented [GU1]:** It makes sense for these to stay in as they are. They are examples of things we all do, where appropriate for our children with SEN.

**Commented [GU2]:** As before, examples of things we would all do where needed so I suggest they are kept in.

## Seething & Mundham Primary

	<ul style="list-style-type: none"> <li>• Targeted support for individual pupils including Social Stories and Lego Therapy and well-being check-ins</li> <li>• Pupil Voice</li> </ul>
<p>4 In relation to Mainstream Schools and maintained nursery schools, the</p> <ul style="list-style-type: none"> <li>- Name and Contact details of SEND Coordinator</li> <li>- Name and Contact details of SEND Trustee</li> </ul>	<p>Mrs Vicky MacKenzie – Headteacher, head@seething.set.education  Mrs Vicky MacKenzie – SENCo, senco@seething.set.education  School Telephone Number: 01508 550256  Trust SEND Trustee: Penny Sheppard  Contact Email: <a href="mailto:ea@setrust.co.uk">ea@setrust.co.uk</a>  School Telephone Number: 01508 550256</p>
<p>5 Information about the expertise and training of relevant staff in relation to children and young people with SEND, including how specialist expertise will be secured</p>	<p>All staff receive training on SEND. Ongoing training is provided as needed in response to the individual needs of learners which is informed by an annual audit of staff expertise in SEND. This includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• The SENDCO has SENCo qualification (National SENCo Award)</li> <li>• Ongoing training for the SENCo, including Steps Lead Practitioner training (2024)</li> <li>• Trust CPD for Support staff – Scaffolding, Questioning, Chunking, Modelling, Working as a Team (Spring 2023), SEND Support Plans (Jan24), Step On (May24)</li> <li>• Termly Trust SEND Strategy Days for SENDCOs led by the Director of Inclusive Learning</li> <li>• EYFS Lead Network SEND Training – Whole Class Approaches to support the 4 broad areas of need</li> <li>• Termly CPD training covering topics including EEF Special Educational Needs in Mainstream Schools Guidance, SEND Code of Practice, High Quality Teaching Strategies, graduated approach to support pupils with SEND, Step-On/Step-Up training, INDES, CPD on areas of need, ADHD training (Mar24)</li> <li>• Subject lead training on subject-specific adaptations</li> <li>• Specialist expertise engaged from external services – NHS NDS Pathway Team, VSSS, OTs, S&amp;L therapists, Norfolk Early Help, CEPP, Dyslexia Outreach Service</li> <li>• The Sapientia Gateway SEND area contains many recorded training sessions that can be accessed at any time by staff.</li> <li>• Sapientia Education Trust CPD Programme 2025-26</li> </ul> <p>All staff have been trained in the Graduated Approach - September 2025.</p>
<p>6 Information about how equipment and facilities support children and young people with SEND will be secured</p>	<ul style="list-style-type: none"> <li>• Support Services including health services</li> <li>• National and Local Charities</li> <li>• Volunteers</li> </ul>

## Seething & Mundham Primary

	<ul style="list-style-type: none"> <li>• CADS Hub</li> <li>• Just One Number</li> <li>• Early Help &amp; Family Support (Norfolk County Council)</li> <li>• Additional specialist SEND agencies as listed above</li> </ul>
7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	<p>The views of parents and carers are important to us, and we will involve you in discussions about provision for your child's SEND both at the point of identification and through their termly review.</p> <ul style="list-style-type: none"> <li>• Before school, lunchtime support, afterschool support</li> <li>• Telephone</li> <li>• Text</li> <li>• Email</li> <li>• Parent View on action plan, children's strengths and difficulties and in meetings</li> <li>• Parents Evenings</li> <li>• Well-being mentor offering family support incl signposting</li> <li>• SENDCO direct contact</li> <li>• Face-to-face meetings</li> <li>• Annual Parent SEND Survey</li> </ul>
8 The arrangements for consulting young people with SEND about and involving them in their education	<p>The wishes and feelings of young people with SEND are central to our provision. We involve them in discussions about the support they receive in an age-appropriate manner. We gather their views as part of the termly review of their support plan as well as through:</p> <ul style="list-style-type: none"> <li>• Pupil Voice</li> <li>• Annual Reviews for EHC Plans</li> <li>• Personal Interviews</li> <li>• Wishes and Feelings - signs of safety activity and three houses</li> <li>• Well-being mentor</li> </ul>
9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school	<p>Please refer to and use the school's existing complaints policy and procedure which is available directly from the school or website.</p> <p><a href="#">Seething &amp; Mundham Primary Complaints Policy</a></p>
10 How the governing body involves other bodies, including health and social services	<p>The Sapientia Education Trust is governed by a Board of Trustees who have statutory responsibility for governance. The Board of Trustees empowers the SEND Coordinator and Headteacher to use the range of</p>

## Seething & Mundham Primary

<p>bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.</p>	<p>support and resources required to benefit the children at Seething and Mundham Primary School. This can include:</p> <ul style="list-style-type: none"> <li>• Family Support</li> <li>• Speech and Language therapy</li> <li>• MAT support and advice</li> <li>• Specialists e.g. Educational Psychologists, School-to-School support, SRBs etc.</li> </ul> <p>In its turn, through monitoring and challenge, the Board of Trustees assess the impact, costs and cost effectiveness of the support used, and amends the strategy of the school appropriately.</p>
<p>11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.</p>	<p>Norfolk SEND Partnership - Telephone: 01603 704070          Norfolk SENDIASS - <a href="#">Norfolk SENDIASS Home Page</a>          SEN Centre of Excellence - Telephone: 03448008020 or email <a href="mailto:send@norfolk.gov.uk">send@norfolk.gov.uk</a></p>
<p>12 The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p>Transfer          Transition arrangements</p> <ul style="list-style-type: none"> <li>• Meetings with feeder and MAT schools to ensure all appropriate information is passed on in a timely manner</li> <li>• Contact and handover of information and strategies to and from receiving schools</li> <li>• Additional transition sessions where appropriate</li> <li>• Attendance/ invitation to EHC Plan reviews</li> <li>• Meetings with parents prior to application for next phase school and joint viewings of different schools where alternative provision is considered/ required</li> <li>• Support from School &amp; Community Team to provide additional transition discussions</li> </ul>
<p>13 Information on where the local authority's local offer is published</p>	<p><a href="https://www.norfolk.gov.uk/children-and-families/send-local-offer">https://www.norfolk.gov.uk/children-and-families/send-local-offer</a></p>