



## SEND information Report 2024-2025

### **Introduction**

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

The best people to contact are:

Executive Headteacher: Mrs Shannon O'Sullivan

SEND Coordinator (SENDCo): Mrs Nicola Smith

Federation Governor for SEND: Mrs Amanda Darroch

If you have any queries about the Norfolk Local Offer please do look at the Frequently Asked Questions which can be found on the Norfolk County Council SEND Local Offer webpage.

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

Alternatively, if you think your child may have SEND please speak to their Class Teacher or contact Nicola Smith our SENDCo on 01603 872828.

### **Our approaches to teaching learners with SEND**

#### **Our Vision**

At Lyng CE Primary Academy we aim to meet the needs of all children.

Our vision is:

**Together within our church school family, we sow the seeds of success, to grow happy confident individuals who become life-long learners, believing in themselves and aiming high.**

#### **We aim to**

**Enable** all children to be successful learners who achieve their personal best and make good progress during their time at Lyng CE Primary Academy.

**Help** children become confident in their self-esteem and capacity to learn.

**Build** effective partnerships with families and the wider community.

We are a friendly and caring school, and value each individual, recognising their strengths and contribution, whilst seeking to enable each to achieve the best they can and reach their goals, whatever their level of need or disability.

We value high quality teaching for all learners and actively monitor teaching and learning in the academy. We also monitor the progress of all learners and staff continually assess to ensure progress. Our whole school system for monitoring progress includes termly pupil progress meetings.

We have access to Specialist support services through referral (such as Speech and Language; Autism Support; Educational Psychologist, specialist teachers and the Schools and Communities Team)

We adopt a collaborative approach with learners, their families and professionals.

## **How do we identify learners with SEND?**

At different times in their school career, a child may have an additional learning 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:

**[a] have a significant difficulty in learning than the majority of others of the same age: or**  
**[b] 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.”**

Pupils with special educational needs (SEN) are classified as follows:

### **SEN support**

Extra or different help is given from that provided as part of the school’s usual curriculum. The class teacher and special educational needs coordinator (SENDCo) may receive advice or support from outside specialists. The pupil does not have an education, health and care plan.

### **Education, health and care (EHC) plans and statements of SEN**

A pupil has an EHC plan when a formal assessment has been made. A document is in place that sets out the child’s need and the extra help they should receive. Following the introduction of EHC plans in September 2014, statements of SEN and EHC plans were grouped together within the data.

## **Assessing SEND**

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning.

We ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their teacher.

The Special Educational Needs and Disabilities Co-ordinator (SENDCO) will also support with the identification of barriers 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 have access to the service universally provided by Norfolk County Council, which is described on the Local Offer website.

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

Information may be gathered from:

- teacher knowledge of the child
- pupil progress meetings
- school assessments
- parents’ meetings
- external professionals

to help decide whether a child is considered to need special educational provision to enable them to make good progress.



If a child is identified as having SEND, the academy will provide support that is **additional to or different from the usual adapted curriculum**. Only those with a learning difficulty that requires special educational provision will be identified as having SEN. These pupils will be identified on the academy's SEND register.

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

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

### **The SEND profile at Lyng Church of England Primary Academy**

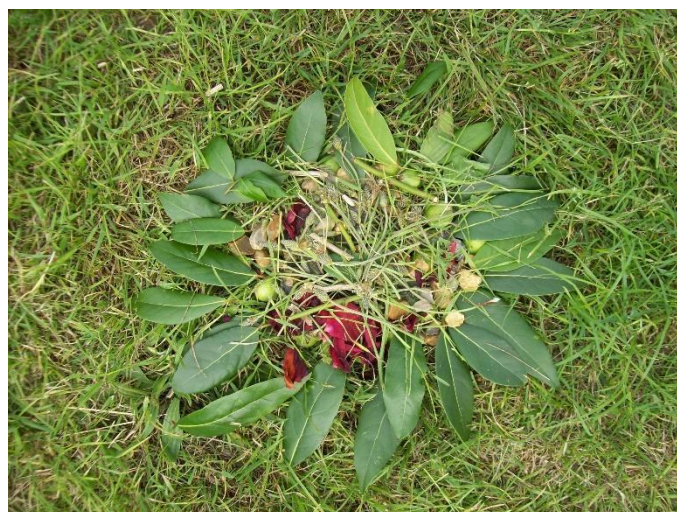
Our SEND profile for 2024/25 shows 16 children on roll as having identified SEND this is 17.3% of all on pupils on roll. 2 pupils have an Education, Health and Care plan (EHCP).

Of the children on the SEND register:

52% of children have SEN linked to Communication and Interaction/Speech and language

42% of children are identified as having SEN linked to Cognition and Learning

6% of children have a specific learning difficulty



# What do we do to support learners with SEND?

When a learner is seen to have SEND, we will provide support that is **additional to or different from** the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and to overcome the barrier to learning identified. This support is described on our whole school provision menu, which details the interventions and actions that we undertake at Lyng Church of England Primary Academy to support learners with SEND across all four areas of need. We review and modify the provision menu regularly. This document can be found on the SEND page on our website.

Department of Education and Academies Trust  
Lyng CE Primary Academy  
Provision Menu September 2024 - July 2025

SEN Area Of Need	TEACHER TWEAKS	RESOURCES	INTERVENTIONS	KEEP MONITORING	EXTERNAL AGENCIES
Cognition and Learning	Wave 1: Universal entitlement/ High Quality teaching	Wave 2: Specific, additional and time-limited interventions	Wave 3: Targeted provision/ Highly tailored interventions	Autumn Spring Summer	
	<ul style="list-style-type: none"> <li>Differentiated curriculum planning through outcomes and activities</li> <li>SEN teacher toolkit guides</li> <li>Working walls/ modelling</li> <li>In class support from TA</li> <li>Small guided group &amp; pair work</li> <li>Clear &amp; explicit objectives</li> </ul>	<ul style="list-style-type: none"> <li>Dyslexia friendly tools:                             <ul style="list-style-type: none"> <li>Use of alternative methods of recording as required, including technological devices such as laptops &amp; voice memo</li> <li>coloured IWB screens</li> <li>appropriate font &amp; sizing</li> <li>reading windows</li> <li>writing frames</li> <li>Talking tins</li> <li>Visual aids</li> <li>Word mats</li> <li>Task planners</li> </ul> </li> <li>Dyscalculia friendly tools/ use of concrete materials:                             <ul style="list-style-type: none"> <li>Denes Blocks</li> <li>number lines</li> <li>multiplication grids</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>FXL, Phonics (Maths/ writing/spelling)</li> <li>Precision teaching</li> <li>1:1 phonics</li> <li>HFV spelling programme</li> <li>TT Topsticks</li> <li>Speed up! Handwriting booster groups</li> <li>Read, Write Jig groups</li> <li>Support target practice work</li> <li>Pre-teach sessions of core skills</li> <li>Booster groups in all year groups - Literacy/ Maths</li> <li>Early reading awareness activities</li> <li>1:1 reading</li> <li>Small group adapted Reading stars</li> <li>Working memory small group activities</li> </ul>	<ul style="list-style-type: none"> <li>Individual support plan targets</li> <li>7Cs</li> <li>Salford Reading assessment</li> <li>Use of NAPs tracker</li> <li>FXL assessments</li> <li>HFV screener</li> <li>Reading speed assessment</li> <li>Books</li> <li>Pupil voice</li> <li>Observations</li> <li>SENDOC assessments (e.g. DIST-/ Sandwell)</li> <li>INDES</li> </ul>	<ul style="list-style-type: none"> <li>School2School</li> <li>Educational Psychologists</li> <li>Advisory Learning Support teacher</li> <li>Learning &amp; Cognition SRB outreach/ placement</li> <li>Dyslexia Outreach</li> </ul>

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Lyng CE Primary Academy  
Provision Menu September 2024 - July 2025

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Communication and Interaction	Wave 1: Universal entitlement/ High Quality teaching	Wave 2: Specific, additional and time-limited interventions	Wave 3: Targeted provision/ Highly tailored interventions	Autumn Spring Summer	
	<ul style="list-style-type: none"> <li>Using appropriate levels of language – simplifying when needed.</li> <li>Use of paraphrasing and reframing by adults and pupils</li> <li>Discussion, <i>collaborative</i> and modelling prior to writing.</li> <li>Regular check-ins</li> <li>Opportunities to talk/ verbalise thinking</li> <li>SEN teacher toolkit guides</li> <li>Focus on key vocabulary for topic</li> </ul>	<ul style="list-style-type: none"> <li>Use of voice recording devices such as talking tins, voice memo</li> <li>One page profile and targets</li> <li>Use of laptops/tablets</li> <li>Instructions set out clearly with the use of prompts and reminders to support learners e.g. first/ next</li> <li>Visual &amp; kinaesthetic cues</li> <li>Word mats/ talking mats/flashcards/ key vocabulary prompts</li> <li>Clear timetabling including use of visual timetable</li> <li>Speech sound checkers</li> </ul>	<ul style="list-style-type: none"> <li>Social stories &amp; comic strip conversations</li> <li>Individual programme based on targets set by Speech and Language therapists</li> <li>ELKAN small groups</li> <li>Colourful semantics</li> <li>Pre teaching of key vocabulary</li> <li>One page profile and targets</li> <li>WallComm</li> </ul>	<ul style="list-style-type: none"> <li>Individual support plan targets</li> <li>7Cs</li> <li>Language screener</li> <li>Talk boost assessments</li> <li>FXL assessments</li> <li>Blanks half termly screener</li> <li>Pupil voice</li> <li>Observations</li> <li>SENDOC assessments (e.g. BPVS)</li> <li>INDES</li> </ul>	<ul style="list-style-type: none"> <li>School 2 school plan targets</li> <li>1:1 Speech and language therapy</li> <li>Speech, Language &amp; communication SRB outreach/ placement</li> <li>ASD Team</li> <li>Educational Psychologists</li> <li>Advisory Learning Support teacher</li> </ul>

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Lyng CE Primary Academy  
Provision Menu September 2024 - July 2025

SEN Area Of Need	TEACHER TWEAKS	RESOURCES	INTERVENTIONS	KEEP MONITORING	EXTERNAL AGENCIES
Social, Emotional and Mental Health	Wave 1: Universal entitlement/ High Quality teaching	Wave 2: Specific, additional and time-limited interventions	Wave 3: Targeted provision/ Highly tailored interventions	Autumn Spring Summer	
	<ul style="list-style-type: none"> <li>Reminders of School weekly values</li> <li>House points</li> <li>Class learning forum</li> <li>Class collective worship</li> <li>Restorative approaches</li> <li>Growth mindset classroom approach</li> <li>Meet and greet at the beginning/ end of each day</li> <li>Soft start</li> <li>SEN teacher toolkit guides</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour rewards &amp; individual reward systems</li> <li>Tokens</li> <li>Emotional thermometers</li> <li>Non-verbal signals e.g. coloured cards</li> <li>Worry box/monster</li> <li>Calming tools such as breathing cues and stress balls</li> </ul>	<ul style="list-style-type: none"> <li>Individual meet and greet and handover with parents / guardians</li> <li>Additional transition work e.g. moving on</li> <li>Social stories and comic strip conversations</li> <li>Pupil specific risk assessments</li> <li>Individual support plan targets</li> <li>Gardening/ forest schools/ nurture small groups</li> <li>Quiet spaces at break/lunch times</li> <li>Check ins with identified key staff</li> <li>Mindfulness &amp; brain calmer activities</li> <li>Zones of regulation</li> </ul>	<ul style="list-style-type: none"> <li>INDES</li> <li>Individual support plan targets</li> <li>7Cs</li> <li>Strengths &amp; difficulties Questionnaire</li> <li>Me and my feelings tracker</li> <li>Boxall</li> <li>Feelings and wishes</li> <li>Pupil voice</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Benjamin Foundation</li> <li>Just One Norfolk</li> <li>School 2 School</li> <li>Point 1</li> <li>CAMHS</li> <li>Nelson's Journey</li> <li>Young Carers</li> <li>ASD Team</li> </ul>

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Lyng CE Primary Academy  
Provision Menu September 2024 - July 2025

SEN Area Of Need	TEACHER TWEAKS	RESOURCES	INTERVENTIONS	KEEP MONITORING	EXTERNAL AGENCIES
Physical and Sensory	Wave 1: Universal entitlement/ High Quality teaching	Wave 2: Specific, additional and time-limited interventions	Wave 3: Targeted provision/ Highly tailored interventions	Autumn Spring Summer	
	<ul style="list-style-type: none"> <li>Up to date medical awareness and training for children with short and long term health conditions.</li> <li>Reduction of contrast on whiteboards to support pupils with visual stress.</li> <li>Staff awareness of hearing and visual impairments</li> <li>Seating arrangements</li> <li>SEN teacher toolkit guide/ Sensory diet reference sheet</li> </ul>	<ul style="list-style-type: none"> <li>Access to specialist equipment such as:                             <ul style="list-style-type: none"> <li>writing slopes</li> <li>pencil grips</li> <li>coloured overlays</li> <li>ridged toys</li> <li>wobble cushions</li> <li>Thera putty</li> <li>resistance bands</li> <li>Adapted P.E equipment</li> </ul> </li> <li>Use of laptop/ touch typing programme from Access Through Technology</li> </ul>	<ul style="list-style-type: none"> <li>Individual care plans</li> <li>Handwriting programme for individuals</li> <li>Sensory circuits</li> <li>Individual programmes set by occupational therapists, physiotherapists and other health care professionals, such as Fizzy or hand gym activities</li> <li>1:1 Hearing/ Visual sensory support sessions</li> <li>Individual support plan targets</li> <li>Sensory Audit</li> </ul>	<ul style="list-style-type: none"> <li>Individual support plan targets</li> <li>7Cs</li> <li>INDES</li> <li>Pupil voice</li> <li>Observations</li> <li>Occupational Therapy Pre-referral screener</li> </ul>	<ul style="list-style-type: none"> <li>Advice and input from Sensory support</li> <li>ASD Team</li> <li>Support from the school nursing team</li> <li>Occupational Therapy/ Physiotherapist</li> <li>Healthcare professionals e.g. Epilepsy, Diabetes</li> </ul>

Once a learner is identified as requiring support that is **additional to or different from** normally provided high quality differentiated teaching, we follow a four-stage process:

**Assess**- this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and completed assessments.

**Plan**- this stage identifies the barriers to learning, intended outcomes and support to be provided. This will be recorded on a support plan which will form the basis of half termly – or more frequently if appropriate - meetings, and as part of parent/ teacher consultation meetings.


**Do**- providing the support – extra assistance or learning aids – as set out in the individual support plans.

**Review**- measure the impact of the support provided and consider whether changes need to be made, informing the next cycle if necessary. Parents and carers, the pupil, class teacher and SEND Coordinator all contribute to the review. Meetings are held regularly between class teachers/ TAs and Pupil Progress meetings with the class teacher/ Headteacher to discuss the progress of learners.

Our teachers use a variety of strategies tailored to meet a child's needs including:

- Visual timetables, writing frames, positive behaviour rewards system
- Laptops or other alternative recording devices
- Sensory activities such as sensory circuits
- Intervention in class, or another area of the school, in a small group or 1-1.
- Targeted support or programmes from Teaching Assistants in a small group or 1-1

A blank example of an individual support plan is shown below

Diocese of Norwich Education and Academies Trust		My Support Plan - SPRING TERM																				
<b>Name:</b> <b>Class:</b> <b>Date:</b> <b>Review:</b>	<b>Strengths</b>		<b>Categories of Need</b> ✓																			
	<b>I think...</b>	<b>My adults think...</b>	Social, Emotional and Mental Health																			
			Sensory and/or Physical																			
			Communication and Interaction																			
			Cognition and Learning	✓																		
<b>Assess:</b> Salford Reading age: Salford Comprehension Age:  <a href="#">What supports me in class</a>	<b>Assess:</b> <a href="#">What can I already do?</a>	<b>Plan:</b> <a href="#">SMART targets to work towards</a>		<b>Do:</b> <a href="#">Who, what, when and how?</a>																		
		1. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>I score myself:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>My teacher thinks I am:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td colspan="6">Linked to 7C:</td> </tr> </table>		I score myself:	1	2	3	4	5	My teacher thinks I am:	1	2	3	4	5	Linked to 7C:						
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Where a child with SEND needs emotional or mental well-being support, our mental health champion can advise on pastoral support. Our curriculum incorporates yoga, mindfulness and 'Five ways to well-being' to promote positive mental health.

For some children, we may seek advice from specialist teams. In our academy, we can commission support from:

- Educational psychologist
- Specialist Teachers
- Advisory Support
- Speech and Language Therapist
- Sensory support
- Autism support
- Inclusion service
- School Health
- Schools and Communities Team
- Benjamin Foundation
- CAMHS (mental health services)



Whilst the majority of children will have their needs met with School Support, a learner with very high needs may require an Education Health & Care needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC Plan (EHCP). Where a child has an EHCP, there will be an annual review held in addition to the half termly support plan review meetings. Annual review meetings take into account the views of the child, their parent or carer, and all other professionals involved.

## **How do we measure the impact of support?**

Monitoring pupil progress is an essential part of teaching and leadership at Lyng Church of England Primary Academy. We involve pupils, staff and parents/carers in the assessment process following the 'assess, plan, do, review' model.

Learners receiving SEN School Support will have a Support Plan, which will be reviewed with parental involvement regularly throughout the year at SEN parent evenings. Should progress be less than anticipated, the frequency, or type of intervention may be adapted. Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from specialist teams/ external professionals, with parental consent.

The progress of children with a statement of EHCP is reviewed formally at an Annual Review with all adults involved with the child's education, and taking into account the views of the learner.

Class teachers may also keep parents/ carers informed via informal discussions, home/school contact books, letters, reports, additional meetings as required.

When difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with parental/carer consent. This might involve

- Educational Psychologist or Specialist Teacher assessment through EPSS
- Support from the Schools and Communities Team
- S2S advice and outreach support
- SRB advice and outreach support and work
- Attendance officers
- CAMHS (Child and Adolescent Mental Health Service)
- Access through technology services
- ASD specialist support team
- Medical needs team
- Virtual Academy for Sensory Support
- Speech and Language therapy
- Benjamin Foundation
- Just One Norfolk

## **Funding**

Funding comes directly from the Local Authority to support the needs of learners with identified high needs SEND. This is described in the SEND Memorandum. The amount of funding we have for 2024/25 is currently £26,408.

## **Other opportunities for learning**

At Lyng Church of England Primary Academy, we 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. Please contact us if your child has any specific requirements for extra-curricular activities.

All staff at Lyng CE Primary Academy work within the Equality Act 2010. This legislation places specific duties on academies/schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined by 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 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 SEND, but there is an overlap between disabled and young people with SEND. Children and young people with SEND may therefore be covered by both SEND and disability legislation.

## **Preparing for the next steps**

Transition is a part of life for all learners, whether that involves moving on to a new class or moving to a new school. We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

### **Starting in the Reception class.**

- When children join our academy in Reception, the class teacher will meet parents and will visit new pupils in their setting or in the home during the term prior to starting in September.
- Discussion takes place between the pre-school setting and our academy to ensure that we understand the specific needs of children due to join us, and that records are passed on. The class teacher will attend relevant meetings (e.g. EHCP reviews) prior to the child starting school, where possible.
- Children due to join the academy in reception class will visit the school on several occasions. If appropriate, we will arrange for additional visits to our setting for learners identified with SEND.
- Resources will be provided to enable a smooth transition (e.g. pictures of the school, class and staff).



### **Moving between schools**

- If a child is moving to another school, we will contact the new school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made.
- We will make sure that all records are passed on as soon as possible in accordance with safeguarding requirements.

- If possible, and if appropriate, we will arrange for staff from the new school to meet the child at our academy prior to a move.

### Moving up to the next class

- When moving classes within school, all information is passed on to the new class teacher in advance.
- Current Support Plans are reviewed by the current class teacher and shared with the new teacher.
- Current teachers write a transition plan which is shared with the new teacher at a planning meeting.
- We provide transition moving up days and other transition activities are planned as required.
- Targets for the next Support Plan, if support is to continue, will be discussed and agreed at the planning meeting. The SENDCo will provide support.

### Moving to High School

- In Year 6, the SENDCo and class teacher will discuss the child's specific needs with the SENDCo from their new high school. This may include creating a 'Personal Passport', which includes information about themselves for their new school.
- All records are passed on as soon as possible.
- Children will visit their new school for a least 1 whole day (usually two) with the rest of their year group. If appropriate, we will arrange for additional visits to the new setting.
- Staff from the new school will visit SEND pupils in our setting.

### **Have your say**

To continue to shape our provision for children with SEND, we need the views of parents/carers, staff and governors. If you have any comments about this document or relating to the provision provided by the academy, please speak to the SENDCo.

We take pride in building positive relationships with parents and carers and encourage families to work in partnership with the academy and other professionals to ensure the best possible progress for their child.

### **Useful Links**



Details of the Norfolk Local Offer can be found at:

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

Support for parents is available at:



<https://www.norfolksendiass.org.uk/>





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

Further information can be found on:

[www.dfe.gov.uk](http://www.dfe.gov.uk)

### **Review of this report**

This report is reviewed annually and was reviewed in September 2024.