Special Educational Needs Information Report

2025-26

This report was written in October 2025 and will be reviewed in October 2026.

Last reviewed in October 2025

At Roydon Primary School we strive to support all children helping them reach their full potential.

In order to do this many steps are taken to support them through their learning journey.

Quality First Teaching is vital; however, for some children there are occasions when further additional support may be required to help them achieve their goals.

SEN Information Report for Roydon Primary School

Part of the Norfolk Local Offer for Learners with SEN

Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND.) If you have any questions about the Norfolk Local Offer, please look at their website:
http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.ht m

Our school Profile

18.8% of our learners in school have been identified with SEN. 3.9% of our children have an EHCP. Teachers and support staff are trained to support children with SEN. The types of training staff have received includes:

- Supporting children with neurodevelopmental disorders, such as ADHD or ASD
- Supporting children with speech and language difficulties
- Adaptive teaching in the classroom and reasonable adjustments for children with SEN
- How teaching assistants can support children with SEN in the classroom
- Little Wandle Phonic training, including supporting children with SEN
- ELSA training and specialist therapies, such as sand play and drawing and talking, for key adults
- 7Cs assessment for children with SEN
- Restorative approaches
- Emotional coaching
- Zones of regulation
- Supporting children's mental health

Who should parents/carers contact if they have any questions, suggestions or concerns about their child's SEND?

- Your child's class teacher
- Mrs Katharine Walsh — The Special Educational Needs and Disabilities Co-ordinator (SENDCo)
- Mrs Cassie Davies — Assistant SENDCo
- Mrs Sarah Bradford — Headteacher
- Mrs Dana Endersby — SEND governor

Contact can be made via the school office:
office@roydon.norfolk.sch.uk
01379 642628

Our Approach to Teaching Learners with SEN

At Roydon Primary School we believe in participation for all. We want all adults and children to participate in learning, and we celebrate all members of our community. We want to create an inclusive culture in our school, and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners, and staff continually assess, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, assessing children's progress through our 7Cs learning portfolio, the Norfolk Assessment Pathway (NAP) and tracking data.

At Roydon Primary School, we follow the Special Educational Needs and Disability Code of Practice, January 2015:

> **"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 ora young person has a learning difficulty or disability if they:**
>
> (a) **have a significantly greater 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."**

If a learner is identified as having SEND, we will offer provision that is 'additional to or different from' the normal adapted curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, or they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, or they may be worried about different things that distracts them from learning. At Roydon Primary 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 SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Types of barriers to learning experienced by children with SEN at school

The four main areas of need are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

A child with SEN may have difficulties with:

- Reading, writing and mathematics
- Understanding information, including spoken language and instructions
- Speed of processing information
- Expressing their thoughts
- Vocabulary – a smaller pool of words to use when speaking
- Social communication
- Social interaction
- Organising themselves
- Managing their behaviour
- Making friends and relating to adults
- Fine motor and/or gross motor skills
- Sensory processing
- Physical mobility

Assessing SEN at Roydon Primary School

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Roydon Primary School we ensure that assessment of educational needs directly involves the learner, their parents/carer and of course their teacher. Pupils are at the centre of all that we do so they are given the opportunity to have a voice and invest in their own development. We talk to pupils about their learning, and they complete a pupil passport highlighting their ideas and views. The Special Educational Needs Co-ordinator (SENDCo) will also support with the identification of barriers to learning. We have a range of assessment tools available, some of which include:

- Teacher assessment
- Engagement model
- 7Cs SEND assessment
- Norfolk Assessment Pathway
- Boxall profile
- Strengths and difficulties questionnaires
- Dyslexia portfolio
- Monitoring and tracking over time
- Review meetings
- IEP/GEP reviews
- WellComm speech and language assessment
- Toe-by-Toe assessment

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 services universally provided by Norfolk County Council, which are described on the Local Offer website.

What we do to support learners with SEN at Roydon Primary School

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2011 (updated July 2021) detail the expectations of all teachers. Our teachers will use various strategies to adapt access to the curriculum so that children with SEN can work alongside their peers. This includes:

- Quality first teaching
- A fun, active curriculum to engage all children and meet their needs
- In class support with trained TAs
- Highly motivated staff
- Peer learning groups
- Phonics programme
- A safe learning environment
- Personalised interventions
- Visual timetables
- Visual prompts
- Social stories and comic strips
- Writing frames
- iPads, laptops or other alternative recording devices
- Specialist equipment and resources such as wobble cushions and fidget toys
- Peer buddy systems
- Sensory resources
- Positive behaviour rewards system
- Afterschool clubs
- Sensitivity to deal with needs effectively
- Restorative approaches

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal adapted curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. This support provided is placed on a provision map which describes the interventions and actions that we undertake at Roydon Primary School to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change. Our staff regularly attend training and updates to ensure they are aware of changes in policies, current interventions and the availability of specialist advisors.

Accessing the Curriculum

We are committed to providing an environment that enables full curriculum access, and that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Our Accessibility Plan sets out how we increase the extent to which pupils with disabilities can participate in the curriculum and this is reviewed regularly.

We adapt the curriculum and learning environment to ensure all pupils have full access to the curriculum. This includes providing:

- Speech and language programmes
- Access to technology to support learning
- Access arrangements for assessments and national tests
- Specialist advice and support
- Elsa trained staff to support emotional literacy
- Sensory circuits
- Sand play therapy
- Drawing and talking
- Drawing and talking advanced group sessions
- School counsellor
- Family Support advisor to support families
- Staff training to support children with medical needs, such as asthma, diabetes, anaphylaxis, incontinence and toileting issues.
- Intimate care plans
- Resources to support children with accessing the curriculum
- Sensory room and break out spaces

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within Roydon Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCo, 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.

We follow a strengths-based approach that includes the child and family at each step. Children complete a pupil passport with a member of staff, identifying their strengths, difficulties and hopes for the future.

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 every term, where we all discuss progress and next steps. These are recorded on the child's learning plan. 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 SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work. Interventions are recorded on the Provision Map, that identifies the strategies and programs being provided for children and the impact this is having on their learning.

Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. Our school data is also monitored by the Local Authority and Ofsted.

Arrangements for Partnerships with Parents

Parents receive a SEND leaflet when their child is put on the SEN register which provides information on SEN support in school and where to access help. A termly SEN newsletter is sent out to keep parents updated on what is happening in school. Parent information meetings take place which can include discussions with the SENDCO and Educational Psychologist on an area of need highlighted by parents. Parents are invited to SEN surgeries with the SENDCo to discuss their child's provision and progress and address any concerns.

Parents are involved throughout the school as volunteer helpers.

Parents are kept informed of their child's needs either informally or at parents' evenings. They are encouraged to become actively involved in their child's learning and to support the work going on at school wherever appropriate. Documents are open for parents to read on request, and parents receive copies of their child's learning plan and pupil passports.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Roydon Primary School we offer a range of additional clubs and activities. This can be found on our website.

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 into employment. Roydon Primary 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 with SEND. Moving classes are discussed with parents and children 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.

Complaints procedures

Arrangements for complaints about SEN provision are in accordance with procedures set out in the school's Complaints Policy. SEN complaints procedures can be found on our school website:

www.roydon.norfolk.sch.uk

Most problems can be solved between the class teacher and the parents. Parents have been informed that they can discuss their child's needs at an agreed time with the class teacher, the SENDCo, the Headteacher, named governor, and finally the Local Authority. Parents who disagree with the Local Authority may have recourse to an SEN tribunal.

We, at school, would expect to be able to respond to a complaint within two working days.

Useful links

For information about how the Norfolk Local Authority can support children with SEN:

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

The SEND code of Practice outlines how schools must and should support learners with SEN:

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Statutory service providing free and impartial information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers

Norfolk SENDIASS Home Page