Special Educational Needs and Disabilities (SEND) Information Report

(Reviewed Sept 2026)

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1. **SEND Vision** (What does our school aim to do for children with SEND?)

At the Free School Norwich, every child is valued regardless of their abilities, aptitudes, interests or behaviour. They will engage in a broad and balanced curriculum where their skills and knowledge will be extended and celebrated. Almost all children learn in their immediate environment accessing high-quality teaching from our talented teachers and teaching assistants. Teaching will be adapted throughout the curriculum to allow all children to reach their potential.

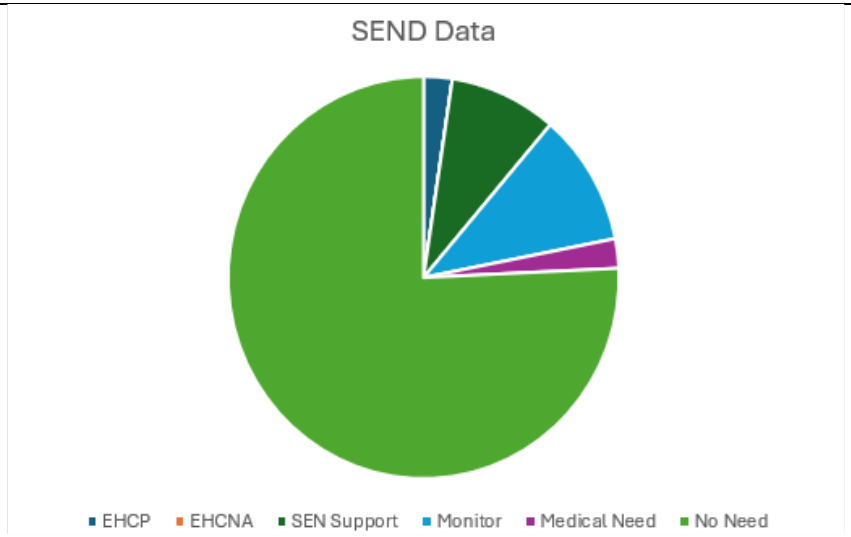
As a school, we believe in ensuring all children succeed and provision is tailored to meet their varied needs, so that they make the best possible progress.

Children will be at the centre of decisions made about their next steps. Their social and emotional development will be at the heart of any support which is implemented, working closely with every person who is important to them to ensure they grow into independent and resilient learners.

For further information on our SEND Vision visit our website.

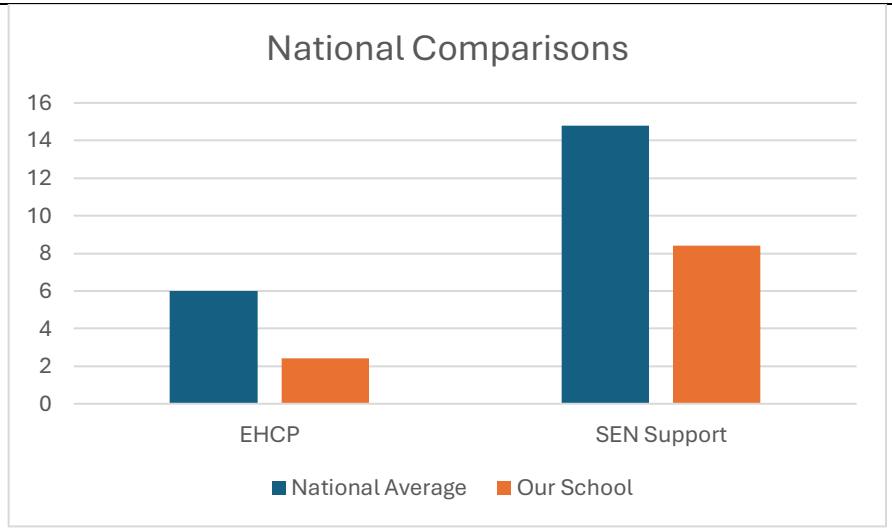
2. **SEND Data** (What do the numbers look like at our school?)

The below chart shows the number of children in our school with Educational Health Care Plans (EHCP), Special Educational Needs Support (SEN Support), those who are on our 'watch list' (Monitor) and those who require support for a medical need.



Our Numbers

EHCP – 4
SEN Support – 14
Monitor – 18
Medical Needs – 4



Nationally, the average percentage of children with EHCPs is 6%. In our school it is 2.4%.

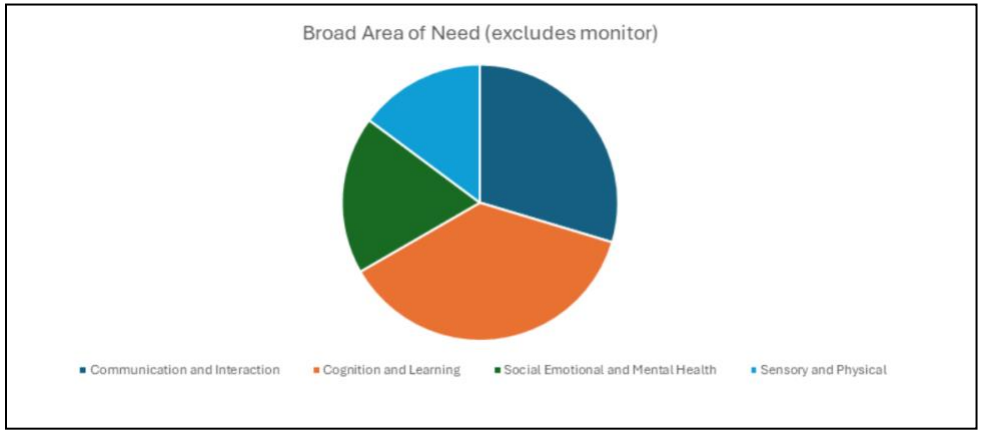
Nationally, the average percentage of children receiving SEN support is 14.8%. In our school it is 8.4%.

View National Data Here

SEND is broken down into the following four 'Broad Areas of Need':

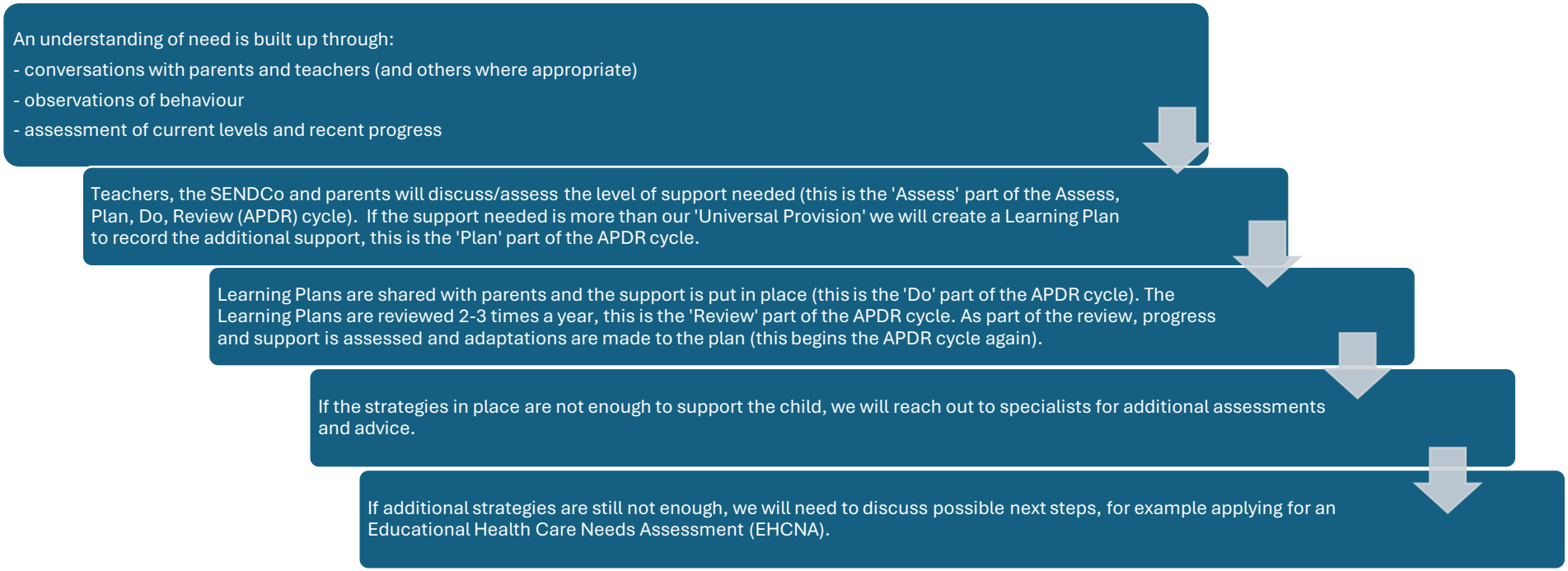
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

The chart on the right shows the profile of need at our school. As you can see; 'communication and interaction' and 'cognition and learning' are the biggest areas of need, but there is need in all four areas.



3. **<u>Identifying Need and Monitoring Progress</u>** (How do we work out who has a need and what that need is?)

Identifying Need. We do our best to provide the support that each child needs to succeed. Children need different levels of support depending on their individual needs, so it is important that we work out what their needs are. We do this by following the process below:



We welcome parents to be involved in every step of this process and will always ask for parental permission before referring a child for specialist assessment. Parents are made aware of when Learning Plans will be reviewed, they are able to make contact if they would like to be involved at this stage. Once Learning Plans have been reviewed and altered, they are shared with parents and feedback/input is encouraged. We also discuss provision with the child where appropriate.

Monitoring Progress. Progress of all children is tracked using three assessment points throughout the year. A mixture of formal tests and teacher judgements are used to establish where each child sits academically. These assessments can offer further insight into whether a child needs additional support, although we do not rely solely on assessments when identifying need.

Sometimes children with SEN cannot access formal assessments or their progress is not measurable in this way. In these instances, we use the targets from their Learning Plan to measure the progress they are making.

Children's progress is discussed during pupil progress meetings, parents' evenings and learning plan reviews. We also use progress monitoring to inform decisions on interventions and additional support. We use interventions (examples can be found in Section 6 of this report) to give children with SEN targeted support to help them make progress with their learning. Progress relating to the interventions is monitored to ensure that the intervention is effective.

The Senior Leadership Team compare data from assessments on a local and national level, information from this is used to inform planning and provision.

4. **Our Team** (Who can help if I am concerned about my child?)

Roles and Responsibilities

You can approach any member of the team at our school with any concerns you have about your child, although, different members of the team have different responsibilities within our school and might be in a better position to help you with your concerns. These responsibilities (in relation to SEND) are detailed below.

Head – Darren Webster	- Day to day management of all aspects of the school, including the support of children with SEND - Overall responsibility of ensuring that all children's needs are met - Making sure that the Trustees are kept up to date about any issues in the school relating to SEND - Support the SENDCo in role
SEND Trustee – Jaime Rix	- Making sure that the necessary support is in place for children with SEND - Working with the SENDCo to ensure that all children are being supported to make progress - Making sure that the SEND Policy (link below) is followed within our school
SENDCo – Paula Butcher	- Coordinating support for children with SEND - Developing and monitoring our school's provision, including the impact it is having - Making sure that all children get consistent, high-quality support and that their needs are met to the best of our ability - Exploring concerns, finding possible solutions and reaching out for external support where appropriate - Sign posting families to external services which may be able to support them and their child - Ensuring that parents are involved in supporting their child's learning and are kept informed about the support their child is receiving - Communicating with specialists who are assessing/working with one of our pupils - Ensuring that the SEND Policy (link below) is up to date and followed within our school - Making sure the SEND register is kept up to date
Teachers	- Monitoring progress - Planning and delivering any additional support needed - Writing and reviewing Learning Plans with the SENDCo - Ensuring all adults working with the child are aware of support that is in place - Ensuring that parents are involved in supporting their child's learning and are kept informed about the support their child is receiving - Ensuring that the SEND Policy (link below) is followed within their classroom

Teaching Assistants (TA) and Higher-Level Teaching Assistants (HLTA)	- Support children throughout school - Deliver interventions as requested by the class teacher - Deliver support as advised by external professionals e.g. NHS Speech and Language Therapist
Dyslexia Support Teacher – Lisa Young	- Deliver specialist interventions for children identified as needing extra support with literacy skills
Thrive Practitioners – April Warns and Darren Webster	- Deliver specialist interventions

Expertise and Training

All adults our school have undertaken training to help them carry out their roles. Many of them have undertaken more specialist training to focus in on certain areas of expertise. Below is a summary of specialist SEND training past and planned.

Training	Provider	Team Member
Attention Autism Demo	National Health Service (NHS)	Various
Good Autism Practice	Autism Education Trust	Jamila Elahcene
Making Sense of Autism	Autism Education Trust	Jamila Elahcene
TEACCH	ASD Team	Various
Diabetes Nurse Input and Online Training	NHS	Various
Epilepsy Training	NHS	Various
Gateway Qualifications Level 3 Award in Supporting Learners with Dyslexia	Dyslexia Outreach Service (DOS)	Sam Warns, James Rowson, Lisa Young
Creating a Dyslexia Friendly Classroom	Dyslexia Outreach Service (DOS)	Katie Smith, Lisa Young
Practical Strategies and Resources to Support Dyslexic Learners with Writing	Dyslexia Outreach Service (DOS)	Lisa Young
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Supporting Dyslexic Learners with Spelling	Dyslexia Outreach Service (DOS)	Lisa Young
Working Memory	Dyslexia Outreach Service (DOS)	Katie Smith, Paula Butcher, Lisa Young
Precision Teaching	Local Authority	Various
Step On/Up Lead	Norfolk Steps	Sam Warns, Nadine Macintyre, Darren Webster, Jemila Elahcene
Steps Training	In School	All staff
THRIVE Practitioner Training		April Warns, Darren Webster
Declarative Language	Educational Psychology & Specialist Support	Cat Lloyd-Edwards

Reading Fluency		Lisa Young
ELKLAN		Lisa Young
Communication Champion Training	Early Years and Childcare Team	Laura Banham
Maths Primary TA Programme	Maths Hub	Vince Hilz, Ollie Burton
Conceptual Understanding of Maths	Maths Hub	Paula Butcher
Lego Therapy	School and Comms	Paula Butcher
Sensory Inclusion	Virtual School	Paula Butcher
Trauma Informed Training	In School	All staff
PACE	In School	All staff
PACE in Education	DDP	Paula Butcher
SEND Now	Local Authority	Paula Butcher
NPQ SENDCo	Ambition Institute	Paula Butcher
INDES Moderation	In school	All staff

5. **Our School** (What is the overall approach to teaching children with SEND at this school?)

We believe that we are an inclusive school that encourages participation and progression for all children. Our teachers are skilled at building on the children's skills, making sure that everyone can join in and make progress. We achieve this with our provision and by getting to know the children and their individual needs.

As a school we are reflective of the provision we offer, thinking about the way it supports the children and if this is working. If it is not working then we make changes, this might require us to seek advice from professionals outside of the school, see 'External Support' section.

For further information please refer to our school policies:

- SEND Policy
- Accessibility Plan
- Safeguarding Policy
- Behaviour Policy
- Complaints Policy and Procedure
- Admissions Policy
- Equality, Diversity and Inclusion Policy

6. **<u>Our Provision</u>** (What support is available for my children?)

Universal Provision is the provision that all children can access at our school without having a Learning Plan in place and without being placed on the SEND register. Below is a table showing what our **Universal Provision** includes and which of the **Broad Areas of Need** it supports.

Speech Language and Communication	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
Wellcomm Screening EYFS/KS1 Wellcomm Support EYFS/KS1 Verbal instructions kept simple/concise Tasks with clear goals Understanding of instructions confirmed Tasks broken down into smaller steps Instructions given in order you want things done Additional thinking time Name used to focus attention Considered wording of questions Visual scaffolds Pre-teach vocab Peer discussion/partner talk opportunities Model effective communication Regular group work with assigned roles Additional time given for certain tasks Regular opportunities to communicate Clear, concise routines Calm/safe spaces available Considered seating Visual timetables – individual where necessary Now and Next visuals where necessary Awareness of facial expressions possibly not showing real emotion Considered use of own facial expressions and language Prewarn of changes to routine and prepare for these where necessary Explicit teaching of social skills Feeling thermometer	Adapted teaching for varied attainment Dyslexia friendly fonts, spacing, size Accessible resources Simple, clear instructions Visual prompts to support learning Revisit previous learning Thinking time provided Understandings confirmed Tasks broken into smaller chunks Pre-teach new vocab Link new knowledge to previous learning Peer/peer support Considered seating 1:1 reading where possible Alternative methods to record where necessary	Thrive approach STEP School/Professional Lead All adults STEP trained Clear, structured and predictable routines Class rules displayed Calm/safe space available Scaffolding for friendships and social situations Considered seating Model desired behaviour Model how to ask for help and encourage this Collaborative group work with defined roles Individual successes celebrated Clear expectations Consistent behaviour management Consideration of triggers for behaviour Visual scaffolds	Movement breaks Reasonable uniform adjustments Awareness of sensory sensitivities

Universal Provision includes how children are grouped to support progress and independence. Teachers use flexible grouping and peer support so that children can learn from each other whilst also using their individual skills.
Quality First Teaching is part of our Universal Provision. This means that teachers plan, structure and adapt their lessons to ensure that all children can access the learning, making decisions based on individual need whilst also considering the children's need for independence. Instructions are given clearly and expectations are demonstrated using visuals if necessary. Understanding is confirmed through direct questioning and echoing. Engagement is supported through adaptation; the teacher will introduce a movement break or adjust a task if the children are not engaging or understanding. All classes have a visual timetable and children who need additional support will use a now and next board to support successful transition between lessons and parts of the day.

Targeted Provision is additional provision above that which is provided universally. If a child requires support which is over and above our universal offer, they are considered as requiring SEN Support and are included on the SEND register.

Examples of targeted provision include:

- **Cognitive and Learning Provision** - Memory Fix intervention, Reading Fluency intervention, Precision Teaching, subject specific interventions, extra time in examinations, allocation of a reader in an exam
- **Communication and Interaction Provision -** Attention Autism/Bucket Time, social skills intervention, Lego Therapy, Intensive Interaction, Blank Level Questioning intervention
- **Social, Emotional and Mental Health Provision** - Yoga and Mindfulness, Sensory Circuits
- **Physical and/or Sensory Provision** - Sensory Circuits, Handwriting Support, Fine Motor Skills Support
- **Support for children with SEN and with English as an Additional Language (EAL) -** translation technology, high levels of adult support, adaptations to curriculum, 1:1 sessions

Targeted provision also includes some use of technology to support learners. At Free School Norwich we use Tapestry as an alternative method of recording work/ideas, we also have a class set of laptops and iPads which can be made available to specific children if necessary, and when working in small groups with one of our Higher-Level Teaching Assistants children have access to easy-to-use keyboards.

If a child requires more specific technology support, we will refer to Access Through Technology (ATT) and follow their guidance. This would then move the level of support into the next bracket.

Specialist Provision is a higher level of provision and is usually provided/directed by a specially trained professional. Examples of specialist provision might include:

- Speech and Language Therapy
- Occupational Therapy
- Play Therapy
- THRIVE 1:1 Sessions
- Access Through Technology Provision (this will include the allocation of SEND specific software and technology)
- Diabetic Support (this includes constant monitoring by a member of our team)

Specialist provision also includes curriculum and environment adaptations for children with ongoing medical needs. Children with medical needs are supported flexibly depending on their individual needs, the care needed is documented in a care plan. Some children require 1:1 adult support for their medical need, we achieve this by seeking training from professionals and by working closely with families. If a child is off school for a prolonged period because of a medical condition, we will send work home if appropriate. When the child can return to school, they will be supported to cover what has been missed. Adaptations to the physical environment and specialist equipment are documented in our Accessibility Plan which is linked in Section 4 of this report.

Pastoral Support forms part of all levels of our provision, depending on the level of need.

Universal Pastoral Provision - We are a THRIVE school. For us, this means that we have THRIVE embedded within our ethos and THRIVE approaches are followed across our whole school setting. The THRIVE approach supports and encourages the development of confident, curious, creative and capable children and young people who are open to learning and better equipped to deal with life's ups and downs. We have a commitment to continually deepen our understanding of how social and emotional learning develops and how this can be supported in school. We recognise that behaviours can be learnt and be held within our cognitive awareness, but also that they can be unconscious, patterned, non-problem-solving defense or discharge responses. Attentive, observant adults working with children are

required to recognise behaviours, identify underlying needs and respond in appropriate ways. Our team regularly have professional development to deepen knowledge and our school ethos, environment, resources, learning approaches, timetable and planning are all informed by our understanding of how importantly each impacts on social, emotional and academic development and learning. Drawing all these elements together has been a long-term vision for our school.

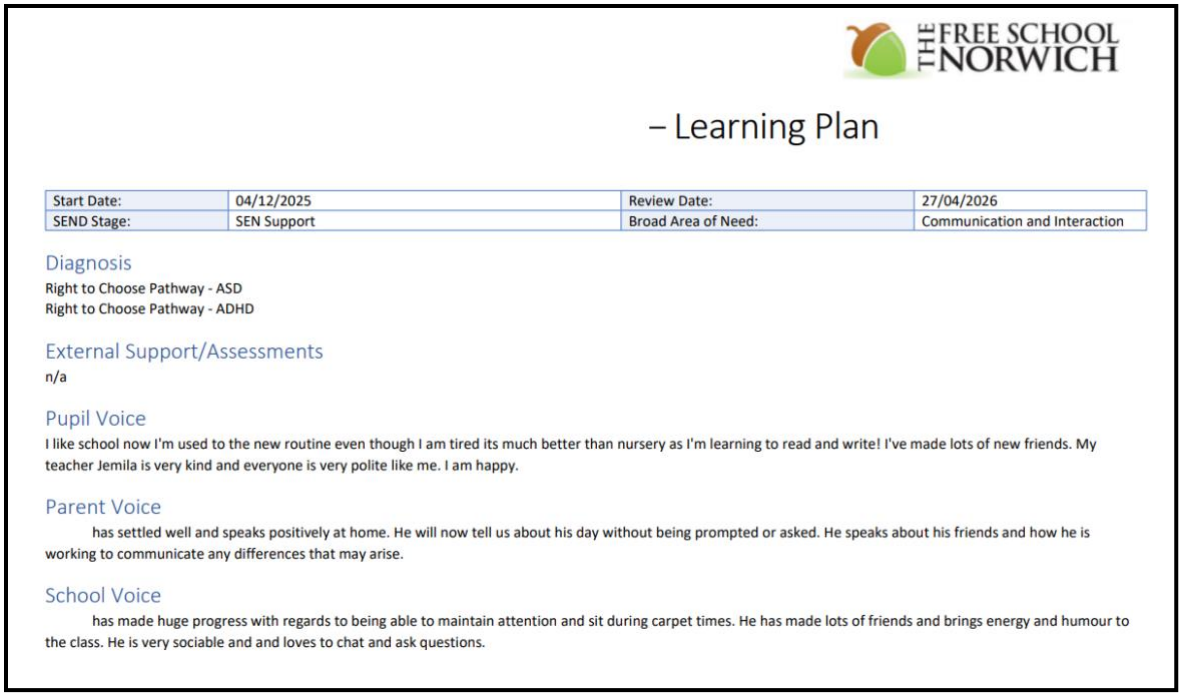
Targeted Pastoral Provision – We have two trained THRIVE practitioners in school who, if necessary, will be able to assess your child and make recommendations for developing your child's social and emotional needs. In the first instance we will meet with you to discuss what we have noticed and develop a plan for you to use at home. We then assess them in school and produce an action plan to work alongside the plan you are using at home.

Specialist Pastoral Provision - In most cases, the action plan (mentioned above) can be achieved effectively in class, but in some cases, this may also include small group or individual work if appropriate.

Our provision is continuously monitored to ensure that it remains effective. We measure the impact of interventions by monitoring children's progress and then use this information to make informed decisions about whether changes need to be made to our provision.

7. **Recording Provision** (Where can I see what provision my child receives?)

When a child is receiving support above Universal Provision, they will have a Learning Plan. This is used to document provision and progress.
Below is an example of a **Learning Plan**:



– Learning Plan

Start Date:	04/12/2025	Review Date:	27/04/2026
SEND Stage:	SEN Support	Broad Area of Need:	Communication and Interaction

Diagnosis

Right to Choose Pathway - ASD
Right to Choose Pathway - ADHD

External Support/Assessments

n/a

Pupil Voice

I like school now I'm used to the new routine even though I am tired its much better than nursery as I'm learning to read and write! I've made lots of new friends. My teacher Jemila is very kind and everyone is very polite like me. I am happy.

Parent Voice

has settled well and speaks positively at home. He will now tell us about his day without being prompted or asked. He speaks about his friends and how he is working to communicate any differences that may arise.

School Voice

has made huge progress with regards to being able to maintain attention and sit during carpet times. He has made lots of friends and brings energy and humour to the class. He is very sociable and and loves to chat and ask questions.

The first section of the Learning Plan details the child's name, the date the plan was created and an approximate date for a review.

It also includes the **Broad Area of Need.** The **SEND Stage** is identified as 'Monitor', 'SEN Support' or 'EHCP'.

The **Diagnosis** section details any diagnosis issued and also if the child is on the waiting list for an ND assessment.

The **External Support/Assessment** section will list any previous assessments or external support the child has had.

We then have an area to record comments from the child, parent and school.

Universal Provision

Speech Language and Communication	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
Wellcomm Screening EYFS/KS1 Wellcomm Support EYFS/KS1 Verbal instructions kept simple/concise Tasks with clear goals Understanding of instructions confirmed Tasks broken down into smaller steps Instructions given in order you want things done Additional thinking time Name used to focus attention Considered wording of questions Visual scaffolds Pre-teach vocab Peer discussion/partner talk opportunities Model effective communication Regular group work with assigned roles Additional time given for certain tasks Regular opportunities to communicate Clear, concise routines Calm/safe spaces available Considered seating Visual timetables – individual where necessary Now and Next visuals where necessary Awareness of facial expressions possibly not showing real emotion Considered use of own facial expressions and language Prewarn of changes to routine and prepare for these where necessary Explicit teaching of social skills Feeling thermometer	Adapted teaching for varied attainment Dyslexia friendly fonts, spacing, size Accessible resources Simple, clear instructions Visual prompts to support learning Revisit previous learning Thinking time provided Understandings confirmed Tasks broken into smaller chunks Pre-teach new vocab Link new knowledge to previous learning Peer/peer support Considered seating 1:1 reading where possible Alternative methods to record where necessary	Thrive approach STEP School/Professional Lead All adults STEP trained Clear, structured and predictable routines Class rules displayed Calm/safe space available Scaffolding for friendships and social situations Considered seating Model desired behaviour Model how to ask for help and encourage this Collaborative group work with defined roles Individual successes celebrated Clear expectations Consistent behaviour management Consideration of triggers for behaviour Visual scaffolds	Movement breaks Reasonable uniform adjustments Awareness of sensory sensitivities

Targeted Provision

Additional small group learning - maths
Additional small group learning - phonics
Fine motor skills intervention/support
Attention Autism

Specialist Provision

n/a

Targets

Area	This is my target	Using these strategies will help me	Review
Social Communication	will interact with his peers successfully during collaborative play - including turn taking and sharing.	Have clear processes in place for sharing - timers for resources, orders for passing the resource on. Reminders when sharing and turn taking is needed and explanations when it is not successful. Attention Autism 3 x week	
Attention	will attend successfully for 5 minutes on a task not of his choosing.	Keeping activities short and snappy, with visual and interactive elements.	
Phonics	Blend CVC words	1:1 reading Weekly phonics intervention	
Fine motor	will write his name legibly	Twice weekly name writing practice with yellow lines as a guide	

The plan then shows the **Universal Provision** which is available at school.

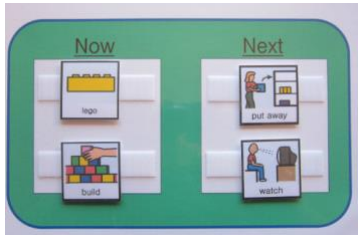
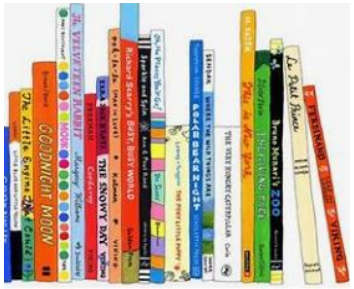
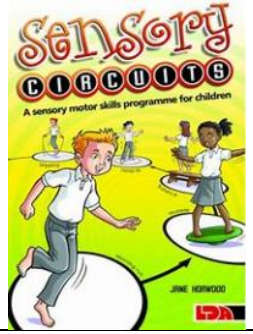
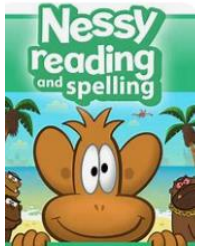
Next is the **Targeted Provision** which is currently in place, or in place that term.

Specialist Provision would include external support from a specialist such as a Speech Therapist or Play Therapist.

And finally, the **Targets** which are reviewed 2 or 3 times a year by the SENDCO and class teacher.

Learning Plans are the responsibility of the class teacher, they are written and reviewed with the support of the SENDCo. Parents are invited to contribute their thoughts, and all Learning Plans are shared with parents.

As previously discussed, the support available is varied depending on the child and their specific needs. Some examples of additional support and strategies are recorded below.

Now and Next 	**Individual Visual Timetable** 	**Visual Timer** 	**Wobble Cushion** 
Additional 1:1 Reading 	**Sensory Circuits** 	**Bucket Time** 	**Social Skills** 
Chew Buddy 	**Nessy** 	**Strategy/Memory Games** 	**Fiddle Toy** 

8. **Accessibility** (How do you help my child access school activities alongside their peers?)

We support children with SEND to engage in all activities alongside their peers in the following ways:

Support – We work hard to build positive relationships with all children and their families. Children are consistently provided with opportunities to engage with each other and support each other through peer relationships; adults scaffold these relationships where necessary. Teachers structure group tasks with an awareness of children with SEND, which areas they need support with and which areas they can excel or lead in. We strive for all children to grow their independence and gently encourage this by slowly withdrawing the support needed and enabling them to take responsibility for themselves.

Therapies – We work closely with specialists from a variety of areas, depending on the current needs of the children in our school. We have worked with physiotherapists, speech and language therapists, occupational therapists and play therapists. Where possible we take guidance from these professionals and use techniques they give us to support the children with their needs. For example, an occupational therapist may leave exercises for the child to work on, we will ensure that these are carried out correctly and that skills the child has learned in their sessions are used when engaging in wider school activities such as PE.

Physical Environment – Our school has stairs so we have a lift to ensure that all children can access all parts of the school, we also have a removeable ramp to access the front door. We do not currently have a designated quiet or sensory area within our building, but all classes have a calm space or an area just outside the classroom that children with SEND can access when required.

Specialist Equipment – Children with SEND have access to many resources that help them to remain engaged in their learning, examples of this are wobble cushions, chew buddies, pencil grips, assistive technology, colour overlays, visual supports and resistance bands.

For further information about accessibility please read out Accessibility Plan which is available on our website.

9. **The Local Offer and External Support** (Who else can help to support my child?)

Sometimes we need to get support or advice from professionals outside of our school. Below are some examples of the different specialists we might reach out to. Before we contact any of these services we will speak to parents to make sure that everyone is happy to reach out for additional help.

The Local Offer

- The SEND Local Offer is what is available in Norfolk for children and young people with SEND and those who support them. You can use the Local Offer to find clear, easy-to-understand and up-to-date information about SEND services and support in Norfolk.

The SEND and Inclusion Support Line - 0333 313 7165

- This number can be called by parents and professionals. Advisors can help with accessing the support available for your child.

SEND Advisors

- Provide high quality teaching, advice and support.

Inclusion Team

- Provide advice to support children who struggle to participate in mainstream schools.

Autism Support Team

- Provide training and advice on how to support children with Autism and those who have difficulties with social communication.

School and Community Team

- This team offer support to education settings and families with a focus on inclusion, early help and prevention.

NHS Speech and Language

- We have a link Speech and Language Therapist (SaLT) who we meet with 3 times a year to discuss children that are already under their care and any new referrals we would like to make.

Dyslexia Outreach Service

- This service offers advice and training for professionals. We can also access assessments and advice on how to support children with signs of dyslexia.

Access Through Technology

- Following an assessment this team may offer specialist technology to support children who have a Neurodiverse diagnosis.

Norfolk Steps

- Norfolk Steps provides training and resources to schools and settings to support early intervention and prevention through a whole-school or setting approach, including managing behaviours that challenge or may risk harm.

Norfolk Virtual School

- Norfolk Virtual School is part of the Safeguarding, Partnership and Opportunity Service, operating within Norfolk Children's Services. They are dedicated to supporting the education of children and young people in care, previously in care, under a kinship order and those with a social worker from early years through to the end of Year 13, as well as offering guidance to care leavers and those who support them.

Gypsy Roma Traveller Team

- Research shows children and young people whose ethnicity is declared as Gypsy Roma or Traveller are some of the most at risk in the education system and outlines the need for a more inclusive approach. The Gypsy Roma Traveller Graduated Offer is a programme of support, ensuring Norfolk schools and settings are well positioned to enable all children and young people to flourish.

Norfolk and Waveney – Mental Health Team

- Referrals to this team can be submitted by parents or teachers, referrals are made through Just One Norfolk. They will then pass your request to the relevant organisation. They work with Ormiston Families – Supporting Smiles, Norfolk Health Child Services, Mental Health Support Teams, NHS Talking Therapies Service, Norfolk and Suffolk Foundation Trust Services and Mancroft Advice Project.

Just One Norfolk – 0300 300 0123

- Just One Norfolk is an NHS service dedicated to providing children and young people's health services to the community. They work directly with Norfolk and Waveney Children and Young People's Health Services, Norfolk Health Child Service, and Norfolk and Waveney Children's Specialist Services. They also link with other Norfolk services such as Active Norfolk, Flourishing Families, Family Networking, Norfolk Early Childhood and Family Service, Norfolk Family Hubs, Norfolk Family Information Service, M Power Norfolk, Norfolk Library Service, Parent and Infant Relationship Service, Support for Dads and The Matthew Project.

Norfolk Short Breaks

- Short Breaks are activities and services that support families with children and young people who have special educational needs and/or disabilities (SEND).

Early Help

- If you have difficulties in your family, or if you are worried about your children, there are people who can support you.

Early Childhood and Family Service

- Being a parent can be great, but sometimes it can be hard. It can be lonely, frustrating and overwhelming. All parents struggle at times, and some need support to overcome these challenges. This team can help.

Family Hubs

- Start for Life and family hubs approach supports parents and carers of children and young people from conception until they are 19-years-old. They can support families with young people who have special educational needs and/or disabilities, until they are 25-years-old.

The Benjamin Foundation

- Provide support services for children, young people and families across East Anglia. To ensure they are safe, become independent and thrive throughout their life.

Young Carers Matter Norfolk

- Make sure young carers get the support they need so that they are able to flourish, including where they have inappropriate or excessive caring responsibilities.

Many of the above services can be accessed by parents without going through the school. Some services may need to be accessed via the family GP. Parents are encouraged to speak to the school if they are seeking external support so that we can put any relevant support in place within school.

10. **Working Together** (How can I work with the school to support my child?)

Working together with families is important to us. Parents/carers know their children best so they should be able to have an active role in their education. Parents/carers of children SEND are welcome to make direct contact with the SENDCo to share concerns, information or to discuss changes etc. We also support parent/carers to give their views in the following ways:

- Families are always invited to Educational Health Care Plan (EHCP) review meetings
- When reviewing Learning Plans we share the documents with parents/carers, welcoming their views and feedback
- Parents/Carers can attend parents evening and any discussions relating to SEN will be fed back to the SENDCo

We build relationships with families through various SEND related coffee mornings and workshops. All parents are invited to attend these events and suggestions for future focuses are welcomed. We also have a SEND Padlet which links to the Norfolk Local Offer and is regularly updated with newsletters from external organisations.

We have a SEND Trustee who works with the whole school and more closely with the SENDCo to ensure that the school are following policies and procedures, and to ensure that we are doing the best that we can to support children to succeed.

The children themselves are also encouraged to share their views on how they supported in school. This is done in the following ways:

- Invitation to comment on Learning Plan – parents are encouraged to share the child's learning plan with them and to add their voice to the plan during the review stage
- Invitation to attend their Educational Health Care Plan review meetings – where appropriate children are invited to attend their annual reviews in person so share their voice, otherwise a parent of adult at school will collect their views by talking to them prior to the meeting
- Representation on the school council – the children work with their peers and share their ideas with the support of an adult
- Wishes and Feelings discussions with teachers – these occur on a 1:1 basis

The children are not given direct access to the SEND Padlet (mentioned above) but their parents/carers can access this and share information about SEND specific clubs and activities which are available in Norfolk.

11. **Funding** (What is funding and how is it used?)

Element 2 Funding is money allocated to each school to spend directly on making special educational provision. The Local Authority (LA) calculate how much money each school is entitled to based on pupil numbers, prior attainment, social deprivation and a fixed sum. **Element 3 Funding** is additional funding which is allocated to support children with a **high-level** of special educational needs and disabilities.

You can access details of the 'Budget Share' for our school, here.

2025-2026

In the previous school year our school was allocated roughly £95,000 Element 2 funding and £70,000 Element 3 funding. This money was used in the following way:

Staff Costs (where time is used to directly support children with SEND)	£160,000
Speech, Language and Communication Need – Provision - WIGIT Subscription - Physical resources	£500
Cognition and Learning Need – Provision - Nessy Subscription - Dyslexia Outreach Service (DOS) subscription and intervention - Physical resources	£1000
Social, Emotional and Mental Health Need – Provision - THRIVE license and subscription - Resources – THRIVE - Sensory Circuit – External Provider - Physical resources	£6500
Sensory and Physical Need – Provision - Physical resources	£200

12. **Transition** (What happens when my child changes school?)

As soon as we know a child with additional needs will be joining our school, we contact the previous school/nursery to get a good understanding of the child, their needs and any support that they have had. We also contact the family to strengthen our understanding of the child's needs and to share any information about our provision and what support we can offer. This also helps us to make an early start on building an effective working relationship with the family. During the term before the child is due to start at our school. we can arrange visits for the child and if necessary, we can organise a gradual transition.

When a child with additional needs leaves our setting, we do the same but from the other side. We work with the parents and contact the new school to share information about what we have done to support the child. We support and encourage visits to the new school and will attend meetings as required.

We prepare all children for the move up to high school, some children will need more support than others to prepare for this move, we do our best to provide this so that the children feel ready and comfortable.

We strive to support all children with SEND to have a successful transition into our school or onto their new setting. To do this we work closely with parents and relevant settings. Each transition journey has the potential to be different. We always consider the views of the child and parents/carers, alongside the needs of the child, and use this to inform our transition planning as much as possible.

13. **Contact** (I want to talk to the SENDCo, how can I do this?)

Our SENDCO is **Paula Butcher**, she works Wednesday, Thursday and Friday.

You can email her on pbutcher@freeschoolnorwich.org.uk
You can also email the office on office@freeschoolnorwich.org.uk
Or call the office on 01603 761044
Or just drop in to school and arrange an appointment

14.

15. **Handling Complaints** (I am not happy about the support for my child, what do I do?)

If you are unhappy with anything relating to SEND, raise this with the class teacher initially. If the class teacher cannot resolve the matter alone, the teacher may need to consult the SENDCo, Senior Leadership Team or the Principle and get back to you. If the problem is not resolved, you can talk directly to Paula or Darren by contacting them via the school office.
If the matter is still not resolved, you should proceed with the formal complaint procedure as detailed in our Complaints Policy which is available on the school website.

If you need support or advice outside of the school there are the following options:

If you are unable to reach an agreement with the school, you can initiate the disagreement resolution process which is led by the Anglia Care Trust and is free of charge.
Tel: 01473 618675
Website: SEND Mediation | Anglia Care Trust

You can contact the SEND and Inclusion support line for expert advice. This is a Norfolk County Council service and is free of charge.
Tel: 0333 313 7165

You can also get some advice from SENDIASS (Special Educational Needs and Disability Information Advice and Support Service). This is a free service which provides information, advice and support to parents/carers and children/young people and those with SEND and Disabilities.
Tel: 01603 704070
Email: norfolksendiass@norfolk.gov.uk