Dersingham VA Primary and Nursery School

SEND Local Offer

All Norfolk maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen. Here is a link to Norfolk's Local Offer www.norfolk.gov.uk/SEND

Dersingham's SEND Information Report

Reviewed: November 2026

Next Review: November 2027

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Special Educational Needs Information

At Dersingham Church of England Primary & Nursery School we strive to support all children to enable them to achieve at school by writing together with all members of our school community. 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 needed to help them achieve their targets.

The SEN Team within our school is:

SENDCO: Mrs Jane Kendal

Head Teacher: Mrs Zoe Warren

SEND Governor: Mrs Ann Turner

Our job is to help your child achieve the very best they can at school. You know your child best and you may feel that they need some additional help or support for some or all of their time at school.

The following is to inform you of the types of support available for your child at Dersingham VA Primary & Nursery School. It will help you understand who can help and how this support can be accessed.

We hope any queries you may have will be answered but do not hesitate to contact the school if you have further questions. Please also see the SEN Information on our school website: www.Dersingham.norfolk.sch.uk/Special-Educational-Needs/

Who are the best people to talk to in this school about my child's difficulties with learning / special educational needs or disability (send)?

Class Teacher

Responsible for:

- Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet your child's needs (also known as adaptive teaching 'differentiation/scaffolding').

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need or adapted learning (this

could be things like targeted work, additional support) and letting the SENDCO know as necessary.

- Checking regularly on EduKey for information related to your child.

- Creating a learning environment which is flexible enough to meet the needs of all members of our school community

- Recording any meetings related to your child's learning needs on EduKey.

- Writing Learning Plans and Pupil Passports (as required) and sharing and reviewing these with the child and their parents at least once each term and planning for the next term.

- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions, and what specific adjustments/adaptions need to be made to enable them to be included and make progress.

- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. Due to high demand some services take a little longer when we refer.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. You can view the school's SEND Policy at: https://Dersingham.norfolk.sch.uk/Policies/

Contacted by: Class Dojo, speaking to them after school to arrange an appointment or telephoning the school.

SENDCO

Responsible for:

- Co-ordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

- Ensuring that you are:

➢ Involved in supporting your child's learning
➢ Kept informed about the support your child is getting
➢ Involved in reviewing how they are doing

- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, etc.

- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.

- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

- Supporting your child's teacher in writing Learning Plans (if required) that specify the targets set for your child to achieve.

- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

Contacted by: telephoning the school to make an appointment or email eylead@dersingham.norfolk.sch.uk

Headteacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.

- She will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.

- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Contacted by: a personal request made before school in the playground or telephoning the school for an appointment.

SEND Governor

Responsible for:

- Making sure that the school has an up to date SEND Policy.

- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.

- Making sure that the necessary support is made for any child who attends the school who has SEND.

- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in the school.

Contacted by: writing to the SEN Governor via the school office.

WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE FOR CHILDREN WITH SEND IN DERSINGHAM?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.

- That all teaching is based on building on what your child already knows, can do and can understand.

- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.

- Specific strategies (which may be suggested by the SENDCO or outside agencies) are in place to support your child to learn.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice.

Specific group work within a smaller group of children.

This group, often called Intervention Groups by schools, may be:

- Run in the classroom or outside the classroom in a variety of learning spaces.
- Run by a teacher or most often a Teaching Assistant/Learning Support Assistant who has had training to run these groups.

Some children may be identified by the class teacher as needing some extra support in school. For your child this would mean:

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap with their peers.
- He/She will engage in group sessions with specific targets to help him/her to make more progress.
- A Learning Support Assistant/Teacher will run these small group sessions using specific plans suggested by Outside Agencies.

This type of support is available to any child who has specific gaps in their understanding of an area of learning.

Specialist groups run by outside agencies eg Educational Psychological School Support (EPSS) & Norfolk & Waveney Speech & Language Therapy

Some children have been identified by the class teacher/SENDCO/Health professional or you will have raised your worries as needing more specialist support in school from a professional outside the school. This may be from:

- Virtual School Sensory Service (for pupils with a hearing or visual need).
- SEMH Support (through EPSS)
- Access Through Technology
- Speech & Language Therapist
- Educational Psychologist/Advisory Service (EPSS)
- ASD Support (through EPSS)
- Just One Number (School Nursing Team)
- Attendance Service (inc FSW)
- Early Help
- Occupational Therapy
- Specialist Outreach Advisory Service
- School & Community Team
- Norfolk County Council's Inclusion Team
- Mental Health Support Team (NHS)
- Specialist Resource Base (SRB)
- Dyslexia Outreach Service (DOS)

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCO/Health Professional or you will have raised your worries as needing more specialist input instead of or in addition to quality first teaching and intervention groups.

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them well in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:

  - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to better support them.
  - Support to set targets which will include their specific expertise.
  - A group run by school staff under the guidance of the outside professional eg a social skills group, Speech & Language led group
  - A group or individual work with the outside professional

- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and Intervention Groups.

Requesting an Education, Health & Care Needs Assessment

Where, despite the school having taken relevant & purposeful action to identify, assess & meet the SEN of the child, the child has not made expected progress & is presenting with complex needs the school or parents should consider requesting an Education, Health & Care Needs assessment.

At this point your child will usually be receiving specialist support/advice in school from a professional outside the school. This may be from:

- Local Authority central services such as the Virtual School Sensory Support service (for pupils with hearing or visual need)
- Outside agencies such as the Speech and Language Therapy (SALT) Service: Norfolk & Waveney Speech & Language Therapy
- Educational Psychologist

For your child this would mean:

- You or the school can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process.
- After the school have sent in the request to the Local Authority they will decide whether they think your child's needs (as described in the paperwork provided) seem complex enough to necessitate a statutory assessment. If this is the case

they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support already in place for your child.

- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support already in place and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the support your child will receive and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

For further information on EHCPs & their process please access the Norfolk County Council website EHC needs assessment requests - Introduction - Norfolk County Council

Should you be unhappy about the process or outcome, as a parent you are able to contact SENDIASS SENDIASS for advice.

HOW CAN I LET THE SCHOOL KNOW I AM CONCERNED ABOUT MY CHILD'S PROGRESS IN SCHOOL?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO or the Headteacher.
- If you are still not happy you can speak to the school's SEND Governor.

HOW WILL THE SCHOOL LET ME KNOW IF THEY HAVE ANY CONCERNS ABOUT MY CHILD'S LEARNING IN SCHOOL

- When a teacher or yourself has raised concerns about your child's progress, and targeted teaching has not met your child's needs, the teacher will raise this with the SENDCO.
- The teacher will discuss your child's progress with you at our Parent Consultations when you will be informed of your child's progress and any additional support being given. Such details must be recorded on EduKey as a Meeting Log.
- The school also has three Pupil Progress Meetings during the academic year between each class teacher, the Headteacher & the SENDCO to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.

- If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an Intervention Group and will inform you. These groups may take place for a short period or over a longer period of time. However, please note that all children learn regularly in small groups (sometimes with TA provision) in order to support their progress in learning.

If your child is still not making expected progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may receive
- Discuss with you any referrals to outside professionals to support your child's learning
-

HOW IS EXTRA SUPPORT ALLOCATED TO CHILDREN?

- The school budget, received from Norfolk County Council, includes money for supporting children with SEND. This is called the Notional Budget. For the 2025/26 financial year, our allocation of SEN Notional Funding is £132,204.
- The SENDCO & Headteacher decide on the allocation of this budget for Special Educational Needs and Disabilities in consultation with the school Governors, on the basis of needs in the school.
- The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including:

  - The children getting extra support already
  - The children needing extra support
  - The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

- All resources/training and support are reviewed regularly and changes made as needed on the basis of the needs of the school.

Support may be given in a variety of ways and is sometimes designed to encourage the child to develop the skills of independent learning and build confidence as well as supporting them to make maximum progress. Your child's individual support will be discussed with you regularly.

WHO ARE THE OTHER PEOPLE PROVIDING SERVICES TO CHILDREN WITH SEND IN DERSINGHAM?

Directly provided by the school:

- Classroom Teaching Assistants
- FSW- Family Support Worker

- Read Write Inc Tutoring
- Step on Training

- If a pupil has a medical need then a detailed Individual Healthcare Plan is compiled in consultation with parents/carers. These are discussed with all staff involved with the pupil.
- Special dietary conditions can be catered for by the School catering department. A doctor's letter would be required and a meeting can be arranged through the SEND team.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine Consent form is in place to ensure the safety of both child and staff member.
- All key staff members have basic First Aid training with some members of staff holding the Full Paediatric First certificate.
- Mental Health First Aiders/Mental Health Champion

Our school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher, TAs, LSAs, FSW, SENDCO who are readily available for pupils who wish to discuss issues and concerns. We have specific members of staff at break/lunchtimes such as our mental health first aiders.

Paid for centrally by the Local Authority but delivered in school:

- Access Through Technology
- Norfolk County Council's SEND and Inclusion Team
- Norfolk County Council's SEND advisory team
- Norfolk County Council's Social Emotional and Mental Health team
- Norfolk County Council's Autism team
- Norfolk County Council's Educational Psychologists
- Norfolk County Council's Specialist teachers
- SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) https://www.sendiass.org/

Provided and paid for by the Health Services but delivered in school:

- CAMHS (Child and Adolescent Mental Health Services)
- School Nurse
- Occupational therapy
- Speech and Language therapy
- Physiotherapy
- Specialist nurses e.g. ADHD, epilepsy, diabetes
- Norfolk & Waveney Mental Health Support Teams (NHS)

External sources of support accessed by school:

- Pandora Team
- Breaking Barriers from Ormiston families
- Supporting smiles from Ormiston families
- Benjamin Foundation

HOW ARE THE ADULTS IN DERSINGHAM HELPED TO WORK WITH CHILDREN WITH SEND AND WHAT TRAINING DO THEY HAVE?

- Mrs Kendal (SENDCO) has gained the qualification 'National Award for Special Needs Co-Ordination'.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, Dyslexia and Speech and Language difficulties.
- ELKLAN and ELSA trained staff.
- Talk Boost trained TAs in KS1.
- Speech and Language Champion. Supported by SALT.
- Outreach training (from NCC – Restorative approaches / Trauma Informed Approach)
- Whole staff training to disseminate knowledge, strategies and experience to ensure consistency of the school's approach for children with SEND.
- Individual support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Individual training for an identified staff member linked with the needs of a child with SEND or identified through the Performance Management process.
- Mental Health First Aiders.

HOW WILL THE TEACHING BE ADAPTED FOR MY CHILD WITH SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Specially trained support staff can adapt the teachers' planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

- Subject Leads have created documents that show helpful adjustments to their curriculum for pupils with SEN. You can view these 'Removing Barriers to …' documents on our website's Curriculum page Dersingham VA Primary School - Curriculum
- The Norfolk Inclusive Provision Framework (NIPF) clearly outlines the support that is readily available within Norfolk schools. The parents guide is available by using the following link. Inclusive practice that we expect from Norfolk settings - Introduction - Norfolk County Council

HOW WILL WE MEASURE THE PROGRESS OF YOUR CHILD IN SCHOOL?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and an 'Assessed Stage' given in Reading, Writing and Numeracy as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.
- Should your child need assessments that demonstrate smaller steps in progress will be used. The Leeds For Learning document in early Years and Reception and the Norfolk Assessment Pathway
- If your child is in Year 1 and above, but is not yet at an Assessed Stage, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.
- At the end of Key Stage 2 (Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Children who have a Learning Plan will be reviewed by their class at least every term, and the Learning Plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education invited. This is a legal requirement.
- The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:

  - Reading Record Booklet
  - Home/School contact book
  - Letters/Certificates sent home
  - Class Dojo
  - Additional meetings as required
  - Annual Reviews
  - Parent Consultations (twice a year)
  - Termly Reports (3 times a year; including adaptations for SEND as appropriate)
  - Sharing of Learning Plans/Pupil Passports

HOW DO WE REVIEW THE EFFECTIVENESS OF SEN SUPPORT?

The Graduated Approach:

We follow a four part cycle known as the 'Graduated Approach'. This process helps us make sure that the support that we are giving is effective.
It is really important that children and their families are closely involved in reviewing this support throughout the process. The four parts of the 'Graduated Approach' are: Assess, Plan, Do and Review and these are explained below.

- **Assess**: We assess using information from parents and other family members, children, school staff and sometimes other professionals. We use a variety of initial assessments which can help us to identify the child's needs so that the right SEN support is given.
- **Plan**: We take into account the views of the children and their families, we decide what SEN support will be put in place to achieve the desired outcomes. This could be in class support, interventions or specialist support. Every term, the SENDCO, teacher, learner and their family will talk together before we decide what kind of help we give a child. This can include a one to one pupil friendly interview with every child on the SEN register to help them give their views on how they are supported as and where this is meaningful and appropriate.
- **Do**: We work closely together, we do what we have planned.
- **Review**: We use assessments at each review point (at least termly) and compare the results to the initial baseline assessments at the start of the process. This allows us to review whether the SEN report has a positive impact and what needs to happen next. We share this information about progress with families and children at regular intervals.

WHAT SUPPORT DO WE HAVE FOR YOU AS A PARENT OF A CHILD WITH SEND?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you what we are doing in school. This is to ensure that we share information about what is working well at home and school, so similar strategies can be used.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you by the person involved directly, or when this is not possible, in a report.
- Learning Plans will be with you each term by the class teacher.
- Home Learning can be adjusted as needed to your child's individual needs.
- A Home/School contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- The FSW is available to support you within meetings and in general.
- You may be asked to engage with a Behaviour Management Plan.
- Training/information sessions available to parents: RWI, Dyslexia.

HOW IS DERSINGHAM ACCESSIBLE TO CHILDREN WITH SEND?

As a school, Dersingham is happy to discuss individual access requirements. Facilities we have at present include:

- Class allocations can be adapted to ensure rooms are accessible for children with disabilities. Supported by Health, OT/Physiotherapy team.
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has staff trained to suit children with a range of needs.
- Before and After school provision is accessible to all children including those with SEND.
- Activities and school trips are available to all. Risk Assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required, a parent/carer may be asked to accompany their child during the activity.

HOW WILL WE SUPPORT YOUR CHILD WHEN THEY ARE LEAVING THIS SCHOOL OR MOVING TO ANOTHER CLASS?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All Plans/Passports will be shared with the new teacher.
- If your child would be helped by a book to support them understanding moving on then it will be made with them.

- In Year 6:
- The SENDCO in communication with the class teacher will populate forms as requested by the transitioning High School.
- Files are passed on at the end of the summer term.
- Your child will do focussed learning about aspects of transition to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions and staff from the new school will visit your child in this school.
- In certain cases we do request the support of outside agencies to facilitate the transition process.

GLOSSARY OF TERMS

SEN Special Educational Needs

SEND Special Educational Needs and/or Disabilities

EHC Plan Education, Health Care Plan

SENDCO Special Educational Needs & Disability Coordinator

TA Teaching Assistant

LSA Learning Support Assistant

ASD Autistic Spectrum Disorder

SEMH Social Emotional & Mental Health

EPSS Educational Psychology & Specialist Support

SRB Special Resource Base

FSW Family Support Worker

SALT Speech & Language Therapist

EP Educational Psychologist