

SEND Information Report for

Dereham Church Infant and

Nursery

Academy 2025/26

Part of the Norfolk Local Offer for Learners with SEND

Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and disabilities (SEND). All governing bodies of maintained schools, maintained nursery 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. The information published must be updated annually.

Contacts

At Dereham Church of England Infant and Nursery Academy we are committed to working together with all members of our Academy community. This local offer has been produced with pupils, parents/carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Mrs Chloe Cole – Headteacher

Miss Brittany Reeve – SENCO

Mrs Leonie Cunningham – SENCO/Deputy Headteacher (*Currently on Maternity Leave*)

Karl Pyman – Parent Governor

Tricia Waller – SEND Governor

If you think your child may have SEND please speak to their Class Teacher or contact our SENCO on 01362 692727.

Supporting Documents

The information report should be read alongside the following documents which can be found under the policies section of the Dereham Church of England Infant and Nursery Academy website.

- SEND Policy
- Accessibility Plan
- Behaviour and Relationships Policy
- Safeguarding Policy
- Complaints Policy
- Admissions Policy
- Equal Opportunities Policy
- Supporting Pupils With Medical Conditions Policy

Our Approach to Teaching Learners with SEND

At Dereham Church of England Infant and Nursery Academy 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 Academy and we aim to be 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 Academy. We aim to create a learning environment which is flexible enough to meet the needs of all members of our Academy community. We monitor the progress of all learners and staff continually assess ensuring that learning is taking place. Our whole Academy system for monitoring progress includes regular pupil progress meetings and staff engage in coaching and supervision.

Our curriculum has been updated with a menu of reasonable adjustments for our learners with SEND.

The staff have worked hard to embed our new curriculum. Memorable first hand experiences and opportunities for communication lay at the heart of this curriculum. Staff have worked together to consider reasonable and appropriate adjustments for pupils with SEND throughout all areas of the curriculum.

How we identify SEND

At different times in their Academy career, a child or young person may have a special educational 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 Academy age or a 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 Academies or mainstream post-16 institutions. “**

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in the Academy for lots of reasons. At Dereham Church of England Infant and Nursery Academy, 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.

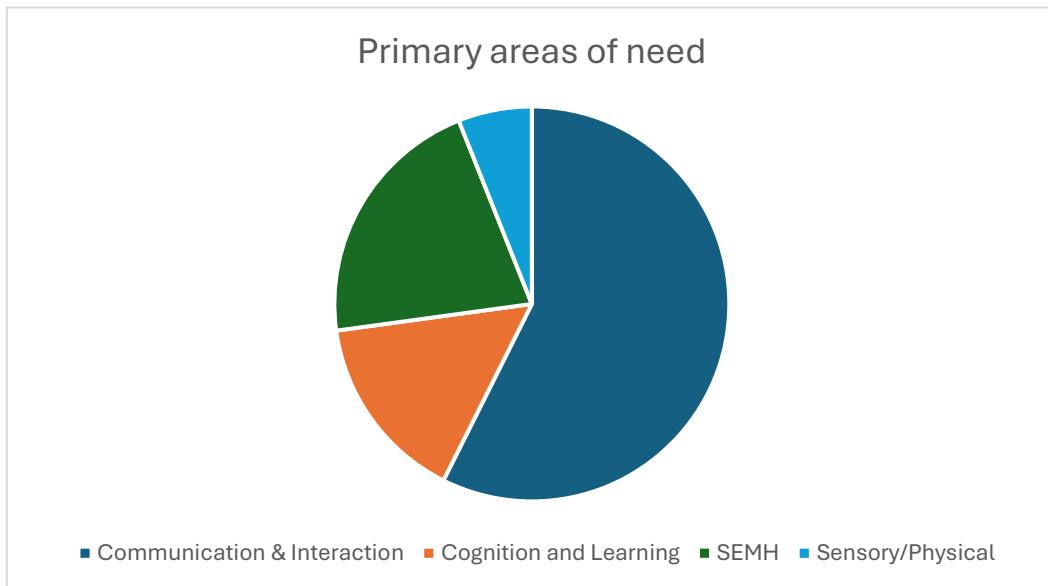
Concerns may be raised by parents, carers, previous settings, class teachers or through assessment data. If concerns are raised, the child will be closely monitored and additional support will be implemented if appropriate. Learners can fall behind for lots of different reasons, therefore only those with a learning difficulty, which requires provision that is in addition to, or different from the normal differentiated curriculum will be identified as having SEN and added to our SEN register under SEN support. This provision is intended to overcome their barrier to learning and ensure they make progress from their starting point.

Our SEND profile for 2025/26 shows that we have 33 of 175 children identified as having SEND, and 12 of those have an Education, Health and Care Plan (EHCP).

Primary areas of need:

- Speech language, communication and Interaction –19– 57.6%
- Cognition and Learning – 5 – 15.15%

- SEMH – 7 – 21.2%
- Sensory and Physical – 2 – 6.06%



Assessing SEND

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Dereham Church Infant and Nursery Academy we ensure that assessment of educational needs, directly involves the learner, their parents/carers and of course their Teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning. We have a range of assessment tools available within our Academy.

For some learners we may want to seek advice from specialist teams. In our Academy and cluster we have access to various specialist services but may have to be commissioned from our Academy budget. We have access to services universally provided by Norfolk County Council, which are described below:

The agencies used by the Academy include:

- ASD specialist support assistant team
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- ATT, Access through technology services. (Profession or medical referral only)
- Virtual Academy for Sensory support, to support pupils with hearing/visual Impairment
- Children's Therapy Team (Speech & Language/Occupational/physiotherapy therapy)
- School 2 School Support
- Dyslexia Outreach Service
- Schools and Community
- Inclusion Team

What we do to Support Learners with SEND

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2021 detail the expectations on all teachers, and we at Dereham Church of England Infant and Nursery Academy are proud of our Teachers and their development.

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour reward systems
- Modelling language
- Instructions broken down
- Now and Next Boards
- Facilitating time out/calm areas
- Mindfulness and yoga sessions
- Movement breaks

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated 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 is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Dereham Church of England Infant and Nursery Academy 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.

At Dereham Church of England Infant and Nursery Academy, we share the provision map with our colleagues in the cluster so we can learn from each other, and demonstrate what we offer for learners with SEND. We are also able to promote consistent practice across all the Academies/Schools in our cluster ensuring equality of opportunity.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the Academy.

SEND APDR Support Plans

All children on the SEND register will have a SEND support plan. These are documents written by the class teacher, child and parents or carers in order to support children's learning. They include important information about the child and the targets they are working towards. These are reviewed termly alongside parents or carers.

APDR for: SEND / EHCP / PP / EAL / LAC		Date: Version: Review date:			
Assess – 7 Cs		Plan		Do	
	Area of concern (link to section B of EHCP if they have one)	SMART Target (outcome from section E of EHCP, EP or SALT report if they have these)	Success criteria	Strategies & provision (linked to section F of EHCP)	Key staff
1					
2					
3					

Intervention

Cognition and Learning

Where possible we aim to keep children within their classroom environment and provide the following support as part of the school day and after school keep up groups:

- 1:1 Daily ELS phonics intervention
- Maths Whizz
- Spelling intervention

Communication and Interaction

We currently have 1 member of staff who delivers talkboost, phonological (sound) awareness and speech link interventions for children with expressive and receptive language difficulties. The staff member also supports children who are working on specific targets set by the speech and language therapist. The School and Community Team also run interventions such as Lego Therapy. Some members of staff have also been trained to deliver Bucket Time intervention and the Curiosity Approach.

Social, Emotional and Mental Health

- Nurture groups are used to support children on a small group basis with areas such as emotional literacy.
- Self regulation and social skills.
- We also provide the opportunity to access a quiet area during lunchtimes if needed.
- ELSA
- The Schools and Community Team run internal interventions such as Lego Therapy.
- Sensory circuits.

Sensory and Physical

We provide sensory circuits and fine motor skills interventions. We receive pupil specific advice from sensory support and the community nursing team for children who have sight or hearing impairments or medical needs.

EAL

Children are supported with language development through Talkboost intervention, pre teaching vocabulary, small group work and additional reading sessions.

Funding for SEND

Dereham Church of England Infant and Nursery Academy receives funding directly to the Academy from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum.

The amount of funding we received for this academic year is £180, 194.

Individual 'top up' funding from the LA is applied for where evidence suggests it is appropriate.

It can be accessed here <https://csapps.norfolk.gov.uk/BudgetShare/default.aspx>

How do we find out if this support is effective?

Monitoring is an integral part of teaching and learning with Dereham Church of England Infant and Nursery Academy. 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 SENCO, 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.

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 a formal meeting can be held, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHCP) the same review procedures take place, but the Statement or EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole Academy and monitored by Teachers, Senior Leaders and Governors. Our Academy and cluster data is also monitored by the Local Authority and Ofsted.

Other opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Dereham Church and Nursery Academy this academic year we are offering a range of additional clubs and activities. These can be found on our Academy web page or by contacting our Academy office.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head teacher or SENCO to discuss specific requirements.

All staff at Dereham Church of England Infant and Nursery 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 in 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(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 a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please follow this link

<https://www.gov.uk/equality-act-2010-guidance>

Individual medical needs are also identified and with Parents/Carers, a care plan is agreed.

Reviewing learning with parents and children

All parents have the opportunity to meet with teachers twice yearly and are provided with an end of year report. Each year group provides workshops and meetings for parents throughout the year and there are opportunities for parents to come into school and learn alongside their children.

If a child requires provision, which is additional to or different from the normal differentiated curriculum, this will be discussed with parents/carers. Support plans and positive behaviour plans will be set for the children, following a discussion with the child and their parents. During or before this meeting the views and wishes of the child are sought. If a child has an Education, Health and Care Plan (EHCP), a formal meeting will take place to discuss the child's progress annually in addition to the termly meeting.

Staff training

As part of our ongoing commitment to providing the best support to all of our pupils including those with SEND, we have provided additional training opportunities for our staff including:

- Mental Health First Aid Training
- Foundation skills in Speech, Language and Communication delivered by East Coast
- Norfolk Steps Training

Specific staff have also had training in the following:

- Supporting children with speech, language and communication needs (level 4)
- Making sense of Autism
- Autism and Anxiety
- Emotional Literacy Support (ELSA)
- Talkboost
- Communication Champion
- Norfolk STEPs Lead Professional
- ELKAN

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in the Academy, having a new teacher, or moving on to another Academy, training provider or moving into employment. Dereham Church of England Infant and Nursery Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Before children start in Reception/Nursery they will have an induction morning where they will be given the opportunity to meet their new teacher and teaching assistant and become more familiar with the setting. Parents are invited to an induction evening where they are given all the information they need and have time to speak to their child's class teacher.

When joining our school from another school or nursery the class teacher/SENCO will ensure they have read the child's file and any reports from the previous setting and if appropriate will discuss the child's needs with the previous school or setting. They will also liaise with parents to ensure the transfer to the school is as smooth as possible.

When a child is moving to a new school, transition discussions will take place with the class teacher and SENCO of our school and the new school. The individual needs of the child will be discussed as well as ways to make the transition as smooth as possible for the child. Pupil passports will be reviewed with the class teacher, parents and child and sent to the new school.

The types of provision we put in place to support our children when they are moving school include: extra class visits, social stories, transition books which include photographs of the new staff and classroom.

Have your say

Dereham Church of England Infant and Nursery Academy is part of the community. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SNED, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'access, plan, do and review' provision for SEND.

Useful links

Local offer – www.norfolk.gov.uk/SEND

Department for Education – <https://www.gov.uk/government/organisations/department-for-education>

Just One Norfolk - <https://www.justonenorfolk.nhs.uk/>

SENDASS – <https://www.kids.org.uk/sendass-home/>

APPENDIX 1: A model of SEN provision

A model of SEN provision – <https://www.interventionsforliteracy.org.uk/home/parents/sen-provision/>

