SEND Information Report and Policy for Taverham VC CE Junior School: 2026-27

Part of the Norfolk Local Offer for Learners with SEND

As a Church of England school, we see it as our duty to give children and members of the school community the skills to maximise their engagement with the world around them, enable them to grow spiritually, emotionally and personally, and develop the character and values which will serve them well in future life and support success.

Formally adopted by the Governing Board/ Trust of:-	**Taverham VC CE Junior School**
Latest review:-	**21/9/26**
Chair of Governors/Trustees:-	**Dave Filby**
Next Review:-	**Sept 27**

Introduction

Welcome to our information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and/or disability (SEND) https://www.norfolk.gov.uk/children-and-families/SENDd-local-offer
This document also acts as our SEND policy. All governing bodies of maintained schools and nursery schools and proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's (or proprietor's) policy for pupils with SEND. The information is set out in the 2014 SEND Code of Practice.

At Taverham VC CE Junior School we are committed to working together with all members of our school community. This local offer was first reviewed in June 2015 and parents' views were sought at a parents' forum in June 2015 and there have been subsequent parent questionnaires. We welcome comments from parents and stakeholders on our Information Report and Policy. The best people to contact (via the school office) are:

- Mary Wilson: SENDCo (School Coordinator for Special Educational Needs)
- Helen Filby: Governor with responsibility for SEND
- Paul Henman: Headteacher

The school was inspected in November 2023. The following statements were made in the report:

- *Staff make sure that pupils, including pupils with special educational needs and/or disabilities (SEND), progress well through the curriculum.*
- *Teachers make effective adaptions for pupils who have gaps in their knowledge or for pupils with SEND. Staff are skilled in supporting pupils with SEND to access the curriculum alongside their peers. They work closely with parents to understand pupils' needs and how to meet them effectively. This helps pupils with SEND to achieve well.*

Aims of this Policy

- To work within the guidance outlined in the SEND Code of Practice 2014 and adhere to expectations from the Local Authority contained in the document 'SEND Support guidance: provision expected at SEND support' (links to both can be found at the end of the report)
- To identify and put in place appropriate provision for pupils who have SEND and additional needs
- To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
- To ensure that parents/carers have a clear understanding of how the school supports pupils with SEND, and their own involvement in this
- To provide an appropriately qualified and experienced SENDCO who can ensure that the SEND policy is put into practice
- To provide support and advice for all staff working with SEND pupils

Our Approach to Teaching Learners with SEND

At Taverham VC CE Junior 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 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. For more information on our approach please see our teaching, learning and feedback policy (available on the school website).

Our School Development and Improvement Plan (SDIP) is about developing opportunities and learning for all. It is linked to the school budget and used to inform teacher appraisal objectives and professional development (training) opportunities. A simplified summary of our 2026 - 27 SDIP is available on the school website. There is also an annual SEND action plan, reflecting the priorities for development in Special Educational Needs.

We have high expectations and aim to create a positive learning environment which is flexible enough to meet the needs of all learners. We monitor the impact of teaching, including interventions and the progress of every child, through observations, work scrutiny/moderation, pupil progress meetings and our assessment data/tracking system.

How we identify SEND

At different times in their school life, a child or young person may have a special educational need. The 2014 Code of Practice defines SEND as:

'A child or young person has SEND if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- **Has a significantly greater difficulty in learning than the majority of others of the same age.**
  OR
- **Has a disability which prevents of hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools and mainstream post-16 institutions.'**

If a learner is identified as having SEND, we will ensure that provision that is 'additional to or different from' the normal curriculum, intended to overcome or reduce the barriers to their learning, is in place.

It is important to remember that there is a distinction to be made between pupils with SEND and pupils who have a 'learning need, but not necessarily a 'special educational need' (DfE Code of Practice 2014). Learners can fall behind in school for a number of reasons. They may have been absent from school or 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 a range of different things that may distract them from learning. At Taverham VC CE Junior 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. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

It is important to note also that children who are disabled, do not necessarily have a special educational need.

Our SEND profile in September 26 showed that we had 16.2% of children placed at SEND support and 4.6% of children in receipt of an Education and Health Care Plan. National figures for all schools are 14.2% at SEND support and 5.3% with EHCPs (this includes complex needs

schools). Primary school National figures are 14.8% and 3.5% respectively.

The Code of Practice identifies four categories of SEND:

1. Communication and Interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, rather than fitting a pupil in to a category. In practice, individual children often have needs that cut across all areas and their needs may change with time.

Assessing SEND

Teachers, teaching assistants and other support staff, parents/carers and the child themselves will be the first to notice a difficulty with learning. At Taverham VC CE Junior School we ensure that assessment of educational needs directly involves all of these key people. The Special Educational Needs Coordinator (SENDCo) will also be heavily involved. We have a range of assessment procedures to follow, which include:

- Discussion and asking questions to everyone involved with the child
- Classroom observations
- Looking at work and progress over time, including from any previous schools
- Assessment data tracking system
- Looking at the impact of any adjustments that have been made for the child
- Working with the child and parents to find out strengths and barriers to learning and consider the best way to build on strengths and overcome or reduce barriers
- There are a range of assessment materials, that have been purchased by the school that may be used to identify strengths and weaknesses following on from the above points

For some learners we may want to seek advice from specialist teams; currently the school purchases support from Child and Educational Psychology Practice (CEPP) and Dyslexia Outreach. The school also has two ELSAs (Emotional Literacy Support Assistants) and a child and family pastoral support worker providing emotional support to individual children and families. Where necessary the school will access the following specialist support:

- Speech and Language
- Discussion and referral (where needed) at the termly Team around the School meeting (TAS)
- Educational Psychology and Dyslexia outreach (see below)
- Occupational Therapists
- Access Through Technology
- Specialist Resource Base outreach and/or placement
- Mental health support through Just One Norfolk
- Inclusion and SEND team
- Referral to Neuro-developmental service
- Providing reports for GPs to refer to Paediatrician/ OT/ CAMHS
- Other voluntary organisations such as Helping Hands

Dyslexia support/assessment

- If it is suspected that a child that is displaying some dyslexic type traits, a learning support plan will be set up following the assess, plan, do, review cycle
- If there has been no or very little improvement after the second round of assess, plan, do, review (usually over 2 terms), the pupil will be screened and there may be further school assessments carried out

- Following the screener, a further round of APDR will be put in place depending on the findings
- If progress continues to be slow, and all options have been tried, the school will make a referral to dyslexia outreach for specialist advice and further intervention
- ***The school will not typically provide a full dyslexia assessment, unless in exceptional circumstances***

What we do to Support Learners with SEND

Effective teaching for SEND children starts with effective teaching for all children; every teacher is required to ensure access to learning for all children in their class. The Teacher Standards (2012) detail the expectations and we are proud of the quality of teaching and professional development at Taverham VC CE Junior. Additional support may be provided in a number of ways, either within the class or as part of a small group or 1:1 intervention. In addition to each class having a Teaching Assistant, for a large majority of time, there is an intervention team working in the school made up of the SENDCo and three Higher Level Teaching Assistants.

Our staff use various strategies to adapt access to the curriculum and meet additional needs; these strategies might include ***adjustments to overcome barriers*** and ***interventions aimed at removing barriers***. For example:

- Visual timetables
- Practical apparatus to support learning
- Visual aids
- Other support in class from adults e.g. checking understanding, clarifying instuctions
- 'Social stories' to support social, emotional and mental health issues.
- Writing frames
- Use of ICT (e.g. laptops, iPads, recording devices, speech and language software)
- Individual positive behaviour management plans
- Teaching interventions, led by HLTA or teaching assistants (e.g. IDL Literacy, Little Wandle phonics, Number stacks)
- Online interventions: mathletics, reading eggs, writing legends
- Interventions for Social, Emotional and Mental health needs led by the Intervention/Pastoral team
- Interventions for communication needs e.g. lego therapy
- Lunchtime support
- Sensory circuits (run daily by trained teaching assistants)
- External support may involve speech and language, occupational therapist support, Access through technology, mental health services and other voluntary organisations (see above)

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 individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. '**Provision expected at SEND support**' is used to guide provision (see link at bottom of report). The support that is provided is outlined on the school's graduated provision map

SEND and Inclusion support model

Since September 24, the SEND and Inclusion support model has been rolled out in Norfolk schools. There is now a dedicated support line for schools, parents and professionals to talk about any concerns around SEND.

Tel: 0333 313 7165



Schools have been split into 'zones' and there are termly 'zone inclusion partnership' (ZIP) meetings. Taverham Junior is in the Broadland North zone. The aim of the ZIPs is to bring together schools, partners and the Local Authority within a zone to encourage collaboration and sharing of best practice to improve outcomes for young people within the zone. This new approach also incorporates 'Team around the School' meetings whereby we will meet termly with a multi-disciplinary team, to review and support the provision available to children. Schools can request specialist support at these meetings for both individuals and groups of children.

Funding

The Notional SEND funding for schools is calculated using a formula, which is based on the following indicators;

- Pupil numbers
- Prior attainment
- Social deprivation
- Fixed sum

The amount that the school receives is described in an SEND memorandum. In 2026-27, the school received an SEND budget of £175,116 (financial year April 26 – April 27). This funding is used to provide appropriate additional support staff, to seek external professional advice and for training/equipment.

Element 3 (E3) funding, sometimes referred to as 'top-up' funding, is the funding required over and above the core funding outlined above to enable a pupil with high needs to participate in education and learning. From September 25, there has been a change in the allocation of additional SEND funding. The Local Authority are using the following factors to consider allocation of funding:

- INDES (Identification of Needs Descriptors in Educational settings)
- The school's Graduated Provision Map
- Self evaluation of a setting's preparedness to meet need (Inclusion and Provision Self Evaluation framework IPSEF)
- Assess, plan, do, review approach to child-level provision

Funding is considered for the whole school, considering particular cohorts and individuals within the school to ensure that schools are adequately and appropriately funded to meet the needs of children with high level SEND. The school has been allocated £117,298 for the financial year 2026-27.

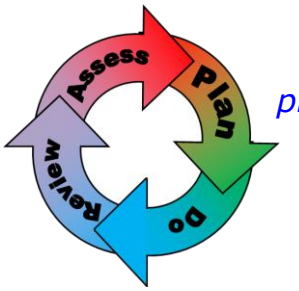
The SEN funding total including planned and high needs top up funding for the financial year 2026-27 is £292,418

How do we find out if this support is effective?

Monitoring the impact and effectiveness of teaching and learning is an integral part of leadership and school development and improvement at Taverham VC CE Junior School and this applies to SEND provision too. Staff and pupils are involved in reviewing the impact of interventions for learners with SEND. All children who are on the SEND register will have a **Learning Support Plan**, which is reviewed regularly with staff, parents/carers and children.

The plans follow the 'assess, plan, do, review' model, which ensures that support is carefully implemented and reviewed.

*We **assess** the child's needs and identify barriers to learning*



*We **plan** additional/different provision to address needs and outline the expected progress*

*We meet to **review** the success of the plan and identify what needs to happen next*

*We **do** what we have planned*

The SENDCo works with the staff to evaluate the impact of interventions, to ensure that we are only using interventions that work. Evidence from the Education Endowment Foundation and the dyslexia SpLD Trust is also used when deciding on interventions/adjustments (see links at the end of the policy). SEND meetings are held every term with individual class teachers and the SENDCo to review the Learning Support Plans and set new targets. There are also pupil progress meetings between the Headteacher, class teacher and Year Leader. If a child has an Education, Health and Care Plan (EHC Plan), then a formal review of the plan will take place annually.

Data on progress is collected using the school tracking system, including an additional system for those children working below Key Stage two. Progress information is also collated through the Learning Support Plans.

What is an Education Health and Care Plan?

The majority of children and young people with SEND or disabilities will have their needs met within the normal school resources. Some children and young people may require an Education and Health Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. A request for assessment does not inevitably lead to the issuing of an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood (DfE Code of Practice).

The criteria for an EHCP has been defined by Norfolk SENDdiass as follows:

If a child or young person's needs are over and above what the setting can support with, the provision is no longer working, they are at risk of permanent exclusion (and support from the LA Inclusion Team has been utilised) or school refusing, then an EHCP may be necessary. From - SEND-support-to-EHCP.pdf (norfolkSENDdiass.org.uk)

Further information about Education, Health and Care plans, including how to apply for an assessment can be found within the Norfolk Local Offer at https://www.norfolk.gov.uk/children-and-families/SENDd-local-offer/support-for-learning/education-health-and-care-ehc-plans/ehc-needs-assessment-and-plans

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. A range of clubs and activities are offered at Taverham VC CE Junior. Details are communicated to parents and are available on our website. Places are prioritised and funded when appropriate for vulnerable children.

Accessibility

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

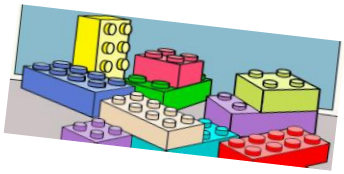
This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

We are committed to making reasonable adjustments to ensure participation for all, as outlined in our Equality information and objectives (2020). The school also has an Accessibility Plan which is updated regularly, with barriers being identified and plans put in place to remove them as far as possible

Workforce Development

The SENDCo at the school holds the National award for SEND co-ordination. She regularly attends network and cluster meetings in order to keep up to date with local and national issues in SEND. The SENDCo is a domestic abuse champion and is the senior mental health lead.
Other training that has been provided for various members of staff since 2020 has included the following:

- Lego Therapy
- Numicon
- Sensory processing
- Sensory circuits



- Speech and Language
- Supporting children with ASD
- Supporting children with dyslexic tendencies
- Supporting children with mental health difficulties
- Attachment
- Family support network
- Mental Health conference and other mental health training
- Precision teaching and other short interventions
- Norfolk STEPS
- Zones of regulation
- Dyslexia
- Little Wandle phonics

External and internal training is provided according to need. Staff are very keen to work with specialist professionals and this level of commitment has been positively acknowledged by both parents/carers and specialists.

Mental health and well being

The school is particularly mindful of the growing concern about mental health difficulties for children and young people. Training has been made available to staff and there are two trained Mental Health Champions in school. The school celebrates Hello Yellow (part of World Mental Health Day) and Mental Health awareness week each year. There are weekly whole school wellbeing Assemblies, all staff use the Zones of Regulation, supporting children with emotional regulation. All staff have been trained in Norfolk STEPs (supporting challenging behaviours). The Deputy Headteacher/SENDCO undertook Senior Mental Health Lead training in 2025.





Just One Norfolk is a really useful resource for parents and schools for advice and support about children's health, wellbeing or development, including a direct self- referral for mild and moderate mental health needs (see link below)

https://www.justonenorfolk.nhs.uk/emotional-health/support-for-mild-to-moderate-mental-health-needs/

Partnership with parents

The school aims to work in close partnership with parents and carers to ensure that they are fully informed about all matters relating to their child's SEND. We also involve parents and carers with the assess, plan, do and review cycle to ensure that all relevant information is collected and the child is supported in the best way possible. The SENDCo has an initial meeting with all parents of children with SEND in Year 3 where the Learning Support Plan is drawn up together. These plans are shared at least termly with parents by teachers.
The school distributes materials from the Norfolk SENDIASS (SENDD information, advice and support service) and Family Action to parents of children with SEND, which provides information and advice to children and parents/carers about SEND. Parents are advised to contact SENDIASS if they need support beyond that which the school is able to provide (see link at end of report)

A questionnaire sent out to all parents in 2025 showed that 95% of parents of children with SEND felt that the school was giving their child the support they needed (5% neutral).

Involvement with pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate, all pupils are involved in monitoring and reviewing their progress. Children taking part in interventions with the intervention/pastoral team are asked for their feedback as part of the measure of the effectiveness of the intervention. They also have a 1:1 meeting at the start of the year to collect their views on strengths, barriers and preferred methods of support.

Children who are looked after by the Local Authority and have SEND

Although there are clear exceptions, as a group, Looked after Children have poorer experiences of education and lower than average attainment. Staff at Taverham Junior School demonstrate a strong commitment to reverse this trend and to support all children, but particularly those who are Looked After, to achieve the highest educational standards they can. For many Looked After Children, this requires significant social and emotional support to address previous trauma.
Personal Education Plans are completed termly with carers and social workers to ensure the optimum support is put in place and funding is used to create maximum impact. Where a Looked After Child is on the SEND register, their PEP targets incorporate the targets from the Learning Support Plan. The SENDCo is the school's Designated Teacher for Looked After Children and attends all PEPs and LACs.

Bullying

At Taverham VC CE Junior School, we have a whole school approach to bullying. Please refer to the school's anti bullying policy on the website for further information.

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 a new school. Taverham VC CE Junior is committed to working with children, families and other schools and organisations to ensure that positive transitions occur.

Planning for transition is part of our provision for all learners with SEND. Careful liaison with the High School takes place, along with additional visits and support groups for vulnerable pupils. There are similar arrangements for children coming from Feeder schools with additional visits, meetings with parents, and meetings between staff, alongside the usual activities and visits that are provided.

SEND reforms

The UK government's major Special Educational Needs and Disabilities (SEND) reforms were published on **23 February 2026**. They were released alongside the Schools White Paper, *Every Child Achieving and Thriving*, and the consultation document *SEND reform: putting children and young people first*. The consultation closed on 18th May 2026 and the roll out is planned in phases with the new legislation coming into force by September 2029 (subject to Parliamentary approval).
The 2026 SEND reform and White Paper outlines key changes aimed at establishing a standardised, early-intervention-focused education system, including digital Individual Support Plans (ISPs), a three-layer support structure, and mandatory workforce training. Proposed measures also include creating school-based inclusion hubs, reforming EHCP processes, and implementing national inclusion standards to ensure consistent support across England.
The school will continue to update practices in line with the key changes being introduced.

Have your say

This SEND report details our annual offer to learners with SENDD, but to be effective it needs the views of all parents/carers, children, governors and staff, so please engage with us and tell us what you think, to ensure that our SENDD provision and support has the maximum positive impact.

Dealing with complaints

We want all children to feel happy and well supported in order in school. If there are concerns regarding SEND provision, parents should initially speak to the class teacher and then the SENDCO in order to address any issues. If parents do not feel that their concerns have been resolved, they should follow the complaints procedure as outlined on the website http://taverhamjunior.norfolk.sch.uk/policies-and-documents/



Other relevant policies:

This policy should be read in conjunction with the following:

- Anti bullying Policy
- Behaviour Policy and protocol
- Safeguarding Policy

- Equality information and objectives, including the accessibility plan
- Medical needs policy

All of the above policies can be found on the school's website:
http://taverhamjunior.norfolk.sch.uk/policies-and-documents/

If you would like to discuss any aspect of this SEND information report and policy, please contact Mary Wilson at senco@taverhamjunior.norfolk.sch.uk or by telephoning the school on 01603 867740

Useful External Links

www.norfolk.gov.uk/SEND (SEND Local Offer)

https://www.norfolkSENDdiass.org.uk/ (SEND information, advice and support service)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/319639/Code_of_Practice-Final-10June2014.pdf (DfE code of practice)

http://www.autism.org.uk/ (National Autistic Society)

http://www.thedyslexia-spldtrust.org.uk/ (The Dyslexia Trust)

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 (identifying and supporting children with unmet mental heath needs)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85012/easy-read.pdf (Easy read of the Equality Act)

https://www.norfolk.gov.uk/children-and-families/SENDd-local-offer/health-and-social-care/health/health-services-in-norfolk/mental-health-services (Mental Health resources for parents and schools)

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/SENDd Recommendations for SEND in mainstream schools

https://interventionsforliteracy.org.uk/home/interventions/ Evidence on effectiveness of interventions

https://www.norfolk.gov.uk/children-and-families/SENDd-local-offer/education-and-learning/how-education-providers-support/special-educational-provision/provision-expected-at-SEND-support Provision expected at SEND support

https://assets.publishing.service.gov.uk/media/69ef8997d73531b6720a12ff/SEND_Reform_-_putting_children_and_young_people_first_government_consultation_with_corrections_-_PRINT.pdf SEND reform Putting children and young people first (Government consultation)