



## Reepham Church of England Primary School

### SEND Local Offer

This SEND Local Offer explains how Reepham Church of England Primary School supports children with Special Educational Needs and Disabilities (SEND). It has been written in line with the SEND Code of Practice (2015) and reflects our commitment to early identification, inclusion, and working in partnership with families.

Our SEND provision is underpinned by our school vision: **'Be Known. Be Loved. Belong.'**

We strive to ensure that every child is recognised as an individual, feels valued and supported, and is fully included in all aspects of school life.

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### Different Needs the School Supports

In accordance with the SEND Code of Practice (2015), we support pupils across the four broad areas of need:

- **Communication and Interaction**  
e.g. Speech, Language and Communication Needs (SLCN), Autism Spectrum Condition (ASC)
- **Cognition and Learning**  
e.g. Moderate Learning Difficulties (MLD), Specific Learning Difficulties such as dyslexia, dyscalculia and dyspraxia
- **Social, Emotional and Mental Health (SEMH)**  
e.g. anxiety, emotional regulation difficulties, ADHD, attachment needs
- **Sensory and/or Physical Needs**  
e.g. visual or hearing impairment, sensory processing difficulties, physical disabilities

Children are identified and supported using a graduated approach (*Assess, Plan, Do, Review*), ensuring that each child is known as an individual and receives support matched to their strengths and needs.

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### Arrangements for Consulting Parents

Living out our vision 'Be Known. Be Loved. Belong.' means working in close partnership with parents and carers, recognising them as experts of their children.

In line with the SEND Code of Practice, we actively involve parents through:

- Parents' evenings and regular meetings with class teachers
- Individual support plan or IEP reviews



*“Who you are is God’s gift to you. Who you become is your gift to God.”*

- Annual Reviews for pupils with Education, Health and Care Plans (EHCPs)
- Ongoing communication via email, phone calls, and informal meetings
- Opportunities for parents to share views as part of the Assess–Plan–Do–Review cycle

By listening to and valuing parental voice, we ensure children feel supported by a consistent network of care at home and at school.

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## Supporting Transition Between School Phases

Transitions are times when children especially need to feel known, loved, and that they belong. We therefore plan transitions carefully to reduce anxiety and support emotional wellbeing.

Support may include:

- Liaison with early years settings and secondary schools
- Additional visits and personalised transition arrangements
- Sharing key information and successful strategies with receiving staff
- Use of transition booklets, visual timetables, or social stories
- Enhanced adult support during the settling-in period

These approaches help children feel confident, secure, and ready for the next stage of their learning journey.

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## Adapting Provision and Pastoral Support

Our provision reflects our belief that every child should belong and thrive within our school community.

We provide Quality First Teaching and make reasonable adjustments to meet individual needs, including:

- Adaptive teaching approaches and adapted resources
- Targeted small-group or individual interventions
- Visual supports, practical learning experiences, and assistive technology
- Flexible approaches to recording and assessment
- Pastoral support, mentoring, and emotional wellbeing interventions
- Positive behaviour support plans and trauma-informed practices

Through these adaptations, we aim to ensure children feel safe, valued, and able to engage fully in school life.

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## Specialised Staff We Employ or Work With

To ensure children are known and supported well, SEND provision at Reepham Church of England Primary School is coordinated by our Special Educational Needs and Disabilities Coordinator (SENDCo), who works closely with Class Teachers and Teaching Assistants.

Where additional expertise is required, we work in partnership with external professionals, including:

- Educational Psychology Service
- The Working Together Team
- Behaviour Specialists
- Specialist teachers and advisory services
- Health and social care professionals
- Counsellors

These partnerships help us provide well-rounded support so every child can flourish.

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## How We Evaluate Our SEND Provision

We regularly evaluate our SEND provision to ensure it reflects our vision ‘*Be Known. Be Loved. Belong.*’ and meets statutory expectations.

This includes:

- Monitoring pupil progress, attainment, and wellbeing
- Reviewing outcomes from IEPs, support plans, and EHCP targets
- Seeking and responding to pupil and parent voice
- SENDCo monitoring, observations, and data analysis
- Reporting to senior leaders and governors
- Reviewing policies and practice against the SEND Code of Practice

This process supports continuous improvement and ensures provision remains effective and inclusive.

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## Who to Contact and How to Make a Complaint

We believe concerns are best resolved through open, respectful communication, reflecting our commitment to ensuring families feel they belong and are listened to.

If you wish to discuss SEND provision, please contact:

- Your child’s Class Teacher as a first point of contact
- Mrs Kalchev, the SENDCo – for SEND-specific concerns or advice
- Mrs Jackson, the Headteacher – if concerns remain unresolved



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If concerns cannot be resolved informally, parents may follow the school’s Complaints Policy, available on the school website or from the school office. We aim to resolve concerns promptly, fairly, and in partnership with families.

### Identifying and Supporting Pupils with SEND

