



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

## Special Educational Needs (SEN) Information Report

### Reepham Church of England Primary School

#### School Vision:

*Be Known. Be Loved. Belong.*

#### What are Special Educational Needs & Disabilities?

The Special Educational Needs and Disability Code of Practice states that:-

*‘a child or young person has Special Educational Needs if they have a learning difficulty or disability that calls for special educational provision to be made for him or her’  
‘for children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools’*

A disability is defined in terms of the Equality Act 2010:-

*‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’*

Further information can be found in the ‘Special Educational Needs and Disability code of practice:

0-25 years’ June 2014 (updated January 2015). This can be found at:-

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

**Reepham Church of England Primary School** is committed to providing an inclusive, nurturing and aspirational learning environment where all children, including those with Special Educational Needs and Disabilities (SEND), are supported to achieve their full potential. We value every child as part of our school family and work to ensure that all pupils feel known, loved and that they belong.

This SEN Information Report sets out how the school meets its duties under the Children and Families Act 2014 and the SEND Code of Practice.

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#### 1. How does the school identify children with Special Educational Needs?

We recognise the importance of **early identification** of SEND and take a proactive approach to identifying pupils who may require additional support.

Identification may occur through:



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- Teacher observations and ongoing assessment
- Analysis of attainment and progress data
- Discussions with parents/carers
- Liaison with pre-schools and previous schools
- Monitoring wellbeing, behaviour and attendance
- Information from external agencies
- Concerns raised by staff or families

Pupils’ needs are identified within the four broad areas of need outlined in the SEND Code of Practice:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

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## **2. How does the school support pupils with SEND?**

We follow a **graduated approach** to SEND support:  
**Assess – Plan – Do – Review.**

Once children have been identified and their needs have been assessed, staff will plan the support and then review at least 3 times per year.

All pupils receive **Quality First Teaching**, with adaptations made to ensure access to the curriculum.

Support may include:

- Classroom adaptations
- Use of visual supports
- Modelling and scaffolding
- Pre-teach and post-teach activities
- Small group interventions
- Targeted individual support
- Individual Education Plans (IEPs)
- Teaching assistant support
- Support at play times or transition times
- Pastoral and wellbeing support
- Specialist resources, equipment and technology
- External specialist involvement
- Support outlined in Education, Health and Care Plans (EHCPs)

The school uses a **Provision Map** with three levels of support:



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- **Wave 1:** High quality inclusive classroom teaching
  - **Wave 2:** Targeted small group interventions
  - **Wave 3:** Specialist or highly targeted support, including external agencies and EHCP provision
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### **3. How are parents and pupils involved?**

We place the child at the centre of decision-making and value strong partnerships with parents/carers.

Parents are involved through:

- Meetings prior to placement on the SEND register
- Termly review meetings
- IEP reviews
- EHCP annual reviews
- Ongoing communication with teachers and the SENDCo
- Support strategies shared for home learning

Pupils are encouraged to:

- Share their views
  - Contribute to target setting
  - Reflect on progress
  - Celebrate achievements
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### **4. How does the school assess and review progress?**

Progress is monitored through:

- Teacher assessment and observations
- Review of IEP targets
- Termly progress reviews
- Attendance and wellbeing monitoring
- Standardised assessments (where appropriate)
- Feedback from external professionals
- Parent and pupil views

IEPs and support plans are reviewed regularly, and adjustments are made in response to progress and need.

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## **5. What specialist services and expertise are available?**

The school works closely with a range of external professionals, including:

- Educational Psychology Services
- Speech and Language Therapy
- The Working Together Team
- Specialist Teaching Team
- Dyslexia Support
- Behaviour Support
- Occupational Therapy
- Physiotherapy
- Sensory Education Support Service
- CAMHS
- Healthy Minds
- Social Services
- Counselling services
- Medical professionals
- Early Help

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## **6. How does the school support pupils with an Education, Health and Care Plan (EHCP)?**

Pupils with an EHCP receive support as specified in their plan, including:

- Individualised targets
- Specialist provision
- Additional adult support (where required)
- Annual review meetings
- Close liaison with parents, the Local Authority and professionals

EHCP provision is reviewed at least annually to ensure it remains appropriate and effective.

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## **7. How does the school ensure inclusion and access to the curriculum?**

We are committed to removing barriers to learning and ensuring that all pupils have access to:

- A broad and balanced curriculum
- Inclusive teaching strategies
- Adapted learning materials
- Reasonable adjustments
- Pastoral and wellbeing support
- Extra-curricular activities



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- Educational visits

The school maintains an **Accessibility Plan** and continually reviews provision to improve inclusion.

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## **8. How does the school support wellbeing and pastoral needs?**

Supporting pupils' wellbeing is a key priority in our school. Provision includes:

- Pastoral support
- Time to talk
- Social speaking activities
- Emotional wellbeing interventions
- Behaviour support strategies
- Safe spaces and trusted adults
- Monitoring of attendance
- Support during transitions
- Inclusive practice

A key priority for 2025–26 is further strengthening wellbeing and pastoral care within our school, particularly for pupils with SEND.

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## **9. How are staff trained to support SEND?**

Training needs are identified through:

- Individual pupil needs
- School Development Plan priorities
- SENDCo training
- Appraisal processes
- Dissemination of best practice
- Ongoing professional development

Staff receive regular training to ensure high-quality inclusive teaching and effective SEND support. The SENDCo holds the National SENDCo Award and works closely with all colleagues to ensure that children identified as having Special Educational Needs and Disabilities are receiving the best support available to achieve the best outcomes for each individual child.

The school is committed to providing all staff with continued professional development and members of staff aim to attend courses where content matches current need within the school. Our staff are equipped to support pupils with a wide range of SEND.

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## **10. How will the school prepare and support my child to join the school and to transfer to a new setting?**

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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## **11. Key SEND Information (2024-25)**

- Pupils on SEN Register: **27**
  - Pupils with EHCP: **1**
  - Attendance:
    - Whole School: **96.37%**
    - Pupils with SEND: **95.64%**
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## **12. Who to contact?**

If you feel concerned or are unhappy with any aspect of provision for your child, you should in the first instance speak with your child’s class teacher. You may also contact the school and arrange a meeting with the SENDCo. If you feel that there are still concerns, you may wish to contact Mrs Amy Jackson, the Head Teacher.

### **SENDCo:**

Mrs Gillian Kalchev

### **SEND Governor:**

Mrs Claire Barton

### **Pastoral Support:**

Mrs Kirsty Solari

For further information, parents/carers are encouraged to contact the school office to arrange a meeting with the class teacher or SENDCo [enquiries@reepham.lincs.sch.uk](mailto:enquiries@reepham.lincs.sch.uk)