11 Introduction - SEND report September 2025-26

Welcome to the School Local Offer for SEND for Forncett St Peter and Carleton Rode Federation. This report is part of the Norfolk Local Offer for learning with Special Educational Needs (SEN) or disabilities (SEND).

All governing boards of maintained schools have a legal duty to publish information on their website about the implementation of the governing board's policy for children with SEN and this information is updated annually.

Please find the Norfolk's Local Offer here: SEND Local Offer - Norfolk County Council.

As Church of England Primary Schools, Carleton Rode and Forncett St. Peter, hold the shared vision that we should 'love your neighbour as we love ourselves', treating everyone how we would like to be treated. We value each child equally and actively promote an inclusive culture and environment. We are inspired by Christian values and these lie at the heart of our federation. We believe in lifelong learning for the whole school community and work to meet the diverse needs of everyone in out school, regardless of their background, experience, knowledge or skills, enabling the, to be the best they can be.

We value high quality teaching for all learnings, where learners can thrive in a flexible learning environment and regularly monitor teaching and learning across the schools.

This information report has been produced with children, parents/carers, governors and members of staff. We welcome and encourage feedback and future involvement in the review of our offer. The following people are most appropriate to contact:

Laura Higgins - SENDCo (Special Educational Needs and Disability Co-ordinator), senco@forncett.norfolk.sch.uk

Callum Richards - Executive Head Teacher, head@carletonrode-primary.norfolk.sch.uk or head@forncett.norfolk.sch.uk

James Smith - SEND Governor (please contact via school office), office@carletonrode-primary.norfolk.sch.uk or office@forncett.norfolk.sch.uk

Identification of SEND

Children may have special educational needs at any point during their school career.

The SEN Code of Practice (2015) defines SEND as: "A child or young person has SEN if they have 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 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 schools or mainstream post-16 institutions."

There are many reasons why children can fall behind in their learning, however if progress is significantly slower than that of their peers, or fails to match their previous progress despite receiving high quality teaching, they it may be they have an underlying SEND.

Teachers are quick to raise any concerns and provide high quality teaching and intervention to help children with their learning. If teachers become concerned of potential SEND, parents/carers will be informed. Such needs are identified in a range of ways including screening tools, whole school tracing of attainment and observational assessments. Teachers will also act upon concerns raised by parents/carers.

If you are worried about your child, please contact their class teacher in the first instance to raise your concerns.

Our SEND Profile for 2025/2026

Forncett St Peter:

Our SEND profile for the start of 2025/26 shows that we have 12% of children identified having SEND, the national average is 19.5%. This is made up of the following groups:

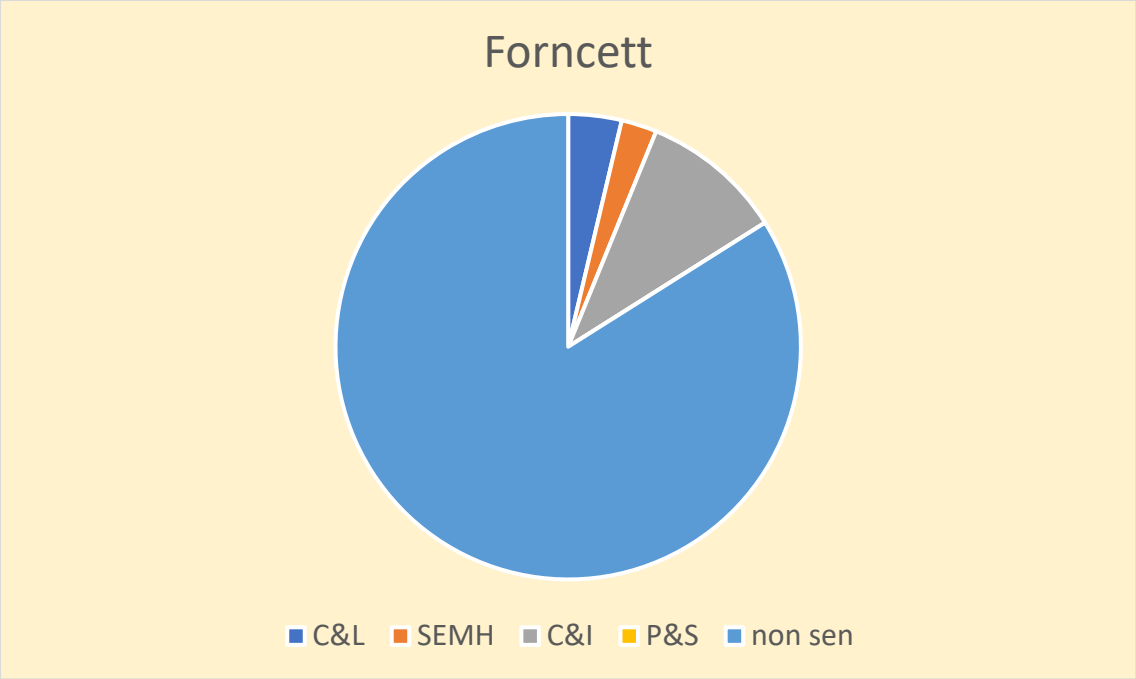
Cognition and learning: 3%

Social, Emotional, Mental health: 2%

Physical and Sensory: 0%

Communication and Interaction: 10%

EHCPs: 4%



Carleton Rode:

Our SEND profile for the start of 2025/26 shows that we have 37% of children identified having SEND, the national average is 19.5%. This is made up of the following groups:

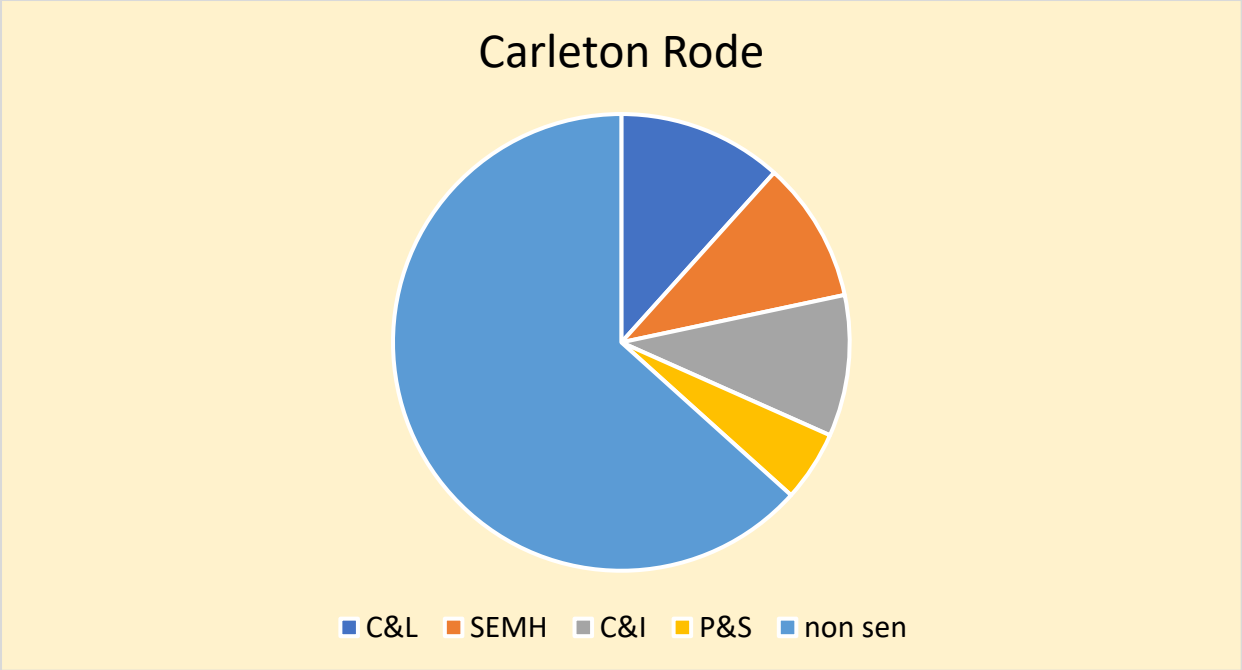
Cognition and learning: 11%

Social, Emotional, Mental health: 10%

Physical and Sensory: 5%

Communication and Interaction: 10%

EHCPs: 11% (national average is 5.3%)



Assessment and SEND Provision

Every teacher is required to plan and teach lessons which meet the needs of all the children in their class.

In the first instance, all children access quality High Quality Teaching, with teachers holding high expectations for all their children. They ensure that all teaching is based on building on what children already know, can do and can understand. Teachers use a range of learning styles so that every child can fully engage with their learning and may use various strategies to adapt access to the curriculum for example visual timetables, writing frames or positive behaviour rewards systems.

To ensure access to High Quality teaching, we have are universal, targeted and personalised offer:

WHOLE SCHOOL PROVISION	SEMH	Cognition and learning	Communication and interaction	Physical and sensory
Universal	• Positive behaviour reward systems • Strong relationships between staff and peers • Inclusive environment • Consistent classroom routines • Zones of Regulation • Calm corners • Transition support • Self-esteem and confidence work in RSE lessons	• Visual timetables • Now and next boards • Scaffolding • Flexible groupings • Multi-sensory approaches • Visual cues - letter formation • Off white backgrounds • Dyslexia friendly fonts • Widgits • Colourful semantics whole class • Concrete resources • Reading rulers	• Visual aids - widgit • Class/school routines • Structured choices • Simple instructions • Thinking time (10 seconds) • Scaffolds like words mats, phonics sound mats • Sign of the week • Chunked lessons	• Whole class morning moves • Brain breaks • Calm corners • Sensory safe classrooms - reduced harsh lighting, accessible space, neutral colours • Multi-sensory approach • Pencil grips • Alternative seating
Targeted	• Personalized rewards • Regular check-ins • Sensory circuits • Social interventions - brick by brick therapy • Personalized sensory box • The incredible 5 point scale • Morning check ins and additional transition time	• RWI interventions • IDL interventions • Small group intervention • Technology- text to speech etc • Reader pen • Colourful semantics intervention • Fry Word reading • Pre-teaching	• Speech and language intervention • Social interventions - brick by brick therapy • Pre-teaching words and concepts • Comic strip conversations	• Sensory circuits • Fine motor skills • Adult support during class activities - small group work • Work printed on visually accessible colours • Explicit teaching Writing aids - different pencils, slopes etc • Sensory interventions

Enhanced	• Pastoral team • Teaching specific skills - SEL • ELSA • Attachment play	• Personalized interventions - i.e. dyslexia support • Differentiated/personalized curriculum working in line with child's attainment • Adapted learning tasks within age related expectations	• Individualized communication (sign language, core boards) • Speech and language intervention by therapist	• Occupational therapy • 1:1 support for movement and personal needs • Specialized equipment - i.e. hearing devices, communication devices

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.

Teachers work closely with Teaching Assistants to provide a combination of whole class, small group and individual support within lessons. All interventions are recorded in our Provision Map which is coordinated by the SENDCo and Executive Head teacher. The interventions we offer may include: IDL, Brick-by-Brick therapy, ReadWriteInc phonics, Zones of Regulation and sensory circuits.

At the start of an intervention, a baseline will be established which can be used to compare the impact of the provision. Children, parents/carers, teaching and support staff will be directly involved in the review of progress. An exit assessment will also be completed at the end of the intervention programme, allowing us to monitor the impact. The impact of additional intervention and support will be monitored by the class teacher and SENDCo.

Monitoring and Evaluation

Throughout the school year, the progress of all children is monitored and compared to national and age-related expectations. We use the Pupil Asset system to track progress of all children. This information, along with the concerns of the class teacher, helps us to identify children who may need additional support.

If your child is identified as having additional needs, the teacher, in consultation with the individual child and parents/carers, will complete a 'One Page Profile'. This document is designed to capture all the relevant information about a child to support their needs. It provides a holistic view of the child and helps to ensure they are fully involved in their own learning. These profiles will be reviewed every term, although they can be updated more frequently if appropriate. For some learners we may wish to seek advice from specialist agencies. This would always be discussed with parents/carers in

the first instance. Learners with Education, Health and Care Plans (EHCPs) will also have their progress formally reviewed annually.

Extra Curricula activities and school trips

All learners should have the same opportunity to access extra-curricular clubs and activities run by staff or external providers. We are committed to ensuring that reasonable adjustments are made to allow participation by all wherever possible. All staff have training in the requirements of the 2010 Equality Act. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined by the Equality Act and to ensure it makes 'reasonable adjustments'. The 2010 Equality Act 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."

Transition

Preparing for the Next Step Transition is a part of life for all learners. This can be transition into a new class, having a new teacher, or moving on to another school. Across the Federation, we recognise that 'moving on' can be especially difficult for a child with SEND and we therefore take steps to ensure that any transition is a smooth as possible. If your child is moving to another school, we will contact the new school SENDCo and ensure they know 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 in accordance with GDPR regulations. If your child has an EHCP and is moving on to High School, the SENDCo from that school will be invited to the annual review that year.

Funding

Our Federation receives funding directly to the school from the Local Authority to support the needs of learners with SEND.

Your Feedback

To be effective, our offer needs to reflect the views of parents/carers, pupils, governors and staff so please do get in touch if you would like to provide any feedback or be involved in the next review.

Date reviewed: September 2025

Date of next review: September 2026