Mulbarton Primary School 2025-26

SEND Information Report

Part of the Norfolk Local Offer for Learners with Special Educational Needs (SEND)

Introduction

Welcome to our SEND Information Report which is part of the Norfolk Local Offer for learners with Special Educational Needs and/or Disabilities (SEND). All governing bodies of maintained schools now have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information will be updated annually. Click here for a link to Norfolk's Local SEND Offer.

At Mulbarton Primary School we are committed to working closely together with all members of our school community. This report has been produced following discussion with pupils, parents/carers, governors and members of staff. We would welcome your feedback and future involvement in the annual review of our offer. Please contact us if you wish to comment at any time. The following people are the most appropriate people to contact:

Rebecca Jennings – SENDCo (Special Educational Needs and Disability Co-ordinator)

Adam Masterson – SEND Governor

Natasha Hall – Head Teacher and Specialist Dyslexia Teacher

All contactable via school office- office@mulbartonprimary.norfolk.sch.uk

If you think your child may have Special Educational Needs, please speak to the class teacher for an initial discussion of any concerns. They will then discuss them with the SENDCO.

Our approach to teaching all learners, including those with SEND

We see our school as a learning community in which governors, parents, staff and children work together with the aim of providing every child with the opportunity to develop his or her potential academically, emotionally, socially and creatively. Children are encouraged to aim for high individual standards and to take pride in their achievements. We value each child equally and seek to foster in every child a sense of self-respect and respect for others, both in the school and in the wider world with its different races, cultures and religious beliefs.

We aim to provide a learning environment which is flexible enough to meet the needs of all learners. We monitor the progress of all learners and teachers continually assess that successful learning is taking place. Our whole school system for monitoring progress includes termly pupil progress meetings, which enable teachers to identify and plan for any further intervention needed to enable the children to make progress from their starting points.

Identification of SEND

At different times during their school career, a child or young person may have a special educational need. The SEND Code of Practice (September 2015) 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 school age or a young person has a learning difficulty or disability if they:

- **have a significantly greater difficulty in learning than the majority of others of the same age or**

- **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."**

If a learner is identified as having SEND, we will provide intervention that is 'additional to or different from' the normal differentiated curriculum. The is intended to overcome their difficulty and enable learning to progress. The impact of additional intervention and support will be monitored by class teachers and the SENDCo to evaluate impact.

There are many reasons children can fall behind with their learning. However, if your child's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching, then it *may* be that they do have an underlying SEND need.

Teachers are quick to notice and raise any concerns. If a child's class teacher becomes concerned that he/she may have an underlying barrier, the teacher will talk to the parents/carers and the SENDCo. Interventions (small group or one-to-one activities) may also be suggested. At Mulbarton Primary School we have a skilled team of teaching assistants and teachers who work to provide the extra support needed by children with SEND. High quality teaching and inclusive provision aim to overcome barriers to learning and targeted interventions aim to remove barriers to learning.

Our SEND profile for 2025-26:

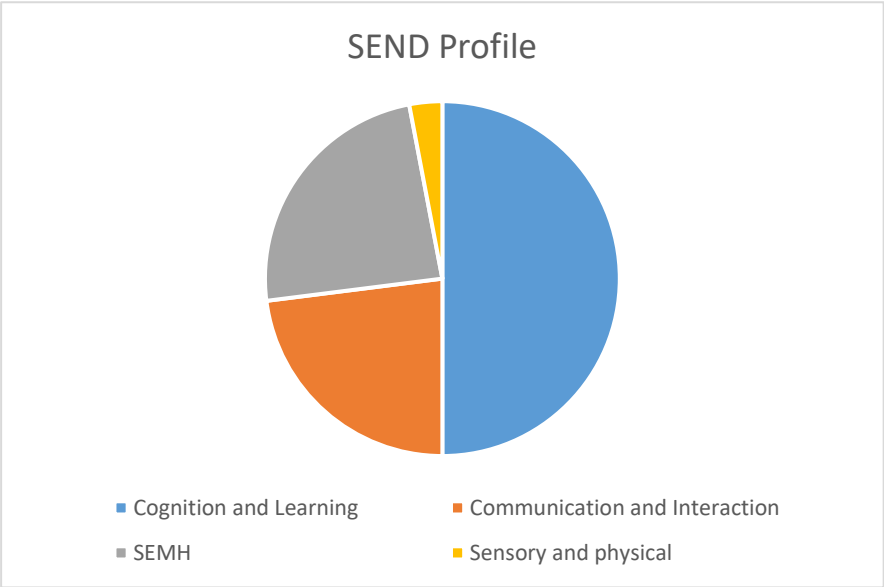
Our SEND profile for the start of 2025-26 shows that we have 21.5% of children identified as having SEND (the national average is 19.5%). This is made up of the following groups based on primary need:

56% 48 pupils linked to Cognition and Learning

19% 16 pupils linked to Communication and Interaction

22% 19 pupils linked to Social, Emotional and Mental Health needs

3% 3 pupils linked to Physical and Sensory



Assessment and SEND provision

Whether your child has SEND or not the class teacher, supported by the Teaching Assistant, is responsible for matching lessons and differentiated plans to meet the individual needs of the children. Teachers and Teaching Assistants work together to provide a combination of whole class, small group and individual support within lessons. Teachers use many different strategies to adapt access to the curriculum. These might include visual timetables, now, next and then boards, use of lap-tops for recording writing, writing frames, use of social stories or positive behaviour reward systems. Teachers will assess the learning environment to ensure they are accessible for all pupils with SEND.

We encourage regular communication and contact with parents and carers, so if you have any concerns about the progress your child is making, you can arrange to speak to the class teacher at a convenient time.

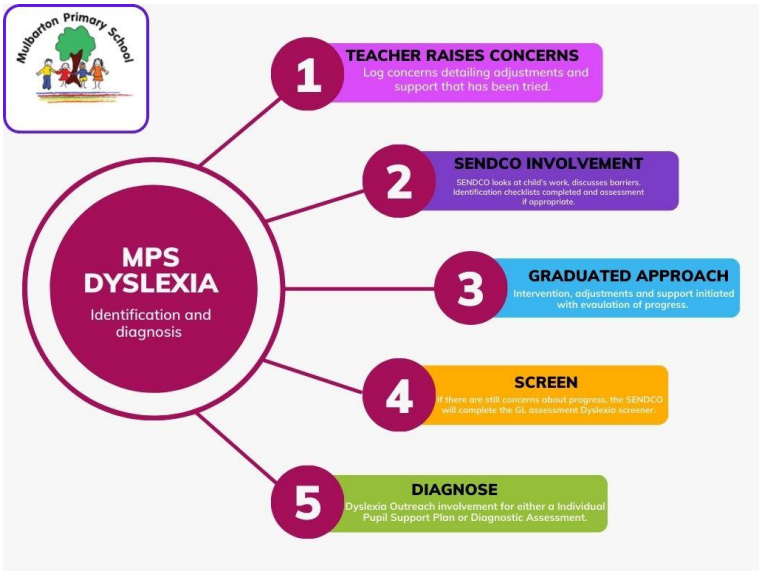
The nature of the additional support provided is dependent on the learning needs of the individual. The types of support and intervention that we can provide are shown on our provision map, which is updated regularly as children's needs change. A copy of our current provision map is available on our website.

Cognition and Learning Support

High-quality teaching is central to all provision and is adapted to meet pupils' needs through inclusive classroom practice, effective differentiation, clear modelling and structured scaffolding. Reasonable adjustments are made to support access to the curriculum and to develop early literacy and numeracy skills, alongside memory, processing and organisational skills. Where pupils require additional support, targeted and evidence-based interventions are delivered in small groups or one-to-one. The impact of provision is monitored through regular assessment and review, and progress is used to inform next steps.

Supporting Children with a potential dyslexic profile

Concerns about difficulties a child may be having should be referred to the SENCO. Enquiries from parents, staff or students are welcomed and will be taken seriously. School cannot provide a formal diagnosis of Dyslexia but will follow these steps to assess the barriers to learning, appropriate support and intervention.



Dyslexia Friendly approaches are good practice for the inclusion of all learners, and the following adjustments are used across school:

- Off white backgrounds on all interactive whiteboard slides
- Tasks broken into smaller chunks

- One instruction at a time
- Visuals to support learning
- Instructions are clearly sequenced
- New vocabulary is displayed and the meaning explained
- Dyslexia friendly fonts used on all resources
- Scaffolded support for independent tasks
- Reasonable adjustments are offered to homework for children with a dyslexic profile

We have achieved the Dyslexia Friendly School award.

Supporting emotional and social development

Social and emotional wellbeing is essential for all children. Emotional literacy and self-regulation are supported across the school through the use of the Zones of Regulation curriculum, which is taught weekly. Listening to and valuing pupils' views is a priority, and children from across the school meet weekly in mixed-age groups to take part in themed circle time discussions. Pupils' thoughts and views are captured and shared during these sessions. Every classroom includes a Calm Corner to support emotional regulation. From Year 2 upwards, classes also have a Time to Talk box where children can share their thoughts, while younger pupils use a Time to Talk Monster to indicate they would like to speak to an adult.

Additional support is available for children who find unstructured times challenging, including Relaxation Club at lunchtime and a quiet story time at breaktime. Children with identified social and emotional barriers to learning may access Nurture provision or Life Coaching. The Nurture provision offers bespoke group interventions such as Zones of Regulation, Socially Speaking and Lego Therapy, which are adapted regularly to meet the needs of each cohort. Where appropriate, children may also receive tailored 1:1 support. A Life Coach visits the school weekly to work individually with children in Key Stage 2.

Monitoring and Evaluation

Monitoring the progress of learners is an integral part of our work at Mulbarton Primary School. Throughout the year the children's progress is regularly monitored against national and age-related expectations. Progress data for all learners with SEN is collated and tracked using the whole school system for pupil tracking termly.

At the start of most interventions a baseline assessment will be completed to give us a starting point or a set of targets for your child. This will help us to monitor their learning and measure the progress they are making. Progress is discussed termly during Pupil Progress meetings and children with Education Health and Care Plans (EHCPs) will also have their progress formally reviewed annually. Outcomes will be closely monitored and evaluated. For some learners we may want to seek advice from specialist agencies. We are keen to work alongside external bodies including health and social care to support pupil and family needs.

If your child is identified as having needs '*additional to* and *different from'* those of most children in the class, and then extra support will be required. If after discussion with you and the SENDCO it is considered appropriate, then the teacher will write a **One Page Profile** which include your child's views. The child and parent views are important to support collaboration towards outcomes. To accompany this a **Holistic Action Plan** will be created to highlight the targets and strategies used to support your child. This process of 'assess, plan, do review' is often referred to as the graduated approach. These documents will be reviewed termly and shared with parents. Parents are encouraged to share their views about the documents and changes may be made in light of child and parent comments. The targets on the action plans will be translated to target cards which the children can access within lessons and use to interact with adults when a target is achieved. Where reasonable adjustments are in place to support your child, these may be summarised in a **One Page Profile**.

Extra-curricular activities and school trips

Teaching staff at our school have had training to understand the Equality Act 2010. The Act requires us to make 'reasonable adjustments' to enable all children to access the activities we provide.

The Equality Act defines disability as:

"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

The definition of disability in the Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. For more information about the Equality Act, the protected characteristics or duties on public bodies, please follow this link: https://**www.gov.uk**/guidance/**equality-act-2010**-guidance

All learners should have the same opportunities to access extra- curricular activities. At Mulbarton Primary School during the school year 2025-26 we will offer extended schools' provision in the form of breakfast and after school club. More information can be obtained from the school office and website.

The school carries out risk assessments for all children before any school outing. Our policy is to include all children unless there is a risk to their safety and/or the safety of others. Parent or carers may be given the opportunity to attend if necessary. Some children with high levels of need have individual risk assessments and additional support from adults.

Transition

Before your child arrives with us the teacher will always read any available files and reports about your child and note additional needs or concerns. They will liaise with you and your child's preschool setting to make the start of school as smooth as possible.

When transferring to a new school we always discuss the children with the new teachers. If your child has SEND or a medical or physical additional need, then this too will be discussed with the new teacher and SENDCo.

We are committed to working with parents/carers to plan transition. Some of the ways we already support children in their move from Early Years settings (e.g. pre-school, nursery, childminders) and to High School in Year 6 are as follows: extra class/school visits, social stories, transition booklets containing photos, and meetings with the next teacher. Where necessary extra transition opportunities will be arranged. For children with Educational Healthcare Plans (EHCPs) who are transferring to High School, the SENDCo from the new setting will be invited to the annual review meeting that year. Teachers will meet to discuss children's individual needs to support internal transition. Children will be invited in for enhanced transition visits during the INSET days where appropriate.

Pupils with disabilities

The school is committed to supporting disabled pupils and promoting full inclusion in all aspects of school life, ensuring that no pupil is disadvantaged. Reasonable adjustments are made to the learning environment, teaching approaches and resources so that pupils can access the curriculum and wider school activities alongside their peers. Individual needs are carefully considered, and support is planned in consultation with pupils, parents and relevant professionals. Further information about how the school improves physical access, access to the curriculum and access to information is set out in the school's Accessibility Plan.

Staff training

Staff across the setting have a strong understanding of supporting children and young people with Special Educational Needs (SEN) and receive regular training to develop their knowledge and skills. This includes training in inclusive classroom strategies, reasonable

adjustments, and specific areas of need such as communication, cognition and learning, social, emotional and mental health, and sensory or physical needs. The SENCo provides guidance and advice to staff, monitors provision, and ensures that support is tailored to individual needs. Where specialist expertise is required, the setting works closely with external professionals to ensure the best outcomes for children and young people.

Partnership Working

The school works in close partnership with a range of external bodies to ensure that children and young people with SEN receive coordinated and effective support. This includes health services such as speech and language therapy, occupational therapy and school nursing, social care teams, and local authority services including educational psychology, specialist advisory teachers and SEND support services. Where appropriate, the school also engages with voluntary and community organisations to provide additional support for pupils and their families. Multi-agency meetings, referrals and regular communication with parents and carers ensure that support is well-coordinated and responsive to individual needs.

Close partnership with the local authority ensures that children and young people who are looked after and have SEN are well supported, with regular communication involving the Virtual School, social workers and SEN teams. This collaborative approach helps to align Personal Education Plans with SEN provision, ensuring support is reviewed regularly and meets individual needs.

Funding

Mulbarton Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described as the SEND Memorandum. The amount of funding we received for 2025-26 is £282,285. Any additional funding will be requested through Team Around the School meetings.

Complaints

For complaints relating to SEND provision, please see Complaints Policy.

Date reviewed: July 2026 **Date of next review: September 2026**