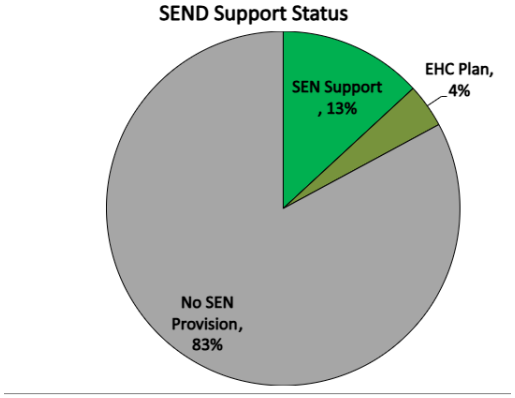
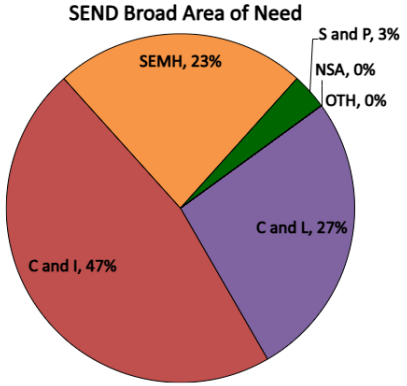
Old Buckenham Primary School

SEND Information Report September 2026

1 Variety of Special Educational Needs that are provided for at Old Buckenham Primary School	The SEN Team provides support for pupils across the 4 broad areas of need as laid out in the SEN Code of Practice 2014 (last updated May 2015): • Communication and Interaction • Cognition and Learning • Social, emotional and mental health difficulties • Sensory and/or physical needs The school currently has 17% of all students identified with SEND including 4% of students with an EHCP.  

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2 Information about the school's policies for identification and assessment of pupils with SEND	Pupils are identified as having SEND with their needs assessed through a multi-pronged approach incorporating: • Information passed on from Pre-school/Nursery/infant/previous schools • EYFS Early Learning Goal baseline assessments and results, baseline testing, phonics screening checks and progress data • Individual assessment using standardised score assessments including British Picture Vocabulary Scale, WellComm Screening • Feedback from teaching staff and observations • Feedback from specialist agencies e.g. Educational Psychologist (EP) or Specialist Learning Support Teacher (SLST). • Pupil Premium interventions not showing consistent impact. • Referrals from parents or carers • Pupil Voice • Whole School Assessment Systems • Whole school testing – e.g. NTS Assessments; e.g. from this we identify standardised scores below 90 through colour coding for teachers & unpick low scores particularly those not identified by previous school • Referrals from staff/feedback from all visiting student staff • Referrals from parents • Actions from primary/previous school – Graduated Approach • Observations in school to look at High-Quality Adaptive Teaching Provision • Team Around the Child discussions • Specialist agency input via CEPP (EP, Clinical Psychologist, SLCN Therapist, Specialist SpLD Teacher, OT), ADHD Norfolk, Pediatrician referral/NDS, NHS SLCN, CAHMS • In-house educational testing and strategies – such as BPVS • Intervention baselines
3c The school's approach to teaching pupils with SEND	Provision for SEND pupils includes: • High-Quality Adaptive Teaching, with appropriate and effective adaptive teaching in place as Every Teacher is a Teacher of SEND • Additional adult support in classrooms where appropriate to form Teaching Teams • Personalised provision through time limited programmes

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	• Personalised intervention programmes led by trained TAs • Dual Centre provision (SRB & School) • The sourcing of additional specialist support via external agencies e.g. Dyslexia Outreach, School 2 School Support • Individual SEND Support Plans in place for every SEND child (on SEND Register). Half termly review/ Termly copies to parents (signed receipt) • Monitoring Individual Support Plans in place for every child referred to SEND
3a Evaluating the effectiveness of the provision made for pupils with SEND	• Impact tracking is completed at least termly and adaptations to provision made considering the findings. • SEND Parent Voice Survey bi-annually • SEND Pupil Voice Survey bi-annually • Regular meetings between Class teams and Parents • Progress and evaluation are reported to Sapientia Education Trust's Board of Trustees and the Director of Inclusive Learning • Progress and evaluation of SEND is reported to the Education Committee via the Headteacher's report termly • Specialist External Support is provided via the Trust Education Team. • SEND is a priority for all Quality Assurance undertaken by the Trust Education Team. • The Whole School SEND Review Guide is used as a key effectiveness review tool to evaluate the impact of SEND provision.
3b Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review	We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review. - Assess: when a learner is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff, and the pupil. - Plan: together we plan about what actions need to be taken and what support needs to be put in place. A date is set for review. - Do: the plan is put in place as agreed. - Review: the impact of the provision on the pupil is evaluated. The next steps are established. The cycle may begin again.

	These arrangements include: • Pupil progress meetings between class teacher, SLT and SENDCO • Data tracking for pupil progress use of Wellcomm • Support plan and EHC Plan reviews • Individual, personalised Support Plans for all learners with SEND • Observations and follow-up • Parent/Carer's meetings • Pupil Voice
3d How adaptations are made to the curriculum and the learning environment of pupils with SEND	At Old Buckenham Primary School, we aim to identify SEND needs and use the Graduated Approach to ensure that every child has what they need to succeed. We recognise that this is different for every child and is not about children having the same provision. Rather, it is about finding the best provision for every child to enable and empower them towards confidence, personal growth and progress. The curriculum/learning opportunities may be adapted by: • Phonics intervention following Little Wandle Phonics scheme • Wellcomm Speech • ELSA • Precision Teaching • Talkabout intervention • Attention Autism • Social stories • Zones of regulation • Sensory circuits • TA/HLTA led intervention • Lego Therapy • Dyslexia Gold • Application of EEF High-Quality Adaptive Teaching Strategies including scaffolding, modelling, flexible grouping, explicit instruction, meta-cognition strategies

	• Groupings that target specific levels of progress • Adapted resources and teaching styles • Appropriate choices of texts and topics to suit the learner • Access arrangements for tests and other assessments • Additional adult support • Allocation and adaptation of room use where appropriate including use of the nurture room Further Examples are: • Clear and consistent classroom routines; • Visual aids, checklists, timers and manipulatives; • Graphic organisers, mind maps, spider diagrams; • Writing frames, sentence starters; • learning aids such as overlays, laptops, pencil grips, talking tins, word mats, writing slopes • Autism-friendly classroom resources (visual timetables/staff lanyards) Now and next boards. • Widgit online • Reading text/instructions aloud • Pre-teaching vocabulary • Breaking up longer texts and tasks into manageable chunks. Additional, targeted support will be provided in the classroom, based on individual learner' needs. This could take the form of: • Specific seating arrangements to accommodate learner needs; • Use of visual timetables; • Use of larger font size; • Specific equipment, e.g. wobble cushion, writing slope; • Assistive technology e.g. reader pens, voice to text software; • Rest breaks/movement breaks; • Support from a teaching assistant as a scaffolder / prompt / scribe / note-taker; • Extra time to complete tasks; and

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	• Reasonable adjustments to rewards and sanctions issued in the context of the learner's special educational needs. • Small group precision teaching; • Meet and greet at the start of the day and/or decompression at the end of the day; • Provision of specific support programmes e.g. Zones of Regulation, Sensory Circuits; and Alternative Provision.
3g Support that is available for improving the social, emotional and mental health needs of pupils with SEND	Pupils are well supported by: • Whole school Norfolk STEPS Approach for all trust schools which promotes positive behaviour through a therapeutic approach for all learners • A robust Behaviour Policy and Rewards Structure, underpinned by clear and active Values and Rules • An environment which promotes the Ethos, Values, Rules and Rewards • A clear and consistent approach by the whole Staff Team • A clear Rewards Process - The Windmill • A clear Behaviour Sanctions Process • An anti-bullying policy • Just One Norfolk • Zones of Regulation • Early Intervention used in Classroom underpinned by Dan Hughes PACE approach • Targeted support for individual pupils including therapeutic approaches where appropriate – adjust this to reflect what happens in your school • Nurture Drop Ins at unstructured times. This also includes ELSA 1:1 session with an ELSA trained member of staff. • Pupil Voice • A clear SLT monitoring using the SEND identification flow chart • The right approach, at the right time, in the right place for children- bespoke offer for children showing high behaviour output Multi-agency working with a number of agencies, including identification of and use of Alternative Provision Pupils are well supported by:

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	• Whole school Norfolk STEPS Approach for all trust schools which promotes positive behaviour through a therapeutic approach for all learners. • An anti-bullying policy that is supported by a specialist trained members of staff • Zones of Regulation is embedded throughout our school. Including 1:1 ELSA sessions with our ELSA trained member of staff. • Pupil Voice
4 In relation to Mainstream Schools and maintained nursery schools, the	Helen Mitchell – Executive Headteacher head@obps.set.education Katie Dacosta- Head of School and Inclusion and SENDCO senco@obps.set.education School Telephone Number: 01953 860380 Trust SEND Trustee: Penny Sheppard Contact Email: p.sheppard@setrust.co.uk
5 Information about the expertise and training of relevant staff in relation to children and young people with SEND, including how specialist expertise will be secured	All staff receive training on SEND. Ongoing training is provided as needed in response to the individual needs of learners which is informed by an annual audit of staff expertise in SEND. This includes but is not limited to: • The SENDCO has The National Award for SEN Coordination (NASENCO) • Including TA standards v Teacher standards. Trauma Informed Practice, Memory Fix, Little Wandle for Support Staff, Speech and Language-Blank levels • Termly Trust SEND Strategy Days for SENDCOs led by the Director of Inclusive Learning • EYFS Lead Network SEND Training – Whole Class Approaches to support the 4 broad areas of need • Termly CPD training covering topics including EEF Special Educational Needs in Mainstream Schools Guidance, SEND Code of Practice, High-Quality Adaptive Teaching Strategies to support pupils with SEND, Step-On/Step-Up training • Whole staff training in- Norfolk Steps, Safeguarding, Trauma Informed training, Zones of regulation training.

	• Specialist expertise engaged from external services – SRB, NHS NDS Pathway Team, Communicating Matters, Norfolk Early Help and CEPP • Whole School SEND Online Training Units access including but not exclusive to: "Creating an emotionally safe learning environment", "Creating a socially safe learning environment" All staff have been trained in the Graduated Approach – July 2026
6 Information about how equipment and facilities support children and young people with SEND will be secured	• Support Services including health services • National and Local Charities • Volunteers • CADS Hub • Just One Number • Early Help & Family Support (Norfolk County Council) • Access through Technology • Dyslexia Gold • SEND equipment such as tanglers, putty, cushions, writing slopes, ear defenders, overlays, timers, resistance bands, pencil grips, adapted scissors- in every classroom • Individual resource packs in every classroom as part of High-Quality Adaptive teaching and Learning- including writing guides, word banks, whiteboards/pens, scaffolded tasks
7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	The views of parents and carers are important to us, and we will involve you in discussions about provision for your child's SEND both at the point of identification and through their termly review. • Telephone • Email via Bromcom • Parent View • Parents Evenings • ELSA trained staff • SENDCO direct contact • Face-to-face meetings
8 The arrangements for consulting young people with SEND about and involving them in their education	The wishes and feelings of young people with SEND are central to our provision. We involve them in discussions about the support they receive in an age-appropriate manner. We gather their views as part of the termly review of their Support Plan as well as through:

	• Pupil Voice • Pupil Leadership opportunities- such as Sports Leaders 'Active Crew', Eco Council Members, School Council Members • Annual Reviews for EHC Plans • Lunchtime Nurture Drop Ins • Morning Sensory Circuits • Feed back boards and Check Ins • Key worker time • Personal Interviews • Wishes and Feelings - signs of safety activity • Early Help and Family Support Workers (where identified)
9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school	Please refer to and use the school's existing complaints policy and procedure which is available directly from the school or website. Complaints-Policy-OBPS-Sept-2026.pdf
10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.	The Sapientia Education Trust is governed by a Board of Trustees who have statutory responsibility for governance. The Board of Trustees empowers the SEND Coordinator and Headteacher to use the range of support and resources required to benefit the children at Old Buckenham Primary School This can include: • Family Support • Speech and Language therapy • MAT support and advice • Specialists e.g. Educational Psychologists, School-to-School support, SRBs etc. In its turn, through monitoring and challenge, the Board of Trustees assess the impact, costs and cost effectiveness of the support used and amends the strategy of the school appropriately.
11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.	Norfolk SEND Information, Advice and Support Service (SENDIASS)- Telephone: 01603 704070 SEN Centre of Excellence - Telephone: 03448008020 or email send@norfolk.gov.uk

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12 The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living	Transition arrangements • Meetings with feeder and MAT schools to ensure all appropriate information is passed on in a timely manner • Contact and handover of information and strategies to and from receiving schools • Reception new starters: visits to nurseries; home visits; stay and play opportunities • Year to year: transition days and activities; new teacher meetings; teacher to teacher meetings • In year transfer- bespoke arrangements including visits to new setting or to us depending on direction of travel • Year 6 to Secondary Schools: visits from their staff; SEND meetings; additional SEND visits; open days; transition days on secondary sites; parental meetings
13 Information on where the local authority's local offer is published	https://www.norfolk.gov.uk/children-and-families/send-local-offer