

# SEND KEY INFORMATION 2023-24

## Our SEND Profile (Sept 2023)

**15.7%** of our pupils are on the SEND Record. This is lower than the national average which is 16.6%.

**9.4%** of our pupils are at SEN Support stage. This is lower than the national average which is 12.6%.

**6.3%** of our pupils have an EHCP. This is higher than the national average which is 4.0%.

Our highest incidence SEND are in the Social, Emotional and Mental Health and Cognition and Learning categories.

## Our Strengths

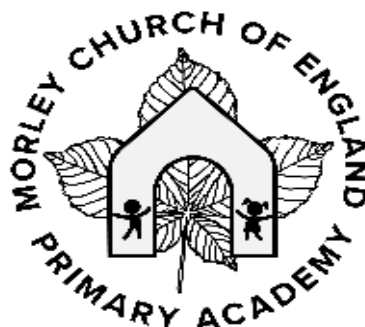
- We are a small nurturing school where we know and understand our children very well and responsive to our pupil's needs.
- We now have a full time SEND and Inclusion Lead to oversee provision across the federation.
- We pride ourselves on building good relationships with our families and external service providers so that we can support our pupils needs in the best way possible.

## External Support Services

- Willow Tree Learning (Educational Psychology)
- Virtual School Sensory Support (VSSS)
- Communicate (SALT))
- ASD Team at EPSS
- Access Through Technology (ATT)
- Mental Health Support Team in Schools (MHSTS)
- Inclusion and SEND Team
- Norfolk Virtual School for Children in Care and Previously in Care, Children with a Social Worker, EAL and GRT
- School 2 School
- Early Help

## Key Developments and Impact since 2022-23

- Feedback from outside agencies tells us that we are inclusive and welcoming school.
- We have increased our mental health support and developed a good relationship with the Mental Health Support team in Schools (MHSTS).
- The SENCO no longer has a designated teaching responsibility and shares time between the two schools in our federation.
- Children's Speech and Language is assessed on entry to school and support is put in place quickly.
- 'The classrooms have an inclusive approach, using images and written displays to show the day's timetable. Display boards are tactile, with hessian backs and a good balanced display of information / work suited to all children's needs.' – Parent Governor comment



## What Are We Doing to Improve Accessibility?

<b>Physical Environment</b>	<ul style="list-style-type: none"> <li>• Make car parking safer and accessible for disabled users</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Increase accessibility to learning through the use of accessibility functions available when using digital technology.</li> </ul>
<b>Information</b>	<ul style="list-style-type: none"> <li>• We are working on ways of improving school website, making information more accessible</li> </ul>

See our [Accessibility Plan](#) for more details.

## Training and Professional Development Plan

Each year we continue to develop our knowledge, skills and practice. This year we will be focusing on:

- Developing Inclusive Practice
- Dyslexia friendly classrooms
- Supporting and developing communication skills

## Our SEND Priorities for 2023-24

1. Implementation of the 7Cs strengths based approach to our Assess/Plan/Do/Review system.
2. To develop pedagogy and practice, to raise outcomes for all learners.
3. Ensuring pupils have clear ownership of their support and provision and that pupil voice is systematically recorded.

If you would like to know more, please contact our SEND and Inclusion Lead- Laura Ketley or see our [SEN Information Report](#)