RUDHAM CHURCH OF ENGLAND PRIMARY ACADEMY

SEND Information Report
2025-2026
Publication date: November 2025
Review date: October 2026

Our School

Enabling Children to Flourish through the Field of Life.

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and disabilities (SEND). All governing bodies of maintained schools. maintained nursery schools and academies have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

At Rudham Church of England Primary Academy we believe in participation and learning for all. We want to create an inclusive culture in our academy and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We believe that:

- Every child has individual and unique needs and strengths allowing them to flourish through the fields of life.
- All pupils with SEND are entitled to a broad and balanced curriculum.
- Pupils' learning occurs alongside their emotional, physical and spiritual development.
- All teachers within the academy are responsible for meeting the needs of their pupils using Quality First teaching/Adaptive teaching.
- All staff will use their "best endeavours" to meet the pupil's needs.
- Parents/Carers play an important role in the academy supporting their pupils.
- Pupils are expected to be active learners and will be consulted alongside their parents/carers to secure their success within each Academy.
- Pupils should be educated in a happy, caring and stimulating environment where everyone feels valued and able to achieve the best that they can.

See our SEND policy here.

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Who can I contact with regards to SEND?

Federation SENDCo- Donna Skitmore

Contact details: senco@hopefederation.dneat.org

01485 528230

Working days: Monday to Wednesday.

Executive Head Teacher- Belinda Allen

Contact details: head@hopefederation.dneat.org

01485 528230

Working days: Monday to Friday.

SEND Governor- Jane Pearson

Contact details: via school office or 01485 528230

Pastoral Support Assistant - Bo Adegoke

Working days: Monday to Friday

Contact details: via school office or 01485 528230

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What is Special Educational Needs and Disabilities?

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 him or her.
A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

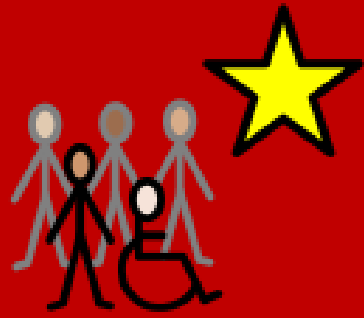
- has a significantly greater difficulty in learning that requires provision that is in addition to or different from others
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of Practice 2014)

SEND is categorised into the following areas in the SEN Code of Practice 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

What is a disability?
The Equality Act 2010 definition 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"

What kinds of SEND do we support?



Some children might have SEND that covers more than one area.

Cognition and Learning

Children might:

- Learn at a slower pace
- Find the curriculum difficult
- Struggle with organisation and memory
- Have a specific difficulty in literacy or numeracy e.g. Dyslexia, Dyscalculia, Dyspraxia – Developmental Co-ordination Disorder (DCD)

Communication and Interaction

Children might:

- Struggle to talk or say what they want to
- Find it hard to understand what others are saying
- Find conversations and play confusing and challenging
- Have a diagnosis of Autism Spectrum Disorder (ASD)

Social, Emotional & Mental Health Difficulties

Children might:

- Find relationships difficult, appear withdrawn or isolated
- Behave in ways that affect their learning
- Have underlying mental health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorders
- Have disorders e.g. ADD, ADHD, Attachment Disorder

Sensory and / or Physical

Children might have a:

- Vision impairment
- Hearing impairment
- Multi-sensory impairment
- Motor skill difficulties
- Physical disability

Difficulties with co-ordination like Developmental Co-ordination Disorder (DCD/Dyspraxia).

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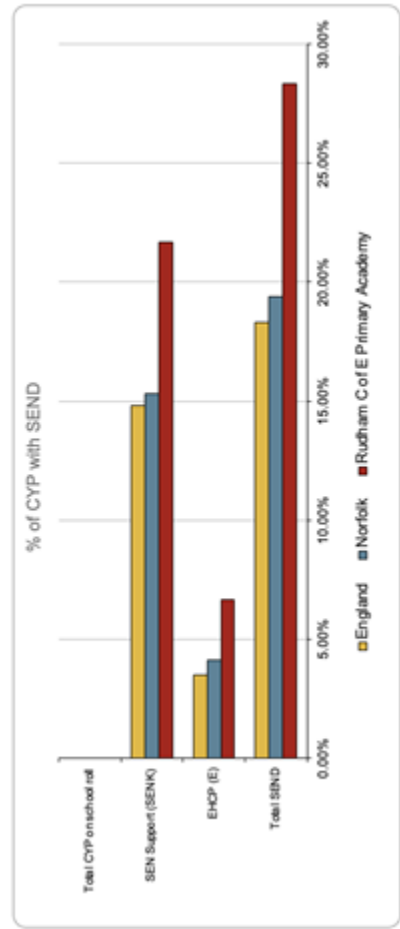
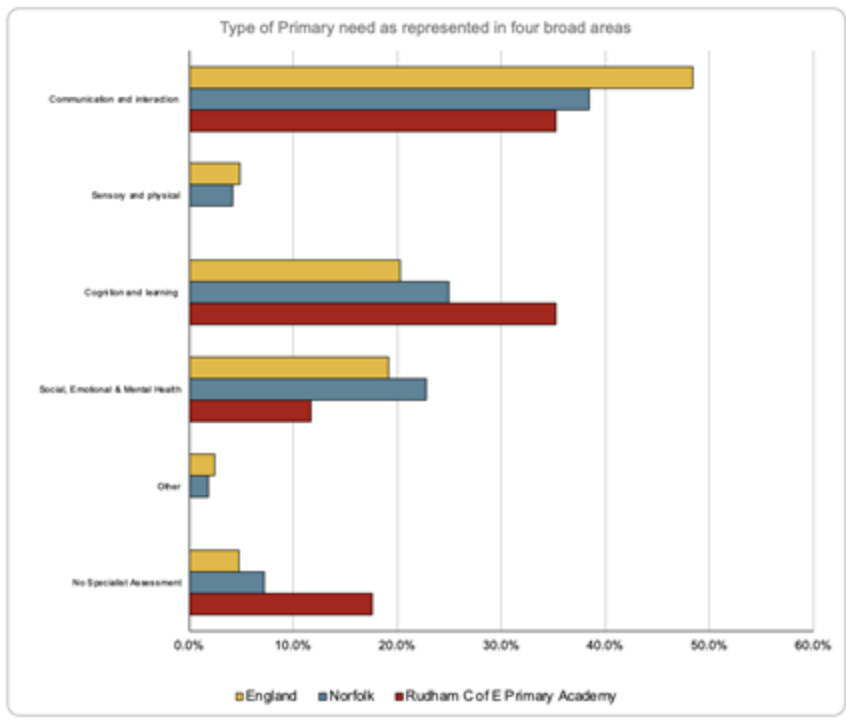
Our SEND Profile

There are currently 60 children on roll. (September 2025)

There are currently 17 children on SEND register with a range of needs from universal to specialist.

13 of these children are at SEN support and 4 children have EHCPs.





The pie chart above represents only the primary needs of the pupils with SEND.
We understand for some pupils they may have more than one categories of need.
For national SEND data click here.

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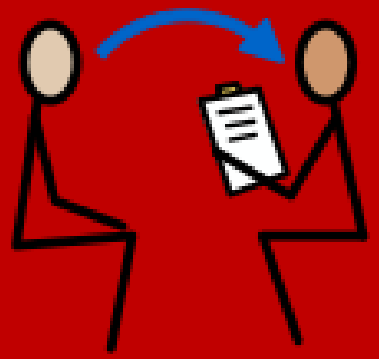
How do we identify SEND?



Learners can fall behind in the academy for lots of different reasons, for example: absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. Children who experience such barriers to learning are vulnerable, but this does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision 'additional to' or 'different from' the usual differentiated curriculum will be identified as having SEND.

At Rudham Primary Church of England Academy we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene.

If a pupil is identified as having SEND, we will use our best endeavours to work closely with the child and their parents to provide provision that is 'additional to or different from' the normal differentiated curriculum with the intent to overcome the barrier to their learning.

If you think your child may have SEND or you have any concerns, please speak to their class teacher in the first instance.

You can read more in our SEND policy here.

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What do I do if I am concerned about my child?

Make an appointment to meet with your child's class teacher.

The teacher will give a clear picture on how your child presents in school and possible next steps.

Your child may be part of an intervention group or bespoke teaching strategies may be employed.

Following interventions and/or bespoke teaching strategies, a meeting will be arranged with you to discuss impact.

If your child has responded, no further action to be taken.

If there is no significant progress, the SENDCO will become involved. Your child may be put on the SEND register and additional SEND support will be given.

Additional SEND support will follow the cycle of Assess, Plan, Do and Review (APDR).

https://www.youtube.com/watch?v=GQs6fFs8NB0

What will the teacher do if they are concerned about your child?

The teacher will complete a teacher concern form for the SENDCO and discuss concerns with you.

Your child may be part of an intervention group or bespoke teaching strategies may be employed.

Following interventions and/or bespoke teaching strategies, a meeting will be arranged with you to discuss impact.

If your child has responded, no further action to be taken.

If there is no significant progress. Your child may be put on the SEND register and additional SEND support will be given.

Additional SEND support will follow the cycle of Assess, Plan, Do and Review (APDR).

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How does our Academy know if children need extra support?

We know when a pupil needs support/help if concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves regarding;

- concerns relating to progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs
- SENDCo supporting staff in identifying barriers to learning.

Class teachers have a crucial role in identifying pupils with SEND and are the first point of contact for parental concerns.

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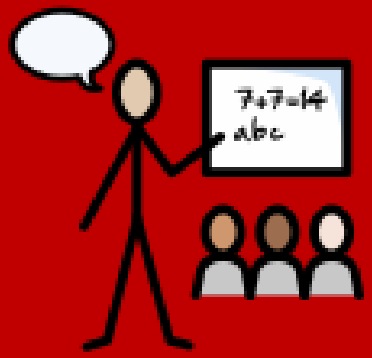
Our approach to teaching children with SEND.



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We believe in learning for all.

Teachers adapt their high-quality teaching for all learners, scaffolded for individuals, to cater for their pupils' needs. This is the first step to respond to pupils' needs.

We aim to create a learning environment, which is flexible enough to meet the needs of all pupils, allowing them to flourish.

We aim for effective communication between staff, children with SEND, parents/carers of SEND children and outside agencies.

We ensure all children have equal access to a broad and balanced curriculum, making reasonable adjustments where necessary to meet individual's needs and abilities.

When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support whilst still promoting independence..

Wherever possible children are taught with their peers in flexible teaching groups.

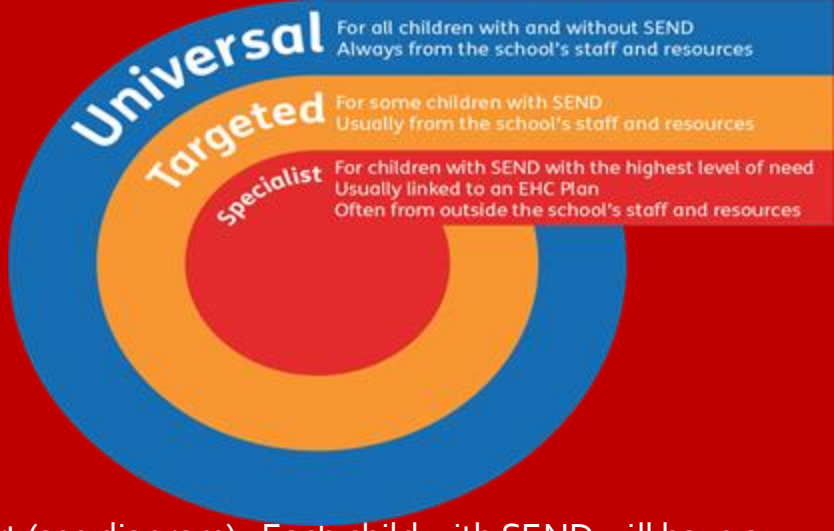
We monitor progress of all learners. Staff continually assess ensuring that learning is taking place. Our whole academy system for monitoring progress includes regular pupil progress meetings.

We also use PEASS (Provision Expected and SEN Support) guidance produced by Norfolk County Council to support the learning.

We use the EEF guidance 'Five-a-day' and embed the key principles into our lessons.

For more information on our approach please see our teaching and learning policy.

How do we support learners with SEND?



Children with SEND receive targeted and/or specialist support (see diagram). Each child with SEND will have a Learning Support Plan (LSP) which will outline targets and provision and this plan will be reviewed with parents and children termly. These children will also have a One Page Profile which outlines the child's strengths, likes and how they need to be supported.

All provision that is "additional to and different from' our universal provision is put onto a provision map. This is shared with all staff across the federation and DNEAT so we can learn from each other and demonstrate what we offer for learners with SEND. We are also able to promote consistent practice across all the academies/ schools in our MAT ensuring equality of opportunity.

The provision map is monitored by governors and the SENDCO to ensure that we monitor the impact of these interventions on learning across the academy. The provision map is available on our website.

Please click on the links below:

- ✓ Assess, Plan, Do, Review (APDR) approach
- ✓ Universal support: Quality First Teaching/Adaptive teaching
- ✓ Universal support: Curiculum adaptations
- ✓ Targeted support: Interventions
- ✓ Specialist support: Outside agencies

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Assess, Plan, Do, Review (APDR) approach

Monitoring progress is an integral part of teaching at Rudham Church of England Primary Academy. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in the process. Here is a short video.

Assess:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves
- Screening assessments
- Whole school attainment tracking indicates lack of progress
- Observation has indicated child has additional needs

Review:
Impact of support is assessed. The learning support plan is reviewed and pupils, parent/carers will be involved. Notes and review comments are made on the learning support plans and further support (if any needed) is decided.

Plan:

- Discussing, planning and agreeing support after assessment including specific teaching strategies, resources, interventions
- A learning plan is written outlining, targets and support and a one page profile outlining child's strengths and what they need to support them. Parents/carers and pupils are involved this part of the process.

Do:
Support is implemented which can include adaptive teaching, additional resources, interventions and/or specialist support from outside agencies. All targeted provision is on our whole school provision map.

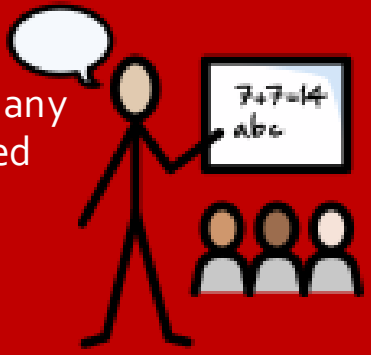
Learning Plan

Back to How do we support learners with SEND?

Universal support: Quality First Teaching/Adaptive teaching

Adaptive or Quality First teaching means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class, through challenge, adaptations and differentiation.
- Specific strategies (which may be suggested by the SENDCo or outside agencies) are in place to support children to learn.
- That staff will let you know what your child is learning and make comments about successes and concerns.
- Your child's progress is constantly assessed, monitored and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions.



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Universal Support: Curriculum adaptations

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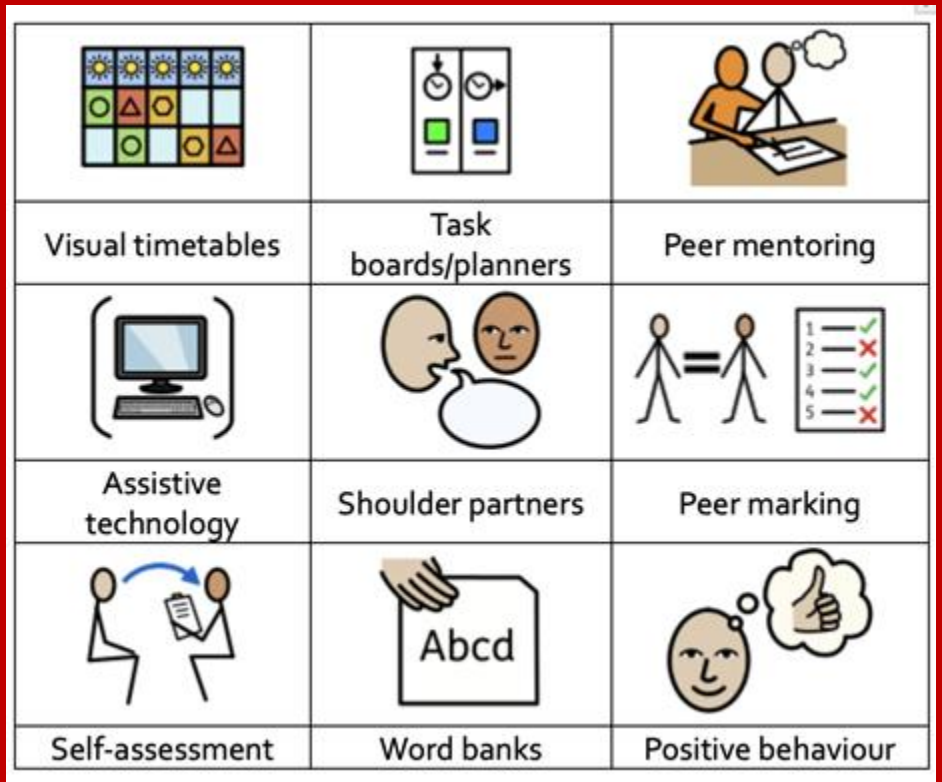
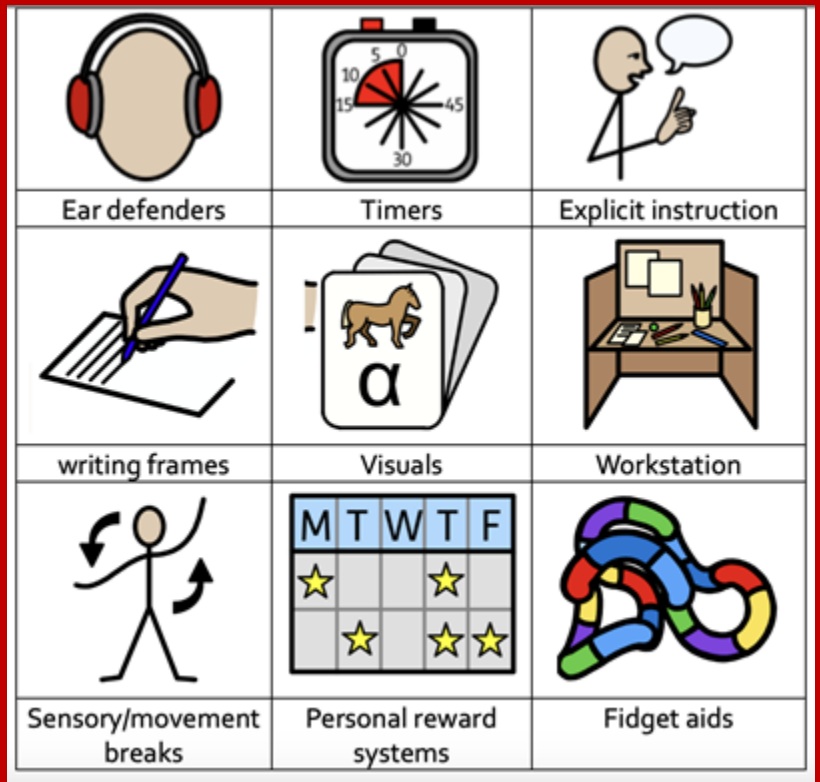
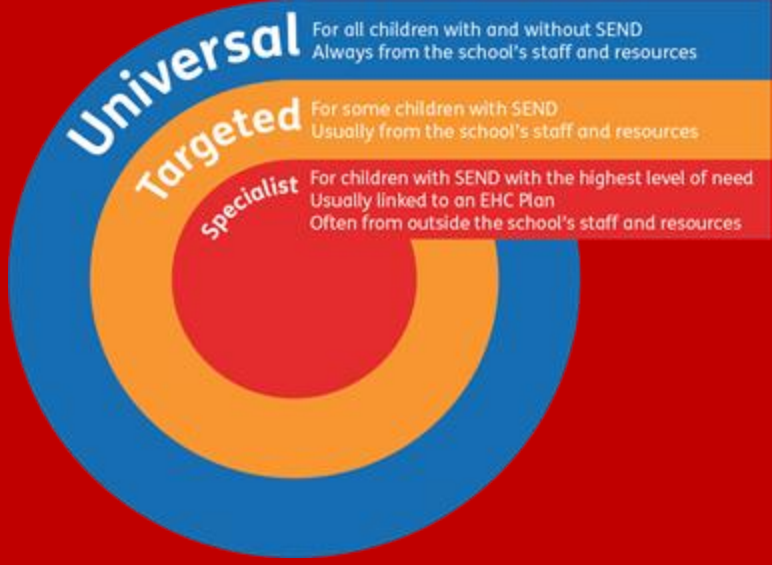
We use a range of strategies across our lessons for all our children to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment and we endeavour to remove barriers to learning. These will be highlighted on the children's learning plans.





Targeted support – Interventions



Children may also receive interventions in or outside the classroom delivered by a teacher or teaching assistant. The interventions we have available include:

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and/or Sensory	English as Additional Language
Sound discovery Nessy Power of 1 and 2 Toe By Toe Literacy Toolbox PiXL therapies Numicon: Closing the Gap 1st Class Maths Toederescu Handwriting Scheme Targeted literacy or numeracy interventions led by staff in small groups or 1:1 Arrow Working Memory Activities	Sensory Circuits Attention Autism (bucket) WellComm Speech and Language Socially Speaking Time to Talk Social Stories Elklan Lego Therapy	Seeing Red There's a Volcano in my Tummy Nurture/Trauma activities Socially Speaking Time to Talk Social Stories Mindfulness session Extra PATHS activities Zones of Regulation Starve the Anger/Anxiety Gremlin Lego Therapy Drawing and Talking Therapy ELSA	Sensory Circuits Toederescu Handwriting Scheme Occupational Therapy Intervention Programme Fizzy Hands	Socially Speaking Time to Talk Literacy Toolbox Sound discovery Nessy Elklan WellComm Speech and Language

Back to How do we support learners with SEND?

Specialist Support -Outside Agencies

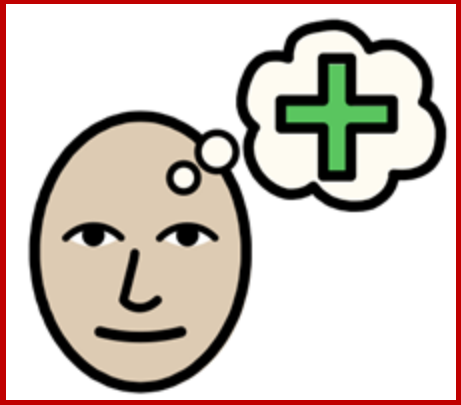
We can work with the following agencies to provide support for some children with SEND:

Educational Services	Health Services	Social Care Services	Third Sector Services
Virtual School for SEND Virtual Sensory Support Service Virtual team for Looked After Children (LAC) Verbatim Inclusion team School 2 School support service School and Communities Team Specialist Resource Base Outreach Educational Psychology Specialist Service- including the ASD team and SEMH team. Mental Health Support Team Attendance Officers Access Through Technology (ATT) Communication Hub Dyslexia Outreach Service	Just One Number Just One Norfolk Speech and Language Therapy Service CAMHS Supporting Smiles Occupational Therapy	Norfolk Early Help Early Childhood and Family Services Early Help Assessment Plan (EHAP)	Carers Matter Nelson's Journey

Back to How do we support learners with SEND?

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will share the advice with you.
We use Verbatim for some specialist support. Every term we have a meeting with them and discuss children identified by the teachers. Verbatim will signpost us to support and/or book assessments if necessary.

How do we support children's social, mental and emotional health?



At Rudham Church of England Primary Academy, we believe pupils' learning occurs alongside their emotional, physical and spiritual development.

Our Pastoral Support Assistant, Bo Adegoke works with children individually or in small groups. Interventions include: Lego therapy, drawing and talking, Anxiety/Anger gremlin and Zones of Regulation etc.

Every term, after discussions with parents, teacher's complete PSA referral forms for individual children and then the SENDCO, Headteacher and PSA discuss the children's needs, next steps and plan interventions.

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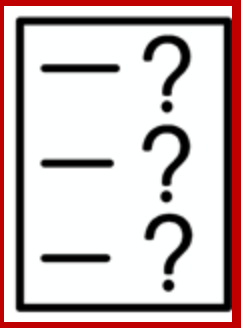
How do we assess and review SEND children's progress?



- Review progress in termly pupil progress meetings and discussing next steps.
- Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term as part of the learning plan reviews which involves the children and parent/carers.
- Holding annual reviews for children with Education Health Care Plans which involves the children and parents/carers.
- The SENDCO tracks the attainment and progress of all children in Reception to year 6 with special educational needs. Areas for concern are identified and fed back to class teachers for action. The results are also analysed by the class teacher and used to inform the 'assess, plan, do, review' cycle.
- The school SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work. Adaptations to interventions and additional support are made in light of this data.
- Sometimes specialist assessments might be needed if a child needs more specialist support and/or provision has not been working. We use Verbatim for cognitive and learning assessments, Educational Psychology Specialist Support for an assessment by an Educational Psychologist. We can refer to the Neurodevelopmental Service for assessments for a neurodiversity like Autism or ADHD or CAMHS (Children and Adolescents Mental Health Service (although these have very long waiting lists).

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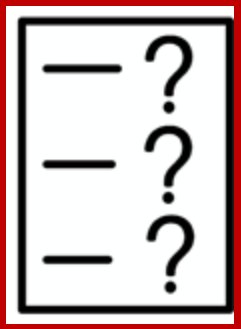
What assessments do we use?



- PIXL assessments for Reading, Maths and Spelling, Punctuation and Grammar
- Nessy Dyslexia screener
- British Picture Vocabulary Scale (BPVS) – vocabulary understanding
- Wellcomm Primary Toolkit – Speech and Language
- Salford Reading – Decoding and comprehension skills
- Single Word Spelling Test – spelling accuracy
- Sandwell Maths – number knowledge
- Little Wandle – phonics
- TALC – Test of Abstract Language Comprehension

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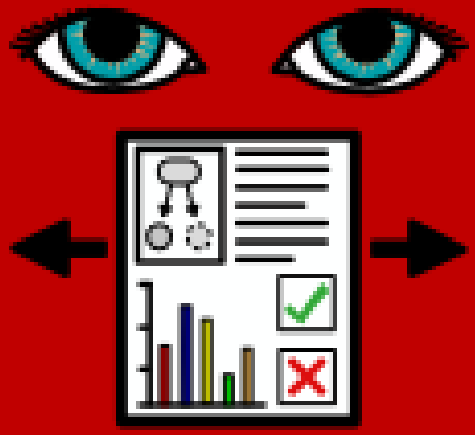
How do we evaluate SEND provision?



- Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.
- Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.
- Asking our children if they feel the adjustment or intervention is helpful and makes a difference.
- Regular monitoring of provision by the SENDCO.
- Regularly tracking of progress towards targets, attainment and progress by the SENDCO. This ensures we use interventions and support that work. Adaptations to interventions and additional support are made in light of this data. The whole school provision map will then be updated termly.
- Holding termly reviews for children on the SEND register.
- Holding annual reviews for children with Education Health Care Plans.

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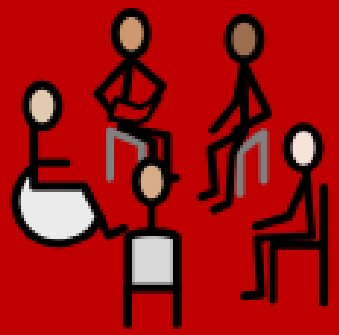
Parental Involvement



At Rudham Church of England Primary Academy we work closely with parents and carers and recognise how essential it is to work in partnership with parent/carers to secure the best outcomes for the child.

- Annual parents/carer surveys for an opportunity to give feedback on any thing SEND related.
- Parent surgeries with the School and Communities Team to signpost parents to support (invitation only)
- Scheduled drop-in sessions/coffee mornings
- Appointments when necessary to speak to the teacher or SENDCO.
- Parent workshops
- Parents/carer meetings twice a year.
- Learning plan reviews termly to discuss and review SEND provision.
- Annual review meetings for pupils with EHCPs.
- Written reports twice a year.
- Regular newsletters and a termly Inclusion Newsletter.

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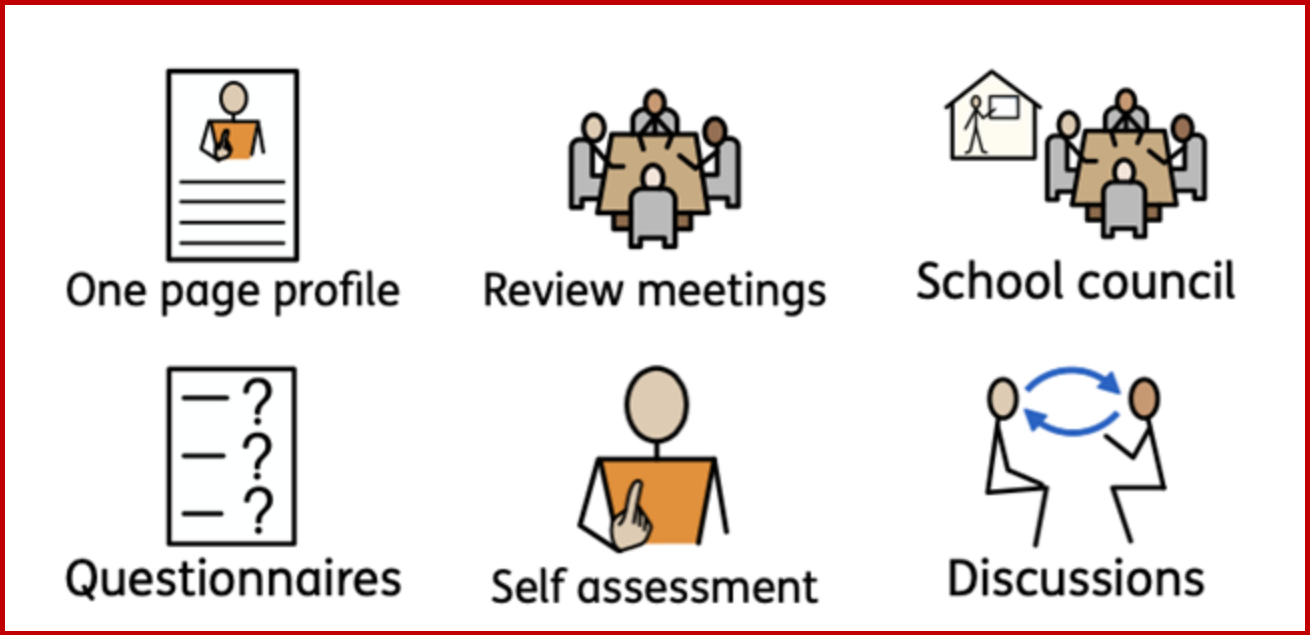
Pupil voice

- Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. These are adapted to support pupils to access them in a way that meets their communication needs.
- Pupils are given regular opportunities to give their opinions with:



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Staff Training

- At Rudham Church of England Primary Academy, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support children.
- When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.
- The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.
- Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

Our SENDCo has the following qualifications; BA(with Hons), PGCE, QTS and is currently completing the NPQ SEND. She attends regular training via Willow Tree Essential Network, Norfolk SEND Forums and the DNEAT SENCO Ambassadors meetings.

Our Executive Headteacher is our Mental Health Champion.

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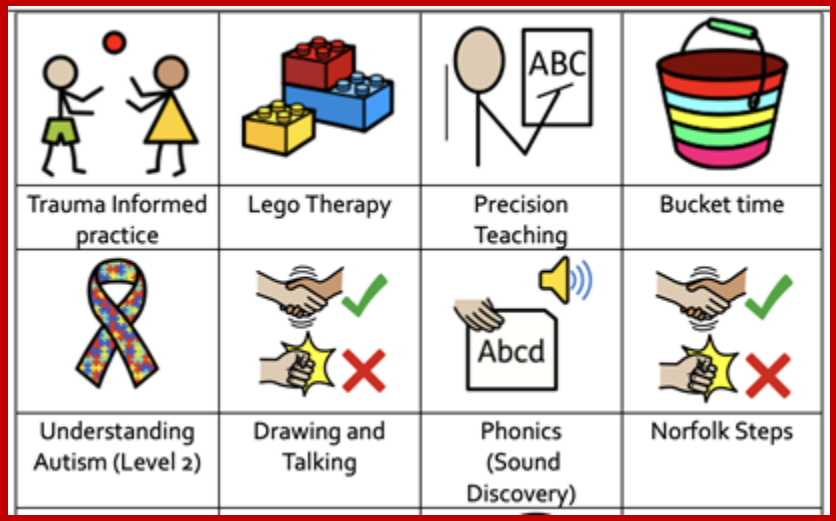

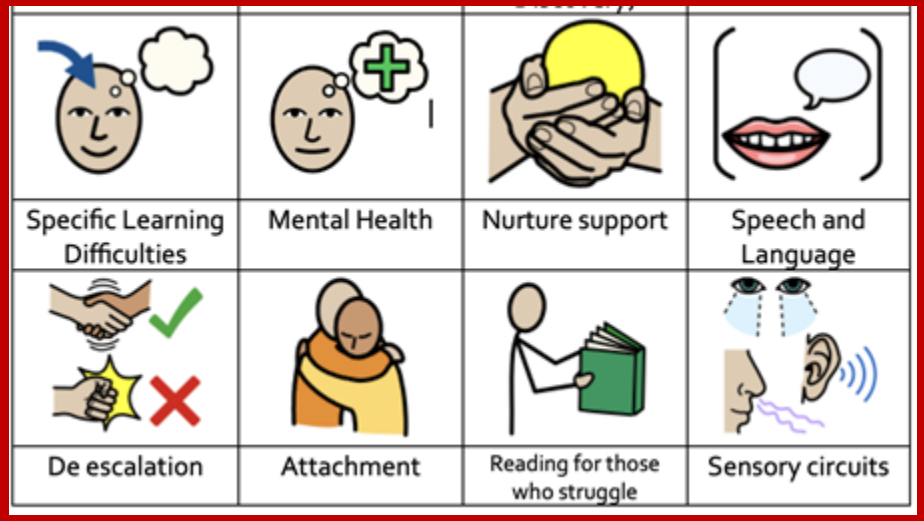

Enrichment

All learners should have the same opportunity to access extra-curricular activities. At Rudham Church of England Primary Academy this academic year we are offering a range of additional clubs and activities. These can be found on our academy web page or by contacting the school office.
We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head teacher or SENCO to discuss specific requirements.

- All our extra-curricular activities and school visits are available to all our children, including after-school clubs.
- All children are encouraged to go on our trips including residentials.
- All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.
- All children are encouraged to apply for roles of responsibility in school e.g. school council etc.
- No child is ever excluded from taking part in these activities because of their SEN or disability.
- Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.
- For more information about our accessibility plan click here.

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Transition Support

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Transition is a part of life for all learners. This can be transition to a new class in the academy, having a new teacher, or moving on to another academy, training provider or moving into employment. Rudham Church of England Primary Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEND. Pupils are involved when appropriate with the planning of transition and they can have enhanced transition if necessary. We support new pupils with SEND and their families to get to know our academy by using social stories, visits to school and transition days. For more information about our admission policy click here.

Types of Transition	When transition is started to be planned for.	How?	When parents can expect to be given information about transition
Moving classes within the academy	Summer term before the transition	Discussions with current class teacher and new class teacher, parents, pupil and SENDCo if needed/appropriate. Move up sessions for children.	Summer term before the autumn transition.
Pupils with SEND transitioning to our reception class.	Summer term before the autumn term of starting reception. (This may be earlier depending on needs)	Reception teacher/SENDCO to visit pre-school setting. Home visits Parents meeting. Individual meetings can be arranged if needed. Several morning and afternoon sessions for the children in their new class.	Summer term before the autumn term of starting reception.
Pupils with SEND transitioning to our school (year 1-6).	As soon as we are notified of transfer.	SENDCo to speak to new parents and current setting. Visits and transition sessions can be arranged.	As soon as we are notified of transfer.
Pupils with SEND transitioning from our school (year 1-6).	As soon as we are notified of transfer.	SENDCo to speak to parents and new setting.	As soon as we are notified of transfer.
Pupils with SEND transitioning to secondary school	Once parents have been informed of which school they will be attending.	Year 6 teacher/SENDCo will liaise with the secondary school and parents. Member of staff from the secondary school will visit the school. Taster days at secondary school in July. All SEND documents passed on.	September of the pupil's year 6 year- this will be provided by Norfolk county council and/or the catchment secondary school.
Pupils with EHCP transitioning to secondary school	An annual review will be held in the summer term of year 5, to ensure time for planning and preparation.	There might be an extra transition meeting with a high school representative in summer term if it is not part of the annual review.	At the annual review in Year 5 or sooner if parents request information from the SENDCo or EHCP coordinator.

Accessibility

To allow all our pupils with SEND and/or medical needs to flourish and engage with activities:

- We adapt our curriculum (adapt lessons, learning is revisited arrangements are in place for when pupils with medical needs cannot attend, change learning and teaching environments, classroom organization and support.)
- Make written information more accessible (coloured paper, coloured overlays, large print, symbols, audio, Braille)
- Use technology to help pupils access the curriculum (SEND Specific software, laptops/tablets)
- We adapt the physical environment (seating arrangements, signage, accessible and adapted toilet, ramps, quiet spaces)
- Use specialist Support pupils (teaching support, learning partners, strategies for promoting independence,
- Visual timetables and all other forms of support outlined in this document)
- Access to therapies (occupational therapists, NHS Speech and language therapists
- Access to specialist equipment (sensory aids, sports and playground equipment)

For more information about our accessibility plan click here.

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Norfolk Local Offer

If you would like to find out more about the Norfolk Local Offer or have specific question , please click here to view the Norfolk Local Offer.

Norfolk SEND Independent Advice Support Service (SENDIASS)	01603 704070 https://www.norfolksendiass.org.uk norfolksendiass@norfolk.gov.uk
Norfolk SEN Network	01603 300178 https://www.norfolksennetwork.org/ Email: https://www.norfolksennetwork.org/contact-us/
Just One Norfolk	0300 300 0123 or text 07520 631590 https://www.justonenorfolk.nhs.uk/

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Parental Feedback

Is there anything you are particularly pleased with?

Support and advice with the EHCP process and how quickly my emails have been responded to.

The teacher's understanding of my child and how they have supported her over the years. As a parent I feel they have always supported myself with her needs to.

Without help and guidance, we would really be struggling.

The SENDCO has been understanding and supportive.

This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.
If you have any concerns or are not happy with the provision made available, please see our complaints policy.

Funding for SEND

Rudham Church of England Primary Academy receives funding directly to the academy from the Local Authority to support the needs of learners with S
including resources.

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Year	How much?	What we have/ are spending the funding on?
2024-2025	£65,091	TA support Access to external services (e.g. School2School) Verbatim services EHCP provision Resources Training
2025-2026	£82, 366	TA support Access to external services (e.g. School2School) Verbatim services EHCP Provision Dyslexia Outreach Service Clicker 8 Software Resources Training

As an academy, we are able to apply for High needs top up funding, for high needs pupils which is held by Norfolk Local Authority. If a need is identified that cannot be met within the current funding, the school may also apply for Exceptional Needs Funding. Please click here more detail from the council on how the funding is allocated. These are applied for where evidence suggests it is appropriate.

Please click here access to the Budget Share Tracker.

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Other Useful links

- Our SEND section on the federation website.
- Just One Number- https://www.justonenorfolk.nhs.uk/
- Early Help Hub
- Department for Education website.
- Equality Act
- The Special Needs and Disability Code of Practice: 0-25
- Special Needs Jungle
- Short Breaks
- Norfolk County Social Emotion and Mental Health padlet

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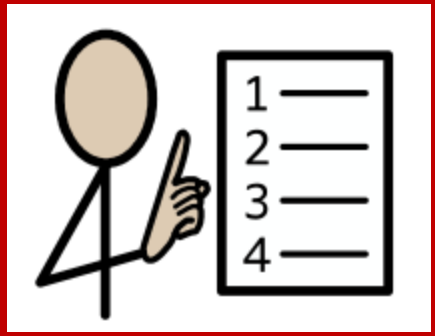
Policies

Please click on any of the links below to find out more information.

SEND Policy
Safeguarding Policy
Equality Policy
Equality and Diversity Statutory Duties and Objectives
Intimate Care Policy
Supporting Pupils with Medical Needs Policy



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EQUALITY VERSUS EQUITY

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

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