



# Redcastle Family School SEND Information Report

## 2024 - 2025

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with special needs. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

At Redcastle Family School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

As well as SEND provision in the main school we also have two specialist resource bases. Starlight which is for children who present with learning and cognition difficulties and Moonbeam which is for children that present as mainly neurodiverse. We have further information on our website about each provision.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Emma Denty (SENDCO) to discuss your concerns.

The SEN Code of Practice recognises four broad areas of need:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Sensory and/or Physical Needs

In 2023-24 our SEND profile shows that we had 30.1% of children on roll (including our specialist resource base) identified as having SEND. The primary SEND needs for these pupils are:



6.2% -Cognition and Learning (Maths, Reading, Writing and Spelling)

13% - Communication and Interaction (Speech and Language, social communication inc neuro diverse presentation)

2.6% - Physical and Sensory (mobility, sight and hearing)

7.5% - Social, Emotional and Mental Health (ADHD, anxiety and attachment)

**Does the setting / school / know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

*"A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:*

*has a significantly greater difficulty in learning than the majority of others the same age, or*

*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-16s institutions."*

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Emma Denty (SENDCO) through the school office :01842 752239



## How will early years setting / school / staff support my child/young person

### The class teacher:

Responsible for...

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENDCo) know as necessary.

Writing 'Assess, Plan, Do and Review' reports/ SEN profiles and sharing and reviewing these with parents at least once each term and planning for the next term.

Personalised and adaptive, Quality First Teaching (QFT) and learning for your child as identified on the school's provision map.

Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### The SENCO and Designated Teacher for Looked After Children (LAC):

Mrs E Denty (BA Hons Early Childhood Studies, PGCE, MSc in Education Management with SEND specialism, NASENCO qualification)

Responsible for...

Provide professional **guidance** to colleagues and works closely with staff, parents and other agencies.

Writing SEND Information Report which **MUST** be published on the setting website and updated annually



Overseeing day to day operation of the school's SEND policy

Co-ordinate provision for children with SEND and LAC

Advising on a graduated approach to provide SEND Support

Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively

Liaising with parents of pupils with SEND and that are LAC

Liaising with EYFS providers, other schools, Educational Psychologists, health and social care professionals and independent or voluntary bodies, LA

Manage the transition process

Ensure school keeps the records of pupils with SEND or LAC up to date

Work with head teachers and school governors with regards to reasonable adjustments and access arrangements

Organising staff training

### **The Head teacher: Mr J Julian**

Responsible for...

The day-to-day management of all aspects of the school; this includes the support for children with SEND.

The Head teacher will give responsibility to the SENDCO and class teachers, but is still responsible for ensuring that your child's needs are met.

The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

Regularly review staffing structure, ensuring that appropriate provision and adult support is in place and

### **The SEND Governor: Mrs Maureen Eade**

Responsible for...

Making sure that the necessary support is given for any child with SEND who attends the school.

To support and challenge the Head teacher, SENDCO and Pastoral Manager with regards to SEND within the school

### How will the curriculum be matched to my child's/young person's needs?

If a learner is identified as having SEND need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning.

This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place.

When providing support that is “additional to” or “different from” we engage in a four-stage process:



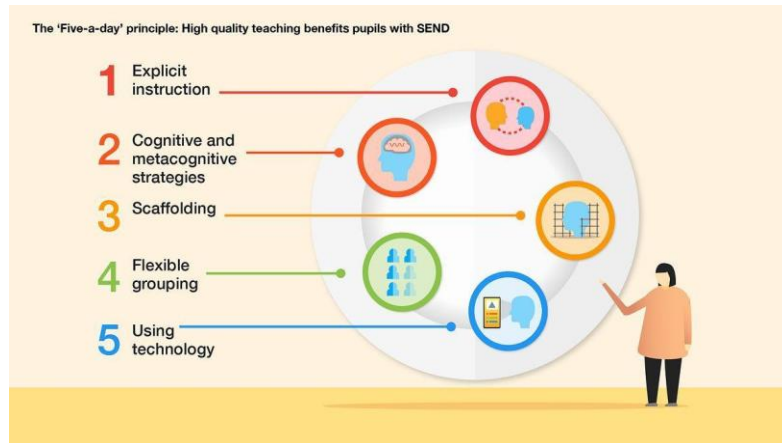
**Assess** - this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

**Plan** - this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEND Support plan and will form the basis for review meetings.

**Do** - providing the support - extra assistance for learning - as set out in the plan.

**Review** - measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved - learner, parents or carers, teacher, SENDCO and outside agencies contribute to this review. This stage then informs the next cycle.

Redcastle Family School adheres to the following five inclusive principles:



Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

**4a) How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENDCO to review the short term targets and to discuss the progress the child has made. Obviously, we also encourage an "open door" approach whereby teachers are accessible at the end of the day.

Your child's progress will be continually monitored by his/her class teacher.



His/her progress will be reviewed formally and tracked with the Headteacher and SENDCO every term in reading, writing and numeracy. Through Parent Consultations and end of year reports, Teachers make clear the attainment against age related expectation and the level of progress made.

At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results that are published nationally.

Where necessary, children will have an SEND Profile based on targets set by outside school / outside agencies specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.

The progress of children with a statement / EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.

The Head teacher and SENDCO will monitor the progress made by SEND children in their class work and any intervention that has been put into place

Regular book scrutiny and lesson observations will be carried out by the SENDCO and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

The school delivers Parent workshops alongside the Early Childhood Family Service (ECFS) and the Schools and Communities Team for the core areas of learning. These are in line with School Improvement Priorities and/or parent voice.

Parents/carers receive regular class and whole school newsletters with information about things that have happened. Also extra information can be found on the school website including class news, photograph gallery,



planning, homework and useful links. In addition to this, where necessary we also communicate via home/school link books.

#### 4b) What support will there be for my child's/young person's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.

Social awareness games and activities

Lunch time and play time support / play partners

Thrive sessions

ELSA groups

Lego Therapy

Sensory Integration

Sensory Circuits

Buddy system

Circle times

Individualised programmes of work including activities to complete at home

Access external agencies and professionals and follow their advice

Staff trained in how to support pupils' mental health.

Staff trained in how to support a pupil with anxiety and / or depression.

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents. As part of the curriculum,





the school plans activities during Anti Bullying week and each year sets out to Parents its core principles regarding inappropriate behaviours and bullying.

Any pupils with additional medical needs are well catered for at Redcastle Family School. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are kept in the first aid room (main office area) in a locked cupboard that are accessible to appropriate members of staff. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually. There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly. Pupils have input topics and the SLT carry out pupil voice questionnaires. Prior to any SEND meetings, pupils have the opportunity to share their views.

**5) What specialism services, experience, training and support are available at or accessed by the setting / school / college**

Once the school has identified the needs of SEND pupils, the SENCO and Head teacher decide what resources/training and support is needed.

***School Provision:***

Wide range of Literacy and Numeracy small group interventions delivered by TA's and designated teachers.

ICT support in the form of reading, phonic and maths programmes.

Teaching assistants offering social skills support.

Music/Drama based provision supporting confidence building and developing confidence through performance.



Lunch time nurture groups to support children with social development.

Speech and Language support from our resident Speech and language Therapist (SALT).

Occupational Therapy support from our resident Therapist.

Makaton used and supported with symbols on visual timetables and personalised learning resources.

All staff trained on how to support pupils with a neuro diverse profile.

Identified staff trained to support pupils with mental health concerns.

Identified staff trained on how to support those pupils with anxiety and / or depression.

A wide range of interventions and activities for staff to implement in our Pathways document (see SEND policy)

All staff trained in Norfolk Steps - positive handling and scripts dialogue.

***Local Authority provision available:***

Autism team outreach support

Educational Psychology Service

Parent Partnership service

Speech and Language Therapy (SALT)

Partner links with Complex Needs Schools

S2S (School 2 School)

Inclusion Team

Core Consultations

English as an Additional Language Advisory Service



***Health Provision available:***

School nurse

Occupational Therapy

Physiotherapy

CAMHs

Bereavement service (Nelson's Journey)

Ormiston Families

Just One Number

Open Arms Support

**What training are the staff supporting children and young people with SEND had or are having?**

This year the staff are currently trained or will be trained in the following:

Dyslexia portfolio - Mrs Denty

Speech and Language training twilight - all staff

Supporting pupils with social and communication difficulties- all staff

Supporting pupils use Zones of Regulation - all staff

Precision Teaching - all staff

ASD Level 1, 2 and 3 - Mrs Bradshaw

ELSA - Mrs Denty, Mr Stansfield, Mrs Brand

Thrive -Mrs Denty, Mrs Dennis, Ms Caldeira



Supporting mental health - Mrs Denty, Mrs Hedger

Supporting pupils with attachment disorder - all staff

National SENCo Qualification - Mrs Denty and Mr Stansfield

NPQ for Behaviour - Mrs Arnold

Masters in Education - Mrs Denty

### **7) How will my child/young person be included in activities outside the classroom including school trips?**

At Redcastle Family School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.

### **8) How accessible is the school environment?**

The school is fully compliant with DDA requirements.

The main building is on a split-level with easy access, double doors, wall handles and ramps.

The Yr 6 and Specialist Resource bases (SRB/SHIP's) building can be accessed across the playground.

The front desk has a wheel-chair height section and is DDA compliant.

There are disabled toilets and changing facilities.

We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENDCO manages the SEND



budget and costed provision map, used to ensure that all pupils have access to the very best equipment.

After-school provision is accessible to all children, including those with SEND.

In respect to pupils with English as an additional language we access support from the Local Authority and follow their recommendations.

Extra-curricular activities are accessible for children with SEND.

The school has outside learning areas, including a Forest School and a Sensory Garden.

The school has an up to date accessibility plan which is considered each year and whenever there is building work.

**9) How will the school prepare and support my child/ young person to join the school, transfer to a new setting / school / college or the next stage of education and life?**

### **New pupils to Redcastle Family School**

Foundation Stage staff will meet with parents prior to pupils starting school, there will also be the opportunity for a home-visit. Concerns about particular needs will be brought to the attention of the SENDCO. Where necessary, the SENDCO will arrange a further meeting with parents, previous setting, health visitor etc.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENDCO will telephone previous school to discuss individual pupil's needs.

### **Preparing for next steps**



Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with the school will take place in the Spring and Summer Term; arrangements for transition to Secondary School for pupil with SEND will be planned according to individual need.

All Y6 pupils access a residential trip to Aylmerton which prepares them for being independent and developing team building with life skills in preparation for Yr 7.

**10) Provide examples of interventions, equipment, resources that settings/ schools may allocate to match children's/young people's special educational needs?**

Widget symbols and resources used

Specific I pad Apps for individual pupils/needs

Toe by Toe - Reading

Word Wasp and Hornet -Spelling and reading

Lexia reading

Power of 2 and Plus One - Maths

Numicon

Time to Talk / Big Mouth

Direct phonics programme (Read Write Inc).

Precision Teaching

Black Sheep Speech and Language resources

Thrive programme and resources

Wellcomm speech and language resources

Talk Boost

ELSA resources

Memory skills programme

Sensory integration and programmes

Gap teaching through collaborative and challenging learning

Play Therapy	Lego Therapy	Child Development	Bucket time
Autism (Level 1)	Makaton – Level	Phonics (catch-up)	Norfolk Steps
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language



De escalation	Attachment	Reading for those who struggle	Sensory needs
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**11. How is the decision made about what type and how much support my child/young person will receive?**

The school budget, received from Norfolk LA, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

<https://csapps.norfolk.gov.uk/BudgetShare/pdf/23/SENMemorandum/1972.pdf>

Where the needs of a pupil are more complex and already been used and evaluated, we would then consider additional support through 'top up' funding via the INDES process. The Inclusion and SEND team at Norfolk County Council have produced two tools that Redcastle Family School use to support children and young people.

Identification of need descriptors in education settings (INDES)

An Inclusion and Provision Self-Evaluation Framework (IPSEF)

The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

**12. How are parents involved in the setting / school? How can I be involved?**





At Redcastle Family School, we value the importance of building positive relationships with parents and families within our School community. Where a pupil is identified as needing an Action Plan for Inclusion or a SEND profile, parents are given the opportunity to be part of the assessment and review process. Contact between school and families are communicated in several different ways either by phone, email, Tapestry (schools online system for sharing work) so children's achievements can be celebrated and home/school contact book where school feel that there is a need.

Ms Hedger, our Pastoral Manager is available to speak with families via the School Office. Part of her role is to work closely with families to improve their opportunities.

### 13. Who can I contact for further information?

The Governors have adopted the Norfolk County Council complaints procedure. We hope to resolve, any complaints you may have, which in the first instance should be directed to the Head Teacher. In most cases, we find that complaints can be dealt with successfully at this level. However if this is not possible, they can be sent to the Chair of the Governing Body for consideration at their next full governing body meeting. Complaints that are still not resolved can be sent to the Local Authority.

Please see the complaints policy on the school website.

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This report details our annual offer to learners with SEND. To be effective it needs the views of all: Parents/carers, pupils, governors and staff.



If you have any comments, please contact Mrs Denty (SENDCO)

The SEND information report will be reviewed annually.

Published: November 2024. Next review November 2025

Useful websites and links:

[senco@rfs.norfolk.sch.uk](mailto:senco@rfs.norfolk.sch.uk)

Norfolk Local Offer:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

[www.dfe.gov.uk](http://www.dfe.gov.uk)

Further support for parents:

[norfolksendiass.org.uk](http://norfolksendiass.org.uk)

<http://www.scope.org.uk/>

Any acronyms or abbreviations used in this document can be found in  
Appendix 1



## Appendix1: Glossary of acronyms and terms

ADD/ADHD	Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
AST	Advanced Skills Teacher
Assessment	A detailed examination of a child's special educational needs
Baseline Assessment	A standardised teacher assessment designed to establish the attainment level of children at a significant point
Basic Skills	Reading, Writing and Maths
Beacon School	A school that has been identified as amongst the best performing in country and represent examples of good practice
BSS	Behaviour Support Service
B4L	Behaviour For Learning
CA	Classroom Assistant
CoP	Code of Practice
CI	Communication and Interaction
CiN	Child in Need
CL	Cognition and Learning
CP	Child Protection
CPR	Child Protection Register



CPD	Continuing Professional Development
CS	Children’s Services
DoB	Date of Birth
DEA	Disability & Equality Act
DfE	Department for Education
DHT	Deputy Headteacher
DNA	Did Not Attend
DSL	Designated Safeguarding Lead
EAL	English as an additional language
EBD	Emotional and Behavioural Difficulties
ESBD	Emotional, Social and Behavioural Difficulties
ESFA	Education and Skills Funding Agency
EOTAS	Education Other Than at School
EP	Education Psychologist
ESW	Education Social Worker
EWO	Education Welfare Officer
ESP	Early Support Programme
EYCDP	Early Years Development and Childcare Plan
EYFS	Early Years Foundation Stage
EHCP	Education, Health & Care Plan
E2E	Entry to Employment
EXS	Expected standard
FE	Further Education
FEX	Fixed Term Exclusion
FFF	Fair Funding Formula



FSM	Free School Meals
FSP	Family Support Programme/Plan
GDS	Greater Depth Standard
G&T	Gifted & Talented
GLD	Good Level of Development (used in EYFS)
GMS	Grant Maintained School
HE	Higher Education
HI	Hearing Impaired
HLTA	Higher Learning Teaching Assistant
HMI	His Majesty’s Inspector’s
HT	Headteacher
IAC	Infant Assessment Class
IEP	Individual Education Plan
INSET	In-Service Education and Training
IWB	Interative Whiteboard
LAC	Looked After Child
LA	Local Authority
LD	Learning Difficulties
LSA	Learning Support Assistant
LSS	Learning Support Service
MAT	Multi –Agency Trust
MASH	Multi Agency Safeguarding Hub (part of Children’s Services)
MDT	Multi-Disciplinary Team
MLD	Moderate Learning Difficulties



NC	National Curriculum
NCC	Norfolk County Council
NQT	Newly Qualified Teacher
NTA	Non-Teaching Assistant
ODD	Oppositional Defiant Disorder
OFSTED	Office for Standards in education, Children’s Services and Skills
OT	Occupational Therapy
PAN	Pupil Admission Number
PGCE	Post Graduate Certificate of Education
PE	Physical Education
PEP	Personal Education Plan
PTA	Parent Teacher Association
PP	Pupil Premium
PPO	Parent Partnership Officer
PRU	Pupil Referral Unit
PSA	Pastoral Support Advisor
PSHE	Personal, Social, Health & Economic Education
PSP	Pastoral Support Programme
PSAC	Pre School Assessment Class
PKS	Pre Key Stage Standard
QTS	Qualified Teacher Status
RAC	Reception Assessment Class
RE	Religious Education
RoA	Records of Achievement
RWM	Reading, Writing, Maths combined scores



SAL/SLT	Speech and Language Therapy
SEND	Special Educational Needs & Disability
SENDCo	Special Educational Needs & Disability Co-ordinator
SFVS	Schools Financial Value Standard
SLA	Service level Agreement
SLD	Severe Learning Difficulties
SMO	School Medical Officer
SpLD	Specific Learning Difficulties
SPM	Sensory, Physical, Medical
SRE	Sex & Relationship Education
STPCD	School Teachers Pay and Conditions Document
S2S	School to School
TA	Teaching Assistant
TLR	Teaching and Learning Responsibility
UPS	Upper Pay Spine
VA	Value Added
VA	Voluntary Aided
VC	Voluntary Controlled
VI	Visually Impaired
WTS	Working Towards Expected Standard
RAPT	Raising Achievement & Performance Team

