Our SEND Information Report contributing to the Local Offer.

Ormesby Village Infant and Junior Schools Federation's contribution to the Local Offer for SEND 2026-27
SEND Information Report
2026-27
Part of the Norfolk Local Offer for Learners with SEND

Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). We have a duty to publish our policy for pupils with SEND. The information published will be updated annually and is very much a working document that can be added to at various points throughout the year. The required information is set out in the SEND Code of Practice (C.O.P) January 2015 which can be found on our website.

At Ormesby Village Infant and Junior Schools Federation we are committed to working together with all members of our school community. We would welcome your feedback and future involvement in the co-production of our offer, so please do contact us.

The best people to contact this year are:

Miss. Annette McMylor (Special Educational Needs Co-ordinator – SENDCo & Deputy Headteacher) Email: **missmcmylor@ormesbyjunior.school**

Mrs. Elizabeth Angel (Special Educational Needs Co-ordinator – SENDCo & Junior Lead Teacher) – Email: **mrsangel@ormesbyjunior.school**

Mrs. Jessica Rollingson (SEND Governor)

Mr. Bradley Young (Headteacher)

Overview of our approach to learners with SEND.

At Ormesby Village Infant and Junior Schools Federation we believe in participation for all, giving all pupils the opportunities, to learn, to grow, to aspire, to acquire and to achieve. We want all adults and children to participate in learning, and we celebrate all members of our community. We have an inclusive culture at our school, and we aim to be responsive to the diversity of children's backgrounds, interests, skills, experience and knowledge.

We value high quality teaching for all learners and actively monitor teaching and learning within the schools.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess, ensuring that learning is taking place.

The Code of Practice considers the areas of SEND under four broad areas (with some examples of interventions):

1. Communication and Interaction

   (Attention Autism/Bucket Therapy/Speech and Language Activities)

2. Cognition and Learning

   (Working Memory Activities/Reading, Writing and Maths Activities/Clicker)

3. Social, Emotional and Mental Health Difficulties

   (Toast Time/Emotional Literacy/Benjamin Foundation/DESTY)

4. Sensory and/or Physical

   (Physical Therapies/Sensory Circuits/Yoga/Mindfulness)

5. English as an Additional Language

   (Language Interpretation Activities/Online Flash Academy)

There is further information regarding each area of need on our SEN Information page on our websites. This includes practical help that could support your child should they have one or a combination of these needs. There is also information linking to our school policies and our admissions arrangements.

1.How do we identify and assess children with SEND?

At different times in their school career a child or young person may have a special educational/additional need.

The Code of Practice defines SEN as described below:

"***A child or young person has SEN 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:***
a) Have significantly greater difficulty in learning than the majority of others the same age: or
b) 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 provision that is "additional to or different from" the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind for lots of reasons. They may have been absent from school, they may have attended lots of schools and not had a consistent opportunity to learn. They may not speak English very well, or at all, they may be worried about different things that distracts them from learning. At Ormesby Village Infant and Junior Schools Federation 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. This does

not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational needs provision will be identified as having SEND. After consultation with the parent(s) a learner with SEND will be added to the school's SEND register and monitored closely during this period. Teachers may use many approaches to identify additional needs, such as online screening tools.

The following data only gives the proportion and/or percentage of pupils within each primary need. However, it is possible that pupils may also have secondary needs that are not represented in this data. Our SEND profile for 2026-2027 shows that:

Infant School: 17.2% of children in our school were identified as receiving SEND support (National Average is 12.2%), and 5.7% of our pupils had an Education, Health and Care Plan (National Average 3.7%).

Junior School: 28.1% of children in our school were identified as receiving SEND support (National Average is 12.2%), and 3.4% of our pupils had an Education, Health and Care Plan (National Average 3.7%).

Infant School: 29% of our SEND children were identified as having their primary needs linked to Cognition and Learning, 43% linked to Communication and Interaction, 29% had Social, Emotional and Mental Health difficulties and 20% of our SEND children were linked to Physical and/or Sensory Needs.

Junior School: 40% of our SEND children were identified as having their primary needs linked to Cognition and Learning, 67% linked to Communication and Interaction, 13% had Social, Emotional and Mental Health difficulties and 0% of our SEND children were linked to Physical and/or Sensory Needs.

Class teachers, support staff, parents/carers and the learners themselves will be the first to notice a difficulty with learning. At Ormesby Village Infant and Junior Schools Federation we ensure the assessment of educational needs directly involves the learner, their parents/carers and the teacher. The SENCO will also support with the identification of barriers to learning.

Our school tracking system is called Pupil Asset. Teachers use the system day-to-day to track the progress of the pupils in their class. As teachers assess pupils, they update the tracking system to reflect the working levels of each learner. By monitoring this process we hold Pupil Progress and SEND meetings to discuss any pupils that may not be progressing at the expected rate. This may lead to a piece of intervention work being carried out within school. Alternatively, this may identify a learner that needs to be placed on the schools' SEND register for more in-depth monitoring and intervention both internally and externally.

In our school and local cluster we have access to various specialist teams that can help with a number of different additional needs. These are contacted when more specialised attention is needed beyond that of the Federation. This may include but it is not exclusive to:

Educational Psychologists,

Learning Advisory Teachers,

Speech and Language Therapists,

The Newberry Child Development Centre,

Silverwood (CAMHS),

Nelson's Journey,

Ormiston Trust,

Early Help,

Family Action,

School Health,

Family Focus,

JustOneNorfolk,

School 2 School Support,

Virtual School SEND.

We have access to services, universally provided by Norfolk County Council, which are described on the Local Offer website for Norfolk. Click below for the link.

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

2. How do we support and monitor learners with SEN at Ormesby Village Infant and Junior Schools Federation?

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. We aspire to delivering 'Quality First Teaching' to deliver the curriculum. Lessons are planned to include the necessary adaptations for children with additional needs so that all pupils can engage with the learning equally. This may come in the form of a variation on how instructions are given or triple-checking with a child that they have understood their task and what is expected of them.

We employ Teaching/Learning Support Assistants, who support pupils during the teaching. Staff help by maintaining focus, ensuring lesson adaptations are enacted, delivering organised interventions, as well as assessing the impact of them with the class teacher. Such information is then shared on the provision map, as coordinated by our SENCO.

Our Teachers, SEND Teaching Assistants and other Teaching Assistants will use various strategies to adapt access to the curriculum, this might include using:

Visual timetables/Now and Then Boards, Walkways, ramps, hearing loops.

Writing Frames, coloured paper, overlays, larger texts, audio, braille

Ipads, laptops, chromebooks or alternative technology/recording devices

Peer Buddy systems, Positive Behaviour Reward Systems

Classroom adjustments, timetabling, quiet spaces, access arrangements during SATS tests

Each learner identified as having SEND, is entitled to support that is additional to or different from a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified.

We use a toolkit to help to identify and assess pupils with additional needs. It helps the SENCO work with the teachers to plan the next steps of learning for pupils with additional needs.

Interventions offered may be run by teachers or teaching assistants, these could focus on: phonics, writing, reading, maths, working memory or speech and language. These may be run in small groups or on a one-to-one basis.

This support is described on a centralised Provision Map and is used alongside a child's Individual Education Plan (IEP). We are then also able to promote consistent practice across the Federation, and where possible share training and expertise to benefit all of our learners. We also have informal access to a pool of specialist resources from within our group of neighbouring schools, known as the Broader Horizons Group.

The Provision Map and Individual Education Plans (IEP) are also available to be shared with the governors, primarily between the SENCO and SENCO governor at termly meetings, who are able to ensure that we monitor the impact of these interventions on learning throughout the school.

Where progress remains a concern, despite any interventions that are being delivered internally, a learner would then be considered for discussion with other professionals at a meeting called SST (School Support Team meeting). This is a meeting held at school, chaired by the SENCO, where learners' needs can be discussed with other professionals. Along with our nurture-trained staff and class teacher, we can plan the best course of action for each learner within our school.

Pupils with SEND can often benefit from some nurture support. Within Ormesby Village Infant and Junior Schools Federation, we have experienced staff emotional literacy trained to support pupils pastorally. Daily sensory circuits operate using a combination of energetic movements and calming mindfulness/yoga to ensure pupils requiring such intervention are prepared and ready for the rigours of a busy school day. At our Infant school, we have our H.I.D.E. space and at our Junior school, we have our N.E.S.T. space. Staff leading these spaces provide a haven for learners who need some extra emotional support which in turn benefits their ability to learn back in the classroom. A learner with SEND may benefit from attending a nurture session to develop social interaction skills. When a child receives this additional support it is recorded on the school's Provision Map as a way of building up a bigger picture of how a learner's needs are being met. Staff are also fully trained to support pupils with

identified emotional issues. We have a qualified mental Health Champion on staff and utilise the therapeutic support of the Benjamin Foundation to further assist pupils.

2b. How do we find out if this support is effective?

Monitoring progress is an integral part of learning and leadership within Ormesby Village Infant and Junior Schools Federation. Pupils and staff are involved in reviewing the impact of interventions for learners with SEND.

We follow the “assess, plan, do, review” model, and aim to ensure that everybody is involved in each step. A baseline is recorded before each intervention, which is used to compare the impact of the provision.

We meet parents of all pupils, including those with SEND, at Parent-Teacher Meetings to discuss and review progress and next steps. If a learner has an Education, Health and Care Plan (EHCP) it will also be formally reviewed annually.

The SENCO and those staff responsible for assessment collate the data of interventions to ensure that we are using interventions that have an effective impact and a positive outcome for the pupils concerned. Such data, alongside termly summative assessments are combined to help direct pupil attainment and SEND progress meetings and help guide the termly pupil progress reports which are shard with parents at parent-teacher meetings.

Termly progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. Our school data is monitored by Norfolk County Council and Ofsted. Senior leaders will compare our school data with others nationally and within the County.

Teachers will regularly talk to pupils about their learning and set targets. The SENDCOs work with pupils and talk to them about their IEP targets and how they are doing with them. Pupils also are invited to complete a survey about the school and how well they are supported and outcomes are followed up with them. Pupil voice is important in ensuring their needs are accurately supported, particularly during an EHCP application or when one is being annually reviewed or when an IEP is being implemented.

If our observations, assessments and interventions provide sufficient evidence that the pupil may benefit from an EHCP (Educational Health Care Plan) to better support their specific needs, further conversations with parents and specialists need to take place prior to an application being made using the gathered evidence to assist the successful outcome of the application. There may also be conversations with parents around using the external support of Specialist Resource Bases at another setting or whether the child would be more supported at a Special School, who can provide tailored and specific support beyond that of mainstream settings. Ultimately, our Federation of school, alongside parents, only wants what is best for the child and their needs.

3. Wider Opportunities for Learning

All learners should have the same opportunity to access the curriculum and extra-curricular activities. At Ormesby Village Infant and Junior Schools Federation we offer

a range of additional clubs and activities. A notification regarding the clubs available is sent out to all children on a termly basis detailing how to join. Our extra-curricular activities are offered to all pupils within certain age ranges. Some clubs are more suitable to the youngest pupils or oldest pupils but the whole age range is endeavoured to be covered where possible. This is subject to constant review in line with guidance.

As a Federation of schools, we also offer our pupils a termly enrichment experience. This gives all pupils the opportunity to try something in school that they may not have tried before. In previous years we have offered activities including, Ultimate Frisbee, Quidditch, Fencing and Dance.

During the academic year 2026-2027, the Federation of Schools will benefit from our immersive learning classroom housed at the Junior school, which offers not only unlimited curriculum learning potential, but also wide-ranging and stimulating sensory support.

As part of the National Curriculum for PE we offer swimming for all of our pupils in Key Stage 2 (Years 3 to 6). This takes place within the school day at the Great Yarmouth High School swimming pool. This commences in the Spring Term of each academic year.

Any of our curriculum or extra-curricular opportunities are adapted to meet the needs of pupils. This may include the need for specialised equipment, access improvements or for assistance from a 1:1 adult.

4. How can we prepare children with SEND for their next steps?

Transition

This can be transition to a new class, teacher or school. Ormesby Village Infant and Junior Schools Federation is committed to working in partnership with children, families and other providers to ensure that positive transitions occur. Planning for transition is part of our provision for all learners with SEND and normally begins during the Summer term.

Once, our schools have received information from the Local Authority on new pupils, staff make contact with families to begin the process of transition and to gain any necessary consents for the necessary sharing of information. Contact is also made with their current or prior settings to gain a one-page profile of the child. Here, any additional needs can be discussed and appropriate plans prepared. This will involve inviting the family and child in to look around and/or to attend a transition meeting, such as for our new Reception or Year 3 parents depending on the school they are joining. A detailed pack is provided including a brochure outlining our provision on offer.

To further support specific children, we organise additional transition visits from the private pre-schools, from our Infant to Junior schools and with our feeder High Schools. New subject lessons are put on for children to experience and cross-phase projects take place to enable our younger pupils at the Infant school to benefit from working with our older Junior pupils.

Nurture plays a large role at Ormesby Village Infant and Junior Schools Federation. We have fully trained members of staff to support pupils pastorally, not to mention dedicated staff who ensure our Infant H.I.D.E. (Helping Individuals Develop Emotionally) and Junior N.E.S.T. (Nurture, Emotional Support and Therapy) nurture spaces are in operation. Our staff can help to guide and support our learners at the more vulnerable times of their school life.

5. Questions – Have your say

Ormesby Village Infant and Junior Schools Federation are two schools for our community. We can shape and develop provision for all our learners, ensuring achievement for all. This SEND report declares our annual offer to learners with SEN, but to be effective it needs the views of everybody. So please engage with us to promote the “assess, plan, do, review” model in our provision for SEN. It is hoped that through regular engagement with parents across each academic year he child’s educational journey with us remains positive. Our aim is that parents of children with SEND must be involved and their voice heard. The Federation is always listening and prepared to adapt and improve provision, should it be required. This can be relayed to us through e-mail communication, face-to-face conversations or via the parental survey, where recommendations are followed up with parents for further clarification.

6. Complaints

If you have a complaint to make regarding any area of SEND provision, which cannot be resolved by the SENCo in the first instance, please follow the school's Complaints Procedure, which can be found under the School Policies tab.

7. Funding for SEND

Ormesby Village Infant and Junior Schools Federation receives an amount of funding directly to the school from the Local Authority to support the needs of learners with SEN. Extra funds may be directed from the school budget to "top up" this provision using an INDES application to the local authority.

The amount received is dedicated towards supporting the pupils with additional needs to achieve the best progress they can. In the main, this is to acquire sufficient classroom support for the pupils to keep them safe and engaged in their learning through their curriculum teaching and interventions.

Spending is predominantly used to access external support from specialist agencies, such as CEPP, School2School and Respectrum. Access to educational psychologists, advisory learning support teachers and autistic specialists is part of this. We may also get access to specific SRBs (Specialist Resource Bases) for pupils with additional needs, but this is through application and is at the discretion of the SRB Lead.

We can apply for additional High Needs Funding from Norfolk County Council for pupils with severe, additional needs, but the success of this is at the discretion of the Local Authority and is supported by evidence the schools can provide.

8. Admissions

The Federation's admissions arrangements do not discriminate against disabled pupils. Disabled pupils are admitted in accordance with the school's published Admissions Policy. The school complies with the Equality Act 2010 and makes reasonable adjustments where required.

9. Prevention of Less Favourable Treatment

The Federation takes steps to ensure disabled pupils are not treated less favourably than other pupils. These include reasonable adjustments, staff training, curriculum adaptations, accessibility arrangements, risk assessments, inclusion in educational visits and extracurricular activities, and regular monitoring of pupil participation and outcomes.

10. Accessibility Arrangements and Accessibility Plan

The Federation is committed to improving access for disabled pupils and complies with Schedule 10 of the Equality Act 2010.

Admissions

Disabled pupils are admitted through the same admissions arrangements as all other pupils, in accordance with the Admissions Policy. Reasonable adjustments are made to ensure access to education and school life.

Preventing Less Favourable Treatment

The Federation promotes equality of opportunity and takes reasonable steps to prevent disabled pupils from being treated less favourably than other pupils. This includes staff training, curriculum adaptation, accessible educational visits, assistive technology, specialist support and individualised provision where required.

Facilities to Support Access

Facilities available include ramps, accessible routes around the schools, adapted learning resources, enlarged print materials, coloured overlays, assistive technologies, nurture spaces and quiet areas.

Accessibility Plan

The Federation's Accessibility Policy and Plan set out how it will:

- Increase the extent to which disabled pupils can participate in the curriculum through staff training, adaptive teaching and assistive technologies.
- Improve the physical environment through ongoing review of accessibility, maintenance of access routes and consideration of accessibility in future building developments.
- Improve the delivery of information by providing information in alternative formats such as larger print, visual supports, audio resources and electronic formats where appropriate.

The full Accessibility Policy and Plan is available on the schools' websites.

11. Useful links

https://www.norfolk.gov.uk/children-and-families/children-and-young-peoples-hub
www.norfolk.gov.uk/SEN
www.parentvoice./info/
www.norfolkparentpartnership.org.uk
www.dfe.gov.uk
www.willowtreelearning.co.uk
www.familyvoice.org.uk/
www.councilfordisabledchildren.org.uk
www.gov.uk/government/publications/send-guide-for-parents-and-carers
www.nasen.org.uk
www.gov.uk/government/publications/send-code-of-practice-0-to-25
http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm
https://www.norfolk.gov.uk/children-and-families/early-childhood-and-family-service
Health Advice & Support for Children - Just One Norfolk

12. Further Support Service Contact Information

Norfolk SEND Information, Advice and Support Service (IASS)

This service provides free and impartial information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers.

Tel: (01603) 704070

E-Mail: norfolksendiass@norfolk.gov.uk

Norfolk SENDIASS Home Page