

Special Educational Needs and Disabilities (SEND) Information Report

Part of the Norfolk Local Offer for Learners with SEND

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Introduction

Welcome to our Information Report which forms part of the Norfolk Local Offer for the learners with Special Educational Needs and Disabilities (SEND). The Norfolk Local Offer can be found here: <https://www.norfolk.gov.uk/children-and-families/SEND-local-offer> . We have a requirement to publish and review this document annually to outline the implementation of the SEND Policy. The required information is set out in the SEND regulations which can be found on the Special Educational Needs and Disability Regulations 2014 at www.gov.uk/dfes . The headings used below are taken directly from the Code of Practice.

At Buxton Primary School we are committed to working together with all members of our school community. This local offer has involved pupils, parents/carers, governors, advice from external agencies and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

This SEND Information Report (SIR) focuses as an informative guide for parents/carers, governors and the wider community on the school's provision in place for learners with SEND. It details the following key areas;

- Who is responsible for SEND at the school?
- What is SEND?
- How is SEND identified in learners?
- What should I do if I am concerned about my child?
- How does the school support learners with SEND?
- How is SEND funded at the school?
- What should I do if I am unhappy with the provision made for my child?
- Where can I get additional support?
- What happens when my child leaves school?

Who is responsible for SEND at the school?

Meet our SEND team;

Every school is required to have a SENDCo. This is the designated person to oversee the day-to-day provision for children with SEND to ensure that the support is in place to make a difference for children with SEND.



Our SENDCo is Jo Buchanan. Jo has worked at Buxton School since 2010 and is deputy head and a qualified teacher who continues to work closely with children across the school. Over the years, she has taught in most year groups and is also a Maths and Level 3 Forest School leader. She began working as our SENDCo in September 2022 and completed the National Masters SENDCo award in October 2023. Jo can be contacted via the school office or via email at sendco@buxton.norfolk.sch.uk

At Buxton School, we are fortunate to have additional members of our team who work closely with the SENDCo to support children with SEND.



Miss Becky Weir is our Pastoral Support TA. She has also been at the school since 2009. Outside, in our special pastoral cabin, Becky engages in one to one and small group sessions supporting children with a range of social, emotional and mental health needs. She is a 'Talking and Drawing' practitioner which enables her to discover and communicate emotions with children through a non-directed technique. In addition to this, Becky is also one of our outdoor learning leaders, a mental health ambassador and forms part of the well-being committee at the school.



Mrs Gail Barks is our in-house Speech and Language specialist. Another long standing member of our team since 2009. Gail achieved a Level 3 Award in Supporting Children and Young People with SLCN. She uses her skills to support children and young people with speech language and communication needs in a range of 1:1 and small group activities. Gail works closely with external agencies and Speech and Language Therapists to deliver targeted support.



Mrs Anna Clayphan is our outdoor learning leader who is passionate about the benefits of the outdoor environment in supporting children's wellbeing and developing practical everyday life skills. Every class takes part in outdoor learning but in addition to this, Anna leads a range of specific outdoor nurture and alternative provision sessions. These sessions are aimed at developing specific social, emotional and physical skills in children with SEND and follow the ELSA approach.

Governance

Monitoring of the SEND is carried out regularly by our SEND Governor, Mrs Jackie Warren.

What is SEND?

At Buxton Primary School, our inclusive, high quality teaching approach ensures that teachers teach in a way that adapts to a range of abilities and understanding of the children in their class. However, some children need a little extra in order to learn effectively. We call this special education provision. When a child requires special education provision, something that is 'additional to' or 'different from' usual adaptive classroom practice, we identify the child as having special education needs (SEND) and they are added to our SEND register.

Any extra provision is dependent on the individual's needs and is designed to overcome or remove barriers to their learning. Examples of barriers to learning could include; working memory, anxiety, attention, speech, language or communication skills. Barriers can be identified in a range of ways; through conversations with children and families; through observations by school staff; or through routine or specialist assessments. Once a barrier to learning is identified, support is put in place to overcome or remove this barrier. This might include further classroom adaptations or additional 1:1 or small group sessions to target an area of difficulty.

It is important to consider that, at different times and for lots of different reasons, children can find learning difficult. For example, they may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn, they may speak English as additional language, they may be worried about different things that distract them from their learning. At Buxton School, we are committed to ensuring that all

learners have access to learning opportunities, and for those that are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have Special Education Needs.

The SEND Code of Practice 2014, pages 97-98, identifies four broad areas of need. It states: "These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time."

The categories of need are:

- **Communication and Interaction:** Speech, language and communication needs or Social Communication and Interaction. Children with these difficulties might have difficulties understanding what is said to them or find it difficult to communicate with others. They may find the social aspects of school difficult which could make conversations and playing with others challenging. Children with Autistic Spectrum Disorder (ASD) are likely to find these things especially difficult.
- **Cognition and Learning:** children with these difficulties might;
 - Learn at a slower pace.
 - Have difficulties with organisation and memory.
 - Have a specific learning difficulty such as dyslexia.
- **Social, Emotional and Mental Health:** Children with this need might find it difficult to understand and regulate their emotions and thought processes which can present itself in a number of different behaviours. They may have underlying mental health difficulties related to anxiety, bereavement or attachment. Children with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) may also experience an impact on their mental health.
- **Physical and/or Sensory needs:** Deafness, Vision Impairment, Multi-Sensory Impairment and Physical Disabilities.

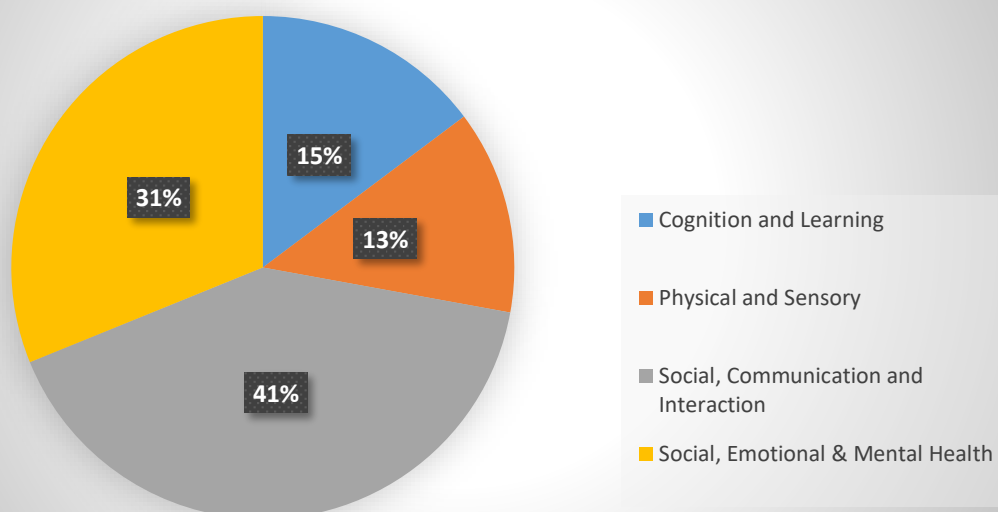
Our SEND profile 2025.26

Our SEND profile for 2025.26 shows that 31.7% of children in the school have been identified as having SEND (61 pupils out of 192). This consists of 27% at SEND support and 4.7% with an Educational and Health Care Plan (EHCP). National Average for SEND (combined) for 2024/25 was 19.5%.

[find-statistics/special-educational-needs-in-england/2024-25](https://www.find-statistics.com/special-educational-needs-in-england/2024-25)

Below, we have outlined the percentage of pupils with SEND at Buxton School who are identified with each of the four broad areas of need.

Buxton Primary School SEND Profile 2025.26



At Buxton School, we have a higher than National average number of children with SEND, some of this is attributed to the proportion of our children with SEND that attend the school from out of catchment (33%). Buxton School is the setting of choice for families with vulnerable learners within its locality due to the level of support given to learners with SEND and its broad and balanced curriculum.

How is SEND identified in learners?

At Buxton Primary School we spend time identifying the needs of all children, whether they have a diagnosed special educational need or disability (SEND) or not. This is an ongoing process starting before they enter school and continuing throughout their school life using regular monitoring and observations, discussions and assessment of all children.

Before they start at our School;

As soon as we know that a child will be attending our school we start finding out more about them so we can plan for their needs and ensure that they settle into our school happily and with access to appropriate provision. At Buxton Primary, this has been through:

- Meetings between the school and family at our home visits for our reception intake.
- Work with previous school or educational setting.
- Work with outside agencies involved with children and families.
- Early requests for any reports or assessment.
- Tours of the school and, when requested to be needed, visit(s) to the child's new classroom prior to joining us.

- Parent information meetings for Reception children. We encourage all parents and carers to share as much information about their child with staff before their child starts school.

While children are at our school;

At Buxton Primary we use a range of strategies to identify need including, but not limited to:

- Discussions with pupils
- Listening to parents
- Teacher assessments including PEaSS checklists
- Progress reviews
- EHCP reviews
- External agencies, e.g. Educational Psychologists, Paediatricians, Speech and Language Therapy, specialist learning support teachers
- SENDCo observations

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

If you are concerned about your child's progress, please contact your child's teacher to arrange a meeting to share your worries. They will then follow the process as shown in our SEND identification flow chart. This is available as a PDF in our SIR report (SEND) section of the website.

How does the school support learners with SEND?

Our school ethos and values are centred on developing children to become excellent citizens that are understanding of the rich and diverse world we live in. We follow a restorative approach in our behaviour policy with a focus of understanding the child and supporting all children to be independent in their ability to be reflective and restorative.

Our ARCHER values of respect, responsibility, acceptance, consideration and honesty are at the heart of what we do. We know that everyone has something to offer.

Buxton Primary School prides itself on being a fully inclusive school, always striving to support and guide every child to suit their individual needs, not just for children with SEND, but for all of our children.

Teaching and learning for all pupils includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises to enrich the experiences of our children such as:

- Enrichment sessions; All children access enrichment sessions. Children choose activities from cookery, gardening, skateboarding and performing arts to name but a

few. These mostly have an aim of developing social, communication and life skills that are transferrable to the classroom and everyday life.



- Outdoor learning and alternative provision. All children access outdoor learning once a week for a term, every year. These mostly have an aim of developing lifelong skills that are transferrable to the classroom and everyday life. In our recent parent survey, 100% of parents felt that Forest Schools added to their child's enjoyment and engagement.



- Sensory room – Our Sensory room provides children with a safe space to regulate their emotions when becoming overwhelmed.

- Movement breaks – Our daily scheduled movement breaks using GOnoodle enable children with self-regulation difficulties to follow a sequence of physical activities that are designed to alert, organise and calm before learning.
- Nurture – A range of sessions are available to support children with Social, emotional and mental health needs. This can sometimes be 1:1 or in small groups. Sessions can focus on developing friendship groups, recognising and understanding emotions, managing change and dealing with trauma. It can be an opportunity for children to understand accept and others' differences.
- Lunchtime and after school clubs – These structured clubs provide children with further opportunities to build relationships with their peers and develop social skills.

- Communication friendly approach – To support all children with communication and interaction, the school uses Visual timetables and visual cues in the environment through the use of ‘widgeits’. Across the school to aid consistently with daily routines, staff communicate instructions using the schools own Buxton Sign language alongside British Sign Language. Displays are kept neutral using hessian material and resources are clearly labelled.

Provision is made to ensure the highest potential of academic success of all of our children through various opportunities to scaffold and support learning, such as:

- Workshops. All children in year 1-6 access a range of workshops at least 3 times per week. These are used for all children, regardless of ability, to develop core skills, removing barriers to learning and extend talents. Examples of workshops include fine motor skills, working memory, reading comprehension, language and communication.
- Specific interventions – Sometimes children benefit from an additional intervention working outside of the classroom in a 1:1 or small group situation. These sessions are usually 5-10 minute daily tasks to build key skills such as reading or maths using structured programs such as precision teaching or plus one. In addition to this, we work closely with the Schools and Communities Team to deliver specific targeted interventions for self-regulation and communication and interaction difficulties.

Our inclusive approach ensures all children remain in their classrooms for the majority of their learning and teachers adapt their classrooms, teaching and resources to support children with SEND make the best progress they can using a quality first teaching approach. Further, specific examples of how we support children in class can be found in our provision map. In addition to this, we employ a number of Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs) to support children in classrooms. Currently, we are able to ensure that every class at least one of their own TAs supporting consistency for all children. It is important to note that however evidence-based an intervention is, if the learner only accesses this three times a week for 30 minutes, it is a total of 1.5 hours from a 30 hour week. It is essential that the remaining 28.5 hours in the classroom are accessible to them and the curriculum content is relevant to their needs.

How do I know what extra provision is in place for my child?

When a child is identified as having needs which require provision which is ‘additional to’ or ‘different from’ expected, a support plan is put in place. There are different plans to support varying types and levels of needs.

- **One Page Plans (OPs)** – A one-page personalised plan sets out the strengths, difficulties and ways children like to be supported in their learning. This informs all staff involved of the adjustments in place to ensure needs can be met. These will have

a small target area and may be used short-term to target specific areas for those children with emerging needs.

- **Personalised Provision Plans (PPPs)** – The aim of the PPP is to identify the barriers faced by the young person with SEND needs and identify the adjustments, support and interventions that are required so the learner can make progress. These include short term targets which are reviewed regularly and used as a progress measure. These are used when a child has more than one area of need and external professionals are also supporting.
- **Positive Behaviour Support Plans (PBSPs)** – These are implemented when a child finds it difficult to self-regulate their behaviour due to an underlying need and require a number of interventions and support to be in place to keep themselves and others safe. They follow a step-by-step positive approach with scripted language to ensure consistency. Positive behaviour plans are used in conjunction with 5 point plans as a child friendly way to support the pupil.
- **Educational Health Care Plans (EHCPs)** - Most children with SEND can have their needs met by the types of additional support provided at school. We call this 'SEND support'. However, if a child requires a more specialist level of support, the school or families can request and Educational, Health and Care (EHC) needs assessment from the Local Authority (LA). If the LA decides that this higher level of provision is needed, a child may then get an Educational Health Care Plan (EHCP). These are legal documents that will support the child from age 0-25.

How will I know how my child is getting on?

As part of the Assess, Plan, Do and Review process, support plans are regularly updated and shared with parents/carers. In addition to our usual parents' evenings, formal SEND parent evenings are also held termly to discuss and review targets in place.

How is SEND funded at the school?

Buxton School receives funding directly to the school from the Local Authority to support the needs of the learners with SEND. This is described in the SEND memorandum for 2025/2026 this is £82,605. From **September 2025**, Norfolk implemented a new Element 3 funding model to support children and young people with high-level special educational needs and disabilities (SEND). The amount of funding we will receive for Additional Element 3 funding is based determined using child and setting contextual information provided by schools via:

- Identification of Needs in Educational Settings (INDES)
- Graduated Provision Map (GPM),
- Inclusion and Provision SEF (IPSEF)

SEND funding is used in the following ways for;

- Specialist equipment, assessment tools and resources.
- Support staff to deliver workshops, interventions and provide 1:1 and 1:2 support where applicable (see provision map).
- Courses, training and development of staff with a SEND focus.
- Support staff to provide alternative provision, nurture, pastoral sessions, external SEMH support and outdoor learning.
- Specialist support services such as Educational Psychologist or Specialist Learning Support Teacher assessments.

What should I do if I am unhappy with the provision made for my child?

At Buxton School, we are committed to working together with parents/carers and others involved in caring for your child. Ultimately, you know your child best. With this in mind, we encourage you to contact the school, at any point, if you are concerned about your child's needs being met. In the event of any concern, it is important that any issues are resolved in a timely manner. To facilitate this, please, in the first instance, raise your concerns with your child's class teacher as they are involved with supporting them on a daily basis. If you are not satisfied with the outcome, please contact the SENDCo who will aim to resolve the issue as soon as possible.

Where else can I get support?

Information regarding additional support for Norfolk can be found in the leaflet: 'Support for families of children with neurodevelopmental differences / additional needs in Norfolk' (PDF available on our website in the SEND section). This information sheet is for families who are worried about autism/ADHD/additional needs. The services are here to support you on your journey. Please reach out to them for help. Although a clinical assessment for neurodevelopmental differences such as autism or ADHD is helpful for some families, a diagnosis is not required to access SEND support. It is important to remember that having a name for your child's condition does not change who they are. It is helpful to think about what goals you and they are aiming for so that you can access the support available to help achieve these goals.

The Norfolk SENDIASS (Information, Advice and Support Services) provide free, impartial and confidential advice to support children, young people and parents/carers with SEND. Contact details and further information can be found here <https://www.norfolkSENDiass.org.uk/>

What happens when my child leaves school?

Transition is a new part of life for all learners. This can be transitions to a new class, having a new teacher or moving to another school. Planning for transition is a part of our provision for all learners including those with SEND. Our transition days in the summer term, support all

children to have a taster in their new class before fully transitioning in the Autumn term. During these sessions, all children complete one-page profiles with their teachers to identify their strengths and difficulties. Children with SEND are further supported with the use of social stories and additional nurture sessions to discuss any worries they may have.

Staff at Buxton Primary School work closely with transitioning schools and to ensure a smooth and positive transition, the following takes place;

- Meetings between staff and SENDCos from each setting.
- Support plans; listing current provision and targets are shared.
- Additional 1:1 support from Aylsham High School Federations Social and Emotional pastoral support assistants.
- Additional visits to feeder schools.
- Use of transition booklets.
- Visits to school from current pupils in the 'Friendly Face' team.
- Group transition sessions 'YESS to Progress'.