

# Tunstead Primary SEND Policy and Information Report



***Strong Foundations: Bright Futures***



## **Last reviewed in November 2023**

I would like to welcome you to our school's SEND Information Report, and I hope that you find the information we share here useful to your child, yourself and your family.

We are continually working to make the following document as user friendly as possible, as it is a rather long document. It is a legal requirement (under the Children and Families Act 2014) for all schools to publish a SEN Information Report on their website and update it at least annually. The SEND Regulations 2014 and the SEND Code of Practice 2015 (CoP) set out all the information that must be included in this report. There is a lot of required information which is why this is such a long document!

We worked with our pupils and their families during the Autumn term of 2022 to find out more about what they wanted to know, and also to consider different ways to present the information. As a result of this, we have provided an alternative format for this information which is led by questions that parents want to know the answer to. This version can be found on the school website as a powerpoint presentation.

If you are reading this, then the chances are that you are either concerned about your child's educational needs or curious about the various supports we have available to pupils in our school. Either way, this shows that you are committed to helping your child to be happy and succeed at school, and I want to assure you that all our staff are too.

Should you ever have any questions, concerns or thoughts on anything to do with your child's needs or SEND provision, then please contact me via email at [senco@tunstead.norfolk.sch.uk](mailto:senco@tunstead.norfolk.sch.uk), or speak to me on the playground at drop off or pick up times.

I look forward to working collaboratively with your family, and all those whose child has additional needs, so that their time at Tunstead is a happy and successful one.



Mr Sam Birkinshaw, Deputy Head & SENCo

### *Other key contacts at the school*



*Mrs Dawn Kightley,  
Governor responsible for SEND*



*Mrs Rebecca Quinn  
Headteacher*

## ***SCHOOL AIMS AND VALUES***

Tunstead Primary is a mainstream school, and part of the Green Shoots Federation. We are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND) .

The Special Educational Needs Co-ordinator is Mr Sam Birkinshaw, the Headteacher is Mrs Rebecca Quinn and the SEND governor is Mrs Dawn Kightley. They can be contacted via the school's office on 01603 737395.

Our aims are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

### **What is the legislation on which this SEN Information Report is based?**

This SEND Policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

### **What is Norfolk County Council's Local Offer?**

This report is part of the [Norfolk Local Offer](#) for vulnerable children and children with special educational needs and disabilities (SEND).

If you would like further information on any supports that may be available in Norfolk, then please visit the [Just One Norfolk](#) website, which is a fantastic resource for advice, self-help strategies, and referral routes for health and related support services.

## **What are the four broad areas of Special Educational Needs?**

### **Cognition and learning**

Where children learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

*This area covers a wide range of needs, including moderate, severe, profound and multiple learning difficulties and specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.*

### **Communication and interaction**

Where children have speech, language and communication difficulties, they may:

- find it difficult to make sense of language
- find it difficult to communicate effectively and appropriately with others
- have an Autistic Spectrum Disorder and be likely to have particular difficulties with social interaction

### **Sensory and/or physical needs**

Where children have visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

### **Social, emotional and mental health difficulties**

Where children have social, emotional and mental health difficulties, they may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that hinder their and other children's learning or that have an impact on their health and wellbeing

*This area covers attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) and attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders*

## How do we know if your child has Special Educational Needs?

**All** children have individual education needs which may change during their time at school. Some children, however, will have more significant needs than this. The best way to identify these needs is for their school and family or carers to talk. **You know** your child better than anybody and some special needs are far more obvious at home than in school. As a school, we may raise concerns if we are worried about the progress your child is making or if they are having problems interacting with other children.

There can be many reasons why a child may have learning difficulties. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. Children who experience such barriers to learning can be 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 special educational needs or a disability (SEND).

**The Special Educational Needs and Disability (SEND) Code of Practice (2014) gives the following definition of SEND:**

*'A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision **different from or additional to** that normally available to pupils of the same age.'*

Therefore, a pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and they have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

## **What happens once your child has been identified as having Special Education Needs?**

Once a child is identified as having SEND, your child's class teacher and/or the SENCo will arrange a meeting with you to discuss your child's needs and to collaboratively create an Individual Education Plan (IEP).

In an IEP, we will work together to identify the barriers to your child fully participating in a full and successful school experience, and to then identify some SMART targets (Specific, Measurable, Achievable, Realistic, Time-limited) that will be the focus of the additional support put in place for your child. Finally, we will discuss the strategies that can be put in place at school, alongside any relevant supports at home, to help the child achieve their targets.

The targets on your child's IEP will be reviewed at least termly (3 times a year), following an **Assess, Plan, Do, Review** cycle:

- **Assess** – this involves taking into consideration all the information from discussions from parents or carers, the child, the teacher, support staff and a variety of assessments.
- **Plan** – this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded to inform teaching.
- **Do** – this stage involves providing the support as set out in the plan.
- **Review** – this stage involves measuring the impact and deciding whether changes to the support will be made. We will evaluate the effectiveness of any additional support. This will be ongoing

In addition to this we may seek advice and specialist support from outside agencies. If your child has an identified SEND before joining us, we will work with the people who already know them to provide an appropriate learning experience.

For a few children, being given an Education, Health and Care Plan (EHCP) may be considered the best way to support their SEND. More information on Education and Health Care Plans can be found [here](#).

At all times we consider good communication and collaborative working between all the people involved, including the child, as essential to achieving the best outcomes.

## **What are the roles and responsibilities within the school?**

### **The SENCo is Sam Birkinshaw. The SENCo will:**

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parent/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support, following the ADPR cycle.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively, including applications for additional funding if appropriate.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parent/carers are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **The SEND governor is Dawn Kightley. The SEND governor will:**

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school

**The Headteacher is Rebecca Quinn. The Headteacher will:**

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

**Each class teacher is responsible for:**

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision, including through holding termly IEP reviews with families
- Ensuring they follow the SEND Policy and Information report

### **How will your child be supported and included in school?**

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Your child's class teacher will be your first and main contact for any questions you have regarding your child's education. All children receive work targeted at their level of ability. The class teacher will suggest any additional support your child might receive, normally in consultation with the SENCo, head teacher or subject leaders. This support will be **'additional to or different from'** a normal differentiated curriculum.



### **How will the curriculum and resources be adapted to your child's needs?**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND, and a key part of high quality teaching is adapting the learning environment and the learning opportunities to meet the needs of individual pupils throughout the curriculum.

Children are primarily taught in their main classroom with their peers. However, sometimes, they may also be taught outside the classroom in small groups or individually for short periods of time. This is to allow specific, identified needs to be addressed and will be led by either teachers or trained support staff and reviewed on a regular basis. In some cases, outside specialists may also deliver targeted support.

Within our school, various strategies are used to adapt access to the curriculum. These might include using:

1. Visual timetables
2. Work stations
3. Social stories
4. Writing frames
5. Word banks
6. Computers including Access through Technology
7. Positive behaviour reward systems and Positive Behaviour Support Plans (PBSPs)
8. Personalised social and emotional support linked to Zones of Regulation
9. Work with our Inclusion worker to support social and emotional development.
10. Interventions which include Nurture groups, Paths, Thrive, PECs, Sensory Circuits, Precision Teaching, Memory skills, Clicker, Lego Therapy, Talk Boost, Numicon and Sound Discovery
11. Provision Mapping, Individual Education Plans (IEPs), Behaviour Plans and Education Health and Care plans (EHCPs)
12. Additional targeted adult support
13. More practical, creative learning opportunities
14. Movement or sensory breaks to help regulation

### **How will you know how your child is doing?**

All children at Tunstead Primary School receive an annual report detailing their academic progress, alongside comments on their personal development and engagement in school life.

In addition to this, children on the SEND register will have more regular feedback on their child's progress towards the targets in their Individual Education Plan (IEP). This feedback may take the form of:

- An early discussion with the pupil and their parent/carers when identifying whether they need special educational provision.
- Regular meetings and discussions between the class teacher, the child and their parent/carers about how we plan to support their child. These may take the form of a termly structured conversation, where we talk with parent/carers about aspects of the child's learning in school and at home, which are positive and working well. We also focus on areas that need developing and together set targets for an IEP (Individual Education Plan). Other meetings may include going through interventions on a provision map, reviewing behaviour plans and EHCPs (Education Health and Care Plans).
- Short-term targets, usually aiming to be achieving over the next term, which are linked to the child's IEP. The IEP will also provide details of any extra support; who will give the child help; how often the child will get help; and how and when we will review the targets to assess how they have helped the child.
- Discussions between the SENCo and teachers, children and families to monitor the effectiveness of the strategies and/or interventions in place to support the IEP. Assessments are also carried out before and after the intervention to monitor impact.
- A statutory assessment, which would take place where a child has more complex needs (e.g. global delay), to assess those needs and the child may be given an Education, Health and Care plan (EHCP). There will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent/carer or carer, and all other professionals involved with the child.

### **How is the decision made about what type and how much support your child will receive?**

We always want and expect your child to make the same rate of progress as all the other children at the school. To do this your child may need additional support. The level of support needed will be determined following discussions with you and your child, teaching and support staff and any outside agencies involved with your child. While they may receive short 1 to 1 or group teaching sessions, we would also expect your child to continue being taught with other members of their class in a way that supports their development as independent learners within a whole class setting.

### **How will your child's academic progress be monitored?**

Academic progress is monitored in the same way for all children in the school. Your child will have clear targets, linked to the National Curriculum, which they are continuously assessed against. For some children, and most frequently for children with SEND, these targets may be taken from a lower age group than their peers to better match their current stage of development.

If your child is not making the expected progress in a particular area, we will provide appropriate additional support. These levels are recorded in school throughout the year, and are analysed and discussed by teachers and the Senior Leadership Team (including the SENCo) at progress meetings.

### **What support will there be for your child's mental health and emotional wellbeing?**

During your child's PSHE (personal, social and health education) lessons they will be given opportunities to share their feelings and concerns. They will also discuss ways of dealing positively and properly with their emotions, especially anger and conflict.

We provide support for all pupils to improve their emotional and social development through the PATHS program. We are also a THRIVE school and employ an Inclusion and well-being mentor who works at the school one day per week. Forest School is also used to promote social and emotional development. Pupils with SEND are encouraged to be part of the school council, to take on responsible roles within school such as Playground Pals with other pupils and to be part of sports clubs to promote teamwork/building friendships etc. We have a zero tolerance approach to bullying.

All members of staff are happy to discuss any issues or concerns you may have regarding your child's mental health or emotional wellbeing. You could speak to their class teacher, teaching assistant, the SENCo and the Headteacher. If necessary, following these discussions, a referral for more specialist support services, such as Point One or CAMHS

(Children's and Adolescents' Mental Health Service) may be made by either the family or the school.

### **What if your child has medical needs or a physical disability?**

If your child has a medical need a detailed Care Plan can be set up with support from the school nurse or other medical professionals. This plan is shared with all staff who work with your child and appropriate staff will receive any necessary training. Named staff will administer other medicines with parental consent. All staff have received basic first aid training with named first aiders receiving more advanced training.

### **How can you support your child's learning?**

By attending any meetings and talking to your child's teacher you are supporting your child. Your child's teacher will suggest ways that you can help your child at home, including supporting them with their homework. The SENCo may also offer guidance and regularly updates the website with support strategies for parents. Any outside agencies that support your child may also have suggestions, and you can always visit the [Just One Norfolk website](#) to seek advice or support yourself.

At all times, the school's aim is to keep parents and carers fully informed and to work collaboratively in order to provide the best support for your child both in school and at home. We encourage parents to make an active contribution to their child's education.

### **How does the school evaluate the effectiveness of provision for pupils with SEND?**

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions each term
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Annual completion of Norfolk's Inclusion and provision self-evaluation framework (IPSEF)
- Engaging in internal and external moderation of High needs funding (Element 3) requests through the Individual Needs Descriptors (INDES) process.

### **Which specialist services are available or accessible for your child?**

- *School nurse*
- *Educational Psychologist*
- *CAMHS (Child and Adolescent Mental Health Service)*
- *Attendance Officer*
- *Speech and Language Service*
- *Sensory Support Service*
- *Social Services*
- *Safeguarding Officers*
- *Short Stay School Services*
- *Paediatrician*
- *School 2 School support*
- *Access through Technology*
- *Specialist Learning Support Teacher*
- *Occupational Therapy*
- *ASD specialist support team,*
- *Child & Adolescent Support Team*
- *Point 1 (emotional wellbeing)*
- *Virtual School for Inclusion*
- *Norfolk Family Focus (Norfolk Early Help)*
- *Education Psychologist*
- *Inclusion and SEND team*
- *Schools and Communities Team*

### **How accessible is Tunstead Primary School?**

Tunstead Primary School was originally built in 1913 but with new extensions in 2002. The school is on one level with no steps within the main area, only one step leading to the kitchen. The front door is wide enough for wheelchair access. There are ramps at the entrance and handrails for those with physical and sight disabilities. A ramp with side handrails, allows access to the playground and paved slopes allow wheelchair access to the greenhouse and garden areas. The Disabled Toilet has a door width suitable for wheelchair access (85cm). There are rails and handles within the toilet and a low-level basin is provided for washing. The door opens outwards, enabling easier wheelchair access. All classrooms are fitted with blinds so that excess glare can be excluded from the rooms. All classrooms are carpeted, reducing noise levels.

### **What specialist training has the SENCo; your child's teachers and support staff had?**

Mr Sam Birkinshaw, the school's SENCO, holds the National Award for Special Educational Needs Co-ordination. He has also had recent training regarding Lego Therapy, Autism Awareness and support strategies, supporting sensory needs and around identifying Speech and Language needs. He also attends regular, termly SENDCo briefings to keep up-to-date with latest developments in SEND provision, and has taken part in moderation work for Element 3 funding and the EHCP assessment panels.

School 2 School and Norfolk Steps have provided support for all staff working with children with SEMH needs (Social, emotional and mental health), with further Norfolk Steps refresher training booked during 2022.

The Norfolk Speech and Language service regularly comes into the school to support staff and devise plans for staff working with children with speech and language needs. A member of the staff is completing a Level 4 Speech and Language qualification during the 2023/24 year, to help support children with more complex communication needs.

All staff have received Norfolk STEPS training (Step On), and senior leaders have Step Up training for managing physical interventions. The Norfolk Inclusion Team have provided support and strategies for the school to utilise in managing challenging behaviours, including supporting staff in devising and monitoring behaviour support plans.

Mrs Quinn and Michelle Ratcliffe (Inclusion mentor) are also accredited THRIVE practitioners.

#### **Staff at Tunstead have also had recent training on:**

- Safeguarding
- Effective IEP/Provision Mapping planning
- Autism
- Zones of Regulation
- Behaviour plans/risk assessments
- Attention Autism, Intensive interaction and PECS to develop early communication
- Supporting pupils with visual and hearing impairments
- Thrive (positive mental health)
- Paths (well-being)
- Phonics intervention
- Dyslexia

### **How will your child be included in activities outside of the classroom, including school trips?**

We enable pupils with SEND to engage in activities available to those in the school who do not have SEND. Risk assessments are carried out and every effort is made to ensure that this can happen.

All of our extra-curricular activities and school visits are available to all our pupils, including all our after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day and school plays. They are included in all our immersive learning days.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

### **How are the school's resources allocated?**

The schools SEND budget is allocated each financial year.

This money is used to provide additional support, resources and to pay for outside professional advice.

Additional provision may be allocated to specific children after discussion with teachers, parents/carers or outside professionals.

Discussions about how much support children will receive is made in consultation with class teachers, the SENCo and the senior leadership team, and has to be made within yearly SEND budget constraints.

Decisions are based on the results of assessments made by school staff, outside agencies and termly tracking of children's progress.

## **How will we support your child when joining our school or transferring to their next school?**

Teachers, with the support of the SENCo, will attend extensive transfer meetings when children first come to our school; when they transfer between years, key stages and eventually on to their next high school setting. Your child may also be offered extra transfer visits to their next school to help them settle in. The SENCo and class teachers are also happy to meet with you and your child to answer any questions you may have.

## **How can you make a complaint about SEND provision?**

Should you ever have a concern about your child's SEND provision, we would strongly encourage you to first make contact with the class teacher or SENCo to discuss your concern. Following this contact, if you still wish to make a complaint then you should follow the advice below.

Complaints about SEND provision in our school should be made to the head teacher in the first instance. They will then be referred to the school's complaints policy.

The parent/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **Who can I contact for further information?**

If you wish to discuss your child's educational needs please arrange a meeting in the first instance with their class teacher. The SENCo of Tunstead Primary School, Mr Sam Birkinshaw, will also be happy to meet with you.

The SENCo regularly updates the **SENCo** section on the **Parents** page of the website and the **SEND** section with latest information, support ideas, resources and outside organisations who can support all areas of special needs. Please regularly look on the Tunstead Primary Website:

<https://www.tunsteadprimaryschool.co.uk/senco/>



## **Where can I get further advice, self-help strategies or access services for Norfolk from?**

This report is part of the [Norfolk Local Offer](#) for vulnerable children and children with special educational needs and disabilities (SEND).

If you would like further information on any supports that may be available in Norfolk, then please visit the [Just One Norfolk](#) website, which is a fantastic resource for advice, self-help strategies, and referral routes for health and related support services.

### **General Information**

[Norfolk Local Offer](#) – information about SEND in Norfolk

[www.norfolkparentpartnership.org.uk](http://www.norfolkparentpartnership.org.uk) – Information to support parents locally

[www.familyvoice.org.uk](http://www.familyvoice.org.uk) – Information to support parents locally

<http://www.essexlocaloffer.org.uk/supporting-your-neurodiverse-child/> - A New information pack to help families with a neurodiverse child, including practical interventions, resources, hints and tips based on the lived experiences of families.

### **Other organisations**

[www.autismeye.com](http://www.autismeye.com) – Information about Autism

[www.asthma.org.uk](http://www.asthma.org.uk) – Information about Asthma

[www.autism-anglia.org.uk](http://www.autism-anglia.org.uk) – Information about Autism (this includes information about ADHD)

[www.diabetes.org.uk](http://www.diabetes.org.uk) – Information about Diabetes

[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk) – Information about Dyslexia

[www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk) – Information about Dyspraxia

[www.childline.org.uk/Pages/Home.aspx](http://www.childline.org.uk/Pages/Home.aspx) – Information and support around wellbeing

[www.norwichmind.org.uk](http://www.norwichmind.org.uk) – Mental Health Information

[www.sleepcouncil.org.uk](http://www.sleepcouncil.org.uk) – Children's sleep

[www.4dyslexics.com](http://www.4dyslexics.com) – Local, private assessment for dyslexia and dyspraxia

## **How do we monitor arrangements in the Send Policy and Information Report?**

It is a legal requirement for the school's SEN Information Report to be updated by the SENCo yearly, when it also has to be approved by the governing board. This policy links to our policies on:

- Supporting Pupils with Medical Conditions
- Behaviour
- Accessibility plan
- Equality Information and Objectives

## **Jargon Buster**

**PSHE: PERSONAL, SOCIAL and HEALTH EDUCATION**

**EHCP: EDUCATIONAL HEALTH CARE PLAN**

**SEND: SPECIAL EDUCATIONAL NEEDS**

**SENCO: SPECIAL EDUCATIONAL NEEDS COORDINATOR**

**IEP: INDIVIDUAL EDUCATION PLAN**

**SEMH: SOCIAL EMOTIONAL AND MENTAL HEALTH**

**ASD: AUTISTIC SPECTRUM DISORDER**

**CAMHS: CHILD AND ADOLESCENT MENTAL HEALTH SERVICE**

**ADHD: ATTENTION DEFICIT HYPERACTIVITY DISORDER**

**ADD: ATTENTION DEFICIT DISORDER**



For more jargon busting, and information about Norfolk's SEND services, visit the Local Offer site: [www.norfolk.gov.uk/children-and-families/send-local-offer](http://www.norfolk.gov.uk/children-and-families/send-local-offer) which contains full information of the services available to children, young people and their families.

# **Our SEND profile at Tunstead Primary School**

**As of November 2023**



- ▶ We have 29.6% (nationally, 17.3%) of children identified as having special educational needs. The SEN register is made up of pupils with the following needs:
- ▶ 45.8% (down from 42.1% in 2022/23) of children on the SEND register are identified as having special educational needs linked to Cognition and Learning as their primary need (which can include learning difficulties in maths, reading, writing and spelling)
- ▶ 29.1% (down from 31.6% in 2022/23) of children on the SEND register are identified as having special educational needs linked to Communication and Interaction as their primary need (which can include speech and language difficulties, autism, including difficulties with social interaction)
- ▶ 12.5% (up from 10.5% in 2022/23) of children on the SEND register are identified as having special educational needs linked to Social, Emotional and Mental Health as their primary need (which can include ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety, depression and behavioural difficulties)
- ▶ 8.3% (down from 10.5% in 2022/23) of children on the SEND register are identified as having special educational needs linked to Physical or/and Sensory difficulties as their primary need (which can include disabilities such as those affecting mobility, sight and hearing)
- ▶ 41.6% of children on the SEND register at the school have an Education Health and Care plan, while 58.4% are receiving SEND support. Of the 29.6% of children identified as having special educational needs throughout the whole school, 12.3% have an EHCP (compared to 2.5% in primary schools nationally) and 17.3% are receiving SEND support (compared to 13.5% in primary schools nationally).

National Data is from July 2023, and can be viewed [here](#)