SEND Information Report 2026-27

Filby Primary School

Date of next review: October 2027

Signature: J. Snelling Headteacher Date: October 2027

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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/or Disabilities (SEND). The local offer is where parents can find out what is available in Norfolk to support their child.

Click on the link below to find out more:

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

Schools have a legal duty to publish a SEND policy and information on their website about how they support pupils with SEND. The SEND policy is available on the school's website in the Policies section. The information published must be updated annually.

This is what our school has to offer

At Filby Primary School we are committed to working together with all members of our school community. Our school offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Name of SEND Governor: Mrs A. Dougal
Name of SENDCO: Mrs S. Oxborough
Name of Headteacher: Mrs J. Snelling
Chair of Governors: Mr C. Share

If you have specific questions about the Norfolk Local Offer or if you think your child may have SEND please speak to their Class Teacher or contact Mrs Oxborough, our SENDCo by calling or emailing our school office.

Our Approach to Teaching Learners with SEND

We believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. Our curriculum is designed to meet the needs of all learners

and we regularly monitor this. Staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings. Quality of Education is monitored through observations of teaching, book looks and pupil voice, whilst staff development needs are identified through performance management meetings.

How we identify SEND

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

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of 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 your child is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome any barriers to their learning.

Learners can fall behind in school for lots of reasons. 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 not speak English very well or at all, they may be worried about different things that distract them from learning. At Filby Primary we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, the school has a responsibility to support via a range of interventions. This does not mean that all vulnerable learners have SEND. Only those with a difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2026 -27 shows that we have 15% of children identified as having SEND.

Assessing SEND at Filby Primary

Class Teachers, Nursery staff, support staff, parents/carers and the child themselves will be the first to notice a difficulty with learning. The assessment that follows will involve the child, their parents/carer and, of course, their teacher. The Special Educational Needs and Disabilities Co-ordinator (SENDCo) will also support with finding out what is causing difficulties with learning. We have a range of assessments available.

For some learners we may want to seek advice from specialist teams. In our school we use various specialist services. Some are provided by Norfolk County Council, which are described on the Local Offer website available here.

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

What we do to Support Learners with SEND at Filby Primary

Every teacher/practitioner is expected to adapt their classroom, teaching and resources to help children with SEND make the best progress they can. The SENDCo supports teachers to enable this to happen by providing advice and training.

Our teachers/practitioners will use various strategies to help children with SEND make progress. This might include, but is not limited to, using:

- Visual timetables
- Writing frames
- Technology such as a laptop
- Positive behaviour rewards system
- Word mats
- Concrete maths resources
- Enlarged/alternative fonts
- Now/Next boards

The type of support is dependent on the individual's needs. This support is described on our school provision map which describes the interventions and actions that we use at Filby Primary to support learners with SEND. We modify the provision map regularly; it changes every year, as our learners and their needs change.

Funding for SEND

Filby Primary receives funding directly to the school to support the needs of learners with SEND. The amount can be seen in something called the Notional SEND Fund. We will receive £122,683 in 2026-27 for SEND.

How do we find out if this support works?

Checking children's progress is an integral part of our school. We follow the 'assess, plan, do, review' model as explained in the SEND Code of Practice (DfE, 2015).

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

It is important to us that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCo, teacher, parent/carer and learner agree what they expect to be different following this intervention. We record what level the children are at and compare this with their level afterwards to see if the extra support has made a difference to their learning.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself or as part of an Assess, Plan, Do, Review (APDR) cycle; currently these are produced by class teachers and reviewed with

parent/carers every term. If a child has an Education Health and Care Plan (EHC plan) the same APDR review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENDCo checks we are only using interventions that work by comparing children's starting and end points and keeping up to date with latest research.

All data is scrutinised by the staff team, governors, academy trust, local authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to take part in extra-curricular activities. At Filby Primary in 2026-27 we are offering a range of additional clubs and activities. This list is updated regularly and is available from the school office and on our school website.
All staff at Filby Primary School have regular training on the Equality Act. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities." Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation, hence the term SEND.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click on the link below:
https://www.gov.uk/equality-act-2010-guidance

Preparing for the next step

Moving on is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Filby Primary School works in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Have your say

We welcome everyone helping to shape and develop provision for all of our learners, aiming at achievement for all. This SEND report sets out Filby's offer to children with SEND which will be reviewed annually. We welcome your involvement in the process for next year's report. Come and help us make a difference for your child and others.

Useful links

Norfolk SEND Local Offer:
https://www.norfolk.gov.uk/children-and-families/send-local-offer

Independent Parent Support -Norfolk Parent Partnership:
https://www.norfolksendpartnershipiass.org.uk/

Autism Support - Autism Anglia:
http://www.autism-anglia.org.uk/

Just One Norfolk – a range of support resources, including Speech and Language and Mental Health Support
https://www.justonenorfolk.nhs.uk/

Physical and Sensory disability support -Riding for the Disabled:
http://www.rda.org.uk/

Bereavement Support - Nelsons Journey:
http://www.nelsonsjourney.org.uk/

Dyslexia Support – British Dyslexia Association:
https://www.bdadyslexia.org.uk/

Indigo Centre:
http://www.4dyslexics.com/

Young Carers:
https://www.childrenssociety.org.uk/youngcarer/young-carers-services

Anglia Care Trust (ACT) Mediation Service:
mediation and disagreement resolution

Norfolk Inclusive Provision Framework (NIPF):
information for families is published here.