

OLD BUCKENHAM HIGH SCHOOL

SEND Information Report September 2025

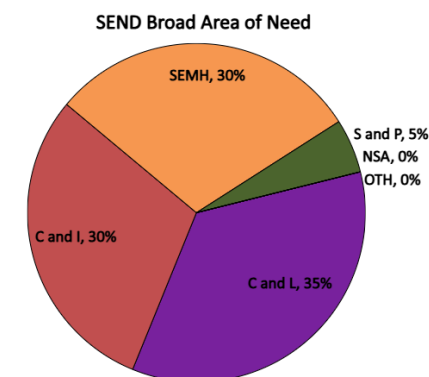
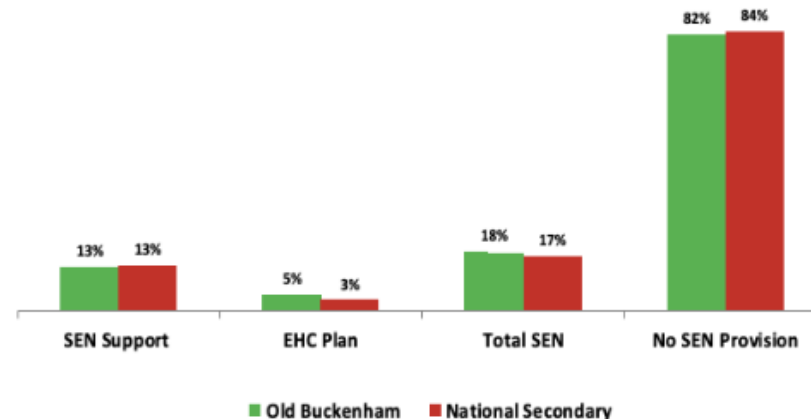
1 Variety of Special Educational Needs that are provided for at Old Buckenham High School

The SEND Department provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014 (last updated May 2015):

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The school currently has 22% of all pupils identified with SEND including 4.4% of pupils with an EHCP

Comparison of SEND with National



2 Information about the school's policies for identification and assessment of pupils with SEND

Pupils are identified as having SEND with their needs assessed through a multi-pronged approach including

- Information passed on from previous schools through transition meetings and previous schools files
- Information obtained from other professionals including from health and social care
- KS2 data results (SATS), baseline assessments in reading, maths and speech and language

	• Results from standardised assessments such as ART reading assessment that may show areas of academic challenge • Teacher assessment results throughout the year as per the whole school assessment processes and any other progress data collated • Progress data from interventions. Where the data shows that the is not having the expected impact. This may lead to further identification of need • Data from individual assessment through the use of standardised score assessments including TOWRE-2, RAN / RAS, CTOPP-2, WIAT III, WRIT, SPaRCs, DASH-2, WRAT-5 etc. • Feedback and referrals from teaching staff • Observations from within lessons that focus on the impact of 'High Quality Teaching' • Pupil Premium interventions not showing impact • Whole school catch-up interventions not showing impact • Information provided by parents • Information given by the pupils allowing pupils to share their voice • Information obtained from Educational Psychologist reports (EP) or Specialist Learning Support Teacher (SLST). • Reports from other professionals who are working within the school to support your child i.e Speech And Language Therapist, Virtual School for SEND Support, Occupational Therapy, Social Workers, Therapists • Team Around the Child Discussions
3c The school's approach to teaching pupils with SEND	Provision for SEND pupils includes: • We believe that 'Every leader is a leader of SEND and every teacher is a teacher of SEND' • Old Buckenham High School focusses on delivering 'High Quality Adaptive Teaching', which is based on evidence informed practice and is inclusive of the EEF Inclusive teaching; Explicit Instruction, Cognitive and Metacognitive Strategies, Scaffolding, Flexible grouping and the use of technology • We guide our teachers on appropriate and effective "scaffolding to support". • All teachers engage in continued professional development. As a school we use Steplab to provide a consistent tool and support to all of our staff, applying evidence-based practice at the forefront of our teaching. • All lessons start in a consistent way to ensure all pupils enter the classroom and are 'ready to learn', these include how we enter the room and the 'take 5' low stakes quiz. • Old Buckenham High School uses core routines to develop our learning culture and secure attention of all pupils. These include routines such as 'show me you're listening'.

	• We use consistent language and routines to instruct low stake - high participation activities such as using 'mini whiteboards', 'paired talk' etc. • All of our learning and behaviour routines are applied through the use of consistent language and prompts. • All pupils on the SEND register will have a 'SEND Support Plan' that details key adaptations for teachers to consider and apply within lessons, these strategies are based on evidence informed practice and take guidance from core SEND agencies. • When appropriate, additional adult support for physical and practical subjects that require additional support to enable access. Enabling teachers and support assistants to create a supportive and safe environment whilst promoting access and inclusion. • Through the Assess, Plan, Do Review process, it may be identified that a pupil requires a personalised provision or tutoring to assist their progress and development. This is offered through time limited programmes including: Pre-teaching of key words and concepts, Word wasps, Precision Teaching, Power of 2, Fonetti, Lexia, Spellzone, Being the Best Me, Zones of Regulation, ELSA, Lego therapy, Social Friends, Counselling, Individualised Mentoring, Neurodiversity study support, Secondary Speech Link, Talk About, Social Stories, Touch Typing, Daily Sensory Circuits and scheduled movement breaks. • When appropriate our enhanced learning hub for KS3 pupils who have been identified as requiring exceptional additional support to help them transition effectively into the mainstream school, or to support them whilst specialist provision is being sought. • When appropriate, Enhanced Learning is an opportunity used to support with the learning of study skills for KS4 learning, providing additional pre-teaching, revisiting and revision of core knowledge and the development of skills; complimenting the core curriculum and personal development opportunities of learners. • Dual Centre provision may be considered, where appropriate; for example, engaging the facilities and support of Alternative Provision on a short-term basis (Minimal use). If it is deemed appropriate by all teams supporting the child, provision will be selected from the Norfolk Unregulated Provisions Directory. • Old Buckenham may source additional specialist support via external agencies e.g. CEPP, Dyslexia Outreach, Ormiston Families – Smiles, YMCA when appropriate. • We work collaboratively with the Local Authority, attending local zones meetings and teams around the school meetings whilst also engaging in the support that they have on offer e.g. Schools and Communities' team, Inclusion team, SEND advisors
3a Evaluating the effectiveness of the provision made for pupils with SEND	• At Old Buckenham High School, we track impact at least termly and adaptations to provision made in light of the findings. At these points the SEND support plans are reviewed

	• We request parental voice through our annual SEND Parent Voice Survey and as part of our SEND support plan reviews • We request pupil voice as part of the support plan reviews and through mentoring and support from our LSA team • Progress and evaluation are reported to Sapientia Education Trust's Board of Trustees and the Director of Inclusive Learning • Progress and evaluation of SEND is reported to the Education Committee via the Headteacher's report termly • Specialist External Support is provided via the Trust Education Team • SEND is a priority for all Quality Assurance undertaken by the Trust Education and School Senior Leadership Team • The Whole School SEND Review Guide is used as a key effectiveness review tool to evaluate the impact of SEND provision • SEND information Report is posted on the school website annually • Close collaboration within school-based Team Around the Child (TAC) system allowing for a holistic approach to reviewing the pupil's and welfare. • Termly Team Around the School meetings held with County Council advisors for SEND and a range of professionals to discuss and review provisions such as Norfolk Schools and Communities Team.
3b Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review	We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review. - Assess: when a learner is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff, and the pupil. - Plan: together we plan about what actions need to be taken and what support needs to be put in place. A date is set for review. - Do: the plan is put in place as agreed. - Review: the impact of the provision on the pupil is evaluated. The next steps are established. The cycle may begin again. These arrangements include: • Data tracking for pupil progress including use of specific tracking as linked to interventions, psychometric assessments etc. • Pupil progress feedback requests from teaching staff, pastoral staff, SLT and SENDCO • SEND support plan and EHC Plan reviews • Individual, personalised Support Plans for all learners identified on the SEND register • Observations and follow-up

OLD BUCKENHAM HIGH SCHOOL

	• Parent/Carer's meetings, in-person, virtual or via phone • Pupil Voice
3d How adaptations are made to the curriculum and the learning environment of pupils with SEND	Old Buckenham High School creates an inclusive environment where needs are met through the graduated approach. As thus, we aim to enable all pupils to access the broad and diverse curriculum that we offer alongside the personal development opportunities that we offer throughout the year within Personal Development lessons, Assemblies and enrichment activities. The curriculum/learning opportunities may be adapted by: • Application of EEF High Quality Teaching Strategies including: scaffolding, modelling, flexible grouping, explicit instruction, meta-cognition strategies • Adaptive teaching strategies • Appropriate choices of texts and topics to suit the learner • Access arrangements for tests and other examinations • Additional adult support where appropriate • Use of technology including reader pens, personalised laptops • Allocation and adaptation of room use Further Examples are: • Clear and consistent classroom routines; • Visual aids, checklists, timers and manipulatives; • Graphic organisers, writing frames, sentence starters; • Reading text with track reading support; verbal and visual instructions; • Pre-teaching vocabulary and accessible core questions for supportive home learning; • Breaking up longer texts and tasks into manageable chunks. Additional, targeted support will be provided in the classroom via adaptive and high-quality teaching, based on individual learner' needs. This could take the form of: • Specific seating arrangements to accommodate learner needs; • Use of visual timetables; • Use of larger font size, overlays for reading; • Specific equipment, e.g. wobble cushion, writing slope;

OLD BUCKENHAM HIGH SCHOOL

	● Assistive technology e.g. reader pens, voice to text software; ● Rest breaks/movement breaks; ● Support from a teaching assistant as a scaffolder / prompt / scribe / note-taker; ● Enhanced adult support where it is indicated on an EHCP and where quality first adaptive teaching is unable to meet the needs of the individual; ● Extra time to complete tasks; and ● Reasonable adjustments to rewards and sanctions issued in the context of the learner's special educational needs . Further interventions, to support pupils could include: ● Small group pre-teaching; ● Meet and greet at the start of the day, including soft start and/or decompression at the end of the day; ● Provision of specific support programmes e.g. Lexia, Zones of Regulation, ELSA, Thrive, Talk About, Sensory Circuits etc.. ● Alternative Provision (used minimally). The School's Accessibility Plan stipulates the increasing extent to which pupils with disabilities participate in the school's curriculum, how the school is improving its physical environment to increase access for pupils with disabilities and improving the delivery to pupils with disabilities of information which is readily accessible to pupils without disabilities.
3g Support that is available for improving the social, emotional and mental health needs of pupils with SEND	Pupils are well supported by: ● Whole school Norfolk STEPS Approach for all trust schools which promotes positive behaviour through a therapeutic approach for all learners. ● An anti-bullying policy that is supported by Pastoral and Behaviour Managers ● Form Time 'Mapping Resilience', Personal Development, Oracy and assembly programme ● Targeted support: ELSA, Lego Therapy, Drawing and talk, Pupils peer mentoring programme, Counselling ● Dedicated Pastoral and Behaviour Managers who are on call throughout the school day ● Pupil Council, Pupil Leadership & LGBTQ+ ● Pupil Voice
4 In relation to Mainstream Schools and maintained nursery schools, the	Mr Beale - Headteacher P.Beale@obhs.org.uk

OLD BUCKENHAM HIGH SCHOOL

- Name and Contact details of SEND Coordinator - Name and Contact details of SEND Governor	Mrs C Gregson-Rix - SENCo c.gregsonrix@obhs.org.uk Trust SEND Trustee: Penny Sheppard Contact Email: ea@setrust.co.uk School Telephone Number: 01953 860233
5 Information about the expertise and training of relevant staff in relation to children and young people with SEND, including how specialist expertise will be secured	Audit of staff expertise in SEND undertaken annually • SENDCO – Mrs C. Gregson-Rix BSC, PGCE, M ED, DipLIE, NASENCo, CPT3A, NPQH • HLTA Learning Lead – Miss A Draper • Teacher of Enhanced Learning Unit- Miss E Williamson – PGCE, NASENCo, MA • Trust CPD for Support staff 2024-2025 – SEND Support Plans, Sensory Circuits, Lego Therapy, ELSA, Trauma Informed Practice, Precision Teaching, Effective Screening, Social Stories, Zones of Regulation, PICA training • Trust CPD for Teaching Assistants 2023-2024– Scaffolding, Questioning, Chunking, Modelling, Working as a Team Spring 2023 • Termly Trust SEND Strategy Days for SENDCOs led by the Director of Inclusive Learning • Full Staff CPD training covering topics including EEF Special Educational Needs in Mainstream Schools Guidance, SEND Code of Practice, High Quality Teaching Strategies to support pupils with SEND, Step-On/Step-Up training. Training led by Teacher of the Deaf (Sept 2024), Whole staff training in PACE conversations (Jan 2025), de-escalation (Jan 2025), ASD and sensory support (Jan 2024, April 2025) • Specialist expertise engaged from external services – Schools and Communities Team, EPSS, Point 1, NHS NDS Pathway Team, Norfolk Early Help, CEPP • Individual training or development in SLCN, ADHD, ASD, Code of Practice, specific learning difficulties including Dyslexia, Working Memory, Dyscalculia, Social Stories, Lego Therapy, ELSA , Spellzone, Lexia All staff have been trained & refreshed in the differentiated Graduated Approach - September 2025
6 Information about how equipment and facilities support children and young people with SEND will be secured	• Support Services including health services • Just One Number • National and Local Charities • Volunteers • SEND and Inclusion NCC Support Line

OLD BUCKENHAM HIGH SCHOOL

	• Early Help & Family Support (Norfolk County Council) • Additional specialist SEND agencies as listed above
7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	The views of parents and carers are important to us, and we will involve you in discussions about provision for your child's SEND both at the point of identification and through regular reviews. • Telephone Land and Mobile • Text • Email • Parents Evenings • Pastoral & Behaviour Team Managers • SENCO & SEND Team direct contact • Face-to-face meetings • Annual Parent Survey • Online virtual meetings
8 The arrangements for consulting young people with SEND about and involving them in their education	The wishes and feelings of young people with SEND are central to our provision. We involve them in discussions about the support they receive in an age-appropriate manner. We gather their views as part of the termly review of their support plan as well as through: • Pupil Voice • Pupil Council & LGBTQ+ Council • Annual Reviews for EHC Plans • Wishes and Feelings - signs of safety activity • Pastoral & Behaviour Team Managers • Online virtual meetings with parental supervision • Virtual Learning – SENECA
9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school	Please refer to and use the school's existing complaints policy and procedure which is available directly from the school or website.
10 How the Education Committee of the Board of Trustees, who holds delegated responsibility from the Board of Trustees, involves other bodies, including health and social services bodies, local authority support services and	The Sapientia Education Trust is governed by a Board of Trustees who have statutory responsibility for governance. The Board of Trustees empowers the SEND Coordinator and Headteacher to use the range of support and resources required to benefit the children at Old Buckenham High School. This can include:

OLD BUCKENHAM HIGH SCHOOL

voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.	• Family Support • Speech and Language therapy • MAT support and advice • Specialists e.g. Educational Psychologists, School-to-School support, SRBs etc. In its turn, through monitoring and challenge, the Board of Trustees assess the impact, costs and cost effectiveness of the support used and amends the strategy of the school appropriately.
11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.	Norfolk SEND Partnership - Telephone: 01603 704070 SENDIASS – www.norfolksendiass.org.uk Norfolk County Council SEND Services - Telephone: 03448008020 or email send@norfolk.gov.uk
12 The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living	Transfer and Transition arrangements • Meetings with feeder and MAT schools to ensure all appropriate information is passed on in a timely manner • Contact and handover of information and strategies to and from receiving schools • Extensive Transition programmes for Pupils with SEND over Summer Term • Liaison with Post-16 providers including use of Work Experience allocation for taster sessions at potential post-16 providers with transfer of information being support via 'Help you Choose' • EHCP review format to ensure effective planning for post-16 from Y9 • School curriculum for careers, personalised careers advisor meetings and futures learning
13 Information on where the local authority's local offer is published	https://www.norfolk.gov.uk/children-and-families/send-local-offer