Toftwood Infant School
School Lane
Toftwood
Dereham
Norfolk
NR19 1LS

01362 692612

infantreception@toftwoodfederation.co.uk

Toftwood Junior School
Westfield Road
Toftwood
Dereham
Norfolk
NR19 1JB

01362 694919

juniorreception@toftwoodfederation.co.uk

Website: www.toftwoodfederation.co.uk
Follow us on twitter - @ToftwoodFedera1
Toftwood Infant and Junior School Federation
Executive Headteacher – Mrs Joanna Pedlow

SEND Information Report Toftwood Infant and Junior School Federation- 2025-26

Reviewed: September 2025
To be reviewed: July 2026

Part of the Norfolk Local Offer for Learners with SEND

This is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN) and disabilities (D) also known as SEND.

The Local Offer is where parents can find out what is available in Norfolk to support their child and children across Norfolk. www.norfolk.gov.uk/children-and-families/SEND-local-offer

Schools have a legal duty to publish an SEND Policy and a Report, which contains other information on their website about how they support pupils with SEND. The information published must be updated annually. All of this information can be found on our website.

Relevant Supporting Documents:

This Information Report should be read alongside the following documents, which can be found:

- SEND Policy
- Supporting Pupils with Medical Conditions
- School Admission Arrangements
- Accessibility Strategy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Complaints Policy
- Single Equality Policy

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015) explains that a pupil has special educational needs (SEN) if:

- They have a learning difficulty or disability, which makes it much harder for them to learn than other pupils of the same age
- They require special educational provision to be made for them.
- There are four main areas of SEND:
    - communication and interaction needs
    - cognition and learning difficulties
    - social, emotional and mental health difficulties
    - sensory and/or physical needs.
- A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

Responsibilities

The governing body ensures that the School meets the duties set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) all governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of their policy for pupils with Special Educational Needs. This information must be updated annually.
Our Headteacher, Inclusion Lead and Central Leadership Team are responsible for identifying pupils who need additional support and making sure that that support is put in place.
Class Teachers are responsible for the day to day the planning of learning and provision of support for all pupils in their class, including pupils with SEN and disabilities.
Please contact your child's teacher or any the following people if you have any questions or concerns about special educational needs provision at our school.

Key Contacts

At the Toftwood Infant and Junior Federation we are committed to working together with all members of our school community to ensure we provide appropriate support for all children. Our school offer is produced with our children in mind, and in partnership with parents/carers, governors and our staff team.

Mrs Pedlow, Executive Headteacher head@toftwoodfederation.co.uk
01362 692612 / 01362 694919

Mrs Bell, Executive Deputy Headteacher deputy@toftwoodfederation.co.uk
01362 692612/01362 694919

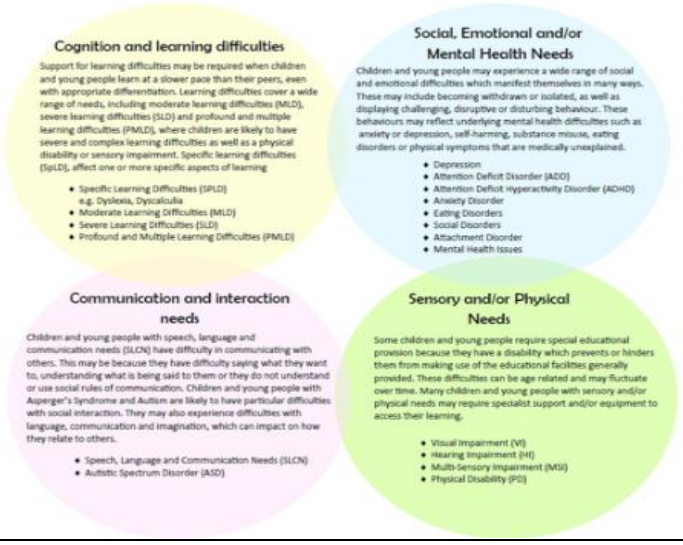
Miss Morgans, Federation Inclusion Lead inclusion@toftwoodfederation. co.uk
01362 692612 / 01362 694919

Jill Wilson, SEND link governor
Please contact via the school office on 01362 692612 or 01362 694919

Picture of SEN at Toftwood Infant and Junior Schools Federation

The school presently has 18% of children identified as needing SEN support and 3% have an Educational Health and Care Plan.

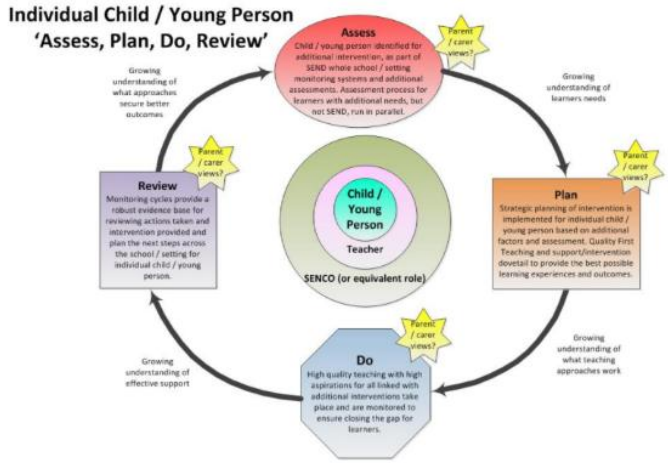
How Do We Implement Support for children with Special Educational Needs at Toftwood Infant and Junior Schools Federation?

<table>
<tr>
<td>What Kinds of Special Educational needs are provided for at Toftwood Infant and Junior Schools Federation?</td>
<td>We can provide support across the four areas of need defined in the SEND Code of Practice 2015

</td>
</tr>
<tr>
<td>How does the school identify learners with SEN?
</td>
<td>A child is identified as having SEN if they need provision that is additional to or different from that which is offered, in order to overcome the barrier to their learning. Initially children will be monitored by the teacher and highlighted at pupil progress meetings and in discussions with the SENCO.

Steps will be taken by the teacher to gather information about their rate of progress and they will receive appropriately adapted work to help them progress, sometimes involving targeted interventions set by the teacher to address areas posing difficulty.

During this period pupils' needs will be monitored and assessed using information gathered from
 Other settings such as Nurseries or playgroups
 Teachers observations and assessment
 Data analysis routinely carried out in school
 Parents
 Activities designed to support children in class which have not shown success
 SENCO support</td>
</tr>
</table>

How do we provide for children with SEN? 	All teachers will meet the needs of all children in their class appropriately through Quality First Adaptive Teaching; in addition to this, children with SEN may: be taught in small groups or individually participate in time limited, targeted interventions be provided with specialised equipment or resources receive regular sessions on individual programmes advised by relevant professionals, such as speech therapists be given time to do extra activities in certain subjects have their learning broken down into smaller steps
How are adaptations made for SEND pupils to the curriculum and learning environment?	There are a range of possible adaptations and these presently include Visual timetables Visual prompt cards In class support to access teaching and tasks Access to different aids such as technology, adapted materials or equipment Seating considerations Alternative ways of recording their learning Access to quiet play Individual arrangements to support children who are taking tests Adaptations to the physical environment including our Soundfield system and configurations of the interactive white board We will seek professional advice for strategies to support children. We will use the Norfolk PEASS document to plan our adaptations and to access additional advice Norfolk Peass.
How accessible is the school? 	Our facilities include: Disabled parking bays Disabled toilets and a shower Wheelchair accessible corridors and doorways Soundfield system in all classrooms For further detail please see our Accessibility Plan and Equalities Statement on our website.
How do we monitor the impact of the provision?	Each term progress of all the children is reviewed by the class teacher and entered onto our school tracking systems The SENCO monitors provision for all SEN children by observations in class and of

	intervention activities, learning walks, work sampling and talking with the children. Regular pupil progress meetings are held with the Senior Leadership Team to discuss progress for all children and the interventions that are in place Progress and attendance of SEND pupils is reviewed by the SEND governor and then reported annually to full governors meetings The progress of children receiving funding via the Local Authority is reviewed at least annually Views of parents are requested For pupils with SEND we will review termly their Support Plan.
How do we assess and review progress? 	We will meet with parents and children termly to assess progress and discuss new targets through the Parent Consultations and Support Plan meetings, targeted outcomes will be set and actions agreed Parents are welcome to request to speak to teachers and the SENCO Data is tracked and monitored regularly The impact that intervention activities have is collected and given to the SENCO Observations are recorded Education, health and care plans will be reviewed at least annually
How do we record what we are doing for pupils with SEND? 	We use a range of ways to record the needs, provision and progress of pupils with SEND. These include: School hold SEND lists that help us to monitor the provision for pupils needing additional support Support Plans– that outline pupils' strengths and barriers to learning and the adaptations and support put in place to overcome those barriers Individual Care Plans – covering health issues and intimate care needs Education Health and Care Plans (EHCPs) – for pupils with complex needs that are likely not to be able to be met in mainstream education Risk Management Plans – where the safety of a child/children is a risk Positive Behaviour Plans – where specific strategies are needed to encourage positive behaviour in school All documents and conversations are recorded on CPOMS.
What support is available for improving the social, emotional and mental health of pupils with SEN?	The school has a Family Support worker three days of the week.

	▯ The school takes very seriously the rare incidents of bullying and works with children and families to resolve issues ▯ The school can support referrals to external mental health services; we work alongside the Mental Health in Schools Team. ▯ Advice and support via Just One Norfolk can be accessed ▯ The school has a Mental Health Lead, two trained Mental Health Champions.
What expertise does the school have access to? 	▯ The school buys a limited number of Educational Psychologist assessments each year ▯ Technology advice from the local authority where the threshold of need is met and a medical professional supports the application ▯ Support for referrals will be made to health professionals (speech and language therapists, paediatrician) if a need for this is identified ▯ CAMHS (Children and Adolescent Mental Health Services ▯ Advice and support from Just One Norfolk ▯ Communicate Speech Therapy Services ▯ We will happily work with private providers if parents have sought additional help from them ▯ Voluntary agencies and charities ▯ We have staff who are trained to deliver a variety of programmes and we will work with parents, pupils and professionals to ensure further training is undertaken if necessary to meet individual needs as they arise. Nominated staff have received training :- • Classroom strategies for autism • Supporting children who are bereaved • Supporting children with trauma • Classroom strategies for dyslexia • Clicker 8 • Norfolk STEPS approach • ELSA (Emotional Literacy) • ELKLAN trained • Talk Boost Trained
How is the funding for SEN allocated? 	The amount of money allocated to Toftwood Infant and Junior Schools Federation (including Element 3 funding) for Special Educational Needs for 2024-2025 is £271,449. This is spent providing classroom support and resources. There is a further allocation from the Local Authority, distributed as a top up funding, for

	children who require additional help that accedes the funds available to the school. Generally, this would be in cases where communication needs are exceptionally high or behaviours are likely to result in harm to self or others. This is accessed via the Identification of Needs (INDES)The funding is extremely limited and difficult decisions have to be taken as the demand on the fund is high.
How can parents be involved? 	Transition meetings Information meetings Newsletters Telephone calls Emails Parents evenings Informal chats at pick up Termly meetings with teachers to discuss the support for their child. Dojo/Tapestry contact
How will pupils be involved in the decision making? 	Questionnaires Wishes and feelings where appropriate Attending meetings where appropriate Annual reviews for Education, Health and Care plans Pupil catch-ups
How will my child be included in activities outside the classroom? 	The Equality Act (2010) states clearly that all learners should have the same opportunity to access the full curriculum and extracurricular activities. We are committed to making reasonable adjustments to ensure participation for all so please contact us to discuss particular circumstances if there are activities which interest you. All curricular activities which happen off school premises have to be risk assessed an individual needs would be considered and planned for, usually in consultation with parents.
How are transitions managed at Toftwood Infant and Junior schools Federation? 	Meetings with preschool to make a transition plan for children with SEND starting school Booklets about the new class/school Visits to the new class or school, sometimes with extra visits planned for children with additional needs Transition reviews in Year 5 for pupils with EHCPs

	▯ Attendance by receiving school at Annual review if appropriate ▯ Transition planning with High Schools for pupils with SEND ▯ Teachers visiting the children in their classroom
What happens if I am unhappy or disagree with the school? 	▯ If you are concerned about any aspect of your child's education or experience at Toftwood Infant and Junior Schools Federation, you should first make an appointment to see the teacher. ▯ If you still have concerns, please make an appointment to discuss this with the SENCO ▯ If the matter is unresolved you should make an appointment to see the head teacher. ▯ If you are still unhappy you can ask for a copy of the complaints procedure which explains how to make a formal complaint.
Where can I find out more?	The county have a wealth of information on their local offer site. It can be found Norfolk Local Offer
Other useful links 	The Federation works with the following external agencies in order to support the children and families of children with SEN: Norfolk County Council – Children's Services: SEND information and guidance 8 www.norfolk.gov.uk/SEND Norfolk County Council - Virtual School for SEND Norfolk County Council Virtual School for Sensory Support offer support for children with a sensory loss. The Child and Educational Psychology Practice (CEPP), is a team of specialist psychology services. School to School Support provides hands on practical advice and support for school to contact for advice. Norfolk Parent Partnership www.norfolkparentpartnership.org.uk Asperger East Anglia, Charing Cross Centre 17-19 St John Maddermarket, Norwich NR2 1DN (01603 598940/620500 British Dyslexia Association

	Down's Syndrome Association www.downs-syndrome.org.uk Dyslexia-SpLD Trust www.thedyslexia-spldtrust.org.uk Dyspraxia Foundation www.dyspraxiafoundation.org.uk Just One Norfolk – a useful website with lots of information about how to support your child at home, including mental health and wellbeing services usually provided by CAMHS. East Coast Speech and Language Services. The Children's Occupational Therapy Service for children who have difficulty with functional activities. Details about how to claim for short breaks and activities can be found here. If you are experiencing difficulties within your family, you can contact Early Help and Family Support. The Early Childhood Service offers support to 0-5 year olds. The Benjamin Foundation offers a range of services for families. The Mancroft Advice Project offers a range of mental health services for families. Carers Matter Norfolk, offers advice for unpaid carers. Young Carers and families, Norfolk offers advice and support for young carers. Advice and Support Services (IASS) Just One Norfolk – provides support to parent and the school teams.

We hope that you have found this report helpful and would welcome your feedback and ideas on what additions to the report you would find useful.
Thank you