

# The Special Educational Needs and Disabilities (SEND) Information Report

Document control box	
Report title	Special Educational Needs and Disabilities Information Report
Report owner	Louise Fisher (Headteacher)
RBET Norfolk approving body	RBET Trustees
Written/updated	November 2024
Date of review	November 2025
Responsible Governor	tbc

## Contents

What is SEND? (Special Educational Needs and Disabilities).....	3
What special educational needs are provided for by RBET-Norfolk? .....	3
How do we make provision for students with special educational needs and how do we involve other bodies, such as health and social services, local authority support services and voluntary organisations in supporting their families? .....	3
How do we evaluate the effectiveness of our provision for students with SEN? .....	5
How do we Identify SEN and how do we assess and review the progress of students with SEN? .	6
What is our approach to teaching students with SEN and what support is available for improving their emotional, mental and social development? .....	7
How do we adapt the curriculum and learning environment to meet the needs of our students with SEN and help them to thrive? .....	8
What additional support for learning is available to students with SEN? .....	9

What equipment and facilities do we have to support children and young people with SEND and how do we enable them to engage in all activities? .....	9
How do we keep our staff up to date with expertise and training in relation to children and young people with SEND? .....	10
How do we secure the expertise of specialist and other organisations for our students and make use of services beyond our setting for students and their families? .....	11
How do we consult and work with parents of children with SEN and involve them in their child's education?.....	11
How do we consult our young people with SEN about and involve them in their education? ....	12
How do we handle complaints from parents of students with SEN concerning the provision made at our Centre? .....	13
Contact details of support services for families of students with SEN. ....	13
How do we support our students with SEN in a transfer between phases in education or in preparation for adulthood and independent living? .....	14
The local authority's local offer .....	14

## **What is SEND? (Special Educational Needs and Disabilities)**

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **What special educational needs are provided for by RBET-Norfolk?**

RBET-Norfolk is able to accommodate twenty students within the Centre.

We support students with a range of special educational needs, including;

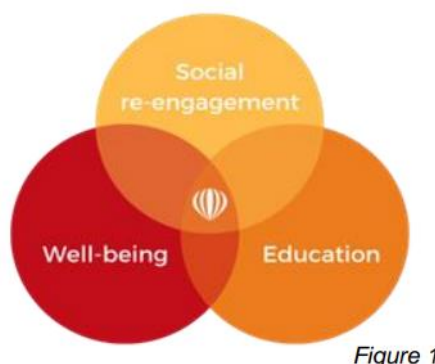
- social, emotional and mental health (SEMH) difficulties, such as: anxiety (social and generalised), depression, low self-esteem, low resilience, sleep difficulties and students who have experienced trauma;
- communication and interaction barriers, such as: autistic spectrum disorder and difficulties of communication and interaction associated with anxiety and other SEMH difficulties;
- cognition and learning difficulties, such as: dyslexia, dyscalculia, gaps in learning, working memory difficulties, processing difficulties and difficulties associated with high anxiety;
- some sensory and physical needs, such as: some physical impairments, sensory sensitivities.

## **How do we make provision for students with special educational needs and how do we involve other bodies, such as health and social services, local authority support services and voluntary organisations in supporting their families?**

RBET-Norfolk is an Independent Special School for students in Key Stages 3 and 4. We provide an alternative educational provision for young people who have suffered difficult life experiences and may have large academic gaps in learning and often prolonged social isolation from peers and formal schooling. All of our students have SEN related to Social, Emotional and Mental Health needs. Some also have challenges surrounding Cognition and Learning, Language and Communication, as well as Sensory, Physical and Health needs.

All of our students have an Education, Health and Care Plan (EHCP). Some have suffered trauma in their life, have an ASC diagnosis, or display traits of ASC (Autistic Spectrum Condition).

We aim to provide all our students with the opportunity to thrive academically, to develop socially, and to successfully re-engage with the world around them. These three aims underpin all that we do (Fig.1).



The structure of the learning experience includes:

- individualised provision, tailored to meet need;
- graduated exposure and challenge at the right pace;
- a designated trusted adult for every student and their family, called their Student Mentor;
- highly qualified professionals who create a team around each child, the staff being supported by supervision and a strong Senior Leadership Team.

We review the SEN Information Report annually so that it reflects our ongoing work with students who have SEN, and outlines how we identify, assess, support and provide for our students. We publish this report on our website to demonstrate the implementation of our policy for students with SEN.

We are committed to working together with all members of our community to support our SEN learners. These include the students, parents, wider families, Local Governors, RBET Trustees and all our Centre staff.

If you would like to discuss the Report or your child's needs, please contact the following people;

Louise Fisher	Headteacher	<a href="mailto:louise.fisher@rbet.ac">louise.fisher@rbet.ac</a>
Sarah Casey	SENCo	<a href="mailto:sarah.casey@rbet.ac">sarah.casey@rbet.ac</a>

These two staff members will;

- work with the SEND Local Governor to determine the strategic development of the SEND policy and provision in the Centre;

- provide professional guidance to colleagues and work with staff, families and other agencies to ensure that our students with SEND receive appropriate support and high quality teaching;
  - advise on the graduated approach to providing SEND support;
  - advise on the deployment of the Centre's budget and other resources to meet students' needs effectively;
  - work with the Local Governors to ensure that the Centre meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
  - have day-to-day responsibility for the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans;
  - 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 students and their families are informed about options and a smooth transition is planned;
  - ensure the Centre keeps the records of all students with SEND up-to-date
- Legislation and Guidance.

The 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 SEN and disabilities;
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

## **How do we evaluate the effectiveness of our provision for students with SEN?**

RBET-Norfolk evaluates its provision in a number of ways, including the following:

- daily staff meetings which are student focussed to discuss issues of the day and actions required;
- SEND learning walks and observations;
- baseline assessments which concern academic, social, emotional, mental health;
- weekly SEMH meetings to discuss students' individual needs;
- inspections by the local authority;
- inspections by Ofsted;
- monitoring visits by Local Governors and RBET Trustees;
- parent<sup>1</sup> evaluation and feedback;
- student evaluations;

---

<sup>1</sup> NB Wherever the term "parent" is used in this document, it means any person with parental responsibility for the child or young person.

- student outcomes.

## **How do we Identify SEN and how do we assess and review the progress of students with SEN?**

All our students have had difficult experiences, and these may have prevented them from accessing mainstream education. Not all of them have been formally assessed for learning difficulties when they enrolled. The majority have been diagnosed or are seeking diagnosis for Social, Emotional and Mental Health difficulties or have experienced difficulties of a social and emotional nature in their previous setting. Many of our students have significant gaps in education due to prolonged periods out of school and a total loss of confidence in their ability to learn. If necessary, we put further assessment of students in place. We always look for success in our students and ensure all success is celebrated.

We aim to assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. The assessment will take account of previous settings and Key Stages, as appropriate. Students may have experienced considerable difficulty with assessments in the past and a careful balance is established between understanding students' current learning levels with the promotion of re-engagement in the learning process. Therefore, teachers will make five informal assessments of all students during lessons and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better their previous rate of progress;
- fails to close the attainment gap between them and their peers;
- widens the attainment gap.

This may concern progress in areas other than attainment, such as social needs and progression towards Preparation for Adulthood outcomes. When deciding whether further special educational provision is required, we shall start with the desired outcomes, including expected progress and attainment, and the views and the wishes of the student and their parents. We shall use these to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. We regularly review each students' special educational needs and intended outcomes, as set out in their EHCP, and involve teaching staff in the review process. Students' needs are identified on their profiles and shared with staff so they can consistently and regularly review students' progress towards the outcomes on their EHCP.

The RBET-Norfolk assessment policy can be accessed here:

[RBET Norfolk Assessment Policy.docx](#)

## **What is our approach to teaching students with SEN and what support is available for improving their emotional, mental and social development?**

RBET-Norfolk is well equipped to support students with their SEMH (Social, emotional, mental health) and other SEN needs.

We approach learning in a holistic way. We know that students cannot make progress academically if they have poor wellbeing. We aim to encourage students to make the best possible academic progress as well as to ensure psychological, social and emotional growth, improved communication skills and increased confidence and self-esteem through our wellbeing programme and small-group work. We have a caring ethos where everyone is welcome and respected.

Students are encouraged to use their voice and are always listened to. We encourage them to express themselves respectfully and appropriately. The provision we create for them is based on their personality, ensuring that our approach is child-centred and that student voice is at the heart of everything we do.

At RBET-Norfolk we create a sense of community in which all students are valued equally. We have twice weekly Community Time where students can make suggestions, share concerns or questions, and contribute to the Red Balloon community. At lunch and break times, students play games and staff are present to model positive behaviours, support socialisation and those wishing to engage in group activities. Students also have 1-1 therapy sessions with our Senior Therapist and Mentoring sessions with a Key Person where they can build relationships of trust and address targets within their EHCPs.

Our housekeeper cooks for students and staff every day, and we all eat together in our Garden Room, or outside if the weather allows.

We have high staff to student ratios and ensure our groups are kept small, to allow staff to respond to the needs of students and ensure best outcomes.

At RBET-Norfolk we practise unconditional positive regard (UPR). This means that we seek to empathise with, support, and accept each student, regardless of what they say or do. We believe that UPR builds self-esteem and hope in our students, and a feeling of self-worth in that they are accepted and valued. Many of our students respond well to praise for specific situations, so we seek to acknowledge success at every available opportunity, by displaying examples of effort and engagement on our 'Work of the Week' board, for example.

When students start at RBET-Norfolk, they are given a laptop to work on. This is used in some lessons and allows us to provide individualised learning opportunities. It also enables our students to become adept at ICT.

## **How do we adapt the curriculum and learning environment to meet the needs of our students with SEN and help them to thrive?**

Teachers are responsible and accountable for the progress and development of all our young people. High-quality teaching is one of the key three strands of our support for students who have SEND. This will be differentiated and tailored for individuals. Whenever possible, teachers respond to student interests and work to build confidence through scaffolding success and introducing challenges at appropriate points.

The Designated Teacher responsible for Looked After Children at the Centre will oversee specific provision plans and ensure that effective communication with social care and other professionals enables the delivery of high-quality education.

Therapists work alongside teachers, Mentors (and where appropriate other mental health practitioners), the young person and their family, and may offer support to family members where this is needed. Not every student wishes to engage with therapy or is ready for talking or communication-based approaches. Therapy is offered to all students either as a timetabled 1-1 session or drop-in sessions.

Our students have a negotiated curriculum which is individualised and highly differentiated, and evolves from discussion between students and teachers where options for learning are explored. We believe this gives students ownership of their learning, leading to improved engagement and motivation.

Students have the opportunity to study from a range of ASDAN (Award Scheme Development Accreditation Network) courses which involve high levels of student choice, as well as a range of GCSEs and other formal qualifications such as Functional Skills. Our students take a reduced number of GCSEs to optimise time, support, engagement and outcomes.

We offer TITAN (Travel Independence Training Across Norfolk) for students who need support with learning to travel independently and who need to build confidence in exploring the outside world. Students who require further support with core subjects are offered on- to-one sessions and interventions when required.

As well as the core subjects of English, Maths and Science, students spend time learning Humanities, exploring languages, Psychology, Art, Performing Arts, P.E. and PSHCE. If a student shows particular interest in a subject, we will always aim to facilitate it where possible.

The following specific adaptations are made to ensure all students' needs are met:

- differentiating our curriculum to ensure all students are able to access it, by grouping, 1:1 work, teaching style, lesson content for example;
- resources and staffing;
- using recommended aids, such as laptops, coloured overlays (real or virtual), visual timetables, larger font, use of highlighter pens;
- differentiating our teaching, for example by giving longer processing times, reading instructions aloud, using clear frameworks for organisation of work;



- as part of an adapted learning environment, students are given rest breaks and extra time as a normal way of working;
- students have a timetabled 10 minute break between lessons to enable them to regulate ready for the next session - sensory circuits are offered at these times;
- students for whom English is an additional language (EAL) are not deemed to have SEN unless they have an associated learning difficulty. However, reasonable adjustments and levels of support will be available in order to support effective communication for learning.

## **What additional support for learning is available to students with SEN?**

Almost all of our students have their special educational needs described in their EHCP. We create One-Page Profiles for all our students, which concisely describe their needs and contain strategies to support their learning. Staff use these profiles to inform their planning, adapt their teaching styles and to keep well informed about individual students' needs. We also meet weekly to discuss our students' social, emotional and mental health progress and ways to tailor support for them all. Academic sessions are always differentiated and students needs are individually met, monitored, assessed, reviewed and adjusted consistently.

## **What equipment and facilities do we have to support children and young people with SEND and how do we enable them to engage in all activities?**

We have a variety of equipment available to facilitate learning for our students. This includes headphones, noise cancelling ear defenders, fidget toys, sensory circuits and overlays to assist students with dyslexia or visual stress.

All of our students are issued with a laptop that can be set up to individual preference regarding coloured screens, font sizes and volume. For exams, all students have the choice to access formal exams using a laptop. Normal ways of working for all students involve using a word processor for all learning, the availability of a quiet calm space for working in, and the provision of a prompt for completing tasks.

Most of our students experience anxiety around social interaction. The activities planned aim to create opportunities for students to engage with and develop friendships with other young people and to have positive experiences outside of their homes. Our extra-curricular activities and visits are available to all students. No student is ever excluded from taking part in these activities because of their SEN or disability.

As far as possible we aim to positively support students with disabilities in the following ways:

- if a student has a known disability, careful planning takes place to allow access and manage any potential areas of sensitivity or difficulty;

- our 'unconditional positive regard ethos' prevents disabled students from being treated less favourably than other students;
- we ensure that all students have access to specialist equipment they may need and seek to actively reduce known barriers to learning.

Arrangements for accessibility are detailed in our accessibility plan:

[RBET-Norfolk Accessibility Plan.docx](#)

This plan details how disabled students can participate in our curriculum, how we review the physical environment of our Centre to enable disabled students to take better advantage of education and how we improve the availability of accessible information to disabled students.

## **How do we keep our staff up to date with expertise and training in relation to children and young people with SEND?**

All RBET-Norfolk staff feel a sense of responsibility and pride in their work with students who have SEND.

In the last academic year, recent training for all staff has included:

- Safeguarding
- Prevent
- DSL and multi-agency
- Mental Health First Aid
- Early Help and Assessment Planning Core
- The Impact of Childhood Sexual Abuse
- Anti-bullying
- Mental Health Champion
- Trauma Informed Practice
- Equality, Diversity and Inclusion
- Working in a child-centred way
- Masking and the impact on mental health
- Neglect Champion
- Autism and Anxiety
- Supporting LGBTQ+ Children and Young People with their Mental Health
- Supporting Children and Young People Affected by Parental Imprisonment
- Supporting Children and Young People Affected by Trauma and Attachment
- Supporting the Mental Health of Children and Young People with Neurodiversity and SEND
- Supporting Students with Separation Anxiety
- Operation Encompass
- Supporting Eating Difficulties in Children and Young People
- Supporting Children and Young People Affected by Bereavement
- Therapeutic Support for Neurodiverse Learners
- The power of ordinary magic: the impact of trauma informed practice building relationships and resilience in schools

In the last academic year, specific training for key staff has included:

- NPQ for SENCOs: Empowering SENCO Leadership

## **How do we secure the expertise of specialist and other organisations for our students and make use of services beyond our setting for students and their families?**

Where required, we ensure we seek further support for students. The following are examples of additional specialist expertise we source, but are not a comprehensive list:

- educational psychologists and assessors;
- SpLD assessment such as dyslexia;
- further specific staff training for new identified need;
- Speech and Language Therapy;
- Occupational Therapy;
- other alternative provisions;
- Early Help;
- CYPMHS (Children and young people's mental health services);
- Medical Needs team;
- Post 16 team for transition.

We work closely with other professionals and organisations, especially various departments of Norfolk County Council such as Children's Services, the SEND and inclusion team and the LAC (looked after children) Team.

Our SENCO works closely with a network of SENCOs across our county to share best practice and to seek support, advice and further specialist knowledge when needed.

Other professionals involved in our students' lives are invited to contribute to EHCP reviews to ensure we work together as a team to support our young people.

## **How do we consult and work with parents of children with SEN and involve them in their child's education?**

As a small provision, we are able to have regular and meaningful contact with families. We encourage active contact and aim to work together as we believe this will ensure the best outcomes for our young people. We involve families in regular and transparent communications about all provisions for their child.

Formally, we offer regular parent consultations and termly Records of Achievement for each student. Parents are also invited to an Annual Review of their child's EHCP and to share their views on how their young person is progressing towards their outcomes. Informally, we are in regular contact with families through phone calls, letters home, emails and a policy that parents can make contact at any time and will be invited to share their concerns and views and discuss any aspect of their young persons' education that they wish to as regularly as they feel they need to.

The bespoke nature of our provision enables learners to 'negotiate' their own curriculum. Staff will have an early discussion during the admissions process with the young person and their parents, identifying whether they need further special educational provision, or planning how known SEN needs will be met. These conversations will make sure that:

- everyone develops a good understanding of the student's areas of strength and difficulty;
- student voice and opinion carry weight and validity and that students should be encouraged to voice their opinions and express their worries or concerns;
- we take into account the parents' concerns, consider their experiences to date and endeavour to work within a systemic framework, to help the whole family through challenges
- everyone understands the agreed outcomes sought for the child;
- everyone is clear about what the next steps are.

The young person will be assigned a Mentor as their key person / trusted adult. This unique role provides a consistent and informed point of contact to ensure that each young person's needs are met.

The Mentor's involvement with the student and family is pivotal for the success of the student's time at RBET-Norfolk. Their responsibilities include:

- getting to know and building rapport with the young person and their parents in offering face-to-face, online and/or telephone support to students and families;
- developing trusted and professional working relationships with all those involved with the young person;
- monitoring provision for each young person alongside SEND, teaching and wellbeing staff, proposing and discussing adjustment where needed;
- supporting and facilitating the social and personal development of students;
- liaising with other agencies (health professionals, CAMHS/EWMHS, School SENDCos etc.) in support of students' needs;
- recording and providing reports, feedback, and letters of support as required;
- providing the main communication link between teachers, therapists, staff, the family, to support the monitoring of progress through the curriculum;
- working with the student on progression towards their emotional, social and educational outcomes.

## **How do we consult our young people with SEN about and involve them in their education?**

We place student voice at the centre of all we do. Students are encouraged to discuss what is working well or less well at the Centre in weekly community time or mentoring sessions and through open and honest communication every day. Students are involved in making choices about their subjects and timetable, social times in the Centre and approaches to their learning.

Students are invited to EHCP review meetings and their views are key to the review process.

Staff make every effort to get to know students extremely well and build strong relationships with them, which we see as key to good outcomes for our students.

## **How do we handle complaints from parents of students with SEN concerning the provision made at our Centre?**

Our complaints policy can be found on our website:

[RBET-Norfolk-Complaints-Policy-2024-67165a1bd870e.pdf](#)

RBET-Norfolk seeks to be fair, open and honest when dealing with any complaint. Careful consideration is given to all complaints and we aim to deal with them as swiftly as possible.

We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the young person above all other issues. Further, we aim to provide sufficient opportunity for any complaint to be fully discussed and subsequently resolved.

## **Contact details of support services for families of students with SEN.**

Norfolk offers free and impartial information, advice and support to children, young people and parents and families about special educational needs and disabilities. This includes health and social care where it is linked to education. The organisation is called Norfolk Sendiass Information, Advice & Support Service and their website can be found at: [www.norfolksendiass.org.uk](http://www.norfolksendiass.org.uk)

In Norfolk, disagreement resolution is delivered by KIDS SEND Mediation Service which is an independent organisation. It is a free service and you can find out more at: <https://www.kids.org.uk/send-mediation>.

There are also several local support groups for s including:

- ASD Helping Hands - support for families who have a child with an autistic spectrum condition;
- Norfolk Family Carers;
- SENSational families - for families with a child with SEND.

Further information about these groups can be found at:s and carers can also appeal to the Government's SEND tribunal if they disagree with the local authority's decisions about their child's special educational needs. You can also appeal to the tribunal if the Centre or council has discriminated against your disabled child. Information on this process is available here

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

## **How do we support our students with SEN in a transfer between phases in education or in preparation for adulthood and independent living?**

Being a small provision, we know our students very well. We are able to support them with discussions and steps towards transition beyond Red Balloon throughout their time with us.

Those students who need support to become confident with walking or using public transport are offered TITAN training. All students for whom it is appropriate complete work experience. Students are offered careers support both formally and informally through the conversations and guidance we give our young people throughout their placement at the Centre. Students have access to the 'help you choose' website <https://helpyouchoose.org/content/> to facilitate decisions about future options.

We ensure all students have a next placement and we provide them with all the support they need with interviews and applications for next steps.

We work closely with the named EHCP coordinators of our students to ensure planning for their new phase is effective and also work closely with the next setting in whatever way is appropriate - potentially the SEN team and wellbeing team - to ensure smooth transition and best possible chances of a successful next placement.

## **The local authority's local offer**

The link to the Norfolk Local Offer is <https://www.norfolk.gov.uk/children-and-families/send-local-offer>.

This website is for anyone in the life of a child or young person aged 0-25 who has a special educational need or disability (SEND) in Norfolk.

The website can help you:

- find information on support in education ;
- learn about special needs services that can help children, young people and their families ;
- find a support network - parents, groups and organisations;
- get guidance and advice about how to help a young person plan their adult life.