

SEND INFORMATION REPORT

2026-2027

Reepham High School & College

School information	Details
DfE / Academy reference	9264042 / UKPRN 100390052
SENDCo	Sarah Steele, Deputy Headteacher and SENDCo. NPQH, NPQ SENDCo, CPT3A.
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School telephone	01603 870328
Work Days	Full time – Monday – Friday 9am-4pm
Published	September 2026
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1. About this report

This SEND Information Report explains how Reepham High School & College (RHSC) implements the Synergy Multi-Academy Trust SEND Policy and supports pupils with Special Educational Needs and Disabilities (SEND). It forms part of Norfolk's Local Offer and is reviewed at least annually.

RHSC is an 11-18 rural comprehensive and is part of Synergy Multi-Academy Trust. We believe that every young person is entitled to an ambitious education that enables them to achieve their best, become confident and increasingly independent, and prepare successfully for adulthood. We aim to identify needs early, remove barriers to learning, and work in partnership with pupils, families, and relevant professionals.

2. The kinds of SEND for which provision is made

RHSC plans, manages and reviews provision across the four broad areas of need identified in the SEND Code of Practice:

Broad area	Examples of needs that may fall within this area
Communication and Interaction	Speech, Language and Communication Needs (SLCN); autism for example, or where communication and interaction are the primary areas of need.

Cognition and Learning	Specific Learning Difficulties (SpLD), including dyslexia; Moderate Learning Difficulties (MLD); other barriers affecting learning and cognition.
Social, Emotional and Mental Health (SEMH)	Social, emotional and mental health needs, for example Attention Deficit Hyperactivity Disorder (ADHD); attention and regulation needs where SEMH is identified as the primary area of need.
Sensory and/or Physical	Hearing impairment; visual impairment; multi-sensory impairment; physical disability and other sensory/physical barriers to access.

The four broad areas provide a framework for planning provision. They do not define an individual pupil. Some pupils have needs across more than one area, and needs may change over time.

3. School SEND profile

Primary area of need	Number of pupils	% of pupils with SEND
Communication and Interaction	34	18%
Cognition and Learning	52	28%
Social, Emotional and Mental Health	91	48%
Sensory and/or Physical	11	6%

Number of Students



This data only gives a percentage of pupils within each primary need. Pupils may have secondary needs that are not represented in this data.

4. Identification and assessment of SEND

Early identification and effective provision are central to our approach. RHSC uses information from transition, assessment, staff, pupils, families and external professionals to build a picture of strengths, barriers and need.

A pupil may be identified as requiring additional SEND assessment or support through:

- information shared by feeder primary schools and previous settings, including EHC Plan documentation and annual reviews;
- baseline, reading, spelling and literacy assessments;
- regular formative and summative assessment and academic progress reviews;
- teacher concerns and evidence from classroom work;
- parent/carer concerns and information;
- pupil views or self-referral;
- advice or assessment from external professionals.

The school pays particular attention where progress is significantly slower than that of peers from a similar starting point, does not match or improve on a pupil's previous rate of progress, fails to close attainment gaps, or widens attainment gaps despite appropriate teaching and support.

4a. Transition and further assessment

Before Year 7 entry, RHSC liaises with feeder primary schools and families. SEND information is gathered through transition meetings and visits, and additional transition opportunities can be arranged for pupils who need them. Where further assessment is appropriate, the school may use literacy screening, Reading Plus assessment, EXACT assessment and other suitable diagnostic tools. Specialist observation or assessment may also be sought from external professionals where appropriate.

4b. Related policies and statutory information

The following policies and information should be read alongside this report:

- [School and Trust policies page](#)
- [Trust policies and information](#)
- SEND Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Complaints Procedure
- Admissions arrangements
- Supporting Pupils with Medical Conditions Policy
- Equality Information and Objectives / Public Sector Equality Duty information

Accessibility: Learners with disabilities have their needs met at RHSC in the following ways:

- All entrances to buildings have ramps or slopes to accommodate wheelchair access by learners and visitors.
- All buildings with multiple floors have lifts to accommodate learners and visitors with limited mobility.

- All learners with deafness or visual impairment have their needs assessed upon transition to RHSC.
- Funding is applied for based on need, and adjustments are made accordingly.
- RHSC works closely with the Virtual School to ensure that changes to need are accommodated as and when they occur.

5. Provision for pupils with SEND

Assessing and reviewing progress: the graduated approach

RHSC follows the graduated cycle of:

ASSESS → PLAN → DO → REVIEW

Stage	What this means at RHSC
Assess	Assessment data, teacher observations, pupil and parent/carer views, work samples and specialist advice where relevant are used to understand strengths, barriers and needs.
Plan	Outcomes, strategies, reasonable adjustments, interventions, and support are agreed. Relevant information is recorded and shared through Provision Map.
Do	Teachers remain responsible for the progress and development of pupils with SEND. Classroom adaptations and agreed interventions are implemented, with additional support where required.
Review	Impact is considered using assessment information, intervention outcomes and the views of the pupil, family, and staff. Provision may be continued, adapted, increased, or reduced.

5a. When an EHCP needs assessment may be considered

Where relevant and purposeful action has been taken to identify, assess and meet a pupil's SEND but the pupil continues to make less than expected progress or has needs that may require provision beyond that ordinarily available, RHSC will discuss next steps with the pupil and parent/carer and may seek further specialist advice. An Education, Health and Care Plan (EHCP) needs assessment may then be considered.

Parents/carers also have the legal right to request an EHCP needs assessment directly from the local authority. Where an EHCP is in place, RHSC monitors progress throughout the year and contributes to a formal review at least annually, involving the pupil, parents/carers and relevant professionals.

5b. Our approach to teaching pupils with SEND

At RHSC, our approach to high-quality teaching is informed by Rosenshine's Principles of Instruction. We recognise that inclusive classroom teaching is central to meeting the needs of pupils with SEND. Staff are expected to meet individual needs through appropriate adaptation, scaffolding, and support while maintaining ambitious expectations.

Teachers review prior learning, present new material in manageable steps, provide clear explanations and models, ask purposeful questions, check understanding and provide opportunities for guided and independent practice. Learning is revisited and reviewed to support retention, confidence, and independence.

All staff have access to key SEND information, individual learning plans and recommended teaching strategies through Provision Map. This supports teachers to anticipate barriers and make appropriate classroom adjustments.

Supportive classroom strategies include, but are not limited to:

- bespoke seating plans that take account of individual need;
- writing frames, modelling, worked examples and scaffolded tasks;
- breaking instructions and learning into manageable steps;
- matching questioning and levels of support to learner need;
- regular checking of understanding and opportunities for clarification;
- supporting verbal instructions with written and/or visual information;
- appropriate processing and thinking time;
- clear reinforcement of expectations, alongside positive feedback and praise;
- planned grouping and adult support that promotes participation and independence;
- predictable lesson routines and additional support for transitions where required;
- gradual removal of scaffolding, where appropriate, to develop confidence and independence.

5c. Adapting the curriculum and learning environment

RHSC makes reasonable adjustments so that pupils with SEND and disabilities can access learning and school life. Adjustments are based on assessed need and may change as needs change.

Area	Examples of reasonable adjustments and adaptations
Written information	Coloured overlays where required; modified layout; enlarged text where appropriate; written or visual support for verbal information; accessible digital formats.
Curriculum and organisation	Adapted teaching approaches; scaffolding; seating plans; smaller intervention groups; enhanced transition arrangements; alternative curriculum pathways where appropriate; examination access arrangements where criteria are met.
Technology	Laptops, Reader Pens and other assistive technologies where appropriate; digital resources and text-to-speech tools according to identified need.
Medical / health needs	Individual arrangements are planned with reference to the Supporting Pupils with Medical Conditions Policy. Where absence affects learning, appropriate arrangements are considered to maintain access and continuity.

Physical environment	Ramped or sloped entrances; lifts in multi-storey buildings; appropriate seating and movement arrangements; environmental adjustments informed by individual assessment and specialist advice.
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Pupils with hearing or visual impairment have their access needs considered on transition, and the school works with relevant specialist services to identify reasonable adjustments and equipment.

The physical environment is reviewed through the school's accessibility planning.

5d. Additional support and provision map

The level and type of support provided depends on individual need. Provision may move between universal, targeted and specialist levels as part of the Assess-Plan-Do-Review cycle.

Level	Examples of provision
Universal - high-quality teaching	Rosenshine-informed lesson structure; accessible resources; scaffolding and modelling; purposeful questioning; checking understanding; visual/written support; seating adjustments; assistive technology where routinely available; high expectations and promotion of independence.
Targeted - additional support	Targeted literacy/reading support; small-group or individual intervention; additional diagnostic assessment; structured check-ins or pastoral/SEND support; targeted use of assistive technology; enhanced transition support.
Specialist / individualised	Provision specified in an EHC Plan; individualised learning plans; specialist assessment and advice; personalised equipment or technology; formal examination access arrangements where criteria are met; bespoke transition and preparation-for-adulthood planning.

Examples across the four broad areas

Area of need	Examples of support that may be used
Communication and Interaction	Clear, chunked language; visual and written support; explicit vocabulary; additional processing time; structured routines; individual strategies informed by pupil profiles and specialist advice.
Cognition and Learning	Literacy and reading assessment – 1-1 or small group literacy intervention; modelling and worked examples; repetition, retrieval and overlearning; scaffolds and writing frames; assistive technology.

SEMH	Predictable routines and expectations; positive relationships; individual check-ins and pastoral support; regulation strategies and reasonable adjustments; referral to appropriate internal or external support where required. 1-1 or small group intervention: Drawing and Talking Therapy.
Sensory and/or Physical	Accessible resources; seating/environmental adjustments; assistive technology; specialist equipment where assessed as necessary; access arrangements; implementation of sensory, hearing, vision or physical specialist advice.
SEND and EAL	The school distinguishes between needs arising from English language acquisition and SEND. Assessment considers the pupil's performance across contexts, home language/culture and wider evidence before identifying SEND.

5e. Enabling pupils with SEND to participate in school life

RHSC aims to ensure that pupils with SEND can engage in learning, physical activity, educational visits, clubs, enrichment and the wider life of the school alongside their peers. Reasonable adjustments are considered so that a pupil is not placed at a substantial disadvantage.

- teaching and learning support, including strategies that promote independence;
- peer support and planned adult support where appropriate;
- implementation of recommendations from physiotherapy, speech and language therapy, occupational therapy or other specialists where these are involved with an individual pupil;
- assistive technology, sensory aids, communication aids or movement equipment where assessed as necessary;
- risk assessment and advance planning for visits, physical activities and enrichment;
- use of accessible routes, ramps, lifts and appropriate spaces within the school environment.

5f. Supporting emotional, mental and social development

RHSC is committed to creating an inclusive school culture in which pupils feel safe, valued and able to participate in school life. We recognise that pupils with SEND may experience additional social, emotional or mental-health barriers and that appropriate support should be responsive to individual need.

All pupils receive PSHE education throughout their time at RHSC, providing opportunities to develop knowledge and skills relating to wellbeing, relationships, emotional health, resilience and keeping themselves safe.

Alongside universal pastoral support, pupils may access additional support according to their individual needs. This includes:

- **School counselling** – RHSC has a school counsellor who can provide support to pupils. Access is through an internal referral via the school's **Designated Safeguarding Lead (DSL)**.
- **Drawing and Talking therapy** – pupils may be referred for Drawing and Talking therapeutic support where this is considered appropriate to their needs.
- **External mental-health services** – where a pupil requires support beyond that available within school, RHSC can work with the pupil and their parents/carers to consider appropriate external support.
- **Pastoral and social-time support** – RHSC recognises that unstructured periods of the school day can present additional challenges for some pupils. A quiet room is available during social times for pupils who benefit from a quieter and more predictable environment.
- **Student leadership and peer support** – student leaders contribute to the school's inclusive culture by supporting pupils across year groups and helping younger or more vulnerable pupils feel included within the school community.

The school's approach is based on early identification, positive relationships and appropriate referral. Staff work collaboratively with pupils, parents/carers, the safeguarding team, SEND staff and relevant external professionals to identify appropriate support.

The effectiveness of additional support is considered through ongoing communication with the pupil, parents/carers and relevant staff and professionals. Where a pupil's needs change or support is not having the intended impact, provision can be reviewed and alternative or additional support considered.

6.SENDCo contact details

Role	Details
SENDCo	Sarah Steele
Role	Deputy Headteacher and SENDCo
Qualifications	NPQH, NPQ SENDCo, Certificate of Psychometric Testing Assessment and Access Arrangements (CPT3A), BSc Human Biology
Email	ssteele@reephhamhigh.org.uk
Telephone	01603 870328
Working days	Monday – Friday 9am-4pm
SENDCo Administrator	David Lloyd

SEND Governor	Sarah Howe
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Parents/carers may contact the SENDCo through the school using the details above.

7. Expertise and training of staff

Synergy Multi-Academy Trust and RHSC are committed to developing staff expertise in SEND. The SENDCo identifies staff development needs and supports continuing professional development so that staff develop their knowledge and practice in identifying, teaching and assessing pupils with SEND.

RHSC's adaptive teaching approach is built into staff professional development. Training is used to strengthen adaptive teaching, use of pupil information and learning plans, reasonable adjustments, safeguarding of vulnerable learners and effective deployment of support.

Training/expertise	Staff involved
Adaptive teaching – Rosenshine Principles of Instruction	Whole school
Step Lab – classroom routines	Whole school
Drawing and Talking Therapy	TAs
Fresh Start Phonics	TAs & Literacy Lead
Reading Plus	SENDCo, English Staff, Literacy teacher
Planned 2026–27:	
Child Education Psychology Practice (CEPP)	Whole school
Educational Psychology Support Service	Whole school
Specialist Teachers of the Deaf	Whole school
Maximising the Impact of TAs	TAs
Assistant Test User	SENDCo Administrator

8. Securing equipment, facilities and SEND funding

Resources are allocated according to assessed needs. The SENDCo advises leaders on the deployment of the delegated SEND budget and other resources. Funding may be used for staffing, targeted interventions, staff training, specialist assessment, assistive technology, specialist equipment, and access arrangements.

Where a pupil has received appropriate early intervention and SEND Support but continues to require provision beyond that which can reasonably be met from ordinarily available resources, the school may consider applying to Norfolk County Council for high-needs top-up funding.

[SEND Budget Tracker - Memo](#)

9. Consulting and working with parents and carers

RHSC values partnership with parents and carers. Families hold important information about a young person's strengths, needs and experiences, and their views contribute to planning, reviewing and developing support.

Parents and carers can communicate with school through:

- ☐ email or telephone contact with teachers, tutors, pastoral staff and the SENDCo as appropriate;
- ☐ parents' evenings and transition events;
- ☐ SEND Support review meetings;
- ☐ EHCP annual reviews where applicable;
- ☐ meetings or telephone consultations arranged in response to emerging concerns;
- ☐ questionnaires or feedback opportunities used to review SEND provision.

For pupils receiving SEND Support, parents/carers are involved in setting and reviewing outcomes as appropriate. Planning aims to use clear language, recognise the pupil's strengths and aspirations, and bring together relevant professionals where needed. Parent/carer feedback is also considered when RHSC reviews its wider SEND offer and priorities.

Before Year 7 transition, families of pupils with identified SEND have opportunities to share information and discuss support. Additional SEND transition arrangements are offered according to need.

10. Consulting and involving young people

Pupils with SEND are supported to participate in decisions about their education and support. Their strengths, interests, aspirations, and views are considered as part of person-centered planning.

- ☐ pupil voice gathered before and during SEND Support reviews;
- ☐ participation in EHCP annual reviews where applicable, with communication adapted to help the pupil contribute;
- ☐ involvement in learning-plan and support discussions;
- ☐ surveys, questionnaires or other pupil-voice activities;
- ☐ Student council meetings
 - discussion of future goals, education, employment, independence, health and community participation as pupils prepare for adulthood.

Where needed, information and communication are adapted so that pupils can understand choices and express their views. Advocacy may be considered where this is necessary to ensure a young person's views are heard.

Outside-school participation: [Norfolk SENDIASS](#) provides information about the Norfolk SEND Youth Forum and other opportunities for young people with SEND.

11. Complaints about SEND provision

If a parent or carer has a concern about the SEND provision available to their child, we encourage them to raise it as early as possible so that the school can seek to understand and resolve the issue.

1. Raise the concern with the relevant teacher, tutor or member of staff.
2. If the concern relates specifically to SEND provision, contact the SENDCo.
3. If the concern remains unresolved, it may be raised with the Senior Leadership Team and the school's formal Complaints Procedure should be followed.

The Trust's complaints information is available from the [Trust Policies and Information page](#).

Parents/carers who would like independent information and advice about SEND processes or support with raising concerns can also contact Norfolk SENDIASS.

12. Working with other agencies

RHSC works with education, health, social care and voluntary-sector services where their involvement is appropriate to an individual pupil's needs. The SENDCo and pastoral staff act as key points of contact with external agencies and coordinates relevant advice with school provision.

Type of service	Examples that may be involved, according to need
Education	Educational Psychology; Specialist Learning Support; Virtual School SEND and sensory support; local authority inclusion/support services; other education settings and post-16 providers.
Health	Just One Norfolk / school nursing; Speech and Language Therapy; Occupational Therapy; mental-health services; other health professionals involved with the pupil.
Social care	Early Help and family support; social care teams and services where eligibility and need indicate involvement.
Voluntary / third sector	Independent information and advice services, local charities, youth services and other community organisations relevant to the pupil or family.

External services may contribute through consultation, assessment, advice, training, direct work or multi-agency planning. Their recommendations are considered within the school's graduated approach and reviewed for impact.

13. Independent support for parents, carers and young people

Norfolk SENDIASS: Norfolk SEND Information, Advice and Support Service (SENDIASS) provides free, impartial information, advice and support for children and young people with SEND and their parents/carers. It can help families understand SEND processes, prepare for meetings and consider options.

Contact	Details
Telephone	01603 704070
Email	norfolksendiass@norfolk.gov.uk
Website	www.norfolksendiass.org.uk

14. Transition and preparation for adulthood

RHSC recognises the importance of planning transitions early and ensuring that information about need, provision and successful strategies is shared appropriately.

14a. Transition into RHSC

- liaison with feeder primary schools throughout the transition period;
- attendance at relevant meetings and review of information for pupils with SEND;
- visits and transition discussions with pupils, families and staff;
- additional SEND-specific transition opportunities where required;
- sharing of key information, learning plans and strategies with relevant RHSC staff.

Information is handled in line with data-protection requirements. Where records need to be transferred to or from another setting, RHSC follows the relevant information-sharing and consent requirements.

14b. Transition between phases and preparation for adulthood

For pupils with EHCPs, reviews are planned in sufficient time before key phase changes. From Year 9 onwards, EHCP reviews include a stronger focus on preparation for adulthood, including future education or training, employment, independent living, health and participation in the community.

- person-centered review of strengths, aspirations and outcomes;
- independent careers guidance from Year 8 to Year 13;
- liaison with further education, sixth-form, higher-education or training providers as appropriate;
- sharing relevant information with the next setting in accordance with data-protection requirements;
- additional visits, meetings or transition support where individual need indicates this is helpful;
- reviewing transition arrangements with pupils, families and receiving settings where appropriate.

RHSC reviews the effectiveness of its transition arrangements to identify what is working well and where further improvements may be required.

As part of this evaluation, parents and carers of Year 6 pupils attending our 'make a friend day' transition event will be surveyed about their experience of transition into RHSC. Feedback will consider communication before transition, induction arrangements, information sharing, additional support for pupils with SEND and how successfully pupils have settled into school.

As RHSC includes a Sixth Form College, Year 12 students are also surveyed about their experience of transition into college. This will include students who have progressed internally from RHSC Year 11 as well as students joining the College from other settings, where applicable. Feedback will help the school evaluate induction, communication, accessibility, SEND support and how effectively students' needs are understood and supported following entry to post-16 education.

The SENDCo and relevant school and college leaders will review the findings from these surveys. The outcomes will be used to identify strengths and areas for development and to inform transition planning for the following academic year.

Where appropriate, pupil voice, parent/carers feedback and feedback from staff involved in transition will be considered together to provide a broader evaluation of the effectiveness of RHSC's transition arrangements.

15. Norfolk SEND Local Offer

The Norfolk SEND Local Offer brings together information about education, health, social care and other support available for children and young people with SEND aged 0-25 and their families. It includes information about services, support, activities, transport and preparation for adulthood.

[Norfolk SEND Local Offer](#)

RHSC's SEND Information Report forms part of the Local Offer by explaining the provision and arrangements available at school.

16. Review and publication information

Item	Details
Report prepared by	Sarah Steele, SENDCo
Published	September 2026
Next review	September 2027, or earlier if significant changes occur
Feedback	We welcome feedback from pupils, parents/carers and other stakeholders. Please contact the SENDCo using the details at the beginning of the document.