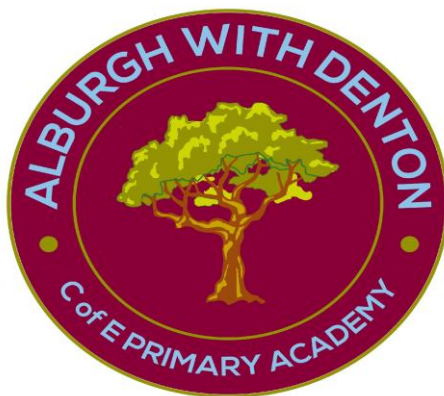




Alburgh with Denton Primary Academy

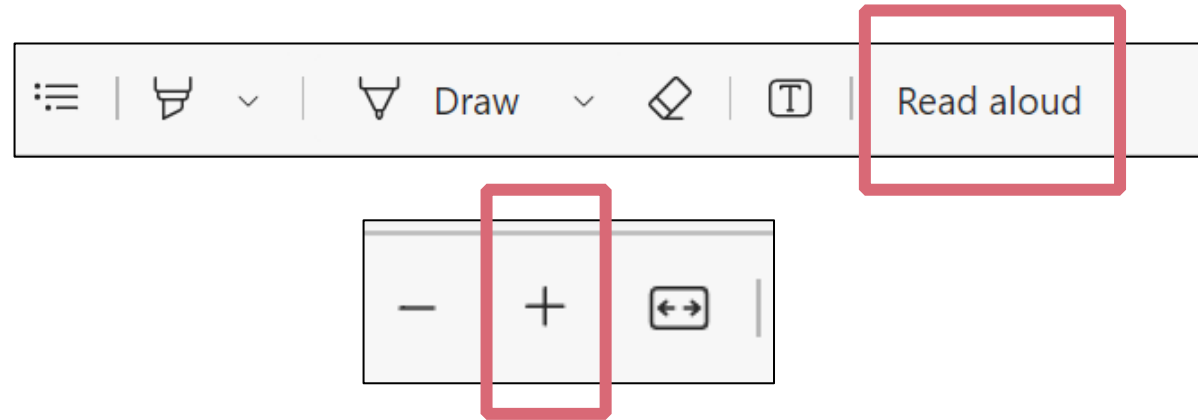
Special Educational Needs & Disabilities Information Report (SIR) 2026-27

Date: September 2026 (v1)

Review due: September 2027

Accessibility

Most laptops and other devices have ways of making typed reports easier to access through a computer reader or being able to change display settings, for example to make the text appear larger on the screen.



Please ask the School Office if you would like help in accessing this report or if you would like to be given a printed copy.



We can also provide translation into other languages upon request.



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Welcome to Our SEND Information Report (SIR)

At Alburgh with Denton Primary Academy we are proud of our provision for pupils with SEND. Our Christian ethos and church school foundations ensure that we are inclusive in both policy and practice. At Example, we recognise that every child is unique. We pledge to work together with all members of our school community to provide the best education possible for the children in our care. Our staff are committed to meeting the needs of all pupils and we use our best endeavours to try to break down barriers which prevent pupils from making the progress they are capable of.

At Alburgh with Denton Primary Academy, we value diversity, celebrate individual strengths and interests, and work together to create an environment where all pupils feel valued, secure and cared for. As a school, we recognise the importance of not only supporting children's academic progress but also of developing their spiritual, behavioural, emotional and social skills too. We want all pupils to be confident, independent learners and, most importantly, happy children.

'Mighty Oaks from Tiny Acorns Grow'

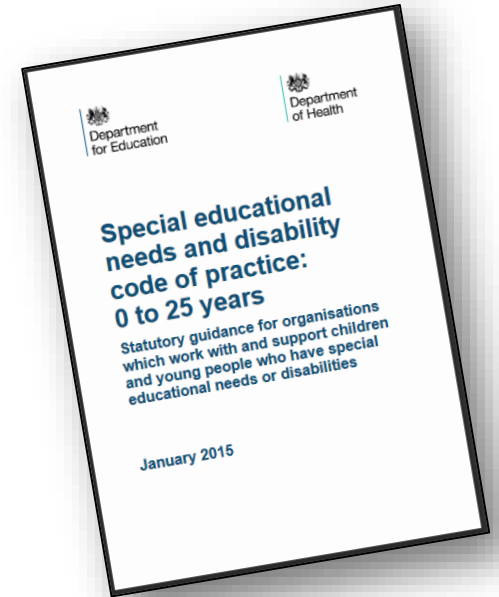


What is a SEND Information Report (SIR)?

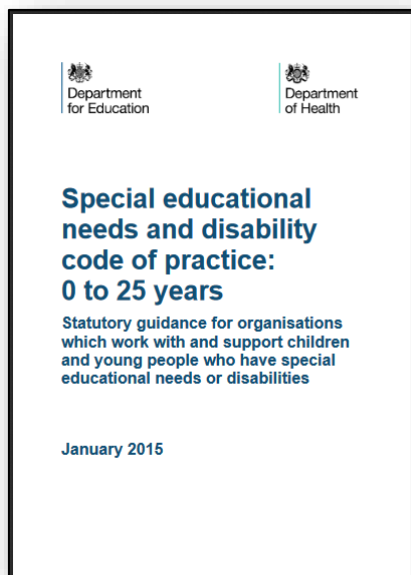
It is a legal requirement (under the **Children and Families Act 2014**) for all schools to publish a SEN Information Report on their website and update it at least annually. The **SEND Regulations 2014** and the **SEND Code of Practice 2015** (CoP) set out all the information that must be included in this report, which is why it is such a lengthy document!

We understand that the length of this report could make it quite daunting to read, so we have tried to separate it into clear sections and also created a simpler pupil version (What is SEND?). If you would like to talk to a member of staff about any part of this report or would like a printed copy, please get in touch via the School Office.

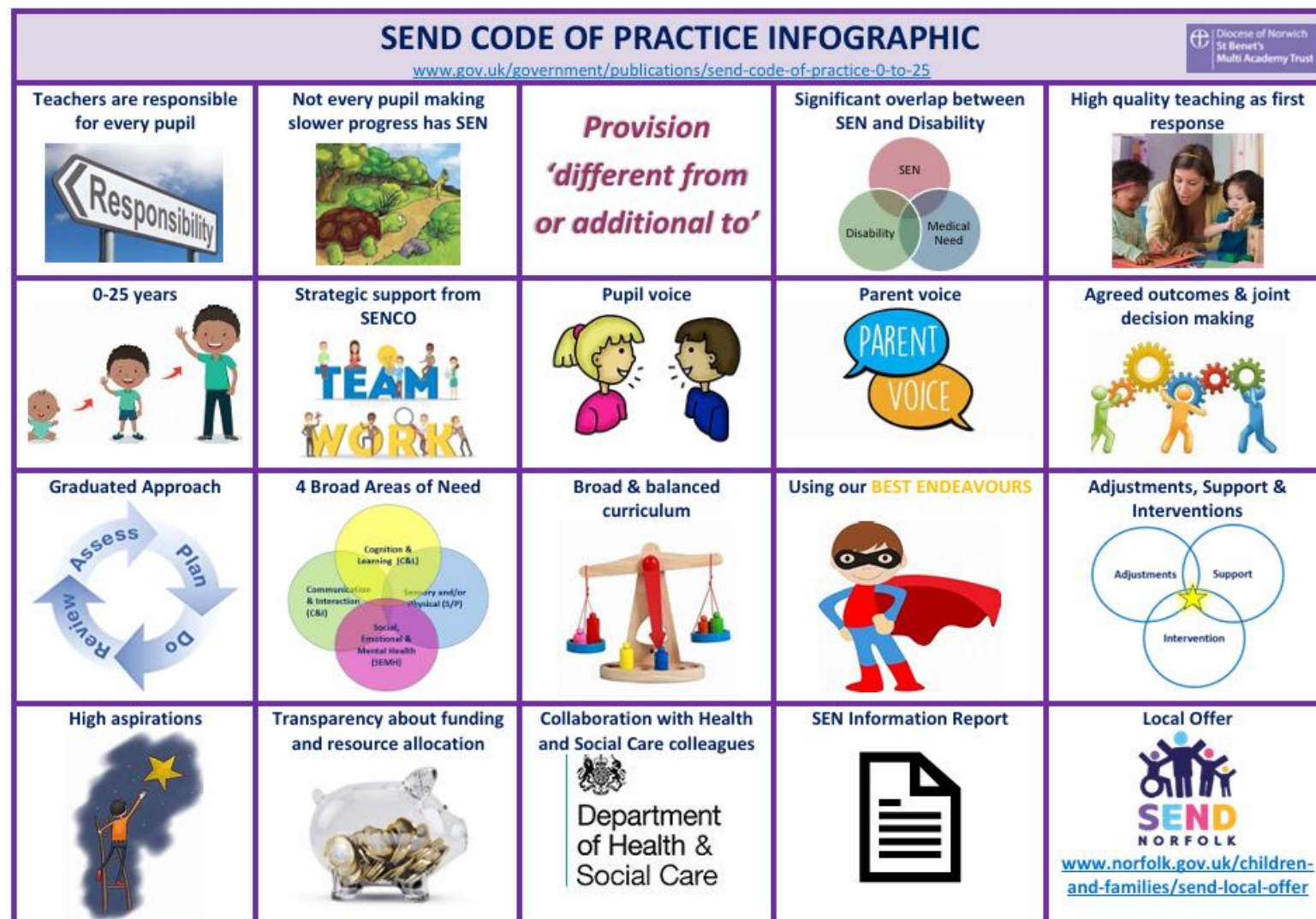
At Alburgh with Denton Primary Academy, we are keen to work together to make this report as user-friendly as possible. If you are a parent/carer, pupil, governor or a member of the wider school community, we would welcome your involvement in reviewing how we communicate information about how we support pupils with SEND, so do please contact us to share your ideas and feedback via the School Office: office@alburgh-denton.stbenets.org



What is the SEND Code of Practice?



The **SEND Code of Practice 2015** is a statutory guidance document published by the Department for Education (DfE) and the Department of Health & Social Care (DHSC). This sets out all the things that schools *should* and *must* do for pupils identified with SEND. It focuses on these key themes:





Who are the Key Contacts?

Our SENDCo is Mrs Parsons (senco@alburgh-denton.stbenets.org). As our SENDCo works across multiple schools, they may not always be able to reply to you immediately. However, Mrs Goodhew and Mr Richardson are also assisting with role and will be able to answer any queries

Please speak to your child's class teacher in the first instance or direct correspondence via the School Office:

☎ Telephone: 01986 788678

💻 Email: office@alburgh-denton.stbenets.org

💻 Website: <https://www.alburghwithdentonprimaryschool.co.uk/index.php/key-info/send>

📍 Address: Alburgh with Denton Primary Academy, School Road, Alburgh Norfolk IP20 0BW

SENDCo	Headteacher	SEND Link Governor	Trust Improvement Lead for SEND
Mrs Parsons	Mrs Goodhew	Paul Cochrane	Mrs Nadine Avenal
			

Our school is proud to be part of **St. Benet's Multi-Academy Trust**: www.stbenets.org

What is the school's approach to Inclusion?

Through our curriculum design and everyday practice, we aim to:



Develop a culture of inclusion, with teachers using adaptive teaching methods and making reasonable adjustments for learners with SEND, as part of our universal offer for all.



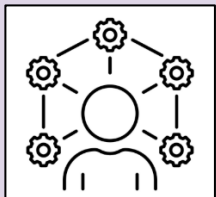
Show due regard to the SEND Code of Practice (2015) for the identification, assessment, support and review of SEND.



Adhere to the requirements of the Equality Act 2010 and the Children & Families Act 2014.



Follow Local Authority good practice guidance and contribute to the Local Offer



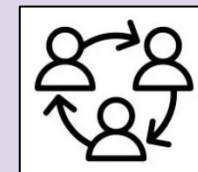
Show commitment to staff training and ongoing professional development, to best support pupils with SEND.



Foster a collaborative approach with learners with SEND, their families, other schools, other professionals and local partners.



Hold high aspirations for pupils by setting appropriate, ambitious targets based on information gathered, and the views of the learner and their family.



Share expertise and good practice by making effective use of networking opportunities, collaboration and shared Trust resources.



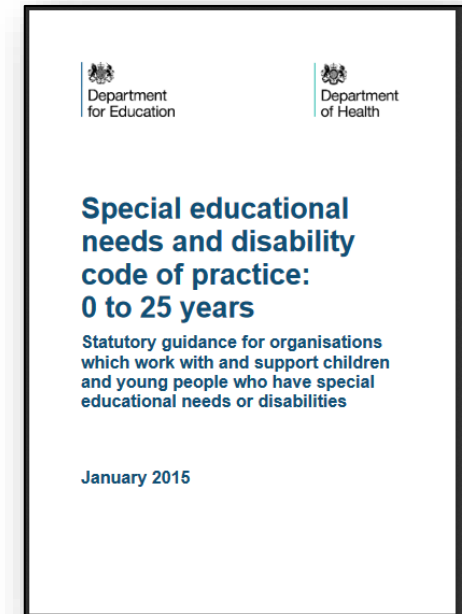
How does the school define SEN?

SEND stands for Special Educational Needs and/or Disabilities. We use the **SEND Code of Practice 2015** definition of SEND which says that '*a child or young person has a special educational need if they have a **learning difficulty or disability** which calls for special educational provision to be made for them which is **different from or additional to** that normally available to pupils of the same age.*'

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

(SEND COP, p.15-16)





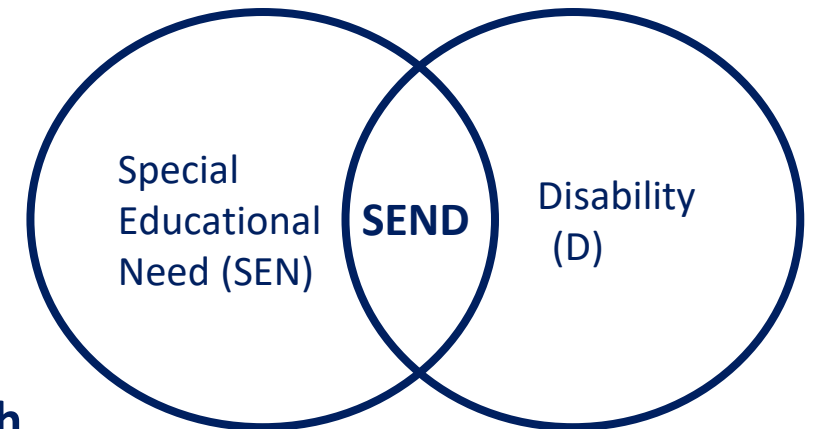
What is the difference between SEN & Disability?

The **Equality Act 2010** says that a person is disabled if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a **significant overlap** between disabled children and young people and those with SEN.
(SEND COP, p.16)

Our staff are aware of the requirements of the **Equality Act 2010**. This legislation places specific duties on schools, including the duty not to discriminate, harass or victimise a child or adult linked to protected characteristics defined in the Equality Act and to make **reasonable adjustments** to ensure that disabled children are not at a substantial disadvantage compared with their peers.

A pupil may be identified as having SEN, having a disability or both. Together we refer to these two groups of pupils as those with SEND.



What's not SEND?

There can be many factors which contribute to learners 'falling behind' or not yet achieving age-related expectations. These may include:

- Being absent from school for long for long periods, or they may have attended lots of different schools resulting in some gaps in their knowledge and school experiences.
- They may be new to speaking English or English may not be their first-language (EAL).
- Some pupils have worries that can distract them from learning or there may be wider family or community circumstances may result in a child requiring additional **pastoral support** such as if they have experienced bullying or bereavement, they are a young carer, have unwell family members or their family is experiencing significant economic hardship.



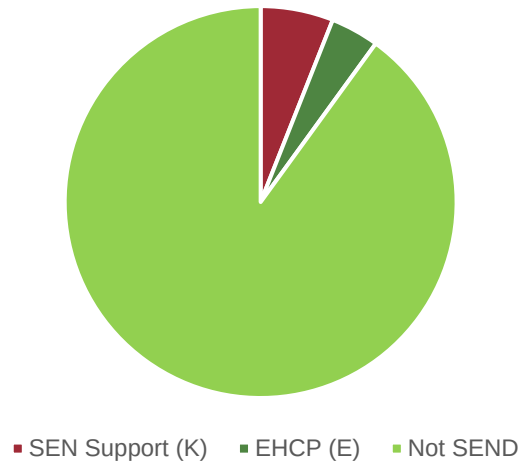
For all those pupils who are at risk of not making progress, we will intervene and put support in place to help. This does not mean that all vulnerable learners have SEND but sometimes this support may be the same or similar.

To find out more about Pastoral Support at our school please contact Mrs Kenyon via the School Office.



What is the school's SEND data profile?

School SEND Profile (September 2026)



10% of our pupils are identified on the SEND Record. This is *lower* than the national average which is 18.3%

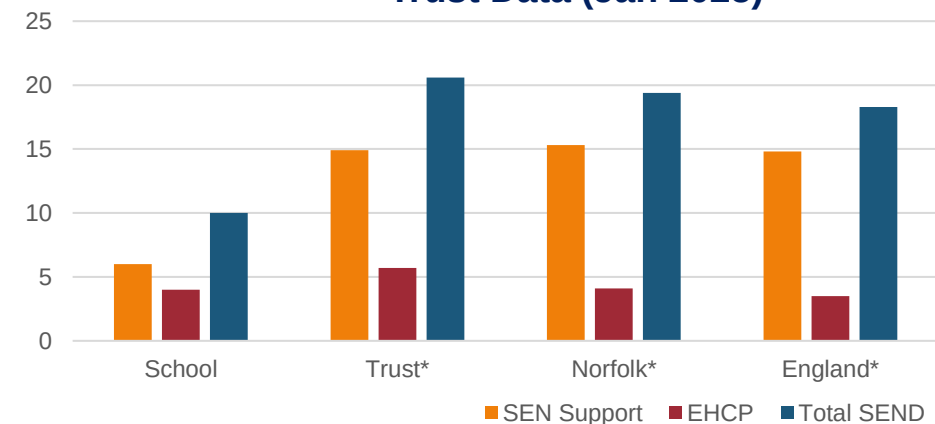
6% of our pupils are at **SEN Support stage**. This is *lower* than the national average which is 14.8%.

4 % of our pupils have an **EHCP**. This is *higher* than the national average of 3.5%.

School compared to Local & National % (January 2025)				
	School	Trust*	Norfolk*	England*
SEN Support	6	14.9	15.3	14.8
EHCP	4	5.7	4.1	3.5
Total SEND	10	20.6	19.4	18.3

**Primary and Secondary Combined Data*

School compared to Local, National and Trust Data (Jan 2025)





What kind of SEND does the school make provision for?

Our school is an inclusive setting that welcomes and supports pupils with a wide range of SEND, including pupils with and without Education Health and Care Plans (EHCP). We provide for the four broad areas of need identified in the SEND Code of Practice, which are:

**Cognition & Learning
Needs
(C&L)**

**Communication &
Interaction Needs
(C&I)**

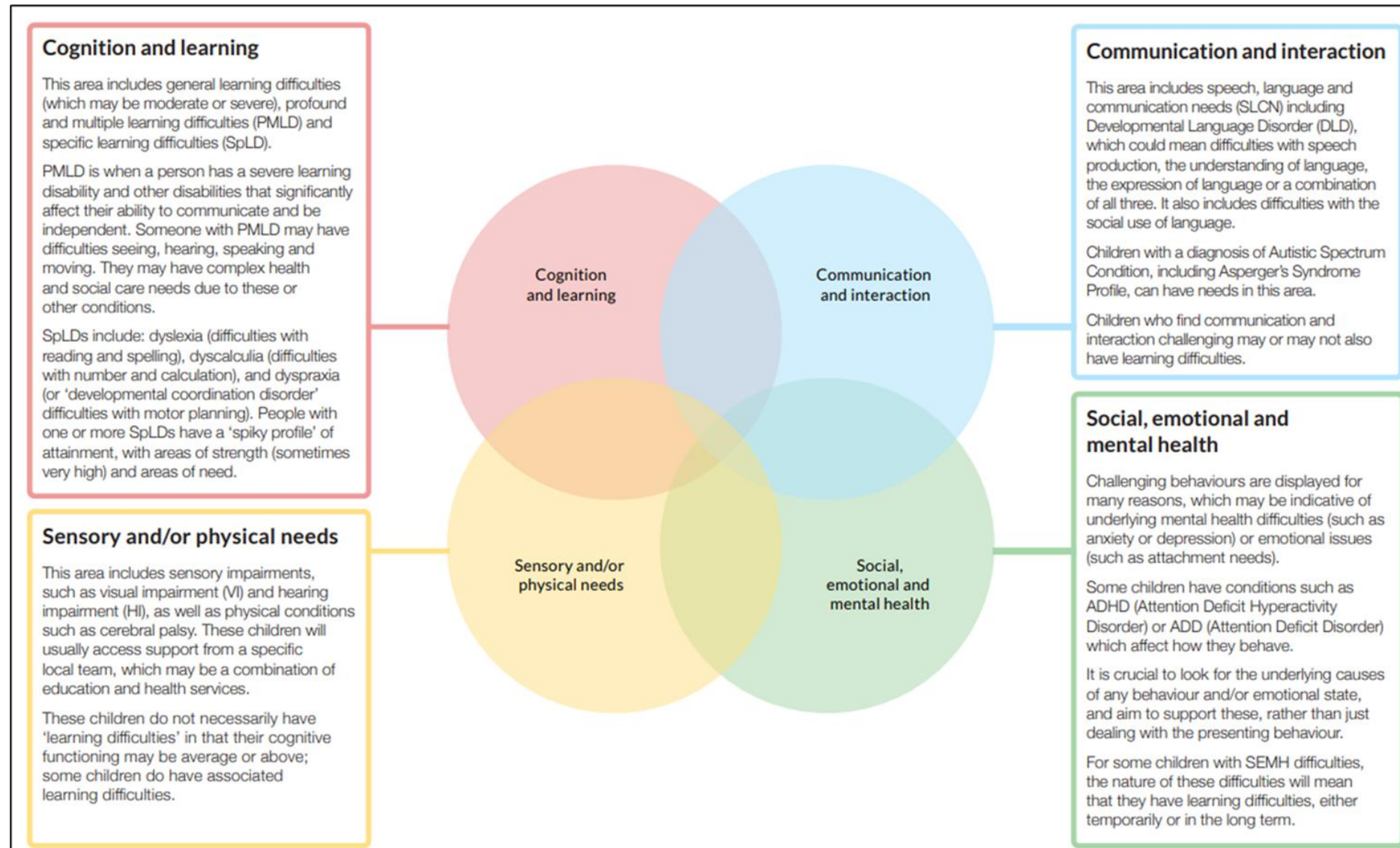
**Social, Emotional &
Mental Health Needs
(SEMH)**

**Sensory and/or
Physical Difficulties
(S/P)**

We use these four categories to identify the areas that are being impacted when a child is identified as having SEND. Most children with SEND will have needs that fall into more than one category and their needs may also change over time. The next slide explains some of the difficulties and diagnoses that fit into each of these categories. However, pupils do not need to have a diagnosis to be identified in these categories.

We use this data to help us identify where our biggest areas of need are across the school and to help us plan our training and resources.

What specific needs do the four broad areas include?





What is a Primary Need?

Schools must also identify just **one primary need** for each pupil on the SEND Record and report this through the census. This is the main barrier to learning. These categories are:

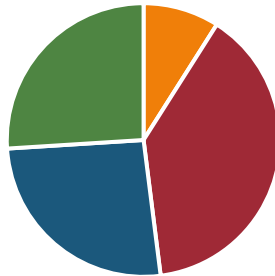
SEND CoP	Primary Need - Census	Code	Description
C&L	Specific Learning Difficulty	SpLD	A learning difficulty or disability affecting one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
	Moderate Learning Difficulty	MLD	Performance across a range of areas is delayed (e.g. academic, social and emotional). Typically, cognitive ability is below the 2nd centile (70 or below on standardised scores). This typically links to diagnosed conditions such as Global Developmental Delay.
	Severe Learning Difficulty	SLD	Performance across all areas is significantly delayed. The pupil is likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication. Typically, cognitive ability is below the 1st centile. A mainstream school is unlikely to be a suitable placement for pupils with SLD.
	Profound and Multiple Learning Difficulties	PMLD	Pupils have life-long, complex learning difficulties as well as a physical disability or sensory impairment. A mainstream school is unlikely to be able to meet needs.
C&I	Speech, Language and Communication Needs	SLCN	Difficulty in communicating with others - Significant difficulty with one, some or all of the different aspects of speech, language and/or social communication.
	Autistic Spectrum Disorder	ASD	Clinical diagnosis of Autistic Spectrum Disorder including Asperger's Syndrome and Autism. Significant difficulties with social interaction, language, communication and/or imagination. Schools may identify a pupil as having a primary need of ASD if this is their main presenting need and/or they are on a pathway for diagnosis.
SEMH	Social, Emotional and Mental Health Needs	SEMH	Includes Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder, Attachment Disorder and Mental Health Difficulties such as Anxiety, Depression, Self-harming and Eating Disorders. Schools may identify pupils with a primary need of SEMH without formal diagnosis, if this is the presenting main barrier to learning.
S/P	Hearing Impairment	HI	Clinical diagnosis of hearing impairment requiring specialist support and/or equipment to access their learning or habilitation support.
	Visual Impairment	VI	Clinical diagnosis of vision impairment, not correctable with glasses, requiring specialist support and/or equipment to access their learning or habilitation support.
	Multi-Sensory Impairment	MSI	Clinical diagnosis of combined vision and hearing impairment.
	Physical Difficulty	PD	Diagnosis or recognition of a physical condition which affects balance, mobility, physical ability and/or independence requiring ongoing support and/or specialist equipment.
	Other	O	SEND identified but not covered by any of the other census categories. May link to a medical need.
	No Specific Assessment	NSA	Early-stage identification as needing SEND support but no specialist assessment of type of need has been carried out yet or it is unclear what the primary need is.



What is the school's profile of needs compared to others?

Broad Area of Need Identified in SENDCOP

(Pupils may appear in more than one category)



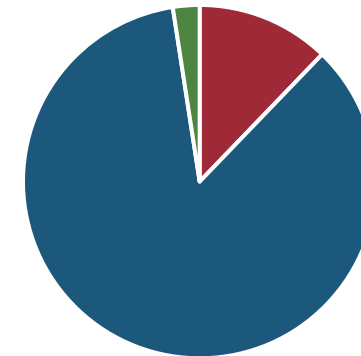
- Sensory and / or Physical
- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health

The main broad area of need shown is Cognition and Learning. There is lesser but still significant Communication and Interaction Needs and SEMH needs.

Our highest incident single category of SEND is a primary **Cognition and Learning** need. [4% of all pupils]

Other areas of primary need within the school are communication and interaction [1% of all pupils], Social, Emotional, Mental Health [2% of all pupils]. These are all below the national average for these areas of need.

Primary SEND Need



- Sensory and/ or Physical
- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health



How does the school identify pupils with SEND?

We use information from a variety of sources to help identify if a child has an underlying SEND. This may include:

Information from
previous setting(s)

Assessment data

Progress and
attainment
monitoring

Attendance and
incident monitoring

Concerns raised by
teacher

Concerns raised by
parent/carers

Concerns raised by
pupil themselves

Concerns raised by
school staff

Outside agencies &
professionals' advice

Screening
assessments

Observations

Monitoring impact
of provisions



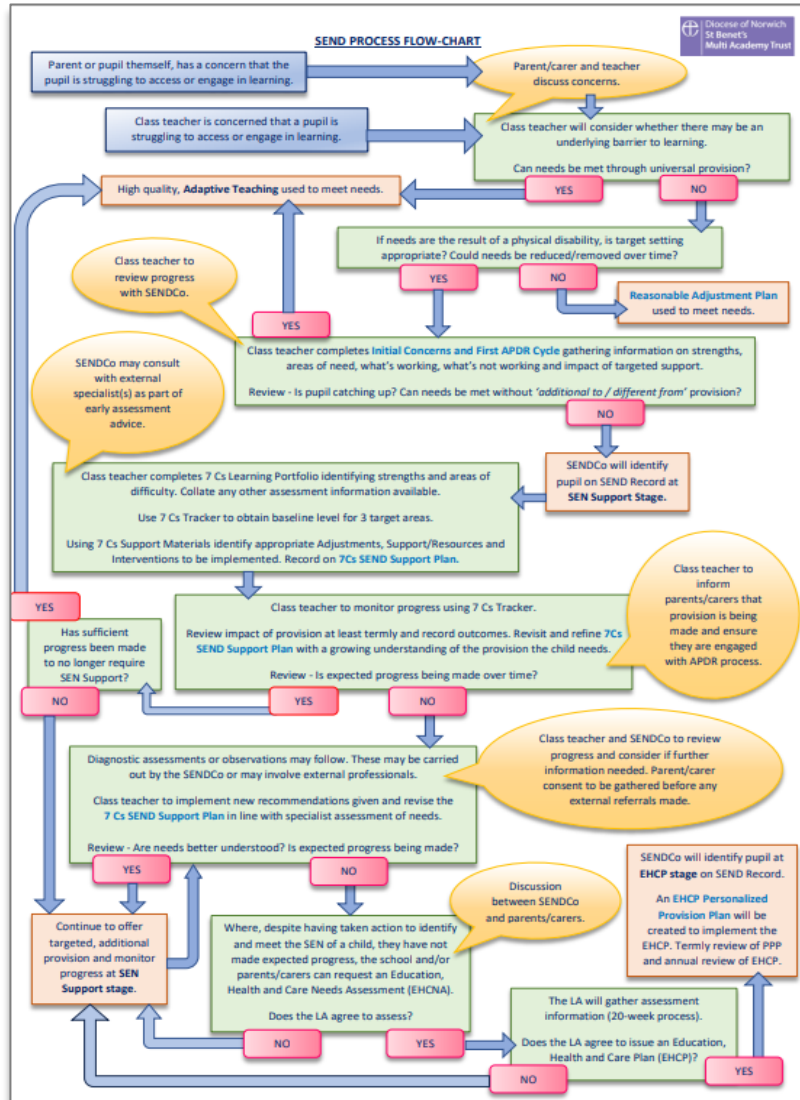
How does the school assess pupils with SEND?

We have access to a range of screening tools, assessments and checklists to help us identify how SEND may be impacting upon a pupil's experience within school and their learning. Whilst these tools are not diagnostic, they are useful to help us to identify potential barriers to learning and the types of provision that may be appropriate. This could include:

Norfolk INDES	Working Memory Rating Scale	WellComm and/or Talk Boost Assessment	Sensory Profile
7 Cs Learning Portfolio	Digit Memory Test	NHS Speech Sound Screen	Motivation Assessment Scale (MAS)
Neurodiversity Checklist (Combined)	Dyslexia Checklist	Phonological Awareness Assessment	Roots and Fruits (STEPS)
Strengths & Difficulties Questionnaire (SDQ)	Salford Sentence Reading and Comprehension Test	ASD Checklist	On Task, Off Task Observation
Attitude to Learning Scale	Spelling Assessment	Vanderbilt ADHD Teacher Rating Scale	Behaviour Tracker
British Picture Vocabulary Scale (BPVS) 3	Phonics Screening Check	Teacher Observation Questionnaire (TOQ)	ABC Analysis
Norfolk PEaSS – Descriptors of Needs & Provision Checklists	PiXL assessments	Thrive Assessment	Developmental Coordination Disorder Questionnaire

How do we identify pupils with emerging SEND?

If a concern is raised about a pupil having potential SEND, staff follow the graduated response to gather information over time and ensure the correct level of support is given.



Universal Provision

High Quality, Adaptive Teaching and Reasonable Adjustments

Targeted Support

SEN Support that is additional to / different from majority of others

Specialist Provision

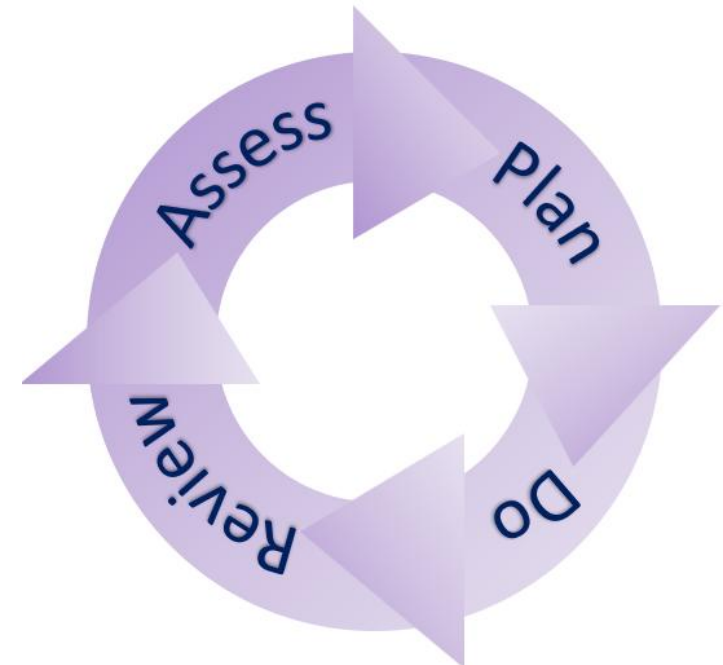
EHCP



What is the Graduated Approach?

*“Where a pupil is identified as having SEN, schools should take **action to remove barriers to learning** and put effective educational provision in place. The SEN support should take the form of a four-part cycle (**assess, plan, do, review**) through which earlier decisions and actions are **revisited, refined** and **revised** with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **graduated approach**.” (p.100, SEND Code of Practice, 2015).*

We follow the graduated approach for all pupils identified with SEND.

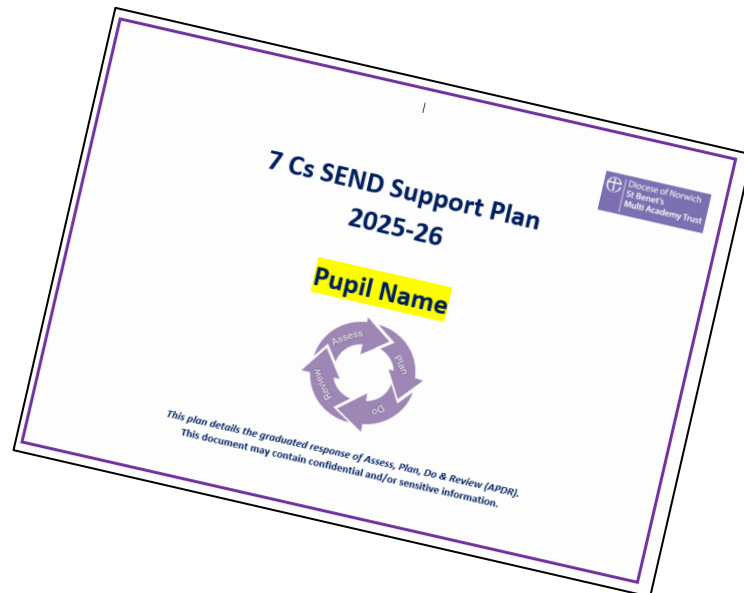




How do we capture the Graduated Approach?

We capture the Graduated Approach through our **7 Cs SEND Support Plan**. This identifies needs, strengths and difficulties, as well as key provision and INDES iLevels. It also links to any external specialist assessments of need where available, e.g. Educational Psychology (EP) or Speech and Language Therapy (SALT) reports.

An integral part of the APDR process is gathering **Pupil Voice** and **Parent/Carer views** so that we can all work together to plan for the needs of your child. We will agree 3 priority areas each term, and set targeted outcomes, to help overcome barriers to learning. These plans are updated termly, and you will be invited to attend a review meeting with the teacher each term, to contribute to the plan and review progress.

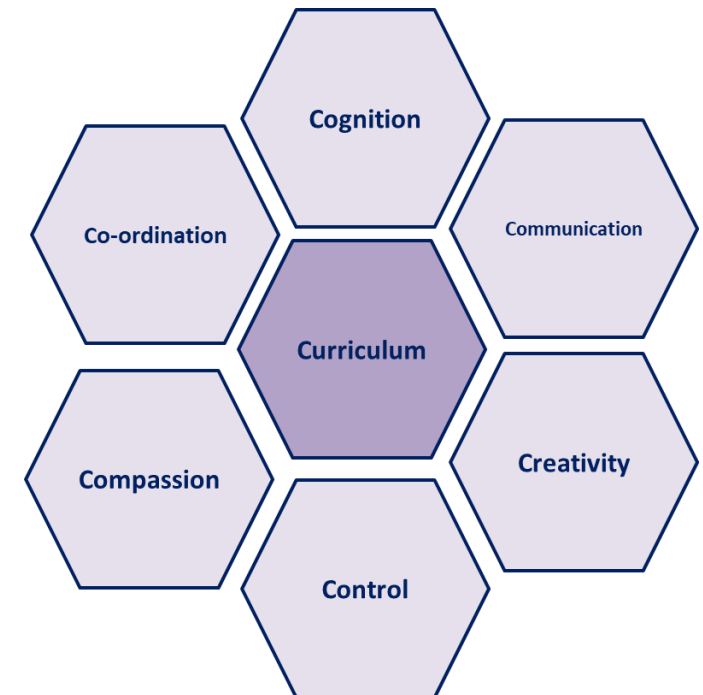
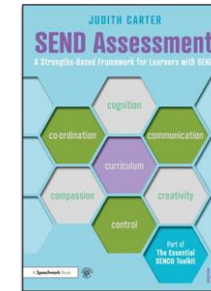


SEND Overview			
Name	Class	School	
SEN Stage	SEN Support	Disability	YES / NO
Primary Need	Diagnosis, Assessments & Key Information		
Areas of Need	Cognition & Learning Communication & Interaction Social, Emotional & Mental Health Sensory and/or Physical		
Assessing Tools	INDES 7 Cs Learning Portfolio PESS SDQ Combined SDQ checklist SALT Screener Other:		
Overview of Barriers to Learning including External Specialist Advice, if applicable			
Attainment			
Reading			
Writing			
Maths			
Strengths & Difficulties			
Teacher Voice		Parent/Carer Voice	
Areas of strength		Areas of difficulty	
		INDES Level Outcomes (0 is low, 7 is high)	
		A. Speech & Language	
		B. Social Communication & Interaction	
		C. Learning & Cognition Difficulties	
		D. Social, Emotional & Mental Health	
		E. Difficulties	
		F. Visual Impairment	
		G. Physical Disability, Neurological Impairment, Medical, Independence & Sensory	

Autumn Term 2025 Targets				
This term we are focusing on these 3 significant Barriers to Learning				
Baseline (Assess) - What can they do now?	Targeted Outcome - What will success look like?	Outcome (Review) - How did they get on?	7 Cs Tracker	
1 Area - Element			Baseline	
2 Area - Element			Progress	
3 Area - Element			Baseline	
			Progress	
			Baseline	
			Progress	
To support these targets in school we will:			Provision (Plan & Do)	
Interventions (if applicable):				
People at home can support by:				
Can strengths or interests be used to support these targets?				

What is the 7 Cs Learning Portfolio?

- We use the 7 Cs Learning Portfolio, created by Judith Carter (an Educational Psychologist) to help us **identify barriers to learning**.
- This provides a **shared language of SEND** that helps us to considering why a pupil is having difficulties with a particular aspect of learning and lets us drill-down beyond the everyday curriculum presentation.
- The 7 Cs Learning Portfolio includes the Curriculum as one of the 'Cs' but also defines 6 other 'Cs' that are essential focus areas and building blocks for accessing the curriculum and learning. Within each 'C' there are 7 elements or skills, making 49 initial areas for consideration (plus 'Other' = 50!).
- It is a **strengths-based model** which means that we take a holistic view of the pupil and celebrate their strengths as well as seeking to identify key areas for development.





How do we assess and review progress?

- The impact of SEND provision is measured using the **7 Cs Progress Tracker**. This is a rating scale for each element that can be used to capture the pupil's start point (baseline) and progress. To support assessment, the 7Cs supporting materials provide descriptors for the broad areas of Emerging (1-3), Enhancing (4-6), Effective (7-8), Enhanced (10) or Exceptional (10+).
- Every child's progress in English and Maths (including children with SEND where possible) is also assessed and measured using **termly PiXL assessments**. This helps us to check how well we are supporting your child's progress, gaps in their knowledge and understanding, and enables us to draw comparisons with other schools nationally. Where appropriate, Access Arrangements may be given or the pupil may complete specific parts of the PiXL assessment, or a paper from a different year group used. This is done with discretion.
- Where appropriate, we also make use of specialist **SEND assessment tools** such as the Salford Sentence and Reading Comprehension Test (SSRCT), Sandwell Maths, WellComm, Boxall Profile, Talk and blank level assessment and Parallel Spelling Tests to support our understanding of progress that has been made as a result of intervention and/or support.

7 Cs Learning Portfolio© Assessment of Strengths & Barriers to Learning					
Pupil	Pupil X	Date	October 2024	Completed by	
For each 7 Cs element, identify if this is: Emerging (a significant difficulty) , Evolving (a difficulty) , Effective (neutral) , Enhancing (a strength) , Exceptional (a significant strength) or Unknown. Once completed, use this profile, along with information from Pupil and Parent/Carer Voice to help identify the focus elements for Termly Targeted Outcomes.					
Cognition		Communication		Creativity	
Working Memory	Emerging	Expressive Vocabulary	Emerging	Generation of Ideas	Emerging
Speed of Processing	Emerging	Articulation	Emerging	Problem Solving	Emerging
Inference	Emerging	Language & Comprehension	Emerging	Attention	Emerging
Anticipation	Emerging	Collaborative Conversation	Emerging	Motivation	Emerging
Reflection	Evolving	Listening	Emerging	Confidence	Emerging
Evaluation	Evolving	Social Communication (Output)	Emerging	Things Things	Effective
Analysis	Emerging	Social Interaction (Input)	Emerging	Trust	Emerging
Compassion		Co-ordination		Curriculum	
Friendships	Evolving	Fine Motor	Evolving	English	Emerging
Turn Taking	Evolving	Gross Motor	Evolving	Maths	Emerging
Empathy	Evolving	Sensory	Emerging	Science	Emerging
Sense of Justice	Evolving	Mobility	Effective	Creative Arts	Effective
Self-esteem & Wellbeing	Evolving	Stability & Balance	Effective	Humanities	Emerging
Self-Efficacy	Emerging	Posture	Evolving	ICT	Evolving
Support for Others	Evolving	Sensory Processing	Emerging	PE & Sports	Emerging
				Other (please describe):	
				3 Key Strengths (from these elements)	
				3 Focus Areas (from these elements)	

Cognition - 1 of 2					
Themes	Emerging 1-3	Evolving 4-6	Effective 7-9	Enhanced 10	Exceptional 10+
Working Memory	Small capacity so difficulties holding or retaining 1 or 2 pieces of information. Finds remembering instructions tricky and following requests.	Small to medium capacity. Able to hold 2-3 part instructions but loses 'details' tending to remember general elements or will fill in gaps.	Effective capacity so able to follow instructions and requests, holding reasonable amounts of information.	Larger capacity so able to hold and manipulate information beyond expectations.	Exceptional ability to hold, manipulate, reverse and sequence information.
Speed of Processing	Needs significant time to assimilate information or to complete tasks. Slow and requires scaffolding and prompting for each step.	Needs additional time to assimilate information, but is able to do so.	Effective assimilation of information and efficient use of time, so able to complete tasks within expected time.	Takes on information quickly and is highly efficient. Quick assimilation and application, so often completes tasks or provides answers before others.	Operating at exceptional speed and efficiency, assimilating information and completing tasks at requests.
Inference	Tendency to listen and repeat instructions, but not yet independently extracting implications. Interprets at a literal level and follows one step at a time.	Able to follow information and will answer questions posed, but without questions, may not infer for themselves.	Able to extract meaning and make predictions. Will stop, think and infer independently.	Able to infer meaning from information, contexts and apply experience to extract expectations.	Inference shows thoughtful reflection and independent extraction of implications. Evidence of higher order strategic thinking.



How do we consult with pupils about their provision?

My Self-Help Toolbox (Spring term)					
Things I will do or use to help myself succeed					
Task Scaffolds	Talk partner to rehearse responses with	Movement breaks	Fidget band on chair legs	Instructions broken down into steps or chunks	Say it again better

Self-Help Toolbox: Included in the 7 Cs SEND Support Plan is a Self-Help Toolbox. This gives reminders for some key things that pupils can do, use or engage with, to help develop their independence in overcoming barriers to learning. This is especially important in UKS2 when we start to think about transition to High School. Each term, as part of the APDR process, pupils are encouraged to think about whether these tools or provisions are helpful to them or not using the 3 faces scale.

One Page Profile – Autumn Term Pupil Voice					
Name	Pupil X	Age	6 years	Class	Flamingos
	This is me! 		My hobbies, interests and things that are important to me I like to play. I play on my iPad. I play Animal Crossing. My sister and my teddies!		My strengths, skills and talents I like drawing! I can do a handstand now by myself.
			What school is like for me Good Day ☺ I feel happy at school! My sister plays with me.		Key Adult(s) in school who help me are Mrs Fabulous Mrs Kind and Mr Caring
	My worries or things I find tricky in school When the work is too hard or the teacher goes too fast. When I don't have friends to play with.		Support that helps me or tools that I find useful My friends can help me. I like talking it through with the teachers first so that I know it's right.		What I want my teachers to know and understand about me I don't like it noisy. The work is too hard.
			My dreams and goals for the future I want to be an artist or be a doctor and help people.		One thing I would like to change about school More art.
One Page Profile written by		Pupil X and Mrs Fabulous		Date	October xxxx

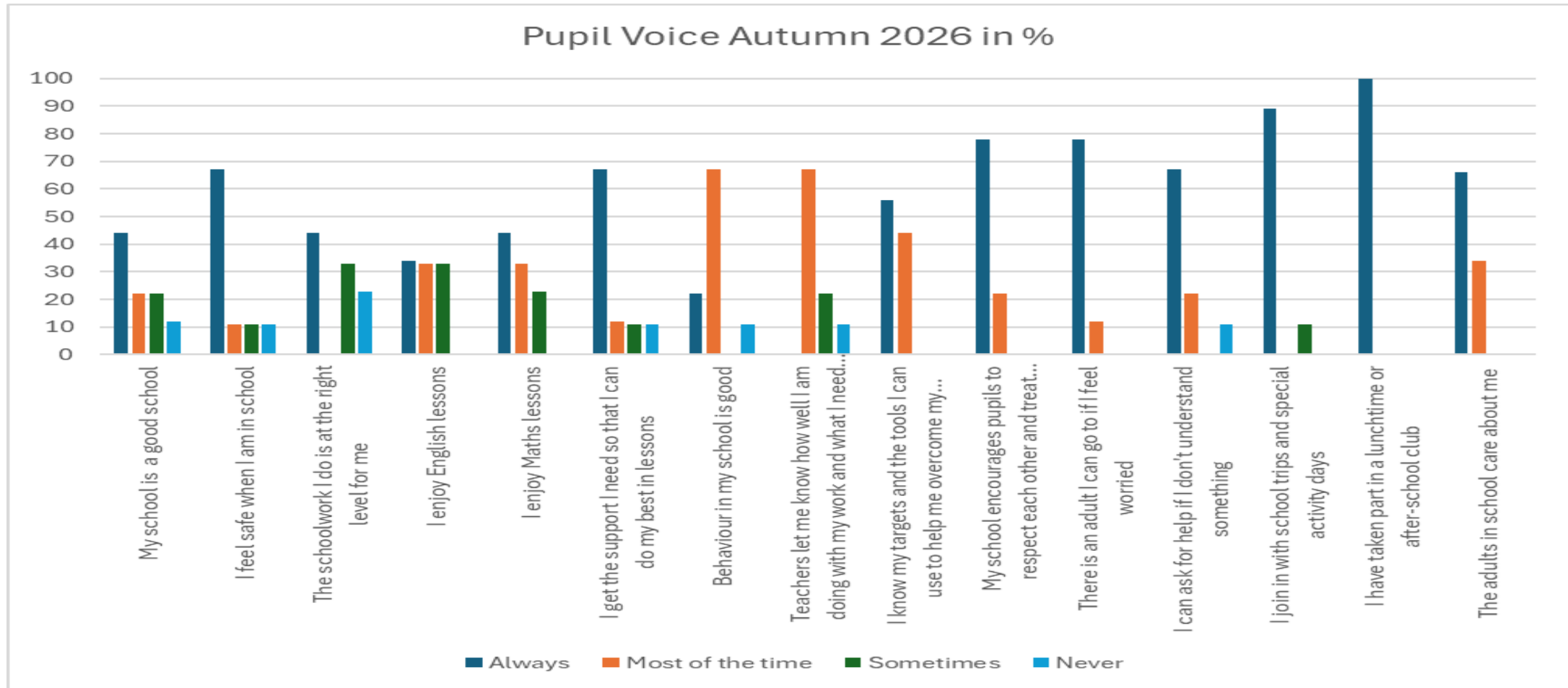
Steps to Success – Spring Term Pupil Voice		
Name	Date	Completed by
What are your big dreams or long-term goals? What are the small steps that will help you to get there? (This could be one in school and one outside of school, or one for the next 12 months and one for the next 5-10 years!)		
Which 7 Cs areas could these steps link to?		

Transition Support Plan – Summer Term Pupil Voice			
	Name	I prefer people to call me	
Current Class / School		New Class / School	
Background information about me			
	My friends and people who are important to me...		What I'm looking forward to about next year...
	Things I like...		Things I'm worried about next year...
	Things I don't like...		Questions I have about my new class or school...
	What I'm good at...		It would be useful if new adults were told this about me...
	What I find tricky about school...		To help me with transition I may like: ☐ Extra visits (small groups) ☐ I'll talk with my new teacher(s) ☐ Transition Social Story ☐ Photos of key people ☐ Transition buddy ☐ Something else (Please describe):

Pupil Voice: Pupil Voice is woven throughout our SEND Support Plans. Each term someone who knows them well, such as the class teacher, TA or SENDCo, works with them to help gather their voice, and uses this to help develop provision, whenever appropriate to do so. In the Autumn term pupils start a **One Page Profile** detailing what they want the people who teach them to know. In the Spring term they start thinking about Preparation for Adult Life (PfAL) by exploring long-term goals and aspirations through **Steps to Success** and in the Summer term they **plan for transition** to their next class and/or school.



What do our pupils with SEND think about being in our school?





How do we consult with parents/carers and involve them in their child's education?



PARENT / CARER VOICE 2022-23

You know your child best so please help us by providing details and background information about them and their needs. This information will be shared with school staff forming part of your child's SEND file.

Child's name: _____ Home of person completing this form: _____ Date: _____

Child's date of birth: _____ Relationship to child: _____ Class: _____

Vision Has your child had an eye test within the last 12 months? YES / NO
What was the outcome: _____

Hearing When was your child's last hearing test? _____
What was the outcome: _____

Medical Please give details of any other medical conditions that affect your child: _____

Equality Act 2010
The Equality Act 2010 states that: "A person is disabled if they have a **physical or mental** condition which has a **long term** and **substantial adverse effect** on their ability to carry out **normal day to day** activities".
YES NO DO
You can find out more at www.gov.uk/disability-living-allowance-children for further Disability Living Allowance (DLA), which you may be eligible for, if your child fits it.

What does your child enjoy doing outside of school? _____

What are your long-term goals/aspirations for your child? (next school and/or into adulthood) _____

Do you believe that your child will need a Complex Needs school placement in the future? YES NO DO

Please provide some general background information or a timeline about your child's life: _____

MAY CONTAIN SENSITIVE / CONFIDENTIAL INFORMATION

How do these difficulties affect your child at home? _____

What strategies for support do you find work well at home? _____

What is working or has worked well in school to support your child? _____

How does your child talk about their experience of school at home? _____

What could we do differently to support your child? _____

Any other information you would like us to know about your child: _____

Further information about how we support pupils with SEND can be found in our SEND Information Report on the school website. The Local Authority also publish information about the wider provision available for children and young people across education, health and social care. This can be found at: www.norfolk.gov.uk/children-and-young-people-local-office

Once completed, please return to the SENDCo by email or in paper format via the school Office. Your child's class teacher should be your first point of contact should you have any questions or concerns regarding your child.

MAY CONTAIN SENSITIVE / CONFIDENTIAL INFORMATION

Parents/Carers of pupils on the SEND Record are invited to complete a **Parent/Carer Voice** form to share information about their child's journey, and what works / doesn't work for them. This information is used to inform their child's APDR, as far as is practicable.

Parents/carers are invited to attend a termly **SEND meeting** to review their child's APDR with the class teacher. This provides an opportunity to identify what's going well / working and also what's not going so well / what's not working. It also gives time to discuss any updates or changes since the last meeting (e.g. if new assessment reports have been received) so that 3 priority areas for the next term's targets can be agreed. These meetings are in addition to standard Parent/Carer Evenings. In addition, the SENDCo offers **SENDCo Surgery** sessions for any parent/carer to sign up to, to discuss any emerging concerns or questions they have about their child or provision. Various **Parent/Carer Workshops** and engagement events are also offered throughout the year, depending on interest and need.

Provision Review		
	What's going well / What's working?	What's not going well / What's not working?
Pupil Voice		
Teacher Voice		
Parent / Carer Voice		
Important dates or other updates since last review meeting		
Focus elements agreed for Spring		



What is our approach to teaching pupils with SEND?

Our learners with SEND are entitled to an education that meets their needs, promotes high standards and helps them to achieve their best. Teachers make adaptations to ensure access to a broad and balanced curriculum for all children in their class through high quality teaching.

Our teachers use various strategies to adapt access to the curriculum and remove barriers to learning using guidance from the 7 Cs Support Materials and Norfolk Provision Expected At SEN Support (PEaSS). Adaptations may be planned for in advance (e.g. through the child's APDR, EHCP or lesson planning) or reactive during the lesson, based on a dynamic assessment of what the pupil needs.

Our Core Offer

At Alburgh with Denton Primary Academy we aim to:

- Provide high quality, adaptive teaching
- Take a holistic view of children's needs
- Recognise and value neurodiversity
- Work to overcome and remove barriers to learning
- Celebrate strengths and support wellbeing
- Develop pupils' independence
- Support all pupils to become happy and successful learners.



What is our Universal offer?

Following the EEF's 'Five-a-day' principle, our teachers embed a range of strategies into their daily practice to achieve high-quality teaching that benefits all learners, but particularly those with common types of SEND.

1 Explicit instruction	Clear modelling such as 'I do, We do, You do'. Carefully planned teacher demonstrations, guided practice and opportunities for independent application. Adequate pause and processing time. Clear and precise vocabulary. Visuals are used to support verbal information.
2 Cognitive and metacognitive strategies	Helping pupils to 'learn to learn' - planning, monitoring and evaluating their own learning, Reduced cognitive load and opportunities for retrieval practice. High quality feedback given to move learning on.
3 Scaffolding	Visual, verbal and written scaffolds used e.g. Writing frames, worked examples, chunked tasks, concrete apparatus, What a good one looks like (WAGOLL), What a bad one looks like (WABOLL), Sentence stems, Simplified or partial texts. Pupils are supported to achieve success. When ready, the scaffolding comes down - Long-term focus on developing independence.
4 Flexible grouping	Flexible, needs-based groupings based on current level of mastery and/or need. Carefully selected seating arrangements considering learning, environment and cohort factors. Opportunities for pupils to work with a range of pupils and adults.
5 Using technology	Use of Interactive Whiteboard, Visualizer and/or other technology for modelling, prompting and self-evaluation e.g. spell-check, speech to text, recording devices, timers, visuals, instructional apps, etc.

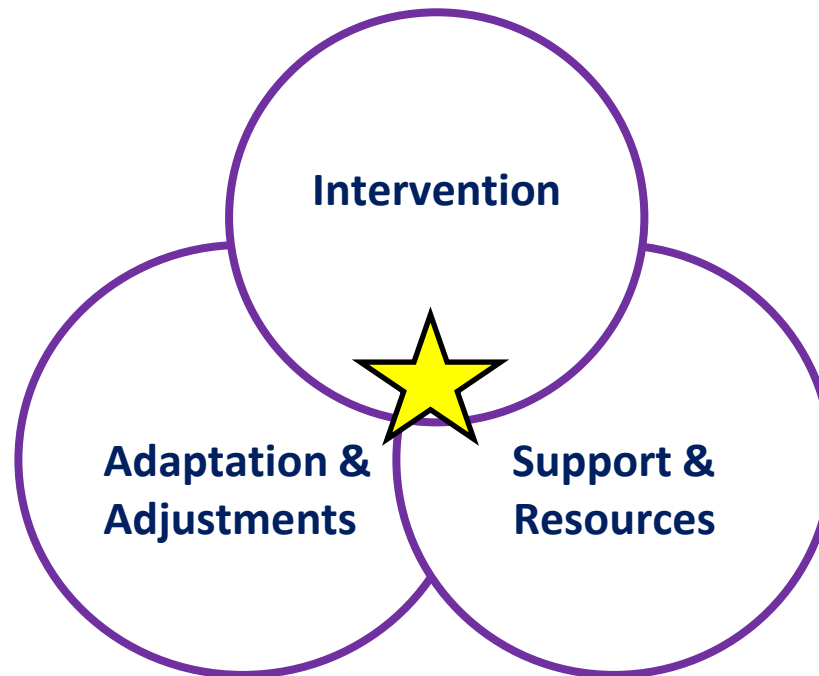


What is our approach to provision for pupils with SEND?

Within St Benet's MAT, we define **effective provision** as the right combination of high-quality, adaptive teaching, alongside appropriate support and resources, and targeted intervention where needed. As set out in the SEND Code of Practice; *'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.'* (SENDCoP, Section 6:37).

Adaptive Teaching & Adjustments (High-Quality Teaching)

The adult uses their skills, knowledge, experience and pedagogical understanding to identify what will enable pupils to engage in learning. This may include adjustments to the teaching content, mode of delivery, recording or assessment methods used, e.g. *visual prompts, verbal recording, shorter instructions, targeted questioning, pace, etc.*



Support & Resources (Extra not instead of)

e.g. additional time, practice, specific encouragement, technology (e.g. iPad, laptop, Reader Pen), other specialist equipment or resources, to enable and encourage independence.

Intervention / Coaching (Specific and additional targeted teaching) e.g. *Individual or small group activities rehearsing a particular skill.*



What additional support is available for pupils?

	Provision				
Highlight or tick all adjustments, support and resources used to meet pupil's needs (Strategies may apply to more than one area).					
EEF 5-a-day teaching strategies	☐ Explicit Instruction	☐ Cognitive & Meta-Cognitive Strategies	☐ Scaffolding	☐ Flexible Grouping	☐ Using Technology
 Cognition & Learning	 Communication & Interaction	 Social, Emotional & Mental Health		 Sensory and/or Physical	
<u>Executive Function Supportive Environment</u>	<u>Communication Supportive Environment</u>	<u>Norfolk STEP's Approach</u>		<u>Environment Sensory Audit</u>	
Alternative ways of recording e.g. voice recorder, type, film, mind-map	Clear, concise language and instructions	Cueing using name to focus attention		Targeted seating arrangements	
Extra processing / thinking time	Explicit beginning and end of task within agreed time	Coaching, prompting and reminders		Consistent, well-established classroom routines	
Additional time to complete tasks and/or rest breaks	Chunking - Tasks broken down into numbered steps or stages	Structured choices		Organised, clearly labelled classroom	
Dual coded materials	Key points or ideas summarised	Specific role or responsibilities		Minimized visual stress	
Checking for understanding of task instructions	Adult explains purpose and links to learning sequence (big picture)	Pre-warning about questions or activities		Fatigue or sensory rest breaks	
Concrete apparatus and hands-on learning e.g. Cubes, counters, Numicon, Modelled examples e.g. WAGOLL, worked examples, backwards-fading	Check-ins for understanding of vocabulary	Wellbeing check-ins		Planned movement breaks	
Now and Next	Talk partner to rehearse responses	Deliberate noticing and praise		Sensory preference audit and adjustments	
Recording aid e.g. Tablet / laptop / voice recorder	Advanced warning of transitions	First...Then...		Adapted materials and equipment	
Use of colour coding, tracking aids or place-keeping tools	Social stories	Personalised visual timetable		Pencil grip / chunky pencil / ergonomic pen	
Number square, place value chart, multiplication grid	Comic strip conversations	Calm-space / safe-space		Writing board / slope / footrest / alternative chair	
Whiteboard / notebook / Post-it notes / highlighters	Visual cues & prompt cards	Resistance band / busy feet / wobble cushion / chair wedge		Headphones / ear buds / ear defenders	
Sentence starters / writing frames	Conversation starters	Standing desk		Coloured overlay / reading ruler	
Phonics grids / key word mats / letter prompts / alphabet strip	Communication aids e.g. feeling fan, help card	Time-out pass		Weighted blanket or weighted object	
Own copy of materials e.g. print out of IWB page, own copy of book	Own workstation or privacy screen	Timer(s)		Concentration aid / fidget tool	
Task management board or checklist	Quiet space at breaktimes and/or lunchtimes	Celebration book		Specialist equipment e.g. hearing loop, magnifier	
	Organisation checklist e.g. for packing bag, home-time	Reward programme / chart / working for...		Adapted School Uniform	
 Other Consistent Support Strategies to Meet Needs (Refer to Norfolk PEaSS Guidance – <u>Suggested Support Strategies in the Classroom</u>)					

As part of the APDR process we consider a range of adjustments, support and resources that might be useful to help overcome barriers to learning.

Many of these provisions are available to all pupils through our universal offer however some pupils find them more useful or are directed to use them more intensively (***Useful for all, necessary for some***).

As a school, we try to offer provision in as least stigmatizing way as possible, so that all pupils can access the help that they need.



What interventions are available?

The interventions that we deliver are adjusted regularly, based on need. Interventions may be run within the classroom or outside of lessons. Wherever possible, Interventions are timetabled so that pupils do not always miss the same lessons to attend, and careful planning is given to avoid subjects that pupils may enjoy or experience success in such as PE or Art. Interventions may be delivered by a teacher, TA or external specialist, such as a specialist Teacher of the Deaf or someone from the Schools & Communities Team.

Interventions are time-limited (usually no more than 6-weeks) with targeted outcomes that focus on a specific skill. These will often link to the child's EHCP or APDR. Pupils are usually assessed when they start an intervention and again once the intervention sessions have been completed to measure progress. This helps us to decide if the intervention needs to stop, pause, be adjusted or be continued to support success. The impact of interventions are monitored by the Class teacher, SENDCo and/or School Leadership Team.

Cognition & Learning	Communication & Interaction	SEMH	Sensory and/or Physical
Pixl therapies - Maths RWI Phonics 1:1 Spelling precision monitoring Small group Reading Comprehension SATs Booster	Communicate SALT Speech and Language intervention	Boxall interventions Mental Health Workshops from MHST Zones of Regulation Lego Therapy Sensory Circuits Self esteem / resilience group	Sensory Circuits Fine Motor Skills / Handwriting group

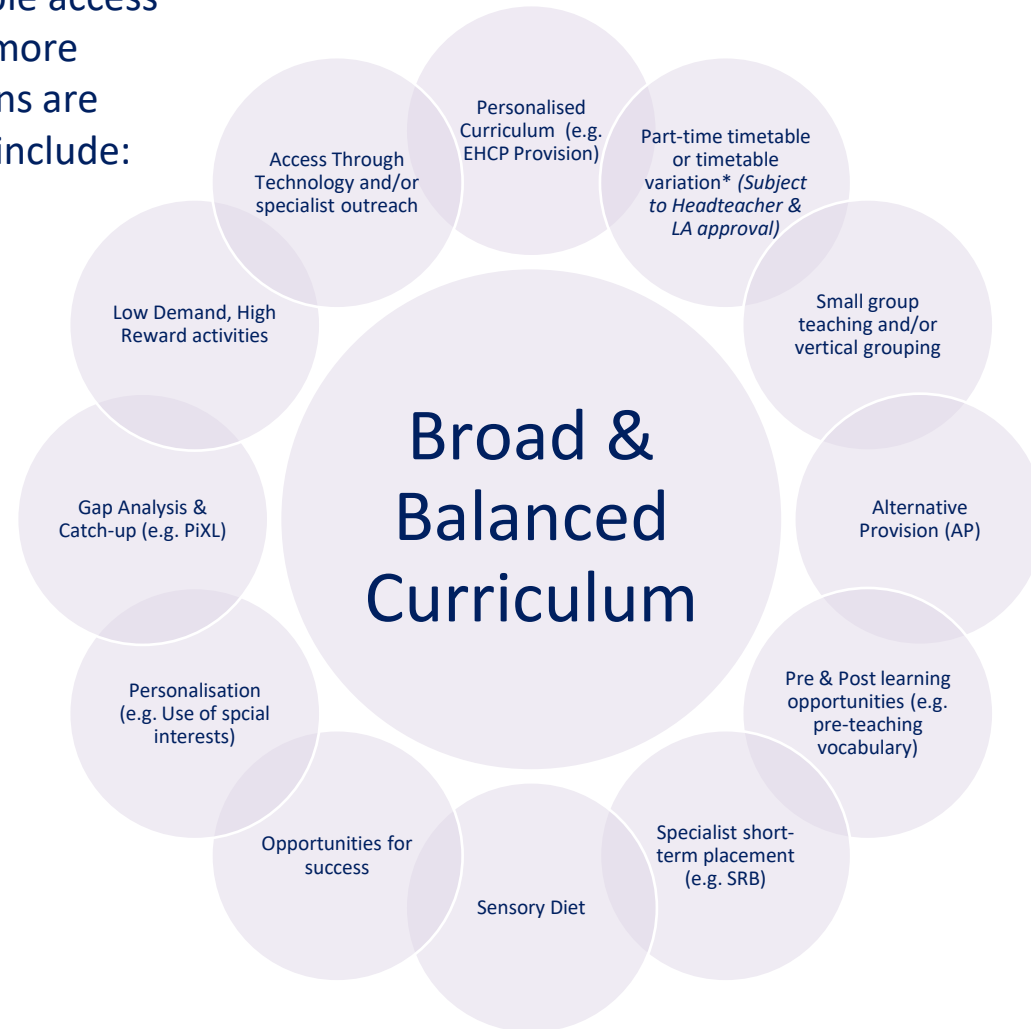


How is the curriculum adapted to support pupils with SEND?

Our curriculum is designed to enable access for all pupils however sometimes more personalised curriculum adaptations are required to meet needs. This may include:

Part-time timetables

In exceptional circumstances and where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet a pupil's individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. Part-timetables must be approved by the LA Attendance Team. For more information see: [Effective Interventions - Part-time timetables - Norfolk Schools and Learning Providers - Norfolk County Council](#)



Alternative Provision (AP)

In exceptional circumstances, the Local Authority may arrange learning under Alternative Education Provision for children who can't attend mainstream school. Government guidance states that AP can only be used when we've explored, and exhausted, all other options. Attending an Alternative Provision should be an interim solution (short term placement) wherever possible. Further guidance can be found here: [Alternative provision - Norfolk County Council](#)

Specialist Resource Base (SRB)

SRBs offer both permanent (ASD or Deaf bases) or Temporary placements for a limited number of pupils who need targeted, intensive specialist intervention. Further information can be found here: [Specialist Resource Bases \(SRBs\) - Norfolk County Council](#)



How do we adapt the environment for pupils with SEND?

A range of flexible strategies are used to create a supportive learning environment for all pupils, which may be especially beneficial for some pupils with SEND . This may include:

Visual
Timetables

Flexible
Seating

Screens &
Individual
workstations

Flexible
Grouping

Quiet
Spaces

The Nest

Relentless
Routines
e.g.
Transitions

Clear
Signage
and Labels

Working
Walls and
Memory
Prompts

Accessible
Toilet



What Reasonable Adjustments are made to ensure disabled pupils have equal access?

We endeavour to make reasonable adjustments to ensure that disabled pupils can fully participate in all aspects of school life. These adjustments will be set out in a **Reasonable Adjustments Plan (RAP)** which are reviewed regularly to ensure the adjustments are still appropriate. These may include:

- Auxiliary aids such as ear defenders, coloured-overlays, personal work-stations, adapted equipment, writing slopes, sensory equipment and/or assistive technology.
- Adapting resources such as enlarging texts, tinting whiteboards and providing work on coloured paper.
- Flexible uniform or agreed uniform adaptations.
- Flexible arrangements for pupil entering and leaving classes and school building.
- Ramps and wheelchair friendly classroom layouts.
- Use of hearing loops and other specialist equipment.
- Disabled toilets and suitable changing / intimate care facilities.

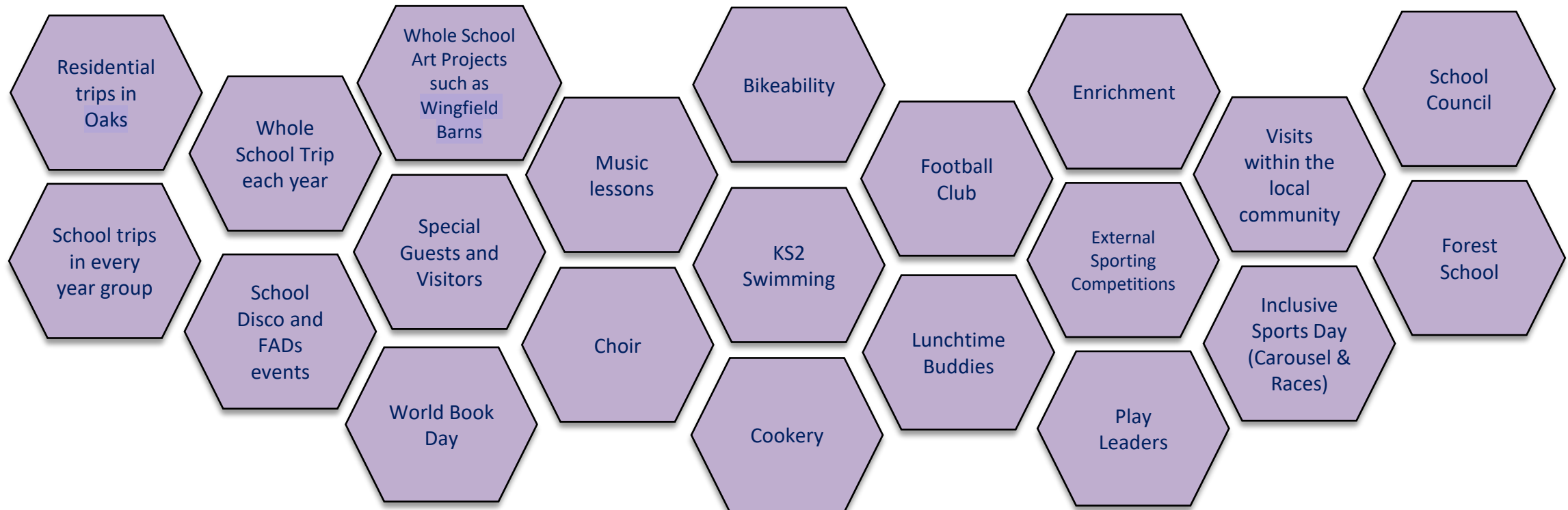
The school must carefully consider the cost of making such adjustments and the potential impact on other children to ascertain whether an adjustment is reasonable. Our **Accessibility Plan** is reviewed and updated every 1-3 years taking into consideration both the current and possible future needs of pupils.

Reasonable Adjustments Plan (RAP)		
PUPIL	CLASS	DATE
PUPIL EXAMPLE	ZEBRAS	01/09/2025
☐ Disability only ☐ SEN Support ☐ EHCP		
AREA(S) OF NEED		DIAGNOSES
☐ Cognition and Learning ☐ Communication and Interaction ☐ Social, Emotional and Mental Health ☐ Sensory and Physical Needs		Moderate conductive hearing loss
OVERVIEW OF NEEDS		
Pupil Example has a moderate conductive hearing loss. He wears a Bone Conduction Hearing System (BCHS) or 'hearing aids' which he calls his 'ears'. He is very comfortable wearing these as he has worn them since a baby. He is happy to talk about his hearing aids but can be shy about them and gets upset if other children try to touch them as this can affect the settings. A SALT assessment with Pupil Example showed that he is developing in line with age-related expectations for communication skills and so does not require additional intervention at present. He receives annual review appointments with an audiologist and SALT and regular visits from the VSSS to check his equipment is working effectively. Pupil Example responds best to face-to-face communication. He can become withdrawn if he cannot hear properly and finds it more difficult to understand when he cannot lipread. He is confident talking to familiar adults and peers and is happy to engage in all aspects of learning. Occasionally he gets overwhelmed in very noisy environments, such as in the lunch hall, and will put his hands over his ears or may ask to leave. Towards the end of the day if he has done a lot of listening, he can also become fatigued. Pupil Example is making good academic progress, he is sociable and loves PE and playing outside with his friends.		
REASONABLE ADJUSTMENTS		
Barrier	How this may present	Reasonable Adjustments
Cannot see mouth of speaker	Pupil Example finds it more difficult to understand others if he cannot see their lips. He may guess or try to fill in the gaps.	• Do not cover your mouth when talking. • Talk clearly and at a steady pace. • Teach other children to face Pupil Example when they are talking to him (Use 'freely and the fairy' book to introduce).
Accessing whole class instructions	Pupil Example can find it difficult to follow verbal whole class instructions, especially when the teacher is moving the room.	• Sit Pupil Example facing the teacher and allow him to move into a good listening position when he needs to be able to see the teacher's mouth. • Try to avoid walking around whilst giving instructions – Turn to face Pupil Example when speaking. • Check Pupil Example has understood what he needs to do. • Teacher to wear the 'Mic Pack' that connects to his streamer, including in assembly. Remember to turn it off when not in use!
Group discussions	Pupil Example can find it hard to follow conversations with multiple speakers.	• When Pupil Example is involved in discussions, repeat comments made by peers so that he can follow and access all discussions. • Foster an environment of only one voice at a time, where background noise is minimised.
Specialist equipment	Batteries for BCHS need changing regularly and can become loose, particularly after running around.	• Help Pupil Example to make sure the BCHS is charged and the battery door locked and remind him to put the Mic Pack on charge at the end of the day. • When needed, help Pupil Example to adjust headband and re-attach hearing aids after changing battery or if it has become loose. • Inform parents when any problems with BCHS or Mic Pack.
Fatigue	Pupil Example may find it harder to engage when it has been a 'noisy day' or when he has done a lot of auditory processing.	• Monitor for signs of fatigue and provide sensory breaks when needed. • Ensure Pupil Example has access to a quiet space.
REVIEW		
Autumn: Pupil Example has settled well in school and parents are happy. VSSS have been out to visit school and demonstrate how to check equipment with staff and provided spare batteries. SALT assessment showed good progress with speech development. Spring: As above. Pupil continues to engage well in all aspects of learning. Occasional fatigue, particularly towards end of term. Summer: No concerns. Parents and pupil happy with support. He enjoyed showing his new teacher how to use his Mic Pack. May contain confidential / sensitive information		



How do we enable pupils with SEND to engage with enrichment activities?

We want all those within our school community to feel proud of their identity and to be able to participate fully in all aspects of school life. Our school vision of '**Mighty Oaks from Tiny Acorns Grow**' is woven throughout our curriculum. Whether through Collective Worship celebrating difference and diversity, or directly tackling issues such as prejudice and racism, by celebrating Neurodiversity Celebration Week and Anti-Bullying 'Odd Sock' day, or through our bespoke Personal Development opportunities, we aim to teach pupils about what inclusion is and to provide all pupils with a wide variety of opportunities to enable them to flourish and grow. These include activities such as:





What support is available for exams through Access Arrangements?



Standards
& Testing
Agency

Some pupils with SEND may need additional **Access Arrangements** so they can take part in formal tests and assessments. These adjustments must be typical of their Normal Way of Working (NWOW). The type of support may be subject to application, but may include:

- Additional time to complete the tests*
- Early opening to adapt test papers (e.g. large print or braille)*
- Compensatory marks for spelling*
- A scribe (writing assistant who writes responses as verbally dictated by the pupil)
- The use of a word processor or other technical or electronic aid (must be internet disabled)
- Transcription (an adult transcribes the pupil's response where this is not legible)
- Written or oral translations (e.g. for pupils with English as an Additional Language)
- Readers (For non-reading assessments only)
- Rest Breaks
- Prompter to help keep pupil focused
- Administering the tests at an alternative location
- Accessibility objects in the mathematics papers (e.g. 3D models for visually impaired pupils)

(*These arrangements are subject to DfE application criteria)

For more information see: [2026 key stage 2 access arrangements guidance - GOV.UK](#)

In some exceptional circumstances, pupils may be working well below the standard of the National Curriculum in one or more subjects. These pupils may be disapplied from KS2 SATs and alternative teacher assessment used such as the [pre-key stage standards](#) or the [Engagement Model](#). Your child's Headteacher will discuss this with you before deciding whether to disapply them from formal assessments. For more information see: [National curriculum assessments: information for parents - GOV.UK](#)



What additional support is available for pupils with Medical Conditions?



Pupils with medical needs will be provided with an **Individual Healthcare Plan (IHP)**, written in partnership with medical professionals, parents/carers and if appropriate, the pupil themselves. These are reviewed annually, usually at the start of the Autumn term, or as soon as any changes are needed. Where a pupil also has SEND, this will be considered carefully as part of the arrangements set out within the IHP.

Staff who volunteer to administer and supervise medications will complete first aid training. If required, staff will undertake additional training in the use of specific medical procedures e.g. Use of Auto Adrenaline Injectors. All medicine administration procedures adhere to the guidelines set out in the school's **Supporting Pupils with Medical Conditions Policy** and **Administering Medicines Policy**.

Some children may miss long periods of education due to their medical needs. In this instance, home learning will be provided by the school, as appropriate to the medical condition, and the pupil may be referred to the Norfolk Medical Needs team for additional support. A **Joint Medical Protocol** (JMP) may be required to enable the school to work directly with medical professionals to be able to access appropriate support. For more information visit: [Supporting young people with medical conditions - Norfolk County Council](#)

A template for an Individual Healthcare Plan (IHP). It features a green cross icon at the top. Below the icon, the text reads 'Individual Healthcare Plan (Condition if appropriate) for PUPIL NAME'. There is a box labeled 'PHOTO' and a box labeled 'DATE'.A template for the Supporting Pupils with Medical Conditions Policy. It features the Diocese of Norwich St Benet's Multi Academy Trust logo at the top. Below the logo, the text reads '[Academy Name] Supporting Pupils with Medical Conditions Policy'. At the bottom, there is a table with the following information: Policy Type: Trust Policy, Date Issued by MAT: 06/06/2023, Approved By: Trust Executive Team, Approval Date: 15/06/2023, Review Date: May 2024, and Person Responsible: [blank].



What is an Education Health and Care Plan?

Most children and young people with SEND will have their needs met with targeted SEN Support in our setting. Some children may require an **Education, Health and Care Needs Assessment** (EHCNA) to be carried out, in order for the Local Authority to decide whether it is necessary for them to make a higher level of provision in accordance with an **Education Health and Care Plan** (EHCP) to secure the best possible outcomes for a child's future. An EHCP is for under 25s with complex special educational needs and disabilities (SEND). Further information can be found here: [Education, health and care \(EHC\) plans - Norfolk County Council](#)



What is an EHCP and who is it for?



The EHCP and The Person Centred Connection



How do we provide for children with EHCPs?

We use our best endeavours to follow advice from relevant professionals, as set out in the EHCP.

To support us in implementing the EHCP, we take information from the Needs (Section B), Provision (Section F) and Outcomes (Section E) parts of the EHCP and use these to create a **Personalised Provision Plan (PPP)**, following the APDR approach.

- Key Stage Outcomes are broken down into termly small-step targets and reviewed using Annual Review progress criteria.
- Provision is sorted into the key provision areas of: Adaptations and Adjustments, Support & Resources and Interventions. This helps us to know what support is predominantly delivered in class, what resources may need to be distributed or purchased, and what support and interventions need to be timetabled.
- We gather pupil voice termly, using the same format as our SEND Support Plans and we review the effectiveness of provision each term with pupils and parents/carers, just like we do for our SEND Support plans.

EHCP
Personalised Provision Plan
2025-26
Pupil Name

This plan details the graduated response of Assess, Plan, Do & Review. It should be reviewed annually.
This document may contain confidential and/or sensitive information.

SEND Overview

Name	Class	School

SEN Stage
EHCP Disability Yes / No

Primary Need
☐ Cognition & Learning
☐ Communication & Interaction
☐ Social, Emotional & Mental Health
☐ Sensory and/or Physical

Diagnoses, Assessments & Key Information
☐ Exam Access Arrangements
☐ Other

Assessment
Overview of Barriers to Learning including External Specialist Advice (Also see Section K documents)

Attainment
Reading Writing Maths

Strengths & Difficulties
Teacher Voice Parent/Carer Voice (Also see EHCP Section A)

INDES Level Outcomes
(2 is met, 7 is high)

EHCP Personalised Provision Plan (From EHCP Section F)
Communication and Interaction / Cognition and Learning / Physical / Sensory and/or Physical / Social, Emotional & Mental Health / Health

PLAN & DO Review and update the implementation of Section F Provision termly: Autumn / Spring / Summer
Adjustments and Adaptive Teaching Strategies

Support or Resources

Planned Activities and/or Interventions

Other Provision (e.g. Home Activity or External Specialist Support)

Autumn Term 2025 Targeted Outcomes
This term we are focusing on these EHCP Outcomes

Pupil	Year	Start date	September 2025	Review date	December 2025



How is the effectiveness of EHCP provision reviewed?

If a child in our school has an EHCP, the local authority must review it at least once a year. An annual review meeting will take place so that everyone who works with the child can come together to review the effectiveness of the EHCP. It will consider:

- The progress towards achieving the outcomes written in the EHCP
- The views, wishes and feelings of the child and their Parents/Carers
- Whether anything has changed such as new needs identified

The SENDCo will arrange the **Annual Review** on the Local Authority's behalf and send out invitations to those who should attend. Professionals from external services may attend the review meeting or provide a written report. If there is concern about progress of a child or the placement, the parent/carer or school may request that the Annual Review be carried out sooner than planned.

If your child has an EHCP and is due to move from one stage of schooling to another e.g. early years to school, primary to secondary, then the Local Authority has a legal duty to review and amend your child's EHCP and name their new education setting. This is called **Phase Transfer** and will happen in the Autumn term in the year before your child is due to move to a new phase of education.



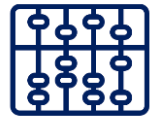
What happens at an EHCP
Annual Review?

For more information you can
contact the **Norfolk EHCP
Family Advice** line on
01603 679183.



How do we secure provision to support pupils with SEND?

We use these tools, created by the Inclusion & SEND Team, to help us identify, plan and review the effectiveness of our provision. This information also helps us to access Local Authority support and funding. The INDES and IPSEF help the Local Authority to plan the services they provide and to develop the Local Offer.



INDES

Identification of Needs Descriptors
in Educational Settings

This captures Individual Pupil Needs

Identification of pupil specific needs. Completed for every pupil on the SEND Record supporting identification of needs across cohorts/whole school which can inform provision and CPD



GPM

Graduated Costed Provision Map

This captures Whole School Provision

Whole school allocation of resources and use of E2 and E3 SEND funding at whole school and pupil specific level



IPSEF

Inclusion and Provision
Self-Evaluation Framework

This evaluates Whole School Provision

Whole school self-evaluation of inclusive practice and provision. This can feed into the Academy Development and Improvement Plan.



PEaSS

Provision Expected at SEN Support

This provides Good Practice Guidance for Setting and Individual Provision

Strategies and resources to support individuals at a whole school, classroom and SENDCo specific level



IMP

INDES Moderation Panel

This provides independent Quality Assurance

External moderation (via dip-sampling) of specific INDES, APDRs, external supporting evidence, alongside IPSEF and GPM.



What are INDES?

Identification of Needs Descriptors in Educational Settings (INDES) are a standardized framework used across Norfolk schools, co-produced and facilitated by the Inclusion & SEND team. They break down the broad areas of SEND into seven specific sections which describe a continuum of needs in each of these areas:

- Speech and language difficulties
- Social communication and interaction
- Learning and cognition difficulties (including behaviour for learning)
- Social, emotional and mental health difficulties
- Hearing impairment
- Visual impairment
- Physical disability (including physical and neurological impairment, medical, independence and sensory)

INDES
SEND

INSERT SCHOOL LOGO HERE

Diocese of Norwich
St Benet's Multi Academy Trust

Identification of Needs Descriptors in Education Settings (INDES)

Pupil	
Date completed	
Completed by	
Date Moderated	
Moderated by	
Date Submitted to LA	

For further guidance please see: <https://www.schools.norfolk.gov.uk/in-des>

Dec-21 version

INDES
SEND

Area of Need	1	2	3	4	5	6	7
Social Communication and Interaction (includes ASD)	Development is not in line with the typical developing child of young person	May have difficulty initiating social interactions	As well as peers, may have difficulty initiating social interactions	Has difficulty with social skills when engaged in play	Is beyond the school age, may continue to need support to develop social skills, which may be more than the school can provide	Has limited social interaction and may need social interaction	Has significant social communication difficulties, which may be more than the school can provide
	May appear to have no social communication skills	Shows a deficit in social and verbal communication skills	Shows a deficit in social and verbal communication skills	Shows a deficit in social and verbal communication skills	Shows a deficit in social and verbal communication skills	Shows a deficit in social and verbal communication skills	Shows a deficit in social and verbal communication skills
	Social communication skills are not used in a way that is appropriate for the situation	Shows a limited range of social communication skills	Shows a limited range of social communication skills	Shows a limited range of social communication skills	Shows a limited range of social communication skills	Shows a limited range of social communication skills	Shows a limited range of social communication skills
	Is not able to follow their agreed agenda in a way that is appropriate for the situation	Shows a limited range of social communication skills	Shows a limited range of social communication skills	Shows a limited range of social communication skills	Shows a limited range of social communication skills	Shows a limited range of social communication skills	Shows a limited range of social communication skills
	May show an inability to follow their agreed agenda in a way that is appropriate for the situation	Shows a limited range of social communication skills	Shows a limited range of social communication skills	Shows a limited range of social communication skills	Shows a limited range of social communication skills	Shows a limited range of social communication skills	Shows a limited range of social communication skills
	May show an inability to follow their agreed agenda in a way that is appropriate for the situation	Shows a limited range of social communication skills	Shows a limited range of social communication skills	Shows a limited range of social communication skills	Shows a limited range of social communication skills	Shows a limited range of social communication skills	Shows a limited range of social communication skills
	May show an inability to follow their agreed agenda in a way that is appropriate for the situation	Shows a limited range of social communication skills	Shows a limited range of social communication skills	Shows a limited range of social communication skills	Shows a limited range of social communication skills	Shows a limited range of social communication skills	Shows a limited range of social communication skills
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Using INDES helps us to identify needs, using a shared language to improve communication between settings, the Local Authority, professionals and families.

They can provide a picture of a child or young person's needs throughout their education and capture how these needs may be changing over time.

INDES are usually completed by the class teacher annually and moderated by the SENDCo, sometimes alongside the Trust Improvement Lead for SEND. Quality Assurance takes place through the Trust SEND Network and INDES Moderation Panel (IMP).



What SEND funding has the school received?



Information about our SEND funding can be found on our SEN Memorandum which can be accessed [here](#). This provides a breakdown of how our SEND funding has been calculated by the DfE and Local Authority.

Element 2 funding (I01) is based on proxy indicators of pupil numbers, prior attainment, social deprivation and a fixed sum. It is important to note that this is NOT dependent on number of pupils identified with SEND or who have EHCPs.

Element 3 funding (I03) sometimes referred to as 'top-up' funding, is intended to help schools meet the provision costs for those pupils with a higher level of need (above £6,000) and is allocated at a cohort level following submission of INDES and the Graduated Costed Provision Map (GPM).

In 2025/26 financial year we were allocated £63,057

In 2024/25 financial year we were allocated £56,331

In 2023/24 financial year we were allocated £33,600

For the 2026/27 financial year we have been allocated £70,831. Both currently, and in previous years, SEND funding has not fully covered our SEND provision costs and therefore funding from other budget streams has been needed to make up the short-fall.



How do we use our SEND funding?

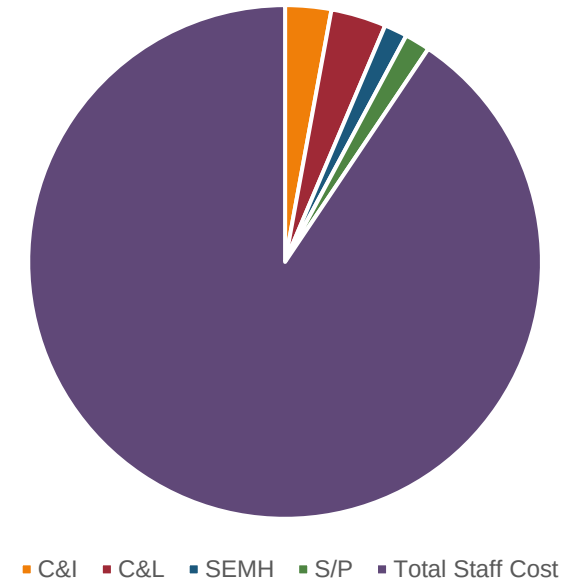
In 2025/26 the majority of SEND funding was used to fund support staff, including additional adult support in classrooms during core lessons, delivery of EHCP provisions, delivery of interventions, additional support at break and lunchtimes, as well as SEMH and wellbeing support.

Around £2,400 was used to support Cognition and Learning through subscriptions to support learning such as Clicker 8, Nessy and TT Rockstars and Numbots. This funding also included specialist assessment. (CL)

Some funding, around £1,000, was used to fund Boxall Profile assessments and Norfolk Step Up training as well as developing the inclusive environment further through positive reward systems, developing a resource of books based around emotions and an instructional handbook for staff. (SEMH)

Around £2000 was used to support the needs of children who require additional support with speech and language, which including specialist support from Communicate and an additional subscription. (C&I)

2025/2026 SEND Funding Allocation



Around £1100 was spent on a club to develop children's social skills, self esteem and resilience alongside resources for sensory circuits. (S/P)



What expertise and training does the SENDCo have?



Professional Support and Expertise

Our SENDCo, Mrs Parsons, has been in post since September 2026 and will be completing the NPQ SENCO. Previously she has worked as a class teacher and also has a Masters in Education Studies. She will be assisted in her role by Mrs Goodhew and Mr Richardson, both highly experienced SENDCos.

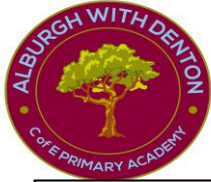
The SENDCo is also supported by the Trust Improvement Lead for SEND (TILS), Mrs Nadine Avenal, who works with all Trust schools to develop SEND provision across all settings. Nadine holds the National Award for SEN Coordination (NASENCO) and has worked as a SENDCo and Senior Leader for over 20 years.

Training & Networking

The SENDCo attends termly St. Benet's SEND Network meetings with other SENDCos from across the MAT. Each term a wide range of topics are explored including guest speakers from: Mile Cross SRB, DOS, PiXL, EPSS, the SEND & Inclusion Team, the Wherry School and the Angles Maths Hub.

There is also an annual opportunity to visit a specialist setting and access CPD which can be disseminated back in school. In May 2026, we visited the Horizon School in Suffolk, a pupil referral unit specialising in Social, Emotional and Mental Health Needs through short-term placements. We also had the opportunity to learn more about the Hamish & Milo programme and how the school applies the 7 Cs approach. Previously the Trust has hosted similar events at Parkside Complex Needs School, The Wherry School and Chapel Green.

The SENDCo attends termly TAS meetings, ZIP meetings, SALT Link Meetings and other multi-agency meetings, to ensure up-to-date knowledge and collaborative practice.



What SEND training and CPD have staff accessed within the last three years?

Staff have access to a range of CPD opportunities through INSET, Staff Meetings, training courses and directed study. Over the past 3-years, this has included:

All Staff:

- Safeguarding, Health and Safety, Sexual Harassment, Data Protection [St Benets]
- Norfolk Steps training
- SONAR training
- Introduction to White Rose Maths
- Supporting pupil's Independence and Adaptive Teaching Strategies – EPSS
- Norfolk STEP On Refresher – Lead Professionals
- Zones of Regulation
- Sensory Circuits – S&CT
- Allergy Awareness – IAMCompliant
- One Page Profiles
- 7 Cs as a language of SEND – Judith Carter
- Supporting SEND in the Classroom through Adaptive Teaching 5-a-day approach – St Benets
- Making Sense of Autism – AET
- Trauma and Attachment Awareness – MHST
- Supporting conceptual understanding of Maths to improve confidence & resilience – Maths Hub
- Trauma & Attachment Aware Practice (TAAP) – VS LAC

Targeted Groups or Individual Staff

- Safeguarding refresher training
- Walkthrus & coaching – Developing pedagogy and practice
- Maths 5 Big Ideas – St. Benet's Maths Lead
- Maths PIXL - building problem solvers [PIXL]
- PIXL for Maths and Literacy leads [PIXL]
- Targeted Outcome Writing - St Benets Literacy Lead
- SEN Trust Network meetings [St Benets]
- Writing Transcription skills - Wensum Hub
- Positive Behaviour Management – STEP's Lead Professionals
- INDES moderation
- Dyslexia Awareness - DOS
- Supporting pupils with HI - VSSS
- Clicker training – ATT
- SALT Programmes – Communicate Speech and Language Therapy Service
- Step Up – Lead Professionals Training
- Young Carers Awareness
- First Aid & Paediatric First Aid – Anglian Training
- Safer Recruitment training
- St Benet's Inclusion Pathway (Inclusive pedagogy, SpLDs, Executive Functioning & Working Memory)
- St Benet's Pastoral Pathway (Developmental Trauma, Attachment, Window of Tolerance and Polyvagal Theory)



What specialist support can the school access through the Local Offer?

As well as using the expertise that we have in school and across St. Benet's MAT, specialist advice can be sought for those children in need of additional provision. This is often secured through the Local First Inclusion Programme via termly **Team Around the School** (TAS) meetings and may include advice and support from:

Inclusion & SEND
Team Advisors

Virtual School
Sensory Support

Virtual School
LAC

Educational
Psychologists (EP)

Specialist
Learning Support
Teachers (SLST)

Specialist
Outreach
Advisory Service
(SOAS)

Specialist
Resource Bases
(SRBs)

School &
Community Team
(SCT)

Mental Health
Support Team
(MHST)

TITAN Travel
Team

Access Through
Technology (ATT)

Occupational
Therapy (OT)

Speech and
Language Therapy
(SALT)

Autism Support
Team

SEMH Support
Team

Medical Needs
Service

Neurodevelopme
ntal Service (NDS)

Attendance Team



What other specialist support can the school draw on?



In addition, our Trust has formed links with or has commissioned support from other external specialists, including:

		 		 Chapel Green School
<u>Horizon School</u>	<u>The Parkside School</u>	<u>Mile Cross L&C SRB</u>	<u>The Wherry School</u>	<u>Chapel Green School</u>
	 Willow Tree Learning	 Carers Matter Norfolk	 Dyslexia Outreach SERVICE	 Inclusion SEND
<u>DNEAT</u>	<u>Willow Tree Learning (Judith Carter)</u>	<u>Carers Matter Norfolk</u>	<u>Dyslexia Outreach Service (DOS)</u>	<u>Norfolk STEPs</u>



What support is available to support emotional, mental and social development of pupils with SEND?



We strive to be an inclusive and nurturing setting with caring staff who build positive relationships with all children. Mental health and wellbeing is taught throughout our PSHE curriculum.

We are committed to supporting families and children's SEMH needs through informal check-ins, restorative approaches, lunchtime clubs (e.g. singing), enrichment sessions, referrals to the Mental Health Support Team [MHST] and subsequent activities, opportunities run by the team, and gathering pupils' voice through Wishes and Feelings.

Pastoral Care is central to our work. Whilst all members of staff support children with their pastoral needs, specific interventions are mostly led by Mrs Kenyon who works closely with our SENDCo and teachers.

Zones of Regulation is used throughout the school. For more information, watch this short video or see: Zones of Regulation



<https://youtu.be/zZ9X-d3oZvQ>





What support is available through the Mental Health Support Team (MHST)?

Mental Health Support Teams (MHST)

Mental Health Support Teams (MHST) are an early intervention service across Norfolk and Waveney, working with some schools and their pupils. We can offer support to children and young people, their families, and their school community to help manage emerging mild to moderate mental health difficulties.

What does the MHST service do?

We provide brief, low intensity, evidence-based support for mild to moderate mental health difficulties. We support schools in developing their whole school approach to ensure that all the children, young people and staff work together to understand and support mental health and wellbeing.

If a child or young person needs more specific support, then we can complete an assessment and either offer individual sessions, group work, work with parents or give advice to school and college staff, and liaise with external specialist services, to help children and young people to get the right support.

We can offer assessment and support for:

- ✓ Mild anxiety and/or avoidance
- ✓ Behavioural difficulties
- ✓ Mild low mood/depression
- ✓ Managing negative thoughts
- ✓ Worry management
- ✓ Adolescent sleep difficulties.

~ Accessing MHST Support ~

Referrals to our MHST service come via schools and colleges. To find out if our team is linked to your child's school or college please speak to the school's mental health lead, pastoral team or head teacher.

If school or college believes a child needs to be referred, our teams will always request consent from parents or carers before starting the referral process – unless a young person is of an age and maturity to consent for themselves.

You can also [self refer by making a request for support](#).

Our MHST service works as closely with families as possible and includes them when appropriate in a child or young person's care.

We work closely with the MHST who provide workshops on a whole school level and also targeted support for parents/carers so that they can best support the mental health needs of their children.

If you would like to know more information about how the MHST can support you and your family, please contact Mrs Kenyon, our Pastoral Lead or you can contact the team covering South Norfolk schools directly to discuss a self-referral via eec.mhstsouthnorfolk2@nhs.net



How is Norfolk STEPs used to support SEMH needs?

The Norfolk STEPs team support our school with positive behaviour management. All staff are trained in the **Norfolk STEPs** programme to ensure we maintain a consistent approach when supporting children in our school, so that all children are safe and ready to learn.

The STEPs team have recently produced a set of e-learning resources for families to use at home. To access this please see: [Norfolk Steps Family e-session videos](https://padlet.com/PSC_Training/norfolk-steps-for-families-resources-and-links-nktookloyw136zg2) The training mirrors how we support your children at school. They have also created a Padlet which contains links to helpful resources and websites:

https://padlet.com/PSC_Training/norfolk-steps-for-families-resources-and-links-nktookloyw136zg2

In line with our Behaviour Policy and the Norfolk STEPs approach, for some pupils with high SEMH needs, a **Positive Behaviour Support Plan and/or Pupil Specific Risk Assessment** may be created to ensure a consistent and safe approach if they start to become dysregulated or show behaviours that challenge or harm. This plan will be shared with you by their class teacher and you will be invited to contribute to reviewing and updating it, as we develop a growing understanding of your child's needs.

Norfolk Steps Family e-session videos

Part 1: Understanding your child's behaviours

Part 2: Promoting positive behaviours

Part 3: Helpful responses

Part 4: Making a plan

Part 5: Working with school

Find all resources linked to from the e-session on this padlet!

Norfolk Steps for Families - Resources and Links

E-session videos

Understanding your child's behaviours

Behaviour plans

Child development

Managing feelings

Further support

Blank - Simple behaviour log

Blank - Behaviour Plan

Common difficulties in the early years

Norfolk County Council

Positive Behaviour Support Plan

Name: _____ DOB: _____ Date: _____ Version of plan: _____

Photo: _____

Areas of strengths:

- Can be academic, personal, social, emotional
- Hobbies out of school

Motivators:

- What helps the pupil in moments of escalation or crisis?
- What distracts/diverts them?
- What helps to regulate them?

Presenting behaviours that challenge or cause harm:

Provide an overview of the main behaviours being displayed that challenge or harm. You might decide to focus on one or two that you are most concerned about initially. It is helpful to record four things about the behaviour

- "appearance" - what the behaviour looks like, what the pupil does,
- "frequency" - how often the behaviour occurs,

SEN stage:

- No SEND / SEN support / EHCP referral/assessment plan

Areas of Need:

- SEN/HCI/Cognition and Learning/Communication and Interaction/Sensory under Physical
- Any diagnoses
- Can include assessments/assessments here e.g. INDEC, Social Profile, Cognitive assessments etc

Possible triggers:

Think about places, specific situations, people, activities, changes, sensory issues

- Family / friends related e.g. contact with mum when friends don't want to play
- Interactions with others e.g. when directly asked not to do something, specific staff members
- Activities/lessons e.g. writing, transitions that are too long, afternoon sessions
- Physical environment e.g. noise and crowds
- Other e.g. hot weather

Pupil voice:

- How does the pupil feel about school?
- What do they enjoy/not enjoy?
- Who helps them at school?
- What parts of the day are better/worse for them?
- What lessons are better/worse for them?
- Can they talk about their behaviours? What helps them the most? What makes things worse?

Positive behaviours we are supporting:

Include the positive behaviours which the pupil is working towards e.g. following instructions safely, accessing and engaging in learning, taking turns etc:

- Try to be as specific as possible with behaviours you will support e.g. following two-part visual instructions safely, accessing short 10-minute bursts of learning with frequent movement breaks and engaging in interests-led activities, taking turns

Inclusion SEND

flourish



What are the school's admissions arrangements?



From our Admissions Policy: *'We seek to be an inclusive academy, welcoming children from all backgrounds and of all abilities and we reflect this in our admissions policy. A child's level of achievement or specific needs are not a barrier to admission to the academy.'*

Schools must be properly consulted before they are named in Section I of an EHCP. Local Authorities must follow lawful, transparent processes and allow schools 15 days to respond to placement consultations. If consulted, the school will carefully consider if the placement would be suitable based on the pupil's needs and wider cohort needs. There are 3 lawful reasons why a LA can refuse to name a school in an EHCP:

- The setting is unsuitable for the age, ability, aptitude or SEND of the pupil
- The attendance of the pupil would be incompatible with the provision of efficient education for others
- The attendance of the pupil would be incompatible with the efficient use of resources.

If our school is named in Section I of an EHCP, the pupil will be admitted, and we will work with the family and EHCP Co-ordinator to support a smooth transition.

Children working outside of year group:

Where children have SEND that means they are working significantly below age-related expectations placements for working out of year group will be considered on a case-by-case basis. From our policy: *'It is expected that children will normally be educated within their chronological year group. However, the Headteacher will make decisions on the basis of the circumstances of each case and in the best interests of the child concerned in line with the School Admissions Code 2021. A request for admission out of year group can only be considered where the school has places available.'*

[Academy Name]

Pupil Admissions Policy
Primary

2025-2026

Policy Type:	Trust Policy
Date Issued by MAT:	22/01/2024
Approved By:	Trust Executive Team
Approval Date:	18/01/2024
Review Date:	January 2025
Person Responsible:	Chief Executive Officer

Further admissions information can be found at:
www.norfolk.gov.uk/admissions



How do we support transition between phases?



Transition to EYFS: Our SENDCo works closely with parents/carers and Pre-school or Nursery settings to begin preparing for new pupils joining our school who have additional needs, usually around 6-9 months before joining.

Transition visits prepare children for their first school day in September. These include taking part in fun activities such as a tour of the school and our stay and play sessions to meet staff. The pre-school also uses our school field and hall for PE and come along to watch events like our sports day dance. During the Autumn term the school also holds events for prospective parents to help families learn more about the school and to begin building relationships with us. Some pupils may need additional transition support to help settle them into school. Our SENDCo will work closely with the family to plan any additional activities needed. Where a pupil already has an EHCP, our SENDCo will also try to attend their Annual Review and liaise with their EHCP Co-ordinator.

Transition to other year groups: Sometimes we have new pupils who join us in other year groups or part-way through the year, and some who leave us to go to new settings. The SENDCo works with the previous and/or forwarding school to ensure that there is a handover of information to make sure that their needs are known in their new setting. e.g. This could include asking a setting to share or complete an up-to-date INDES assessment.

Transition to High School: Our main feeder high schools, Bungay High School and Harleston Sancroft Academy along with most other High Schools, host transition sessions specifically for children with SEND and others who may benefit from extra visits. These are usually offered as part of a much smaller group of pupils in addition to the main transition visits. Our SENDCo and Pastoral staff work closely with Bungay High School and Harleston Sancroft Secondary Academy throughout the year, and we invite them to attend our Year 6 EHCP Annual Reviews. As appropriate, we also work with external services to provide enhanced transition activities for pupils with SEND including the School and Community Team (SCT).





How do we share information to support transition?

Joining Reception

Introductory letter and information pack sent to parent/carers and pupil including Welcome Booklet

Visits to Nursery/Pre-school by new teacher(s)

A series of stay and play sessions in school

Additional visits (including at quieter times if necessary) for vulnerable pupils.

Information Evening for Parents/Carers

Home Visits by class teacher and TA or SENDCo

Phased start in September starting with mornings only, mornings with lunch and then full time if ready.

Moving to a New Class in the school

Transition meetings with parents, child and other professionals if required. Pupil given advanced warning of change if appropriate (e.g. told new teacher by family first).

Moving up Morning where the pupil spends the morning with their new class, teacher and support staff doing 'Getting to Know You' activities.

Hand-over meetings (teacher to teacher) to discuss support and effective strategies.

Transition Booklet (e.g. Moving to Year 4) shared to reassure pupils (i.e. Therapeutic Story Style).

Pupil specific transition support as identified on APDR (e.g. transition object, additional time with new teacher, etc.).

If necessary, vulnerable pupils are invited in for a Refamiliarization Visit the day before term starts.

Moving to High School

Pupils in Year 5 attend a Taster Day at XXX High School and have further opportunities attend wider school events over the next two years to become familiar with the school.

XXX High School staff and pupils come to the school to talk to Year 6 pupils about life at the High School.

Meeting between SENDCos from both schools to discuss pupils' needs and current provision

Meeting between class teacher and Year 7 staff to share key information and support transition planning

Key information is shared with the new setting using the Common Transition Paperwork

Transition Days are held for all Year 6 pupils.

Additional transition visits are organized for individuals or small groups, if required.

Special Year 6 Leavers events and activities to support 'moving on'.

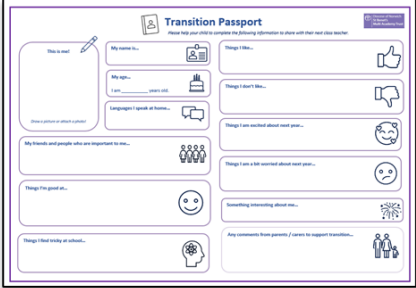
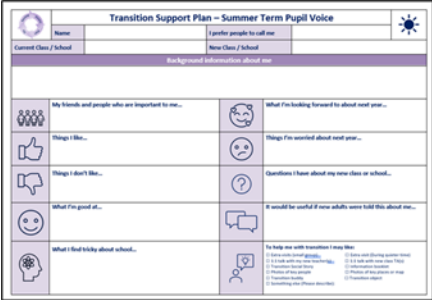
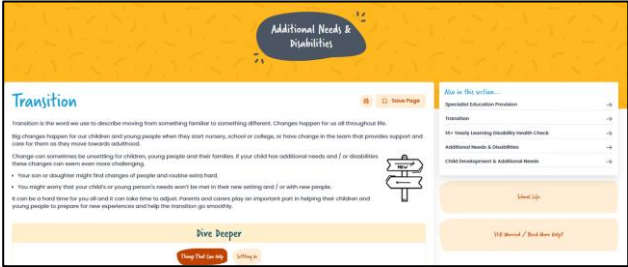
Following GDPR guidance, pupils' SEND files are transferred to their new setting within 15 days of them starting their new school.



How does the school involve pupils and families in supporting transition?



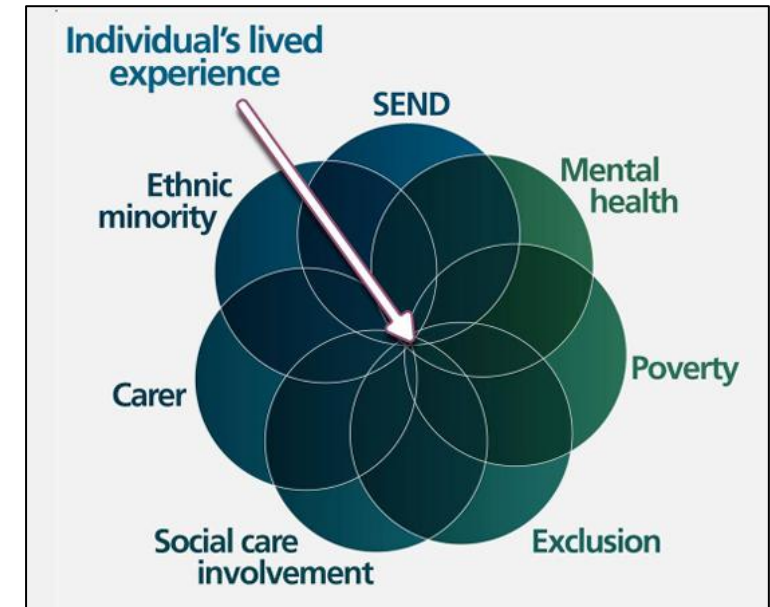
Depending on the age and stage of a child, we use a number of resources to gather pupil and family voice, and to share information to support successful and effective transitions, including:

		
Transition Passport –Completed with family at home or as part of a school transition activity.	Summer term APDR Pupil Voice – Pupils are supported to create a Transition Support Plan to share with their new teacher(s).	‘Moving to Year X’ Booklets (Therapeutic story) focusing on what will be staying the same as well as what will be changing.
		
Parent/Carer and Pupil Information Packs - including Welcome Booklet with photos of key staff and locations.	External Enhanced Transition Support e.g. Support from the Schools & Communities Team or <u>TITAN Travel Training Programme</u>	Signposting to further support and guidance about transitions. We recommend visiting <u>Just One Norfolk</u> as a great place to start.



How does the school support pupils with SEND who are Looked After (LAC) or Previously Looked After (PLAC)?

- Our Designated Teacher for Looked After Children is Mrs. Goodhew.
- We recognise that children who are Looked After or Previously Looked After may face additional vulnerabilities and barriers to learning. We know that these needs can sometimes be misinterpreted as being related to post-traumatic experiences rather than an underlying SEND, therefore staff remain curious and open-minded when considering the needs profile of pupils who are LAC or PLAC.
- If a pupil is Looked After and has SEND, the SENDCo will contribute to Personal Education Plans (PEP) and ensure that these align with APDRs and/or EHCPs. If they have an EHCP, Annual Reviews will be combined with PEP review meetings wherever possible, to avoid duplication. If appropriate, the Virtual School Head will be invited to comment on proposed SEN provision as part of the Graduated Approach.



We recognise that SEND may be just one aspect of a child's profile and that there are many factors which impact a pupil's experience of school. We seek to understand what their lived experience is like.



How can I access SEND Advice & Support Services?

Welcome to Norfolk SENDIASS, we are a statutory service providing free and impartial information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers.



Who are we and how can we help?

Find out more about who we are, how we can help and what services we offer.



Information zone

Watch our bite-size training videos, access our information pages, booklets, frequently asked questions, useful links and details of any upcoming training.



Book an Appointment

Parents / carers or young people can book an appointment with a SENDIASS advisor.



Face to face library drop-in and outreach

Come and chat with an advisor at a local library drop-in or find out what local events our Engagement and Advice team will be attending.



Parent/carer and professional feedback board

If you are a parent/carer or professional and would like to leave some feedback or ask us a question you can do this via our online pinboard



Norfolk SEND Youth Forum

An opportunity for young people to share their experiences and work together to improve services for young people with Special Educational Needs and Disabilities.

SEND and inclusion support line

The SEND and inclusion support line is for families and professionals looking for support and advice.

Call 0333 313 7165 ➔

Our phone line is open Monday to Friday 9am - 5pm, excluding bank holidays.

How we can help you

Our team of advisors can help you:

- Learn how to access support for children and young people
- Learn about the support available to your child
- Get guidance and support if a child is at risk of being permanently excluded from their place of learning
- Get guidance and advice if you are considering applying for an [education, health and care plan \(EHCP\)](#)

<https://www.norfolk.gov.uk/article/69603/SEND-and-inclusion-support-line>

<https://www.norfolksendiass.org.uk/>



How can I access Training and Online Support for Parents/Carers of children with SEND?

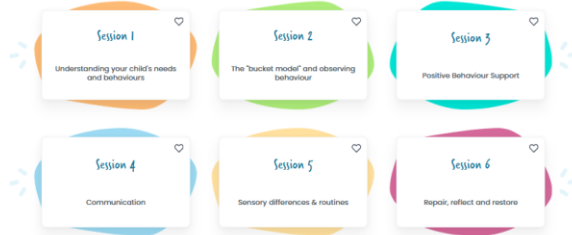


Norfolk Positive Behaviour Strategies (PBS)

Positive Behaviour Strategies (PBS) is a programme for families of children with additional needs produced by our partners in Norfolk Community Health and Care and Family Action. It was developed originally to give group support to families of children who had been referred for assessment by a specialist team. These sessions have been developed during the Covid-19 outbreak to offer support to all families with additional needs.

During the course you will hear the term neurodevelopmental disorder which refers to conditions such as autism (autistic spectrum disorder, ASD), and attention deficit hyperactivity disorder (ADHD). It is really important to remember that having a name for your child's condition does not alter how your child behaves.

This course will help you think about the messages your child is trying to communicate to you and some practical skills and strategies to help you manage your child in a positive way.



Supporting Your Neurodivergent Child

Written by parents, for parents

Originally created by:



Supported by:



online Learning - Togetherness: Bringing the Solihull Approach to the World

Save Page

Togetherness is a digital hub with free online learning pathways using the Solihull Approach. It's available for everyone who cares for children aged 0-18 years. It's there to help you recognise emotions in yourself and your child, and helps you to see how these emotions can impact on behaviour.

These pathways can help increase your confidence as a parent or carer, so that difficulties encountered in everyday life are reduced by seeing a child's behaviour from their point of view. A closer relationship between you and your child can develop, resulting in a calmer and happier household for everyone.

Learning is split up into segments and you can drop in and out of pathways as you need to. Some pathways are also available in different languages.

Pathways

- ✓ Understanding pregnancy, labour, birth and your baby
- ✓ Understanding pregnancy, labour, birth and your baby: for women couples
- ✓ Understanding your baby
- ✓ Understanding your preterm or sick baby in hospital
- ✓ Understanding your preterm or sick baby now you are home
- ✓ Understanding your child: from toddler to teenager
- ✓ Understanding your child with additional needs
- ✓ Understanding your child's feelings (a taster course)
- ✓ Understanding your child's mental health and wellbeing
- ✓ Understanding your teenager's brain
- ✓ Understanding your relationships
- ✓ Understanding your own trauma
- ✓ Understanding the impact of the pandemic on your child
- ✓ Understanding the impact of the pandemic on your teenager
- ✓ Understanding your brain (for teenagers only!)
- ✓ Understanding your feelings (for teenagers only!)
- ✓ Moving up to secondary school for children with additional needs

TOGETHERNESS

Bringing the Solihull Approach to the world

Sign up for FREE with access code: JON70

Access the FREE pathways

Find out more about the pathways available

<https://www.justonenorfolk.nhs.uk/child-development-additional-needs/additional-needs/training-support/>



How can I access Health Support Services?

Just One Norfolk is the single point of access for all Norfolk Healthy Child Programme services. The website contains lots of useful information, videos and sign-posting that cover a wide range of health needs including physical & emotional health and all aspects of communication development (including access to speech and language therapy services).

An NHS banner with a yellow background. At the top left is the 'Children Young People's' logo, and at the top right is the NHS logo. The main text reads 'Do you need health advice for your child aged 0-19?'. Below this are three colored speech bubbles: a green one on the left saying 'Visit: JustoneNorfolk.nhs.uk' with a mouse cursor icon and the text 'Norfolk's online NHS resource for families'; a blue one in the middle saying 'Text: Parentline 07520 631590' with a speech bubble icon; and a purple one on the right saying 'Call: Just one Number 0300 300 0123' with a telephone icon and a list of hours: 'Mon - Fri: 8am - 6pm' and 'Sat: 9am - 1pm'.

www.justonenorfolk.nhs.uk/



How can I access Care Support Services?

If you have difficulties in your family or are worried about your children, there are people who can offer help and support.

Early Help can help any family with a child or young person up to 18-years-old (25 for young people with special educational needs and/or disabilities). It's about getting information, advice and guidance to prevent family worries escalating into bigger issues. Some of the worries may include:

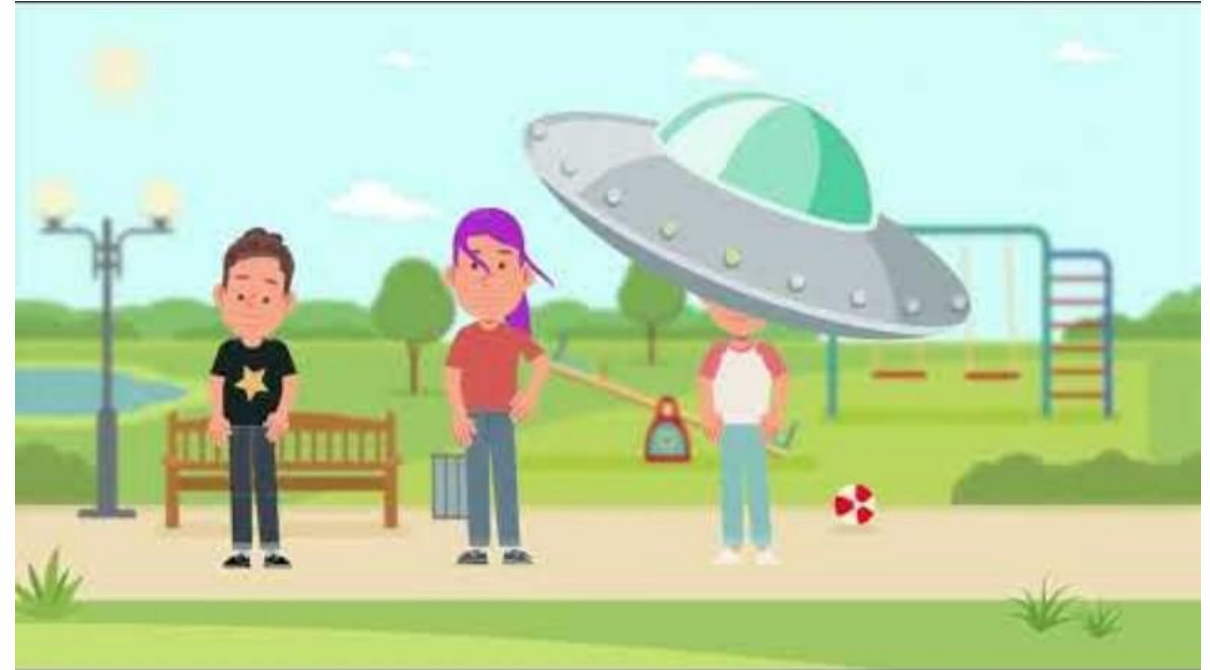
- Children with poor mental health affecting their everyday life and activities
- Domestic abuse or parental conflict which is having an impact the children's wellbeing and parents/carers in the family
- Someone may be suffering from drug or alcohol dependency and are not sure where to get help
- Children may be refusing to go to school, and you feel there is no support in place
- You may be a single parent who needs some advice and information to support your family
- You may be having some worries about finances or issues around housing

There may be lots of worries where you are not sure where to turn. **The Best Start Family Hubs** can listen to your concerns and offer information, advice, and signposting to services who may be able to help.

www.norfolk.gov.uk/children-and-families/early-help-and-family-support

Where can I find out more about Short Breaks?

Short Breaks



Short Breaks are activities for children and young people with SEND. They can come in a range of shapes and sizes. They can be activities that are available to everyone or activities with trained staff and specialist equipment. They can take place in the family home, at a centre or in the community. Short Breaks take place outside of school hours during evenings, weekends, school holidays and sometimes overnight.

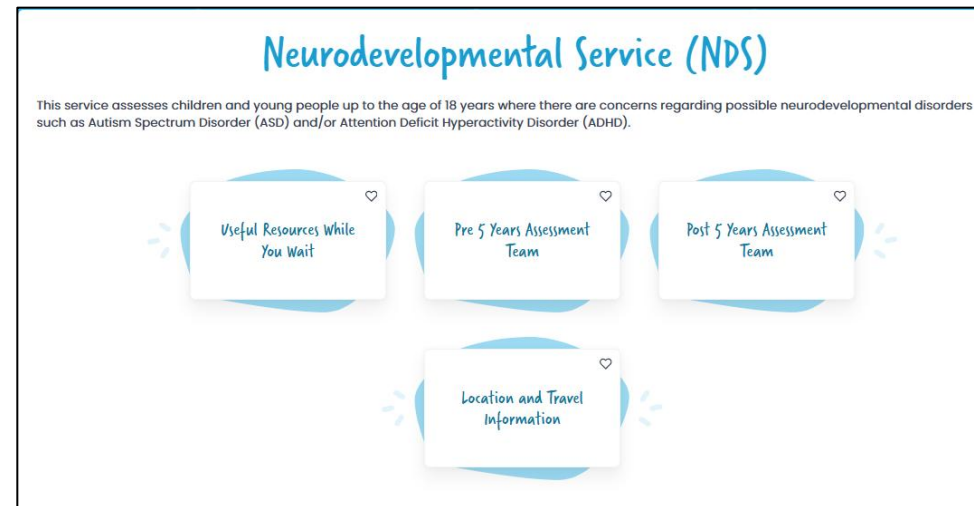
www.norfolk.gov.uk/children-and-families/send-local-offer/health-and-social-care/social-care/short-breaks



Where can I find out about the NHS Right to Choose Neurodevelopmental Service (NDS)?



We are not diagnosis led – This means that a child does not need to have a formal diagnosis or 'label' to be able to access SEND support and provision. However, we understand that for some families, they may want to explore neurodevelopmental assessment via the NHS. If appropriate, referrals can be made by the school, via the GP or through NHS Right to Choose. Usually, schools will be contacted to provide additional information and observation to support with any assessment, so if you are thinking of exploring an NDS assessment pathway, please let us know as we may be able to offer guidance and support. For more information see: [NHS Right to Choose Neurodevelopmental Services for Children and Young People – Information for Primary Care - Knowledge NoW](#)



<https://www.justonenorfolk.nhs.uk/our-services/neurodevelopmental-service-nds/>



How can I find out about wider support available through the Norfolk Local Offer?

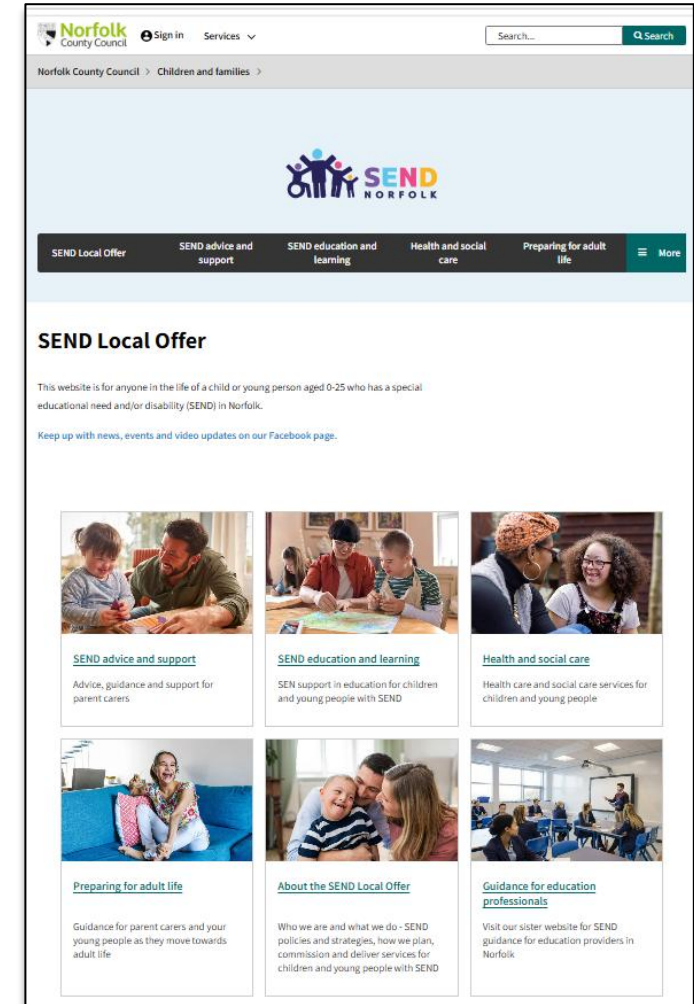


This report is part of the school's contribution to The **Local Offer**. It sets out the provision that is available in our school.

The Norfolk Local Offer also provides information about the wider support and specialist services that are available in our area. It can be accessed here: www.norfolk.gov.uk/children-and-families/send-local-offer

The SEND Local Offer website also links to the [Norfolk Community Directory](#). You can use the directory to search for specific organisations, support groups, services and special events.

If you live outside of Norfolk, you will need to go to the relevant Local Authority website (e.g. Suffolk). Please ask us if you would like any help finding information about a support service or accessing the Local Offer.





What should I do if I have a complaint?



If you have any concerns about your child, please discuss these with their class teacher first. We would always prefer to know sooner rather than later if a difficulty is emerging, so that we can put appropriate early intervention and provision into place. Parent Kind provide some useful guidance to help resolve concerns quickly and positively.

We always hope to work in partnership with parents/carers to make sure that provision is working well in between the termly review meetings. If you feel that your concerns have not been resolved by speaking to the class teacher, you should then speak to the SENDCo. This can be arranged via the School Office, however, please be aware that an immediate appointment may not always be possible, due to staff having multiple roles including teaching / cover responsibilities. The Headteacher is also available to speak to Parents/Carers upon request. Should none of these stages resolve your concerns, you will need to follow the school's complaint procedure, which can be found here.

Free, impartial advice can also be given by the Norfolk SEND Information, Advice and Support Service (SENDIASS). For more information please see: www.norfolksendpartnershiass.org.uk



 **01603 704070**

 **norfolksendiass@norfolk.gov.uk**



What other information is available from school?

This report explains how we support children with SEND. Under the [Children and Families Act 2014](#) it is a legal requirement for all schools to publish a SEN Information Report and update it at least annually.

As it is important that everyone is able to have a good understanding of how we support pupils with SEND in our school, we would welcome any feedback and ideas for how we can make this report even better or other information that you would find it helpful to know.

<https://www.alburghwithdentonprimaryschool.co.uk/index.php/key-info/send>

This report should be read in conjunction with our [SEND Policy](#)

Other Related Policies and Guides

[Accessibility Plan](#)

[Anti-Bullying Policy](#)

[Behaviour Policy](#)

[Equality & Diversity Information & Objectives](#)

[Supporting Pupils with Medication Conditions Policy](#)

[Safeguarding Policy](#)



Frequently Asked Questions

How will the teachers know what my child needs? Children's SEND Support Plans and electronic SEND files are available to all staff working with your child. We also invite you to complete a Parent/Carer Voice form to share key information about your child with us.	Who should I contact if I think my child has SEND? Your first point of contact should always be your child's class teacher who will speak to other school staff as needed. You can also request a meeting with the SENDCo.
How will I know what support my child is getting? Each term you will receive a copy of your child's APDR plan. You will also be invited to attend review meetings and receive an Annual Report and Parents' Evening invitations.	Will the school receive additional funding for my child? Through the INDES system, the Local Authority may allocate Element 3 funding to schools to meet needs of pupils whose provision needs cost more than £6,000 per year.
How often will I hear from the school? Each term you will be invited to review your child's APDR SEND support plan with their teacher. In addition, pupils with EHCPs will also have an Annual Review meeting.	Will my child have a 1:1 Teaching Assistant? Unless this is identified as a specific provision in an EHCP, we will not provide 1:1 support. However, all pupils can access additional key worker support as needed.
How will my child's needs be met? We pride ourselves in our inclusive, Christian values. We will get to know your child and plan SEND provision to meet their individual needs and review the effectiveness of this.	Will my child be taught in class with everyone else? Yes! Most of the time, pupils are taught in their classes with adaptations and support used to help them access learning. They may sometimes go out for interventions or small group support, but they will be based in their class.



Useful Acronyms

AA	Access Arrangements	EAL	English as an Additional Language	PD	Physical Disability
ADD	Attention Deficit Disorder	EHENA	Education, Health and Care Needs Assessment	PBSP	Positive Behaviour Support Plan
ADHD	Attention Deficit Hyperactivity Disorder	EHCP	Education, Health and Care Plan	PEaSS	Provision Expected at SEN Support
AP	Alternative Provision	EP	Educational Psychologist	SALT	Speech and Language Therapy/Therapist
APDR	Assess, Plan, Do, Review <i>(Also known as the Graduated Approach)</i>	EYFS	Early Years Foundation Stage	SDQ	Strengths and Difficulties Questionnaire
AR	Annual Review	GPM	Graduated Costed Provision Map	SEMH	Social, Emotional and Mental Health
ASD	Autistic Spectrum Disorder	HI	Hearing Impairment	SENDCo	Special Educational Needs and Disabilities Coordinator
ATT	Access Through Technology	HLTA	Higher Level Teaching Assistant	SENDIASS	Special Educational Needs and Disabilities Information and Advice Support Service
BPVS	British Picture Vocabulary Scale	IHP	Individual Healthcare Plan	SLCN	Speech, Language and Communication Needs
BSL	British Sign Language	INDES	Identification of Needs Descriptors in Educational Settings	SLD	Severe Learning Difficulties
C&I	Communication and Interaction	IPSEF	Inclusion and Provision Self Evaluation Framework	SLST	Specialist Learning Support Teacher
CPD	Continued Professional Development	JON	Just One Norfolk	S/P	Sensory and/or Physical
DCD	Developmental Co-ordination Disorder	LA	Local Authority	SpLD	Specific Learning Difficulties
DfE	Department for Education	MLD	Moderate Learning Difficulty	SRB	Specialist Resource Base
DLD	Developmental Language Disorder	NDS	Neuro-Developmental Service	VI	Visually Impaired
DOS	Dyslexia Outreach Service	NWOW	Normal way of working	VS LAC	Virtual School for Looked After Children
DSL	Designated Safeguarding Lead	OT	Occupational Therapy/Therapist	VSSS	Virtual School for Sensory Support