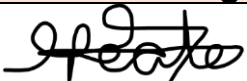


The Norman C of E Primary School
SEND Information Report

Action	Date	Signature
Policy Written	18.11.2025	
Policy Ratified		
Review		

This SEND Information Report has been written alongside the SEND Policy to comply with SEND Code of Practice 2014, Children and Families Act 2014 and the Equality Act 2010.

The Norman C of E Primary School is a mainstream school, which is part of DEMAT. We make every effort to meet the needs of all pupils, including when necessary, additional provision for children with Special Educational Needs and Disabilities. We work with the Trust and a range of outside agencies who support and advise all school staff.

High-Quality Teaching is at the heart of our Universal provision which is accessible for all children and young people. This ensures that all children have access to high-quality teaching in an inclusive environment. Class teachers ensure that lessons are planned according to the specific needs of all groups of children within their classroom. Planning and teaching is adapted daily to meet your child's individual learning needs.

The guide to our provision for children with Special Educational Needs at The Norman C of E Primary School.

Identification of SEND at our School	
What kind of Special Educational Needs is provision made for?	The school makes provision for pupils with difficulties in the four broad areas of need: - Communication and interaction - Cognition and Learning - Sensory and Physical difficulties - Social, Emotional and Mental Health difficulties At the Norman Primary School children have a Special Educational Need may not have a disability and similarly those children with a disability may not have Special Educational Needs. There are times where these can overlap.
How do we identify that a child has a special educational need?	At the Norman, when we are looking at identifying if a child has a special educational need, we will assess their current skills and levels of attainment on entry, which will build on previous setting and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress: - Is significantly slower than that of their peers starting from the same baseline - Fails to match or better the child's previous rate of progress - Fails to close the attainment gap between the child and their peers - Widens the attainment gap This is not only based on attainment, we also look at progress in other aspects such as social needs.

	In the event of a child have slow progress and low attainment, we do not automatically record that child as having SEN. When looking at whether special educational provision is required, we will begin with the desired outcomes, including the expected progress and attainment, and the views and wishes of the child and their parents. We will use this information to decide whether the support that is needed can be offered with our Universal offer, or whether something more targeted or specialist is needed.
How does the school know if my child needs extra help?	We know when a child needs help when: - Concerns and worries are raised by the parents, class teacher or the child. If a parent/carer has a concern, these can be raised at any point with either the SENDCo or the Class Teacher. Parent consultations are held in the Autumn and Spring term. These concerns can be either academic or social. - Little or no progress is being made which has been recognised through the tracking of pupils' progress and discussions at Pupil Progress meetings. - There is a change in the child's usual behaviour and progress.
Consulting and involving pupils and parents If my child is having difficulty with an area of learning, how will the school staff deal with this issue?	At The Norman, we ensure that an early discussion is had which involves parents/carers and the child to determine whether they need special educational provision. During these conversations we will ensure that: - All relevant people develop a strong understanding of the pupil's areas of strengths as well as their challenges - The parents concerns are taken into account - All relevant people understanding the intended outcomes for the child

	- All relevant people are clear on the next steps that will be taken These discussions will be recorded and added to the pupil's Assess, Plan, Do, Review document. We will ensure that parents are formally notified when a decision has been reached as to whether a child will receive SEN support.
How do we encourage you to raise your concerns?	When raising concerns about your child's academic or social difficulties, your first point of call should always be the class teacher. It is their responsibility to monitor and put the necessary strategies in place. Once this meeting has taken place, the class teacher will discuss this with the SENCo, and another meeting will be arranged if required. The school SENCo is Megan Peate, 01366 728241, mpeate@trinitypartnership.norfolk.sch.uk

Support for your child	
Who will oversee the education plan for my child and explain it to me and my child?	- Every child within the school who is on the SEND register will be issued with a plan that is written by the class teacher and monitored by the SENCo. This plan outlines the child's needs and the strategies that are in place to meet these needs. This process is called an Assess, Plan, Do, Review (APDR) Cycle. These documents are shared with you on a termly basis and you will be asked for your views. - Some children will have an Education, Health and Care plan (EHCP). These children will have a provision plan to ensure that all outcomes on the EHCP are being worked towards and achieved. We will hold an annual or bi-annual review (minimum) to review this document where everyone's views, including the child's, will be taken into account and any

	necessary amendments made. The class teacher is responsible for ensuring the plan is being carried out and the SENCo will oversee and monitor that this is effective and is having the desired outcome.
Assessing and reviewing pupils' progress towards outcomes	At The Norman, we follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review (APDR). The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on: - The teacher's assessment and experience of the pupil - Their previous progress, attainment and behaviour - Other teacher's assessments, where relevant - The individual's development in comparison to their peers and national data - The views and experience of parents - The pupil's own views which will be documented on a pupil passport - Advice from external services if relevant
Who will be working with my child?	- Your child's class teacher is responsible for ensuring that your child's needs are met. - Teaching assistance (directed by the class teacher) - The SENDCo will be monitoring that your child's needs are being met in class and supporting the teacher and the child to achieve their goals. This will be carried out through meeting with you, the child and the teacher - Outside agencies who may be offering support to your child may visit to give advice, feedback to the child and the teacher to ensure your child's needs are being met. All outside

	agencies are accessed through a referral process which requires your consent.
How does my child know how they are getting on with their learning?	- Verbal feedback - Positive praise - School based rewards
What assessment arrangements are in place to support my child?	At The Norman C of E Primary School, we use baseline assessments to enable us to put a plan in place with relevant provision. Teaching and support staff meet to discuss the impact the planned adapted work is having on any child with SEND in the classroom. We use the 'graduated approach' to plan support for your child; this incorporates a four stage cycle based on the principles of assess, plan, do, review. During this cycle, we ensure that we revisit earlier actions and refine what is being done as we develop a growing understanding of your child and their needs. Academic progress is continually monitored by the class teacher along with other responsible adults within the class as part of this process. There are three types of support we can offer your child: - Universal support: This is provided as part of high-quality teaching in every class and when a children requires more than universal support, tasks will be adapted to allow the child to access Quality First Teaching - Each child's provision will be tracked by the class teacher. Adaptations will be made to suit the individuals needs.

	- Every effort is made to allow all children to access all learning opportunities. - Resources that are used within our Universal support are: Dual coding, muted backgrounds, knowledge organisers, visual time tables - Targeted support: Depending on need, the child may take part in an intervention. The effectiveness of the intervention will be monitored and reviewed informing the impact on the child's learning. - Some interventions include: Dyslexia Gold, Phonics, 1:1 reading, Turntables, Handwriting, Drawing and talking - Specialist Support: Occasionally a child may need more expert support from an outside agency like Speech and Language Therapy, Occupational Therapy, Community Paediatrician etc. A referral will be made with parental consent and forwarded to the appropriate agency. After assessments strategies may be recommended to the school and parents.
How will the school monitor the effectiveness of its SEND arrangements and provision?	Termly reviewing the progress, the children have made and carrying out Pupil Progress meetings: - Through pupil progress meetings, learning walks, observations by the Senior Leadership Team - DEMAT carry out quality assurance across the Trust in the form of detailed audit of provision, training, staffing.

Curriculum Concerns

Adaptations to the curriculum and learning environment What is The Norman C of E Primary School's approach to adaptations? How is extra support allocated to meet children's needs and requirements?	Quality First Teaching will be the main focus and from this, effective adaptations and scaffolding will enable your child to participate fully in all aspects of learning to make the best possible progress - Staff plan according to children's needs and requirements in the classroom. - All staff who work with your child in school are aware of your child's requirements through their planning and assessment processes - Staff can meet the needs of the children by applying the scaffolding strategies suggested within the plans - Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. - Adapting our resources and staffing - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. - Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
Our approach to teaching pupils with SEN	Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils. We will also provide the following interventions: - 1:1 Reading - Sounds-write interventions - Sentence writing interventions - Handwriting

- Speech and Language
- WellComm
- Sensory circuits
- Attention autism
- Pre-teach
- Post-teach
- Target interventions with School and Community Team

Planning, Monitoring and Review

What do we offer at The Norman, to parents and carers, to discuss progress, plan and review support and share specific approaches and programmes, in addition to the normal reporting arrangements?

You will meet with the class teacher to discuss your child's progress, review their achievements and targets. Each term the class teacher will write a plan based on their assessments of your child's needs and review this and share this with you. This is known as an APDR. Your views and your child's views will be part of this process.

- If your child has an EHCP we will meet formally each year or 6 months (EYFS) to review the plan, celebrate success and adapt the plan to continually reflect the needs of your child as they grow and change
- Face to face meetings, telephone conversations and informal discussions will ensure a good partnership between home and school. The class teacher is your first point of contact. The SENCO is available to meet with at any time should you have any concerns about your child.
- Termly meetings with the SENDCo to discuss your child's progress and areas of difficulty and made adaptations to support plans
- Appointments with the class teacher or SENCO will often be carried out face to face, however, in certain circumstances it

	may possible be carried out via telephone conversations or virtually.
Evaluating the effectiveness of SEN provision	We evaluate the effectiveness of provision for pupils with SEN by: - Reviewing pupils' individual progress each term - Reviewing the impact of interventions - Using pupil voice - Using parent questionnaires - Monitoring by the SENCO and DEMAT - Using provision maps to measure progress - Holding annual reviews for pupils with EHC plans and Pupil Passports - Staff take time to talk to children and respond to their individual needs and wishes sensitively - Children's views are sought when producing and reviewing Education Health and Care Plans

General Support for Wellbeing	
Support for improving emotional and social development How do we offer pastoral, medical and social support to the children at The Norman?	We provide support for pupils to improve their emotional and social development in the following ways: - Access to the PSHE Curriculum - Drawing and talking, social groups and 1-1 support. - Emotion Literacy We have a zero-tolerance approach to bullying. - Children are supported by the class teacher and the support staff within the classroom overseeing the well-being of children on a day-to day basis.

	- Megan Peate (SENDCo) oversees the pastoral, medical and social support of all pupils • - Tracy Smith (HLTA) is one of our Mental Health Champions - Megan Peate (SENDCo) is the lead Mental Health First Aider (MHFA) - Most staff have basic first aid training and five members of staff have specific Paediatric First Aid and these members of staff are called upon to support children when necessary Other support and intervention: - Collective Worship - Social Skills - Themes worked on in school include – road safety, online safety, anti-bullying etc - Referrals to the Early Intervention Family Worker - Before or during Parent's evening we review the APDR (assess, plan, do and review) targets with your child so that we understand that our provision is right and working for each child. - Surveys - Class teacher discussions - Termly discussion with the SENCO
How do we encourage our children to contribute their views?	- Staff take time to talk to children and respond to their individual needs and wishes sensitively. - Children's views are sought when producing and reviewing Education Health and Care Plans and Pupil Passports.



Additional support for learning	We have teaching assistants who are trained to deliver specific interventions. Teaching Assistants will support pupils on a 1:1 basis when there is a clear need that the pupil would not be able to access the adapted curriculum without that support. We value the development of independence skills and where possible promote learning through group support. We follow the approach of 'Inclusion by Design' meaning we make adaptations to our learning to ensure everyone can access this. This is through dual coding, writing frames, sentences stems, word banks and visual aids. Teaching Assistants will support pupils in small groups when there is barrier to learning that requires additional support whether that is in an academic area or a social or emotional area.
Our school accesses the following services/outside agencies	We work with the following agencies to provide support for pupils with SEN (Please be aware that it can take several months to access these services): - Speech and Language Therapy - Specialist Teachers and Specialist Practitioners (SEND Services 0-25) - Educational Psychology - Occupational Therapy - CAMHS (Child and Adolescent Mental Health Service) - Early Intervention Family Worker - School and Community Team - Social Care - Early Support

Training



Expertise and training of staff Staff Qualifications	Our school SENDCo has been in the position for over a year and during this time has attended a number of training programmes these include: - Understanding Autism - Good Autism Practice - Norfolk SENDCo Now - Colourful Semantics - And is currently completing her NPQSEN Qualification She has worked as a class teacher in mainstream schools for over seven years. We have a team of Teaching Assistants, including one higher level teaching assistant (HLTA) who have received training to support and deliver SEN provision. - All Teaching Assistants are first aid trained - Multiple members of staff are Paediatric First Aid trained - One Teaching Assistant has Elklan Speech and Language Training - One HLTA has Mental Health First Aid Training
What training have staff received recently?	- Safeguarding training September 2025 - All teachers undertake termly book looks with leaders to ensure that there is consistency in marking and high expectations for all - All staff have training from the SENCO to support your child's needs through their teaching and how to help your child make progress from their starting points.
We plan to undertake the following training	- Autism training - Bucket Therapy Training - Speech and Language Training

- NPQSEN

Accessibility

We provide the following to ensure that all children/young people in our school can access all of the activities offered.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Securing equipment and facilities

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. All pupils are encourage to take part in sports days, Collective Worship and school productions. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- Ensuring all of the building and classroom are accessible to all the children
- Adults are supportive of the needs of the children
- Pre-planning for trips and visits to ensure children can access learning beyond the classroom
- Where needed, we will devise a risk assessment/safety plan for a child to ensure they are safe and have full access to the curriculum
- We keep a supply of various pencil grips, move and sit cushions, ear defenders, writing slopes and offer blue tac or velcro to support with children that need something to fiddle with.
- In some cases, children may require specific equipment and resources, for example, coloured overlay for reading. For these occasions the school will liaise with outside agencies for support and guidance



We involve parents and carers in the planning by	- Holding transition meetings between parents, the current setting, professionals and the school - Ensuring parents/carers are involved in the child's education through Annual Reviews - Holding termly meetings with the SENDCo - Parent's evenings
Parents and carers can give their feedback by	- Each term attending parent/carers evening - Completing Parent Questionnaires - Annual Reviews - Teachers are available to speak to parents by appointment

Transitions	
Transition What arrangements help children and their parents to make a successful transfer to Secondary School?	Parents of the children coming into Foundation are invited to meetings within school. - Transition meetings are held between pre-school staff, professionals who work with the family, the SENCO and staff from school. - The children are invited to visit the school before the term begins. - Create Transition Photo Booklets which are given out in our new intake packs. - With transition into secondary school parents/carers are invited to meetings at the secondary school and transition meetings are organised between the staff from the secondary school, other professionals and the SENCO - Extra transition sessions are also arranged in necessary

Complaints

Complaints about SEN provision	Complaints about SEN provision in our school should be made to the Class Teacher or SENCO in the first instance. They will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding: - Exclusions - Provision of education and associated services - Making reasonable adjustments, including the provision of auxiliary aids and services
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Contact Details

Who should I contact if I want to discuss my child's progress or difficulties?	Your child's class teacher is always your first point of contact. Parents will need to make an appointment via the school office (01366 728241 or norman@trinitypartnership.norfolk.sch.uk).
Who is the SENCO	Mrs Megan Peate 01366 728241 mpeate@trinitypartnership.norfolk.sch.uk
Contact details of support services for parents of pupils with SEN Contact details for raising concerns The local authority local offer	Our local authority's local offer is published here: https://www.norfolk.gov.uk/article/40393/SEND-Local-Offer - The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area. - The local offer includes information about health and social care services, education, leisure activities and support groups

	in the area for children and young people aged 0-25 with SEND and their families. Norfolk SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) https://www.norfolksendiass.org.uk/ email: norfolksendiass@norfolk.gov.uk Tel: 01603 704070
What other external support services for information or advice are there?	Just One Norfolk (JON): https://www.justonenorfolk.nhs.uk/ Family Hubs: www.norfolk.gov.uk/familyhubs www.justonenorfolk.nhs.uk/family-hubs Early Childhood and Family Service (0-5 year olds and their families in Norfolk): www.norfolk.gov.uk/earlychildhood Email: ECFS-Families@actionforchildren.org.uk Tel: 0344 800 8020
Monitoring arrangements	This Information Report will be reviewed by Megan Peate, SENDCo and Anna Fisher Headteacher every year. It will also be updated if any changes to the information are made during the year.