

Costessey Primary School

SEND Information Report 2026-2027



**“Supporting Every Child to
Thrive”**

Contents

Welcome	3
Equality, Inclusion and accessibility	4
What does SEND mean?	5
Our universal offer	6
Accessing learning	8
Meet the team	10
Staff voice	13
How do we identify and support SEND?	14
Support beyond the classroom	17
Pupil voice	19
How do we assess and monitor progress	20
Sensory provision	26
Supporting children with medical needs	28
Other opportunities for learning	29
Admission and supporting transition	30
Supporting parents and families	32
Parent voice	34
EHCP's	36
What if I am worried	38
Useful links and documents	39
FAQ's	42
Related policies and useful documents	44

Welcome!

At Costessey Primary School, we believe that every child deserves to feel safe, understood, included, and successful.

We know that every child is different and that some children may need additional support at different times in their school journey. Whether this is support with learning, communication, emotions, sensory needs, friendships, attention, physical needs, or confidence, we are committed to working closely with families to ensure every child can thrive.

We understand that navigating SEND can sometimes feel overwhelming for parents. Our aim is to make sure families feel listened to, supported, and involved every step of the way.

✧ This document is designed to help you understand: ✧



How we support children with SEND

Information about the support, strategies and provision we have in place to help every child thrive.



What support may look like at Costessey

Examples of the support and provision available in our school.



How we work with parents and outside agencies

How we work together with families and professionals to support your child.



What to do if you are worried about your child

Information on the steps you can take and how we can help.



Who you can talk to for help and guidance

Who to contact in school and where to find additional support.



Most importantly, we want you to know that you are not alone.

Equality, Inclusion and Accessibility

At Costessey Primary School, we are committed to creating an inclusive environment where every child feels safe, valued and able to succeed. We recognise and celebrate differences and are committed to ensuring that children are not disadvantaged because of disability, special educational needs, medical needs, race, religion, gender or background.

Eliminate discrimination

We are committed to eliminating discrimination and treating everyone fairly and with respect.

Promote equality of opportunity

We promote equality of opportunity so that every child can reach their potential.

Foster positive relationships and inclusion

We foster positive relationships and celebrate diversity, creating a sense of belonging for all.

Ensure all children can access school life fully and successfully

We remove barriers and make reasonable adjustments so every child can take part and thrive in school life.

We are committed to making reasonable adjustments where needed to help children access learning, wider opportunities and the physical environment.

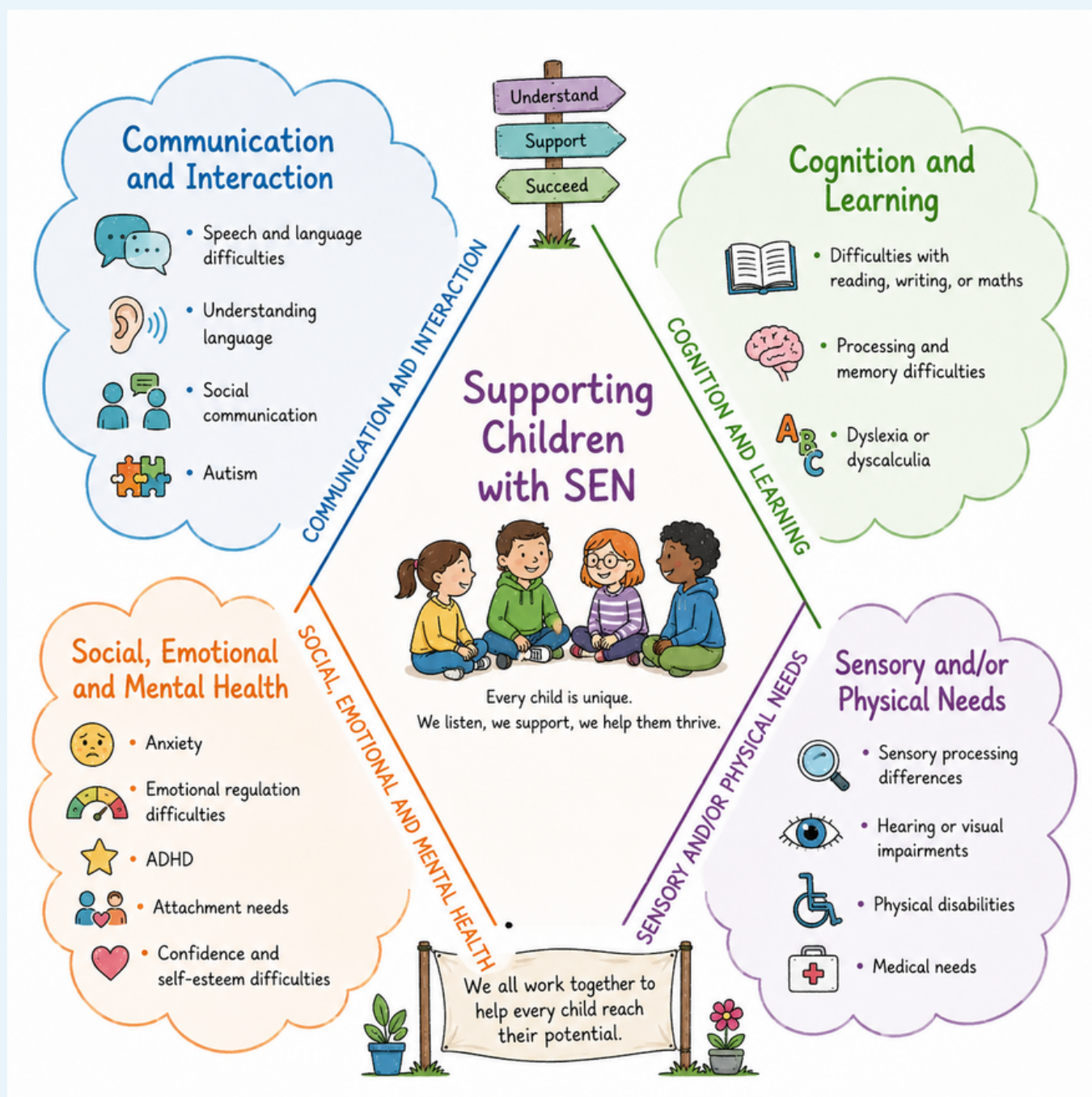
Our inclusive approach is reflected through:

- Adaptive teaching and Quality First Teaching
- Accessible learning environments
- Emotional and pastoral support
- Individualised provision and reasonable adjustments
- Inclusive clubs, trips and enrichment opportunities
- Working closely with families and professionals

We believe that every child deserves to feel respected, understood and included within our school community.

What does SEND mean?

A child or young person may have SEND (Special Educational Needs and Disabilities) if they need additional support to access learning or school life.



Remember a child's needs and barriers is always changing

Our universal offer

At Costessey, inclusion is for everyone, everyday

At Costessey Primary School, we believe that every child deserves to feel safe, understood, included and successful.

Quality First Teaching is the first step for all children. This means lessons are carefully adapted to support a range of learning styles and needs through inclusive teaching strategies, high expectations and a nurturing environment. Our Universal Offer is the support available to all children through high-quality teaching and inclusive classroom practice. It is designed to remove barriers to learning, promote wellbeing and help every child thrive.

We regularly review and develop our Universal Offer through the use of the PEASS (Provision Expected at SEN Support) framework. This helps us reflect on our inclusive practice, identify areas for development and ensure that support remains effective and responsive to the needs of our pupils.

By continually reflecting on and adapting our provision, we review the impact of support and make adjustments where needed to ensure every child can achieve their full potential.

We know that children learn best when they feel:

Safe ● **Regulated** ● **Understood** ● **Encouraged** ● **Successful**

Our classrooms may include...

Visual timetables



We use visual timetables to support understanding of the day.

Chunked instructions



We break information down into small, clear steps.

Processing time



We give thinking time so everyone has the chance to succeed.

Wobble cushions / sensory tools



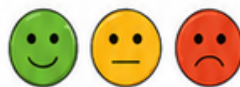
We have tools available to help with focus, regulation and comfort.

Movement breaks



We build in movement breaks to support focus and wellbeing.

Emotional check-ins



We check in with how we are feeling and offer the right support.

Zones of Regulation language



We use common language to help children understand and manage emotions.

Consistent routines



We follow consistent routines to help children feel safe and secure.

Scaffolded learning



We provide the right level of support to help everyone make progress.

Visual supports



We use visuals and cues to support understanding across the curriculum.

Safe / calm spaces



We have calm spaces where children can regulate and reset.

Positive relationships



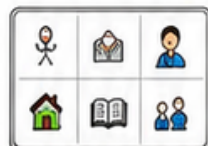
We build strong, caring relationships with every child.

Trusted adults



Every child has adults they can talk to and feel supported by.

Widgit visuals



We use Widgit symbols to make information clear.

Retrieval and repetition



We revisit and repeat key learning to build confidence and memory.

Clear expectations



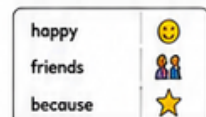
We have clear, simple expectations so everyone knows how to succeed.

Class catch up intervention



We offer targeted support to help children catch up and keep up.

Key vocab and word mats available



We teach and display key vocabulary to build understanding.

Communication-friendly classrooms



Our classrooms are set up to reduce barriers and support communication.

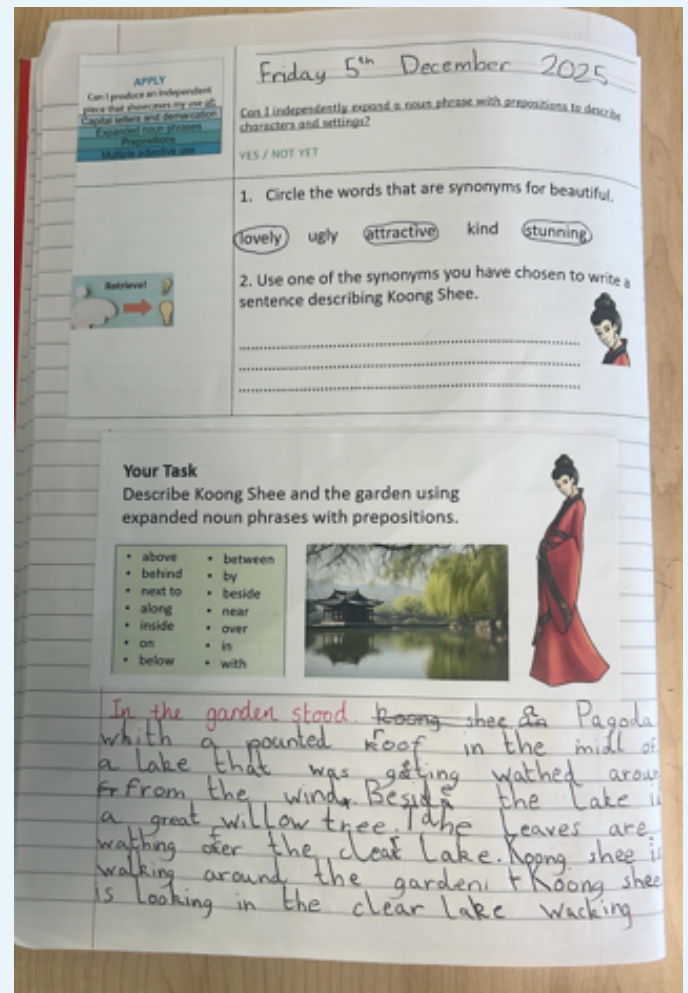
We pre-teach vocabulary and key language to build understanding, confidence and communication for all learners.



Accessing Learning

At Costessey Primary School, we believe that every child should be able to access learning in a way that works for them.

Children may all be working towards the same learning objective, but how they get there may look different. Teachers carefully adapt learning, resources and the classroom environment to remove barriers and help every child experience success whilst maintaining high expectations. Below are some examples of how learning may be adapted to meet individual needs.



Year 3 - English lesson

Clicker 8 – Supporting pupils to access writing

At Costessey Primary School, Clicker 8 is one of the tools we use to support pupils who may experience barriers when developing their writing, recording ideas or accessing literacy tasks.

The SENDCo works alongside teachers to identify pupils who may benefit from using Clicker 8, considering each child's individual strengths, needs and learning profile. Decisions are informed by assessment information, classroom observations and the barriers a pupil may be experiencing. Where appropriate, advice from relevant professionals is also considered to ensure that the support provided is well matched to the child's needs.

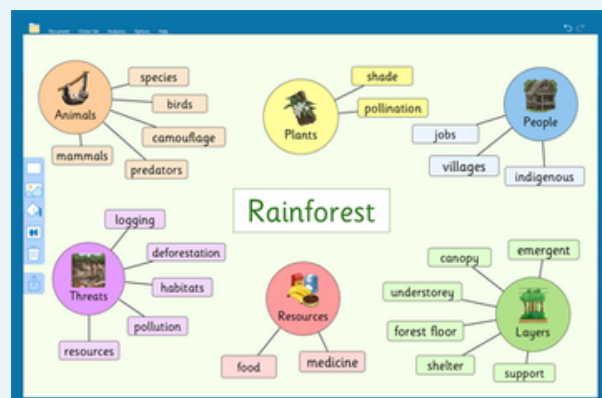
Clicker 8 provides personalised support through features such as word banks, sentence starters, pictures, symbols and vocabulary support. These tools help pupils to organise their thoughts, develop sentences and communicate their ideas with greater confidence and independence.

Clicker 8 may support pupils who experience barriers related to areas such as:

- Literacy difficulties, including spelling, sentence construction and recording ideas.
- Speech, Language and Communication Needs (SLCN).
- Cognition and Learning needs.
- Difficulties with processing, memory or organising thoughts.
- Fine motor difficulties which impact on written recording.

When a pupil uses Clicker 8, staff regularly review its impact to ensure it is helping them to access learning, make progress and become more independent. As part of the SEND support cycle, the use of Clicker 8 is reviewed and adapted as a pupil's needs develop and change.

Decisions are based on the child's individual needs, assessment information, barriers to learning and the expected impact of the support. The aim is always to provide pupils with the right tools and strategies to help them participate fully in learning, demonstrate their knowledge and develop confidence as independent learners. Clicker 8 is used to support, rather than replace, the development of writing skills. It provides pupils with a way to share their ideas and show what they know, while continuing to develop their own literacy skills over time.



Meet the team



Miss Reynolds
SENDCo

missreynolds@costesseyprimary.org.uk

Alongside her role as SENDCo, Miss Reynolds also works part-time within Reception. Miss Reynolds oversees SEND provision across the school, working closely with teachers, children, families, support staff and outside agencies to ensure every child receives the support they need to thrive. She coordinates provision, monitors progress, supports staff, and works alongside families to ensure a joined-up approach to supporting children's individual needs.

Miss Reynolds also works closely with outside professionals to help remove barriers to learning and ensure children receive the right support at the right time. Miss Reynolds is a qualified teacher (QTS) with experience working across a range of year groups, settings and areas of need. She also holds the National Professional Qualification for Special Educational Needs Co-ordinators (NPQSENCO).

Class Teachers

Every teacher is a teacher of SEND and is responsible for the progress, wellbeing and inclusion of all children in their class. Class teachers know their pupils best and work closely with families and support staff to ensure children receive the support they need. If you have a concern, question or worry about your child, your child's class teacher should always be your first point of contact.

Teachers regularly access training and professional development opportunities to continue developing their understanding of SEND and inclusive practice. Training is delivered through the SENDCo, Norfolk Local Authority and the Trust, and is carefully planned around the needs of the children and areas for development across the school.

This ongoing professional development helps staff continue to strengthen their knowledge, confidence and strategies to support children across a wide range of needs, including cognition and learning, communication and interaction, SEMH, sensory and physical needs.

Miss Starling – Behaviour & Regulation

Miss Starling specialises in behaviour support and emotional regulation. She is trained in Zones of Regulation, PACE and STEP ON approaches and works closely with children and staff to develop positive strategies that support emotional wellbeing.

Teaching Assistants

Our Teaching Assistants are a vital part of our SEND team and work closely alongside class teachers to support children throughout the school day. As key adults, they build strong relationships with pupils and know them extremely well. Teaching Assistants provide support within lessons, deliver targeted interventions, hear readers, support emotional regulation and help children practise and develop skills identified through Provision Maps. They play an important role in monitoring progress and helping children grow in confidence, independence and success.

Our Teaching Assistants also take part in regular training and professional development throughout the year, exploring a wide range of additional needs and areas of SEND across the school. This helps ensure staff continue to develop their knowledge, understanding and strategies to support children effectively across cognition and learning, communication and interaction, SEMH, sensory and physical needs.

Mrs Poll – SENDCo Assistant and SALT

Mrs Poll delivers specialist SEND interventions and targeted support programmes. She works with children individually and in small groups, delivering Speech and Language Therapy (SALT) programmes, ELSA-informed support and other bespoke interventions tailored to children's individual needs.



Miss Curtis – SALT

Miss Curtis delivers specialist early communication and language support within Reception. She leads Speech and Language Therapy (SALT) programmes, WellComm interventions and Attention Autism (Bucket Time) sessions to help develop children's communication, listening, attention and interaction skills through engaging and structured activities tailored to individual needs.

Our SEND and Pastoral Teams work closely together to support children both academically and emotionally. By sharing knowledge, strategies and expertise, we ensure that children receive joined-up support which helps them feel safe, understood and successful in school.

Pastoral Team

At Costessey Primary School, we know that children learn best when they feel safe, supported and understood. Our pastoral team works closely with children and families to support emotional wellbeing, self-esteem, friendships, attendance and emotional regulation.



Mrs Butcher – Head of Pastoral

Mrs Butcher leads our pastoral provision and works closely with children, families and staff to ensure every child feels supported. She helps children overcome barriers to learning and provides guidance and support during difficult times.

Mrs Youngman – Pastoral Team (KS1)

Mrs Youngman works alongside children and families to provide nurturing support, helping children feel safe, settled and ready to learn. She also supports our younger children with emotional wellbeing, friendships, confidence and regulation. She helps children develop strategies to manage their emotions and feel successful in school.



Miss Youngman – Pastoral Team (KS1)

Miss Youngman works closely with our younger children, supporting their emotional wellbeing, confidence, friendships and self-regulation. She helps children develop the skills and strategies they need to understand their emotions, build positive relationships and feel happy, safe and successful in school.

Mrs Daynes – Pastoral Team (KS2)

Mrs Daynes supports our older children with emotional wellbeing, resilience and self-regulation. As our STEP ON and STEP UP Lead Professional, she works closely with children who may need additional support managing emotions, building positive relationships and overcoming challenges both in and out of school.



Staff Voice

“Building strong relationships with children is at the heart of everything I do. I am passionate about creating an inclusive environment where every child feels safe, understood and able to succeed. The most rewarding part of my role is seeing children grow in confidence, overcome barriers and achieve things they once thought were impossible.”

“Working closely with children who face challenges is a privilege. I love supporting children one-to-one or in small groups, helping them build confidence and understand things they previously found difficult. Seeing that moment when something finally clicks, and the pride on their face afterwards, is incredibly rewarding.”

“I do this job because, as someone with dyslexia and ADHD, school was my favourite place in the world. My teachers made me feel like I mattered, believed in me and helped me see that I could succeed. I want every child to feel that same sense of belonging, support and belief in themselves. If even one child looks back and remembers school as a place where they felt understood, valued and capable, then I know I’ve made a difference.”

“One of the things I love most about my job is being able to advocate for children and their families and be a voice for them when they need it most or are unable to do so themselves. I feel incredibly privileged to build connections with people during some of the most challenging and frightening times in their lives. Supporting children with Special Educational Needs and Disabilities (SEND) to access the right support, opportunities, and understanding is particularly rewarding, and I am passionate about helping them reach their full potential. Knowing that I can make a positive difference in the lives of children and their families is a real joy.”

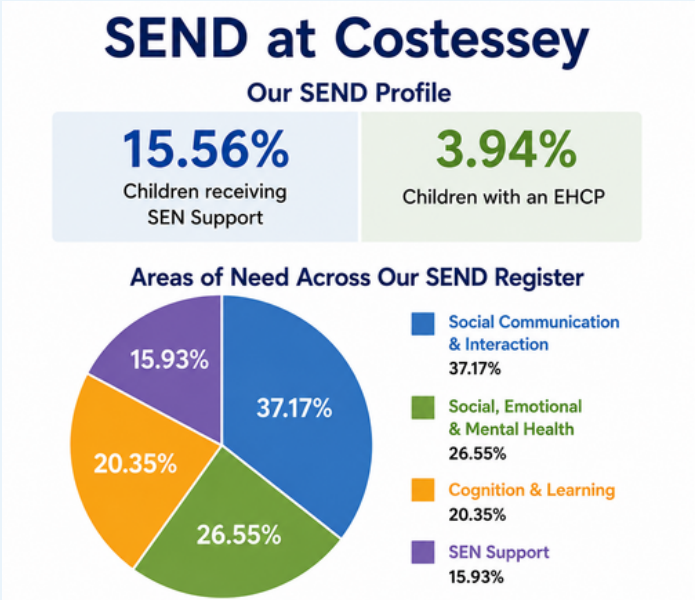
How do we identify and support SEND?

At Costessey Primary School, we know that every child is unique and develops at their own pace. Some children may need additional support at different points during their school journey, whether for a short period of time or throughout their education.

Identifying SEND is an ongoing process and can happen at any stage of a child's school journey. Some children start school with an already identified need, whilst others may be identified as they grow, develop and encounter new challenges. We regularly review children's progress, wellbeing and support to ensure that their needs continue to be met.

Children's needs can change over time, and the support they require may change too. Some children may join the SEND Register when additional support is needed and come off it when this is no longer required. Equally, children can be added to the register at any stage if a special educational need is identified.

We work closely with children, families and professionals to build a complete picture of each child's strengths and areas where they may need support.



Percentages shown represent the primary area of need recorded for pupils on our SEND Register at the time of publication (June 2026). Children's needs may change over time and many pupils have additional secondary needs which are not reflected in this data, as only the primary need is recorded for reporting purposes.

OUR AIM IS ALWAYS TO ENSURE THAT EVERY CHILD RECEIVES THE RIGHT SUPPORT, AT THE RIGHT TIME, FOR AS LONG AS THEY NEED IT.

1

1. A Concern Is Raised

A concern may be raised by:

- Parents or carers
- Class teachers
- Outside professionals
- The child themselves

We begin by gathering information and putting additional strategies in place within the classroom.

2

2. Class Teacher Support

The class teacher will:

- Monitor progress
- Trial additional strategies
- Review how effective these are
- Keep parents informed

Many children make good progress with this support and require no further intervention.

3

3. SENDCo Needs Met

The child's needs are being met and progress is referenced on SEN Referral Form.

Child may continue to need some class support but there is no identified SEN need.

3

3. SENDCo Concerns Remain

Concerns remain. Observation, pupil voice and any relevant assessments are used to further identify the child's needs. Parents informed. Recommendations for further support will be made by SENDCo.

4

4. SENDCo No Longer a Concern

Child is no longer a concern for SEN.

4

4. SENDCo Further Support

Findings from assessments shared with teacher and parents. SENDCo to decide if child is to join the SEN register and at what level of need.

- SENDCo to contact parents to seek permission to place child on register

Monitoring

Child's progress is reviewed through existing pupil progress meetings involving class teacher and SLT.

SEN Support

Plans and provision tracked and reviewed via Provision Map at least half termly. Regular meetings with parents.

EHCP

Plans and provision tracked and reviewed via Provision Map. Regular meetings with parents. Annual EHCP review.

We also use INDES (Identification of Need Descriptors) to help us identify and understand a child's individual needs more clearly.

INDES helps school staff to:

- Identify strengths and barriers to learning
- Understand levels of need
- Plan appropriate support and provision
- Monitor progress over time
-

INDES profiles and outcomes may also be shared with parents through Provision Map, allowing families to view and understand the support and strategies being used within school.

INDES are reviewed termly to ensure support continues to meet a child's changing needs. Interventions and targets are then carefully planned around the specific barriers a child may be experiencing, helping to reduce these barriers and support progress, confidence and independence.

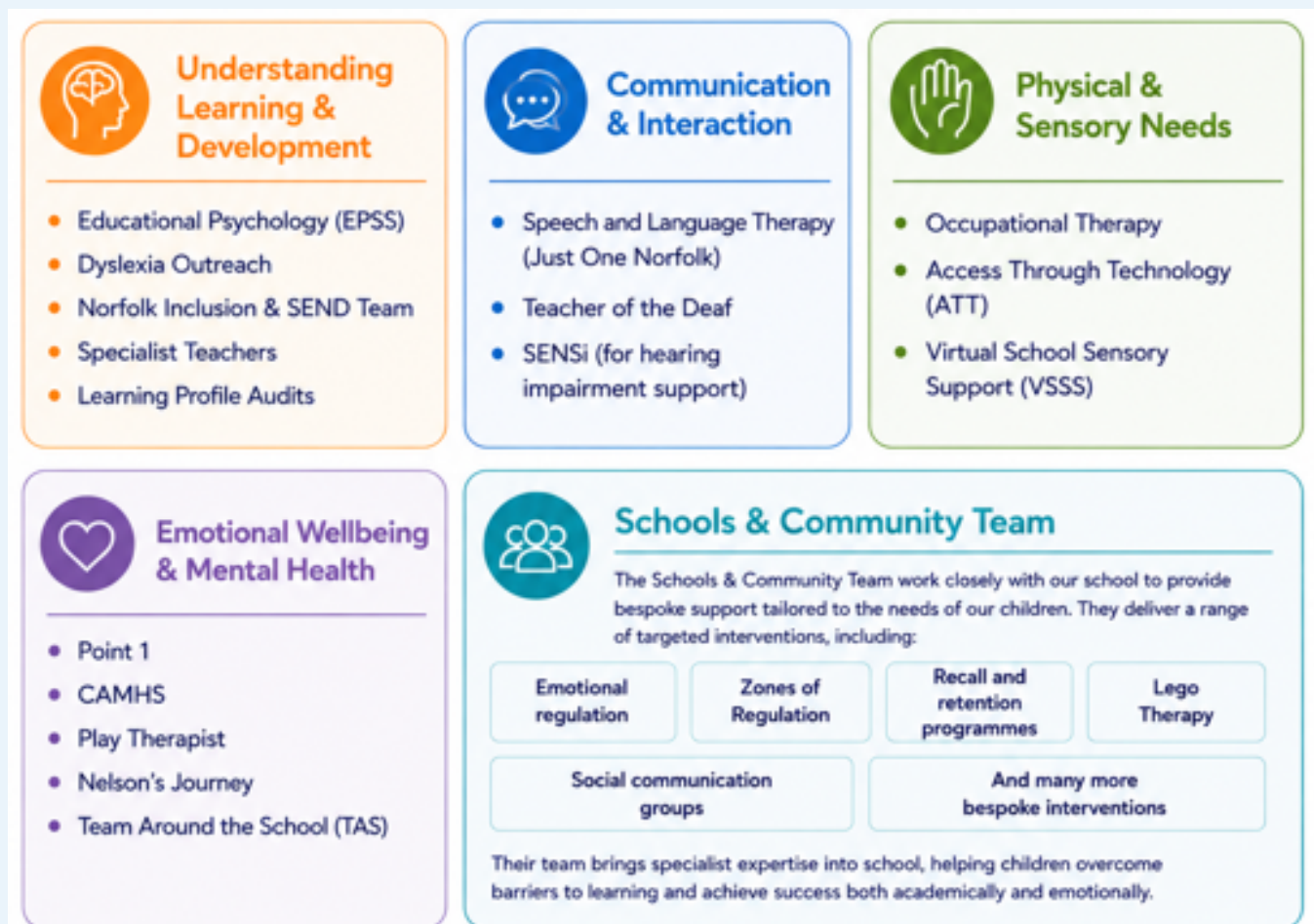
Identification of need and inclusive provision - Identification of needs descriptors in educational settings (INDES) - Norfolk Schools and Learning Providers - Norfolk County Council

Identification of Needs Descriptors in Education Settings (INDES)							
Area of Need	1	2	3	4	5	6	7
Speech and Language	- Development is not in-line with the typically developing child or young person (CYP) - An aspect of communication does present difficulties, as checked by use of recognised communication screen. - Communication is not following a typical developmental pattern in relation to chronological age and is not developing in line with other skills. - One aspect of communication is presenting difficulties, as identified by use of recognised communication screen. - Communication is following a typical developmental pattern but is delayed by 6-12 months. It is developing in line with other skills but impacting on literacy and ability to access the curriculum - Four aspects of communication are presenting difficulties. Communication following typical developmental pattern but is delayed by 6-12 months or is not following a typical pattern of development in one or more aspects. Communication developing in line with other skills but impacting on literacy and ability to access the curriculum - CYP is not able to effectively and consistently communicate with range of people and in a range of situations	- One aspect of communication is presenting difficulties as identified by use of recognised communication screen. Communication is following a typical developmental pattern but is delayed by 6-12 months or is not following a typical pattern of development in one aspect. It is developing more slowly than other skills, with a gap of 6-12 months - Two/Three aspects of communication are presenting difficulties as identified by use of recognised communication screen. Communication is following a typical developmental pattern but is delayed by 6-12 months - Communication developing in line with other skills but impacting on literacy and ability to access the curriculum - Four aspects of communication are presenting difficulties. Communication following typical developmental pattern but is delayed by 12-24 months or is not following a typical pattern of development in one aspect. Communication developing more slowly than other skills, with a gap of 6-12 months - CYP is not able to effectively communicate with range of people (both familiar and unfamiliar). CYP will be unable to communicate in a range of situations for 25% of the time	- One aspect of communication is presenting difficulties as identified by use of recognised communication screen. Communication is following a typical developmental pattern but is delayed by 12-24 months or is not following a typical pattern of development in two or more aspects. It is developing more slowly than other skills, with a gap of 12-24 months - Two/Three aspects of communication are presenting difficulties as identified by use of recognised communication screen. Communication is following a typical developmental pattern but is delayed by 6-12 months or is not following a typical pattern of development in two or more aspects - Four aspects of communication are presenting difficulties. Communication following typical developmental pattern but is delayed by 12-24 months or is not following a typical pattern of development in all aspects. Communication developing more slowly than other skills, with a gap of 12-24 months - CYP is not able to effectively communicate with range of people (both familiar and unfamiliar). CYP will be unable to communicate in a range of situations for 25% of the time	- One aspect of communication is presenting difficulties as identified by use of recognised communication screen. Communication is following a typical developmental pattern but is delayed by 12-24 months or is not following a typical pattern of development in two or more aspects. Communication developing more slowly than other skills, with a gap of 12-24 months - Two/Three aspects of communication are presenting difficulties as identified by use of recognised communication screen. Communication following typical developmental pattern but is delayed by 12-24 months or is not following a typical pattern of development in three or more aspects - Communication developing more slowly than other skills, with a gap of 12-24 months - Three/Four aspects of communication are presenting difficulties. Communication following typical developmental pattern but is delayed by 3-4 years or is not following a typical pattern of development in all aspects. Communication developing more slowly than other skills, with a gap of 12-24 months - CYP is not able to effectively communicate with range of people. CYP will be unable to communicate in a range of situations for 25% of the time	- One aspect of communication is presenting difficulties as identified by use of recognised communication screen. Communication following typical developmental pattern but is delayed by 24-36 months or is not following a typical pattern of development in two or more aspects - Communication developing more slowly than other skills, with a gap of 24-36 months - Two/Three aspects of communication are presenting difficulties as identified by use of recognised communication screen. Communication following typical developmental pattern but is delayed by 24-36 months or is not following a typical pattern of development in three or more aspects - Communication developing more slowly than other skills, with a gap of 24-36 months - Three/Four aspects of communication are presenting difficulties as identified by use of recognised communication screen. Communication following typical developmental pattern but is delayed by more than 3-4 years, or is not following a typical pattern of development in all aspects. Communication developing more slowly than other skills, with a gap of more than 24-36 months - CYP is not able to effectively communicate with range of people. CYP will be unable to communicate in a range of situations for 25% of the time	- One aspect of communication is presenting difficulties as identified by use of recognised communication screen. Communication following typical developmental pattern but is delayed by 3-4 years or is not following a typical pattern of development in all aspects - Communication developing more slowly than other skills, with a gap of more than 3 years - Two/Three aspects of communication are presenting difficulties as identified by use of recognised communication screen. Communication following typical developmental pattern but is delayed by 3-4 years or is not following a typical pattern of development in all aspects - Communication developing more slowly than other skills, with a gap of 24-36 months - Four aspects of communication are presenting difficulties as identified by use of recognised communication screen. Communication following typical developmental pattern but is delayed by more than 4 years or is not following a typical pattern of development in all aspects. Communication developing more slowly than other skills, with a gap of more than 3 years - CYP is not able to effectively communicate with range of people. CYP will be unable to communicate in a range of situations for more than 25% of the time	- One aspect of communication is presenting difficulties as identified by use of recognised communication screen. Communication following typical developmental pattern but is delayed by more than 4 years or is not following a typical pattern of development in all aspects - Communication developing more slowly than other skills, with a gap of more than 3 years - Two/Three aspects of communication are presenting difficulties as identified by use of recognised communication screen. Communication following typical developmental pattern but is delayed by more than 4 years or is not following a typical pattern of development in all aspects - Communication developing more slowly than other skills, with a gap of more than 3 years - Four aspects of communication are presenting difficulties as identified by use of recognised communication screen. Communication following typical developmental pattern but is delayed by more than 4 years or is not following a typical pattern of development in all aspects. Communication developing more slowly than other skills, with a gap of more than 3 years - CYP is not able to effectively communicate with range of people. CYP will be unable to communicate in a range of situations for more than 25% of the time

Support beyond the classroom

Sometimes children benefit from support or advice from professionals outside of school. These specialists help us to better understand a child's needs, provide recommendations and ensure the right support is in place.

The professionals we work with may include:



The advice and recommendations from outside professionals help us to carefully plan the support and interventions children may need within school. Interventions are personalised and selected based on a child's individual strengths, barriers and areas of need. Support may change over time as children develop, make progress and their needs evolve.

Examples of Interventions We May Use

We use a wide range of evidence-informed interventions to support children's individual needs. Support is personalised and based on the needs of each child. Not every child will require the same interventions and support may change over time.

Cognition and Learning

- Colourful Semantics
- Pre-Teaching Vocabulary and Comprehension
- Multi-Sensory Phonics
- Precision Teaching
- Phonology
- Toe by Toe
- Plus 1
- Power of 2
- Staircase to Spelling

Social, Emotional and Mental Health (SEMH)

- Zones of Regulation
- Worry Groups
- Lego Therapy
- Transition Workshops
- Social Coaching
- Emotional Coaching
- Self-Esteem Development
- Play Leaders Coaching
- Pyramid of Communication
- Social Skills Groups

- Emotions
- Anger Management
- Taking Turns
- Boris Can Beat It (Anxiety)
- Anxiety (art activities)
- Friendship
- Self Esteem
- Drawing and Talking
- Muddles and Puddles (Bereavement)
- Working On Worries (anxiety course that parents complete)

Communication and Interaction

- Talk Boost
- WellComm
- Pre-Teaching Vocabulary
- Attention Autism
- ELSA

Sensory Needs

- Sensory Circuits
- Sensory Breaks Throughout the Day
- Sensory Packs

Physical Needs

- Fine Motor Skill Development
- Gross Motor Skill Development

Not every child will need an intervention. Support is tailored to individual needs and may change over time.



Pupil Voice

Year 1

"My favourite part is using the counters because they help me with my work."

"I find number sentences hard, but number lines help me."

"My teachers and friends help me most."

"The teachers help me with hard questions and using pictures helps me in English."

"It would help if we did the easier questions first and then the harder ones."

Year 6

"I enjoy history, science, the shows and the launch days."

"I enjoy playing with my friends and there are places to go if it gets too loud."

"I sometimes find maths difficult because it can be hard to remember things."

"My teacher and Teaching Assistant help me most – all the staff are really helpful."

"They explain things in different ways until we understand and they are really patient."

"I think more non-uniform days would make school even better!"

Year 4

"Art is my favourite - I like to create!"

"I like break not lunch because my friends misbehave."

"Maths is most difficult."

"My partner always helps me!"

"If I had more lights in my safe space!"

Pupil voice

What do you enjoy most at school?

Do you enjoy break time and lunch time?

What do you find difficult?

Who helps you most?

What do they do that helps you?

What would make things better?

Year 5

English because it is easy!"

"Yes because I get a break."

"Maths, I am just not very good at it!"

"My partner always helps me by talking through stuff!"

Reception

"Playing with cogs and cars, I like making patterns with them."

"Yes because I get to play again!"

"When I can't build what I want to build with lego, I have to use lots of words."

"My teacher"

"She always help me build my lego."

"I wish we had more food on the snack table and that my class was upstairs."

Year 3

"I like creating things because it is fun."

"I like lunch more than break because I like playing with my friends."

"Maths and English are most difficult."

"The lovely Miss Brighten always helps me!"

"More sensory circuit stuff - they're my favourite!"

How do we assess and monitor progress?

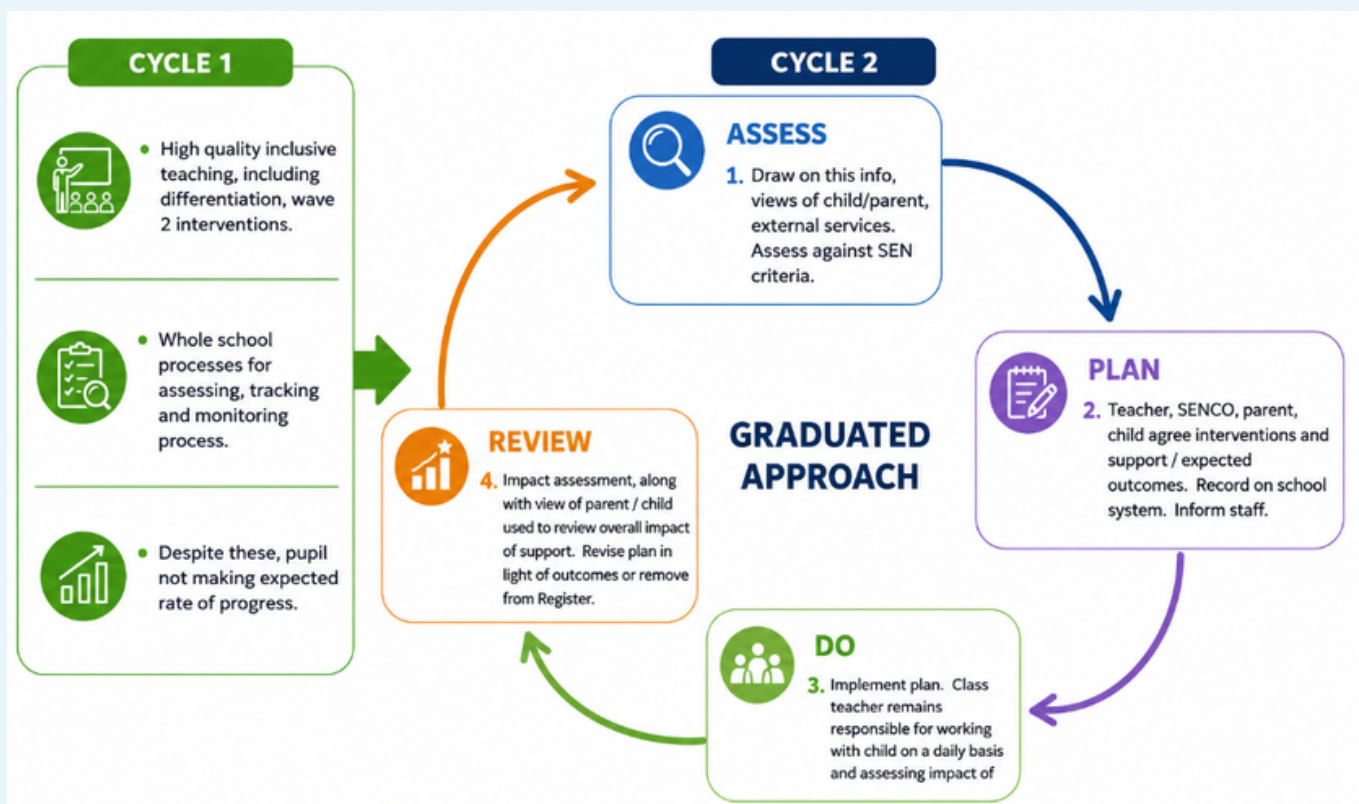
Quality First Teaching is always the first step in supporting children at Costessey Primary School. This includes adaptive teaching, appropriate differentiation and inclusive classroom strategies to help all children access learning successfully.

Every child is different, and we know that progress does not always look the same for everyone. We regularly monitor children's learning, wellbeing and development to ensure they are receiving the right support and making progress towards their individual goals.

To help us build a full picture of a child's strengths and needs, we may use:

- Classroom observations
- Discussions with children
- Parent and carer views
- Teacher assessments
- Progress and attainment information
- Specialist assessments
- Advice from outside professionals
- Information from previous schools or settings

If concerns remain, we follow the graduated approach of Assess, Plan, Do, Review. Support is carefully planned, implemented and reviewed to ensure it is meeting a child's individual needs.



Where appropriate, a child may be added to the SEND Register and a personalised support plan will be created in collaboration with parents, carers and the child themselves. Sometimes we may seek advice and support from outside professionals, such as Educational Psychologists, Specialist Teachers or Speech and Language Therapists. Any recommendations are then incorporated into the child's support plan and reviewed regularly alongside school-based provision.

At Costessey Primary School, we use Provision Map (TES Edukey) to plan, monitor and review support for children with SEND.

Provision Map is an online system that allows us to record a child's strengths, areas of need, targets, interventions and progress all in one place. It helps teachers, support staff, parents and the SEND Team work together to ensure support remains effective and responsive to a child's changing needs.

This cycle continues and is reviewed regularly to ensure support remains effective and responsive to a child's changing needs. This is in line with the graduated approach outlined in the SEND Code of Practice (2014).

Alongside reviewing individual progress, we also regularly analyse whole-school SEND data to help evaluate the effectiveness of our provision and identify areas for further development.

This may include reviewing:

- Progress and attainment
- Attendance and wellbeing
- Intervention impact
- SEND needs across the school
- Pupil voice and parent feedback

Where appropriate, this information may be compared with local and national data to help ensure our provision remains inclusive, effective and responsive to the needs of our pupils.

The information gathered helps school leaders continually review, adapt and develop future provision to ensure children with SEND are supported as successfully as possible.

Assess- Individual Needs Descriptors in Education Settings

(1 is low level of need and 7 is high level of need)

INDEX

Speech and Language	Social Communication and Interaction	Learning and Cognition	SEMH	Deafness	Visual Impairment	Physical Needs
	2	6	3			2

All about me/ my story/ personal profile

Including views from school, family and child or young person (CYP) Link to the wider Flourish ambitions for children and young people in Norfolk.

What is important to me?

Knowing what is happening and if anything is going to change.
Having people listen to me when I am worried.
Having time to calm down if I am upset.
Spending time with my family and friends.
Being treated fairly.
Having adults I trust.
Doing things that I enjoy and am good at.

People who are important to me.

My mum and dad.
My family.
My friends.
My teacher.
The adults in school who help me when I am finding things tricky.

What I like/ am good at.

I like animals.
I like playing games and using technology.
I like being outside.
I am good at building things and being creative.
I am good at remembering facts about things I am interested in.
I like helping people.
I am funny and can make people laugh.

What I find hard.

I find it hard when plans change and nobody tells me.
I don't like it when things feel unfair.
Sometimes I get frustrated and angry.
I find it hard to remember lots of instructions at once.

In the future I want to be/ be able to.

I want to have a job that I enjoy.
I want to be confident.
I want to make good choices.
I want to have good friends.
I want to be able to stay calm when things go wrong.
I want to be more independent.

Things I would like to learn to do for myself.

Stay calm when I am feeling upset.
Ask for help in the right way.
Remember instructions without needing reminders.
Sort out small problems by myself.
Understand other people's points of view.
Use my technology independently.
Be more organised.

How you can best help me.

Give me time to think before I answer.
Give me one or two instructions at a time.
Explain things clearly.
Tell me if something is going to change.
Help me talk through problems instead of getting cross.
Remind me that other people might think differently to me.
Notice when I am trying my best.
Let me have a movement or sensory break if I need one.
Be patient with me when I am finding things difficult.

Assess- Description Of Need

Provide a short description of needs in each area. Include key attainment data e.g. reading, spelling, SaLT screening and information from professional reports.

Communication and Interaction (SLCN, SCI)

Child X experiences difficulties understanding the perspectives and intentions of others and can become frustrated when others do not think or respond in the way they expect. They benefit from explicit teaching of social understanding, opportunities to discuss situations with trusted adults and support to develop flexible thinking. Child X can also struggle to retain and process verbal information, particularly when multiple instructions are given at once.

Cognition and Learning

Child X is working broadly within age-related expectations but requires additional support to maintain attention and process information. They benefit from tasks being broken into smaller steps, repetition of key information and regular check-ins to ensure understanding.

Social, emotional, mental health

Child X can find it difficult to regulate their emotions when faced with disappointment, unexpected change or situations they perceive as unfair. During periods of heightened frustration, they may become argumentative, withdrawn or reluctant to engage in learning. Child X benefits from emotional coaching, predictable routines and regular opportunities to discuss worries and concerns with trusted adults.

Social Care Needs

Sensory/physical (deafness, VI, PD)

Health Needs

How to Support me

Reasonable adjustments in the classroom - What should teachers do to help me? Refer to the Provision Expected at SEN Support (PEaSS) guidance

Communication and Interaction (SLCN, SCI)

Give me clear, simple instructions.
Use visuals to support spoken information.
Allow extra processing time before expecting a response.
Check my understanding regularly.
Help me understand other people's thoughts, feelings and viewpoints.
Model and practise appropriate social interactions.

Cognition and Learning

Break tasks into smaller, manageable steps.
Repeat and revisit key learning.
Provide examples and scaffolds to support my understanding.
Check in regularly to ensure I know what to do.
Encourage me to use strategies that help me remember information.

Social, emotional, mental health

Build positive relationships and provide a trusted adult.
Give me opportunities to talk through worries and concerns.
Help me identify and manage my emotions.
Prepare me for changes to routines and expectations.
Use praise and encouragement to build my confidence.
Support me to develop problem-solving and self-regulation skills.

Sensory/physical (deafness, VI, PD)

Health Needs

Plan				
Targeted support/provision 'additional to and different from'				
Area of Need	Short Term Outcomes	Delivery and monitoring	Strategies & Provisions	Key staff
SEMH - Resilience and independence edit	To complete the first step of a task independently before seeking adult reassurance. edit	Embedded across all curriculum areas throughout the school day. Delivered by class teacher and support staff. Supported through visual aids, verbal prompts and scaffolding. Reinforced consistently by all adults working with the child. Reviewed through observations and work completion. edit	Adults to provide clear, concise instructions and check understanding before the task begins. Use of visual task breakdowns, checklists or now/next boards to support task initiation. Adults to encourage the child to "have a go" before requesting support. Regular modelling of how to start tasks independently. Use of prompts such as "What is the first thing you need to do?" before providing direct assistance. Positive reinforcement and praise for independent task initiation. Tasks adapted and scaffolded to ensure the first step is achievable and promotes success. Access to a trusted adult for reassurance once the first step has been attempted. edit	Miss Ami Reynolds (SENco) remove Select teacher... add

Parent Access

Parents and carers will receive their own secure login to Provision Map.

This allows you to:

- View your child's support plans and targets
- See interventions and support being provided
- Review progress and outcomes
- Access review documents
- Work in partnership with school to support your child's journey

How do we check understanding and monitor progress?

At Costessey Primary School, we use a range of approaches to check that pupils with SEND are understanding their learning and making progress. Teachers continually assess pupils through questioning, observations, discussions, marking and feedback, alongside regular assessments.

For pupils receiving SEND support, progress is monitored through:

- Individual targets and provision plans, which are reviewed regularly to measure the impact of support.
- Assessment information, including reading, writing and maths data, to track progress over time.
- Observations and pupil voice, to understand how pupils feel about their learning and the support they receive.
- Parent and staff feedback, ensuring that adjustments continue to meet the child's needs.
- Specialist advice, where appropriate, from professionals such as Speech and Language Therapists, Specialist Teachers or Educational Psychologists.

Teachers and the SENDCo work together to evaluate whether adjustments, interventions and additional support are helping pupils to achieve their outcomes.

How are pupils with SEND grouped?

Pupils with SEND are grouped in a way that best supports their individual needs. We recognise that children with the same identified need may require different approaches.

Grouping decisions may include:

- Quality first teaching within the classroom, where pupils learn alongside their peers with appropriate adaptations and scaffolds.
- Targeted small group interventions, where pupils may work with others who have similar learning needs.
- Individualised support, where a pupil requires a more personalised approach.
- Flexible grouping, based on current learning needs, progress and the impact of provision.

Groups are regularly reviewed to ensure that pupils are receiving the right level of support at the right time.

How do we use data to evaluate the effectiveness of SEND provision?

We use a range of information to evaluate how effectively we are supporting pupils with SEND.

This includes analysing:

- Attainment and progress data for pupils with SEND.
- The progress of pupils receiving SEN Support and those with an EHCP.
- The impact of interventions and additional provision.
- Attendance, behaviour and wellbeing information.
- Pupil, parent and staff feedback.

As a school, we currently have a particular focus on analysing our SEND combined data to understand how pupils with SEND are progressing compared to their peers and to identify areas where further improvement is needed.

- This analysis helps us to identify:
- Which areas of learning require further development.
- Whether current interventions and strategies are having an impact.
- Where staff training or additional resources may be needed.
- How we can adapt our provision to better meet the needs of our pupils.

How do we compare our SEND outcomes with other schools?

We review our SEND data alongside national and local information to help us understand how well our pupils with SEND are achieving in comparison with similar pupils nationally.

This includes considering:

- Progress and attainment outcomes.
- The gap between pupils with SEND and their peers.
- The effectiveness of interventions and support strategies.
- Trends over time.

We use this information as part of our ongoing school improvement process rather than as a standalone measure. We recognise that every pupil with SEND has individual needs, and therefore we consider progress from each child's starting point alongside wider outcomes.

How does this improve future provision?

The information we gather is used to continually improve our SEND provision. Findings from assessment, data analysis and reviews help us to:

- Adapt our universal offer and classroom practice.
- Develop targeted interventions.
- Identify staff training needs.
- Allocate resources effectively.
- Work with external professionals to strengthen support.
- Review and refine our SEND provision map.

Our aim is to ensure that pupils with SEND make meaningful progress, develop independence and have the same opportunities to succeed as all pupils at Costessey Primary School.

Sensory provision

At Costessey Primary School, we recognise that some children may need additional sensory support to help them feel regulated, safe and ready to learn.

Sensory Circuits are carefully planned activities that support the different sensory systems within the body, including the vestibular system (balance and movement), proprioceptive system (body awareness and pressure) and tactile system (touch). Activities are designed to help children feel more regulated, focused and ready to access learning successfully.

We use a 3-part approach to help our bodies and brains get ready to learn, stay regulated and return to learning.

1. ALERTING ACTIVITIES

Designed to awaken the brain and body, increase attention and prepare children for learning.

These activities may include:

- High energy movement
- Vestibular input (movement that supports balance)
- Deep pressure activities
- Cross body movements
- Activities that increase heart rate and alertness



2. ORGANISING AND COORDINATION ACTIVITIES

Activities that support balance, coordination, motor planning and body awareness to help children regulate and organise their sensory systems.

These activities may include:

- Balance and coordination tasks
- Core strength activities
- Proprioceptive input (heavy work / body awareness)
- Bilateral integration activities
- Activities that support planning and sequencing



3. CALMING ACTIVITIES

Designed to help children feel settled, regulated and ready to return to learning.

These activities may include:

- Gentle stretching
- Breathing exercises
- Deep pressure and proprioceptive input
- Quiet, grounding activities
- Activities that reduce heart rate and calm the nervous system

At Costessey Primary School, Sensory Circuits may include:

- Morning Sensory Circuits - activities designed to help prepare children for the school day and support readiness for learning.
- Sensory Circuits Throughout the Day - used to support transitions between lessons, activities or different parts of the school day.
- Sensory Cards and Movement Breaks - short movement activities used during learning to help children regulate, refocus and maintain engagement.





Access to Sensory Circuits and additional sensory provision is carefully considered and is often implemented following recommendations from professionals such as Educational Psychologists (EPs). These provisions are not needed for all children and are tailored to individual needs.

The Rainbow Room

The Rainbow Room is a calm, low-stimulation sensory space within school designed to support children's emotional wellbeing, regulation and sensory needs. The room provides a darker, quieter environment with sensory resources to help children feel safe, regulated and ready to learn.

Access to the Rainbow Room is carefully considered and is not needed for all children. Some children may access the space following recommendations from professionals, such as Educational Psychologists (EPs), or as part of an individual support plan tailored to their sensory and emotional needs.



Children may access the Rainbow Room for:

- Sensory regulation
- Calm and quiet time
- Emotional check-ins
- Bespoke support
- Safe space provision
- Multi-sensory phonics sessions

The Rainbow Room is also used to deliver targeted interventions, including multi-sensory phonics, helping children access learning in an environment that supports their sensory needs and allows them to engage more successfully.



The Rainbow Room helps provide children with a supportive environment where they can regulate, build confidence and access the support they need to successfully return to learning.

Supporting Children with Medical Needs



At Costessey Primary School, we are committed to ensuring that children with medical conditions are fully supported to access school life safely, confidently and successfully.

We work closely with families, healthcare professionals and outside agencies to ensure appropriate support and reasonable adjustments are in place where needed.

Support may include:

- Individual Healthcare Plans (IHPs)
- Staff training where appropriate
- Administration of prescribed medication
- Communication with families and professionals
- Adaptations to activities, routines or provision
- Support for dietary, sensory or physical needs
- Safe management of medical equipment or procedures

We understand that medical needs can impact children in different ways, including attendance, wellbeing, confidence, concentration and access to learning. Our aim is to ensure children feel safe, included and supported within school.

Where appropriate, medical information is shared with relevant staff to ensure children's needs are understood and supported effectively.

Other opportunities for learning



At Costessey Primary School, we believe that learning extends beyond the classroom. We are committed to ensuring that all children have the opportunity to take part in wider school life, develop confidence, discover new interests and celebrate their strengths.

Throughout the year, children may have opportunities to access a range of extra-curricular clubs, activities and enrichment experiences, including:

- Art
- Nerf
- Eco Council
- Dance
- Musical Theatre
- Tennis
- Football
- Forest School
- Choir
- Nature and Gardening
- Cooking
- Ukulele
- Science

Children may also have opportunities to take part in:

- Educational visits and residential trips
- Pupil leadership roles
- Performances and productions
- Sporting events and competitions
- Community projects and themed enrichment days

We are committed to making reasonable adjustments to ensure all children can access these opportunities successfully. The Equality Act 2010 supports schools in ensuring that children with disabilities or additional needs are able to participate fully in school life and are not disadvantaged because of their needs.

Where needed, additional support, adaptations or planning may be put in place to help children participate fully and confidently.

If you feel your child may need additional support to access clubs, trips or enrichment opportunities, please speak to your child's class teacher or the SENCO.

Please contact the school office for the most up-to-date information regarding extra-curricular activities and clubs available throughout the year.

Admission and supporting transition

Joining Costessey Primary School

We want every child to feel safe, welcomed and supported when joining Costessey Primary School.

We are an inclusive school and work closely with families to help children settle happily and successfully into school life. We understand that transitions can feel worrying for some children and families, particularly where additional needs are involved.

Before Your Child Starts

If your child has identified SEND or additional needs, we encourage families to visit the school, meet staff and discuss any support your child may need before starting. Where appropriate, we may:

- Meet with parents, carers and professionals
- Speak with previous settings or schools
- Review reports and supporting documents
- Visit your child in their current setting
- Create transition or settling-in plans
- Put additional support strategies in place before your child starts

Starting Mid-Year

If your child joins Costessey Primary School during the school year, we work carefully to ensure the transition is as smooth as possible.

This may include:

- Visits to the school before starting
- Additional transition sessions
- Sharing information with previous schools
- Identifying key adults and safe spaces
- Monitoring wellbeing and progress closely during the transition period

Transition to Secondary School

We understand that moving to secondary school can feel exciting, but also overwhelming for some children and families. At Costessey Primary School, we work closely with children, parents and receiving schools to help ensure a positive and supportive transition into Year 7.

Support is personalised and may look different for each child depending on their individual needs.

Transition support may include:

- Additional visits to the new school
- Small group or individual transition sessions
- Transition workshops
- Social stories and visual supports
- Transition booklets and photographs
- Meetings with secondary school staff
- Sharing successful strategies and support plans
- Enhanced transition arrangements for children with SEND
- Emotional support and wellbeing check-ins

Where appropriate, the SEND Team works closely with secondary schools, families and outside professionals to ensure important information, strategies and provision are shared before transition takes place.

Our aim is to help children feel prepared, confident and supported as they move on to the next stage of their education.

Supporting parents and families

At Costessey Primary School, we believe that working closely with families is one of the most important parts of supporting children successfully. We aim to ensure parents and carers feel listened to, supported and involved throughout their child's journey. We understand that navigating SEND can sometimes feel overwhelming, and our SEND Team is always happy to offer guidance, reassurance and support where needed.

Support We May Offer Families

- Support completing SEND-related forms and paperwork
- Guidance with referrals and professional involvement
- Parent meetings and regular communication
- Provision Map access and review meetings
- Advice and signposting to outside services and support

SEN Cafés

We regularly offer SEND and SEN Café sessions, providing parents and carers with the opportunity to meet with the SEND Team in a relaxed and supportive environment.

These sessions give families the opportunity to:

- Ask questions
- Share experiences
- Access advice and support
- Meet other parents and carers
- Enjoy a friendly cuppa and informal discussion

Parent Workshops

Throughout the year, we may also offer parent workshops led by the SEND Team or outside professionals.

Previous workshop topics have included:

- Understanding ADHD
- Supporting emotional regulation
- After-school restraint collapse
- Anxiety and wellbeing
- Sensory needs and regulation
- Supporting communication and interaction needs

Our aim is to help families feel confident, informed and supported in understanding and meeting their child's needs both at home and in school.

Norfolk SENDIASS

Norfolk SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) provides free, confidential and impartial information, advice and support for parents, carers, children and young people with SEND.

They can support families with:

- Understanding SEND processes
- EHCPs and Annual Reviews
- School meetings
- SEND law and guidance
- Helping parents understand their rights and options

Website:

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

Telephone:

01603 704070

Norfolk SEND Local Offer

The Norfolk SEND Local Offer provides information, advice, services and support available for children and young people with Special Educational Needs and Disabilities (SEND) and their families across Norfolk.

The Local Offer includes information about:

- Education and schools
- Health services
- Social care and family support
- Activities and clubs
- EHCPs and SEND processes
- Support groups and organisations
- Preparing for adulthood

Website:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

The Local Offer can help families better understand the support available both within school and across the wider community.

Parent voice

“When my child is in school, I know she is supported, understood and cared for. Staff provide consistent reassurance, encouragement and support while helping her understand both herself and the world around her.

What stands out most is how well staff adapt their approach to meet individual needs. They take the time to build genuine relationships, understand interests and communicate in ways that help children feel comfortable, valued and successful.

The care shown by staff goes far beyond the classroom. Communication is always supportive and reassuring, and any concerns are listened to quickly and thoughtfully. Knowing there is always someone approachable who genuinely cares makes an enormous difference to our family.

We feel incredibly grateful for the support our child has received and the positive relationships she has built throughout her time at Costessey Primary School.”

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“The support my child has received at Costessey Primary School has had a huge positive impact on both him and our family. Communication is now consistent, supportive and reassuring, and for the first time I feel fully involved in understanding and supporting my child’s needs.

It has been wonderful to see my child recognised and celebrated as an individual, with realistic and meaningful targets put in place to help him succeed. The introduction of parent workshops, SEN cafés and sensory circuits has also made a significant difference, helping both children and families feel supported and understood.

The care, transparency and dedication shown by staff has completely changed our experience. I now feel confident that my child is understood, supported and able to thrive within school.”



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Education, Health and Care Plans (EHCPs)



An Education, Health and Care Plan (EHCP) is a legal document used to support children and young people whose needs may require a significantly higher level of support than would normally be available through ordinary school provision.

EHCPs are designed to identify a child's special educational needs and outline the provision, support and long-term outcomes needed to help them access learning and thrive both in school and everyday life.

At Costessey Primary School, the first step for all children is always Quality First Teaching alongside our Universal Offer and inclusive classroom provision. Many children's needs can be successfully supported through targeted interventions, SEND Support, Provision Maps and the graduated approach of Assess, Plan, Do, Review.

An EHCP would only usually be considered where it is felt that a child requires support that goes beyond what can reasonably be provided through the school's Universal Offer and the PEASS (Provision Expected at SEN Support) framework.

Before considering an EHCP assessment, school will typically:

- Implement and review targeted support and interventions
- Monitor progress over time
- Gather views from parents, carers and the child
- Seek advice from outside professionals
- Explore and adapt provision to reduce barriers to learning

EHCPs are highly individual and the support outlined within them depends on a child's specific needs and the recommendations from professionals involved in the assessment process.

Where appropriate, school may work closely with families to request an EHCP needs assessment from the Local Authority. This process involves gathering evidence from school, parents and professionals to demonstrate that a child may require a significantly higher level of support.

EHCPs are reviewed annually to ensure support continues to meet a child's changing needs and to review progress towards agreed outcomes.

At Costessey Primary School, we work closely with families throughout the EHCP process to ensure children receive the support, provision and opportunities they need to thrive.

If Your Child Has an EHCP

If your child has an Education, Health and Care Plan (EHCP), we will work closely with you, your child and any professionals involved to ensure the provision outlined within the plan is implemented and reviewed effectively.

Annual Reviews

Every EHCP must be reviewed at least once a year through an Annual Review meeting. The purpose of the review is to:

- Celebrate progress and achievements
- Review current needs and provision
- Consider whether outcomes are still appropriate
- Discuss any changes that may be needed to support your child
- Gather views from parents, carers, school staff, professionals and the child themselves

Prior to the review meeting, advice and reports will usually be requested from everyone involved in supporting your child. These contributions help build a full picture of your child's progress, strengths and ongoing needs.

Following the meeting, a report is submitted to the Local Authority, who will decide whether the EHCP should:

- Remain unchanged
- Be amended
- Cease if it is no longer required

Your EHCP Co-ordinator

Each EHCP is allocated a Local Authority EHCP Co-ordinator who oversees the plan and supports the annual review process.

For children attending Costessey Primary School, the current EHCP Co-ordinator is:

Katherine Howard

katherine.howard@norfolk.gov.uk

If you have questions regarding your child's EHCP, Annual Review or Local Authority processes, you can speak to the SEND Team, who will be happy to help and guide you through the process.

What if I am worried?



At Costessey Primary School, we believe that parents and carers know their children best. If you have any worries or concerns about your child's learning, wellbeing, behaviour or development, we encourage you to speak to us as soon as possible.

The first step is usually to speak with your child's class teacher, who will discuss your concerns and work with you to identify ways to support your child within the classroom.

If concerns continue, the class teacher may involve the SEND Team to explore additional support, strategies or assessments. Support may then be monitored through the graduated approach of Assess, Plan, Do, Review. You do not need a diagnosis for support to be put in place.

We May:

- Monitor progress and wellbeing
- Trial supportive strategies and interventions
- Gather views from parents, carers and the child
- Involve the SEND Team
- Seek advice from outside professionals where appropriate
- Create personalised targets and support plans

We believe that early identification and strong partnerships between school and home help children achieve the best possible outcomes.

Compliments, Concerns and Complaints

We always aim to work positively and collaboratively with families. If you have any questions, concerns or worries, we encourage you to speak to your child's class teacher or a member of the SEND Team in the first instance so that we can work together to resolve concerns quickly and supportively.

If you feel that concerns have not been resolved, please contact the Headteacher through the school office. Information regarding the school's formal complaints procedure can also be found on the school website.

Useful links and support around Norfolk



ADHD / ADD

ADHD Norfolk

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

Norfolk Community Health & Care – ADHD Nursing Service

<http://www.norfolkcommunityhealthandcare.nhs.uk/The-care-we-offer/Service-search/adhd-nursing-service.htm>

Family Action Norfolk & Waveney Autism/ADHD Support Service

<https://family-action.org.uk/services/norfolk-and-waveney-autism-adhd-support/>

All About ADHD Guide

https://www.mentalhealth.org.uk/sites/default/files/all_about_adhd.pdf

Plan Bee Parent Course

A free course helping parents understand how neurodivergence affects thinking and behaviour.
Available through Family Action Norfolk & Waveney Autism/ADHD Support Service.

Autism / ASD

National Autistic Society

<http://www.autism.org.uk/about>

Autism Anglia

<http://www.autism-anglia.org.uk/>

ASD Helping Hands

<http://asdhelplinghands.org.uk/>

Asperger's Syndrome Information

<http://www.asperger.org.uk/>

Family Action Norfolk & Waveney Autism/ADHD Support Service

<https://family-action.org.uk/services/norfolk-and-waveney-autism-adhd-support/>

ND Digital Library for Parents and Carers

A collection of information and resources to support families of neurodivergent children and young people.

Behaviour and Emotional Regulation

Norfolk Steps

Understanding behaviour and supporting children through a therapeutic approach.

<https://www.justonenorfolk.nhs.uk/child-development-additional-needs/behaviour-sleep/norfolk-steps/>

Positive Behaviour Strategies (PBS)

Practical strategies to understand behaviour and support children positively.

<https://www.justonenorfolk.nhs.uk/child-development-additional-needs/behaviour-sleep/norfolk-positive-behaviour-strategies-pbs/>

Dyslexia and Visual Stress (Meares-Irlen)

4Dyslexics

<http://4dyslexics.com/>

Dyslexia-SpLD Trust

<http://www.thedyslexia-spldtrust.org.uk>

Dyslexia Outreach

[http://www.dyslexiaoutreach.co.uk/new-home/home/specialist-dyslexia-services/Irlen East](http://www.dyslexiaoutreach.co.uk/new-home/home/specialist-dyslexia-services/Irlen-East)

<http://www.irleneast.com/>

Dyscalculia

Dyscalculia Information Centre

<http://www.dyscalculia.org/>

Dyscalculia Support

<http://www.dyscalculia.me.uk/>

Dyspraxia

Norfolk Community Health & Care – Childhood Dyspraxia

<http://www.norfolkcommunityhealthandcare.nhs.uk/The-care-we-offer/Conditions-finder/Dyspraxia-childhood.htm>

Dyspraxia Foundation

<http://dyspraxiafoundation.org.uk/>

Speech and Language Support

Norfolk SEND Local Offer – Speech and Language Services

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/health/health-services-in-norfolk/speech-and-language>

Mental Health, Anxiety and Emotional Wellbeing

Norfolk SEND Local Offer – Mental Health Services

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/health/health-services-in-norfolk/mental-health-services>

Child Mind Institute – Supporting Anxious Children

<https://childmind.org/article/what-to-do-and-not-do-when-children-are-anxious/>

Point 1 Youth Mental Health Support

<http://point-1.org.uk/>

Anxiety UK – Young People and Anxiety

<https://www.anxietyuk.org.uk/get-help/anxiety-information/young-people-and-anxiety/>

NHS – Anxiety in Children

<https://www.nhs.uk/conditions/stress-anxiety-depression/anxiety-in-children/>

Norfolk Community Directory – Mental Health Support

<https://www.heron.nhs.uk/heron/organisationdetails.aspx?id=22102>

Please note that websites and services may change over time. If you are unable to access any of the resources listed above, please contact the school SEND Team who will be happy to help signpost you to alternative support.

FAQs



Does my child need a diagnosis to get support?

No. Support is based on need rather than diagnosis.

How will I know how my child is doing?

Through reviews, Provision Map, meetings and ongoing communication.

How often is SEND support reviewed?

Termly, or sooner if needed.

Can my child move on and off the SEND Register?

Yes. The register is reviewed regularly and reflects current need.

Who do I contact if I have concerns?

Class teacher first, then the SEND Team.

Will my child automatically get a Teaching Assistant?

No. Support is based on individual need and may look different for each child.

How do I begin the “Right to choose” process?

Parents should request a referral through their GP under the NHS Right to Choose scheme. If you would like to pursue this, please contact the SENDCo, who can provide a letter of support and any relevant school information to help support the referral process.

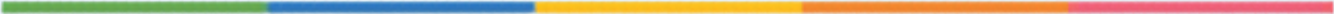
Will my child miss lessons for interventions?

We carefully plan interventions to minimise disruption to learning and ensure children continue to access a broad and balanced curriculum.

How can I support my child at home?

We will work with you to share practical strategies and ideas that can help reinforce learning and wellbeing at home.

Related Policies and Useful Documents



SEND Policy
Accessibility Plan
Equality Information & Objectives
Supporting Pupils with Medical Conditions Policy
Behaviour Policy
Safeguarding & Child Protection Policy
Complaints Procedure
Attendance Policy
Accessibility Statement (if separate from the plan)
Admissions Policy
Intimate Care Policy (if your school has one)
Supporting Children with Medical Needs