Diocese of Norwich
St Benet's
Multi Academy Trust

Dickleburgh C of E Primary Academy

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

Date: September 2026 (v1)

Review due: September 2027

Accessibility

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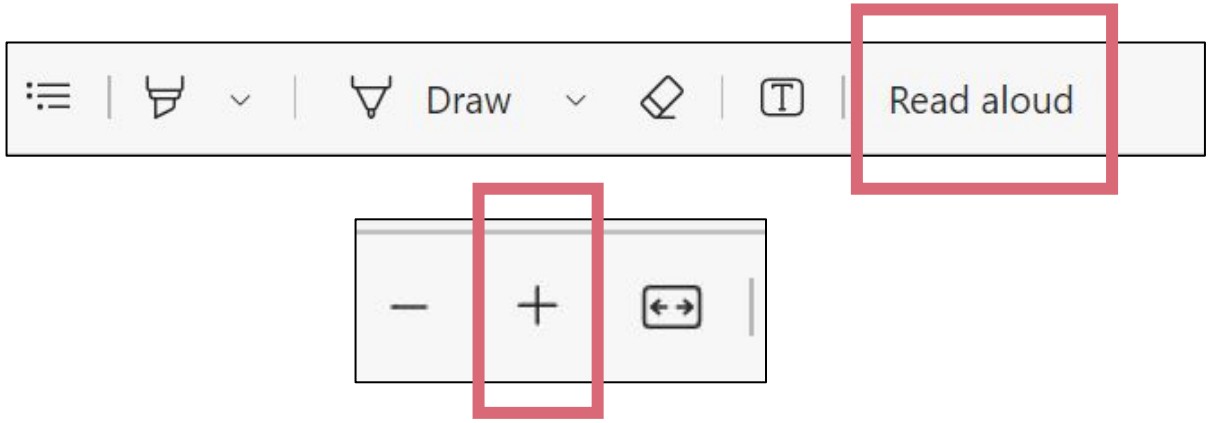

Please ask the School Office if you would like help in accessing this report or if you would like to be given a printed copy.

We can also provide translation into other languages upon request.

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Welcome to Our SEND Information Report (SIR)

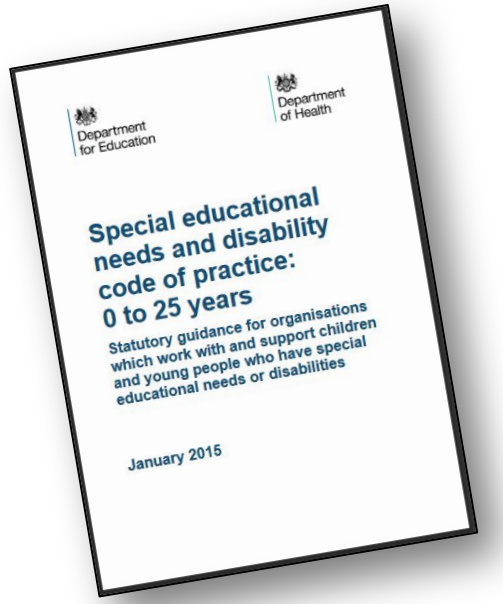
At Dickleburgh C of E Primary Academy we are proud of our provision for pupils with SEND. Our Christian ethos and church school foundations ensure that we are inclusive in both policy and practice. At Example, we recognise that every child is unique. We pledge to work together with all members of our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

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

'Living and learning together, celebrating life at its fullest'

What is a SEND Information Report (SIR)?

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

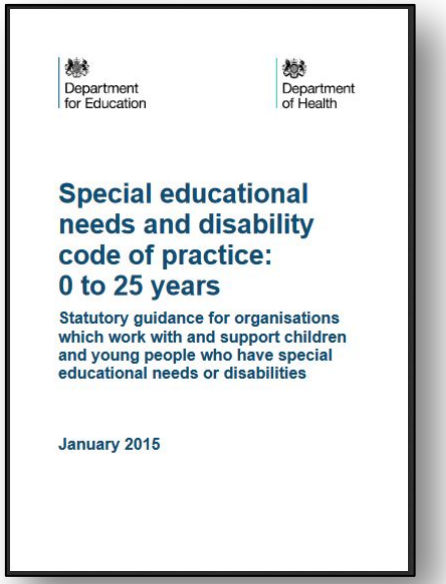


We understand that the length of this report could make it quite daunting to read, so we have tried to separate it into clear sections and also created a simpler pupil version (What is SEND?). If you would like to talk to a member of staff about any part of this report or would like a printed copy, please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

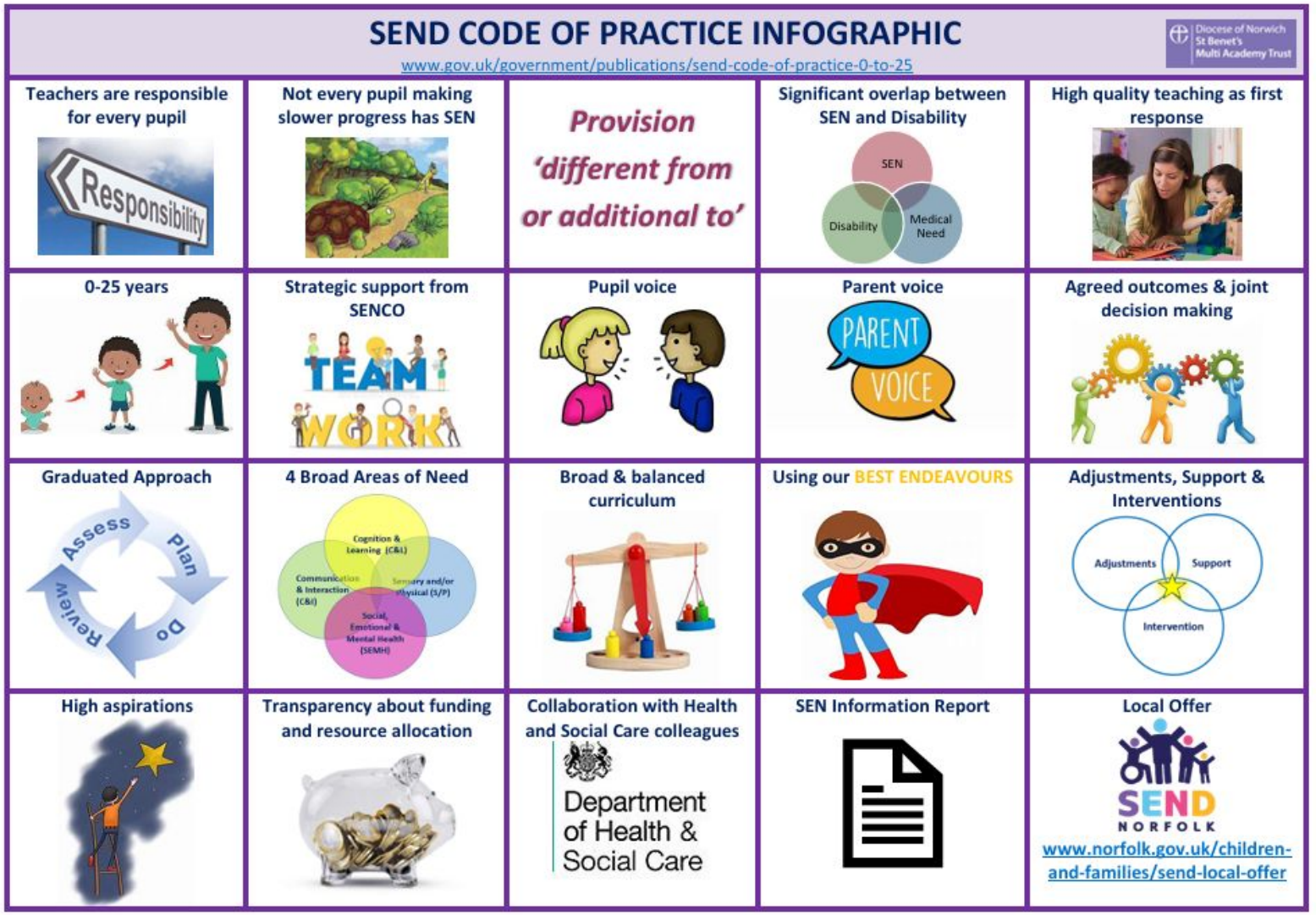


At Dickleburgh C of E Primary Academy, we are keen to work together to make this report as user-friendly as possible. If you are a parent/carer, pupil, governor or a member of the wider school community, we would welcome your involvement in reviewing how we communicate information about how we support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

What is the SEND Code of Practice?



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



Who are the Key Contacts?

Our SENDCo is Mrs Parsons (eparsons@beacon.stbenets.org). As our SENDCo works across multiple schools, they may not always be able to reply to you immediately.

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

✆ Telephone: 01379 740080 Email: dpaoffice@beacon.stbenets.org

Website: https://www.dickleburgh.norfolk.sch.uk/

Address: Harvey Lane, Dickleburgh, Diss, Norfolk IP21 4NL

SENDCo	Headteacher	Assistant Headteacher	Trust Improvement Lead for SEND
Mrs Parsons	**Mr Carlyle**	**Mr Sanders**	**Mrs Nadine Avenal**
			

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

What is the school's approach to Inclusion?

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



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

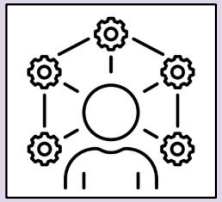


Show due regard to the SEND Code of Practice (2015) for the identification, assessment, support and review of SEND.



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

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



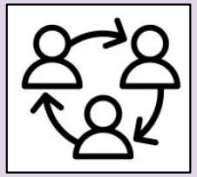
Show commitment to staff training and ongoing professional development, to best support pupils with SEND.



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



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



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

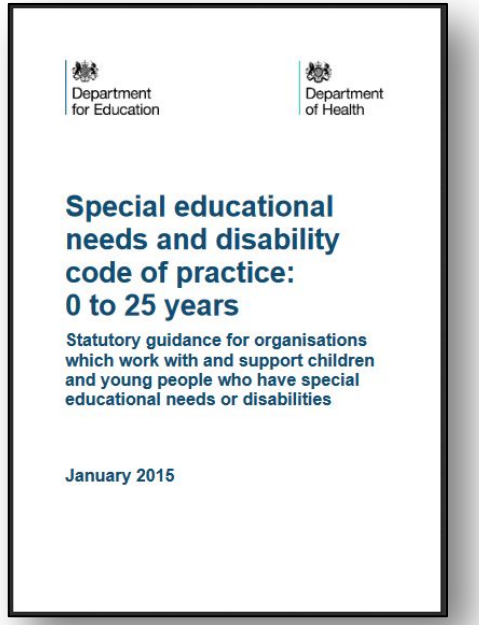
How does the school define SEN?

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

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

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

(SENDCOP, p.15-16)

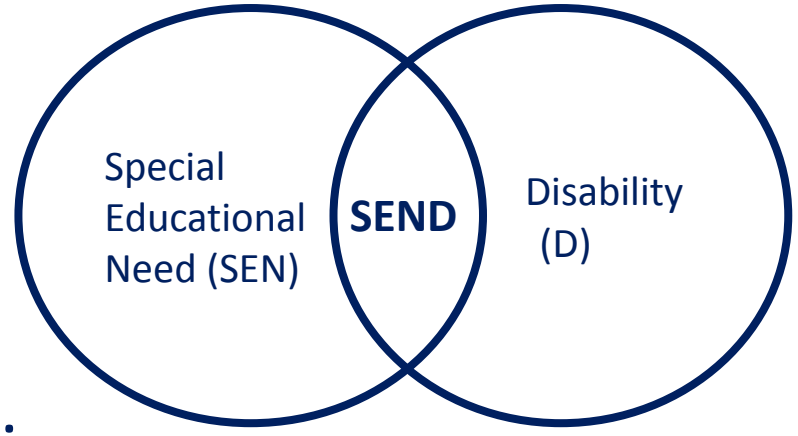


What is the difference between SEN & Disability?

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

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

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



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

What's not SEND?

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

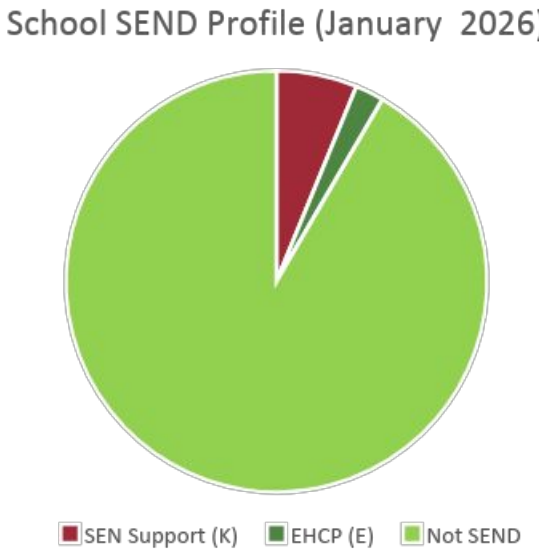
- Being absent from school for long for long periods, or they may have attended lots of different schools resulting in some gaps in their knowledge and school experiences.
- They may be new to speaking English or English may not be their first-language (EAL).
- Some pupils have worries that can distract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



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

Miss Boon is our Mental Health First Aider and can offer support to those children who need it.

What is the school's SEND data profile?



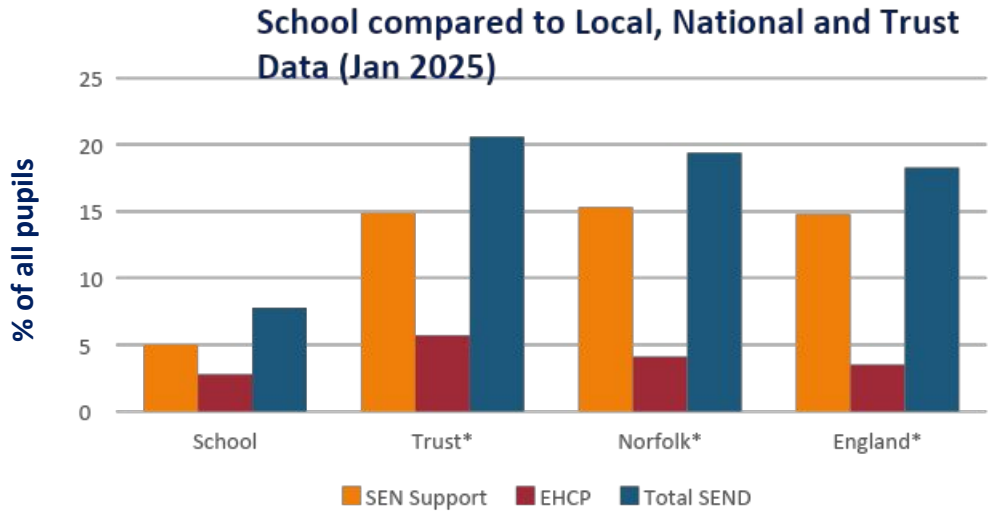
7.7% of our pupils are identified on the SEND Record. This is *lower* than the national average which is 18.3%

5.5% of our pupils are at **SEN Support stage**. This is *lower* than the national average which is 14.8%.

2.2% of our pupils have an **EHCP**. This is *lower* than the national average of 3.5%.

School compared to Local & National % (January 2025)				
	School	Trust*	Norfolk*	England*
SEN Support	5	14.9	15.3	14.8
EHCP	2.78	5.7	4.1	3.5
Total SEND	7.78	20.6	19.4	18.3

**Primary and Secondary Combined Data.*



What kind of SEND does the school make provision for?

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

Cognition & Learning Needs (C&L)

Communication & Interaction Needs (C&I)

Social, Emotional & Mental Health Needs (SEMH)

Sensory and/or Physical Difficulties (S/P)

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

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

What specific needs do the four broad areas include?

Cognition and learning

This area includes general learning difficulties (which may be moderate or severe), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

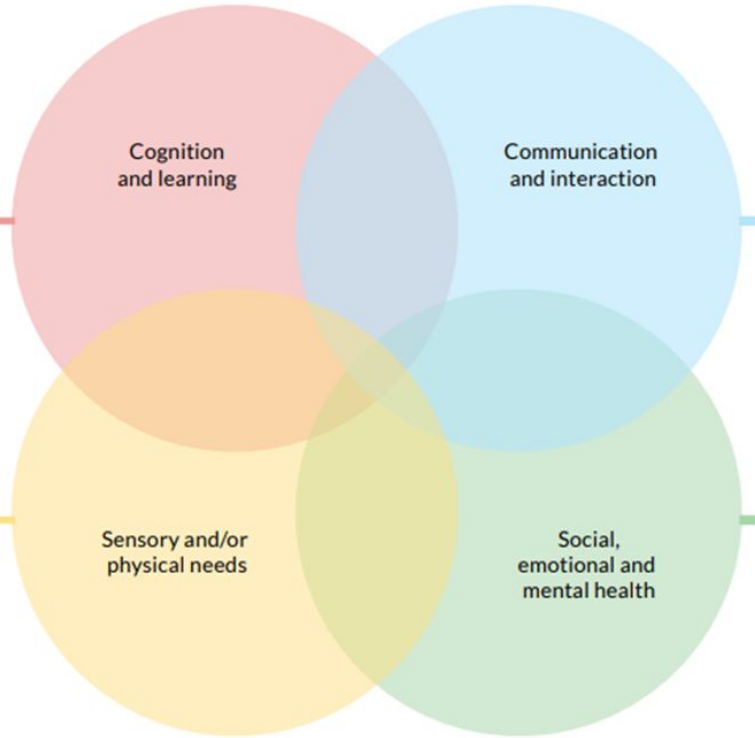
PMLD is when a person has a severe learning disability and other disabilities that significantly affect their ability to communicate and be independent. Someone with PMLD may have difficulties seeing, hearing, speaking and moving. They may have complex health and social care needs due to these or other conditions.

SpLDs include: dyslexia (difficulties with reading and spelling), dyscalculia (difficulties with number and calculation), and dyspraxia (or 'developmental coordination disorder' difficulties with motor planning). People with one or more SpLDs have a 'spiky profile' of attainment, with areas of strength (sometimes very high) and areas of need.

Sensory and/or physical needs

This area includes sensory impairments, such as visual impairment (VI) and hearing impairment (HI), as well as physical conditions such as cerebral palsy. These children will usually access support from a specific local team, which may be a combination of education and health services.

These children do not necessarily have 'learning difficulties' in that their cognitive functioning may be average or above; some children do have associated learning difficulties.



Communication and interaction

This area includes speech, language and communication needs (SLCN) including Developmental Language Disorder (DLD), which could mean difficulties with speech production, the understanding of language, the expression of language or a combination of all three. It also includes difficulties with the social use of language.

Children with a diagnosis of Autistic Spectrum Condition, including Asperger's Syndrome Profile, can have needs in this area.

Children who find communication and interaction challenging may or may not also have learning difficulties.

Social, emotional and mental health

Challenging behaviours are displayed for many reasons, which may be indicative of underlying mental health difficulties (such as anxiety or depression) or emotional issues (such as attachment needs).

Some children have conditions such as ADHD (Attention Deficit Hyperactivity Disorder) or ADD (Attention Deficit Disorder) which affect how they behave.

It is crucial to look for the underlying causes of any behaviour and/or emotional state, and aim to support these, rather than just dealing with the presenting behaviour.

For some children with SEMH difficulties, the nature of these difficulties will mean that they have learning difficulties, either temporarily or in the long term.

What is a Primary Need?

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

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

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

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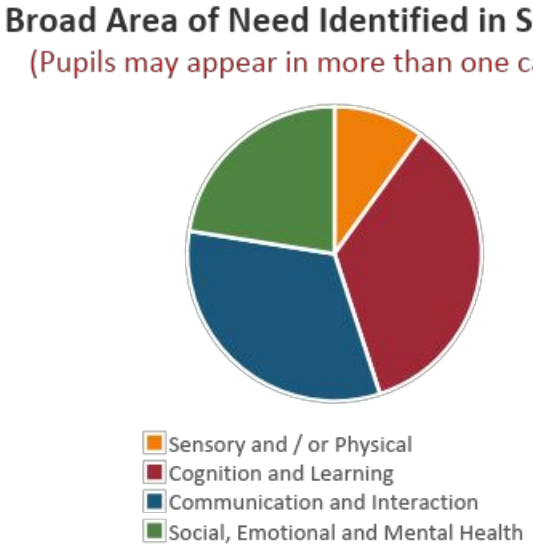
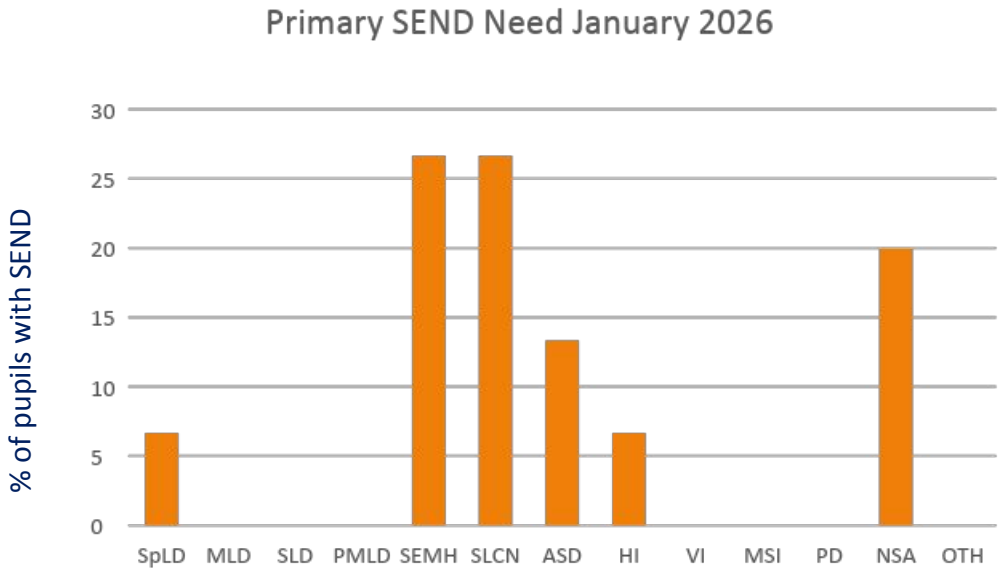


Our highest incident single category of SEND is a primary **SEMH** need and Speech, Language and Communication Needs.



Pupils SEND needs fall fairly equally within Communication and Interaction needs and Cognition and Learning needs, with some SEMH needs and less Sensory/ Physical Needs.

How does the school identify pupils with SEND?

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

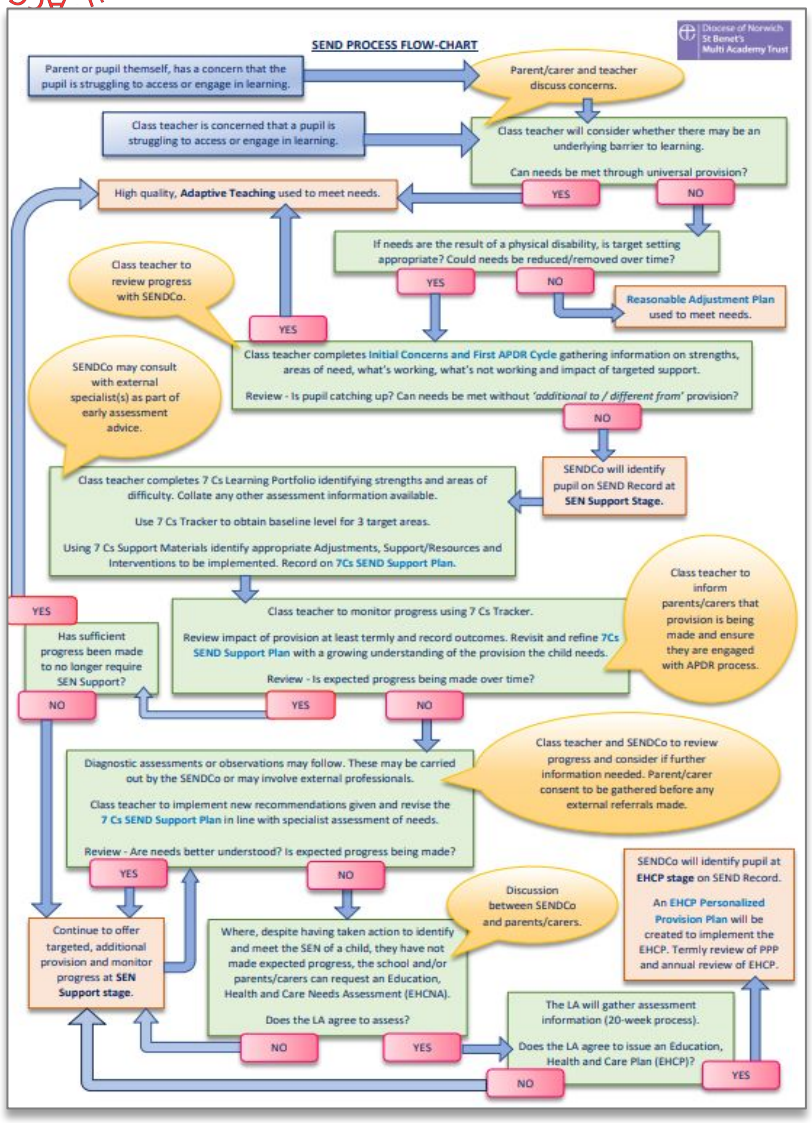
- Information from previous setting(s)
- Assessment data
- Progress and attainment monitoring
- Attendance and incident monitoring
- Concerns raised by teacher
- Concerns raised by parent/carer
- Concerns raised by pupil themself
- Concerns raised by school staff
- Outside agencies & professionals' advice
- Screening assessments
- Observations
- Monitoring impact of provisions

How does the school assess pupils with SEND?

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

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

How do we identify pupils with emerging SEND?



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

Universal Provision

High Quality, Adaptive Teaching and Reasonable Adjustments

Targeted Support

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

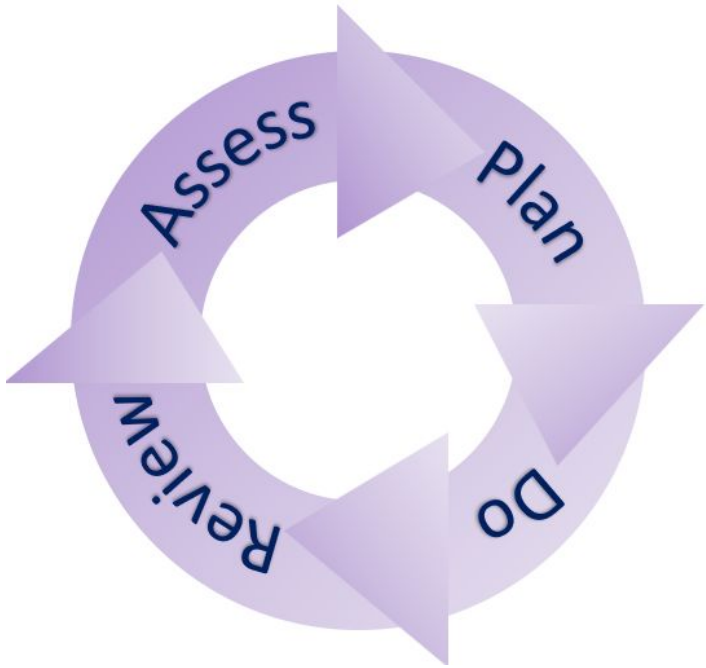
Specialist Provision

EHCP

What is the Graduated Approach?

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

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

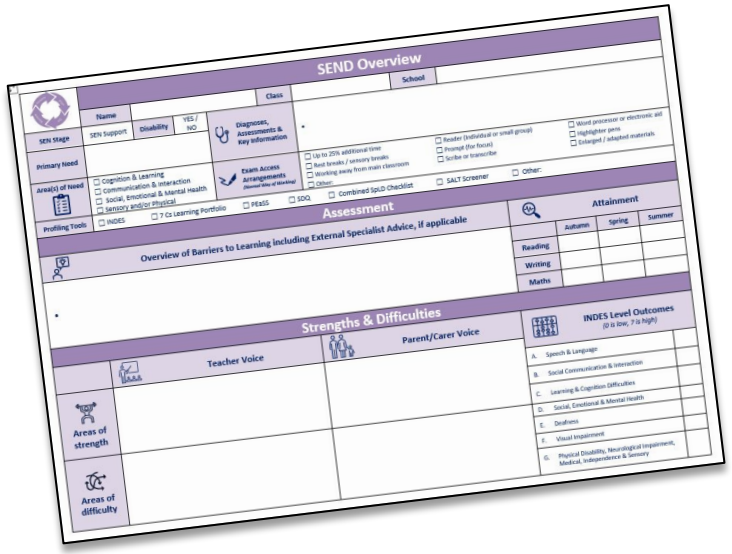


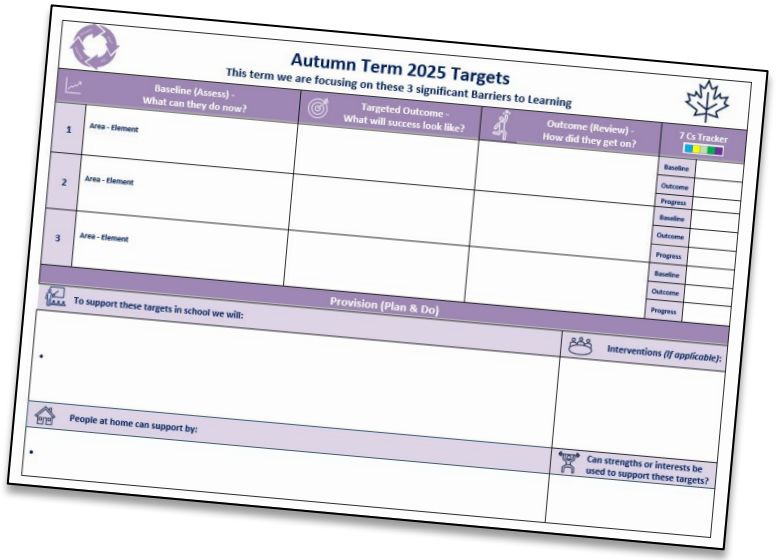
How do we capture the Graduated Approach?

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

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

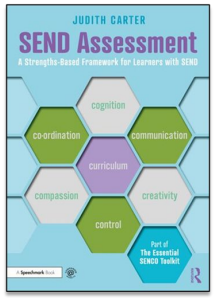


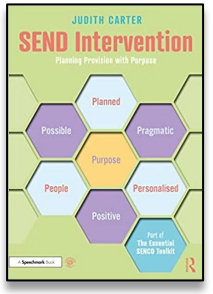




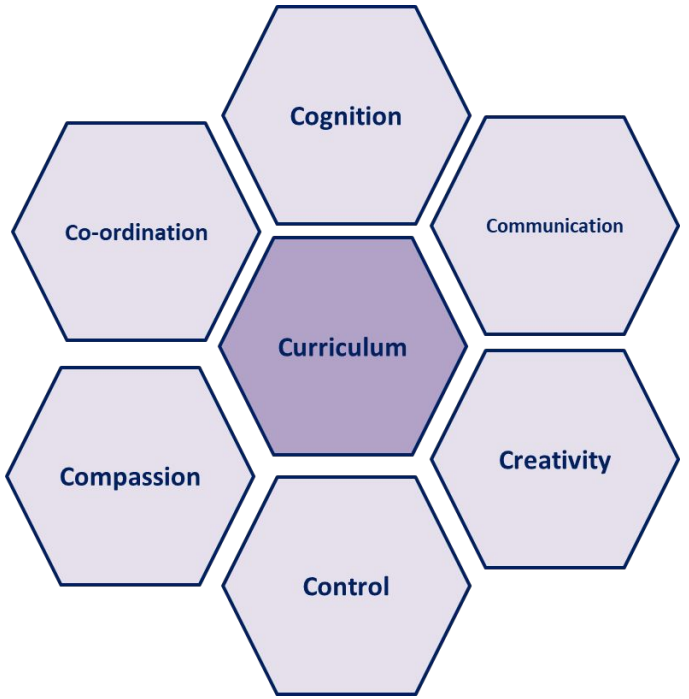
What is the 7 Cs Learning Portfolio?

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







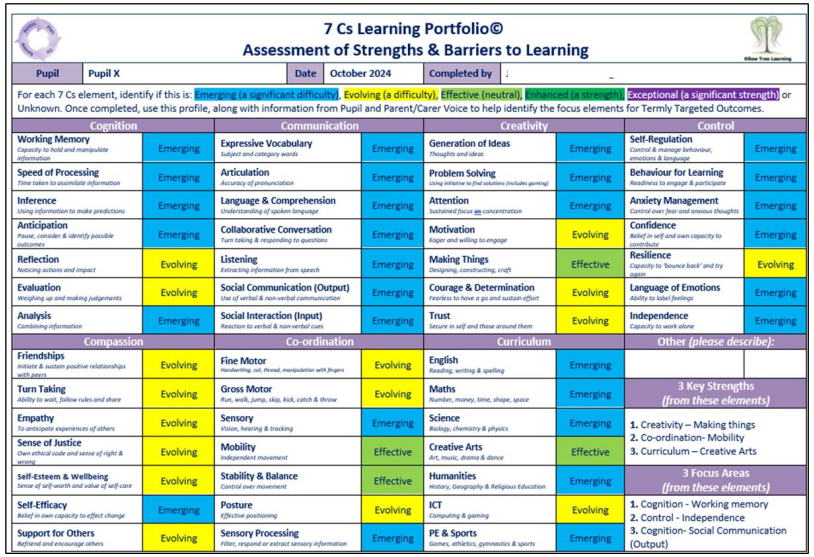


How do we assess and review progress?

- The impact of SEND provision is measured using the **7 Cs Progress Tracker.** This is a rating scale for each element that can be used to capture the pupil's start point (baseline) and progress. To support assessment, the 7Cs supporting materials provide descriptors for the broad areas of Emerging (1-3), Enhancing (4-6), Effective (7-8), Enhanced (10) or Exceptional (10+).

- Every child's progress in English and Maths (including children with SEND where possible) is also assessed and measured using **termly PiXL assessments**. This helps us to check how well we are supporting your child's progress, gaps in their knowledge and understanding, and enables us to draw comparisons with other schools nationally. Where appropriate, Access Arrangements may be given or the pupil may complete specific parts of the PiXL assessment, or a paper from a different year group used. This is done with discretion.

- Where appropriate, we also make use of specialist **SEND assessment tools** such as the Salford Sentence and Reading Comprehension Test (SSRCT) or other non-standardized tests (e.g. response to a set of Maths questions, a handwriting sample or incident tracking) to support our understanding of progress that has been made as a result of intervention and/or support.

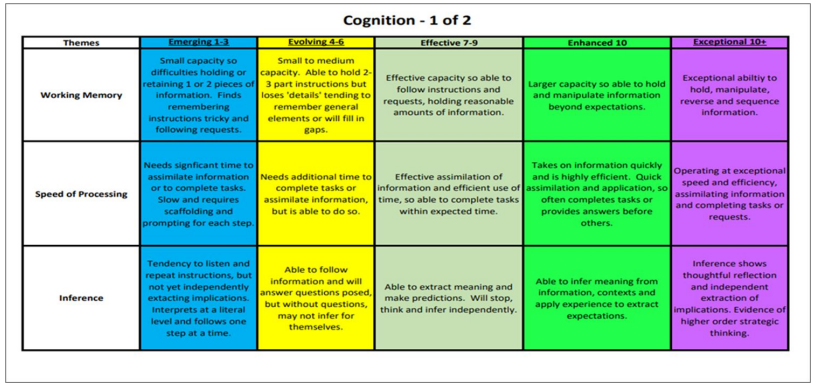


7 Cs Learning Portfolio©
Assessment of Strengths & Barriers to Learning

Pupil	Pupil X	Date	October 2024	Completed by	

For each 7 Cs element, identify if this is: Emerging (a significant difficulty), Evolving (a difficulty), Effective (neutral), Enhanced (a strength), Exceptional (a significant strength) or Unknown. Once completed, use this profile, along with information from Pupil and Parent/Carer Voice to help identify the focus elements for Termly Targeted Outcomes.

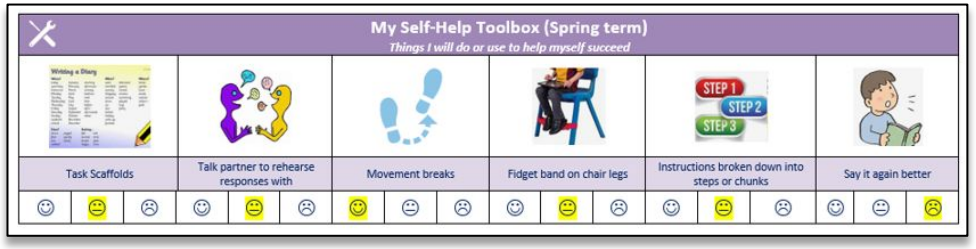
Cognition		Communication		Creativity		Control	
Working Memory	Emerging	Expressive Vocabulary	Emerging	Generation of Ideas	Emerging	Self-Regulation	Emerging
Speed of Processing	Emerging	Articulation	Emerging	Problem Solving	Emerging	Behaviour for Learning	Emerging
Inference	Emerging	Language & Comprehension	Emerging	Attention	Emerging	Anxiety Management	Emerging
Anticipation	Emerging	Collaborative Conversation	Emerging	Motivation	Evolving	Confidence	Emerging
Reflection	Evolving	Listening	Emerging	Making Things	Effective	Resilience	Evolving
Evaluation	Evolving	Social Communication (Output)	Emerging	Courage & Determination	Evolving	Language of Emotions	Emerging
Analysis	Emerging	Social Interaction (Input)	Emerging	Trust	Evolving	Independence	Emerging
Compassion		**Co-ordination**		**Curriculum**		**Other *(please describe)*:**	
Friendships	Evolving	Fine Motor	Evolving	English	Emerging		
Turn Taking	Evolving	Gross Motor	Evolving	Maths	Emerging	**3 Key Strengths *(from these elements)***	
Empathy	Evolving	Sensory	Emerging	Science	Emerging	1. Creativity – Making things 2. Co-ordination- Mobility 3. Curriculum – Creative Arts	
Sense of Justice	Evolving	Mobility	Effective	Creative Arts	Effective		
Self-Esteem & Wellbeing	Evolving	Stability & Balance	Effective	Humanities	Emerging	**3 Focus Areas *(from these elements)***	
Self-Efficacy	Emerging	Posture	Evolving	ICT	Evolving	1. Cognition - Working memory 2. Control - Independence 3. Cognition- Social Communication (Output)	
Support for Others	Evolving	Sensory Processing	Emerging	PE & Sports	Emerging		



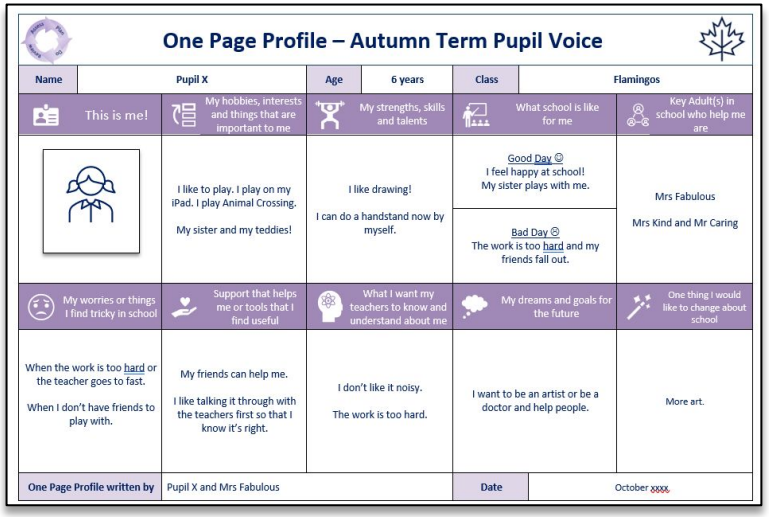
Cognition - 1 of 2

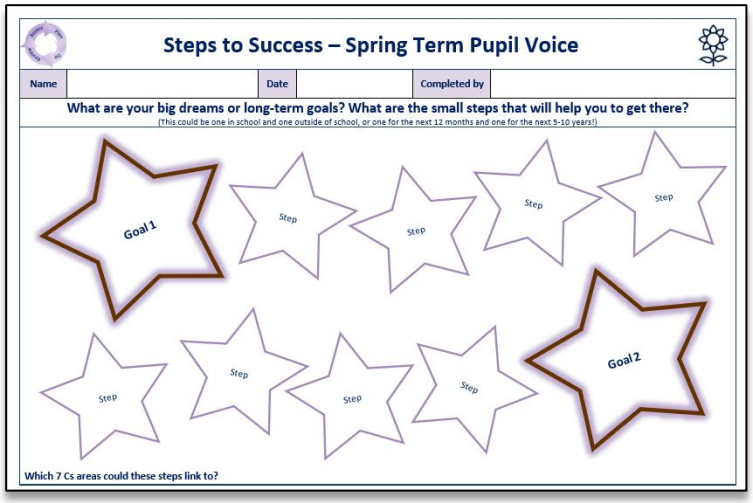
Themes	Emerging 1-3	Evolving 4-6	Effective 7-9	Enhanced 10	Exceptional 10+
Working Memory	Small capacity so difficulties holding or retaining 1 or 2 pieces of information. Finds remembering instructions tricky and following requests.	Small to medium capacity. Able to hold 2-3 part instructions but loses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

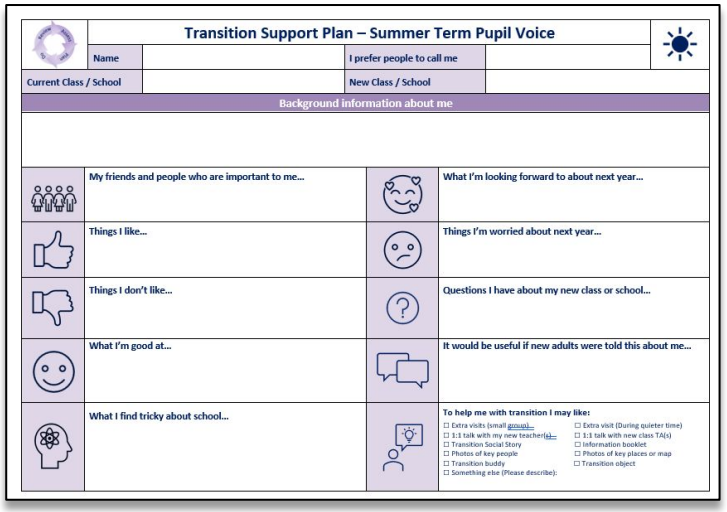
How do we consult with pupils about their provision?



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







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

What did our pupils with SEND tell us about their experiences of our school?

I like lessons especially Maths!

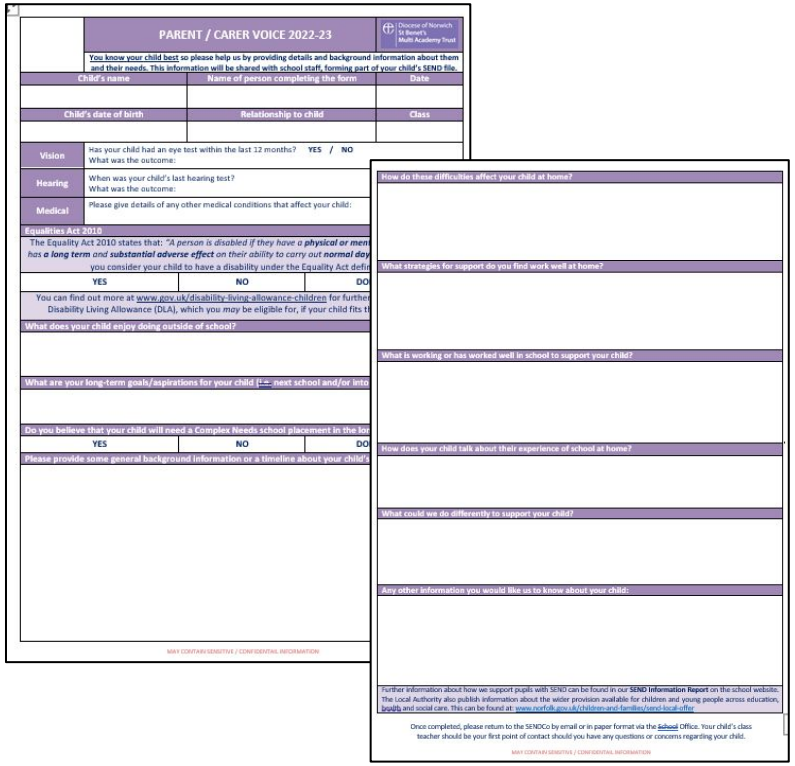
I like having fun.

I like seeing my friends and my teachers!

I enjoy lunch and play.

I like doing lessons and running around outside at lunchtime.

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


PARENT / CARER VOICE 2022-23

Diocese of Norwich St Benet's Multi Academy Trust

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

Child's name	Name of person completing the form	Date
Child's date of birth	**Relationship to child**	**Class**

Vision	Has your child had an eye test within the last 12 months? YES / NO What was the outcome:
Hearing	When was your child's last hearing test? What was the outcome:
Medical	Please give details of any other medical conditions that affect your child:

Equalities Act 2010

The Equality Act 2010 states that: *"A person is disabled if they have a **physical or men** has **a long term** and **substantial adverse effect** on their ability to carry out **normal day** you consider your child to have a disability under the Equality Act defin*

YES	NO	DO

You can find out more at www.gov.uk/disability-living-allowance-children for further Disability Living Allowance (DLA), which you may be eligible for, if your child fits th

What does your child enjoy doing outside of school?

What are your long-term goals/aspirations for your child [illegible] next school and/or into

Do you believe that your child will need a Complex Needs school placement in the lo

YES	NO	DO

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

MAY CONTAIN SENSITIVE / CONFIDENTIAL INFORMATION

How do these difficulties affect your child at home?

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

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

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

What could we do differently to support your child?

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

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

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

MAY CONTAIN SENSITIVE / CONFIDENTIAL INFORMATION

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

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

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

What is our approach to teaching pupils with SEND?

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

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

Our Core Offer

At Dickleburgh C of E Primary Academy we aim to:

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

What is our Universal offer?

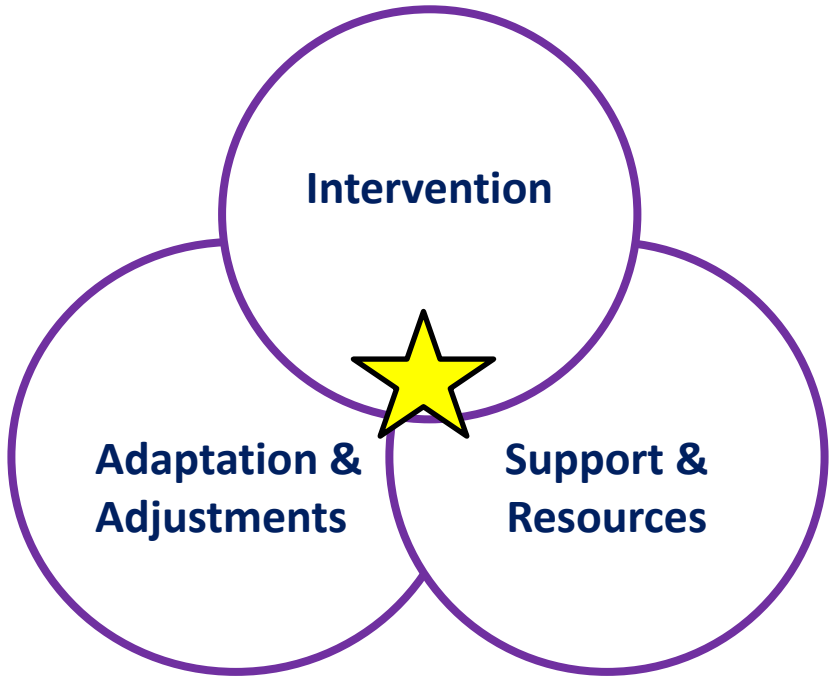
Following the EEF's 'Five-a-day' principle, our teachers embed a range of strategies into their daily practice to achieve high-quality teaching that benefits all learners, but particularly those with common types of SEND.

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

What is our approach to provision for pupils with SEND?

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

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



Support & Resources
(Extra not instead of)
e.g. additional time, practice, specific encouragement, technology (e.g. iPad, laptop, Reader Pen), other specialist equipment or resources, to enable and encourage independence.

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

What additional support is available for pupils?

Provision

Highlight or tick all adjustements, support and resources used to meet pupil's needs (Strategies may apply to more than one area).

EEF 5-a-day teaching strategies	☐ Explicit Instruction	☐ Cognitive & Meta-Cognitive Strategies	☐ Scaffolding	☐ Flexible Grouping	☐ Using Technology

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

Other Consistent Support Strategies to Meet Needs *(Refer to Norfolk PEaSS Guidance – Suggested Support Strategies in the Classroom)*

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

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

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

What interventions are available?

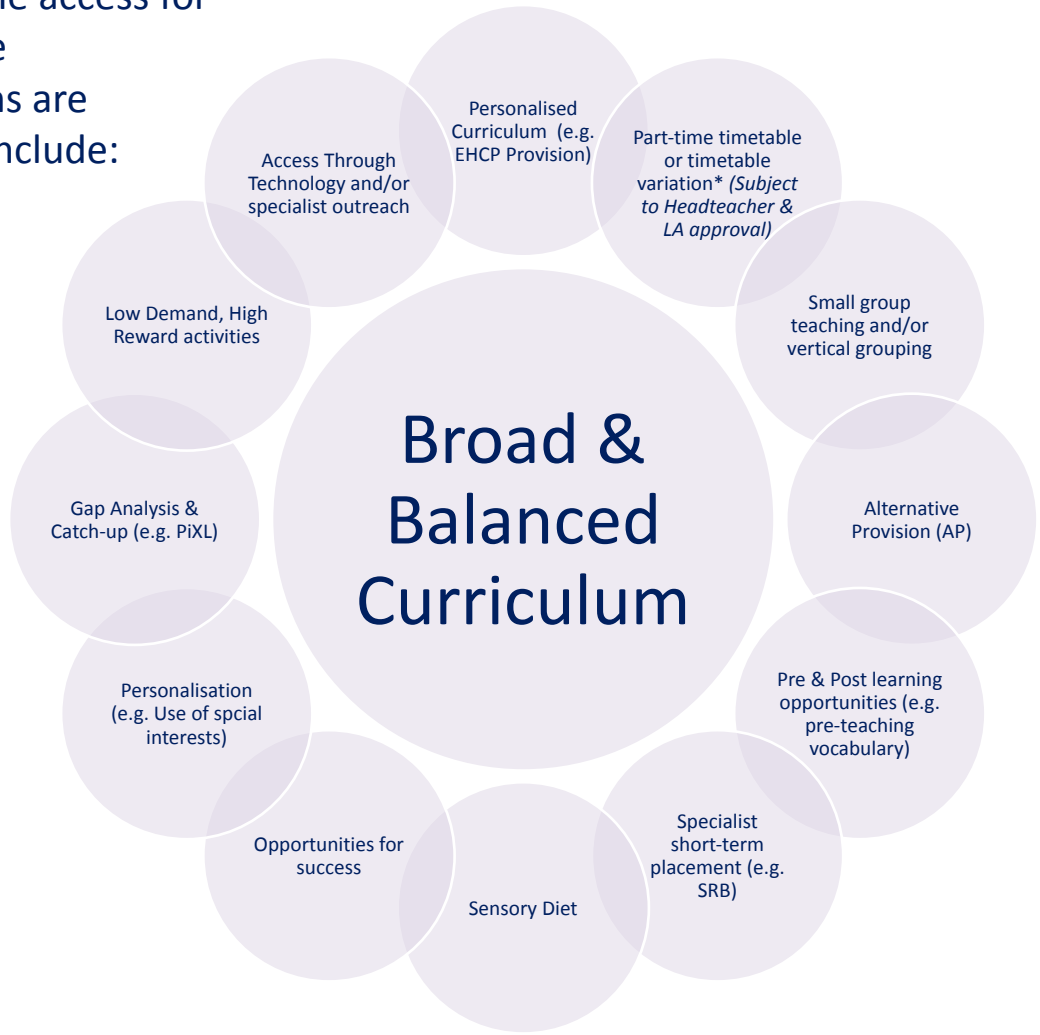
The interventions that we deliver are adjusted regularly, based on need. Interventions may be run within the classroom or outside of lessons. Wherever possible, Interventions are timetabled so that pupils do not always miss the same lessons to attend, and careful planning is given to avoid subjects that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

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

Cognition & Learning	Communication & Interaction	SEMH	Sensory and/or Physical
Maths Little Wandle Keep Up Little Wandle Rapid Catch Up Spelling Reading Comprehension Memory Activities SATs Booster	Individual SALT Programmes Colourful Semantics*	Zones of Regulation Pastoral Pick-Ups Social Skills Lego Therapy Worry Busters	Sensory Circuits Handwriting Fine Motor Skills

How is the curriculum adapted to support pupils with SEND?

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



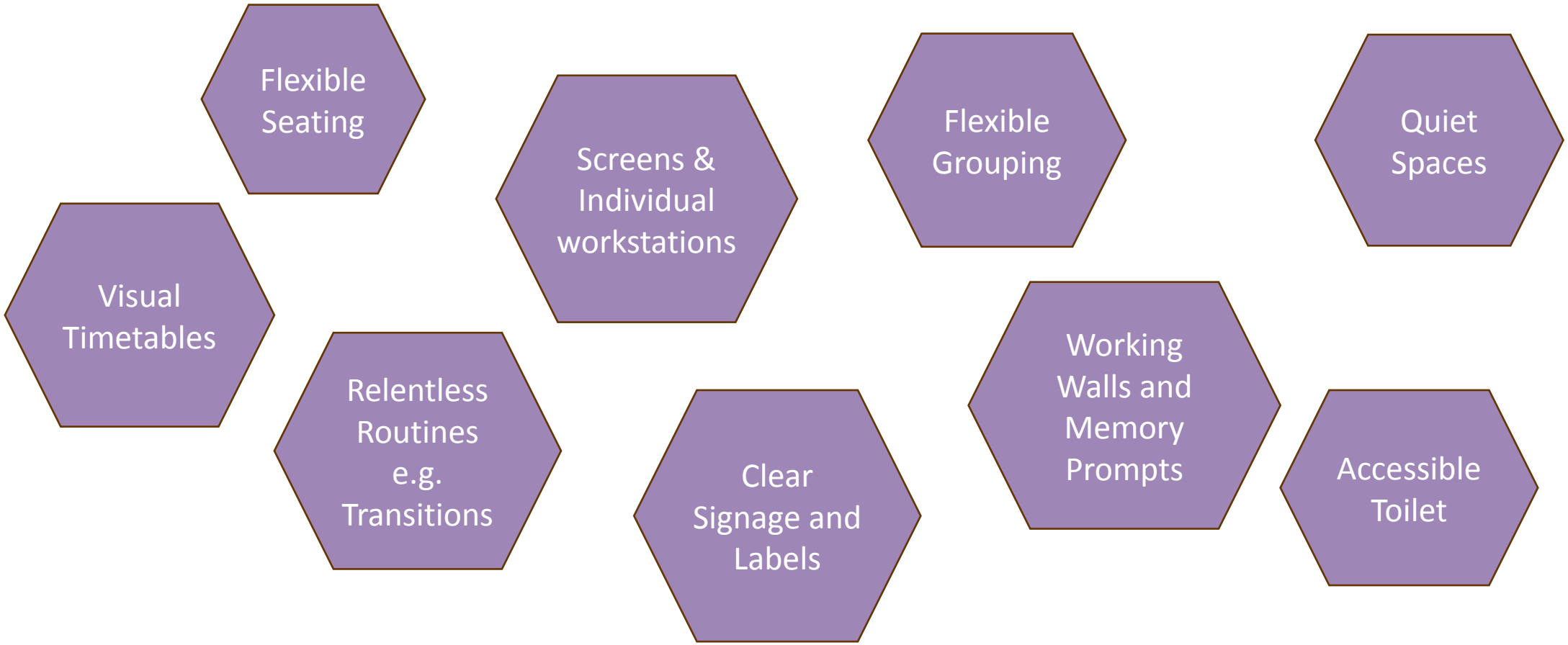
Part-time timetables
In exceptional circumstances and where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet a pupil's individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable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

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

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

How do we adapt the environment for pupils with SEND?

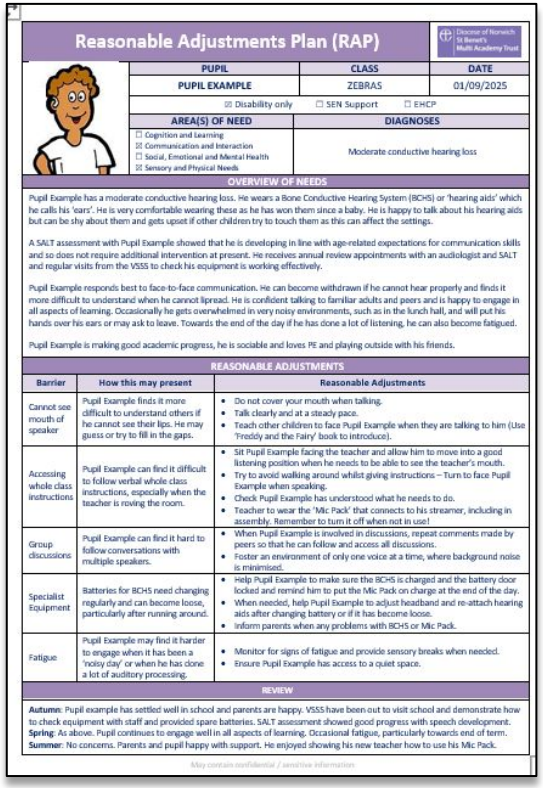
A range of flexible strategies are used to create a supportive learning environment for all pupils, which may be especially beneficial for some pupils with SEND . This may include:



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

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

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



Reasonable Adjustments Plan (RAP)

PUPIL	CLASS	DATE
PUPIL EXAMPLE	ZEBRAS	01/09/2025

☑ Disability only ☐ SEN Support ☐ EHCP

AREA(S) OF NEED	DIAGNOSES
☐ Cognition and Learning ☒ Communication and Interaction ☐ Social, Emotional and Mental Health ☒ Sensory and Physical Needs	Moderate conductive hearing loss

OVERVIEW OF NEEDS

Pupil Example has a moderate conductive hearing loss. He wears a Bone Conductive Hearing System (BCHS) or 'hearing aids' which he calls his 'ears'. He is very comfortable wearing these as he has won them since a baby. He is happy to talk about his hearing aids but can be shy about them and gets upset if other children try to touch them as this can affect the settings.

A SALT assessment with Pupil Example showed that he is developing in line with age-related expectations for communication skills and so does not require additional intervention at present. He receives annual review appointments with an audiologist and SALT and regular visits from the VSSS to check his equipment is working effectively.

Pupil Example responds best to face-to-face communication. He can become withdrawn if he cannot hear properly and finds it more difficult to understand when he cannot lipread. He is confident talking to familiar adults and peers and is happy to engage in all aspects of learning. Occasionally he gets overwhelmed in very noisy environments, such as in the lunch hall, and will put his hands over his ears or may ask to leave. Towards the end of the day if he has done a lot of listening, he can also become fatigued.

Pupil Example is making good academic progress, he is sociable and loves PE and playing outside with his friends.

REASONABLE ADJUSTMENTS

Barrier	How this may present	Reasonable Adjustments
Cannot see mouth of speaker	Pupil Example finds it more difficult to understand others if he cannot see their lips. He may guess or try to fill in the gaps.	• Do not cover your mouth when talking. • Talk clearly and at a steady pace. • Teach other children to face Pupil Example when they are talking to him (Use 'Freddy and the Fairy' book to introduce).
Accessing whole class instructions	Pupil Example can find it difficult to follow verbal whole class instructions, especially when the teacher is roving the room.	• Sit Pupil Example facing the teacher and allow him to move into a good listening position when he needs to be able to see the teacher's mouth. • Try to avoid walking around whilst giving instructions – Turn to face Pupil Example when speaking. • Check Pupil Example has understood what he needs to do. • Teacher to wear the 'Mic Pack' that connects to his streamer, including in assembly. Remember to turn it off when not in use!
Group discussions	Pupil Example can find it hard to follow conversations with multiple speakers.	• When Pupil Example is involved in discussions, repeat comments made by peers so that he can follow and access all discussions. • Foster an environment of only one voice at a time, where background noise is minimised.
Specialist Equipment	Batteries for BCHS need changing regularly and can become loose, particularly after running around.	• Help Pupil Example to make sure the BCHS is charged and the battery door locked and remind him to put the Mic Pack on charge at the end of the day. • When needed, help Pupil Example to adjust headband and re-attach hearing aids after changing battery or if it has become loose. • Inform parents when any problems with BCHS or Mic Pack.
Fatigue	Pupil Example may find it harder to engage when it has been a 'noisy day' or when he has done a lot of auditory processing.	• Monitor for signs of fatigue and provide sensory breaks when needed. • Ensure Pupil Example has access to a quiet space.

REVIEW

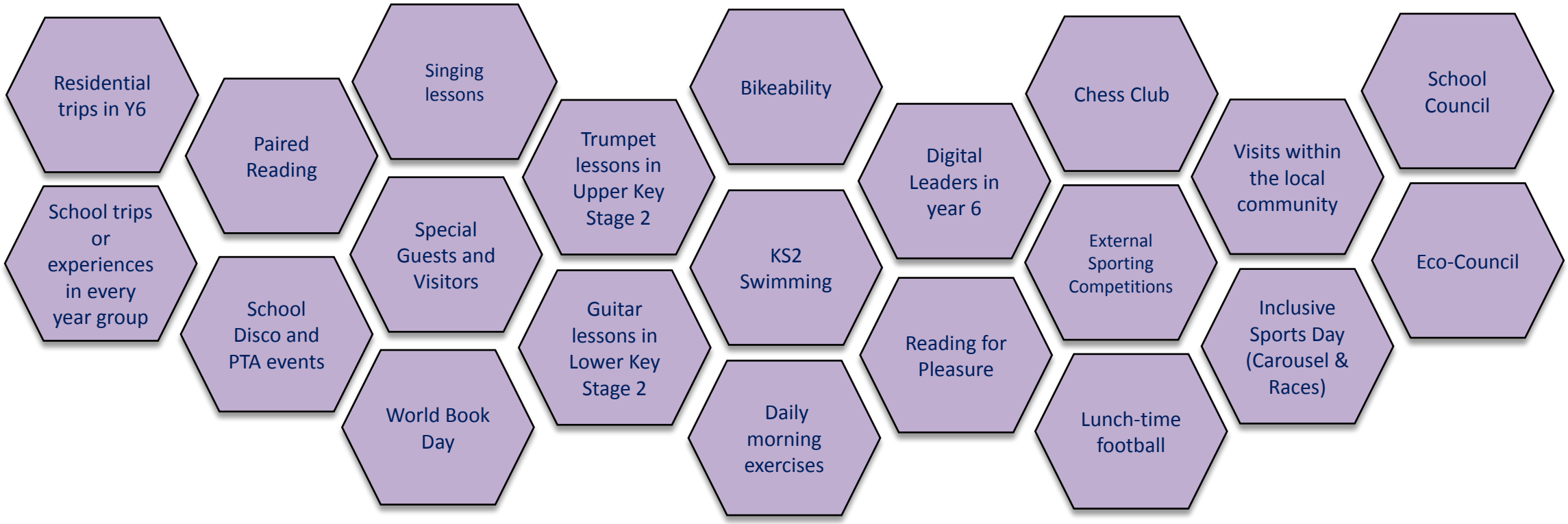
Autumn: Pupil example has settled well in school and parents are happy. VSSS have been out to visit school and demonstrate how to check equipment with staff and provided spare batteries. SALT assessment showed good progress with speech development.
Spring: As above. Pupil continues to engage well in all aspects of learning. Occasional fatigue, particularly towards end of term.
Summer: No concerns. Parents and pupil happy with support. He enjoyed showing his new teacher how to use his Mic Pack.

May contain confidential / sensitive information

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

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

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



What support is available for exams through Access Arrangements?

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

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

*(*These arrangements are subject to DfE application criteria)*

For more information see: 2026 key stage 2 access arrangements guidance - GOV.UK

Standards & Testing Agency

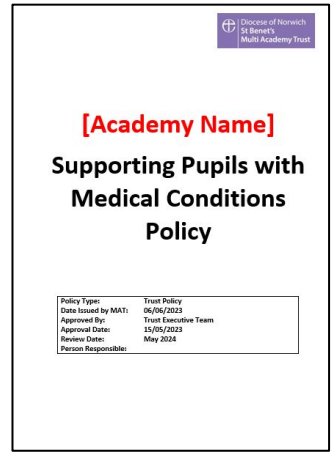
In some exceptional circumstances, pupils may be working well below the standard of the National Curriculum in one or more subjects. These pupils may be disapplied from KS2 SATs and alternative teacher assessment used such as the pre-key stage standards or the Engagement Model. Your child's Headteacher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

What additional support is available for pupils with Medical Conditions?

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



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



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

What is an Education Health and Care Plan?

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



What is an EHCP and who is it for?



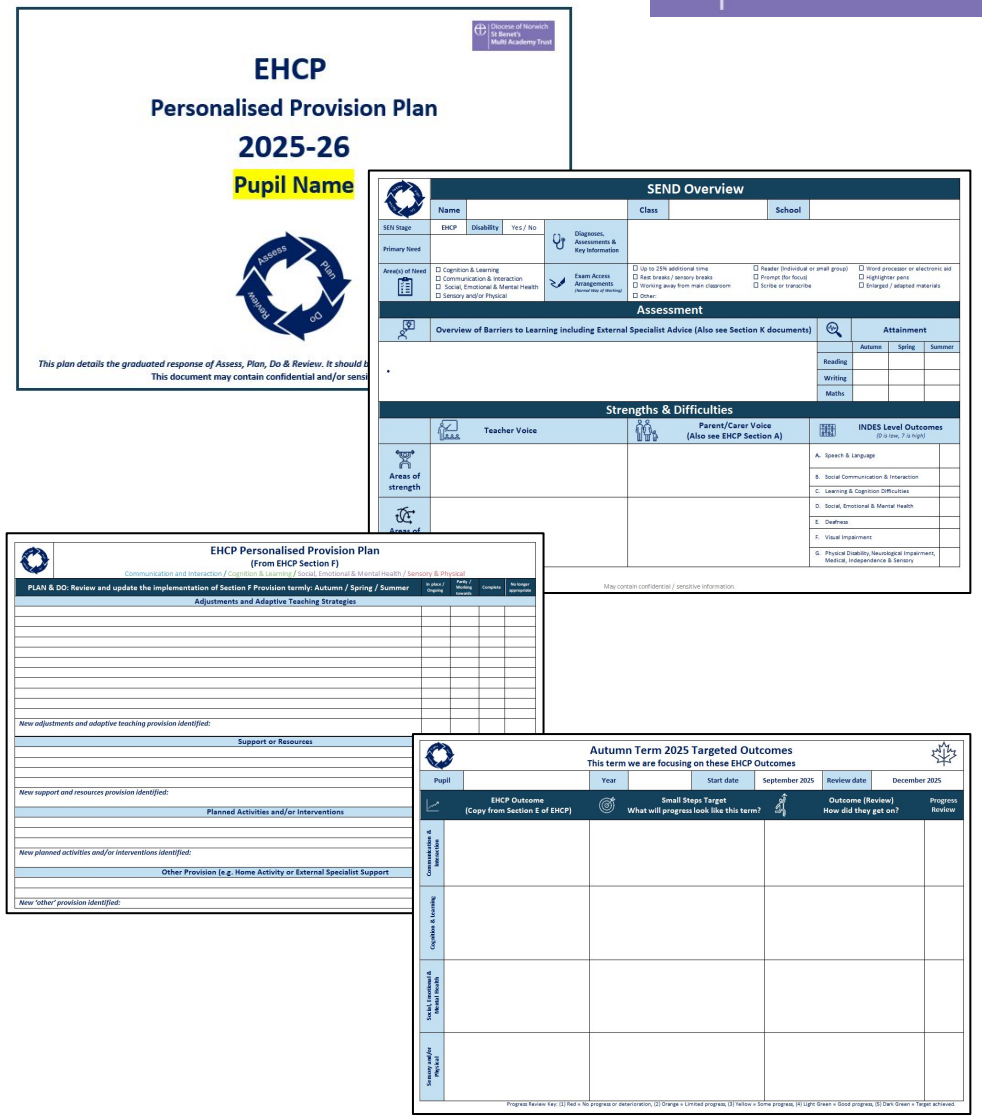
The EHCP and The Person Centred Connection

How do we provide for children with EHCPs?

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

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

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



How is the effectiveness of EHCP provision reviewed?

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

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

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

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

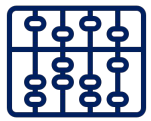


What happens at an EHCP Annual Review?

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

How do we secure provision to support pupils with SEND?

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



INDES
Identification of Needs Descriptors in Educational Settings

→ **This captures Individual Pupil Needs**
Identification of pupil specific needs. Completed for every pupil on the SEND Record supporting identification of needs across cohorts/whole school which can inform provision and CPD



GPM
Graduated Costed Provision Map

→ **This captures Whole School Provision**
Whole school allocation of resources and use of E2 and E3 SEND funding at whole school and pupil specific level



IPSEF
Inclusion and Provision Self-Evaluation Framework

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



PEaSS
Provision Expected at SEN Support

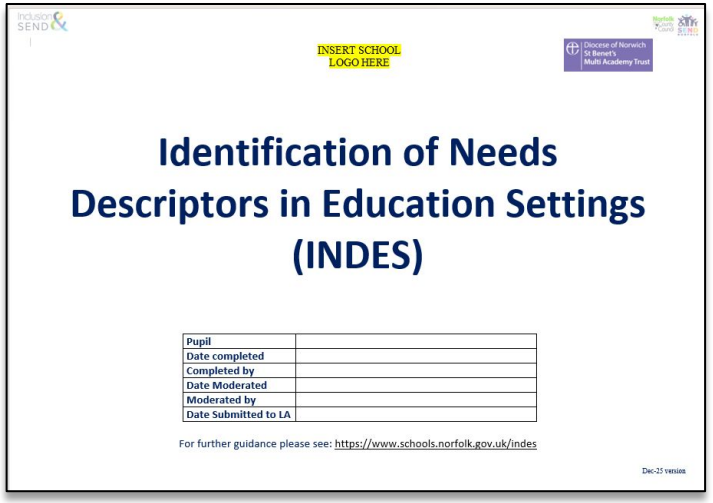
→ **This provides Good Practice Guidance for Setting and Individual Provision**
Strategies and resources to support individuals at a whole school, classroom and SENDCo specific level



IMP
INDES Moderation Panel

→ **This provides independent Quality Assurance**
External moderation (via dip-sampling) of specific INDES, APDRs, external supporting evidence, alongside IPSEF and GPM.

What are INDES?



INSERT SCHOOL LOGO HERE

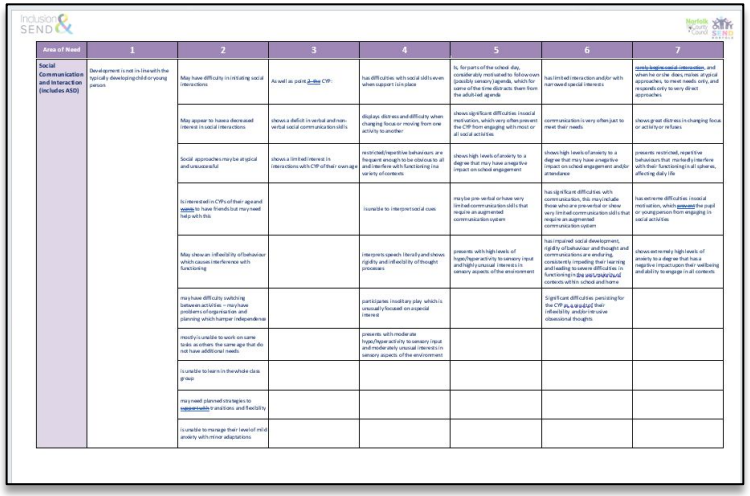
Diocese of Norwich St Benet's Multi Academy Trust

Identification of Needs Descriptors in Education Settings (INDES)

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

For further guidance please see: https://www.schools.norfolk.gov.uk/indes

Dec-25 version



Area of Need	1	2	3	4	5	6	7
Social Communication and Interaction (includes ASD)	Development is not in line with the typically developing child or young person	May have difficulty in initiating social interactions	As well as point 2, the CYP:	has difficulties with social skills even when support is in place	is, for part of the school day, considerably motivated to follow own (possibly sensory) agenda, which for some of the time distracts them from the adult-led agenda	has limited interaction and/or with narrowed special interests	needs longer social interaction, and when he or she does, makes atypical approaches, to meet needs only, and responds only to very direct approaches
		May appear to have a decreased interest in social interactions	shows a deficit in verbal and non-verbal social communication skills	displays distress and difficulty when changing focus or moving from one activity to another	shows significant difficulties in social motivation, which very often prevent the CYP from engaging with most or all social activities	communication is very often just to meet their needs	shows great distress in changing focus or activity or refuses
		Social approaches may be atypical and unsuccessful	shows a limited interest in interactions with CYP of their own age	restricted/repetitive behaviours are frequent enough to be obvious to all and interfere with functioning in a variety of contexts	shows high levels of anxiety to a degree that may have a negative impact on school engagement	shows high levels of anxiety to a degree that may have a negative impact on school engagement and/or attendance	presents restricted, repetitive behaviours that markedly interfere with their functioning in all spheres, affecting daily life
		is interested in CYPs of their age and wants to have friends but may need help with this		is unable to interpret social cues	may be pre-verbal or have very limited communication skills that require an augmented communication system	has significant difficulties with communication, this may include those who are pre-verbal or show very limited communication skills that require an augmented communication system	has extreme difficulties in social motivation, which prevent the pupil or young person from engaging in social activities
		May show an inflexibility of behaviour which causes interference with functioning		interprets speech literally and shows rigidity and inflexibility of thought processes	presents with high levels of hyper/hypo activity to sensory input and highly unusual interests in sensory aspects of the environment	has impaired social development, rigidity of behaviour and thought and communications are enduring, consistently impeding their learning and leading to severe difficulties in functioning in the wider world and contexts within school and home	shows extremely high levels of anxiety to a degree that has a negative impact upon their wellbeing and ability to engage in all contexts
		may have difficulty switching between activities – may have problems of organisation and planning which hamper independence		participates in solitary play which is unusually focused on a special interest		significant difficulties persisting for the CYP as a result of their inflexibility and/or resolve obsessional thoughts	
		need/s to be unable to work on same tasks as others, the same age that do not have additional needs		presents with moderate hyper/hypo activity to sensory input and moderately unusual interests in sensory aspects of the environment			
		is unable to learn in the whole class group					
		may need planned strategies to support/work in transitions and flexibility					
		is unable to manage their level of mild anxiety with minor adaptations					

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

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

Using INDES helps us to identify needs, using a shared language to improve communication between settings, the Local Authority, professionals and families.

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

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

What SEND funding has the school received?

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

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

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

In 2025/26 financial year we were allocated £73,583
In 2024/25 financial year we were allocated £73,906
In 2023/24 financial year we were allocated £59,233
In 2022/23 financial year we were allocated £54,305

For the 2026/27 financial year we have been allocated **£78,307.** Both currently, and in previous years, SEND funding has not fully covered our SEND provision costs and therefore funding from other budget streams has been needed to make up the short-fall.

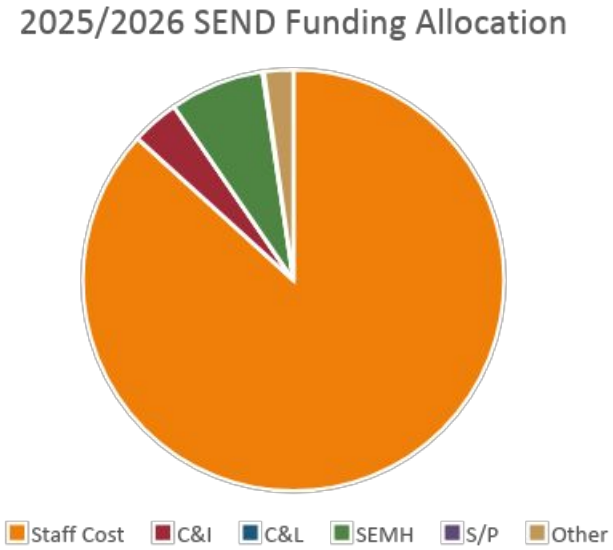
How do we use our SEND funding?

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

Some funding, around £3,200, was used to fund a counsellor to support children (SEMH).

Around £1600 was used to support Communication and Interaction Needs through a Speech and Language Therapist.

Approximately £60 was spent on new and replacement S/P resources. No funding was spent on C&L this year as existing resources were able to be used.



An additional £1000 was spent on commissioning an Educational Psychologist and an additional subscription.

What expertise and training does the SENDCo have?

Professional Support and Expertise

Our SENDCo, Mrs Parsons, has been in post since September 2026 and is working towards completing the NPQ-SENCO (a DfE accredited qualification). Previously she has worked as a class teacher and has also worked in health care. Her undergraduate degree comprised of Health and Social Care modules and she also has a Masters degree in Education Studies.

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

Training & Networking

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

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

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

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

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

All Staff:

- Norfolk STEP On
- Allergy Awareness – IAMCompliant
- AAIs (EpiPen) Use and Severe Allergy Response – IAMCompliant
- Food Safety and Hygiene Level 2- IAM Compliant
- Risk Assessment Training – IAM Compliant
- Safeguarding – updated yearly
- *Trauma & Attachment Aware Practice (TAAP) – booked for Jan 2027*

Targeted Groups or Individual Staff

- Walkthrus & coaching – Developing pedagogy and practice
- Maths 5 Big Ideas – St. Benet's Maths Lead
- Targeted Outcome Writing
- Norfolk Step Up
- First Aid & Paediatric First Aid
- St Benet's Inclusion Pathway (Inclusive pedagogy, SpLDs, Executive Functioning & Working Memory)
- St Benet's Pastoral Pathway (Developmental Trauma, Attachment, Window of Tolerance and Polyvagal Theory)
- Lego Therapy

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

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

Inclusion & SEND Team Advisors	Virtual School Sensory Support	Virtual School LAC	Educational Psychologists (EP)	Specialist Learning Support Teachers (SLST)	Specialist Outreach Advisory Service (SOAS)
Specialist Resource Bases (SRBs)	School & Community Team (SCT)	Mental Health Support Team (MHST)	TITAN Travel Team	Access Through Technology (ATT)	Occupational Therapy (OT)
Speech and Language Therapy (SALT)	Autism Support Team	SEMH Support Team	Medical Needs Service	Neurodevelopmental Service (NDS)	Attendance Team

What other specialist support can the school draw on?

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

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

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

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

Some children are supported with their emotions through using the **Zones of Regulation.** For more information, watch this short video or see: Zones of Regulation



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

Mental Health Support Teams (MHST)

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

What does the MHST service do?

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

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

We can offer assessment and support for:

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

Accessing MHST Support

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

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

You can also self refer by making a request for support.

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

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

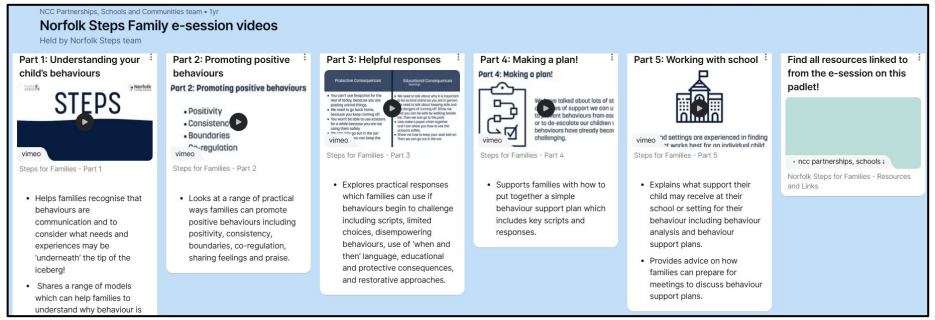
If you would like to know more information about how the MHST can support you and your family, please contact Mrs Parsons (eparsons@beacon.stbenets.org).

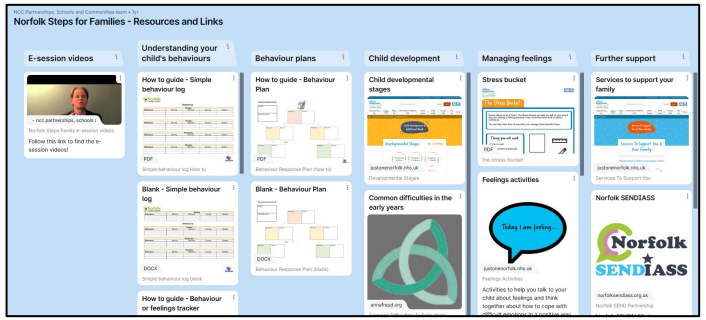
How is Norfolk STEPs used to support SEMH needs?

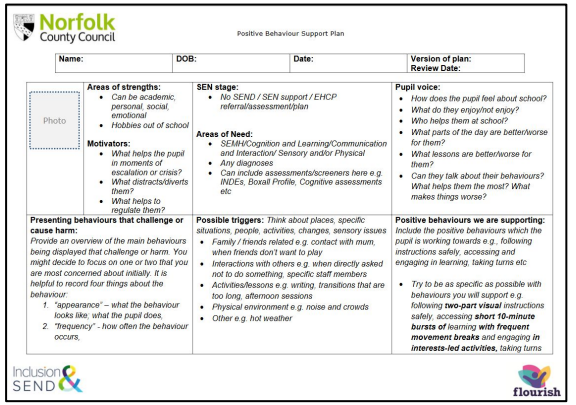
The Norfolk STEPs team support our school with positive behaviour management. All staff are trained in the **Norfolk STEPs** programme to ensure we maintain a consistent approach when supporting children in our school, so that all children are safe and ready to learn.

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

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

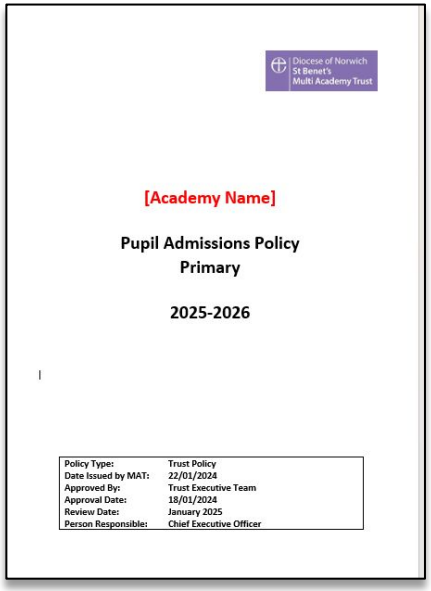






What are the school's admissions arrangements?

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


[Academy Name]

Pupil Admissions Policy
Primary

2025-2026

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

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

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

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

Children working outside of year group:

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

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

How do we support transition between phases?

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

Transition visits prepare children for their first school day in September. These include spending time in their new class and opportunities to meet staff. During the Autumn term prospective parents can make an appointment to visit the school and to begin building relationships with us. Some pupils may need additional transition support to help settle them into school. Our SENDCo will work closely with the family to plan any additional activities needed. Where a pupil already has an EHCP, our SENDCo will also try to attend their Annual Review and liaise with their EHCP Co-ordinator.

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

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

How do we share information to support transition?

Joining Reception

- Introductory letter and information pack sent to parent/carers and pupil including Welcome Booklet
- Visits to Nursery/Pre-school by new teacher(s)
- A series of stay and play sessions in school
- Additional visits (including at quieter times if necessary) for vulnerable pupils.
- Information Evening for Parents/Carers
- Home Visits by class teacher and TA or SENDCo
- Phased start in September starting with mornings only, mornings with lunch and then full time if ready.

Moving to a New Class in the school

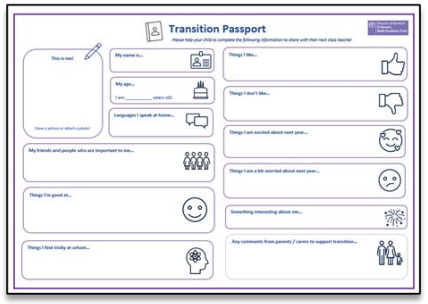
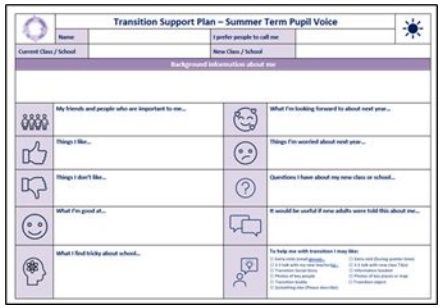
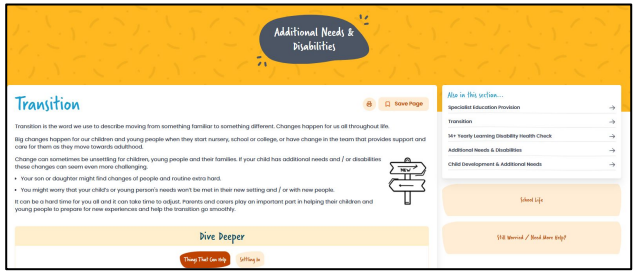
- Transition meetings with parents, child and other professionals if required. Pupil given advanced warning of change if appropriate (e.g. told new teacher by family first).
- Moving up Morning where the pupil spends the morning with their new class, teacher and support staff doing 'Getting to Know You' activities.
- Hand-over meetings (teacher to teacher) to discuss support and effective strategies.
- Transition Booklet (e.g. Moving to Year 4) shared to reassure pupils (i.e. Therapeutic Story Style).
- Pupil specific transition support as identified on APDR (e.g. transition object, additional time with new teacher, etc.).
- If necessary, vulnerable pupils are invited in for a Refamiliarization Visit the day before term starts.

Moving to High School

- Pupils in Year 5 attend a Taster Day at XXX High School and have further opportunities attend wider school events over the next two years to become familiar with the school.
- XXX High School staff and pupils come to the school to talk to Year 6 pupils about life at the High School.
- Meeting between SENDCos from both schools to discuss pupils' needs and current provision
- Meeting between class teacher and Year 7 staff to share key information and support transition planning
- Key information is shared with the new setting using the Common Transition Paperwork
- Transition Days are held for all Year 6 pupils.
- Additional transition visits are organized for individuals or small groups, if required.
- Special Year 6 Leavers events and activities to support 'moving on'.
- Following GDPR guidance, pupils' SEND files are transferred to their new setting within 15 days of them starting their new school.

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

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

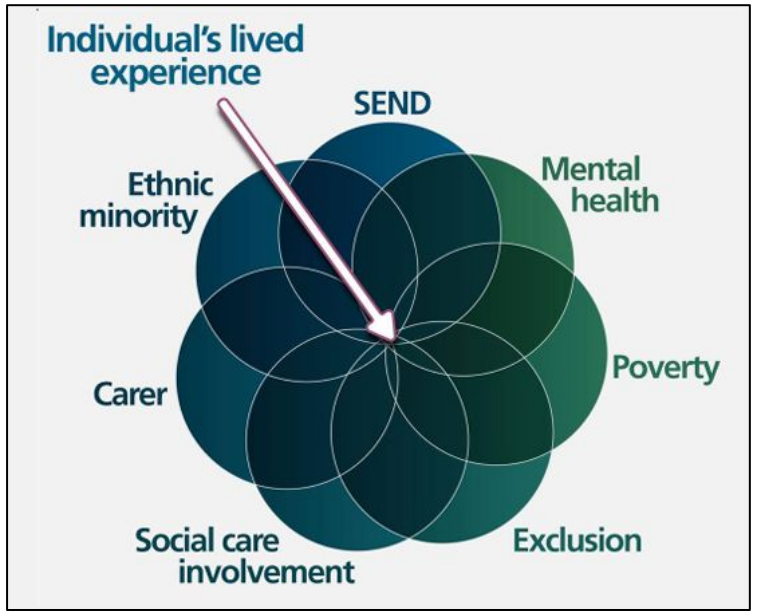
		
Transition Passport –Completed with family at home or as part of a school transition activity.	**Summer term APDR Pupil Voice** – Pupils are supported to create a Transition Support Plan to share with their new teacher(s).	**'Moving to Year X' Booklets** (Therapeutic story) focusing on what will be staying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

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

- Our Designated Teacher for Looked After Children is Mr. Carlyle, who is also our headteacher. He works closely with the SENDCo, Finance Officer and Assistant Headteacher in this role.

- We recognise that children who are Looked After or Previously Looked After may face additional vulnerabilities and barriers to learning. We know that these needs can sometimes be misinterpreted as being related to post-traumatic experiences rather than an underlying SEND, therefore staff remain curious and open-minded when considering the needs profile of pupils who are LAC or PLAC.

- If a pupil is Looked After and has SEND, the SENDCo will contribute to Personal Education Plans (PEP) and ensure that these align with APDRs and/or EHCPs. If they have an EHCP, Annual Reviews will be combined with PEP review meetings wherever possible, to avoid duplication. If appropriate, the Virtual School Head will be invited to comment on proposed SEN provision as part of the Graduated Approach.



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

How can I access SEND Advice & Support Services?

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



[Who are we and how can we help?]

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



[Information zone]

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



[Book an Appointment]

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



[Face to face library drop-ins and outreach]

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



[Parent/carer and professional feedback board]

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



[Norfolk SEND Youth Forum]

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

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

SEND and inclusion support line

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

Call 0333 313 7165 ›

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

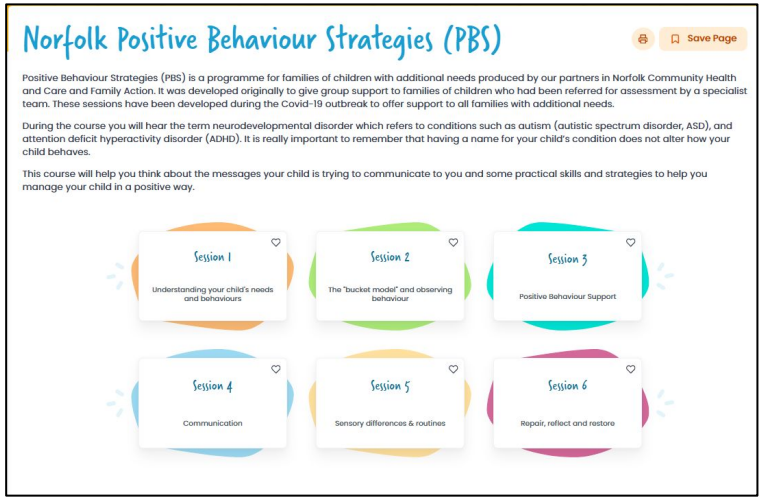
How we can help you

Our team of advisors can help you:

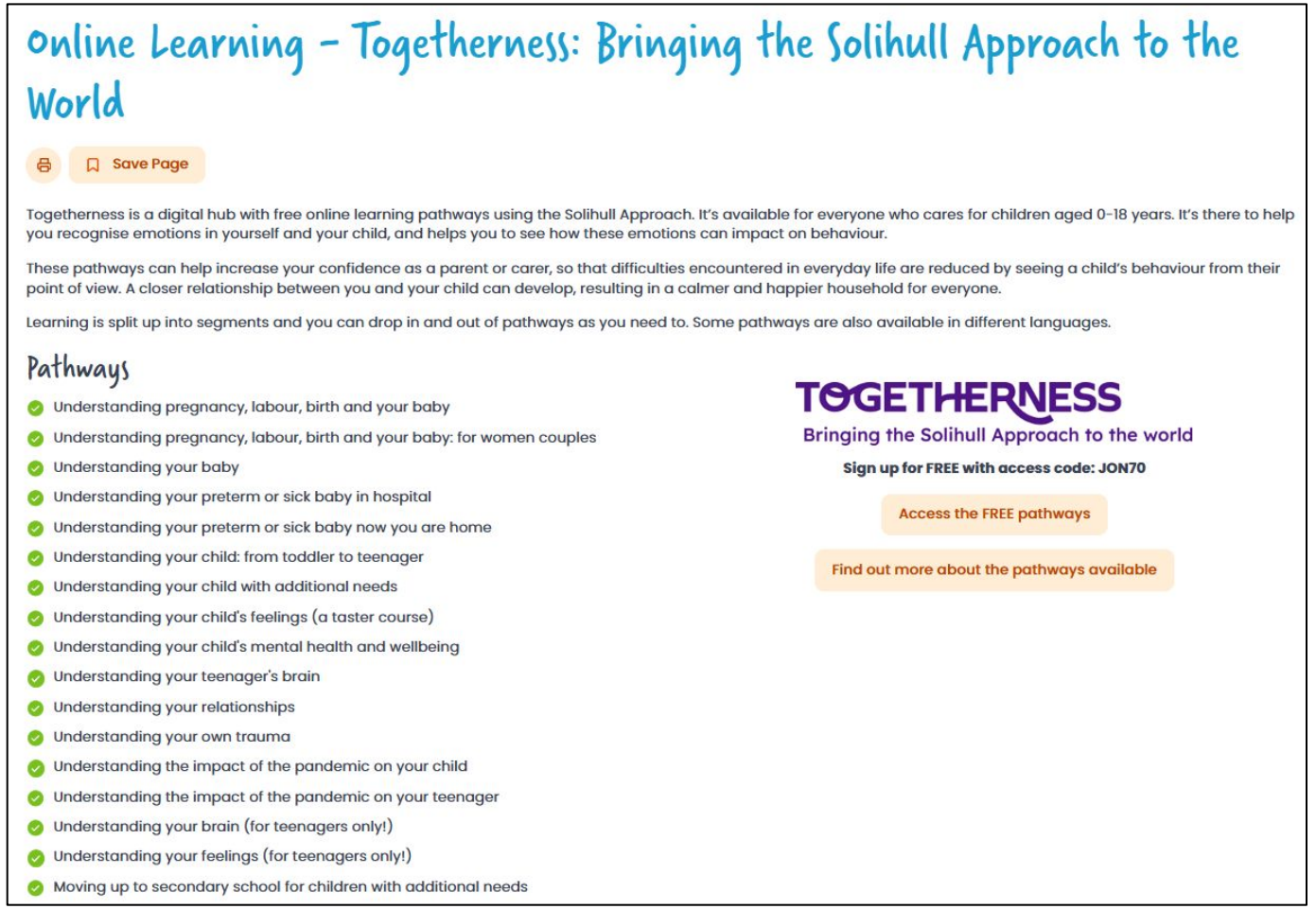
- Learn how to access support for children and young people
- Learn about the support available to your child
- Get guidance and support if a child is at risk of being permanently excluded from their place of learning
- Get guidance and advice if you are considering applying for an education, health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

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

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







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

How can I access Health Support Services?

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



www.justonenorfolk.nhs.uk/

How can I access Care Support Services?

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

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

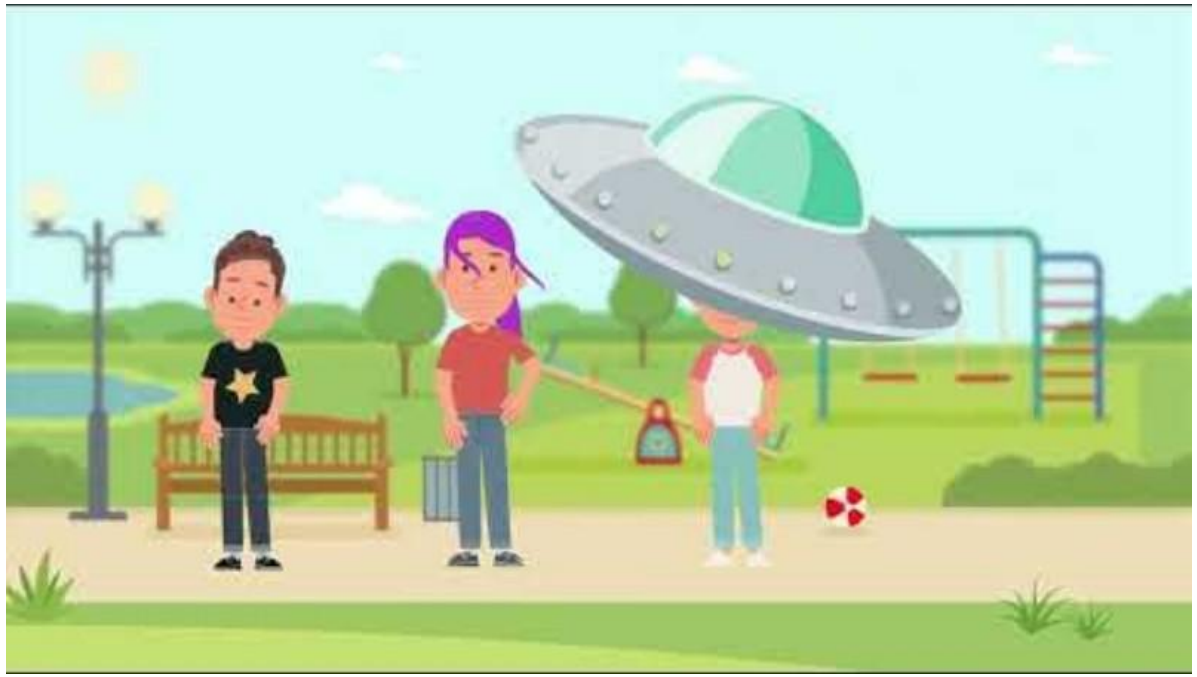
- Children with poor mental health affecting their everyday life and activities
- Domestic abuse or parental conflict which is having an impact the children's wellbeing and parents/carers in the family
- Someone may be suffering from drug or alcohol dependency and are not sure where to get help
- Children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

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

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

Where can I find out more about Short Breaks?



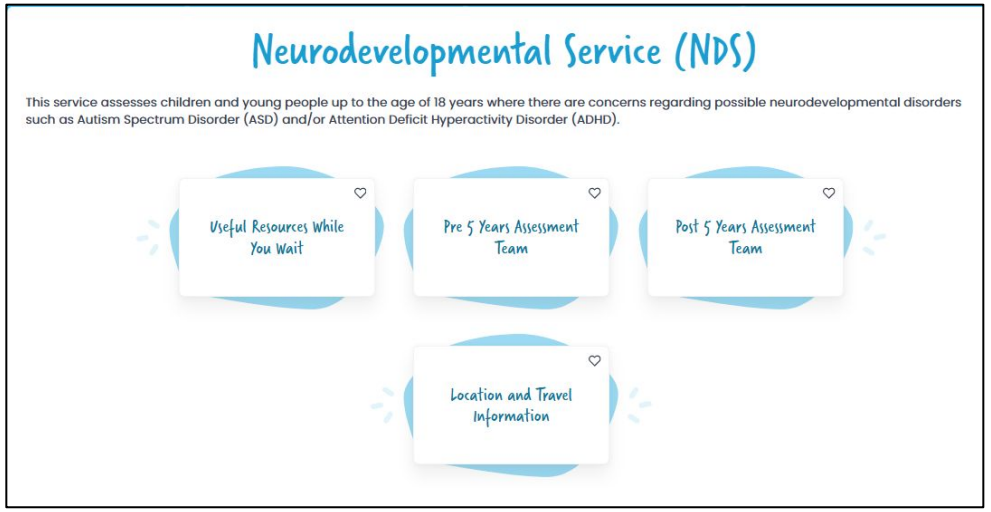


Short Breaks are activities for children and young people with SEND. They can come in a range of shapes and sizes. They can be activities that are available to everyone or activities with trained staff and specialist equipment. They can take place in the family home, at a centre or in the community.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

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

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

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



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

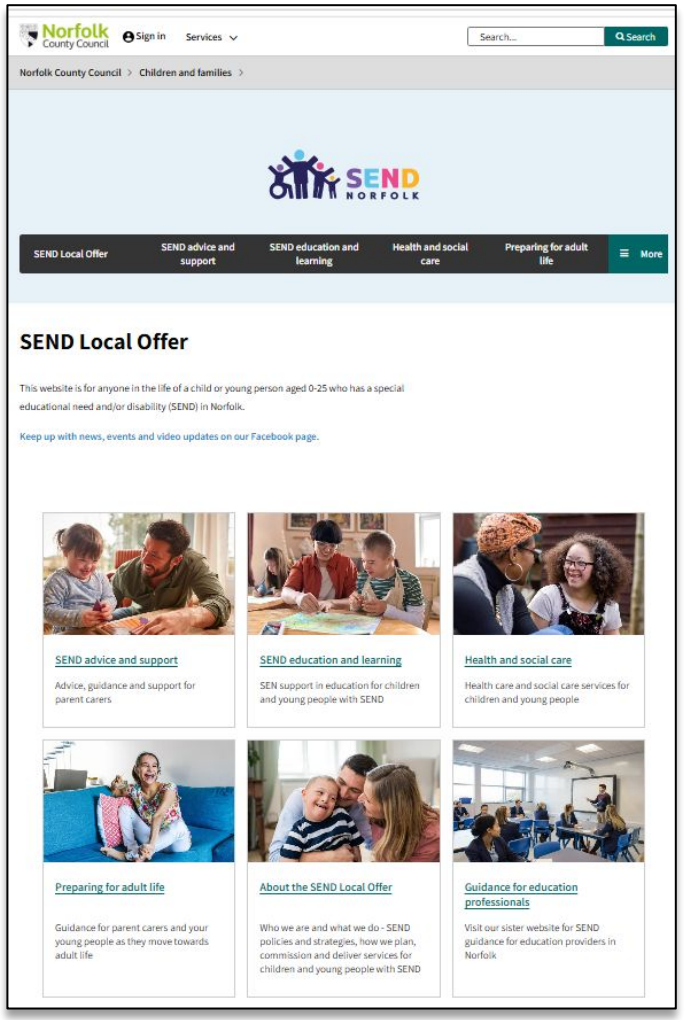
How can I find out about wider support available through the Norfolk Local Offer?

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

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

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

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



What should I do if I have a complaint?

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

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

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

Norfolk SENDIASS
Information, Advice and Support Service

01603 704070
norfolksendiass@norfolk.gov.uk

What other information is available from school?

This report should be read in conjunction with our **SEND Policy**

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

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

Other Related Policies

- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Equality & Diversity Information & Objectives
- Supporting Pupils with Medication Conditions Policy
- Safeguarding Policy

Frequently Asked Questions

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

Useful Acronyms

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