



St. Nicholas Priory CEVA Primary School

SEND Information Report 2024/2025

'I did not come to be served but to serve.' Matthew 20.28

Welcome to St. Nicholas Priory CEVA Primary School's Special Educational Needs and Disabilities (SEND) Information Report. In this report you will find some useful information about how our school supports children and young people with SEND. We also have included some information about Norfolk Local Offer and some useful links to various organisations.

At St. Nicholas Priory CEVA Primary School we are committed to working together with all members of our school community. This is a working document, and we value contributions and input from pupils, parents/carers, governors, and members of staff. We do welcome your feedback and future involvement in the review of our offer, so please do contact us!

If you have worries about your child, or you think you might like to share your story or ideas for improvement, please feel free to contact our School's Special Educational Needs and Disabilities Coordinators (SENDCos), Mrs Powley (EYFS/KS1) and Mr Rust (KS2) at any time. You can phone to speak to them or arrange an appointment. It is also possible to leave a message with the office, who will forward it on to them. Both our SENDCos are qualified with SENDCo National Award since taking on the SENDCo role.

Catering for different kinds of SEND

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age 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.
- 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.

For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream school.

2015 SEND Code of Practice identifies 'four broad areas of need' in terms of Special Educational Needs, which give an overview of the range of needs that the school should plan for. These four areas, and examples of the specific types of need associated with them, are listed below.

Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. Children and young people for example with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
Cognition and Learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, Emotional and Mental Health	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Some children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or attachment disorder.
Sensory and Physical	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. These needs may include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). Children and young people with an MSI have a combination of vision and hearing difficulties

The POD - High Needs (Complex) Provision

This is a provision designed to support (25 from September 2024) children who are struggling to fully access learning in Reception, KS1 and KS2 due to their complex SEND needs. For children from the Reception intake, information is gathered from visits to nurseries, conversations with supporting adults and baseline data to determine suitability of placement. For children who are currently in school, information is gathered via conversations with staff, SENDCos, in school data and a decision is collectively made by SLT to determine suitability of placement. Support and consultation from Inclusion at Norfolk County County on placements also takes place on a half termly basis. The school has set entry and exit criteria and a copy of this policy and criteria can be made on request. All children accessing the Pod must have an EHCP in final or in Process to be considered for a place.

Due to the success of this provision we have extended to KS2 and have seen excellent improvements (with children who would have previously needed 1:1 support in their home class) with regard to attention, focus, communication, confidence, resilience and their learning.

The Pod is line managed by the EYFS/KS1 SENDCo working alongside the Head Teacher and the KS2 SENDCo.

For all children in the Pod there is a detailed class visual timetable that is interacted with throughout each day. The children also have their own visual supports to help them access a lesson/activity or

transition. PECS and symbols are also used to aid functional communication and understanding throughout the entire day.

The 25 children that access the Pod take part in activities such as suitcase time (attention autism) special time (thrive) singing, story beat (rhythm and repetitive pattern stories) as well as continuous provision, RWI, maths and literacy. Many of the children access a pre-formal curriculum whilst in the Pod.

This is all supported by up to 12 members of staff.

Thrive is a key aspect of supporting children within the Pod. Thrive language is used to build trusting relationships and emotional intelligence. This also supports children's social interaction skills.

The Snug - High Needs (Cognition and Learning) Provision

At St Nicholas Priory our children will access Reading, Writing and Maths lessons throughout the week in smaller family groups. This enables children to have lessons targeted at their level and opportunities to provide appropriate challenge for all.

On some occasions children have not been able to access the learning within these groups.

For this reason we have created The Snug.

The Snug is a KS2 Learning and Cognition morning provision that supports children in this area. The Snug has a designated lead teacher and additional staff to meet the needs of the children who access the provision.

It is recognised that confidence, resilience and enjoyment are important factors that contribute to children being able to access their learning. The Snug family work together to develop in these key areas that are essential to their sustained success.

Upon entering the Snug children are immediately assessed using the following methods to establish a baseline.

RWI assessment

Assessment of High frequency words

Baseline writing assessment

Talk boost assessment

End of year baseline assessment

KS1 maths arithmetic test

Leuven scale assessment

Children in the Snug will be reviewed ½ termly to determine their continued pathway. If appropriate progress has been achieved it may be appropriate for them to access particular lessons in the existing family year groups. In some cases children may also be able to fully transition out of the Snug when confidence and level of progress enables them to do so.

Key staff and expertise

People who support children with special educational needs in our school:

<p>Class Teacher</p>	<p>He/She is responsible for:</p> <ul style="list-style-type: none"> ● Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet children’s needs (also known as differentiation). ● Checking on the progress of your child and identifying, planning for, and delivering any additional help your child may need (this could be targeted work, additional support, adapting resources etc.) and talking about this with the SENDCos as necessary. ● Writing Learning Support Plans (LSPs), previously called Individual Education Plans (IEP), and sharing these with parents at least twice a year. ● Ensuring that all members of staff working with your child in school are aware of your child’s individual needs and of any specific adjustments which need to be made to enable them to be included and make progress. ● Ensuring that all staff working with your child in school are supported in delivering the planned work/ programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and/or specially planned work and resources. ● Ensuring that the school’s SEND practice is followed in their classroom and for all the pupils they teach with any SEND. <p>You can contact the class teacher via the school office for an appointment.</p>
<p>SENDCos</p> <p>Mrs Powley (EYFS/KS1)</p> <p>Mr Rust (KS2)</p>	<p>They are responsible for and will use their best endeavours to:-</p> <ul style="list-style-type: none"> ● Oversee the day to day operation of the SEND policy. ● Coordinate all the support for children with special educational needs (SEND) and developing the school’s SEND practice to make sure all children get a consistent, high quality response to meeting their needs in school. ● Ensure you are involved in supporting your child’s learning. ● Ensure you are kept informed about the support your child is getting. Ensure you are involved in reviewing how they are doing. ● Ensure you are part of planning ahead for them. ● Ensure that the wishes and feelings of your child are taken into account, involving them as fully as possible in decisions made about their learning. Liaise with all the other people who may be coming into school to help support your child’s learning e.g. Speech and Language Therapist, Educational Psychology Services, Health and Social Services and voluntary bodies.

	<ul style="list-style-type: none"> ● Update the school’s SEND register, (a system for ensuring all the SEND needs of pupils in this school are known and understood) and checking / maintaining your child’s records of progress and needs. ● Liaise with and provide specialist support for teachers and support staff. Support your child’s class teacher to write Learning Support Plans (LSPs) which identify targets. ● Advise on, contribute to and organise up-skilling and training for staff. Liaise with other school SENDCos to ensure consistency of approach and practice. Track progress of SEND pupils. ● Liaise and ensure smooth transition between different educational phases. Co-ordinate and manage SEND interventions. ● Report to the governing body and the head teacher. <p>They can be contacted by the school office for an appointment.</p>
<p>Family Support/DSL</p> <p>Mrs Hazell</p>	<p>She is responsible for and will use her best endeavours to:-</p> <ul style="list-style-type: none"> ● Support children who may have social and/or emotional barriers to learning, or whose attendance at school is causing a concern; working closely with the children and their families. ● Try to empower children and their families to cope with any challenges they face. ● Liaise with school staff and outside agencies and professionals. ● Coordinate projects offering support to children and families. ● Monitor and track progress of children working with other professionals commissioned to support these children. <p>She can be contacted by the school office for an appointment.</p>
<p>Head Teacher/DSLcc</p> <p>Mrs Grimmer</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> ● The day to day management of all aspects of the school, this includes the support for children with SEND. ● Entrusting the daily responsibility for SEND to the SENDCos and class teachers and overseeing effectiveness of this. ● Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND. <p>She can be contacted by the school office for an appointment.</p>
<p>SENDCos and Head Teacher</p>	<p>They are responsible for and will use their best endeavours to:-</p> <ul style="list-style-type: none"> ● Oversee the effectiveness of provision for children with SEND. ● Develop the school’s SEND practice to make sure all children get a consistent, high quality response to meeting his or her needs in school. ● Monitor, track and analyse the progress and attainment of all children
<p>SEND Governor</p> <p>Mr Ward</p>	<p>To act as the champion for children with SENDD and inclusion needs. To ensure that the school is fulfilling its duties to children with SEND. To undertake required training, including school-specific induction with the SENDCos. To ask questions and raise awareness relating to SEND and inclusion</p>

	provision at Governing Body meetings Work with the SENDCos to produce a SEND Annual Report to Governors. To confirm that the school's duties have been fulfilled.
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Identifying and assessing pupils with SEND

At different times in their school career, a child or young person may have a special educational need. All teachers are expected to provide a differentiated curriculum to reflect the pupil's interests and range of understanding. If your child is identified as having SEND, we will provide provision that is 'additional to' or 'different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. A child may have SEND if his/her progress is significantly slower than that of his/her peers or his/her rate of progress has dipped. In this case, information will be gathered, including seeking the view of the parents, the pupil and teachers, as well as the assessments.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

"It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life." SEND Code of Practice 2015

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English fluently, they may have worries that distract them from learning. So, not all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

At St. Nicholas Priory CEVA Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we have a responsibility to support via a range of interventions.

How do we assess children in school?

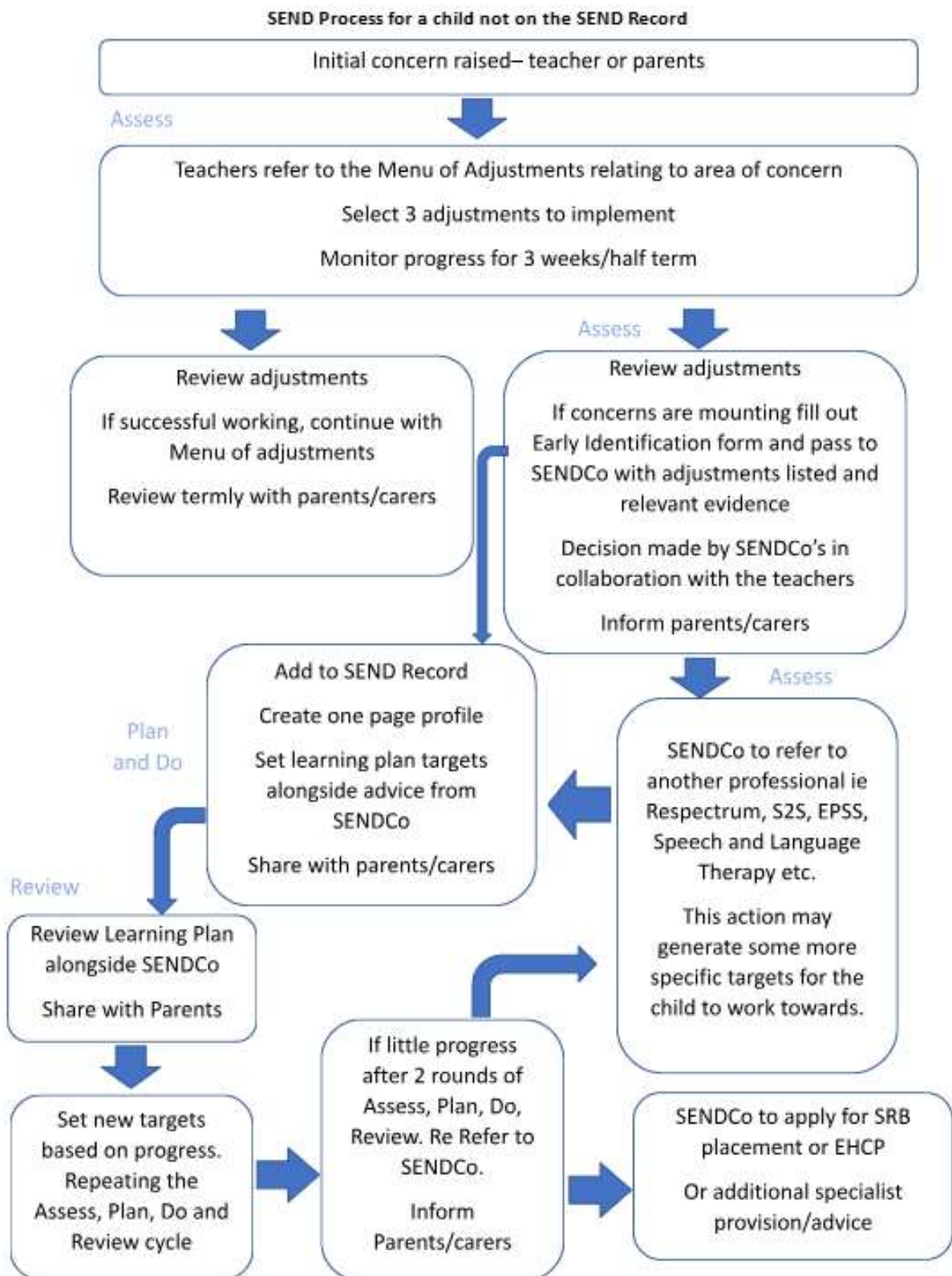
Class Teachers, support staff, parents and carers and the learner themselves will be the first to notice a difficulty with learning. In accordance with the Code of Practice, we believe that early identification of need and providing effective provision, improves the long-term outcomes for the child. When assessing a learner's needs we actively involve the learner, parents and carers and adults supporting the child in school. We use a range of indicators to help assess whether a child has SEND.

These include but are not limited to:

- Observations of the child in class
- Termly pupil progress meetings with the headteacher to look at progress and attainment
- Discussions with the SENDCos
- Parental or child concerns
- Assessments in class
- Information from other schools and agencies

The first 'port of call' is always Quality First Teaching, with appropriate differentiation. If a teacher is concerned about a child we recommend that teacher, look at the Menu of Adjustments and use 3 of the suggestions to focus on for 3 weeks/half term. If the measures put in place are effective, the matter is closed. If not, an early identification form is submitted to the SENDCos and cycle of "Assess, Plan, Do, Review" is set in motion, the child is put on the SEND register and a Learning Plan drawn up, in consultation with parents and the child. Sometimes advice is sought from outside professionals, such as a Specialist Learning Support Teacher or Educational Psychologist and their recommendations are incorporated into the "Assess, Plan, Do, Review" cycle. The cycle continues from there and is regularly reviewed as discussed above. This is in line with "Graduated Approach", as described and laid out in the 2015 SEND Code of Practice (page 100, point 6.44).

The diagram below illustrates the SEND process for a child staff have concerns about at St. Nicholas Priory:



If a teacher or a parent has particular concerns about a child at any time, he or she may discuss this with the SENDCos and the concern is recorded on an 'Early Identification form', which details among other things the nature of the concern, what the parents' and/or child's input is, what is being done currently. These are then shared and discussed as a team and we will make a decision if the child would benefit from being added to our SEND record.

Types of Statutory Assessment Carried out:

- Reception Baseline Assessment
- Early Years Foundation Stage – ongoing throughout the year
- Early Years Foundation Stage Profile - June
- Phonics Assessments - June
- Key Stage 1 SAT's – Summer term
- Key Stage 2 SAT's – Summer term

We carry out baseline assessments for all children at the start of Nursery and Reception. If a child joins midterm, we will do a baseline assessment when they join us to determine their starting points. Our on-entry assessments inform us what developmental stage the child is working within using the EYFS Development Matters Framework. Our assessments are then ongoing throughout the year. On leaving EYFS at the end of reception, children are then assessed against the Early Learning Goals.

When tests are carried out, special arrangements support children with Special Educational Needs. Ongoing teacher assessment is also a vital part in assessing the needs of pupils with SEND.

At the end of Year 1, a formal phonics assessment 'Phonics Screening' is carried out. If children do not meet the required standard at the end of Year 1, they will have an opportunity to re-sit the test at the end of Year 2.

At the end of each key stage all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. We can provide readers or scribes for SATs if a need has been identified.

For some pupils it may be necessary to assess them against the 'Pre key stage standards', these are for pupils who may fall below the criteria for the national curriculum levels for either key stage 1 or key stage 2. Your child's class teacher will make clear to you if your child is working at this level.

For a few children it may be necessary to assess them using the engagement model, this is a highly bespoke assessment tool for pupils with significant need in order to demonstrate progress. Your child's SENDCo will make clear to you if your child is assessed using the Engagement Model.

For some SEND pupils this year we are using a bespoke assessment and progression tool in order to best celebrate the achievements of our SEND pupils. The Pod provision will be trialling this with a number of pupils, your child's teacher will make you aware if your child is being assessed using this. The 7c's were developed by Judith Carter and SEND specialist and Educational Psychologist. The link below will take you to her website. Please contact your child's SENDCo for further information.

[About Us | Willow Tree Learning](#)

Compassion

- Friendships
- Turn Taking
- Empathy
- Sense of Justice
- Self Esteem & Wellbeing
- Self Efficacy
- Support for Others

Co-ordination

- Fine Motor - Handwriting, Cutting, Threading
- Gross Motor- Jumping, Hopping, Kick, Catch, Throw a Ball
- Sensory – vision, hearing, tracking
- Mobility
- Stability + Balance
- Posture
- Sensory Processing

Curriculum

- English
 - Reading
 - Writing
 - Spelling
- Math
 - Number
 - Shape/Space
- Science
- Art & Music
- History & Geography
- Computing
- PE & Sport



7 Cs Learning Portfolio

Cognition

- Working Memory
- Speed of Processing
- Inference
- Anticipation
- Reflection
- Evaluation
- Analysis

Communication

- Speech - Expressive Vocab
- Articulation
- Language - Understanding Vocab
- Collaborative Conversation
- Listening - Follow Instructions
- Social Communication(Output)
- Social Interaction(Input)

Creativity

- Generate Ideas
- Problem Solving
- Attention
- Motivation
- Making Things
- Courage-Determination
- Trust

Control

- Self Regulation
- Behaviour for Learning
- Anxiety Management
- Confidence
- Resilience
- Language of Emotions
- Independence

Our school's approach to supporting pupils with SEND

Adaptations to the curriculum and learning environment

As stated above, the first port of call is "Quality First Teaching." Every teacher is to have the highest possible expectations for your child and all pupils in their class. Teachers are expected to adapt their classroom, teaching and resources to help children with SEND make the best progress they can. Each learner identified as having SEND is entitled to Support that is 'additional to or different from' a normal, differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and limit any barriers to learning. The SENDCos and senior leadership team support teachers to achieve this by providing advice and training. All teaching is based on building on what your child already knows, can do and can understand. Differentiating tasks and using different ways of teaching, ensures that your child is fully involved in learning in class. This may involve using more practical learning or providing different resources adapted for your child or specific strategies to support your child's learning.

We use various strategies to help SEND children to integrate, access learning and make progress. These might include:

- Visual timetables, writing frames or Pecs cards
- Individual workstations
- iPads, laptops or other alternative recording devices (Through Access Through Technology support)
- Use of overlays

- Specific interventions, group work or individual support
- Nurture Group
- Thrive Sessions
- ELSA Sessions

Teaching approach

Our Teaching approach at St. Nicholas CEVA Primary School offers children the opportunity to learn in a variety of ways...

All Children will Access	Some SEND Children will Access	A Few SEND children with Complex needs will Access
<ul style="list-style-type: none"> ● High quality teaching and learning ● A differentiated curriculum ● Reasonable adjustments to the environment and equipment for pupils with disabilities ● Assessment for learning ● Personalised target setting ● After school clubs and educational visits 	<ul style="list-style-type: none"> ● Targeted interventions in small groups and support matched to need ● Individualised target setting ● Personalised progress tracking and assessment of need ● Access to flexible working groups ● Access to additional adult support for 	<ul style="list-style-type: none"> ● Access a personalised timetable adapted to meet specific needs ● Evidence based specialist programmes ● Specialist services and therapists ● Access the Pod Provision in school

In the case of specific small group work or individual support, we will have monitored your child's progress and we will have planned specific group work to help close the gap between your child's achievement and that of his or her peers.

A TA or teacher will run these small group sessions using the teacher's targets or a recommended programme. Each child's progress is evaluated regularly, before and after the period of intervention. Sometimes your child may need specialist support from a professional from an outside agency. This may be delivered in or out of school.

Types of intervention offered may include:

Talk Boost

1:1 Speech and Language Therapy

Nessy

Counselling

School and Community Team interventions

Thrive

Lunchtime intensive support

Accelerated reader

Additional Behaviour Support (2 x Behaviour Support Team)

Additional reading interventions

As a school we regularly review the effectiveness of interventions to ensure they are offering the most appropriate support for our children.

We also offer bespoke interventions for all children with SEND. These may relate to specific targets outlined on their Individual Learning Plans.

Learning Plans are created to identify and support a child's educational needs. They inform the adults working with the child and it also set targets for the child to work towards. They may include recommendations from the child's class teacher, suggestions from outside agencies and will include the child's and parents' views.

These are reviewed at the very least at Parents' Evenings, and sometimes more often, in consultation with the parent and child.

We have developed a menu of adjustments that can be used to support children across the 'Four Broad areas' of SEND. As a school we are looking to develop these to become subject specific, we will share these as they become available.

Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Physical & or Sensory
<ul style="list-style-type: none"> Alternative means of recording (voice recorder, type, film) Sufficient time for task Short 'bursts' of work Step by step instructions Visual prompts (YouTube clip, model example, photos or picture cards) Pause to ask questions Structured choices Now & next structure 	<ul style="list-style-type: none"> Use concise language and visual prompts or models Summarise key points Pre teach key words Check out understanding by asking questions Explicit beginning and ending of task within agreed time limit Advanced warning of change Explain purpose of task 	<ul style="list-style-type: none"> Agree start and finish time Make explicit task relevance Praise effort & engagement Learner & adult identifies success each day. Set own goal for the week Ask questions to encourage self-reflection Learner selects task order Share 'I can' statements 	<ul style="list-style-type: none"> Adapt materials so more accessible Scaffold tasks so skills broken in to small steps Adapt working position Reduce environmental noise and sufficient light Pre-prepare resources to support access

Support/Resources Options:

Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Physical & or Sensory
<ul style="list-style-type: none"> Electronic tablet, voice recorder, camera, laptop Cubes, counters, numicon Writing boards, pencil grips, triangular pens Post its, notebook, whiteboard, Sentence starters, word sheets, phonic cards Story books, tv programmes, websites 	<ul style="list-style-type: none"> Social stories Social scenario discussion cards Reading comprehension cards for discussion Story books, film clips Question sheets Word lists Socially Speaking activities and game My turn, Your turn games Phone conversations 	<ul style="list-style-type: none"> Weekly 'story' board recording successes each day Letter to my teacher/friend/self-identifying highlights from week and next steps. Positive rewards programme, stickers, Lego pieces Visual timetable/now and next board 	<ul style="list-style-type: none"> Headphones or ear defenders Weighted cushion or blanket Inflatable ball, wedge cushion, Wobble board PE equipment, skipping rope, ball, bean bag Accessible scissors, pencils, pens Provide sensory breaks

Our Staff hold weekly year group meetings for planning, assessment and organising matters concerning their year group. In this meeting plans and access arrangements are discussed for the

following week's lessons. The new menu of adaptations will support staff to develop specific adaptations for pupils. Term audits of provisions in year groups are supporting what provision is being provided for our SEND learners and ensuring staff are meeting children's individual needs and learning plan targets.

Inclusivity in activities

All learners should have the same opportunity to access extra-curricular activities and places are allocated carefully to ensure that this occurs. We are committed to making reasonable adjustments to ensure participation for all, so please contact the SENDCos to discuss specific requirements.

The Equality Act 2010 places specific duties on schools, setting and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.' The Equality Act 2010 definition of disability is:

'A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day activities.'

According to Section 1(1) of the Disability Discrimination Act 1995, the definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer.

Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

Please contact the office for up to date information about extra-curricular clubs. If you feel your child needs additional support to attend the club, please contact the SENDCos.

Looked After Children (LAC) and SEND

We recognise that being a Looked After Child can have many challenges. However, all children are unique and special. We would actively work with all multi agencies and carers in order to support a LAC child with SEND ensuring appropriate information is shared with all parties in a confidential manner. They would receive the same support as any other SEND child but we recognise the importance of working with all parties to ensure that any barriers to support and identified SEND are overcome.

Education Health Care Plans (EHCPs)

The majority of children with SEND will have their needs met within the school. For some children, an Education and Health Care needs assessment may be needed to determine if the child requires provision beyond what the school can offer. The school, or you, can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Offer on the Norfolk County Council website:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/education-health-and-care-ehc-plans/ehc-needs-assessment-and-plans/ehc-needs-assessment-requests>

After the school or the parents have sent in the request to the Local Authority, it will be decided whether your child's needs require statutory assessment. If this is the case, they will ask you, and all professionals involved with your child, to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue to support your child seeking additional advice and support as appropriate. After the reports have all been sent in, the Local Authority will decide if your child's needs are complex and require additional support to make good progress. If this is the case, they will write an EHC Plan. The EHC Plan will outline the support your child will receive from the LA and how the support should be used and what strategies should be put in place. It will also have long- and short-term goals for your child. This will be written in consultation with you, your child, your child's teacher and TA, the SENDCo, possibly their next year's teacher, any health care professionals and an EHCP consultant, who is there to support you in formulating the ECHP plan. The plan is reviewed annually in this way.

Consulting with pupils and parents

The school aims to work in close partnership with parents and carers. In order to create strong partnerships, we provide support and information about SEND, with parents and carers to discuss their child's individual needs and encouraging them to play an active role in their development; provide support during assessments; provide a welcoming and supportive school community; work together and effectively with other agencies; provide parents with opportunities to play an active role in their child's education, ensuring parents have appropriate communication aids and understand the process; teachers provide an open door policy for parents to share any concerns or achievements; recognise and celebrate children's strengths and achievements; make parents and carers aware of the Norfolk SEND partnership service and the type of advice they offer.

For more details visit the following link: <http://www.norfolksendpartnershiass.org.uk>

Apart from the twice-yearly parents' evenings, we encourage all class teachers to stay in regular contact with parents/carers. The SENDCos offer relevant support as needed, bespoke to the individual family's needs. We have developed Transition Plans to support your child move onto the next year group in the lower school (EYFS and KS1). All the information gathered is passed on to the child's next class teacher and is used to inform and support transition arrangements.

Connecting with families is a key area for our SEND development over the next year. We would welcome your thoughts on how we can continue to improve in this area.

We are developing alternative ways pupils share information with us, recently we have found visual prompts and also video interviews with a familiar adult have been more effective than paper questionnaires to gain views for reviews and EHCP annual reviews.

Using one-page profiles/passports have been an effective way for pupils to voice themselves as learners to staff effectively and in a timely manner. This is particularly effective when making arrangements for transitions and also when staff are covering different learning groups.

We are offering SEND Cafe's in addition to our core offer to further support our parents with a variety of agencies and professionals in attendance.

Involving key stakeholders

There are a number of agencies who can and do provide support for SEND children within our school. These include e.g. the NHS and local agencies and charities:

- Respectrum Advisory Services including Specialist Advisory Teacher
- School2School Service (Outreach service)
- Family Support Process
- Sensory Support for children with visual or hearing needs
- Occupational Therapy
- Physiotherapy
- School Nurse
- Speech and Language Therapist (ECCH)
- GP / Paediatrics
- CAMHS / Point 1
- Professional training for school staff to deliver medical interventions
- Parent Partnership Service (now "Norfolk SEND Partnership) to support families through the SEND processes.
- Early Help
- Virtual Schools (NCC)
- Special Resource Bases (SRB) (Outreach)
- Huggle Farm

Admission Arrangements

The school's admission policy covers the admission of children. However, the school has no criteria related to special admissions. It embraces the Code of Practice philosophy of inclusion of pupils with Special Educational Needs. If you would like to discuss how we can support your child if they are identified with special needs before starting school, we would invite you to visit our school with your child to have a look around and speak to staff. If other professionals are already involved, a meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. If possible, we would ask for supporting documents to be sent to us from professionals / other provisions, to support the transition. We may visit your child if he or she is attending another provision. We may suggest writing a plan of action to help your child to settle more easily.

How will we support your child when they join our school part-way through the year?

If your child is planning on moving to our school:

- We invite you to visit the school with your child to have a look around and speak to staff
- If other professionals are involved with the child, a meeting of all the professionals will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- We may put 'settling in' strategies in place

If your child has moved to our school without a transition:

- We will contact the previous school to arrange for transfer of information as soon as is possible
- Your child will be monitored and any necessary additional support will be discussed with the class teacher and other relevant professionals.

Transition support

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Here is an example of how St. Nicholas Priory manages the transition from Nursery to school for all children:

First the school gets in contact with each EYFS setting in the locale and arranges a transition meeting. At this point we also arrange any SEND transition meetings that require specific support. We make our visits to nurseries and pre-school settings during June. SEND will have an individual timescale, dependent on need. When we meet with nursery staff we give them a big book of our setting with lots of pictures of our classroom, to share with children.

Parents will be sent an initial information form to return to school alongside a welcome letter during May. The initial information form aids our knowledge of the children and individual circumstances that may require additional support, such as a SEND need. This information also gives us a comprehensive knowledge on which settings each child goes to, that may include ones that are out of our usual catchment or no previous setting.

In late June we welcome parents/carers to an evening at school, with a tour of the setting and a chance to meet some of the Reception staff. This is a great opportunity to outline our school ethos to parents. We present a pack of information about our setting, a picture guide for children, a school readiness leaflet, including support with toileting, dressing, turn taking, using a knife and fork. We also send information on communication ideas and games to play with children (an area of focus for our setting). At this meeting parents are also given an 'All About me' pack to complete with their child over the summer and during their final few weeks at nursery. We welcome these back in September for children to share with their new friends and teacher.

We also have stay and play sessions, this an opportunity for children to come and visit the setting with the security of their parents. The sessions are usually around 1½ hours long. We invite half the cohort per session (30 children) so we don't overwhelm the children. This is a lovely opportunity to meet the Reception staff and get used to the large classroom setting.

During July we send a home visit letter to parents/carers for September. Staff spend the first week of the new academic year meeting families at their home. This is a fantastic opportunity for staff to get to know families where they feel the most comfortable. This visit is also a time where staff can allay any fears parents may have and also further discuss the SEND provision that may be organised for their child. Staff often use this precious insight into a child's home to support children who may find those early days at school scary. Staff will often make references to the toys or animals they met whilst at a child's home. This normally helps to settle/distract children who may be nervous.

Then when starting school we evaluate the needs of the children based on our knowledge of the children from the nursery visits. Parents are informed of their child's start date in July. All children will start by attending school either mornings or afternoons. The children with the highest need around transition will start first. All children will attend school mornings and lunch the second week, most children will attend school full time by the third week of Reception. We have found that this method is highly successful having practised this for several years.

Moving from one Year to another

It may be appropriate for some children to have extra support when moving into their next class. At St. Nicholas Priory we particularly focus on transition in the lower years, it is vital that we support all children to move to the next class successfully. The SENDCos liaise with class teachers (current and new), parents, relevant professionals and the child in order to devise a robust transition plan for the child. This plan is share with all relevant parties and will be implemented throughout the summer term and into the Autumn Term. Not all SEND children require significant transitional support.

Moving School – Year 6

Transition for our Year 6 pupils varies slightly depending on the school they are going to. Staff are available to speak to parents early in the year to discuss specific plans for their children. Priory organises specific transition meetings with the ongoing school to share information so that the next placement is able to accommodate our children's needs as best they can. Where possible additional resources are organised (photos of staff and environment, timetables) to best prepare children moving on. Additional visits are also planned with various schools.

Supporting emotional and social development

At St. Nicholas Priory CEVA Primary School we pride ourselves in being a Pivotal School.



Our staff and pupils take immense pride in our care for one another. We consider our school as a family, we always offer a nurturing and supportive environment for children to flourish. We work

tirelessly to celebrate all children’s diverse achievements and encourage children to strive for excellence in everything they do

The infographic is a blue-bordered poster with a yellow central banner. It contains several white rounded rectangular boxes with blue headers. The central banner features the school crest on both sides and the text 'St Nicholas Priory C.E.V.A School' and 'The Priory Way – “We Serve and Love Each Other”'. The content is organized into sections: 'Our Routines', 'Our Rules', 'When We Go Over and Above', 'We Will ...', 'We are ...', 'Our In-Class Steps', 'Our Phrases', and 'We manage moments'. Each section lists specific behavioral guidelines and phrases.

Our Routines

1. Hands up for Silence
2. Legendary Line-ups
3. Meet and Greet
4. Wonderful Walking

Our Rules

Ready
Respectful
Safe

When We Go 'Over and Above'

1. We give genuine praise
2. We acknowledge on our 'Recognition Board'
3. We have Wonderful Work Wednesday and send a post card home
4. We have Fizzy Friday/Hot Chocolate Friday

We also share positive comments with parents/carers on 'Class Dojo', in person or in a phone call home

We Will ...

Praise in Public
Remind in Private

We are ...

We are calm
We have routines
We think about what we say
We notice the BEST
We repair relationships

St Nicholas Priory C.E.V.A School

The Priory Way – “We Serve and Love Each Other”

Our In-Class Steps

1. Reminder 'Drive by'
2. Warning (*allow 2 mins take up time*)
3. Last Chance
4. Appropriate consequence
5. Repair (*2 min conversation or a restorative 10 min conversation later – during lunch break or end of day*)

Our Phrases

"I've noticed that"

"This is the 3rd time I've spoken to you about"

"Remember our rules about Ready Respectful Safe"

"Can I remind you about ..." *previous good behaviour*

"I need to speak to you at today" (*2 min conversation*)

"Thanks for listening"

"Thanks for Wonderful Walking"

We Rebuild and Repair

1. What happened?
2. What were you thinking?
3. How did this make people feel?
4. Who else has been affected?
5. What should we do to put things right?
6. How can we do things differently in the future?

We manage moments

"I understand that you but our rules at Priory are ready, respectful and safe".

"Be that as it may, but my expectations are"

Behaviour Team

Maureen Steward

Vickie Marriot

Our behaviour team provides modelling and training to all staff on the pivotal approach across the school.

Analysis of weekly behaviour reports to determine proactive strategies to support children with challenging behaviour.

Rigorous tracking of behaviour and monitoring of the support given for high needs pupils.

Weekly behaviour meetings with a focus on the children

- Check in with children and their targets
- Individual class behaviour checks
- Reflection room for calming down, personal chats, catch-up, time outs
- Short burst 1-1 support in class with child
- Nurture support a breaktimes
- Nurture support at lunchtimes
- Meeting with parents to discuss support and strategies for positive behaviour in school, and offer advice and strategies to help with home life
- Target card monitoring to assist with individual behaviour focus
- Reward time for children meeting individual behaviour targets
- Additional class / 1-1 behaviour support with educational visits
- Teacher support for challenging / dangerous behaviours ... resulting in a child being removed for periods of time to do social story work for specific unwanted behaviours

PATHS



Our school using the PATHS programme for teaching Personal, Social and Emotional Development. This programme helps develop functional skills for PSHE, such as self-esteem, self-regulation, friendships, sharing and how to be kind to others.

PATHS pupil of the day is an opportunity for every member of the class to be nominated and become a 'Pupil of the Day' over the course of a term, this involves sharing compliments about that child, receiving special privileges such as sitting in a special seat or going first to lunch.

Other aspects of PATHS teaching can be found here <http://www.pathseducation.co.uk/what-is-paths>

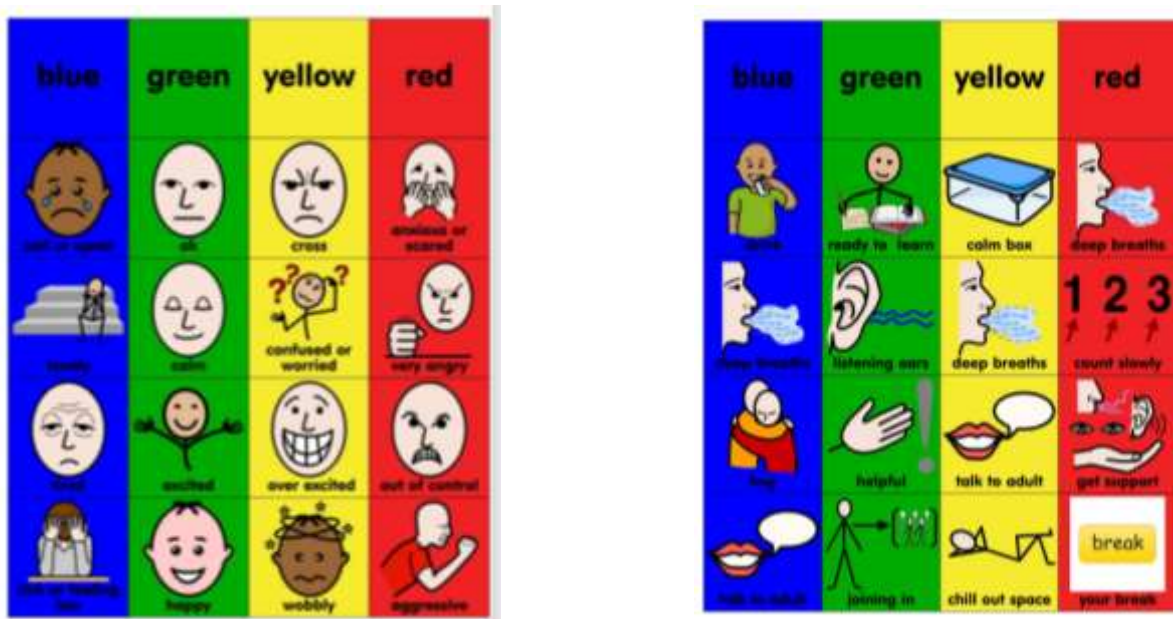
Thrive

Thrive is a therapeutic intervention that teaches pupils gain the skills and resources to develop resilience, confidence and positive self-esteem. We are lucky enough to have a trained Thrive practitioner on site who will complete specific assessments for children with identified needs. They will then also deliver 1:1 therapeutic sessions.

The children accessing the POD provision will also access the Thrive therapeutic approach and have specific intensive support.

Zones of Regulation

At St. Nicholas Priory we have recently adopted using the Zones of Regulation in school to support all our learners to help identify and label feelings whilst also offering the tools in order to self regulate where needed when their feelings are uncomfortable/problematic for them.



Counselling

Children have access to an external counsellor who comes into school regularly and offers social and emotional support where higher levels of support are needed.

Online safety

We deliver online safety to all children during the first half term as a dedicated learning opportunity and then cover the online safety aspects of each unit of work as we work through them during the year. This work is differentiated for all children with differing educational needs.

Bullying

Please refer to the schools anti bullying policy

Here are some other useful contacts for further information and advice about anti-bullying:

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/>

www.kidscape.org.uk

www.anti-bullyingalliance.org.uk

www.kidpower.org

Evaluating effectiveness

The SENDCos track the progress made by the children on the SEND register, using the assessment tools described above. Regular meetings and discussions with class teachers and TAs also contribute to evaluating the impact of external agency input and interventions. This is primarily conducted through the SEND Focus 8 meetings fortnightly.

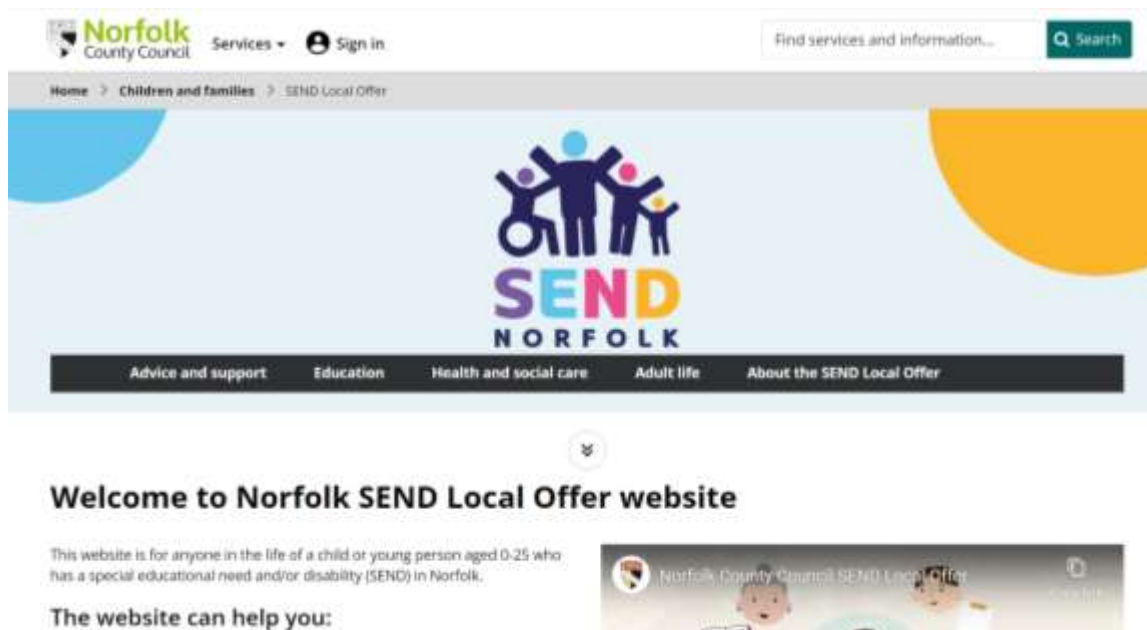
Learning Support Plans are reviewed regularly and the SENDCos also:-

- carry out a whole-school audit of standards in SEND:
- monitor provision through observing teaching over time
- scrutinise learning plans and children's work or profiles

Handling complaints

At St. Nicholas Priory CEVA Primary School we want all pupils to succeed and to reach their full potential. If you have any concerns regarding the SEND provision we offer please speak to your child's class teacher or the appropriate SENDCo, so that we can address these issues. If you still feel your concerns have not been resolved, please follow the complaints procedure. The school's concerns and complaints policy is available on the school website at the link below. If you would like a paper copy, please feel free to request one from the office.

Local Offer



The screenshot shows the Norfolk County Council website's 'SEND Local Offer' page. At the top, there is a navigation bar with the Norfolk County Council logo, a 'Services' dropdown menu, a 'Sign in' button, and a search bar with the text 'Find services and information...'. Below the navigation bar is a breadcrumb trail: 'Home > Children and families > SEND Local Offer'. The main header features a large graphic with stylized human figures in various colors (blue, red, yellow, green) and a wheelchair icon, with the text 'SEND NORFOLK' below it. A dark navigation bar contains links for 'Advice and support', 'Education', 'Health and social care', 'Adult life', and 'About the SEND Local Offer'. Below the header, a heading reads 'Welcome to Norfolk SEND Local Offer website'. A sub-heading states: 'This website is for anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk.' Below this, it says 'The website can help you:' followed by a small video player thumbnail showing two children.

Norfolk County Council Local Offer must set out in one place information about provision that is available, and expected provision, across:

- Education
- Health
- Social care

The SEND Local Offer has two main purposes:

- To provide clear, comprehensive, accessible and up-to-date information about available provision and how to access it
- To make provision responsive to local needs and aspirations. We do this by directly involving children and young people with SEND, their parents, and the professionals who work with them, in the development and review of the SEND Local Offer

Here is the link to the Norfolk County Council Local Offer: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

The site contains lots of useful links and information to support children and parents/carers.

Parents are warmly encouraged to have a look at the Norfolk SEND Information, Advice and Support Service. (Formally Norfolk SEND Parent Partnership)



norfolksendiass.org.uk



SEND Family Voice Norfolk is also an organisation that may be useful

[Home – Family Voice Norfolk](#)

Named contacts

Mrs H Powley (SENDCo EYFS and KS1) h.powley@priorygy.school

Mr D Rust (SENDCo KS2 and Deputy Head) d.rust@priorygy.school

Please feel free to contact one of the SENDCos at any time via the emails above or school office.

Additional support

Our SEND Policy.

Our Accessibility plan

Our Safeguarding Policy

Our Settings Behaviour Policy

Our Settings Complaints procedure

EQUALITY Information

There is a lot of information available on the internet, but here are some suggestions:

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

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

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

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

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

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

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

Dyslexia and Visual Stress (Meares-Irlen) <http://4dyslexics.com/>

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

<http://www.dyslexiaoutreach.co.uk/new-home/home/specialist-dyslexia-services/>

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

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

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

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

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

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

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

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

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

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

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

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

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

Nasen (National Association for Special Educational Needs)- <http://www.nasen.org.uk>

National Autistic Society- <http://www.autism.org.uk>

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

Norfolk SEND partnership- <http://www.norfolksendpartnershiass.org.uk>

Autism Anglia- www.autism-anglia.org.uk

Benjamin foundation- <http://benjaminfoundation.co.uk>

Special Educational Needs and Disability Code of Practice 0 – 25 years (June 2014):
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Approved by the Governing Body on (date):

Reviewed November 2024

Signed

Name

(On behalf of the Governing Body)

Review Date: November 2025