St. Nicholas Priory CEVA Primary School and Nursery

SEND Information Report

Summary

Our promise to children

Every child is valued, included and supported to achieve their potential. We recognise that children have different strengths, needs and ways of learning. We work with children, families and professionals to identify needs early and make sure the right support is in place.

What does SEND mean?

SEND means Special Educational Needs and/or Disabilities. Children may need extra help because of difficulties with:

- Communication and interaction – for example, speech, language, social communication or autism.
- Cognition and learning – for example, reading, writing, maths or other learning difficulties.
- Social, emotional and mental health – for example, anxiety, emotional regulation, relationships or behaviour linked to an underlying need.
- Physical and/or sensory needs – for example, hearing, vision, physical, sensory processing or medical needs.

A child can have needs in more than one area. A medical diagnosis is not needed for a child to receive support. We look at the individual child, their strengths, needs and the barriers affecting their learning.

How do we know if a child needs extra help?

We listen to parents and children and look carefully at what we see in school. We use teacher observations, assessment and progress information, previous school or nursery information and advice from other professionals. We also consider communication, learning, wellbeing, behaviour, attendance and engagement.

First, we try appropriate classroom strategies and adjustments. If a child continues to experience significant barriers, we may use our **Assess, Plan, Do, Review** process and consider whether the child needs SEND Support.

What support might my child receive?

Our first approach is high-quality, inclusive teaching. Teachers adapt lessons, resources and the classroom so children can take part and succeed.

- Breaking learning into smaller steps, modelling and repetition.
- Visual supports, adapted resources and different ways to record or show understanding.
- Extra thinking time, pre-teaching, scaffolding and reduced cognitive load.
- Movement or sensory breaks, technology, communication support and changes to seating or the classroom environment.
- Targeted adult support, small-group or individual interventions where needed.

Specialist support in our school

THE POD	THE SNUG	THE GARDEN
Full-time Complex Needs Provision	**Full-time Cognition & Learning Provision**	**Morning SEMH Provision**
For pupils with complex needs who need a highly personalised approach. Support can include visual and communication systems, life skills, personalised learning and specialist advice.	For Key Stage 2 pupils with significant learning needs who benefit from a more specialised and structured approach. Children may learn in smaller groups and access personalised literacy and numeracy support.	A calm, nurturing base for pupils with significant social, emotional or mental health needs. It helps children develop confidence, regulation and skills so they can engage more successfully with school.

How we support children and families

We look at the whole child

Progress is more than test scores. We look at academic learning as well as communication, independence, confidence, emotional regulation, friendships, attendance, engagement and life skills.

Plans, targets and reviewing support

Some children have a Learning Support Plan (LSP). This records strengths, needs, targets, helpful strategies and additional support. Children and parents/carers are involved where appropriate. LSPs are formally reviewed each term, or sooner if needed.

We check that support is making a difference. If something is not working well, we look at what needs to change and may seek further advice.

Taking part in school life

Children with SEND are encouraged and supported to take part in the full life of the school, including trips, clubs, PE, music, performances, assemblies, lunchtime activities and school events. We plan reasonable adjustments and work with families to remove barriers wherever possible.

Supporting wellbeing and positive behaviour

We know that emotional wellbeing affects learning. We provide nurturing relationships, consistent routines, emotional regulation strategies, pastoral and nurture support, help with friendships and relationships, and counselling where appropriate.

When behaviour is a concern, we try to understand the need behind it. Support may include visual supports, social stories, behaviour plans, transition support and targeted adult help.

Working with parents, carers and children

Parents and carers are important partners. We listen to your concerns, share information, involve you in planning and reviews, discuss progress and help with transitions. Children are also encouraged to share what helps them learn, using the communication method that works best for them.

Working with other professionals

When specialist help is needed, we may work with services such as Norfolk County Council SEND services, Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Sensory Support, School Nursing, health and mental health services, Early Help, School and Community Teams and Norfolk SENDIASS.

What if my child needs more support?

Some children need provision beyond what can usually be provided through SEN Support. Where appropriate, we may discuss an Education, Health and Care (EHC) needs assessment with you and your child. An EHC plan is not needed for a child to receive SEN Support.

Moving into, through and beyond our school

We plan carefully for important changes, including starting Reception, moving between year groups and moving to secondary school. Support may include visits, meetings, photographs or visual information, transition books, sharing information with new staff and extra support where needed.

If you have a concern

Please talk to us early. In the first instance, speak to your child's class teacher, then the SENDCo if needed, and the Headteacher where appropriate. If a concern cannot be resolved informally, our formal Complaints Procedure is available.

Who can I contact?

Mr Dan Rust
KS2 SENDCo and Deputy Headteacher
d.rust@priorygy.school

Mrs Hannah Powley
KS1 SENDCo and Pod Lead
h.powley@priorygy.school

Not sure who to contact? Please contact the school office and they will direct your enquiry to the right person.