St. Nicholas Priory CEVA Primary School and Nursery

"I did not come to be served but to serve."
Matthew 20:28

SEND Information Report

1. What kinds of SEND can be supported at our school?

The SEND Code of Practice identifies four broad areas of special educational need:

Communication and Interaction

This may include children with:

- speech, language and communication needs;
- difficulties understanding or expressing language;
- social communication and interaction needs;
- autism and related communication and interaction needs.

Cognition and Learning

This may include:

- specific learning difficulties;
- difficulties with reading, writing or mathematics;
- moderate learning difficulties;
- significant difficulties with cognition and learning;
- children who require a highly personalised or specialist curriculum.

Social, Emotional and Mental Health

This may include children who experience:

- difficulties with emotional regulation;

- anxiety or other mental health needs;
- difficulties developing or maintaining relationships;
- social and emotional needs;
- difficulties with behaviour that may arise from an underlying special educational need.

Physical and/or Sensory Needs

This may include:

- hearing impairment;
- visual impairment;
- physical difficulties;
- sensory processing needs;
- medical needs which affect access to learning.

Children may have needs in more than one area.

We recognise that SEND is not determined solely by a medical diagnosis. We consider the individual child, their strengths and needs, the barriers they experience and the provision required to support them.

2. Our specialist SEND provisions

Our school is a mainstream primary school and nursery with specialist provisions designed to meet particular areas of need.

The Pod – Full-Time Complex Needs Provision

The Pod is our **full-time Complex Needs Provision**.

It provides specialist support for up to **30 pupils across 4 spaces**, depending on the individual needs of the children accessing the provision.

The Pod supports pupils who have complex special educational needs and who require a highly personalised approach to learning and support.

Provision may include:

- highly personalised timetables;
- visual timetables and visual supports;
- communication boards and core boards;
- PECS and other communication approaches;
- Attention Autism/Bucket Time;
- intensive interaction;
- Sensology;
- life skills;

- PSHE;
- continuous provision approaches;
- Read Write Inc. where appropriate;
- mathematics and literacy;
- pre-formal curriculum approaches where appropriate;
- specialist advice and therapy programmes;
- support with personal care and medical needs where required.

Placement within the Pod is determined according to the child's individual needs and the provision identified as necessary. Information may be gathered from previous settings, parents and carers, professionals, assessments, school staff and observations.

For children joining Reception, information may be gathered through nursery visits, conversations with families and settings, transition meetings and baseline information.

For children already attending school, decisions are informed by assessment information, observations, progress, the child's needs and advice from relevant professionals.

The school works with Norfolk County Council regarding specialist provision and placement arrangements.

Where appropriate, pupils accessing the Pod will have an Education, Health and Care (EHC) plan or be undergoing the statutory process associated with an EHC needs assessment.

The Snug – Full-Time Cognition and Learning Provision

The Snug is our **full-time Cognition and Learning Provision**, providing **12 spaces across Key Stage 2**.

The provision is designed for pupils who require a more specialised and highly structured approach to learning because of significant cognition and learning needs.

Children may receive:

- teaching in smaller groups;
- personalised literacy and numeracy programmes;
- targeted reading and phonics support;
- carefully structured learning;
- additional opportunities to develop confidence and independence;
- individualised targets;
- support to develop communication, social and learning skills;
- opportunities to access mainstream lessons and activities where appropriate.

Baseline information is gathered to establish each child's starting point. This may include reading, phonics, high-frequency words, writing and mathematics assessments, together with information about communication, confidence, independence and engagement.

Progress is reviewed regularly and formally through the school's assessment and review processes. When a child is ready, the level of support can be adjusted, including increased access to mainstream lessons or, where appropriate, transition out of the provision.

The Garden – Morning SEMH Provision

The Garden is our **morning Social, Emotional and Mental Health (SEMH) Provision within our mainstream primary school**.

It has **four places at a time**.

The Garden provides a calm, nurturing and practical learning environment for pupils who may experience significant social, emotional or mental health needs which create barriers to accessing learning.

This may include children experiencing:

- difficulties with emotional regulation;
- anxiety or low confidence;
- low resilience or motivation;
- difficulties developing relationships;
- difficulties with social problem solving;
- attendance difficulties;
- difficulty engaging consistently with a traditional classroom environment;
- behaviour that creates significant barriers to learning.

The Garden is not intended to replace mainstream education. It provides a supportive base from which pupils can develop the skills, confidence and emotional regulation needed to increase their engagement with school.

Children may access:

- practical and purposeful learning;
- personalised learning activities;
- emotional regulation strategies;
- life skills;
- team-building activities;
- problem-solving activities;
- resilience-building activities;
- social and relationship development;
- supported opportunities to access their mainstream classroom.

The level and nature of support is flexible and is reviewed according to individual need and progress. The school works closely with parents and carers, class teachers, the SENDCo and relevant professionals.

3. How do we identify children who may have SEND?

We recognise the importance of early identification.

A child may be identified as having SEND through:

- concerns raised by parents or carers;
- concerns raised by the child;
- observations by staff;
- assessments and progress information;
- communication or interaction difficulties;
- difficulties with learning;
- social, emotional or mental health needs;
- physical or sensory needs;
- information from a previous school or early years setting;
- information from other professionals;
- a medical or developmental diagnosis;
- concerns about attendance, behaviour or engagement where these may indicate an underlying need.

Class teachers, SENDCos and the Senior Leadership Team work together to consider the whole child and the barriers affecting their learning.

Assessment information is considered alongside observations and the views of the child and their family.

Where appropriate, we use an early identification process and our Menu of Adjustments to identify reasonable adjustments and classroom strategies. Adjustments are monitored and reviewed before decisions are made about further SEND support.

Where a child continues to experience significant barriers despite appropriate classroom support, we may use the **Assess, Plan, Do, Review** cycle and consider whether the child should be placed on the school's SEND register.

External advice may be sought where appropriate.

4. How do we assess and review children's progress?

We use a range of assessment information to identify strengths, needs and progress.

This may include:

- teacher assessment;
- observations;
- phonics assessment;
- reading and writing assessment;
- mathematics assessment;

- EYFS assessment;
- Reception Baseline Assessment;
- Early Years Foundation Stage Profile;
- national curriculum assessments;
- intervention assessments;
- specialist assessments;
- information from external professionals;
- pupil and parent/carer views.

Children with SEND are included within the school's assessment arrangements, with appropriate adaptations where required.

At the end of Key Stage 2, statutory national curriculum tests are administered in English grammar, punctuation and spelling, reading and mathematics, alongside statutory teacher assessment requirements.

At Key Stage 1, national curriculum tests are optional and may be used by the school as part of its assessment arrangements.

Where children require access arrangements for statutory assessments, these are considered and implemented in accordance with the current assessment guidance and the child's individual needs.

We consider progress broadly. Progress may include:

- academic achievement;
- communication;
- independence;
- confidence;
- emotional regulation;
- social development;
- attendance and engagement;
- life skills;
- preparation for the next stage of education.

5. What is our approach to teaching children with SEND?

Our first response to a child's additional need is **high-quality, inclusive and adaptive teaching**.

Teachers are expected to know their pupils well and adapt teaching, resources, the learning environment and classroom organisation to enable pupils to participate and succeed.

Adaptations may include:

- breaking learning into smaller steps;
- modelling and repetition;
- visual supports;

- alternative ways of recording;
- additional processing time;
- pre-teaching and overlearning;
- scaffolding;
- adapted resources;
- reduced cognitive load;
- movement or sensory breaks;
- technology;
- communication supports;
- changes to seating or classroom environment;
- targeted adult support.
- Enable stations

Special educational provision is provision that is additional to or different from that ordinarily available for pupils of the same age.

We maintain high expectations for children with SEND while recognising that the route to achieving those expectations may need to be different.

6. What additional support may be available?

Depending on individual need, children may receive:

- targeted small-group interventions;
- individual interventions;
- additional reading support;
- phonics support;
- mathematics interventions;
- Talk Boost;
- speech and language support;
- support from a Speech and Language Therapist where appropriate;
- Nessy;
- counselling;
- behaviour and emotional support;
- School and Community Team support;
- lunchtime intensive support;
- social communication interventions;
- Lego Therapy;
- nurture activities;
- bespoke SEND interventions.

Interventions are selected according to need and are monitored to consider whether they are having the intended impact.

We avoid interventions becoming an end in themselves. Where an intervention is not sufficiently effective, we consider what needs to change.

7. Learning Support Plans

Where appropriate, children may have a **Learning Support Plan (LSP)**.

An LSP identifies:

- the child's strengths;
- areas of need;
- barriers to learning;
- agreed outcomes or targets;
- strategies and adjustments;
- additional provision;
- responsibilities;
- how progress will be monitored.

Children and their parents/carers are involved wherever appropriate.

LSPs are formally reviewed termly, with additional reviews taking place where a child's needs or circumstances require this.

Reviews consider the impact of the provision and whether the child is making progress towards their intended outcomes.

8. How do we adapt the curriculum and learning environment?

We aim to make the curriculum accessible and meaningful for all pupils.

Adaptations may include:

- changes to teaching approaches;
- visual timetables;
- communication systems;
- differentiated or adapted resources;
- sensory supports;
- technology;
- adapted recording methods;
- additional adult support;
- flexible grouping;
- smaller teaching groups;
- personalised timetables;
- practical learning;
- additional repetition and overlearning;
- alternative ways of demonstrating understanding.

Resources and equipment may include:

- coloured overlays;

- iPads and laptops;
- dual-banded books;
- pencil grips;
- ear defenders;
- movement or sensory equipment;
- Theraputty;
- visual and communication resources.

We consider reasonable adjustments for disabled pupils in accordance with the Equality Act 2010.

9. Access to activities, clubs, trips and physical activities

Children with SEND are encouraged and supported to participate in the full life of the school.

This includes:

- educational visits;
- residential or extended activities where appropriate;
- school performances;
- assemblies;
- sports and PE;
- lunchtime activities;
- clubs;
- music and creative activities;
- enrichment opportunities;
- school events.

We plan reasonable adjustments where needed.

Before activities and visits, staff consider individual needs, accessibility, communication, medical requirements, sensory needs, staffing and risk.

We work with families to understand what support may be needed and, where appropriate, seek advice from relevant professionals.

Our aim is not simply to provide an alternative activity but, wherever reasonably possible, to remove barriers so that children with SEND can participate alongside their peers.

10. Emotional wellbeing and SEMH support

We recognise that emotional wellbeing is closely linked to learning.

Our approach includes:

- nurturing relationships;
- consistent routines;
- emotional regulation strategies;
- Zones of Regulation approaches;
- pastoral support;
- nurture opportunities;
- social and emotional interventions;
- support with friendships and relationships;
- individual behaviour support where required;
- counselling where appropriate;
- work with families;
- support from external professionals where required.

Where a child's behaviour is creating a significant barrier to learning, we seek to understand the underlying need rather than viewing behaviour in isolation.

The Garden provides additional SEMH support for pupils who need a more intensive, structured and nurturing approach.

11. Behaviour and positive relationships

We recognise that children with SEND may communicate unmet needs through behaviour.

Staff work to identify triggers, patterns and barriers and to develop appropriate strategies.

Support may include:

- individual behaviour plans;
- visual supports;
- social stories;
- emotional regulation strategies;
- reflection and restorative approaches;
- targeted adult support;
- nurture;
- short-term additional support;
- structured reward and motivation systems;
- support with transitions;
- support with attendance and engagement.

We work closely with parents/carers and relevant professionals when a child requires a more personalised approach.

Our **Behaviour Policy** sets out the school's wider approach to behaviour and relationships.

12. Staff expertise and training

We recognise that effective SEND provision depends upon knowledgeable and confident staff.

SENDCo team

Mr Dan Rust
KS2 SENDCo and Deputy Headteacher

Mrs Hannah Powley
EYFS and KS1 SENDCo and Pod Lead

The SENDCos coordinate SEND provision, work with families and professionals, support staff, monitor provision and progress, contribute to strategic development and help ensure that the school meets its statutory duties.

Staff training

Teachers have **weekly training sessions on Wednesdays** covering teaching, learning and SEND.

We use a bespoke approach to staff development so that training reflects the needs of the children currently attending our school.

Training and professional development includes, where appropriate:

- SEND and inclusive teaching;
- safeguarding;
- STEP ON and STEP UP for relevant staff;
- Read Write Inc.;
- Talk Boost;
- intensive interaction;
- PEG feeding;
- epilepsy awareness and management;
- allergy awareness;
- food hygiene;
- health and safety;
- specialist training relating to the Pod, Snug and Garden.

In addition all Pod staff have weekly training on Thursdays

We work closely with **VNET as our school improvement partners** and make use of relevant training and professional development opportunities. VNET provides school improvement support and a professional development programme for Norfolk schools.

Staff also access advice and training from specialist services and other professionals where this is appropriate to individual pupil needs.

This is not an exhaustive list. Training is reviewed in response to the needs of pupils and the development priorities of the school.

13. Specialist equipment and facilities

We provide equipment and resources according to individual need and available provision.

This may include:

- communication systems;
- visual timetables;
- sensory equipment;
- specialist seating;
- technology;
- adapted learning resources;
- hearing and visual supports;
- mobility or physical access equipment;
- personal care resources;
- medical equipment where required and appropriately trained staff are available.

Our specialist provisions provide additional facilities and resources for pupils whose needs require them.

Where equipment or specialist provision is required that cannot reasonably be provided from the school's existing resources, we work with the Local Authority and relevant agencies to identify appropriate support.

14. Working with parents and carers

We believe that parents and carers are essential partners in supporting children with SEND.

We aim to:

- listen to parents and carers;
- share information openly;
- involve families in assessment and planning;
- discuss concerns promptly;
- involve parents/carers in LSP reviews;
- involve families in decisions about interventions;
- provide opportunities to discuss progress;
- support parents to understand their child's needs;
- work with families during transition;
- signpost families to appropriate external support.

Communication may include:

- meetings with class teachers;
- SENDCo meetings;
- parent/carer consultations;
- telephone calls;
- email;
- SEND-related meetings;
- SEND coffee mornings/cafés where offered;
- annual review meetings for pupils with EHC plans;

Parents and carers can contact the SENDCos if they have concerns about their child's SEND provision.

15. How children and young people are involved

We believe children should have an active role in decisions about their education.

The level and method of involvement will depend on the child's age, understanding and communication needs.

Children may contribute through:

- pupil voice;
- one-to-one discussions;
- visual choice systems;
- photographs and videos;
- communication aids;
- one-page profiles;
- passports;
- LSP discussions;
- annual reviews;
- transition planning;
- feedback about interventions;
- discussions about what helps them learn.

For children who communicate differently, we use appropriate communication methods and seek advice where necessary.

Pupil views are used to help identify:

- strengths;
- interests;
- barriers;
- preferred ways of learning;
- helpful strategies;

- aspirations;
- transition needs.

16. How parents, carers and pupils can influence the SEND Information Report

We welcome feedback on our SEND provision.

Parents/carers and pupils can contribute through:

- meetings with staff and SENDCos;
- SEND cafés or consultation opportunities;
- parent/carer feedback;
- questionnaires;
- pupil voice;
- discussions during LSP reviews;
- annual review meetings;
- discussions with governors;
- direct feedback to the school.

Feedback is considered when reviewing our SEND provision and this Information Report.

The report is reviewed annually and updated when significant changes occur.

17. Children in care and previously looked-after children

Children in care and previously looked-after children who have SEND are supported according to their individual needs.

We work with:

- parents/carers;
- social workers;
- Virtual School;
- designated teachers;
- other relevant professionals.

We recognise that children who have experienced care may have additional barriers relating to attachment, relationships, trauma, emotional wellbeing and learning.

Information is shared appropriately and confidentially so that children receive coordinated support.

18. Working with external agencies and professionals

We work with external agencies when specialist advice or support is required.

Depending on individual need, this may include:

- Norfolk County Council SEND services;
- specialist advisory teachers;
- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- Sensory Support;
- School Nursing;
- health professionals;
- paediatric services;
- mental health services;
- Early Help;
- School and Community Teams;
- Norfolk SENDIASS;
- Virtual School;
- specialist outreach services;
- other voluntary and community organisations.

We use specialist advice to inform assessment, planning, intervention and review.

We seek parental consent where this is required and share information in accordance with safeguarding, data protection and information-sharing requirements.

19. Education, Health and Care needs assessments and EHC plans

Some children require provision that is beyond what can ordinarily be provided through SEN Support.

Where appropriate, the school may discuss an **Education, Health and Care (EHC) needs assessment** with parents/carers and the young person.

A request for an EHC needs assessment may be made by a parent, young person or educational setting in accordance with the statutory process.

The Local Authority considers whether an EHC needs assessment is necessary.

If an EHC plan is issued, the school works with the child, family, Local Authority and relevant professionals to deliver the provision specified in the plan.

EHC plans are reviewed annually, or more frequently where required.

The school contributes evidence to statutory assessment and annual review processes, including information about:

- the child's strengths and needs;
- progress;

- barriers to learning;
- provision already implemented;
- the impact of interventions;
- outcomes;
- recommendations for future support.

We do not regard an EHC plan as a requirement for a child to receive SEN Support.

20. How we support children moving into and through our school

We recognise that transitions can be particularly significant for children with SEND.

Nursery to Reception

Where appropriate, transition may include:

- contact with the child's nursery or previous setting;
- visits to the setting;
- conversations with parents/carers;
- meetings with professionals;
- information-sharing;
- photographs and visual information;
- transition books;
- All About Me information;
- stay-and-play opportunities;
- parent/carer meetings;
- home visits where appropriate;
- phased starts where required.

Moving between year groups

We support children through:

- transition activities;
- meetings between staff;
- sharing information and support plans;
- pupil voice;
- visits to new classrooms;
- visual transition resources;
- information about routines and expectations.

Transition to secondary school

For pupils in Year 6, transition planning may include:

- liaison with the receiving school;

- additional visits;
- meetings with secondary staff;
- sharing SEND information;
- transition passports or one-page profiles;
- pupil voice;
- parent/carer involvement;
- additional support for pupils who may find transition particularly difficult.

For pupils with EHC plans, transition arrangements are incorporated into the statutory review process where appropriate.

21. Admission arrangements

We welcome applications from children with SEND.

The school's admission arrangements apply equally to children with SEND, subject to the statutory admission framework and the school's published admission arrangements.

A child cannot be refused admission simply because they have SEND or a disability where the school is named in an EHC plan, subject to the statutory framework.

Where a child is joining the school and has identified SEND, we aim to:

- obtain information from the previous setting;
- meet with parents/carers;
- liaise with relevant professionals;
- arrange visits where appropriate;
- identify reasonable adjustments;
- prepare staff;
- plan appropriate transition support.

We work with families to ensure that relevant information is available before a child starts whenever possible.

22. Accessibility and the Equality Act 2010

We are committed to equality of opportunity and to removing barriers for disabled pupils.

Under the Equality Act 2010, the school considers reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage.

This may involve adjustments to:

- teaching;
- communication;
- physical access;

- classroom organisation;
- school activities;
- trips and visits;
- assessment;
- behaviour support;
- lunchtime and extracurricular activities.

Our Accessibility Plan sets out how we plan to improve accessibility over time.

We do not use the former Disability Discrimination Act 1995 terminology in place of the current Equality Act 2010 framework.

23. How we evaluate the effectiveness of SEND provision

We regularly evaluate whether SEND provision is making a positive difference.

This includes:

- monitoring pupil progress;
- reviewing LSPs termly;
- reviewing intervention outcomes;
- observing teaching and provision;
- reviewing pupil work;
- monitoring SEND records;
- analysing assessment information;
- considering attendance and engagement;
- seeking pupil and parent/carer views;
- reviewing external professional advice;
- carrying out SEND provision audits;
- monitoring the quality of adaptive teaching;
- reviewing specialist provision.

SEND Focus meetings take place regularly to discuss pupils, provision and progress.

The SENDCos work with teachers and leaders to identify what is working well and where provision needs to change.

Where provision is not having the intended impact, we consider:

- whether the identified need is accurate;
- whether the provision is sufficiently targeted;
- whether the intervention is being delivered consistently;
- whether staff need further training;
- whether the environment needs to change;
- whether further assessment is required;
- whether specialist advice is needed.

24. How we support children with SEND during the school day

We consider the whole school experience of pupils with SEND, including:

- classroom learning;
- break and lunchtime;
- assemblies;
- clubs;
- trips;
- PE;
- music;
- performances;
- social opportunities;
- arrival and departure;
- transitions between activities.

Additional support may be provided where required.

We also consider sensory, communication, emotional, medical and physical needs when planning the school day.

25. Complaints about SEND provision

We encourage parents and carers to raise concerns as soon as possible so that they can be addressed constructively.

In the first instance, parents/carers should normally speak to:

1. the class teacher;
2. the SENDCo;
3. the Headteacher, where appropriate.

If a concern cannot be resolved informally, parents/carers can use the school's formal Complaints Procedure.

The school's Complaints Policy explains the formal stages and how complaints are considered.

Parents/carers can also seek independent SEND information, advice and support through Norfolk SENDIASS.

26. Useful sources of support for families

Norfolk Local Offer

The Norfolk Local Offer provides information about services and support available for children and young people with SEND and their families.

Norfolk SENDIASS

Norfolk SEND Information, Advice and Support Service provides free, confidential and impartial information, advice and support to children, young people and parents/carers about SEND.

Family Voice Norfolk

Family Voice Norfolk provides support and opportunities for parents and carers of children and young people with SEND to have their views heard.

Just One Norfolk

Just One Norfolk provides information and support relating to children's health and wellbeing.

Families can also seek advice from their child's GP, health professionals, social care services and other appropriate agencies.

27. Related school policies and documents

Further information can be found in:

- SEND Policy;
- Accessibility Plan;
- Equality Information;
- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- Attendance Policy;
- Complaints Policy;
- Admissions Policy;
- Supporting Pupils with Medical Conditions Policy;
- Curriculum information;
- Pupil Premium information, where relevant.

These documents are available through the school website or from the school office.

28. Contact details

SENDCos

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

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

Headteacher and Designated Safeguarding Lead

Mrs Maria Grimmer

Family Support / Designated Safeguarding Lead

Mrs Roz Hazell

SEND Governor

Mr Mike Ward

Parents/carers who are unsure who to contact are welcome to contact the school office, who will direct their enquiry to the appropriate member of staff.

29. Review of this Information Report

This SEND Information Report is reviewed annually.

The review considers:

- changes in legislation and statutory guidance;
- changes to SEND provision;
- pupil progress;
- parent/carer feedback;
- pupil voice;
- staff feedback;
- external professional advice;
- accessibility;
- the effectiveness of interventions and specialist provisions.

SENDCos: Mr Dan Rust and Mrs Hannah Powley
SEND Governor: Mr Mike Ward
Headteacher/DSL: Mrs Maria Grimmer
Family Support/DSL: Mrs Roz Hazell
Date reviewed: September 2026
Date for next review: October 2027