SEND INFORMATION REPORT 2026-27

Information about how the school identifies and supports children with Special Educational Needs and Disabilities (SEND)

Written by:	SENDCo – Mrs Juliet Fearns
Review by:	28th November 2027

Ready | Respectful | Safe

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At **North Denes Primary School**, we are proud to be a community of **Ready, Respectful and Safe learners**.

We are **Ready** to learn by arriving on time, prepared, and with a positive attitude. We try our best, challenge ourselves, and take responsibility for our learning so that we can achieve our full potential.

We are **Respectful** by being kind, honest, and considerate to everyone. We listen to others, value differences, and look after our school and the world around us. We understand that respect helps everyone feel valued and included.

We are **Safe** by making sensible choices that protect ourselves and others. We follow rules, speak up when something doesn't feel right, and help to create a calm and supportive environment where everyone can learn and thrive.

Together, at **North Denes Primary School**, we work to build a happy, caring school where everyone feels confident, supported, and inspired to succeed.

SEN/D INFORMATION REPORT

Introduction

Welcome to North Denes Primary School's Revised Special Educational Needs and Disability Information Report.

This report forms part of the Norfolk Local Offer for learners with Special Educational Needs.

North Denes Primary school has a commitment to working in partnership with pupils, parents/carers, governors, other schools and the local community. Together we strive to offer opportunities for our children to make progress in all areas and to fulfil their potential.

1) Key SEN staff in school 2026-27

- SEN/D Governor – Wendy Norton
- Head teacher: Mrs. Bland
- SENCO and Behaviour Lead – Mrs Fearns (day to day SEN contact) senco@northdenes.norfolk.sch.uk
- Orchard Inclusion class lead – Mr. Burgess
- Wellbeing team: Mrs. Juler, Mrs. Johnson, Mrs. Fearns, Miss Beales, Miss Longstaff
- Speech and Language Facilitator: Mrs Bull

Head Teacher	SENDCo	Class Teacher	SEND Governor
Working with the SENDCo to ensure all schools complies with both the Children and Families Act (2014) and the Equality Act (2010) with regard to reasonable adjustments.	Update the SEN Policy, SEN Information Report annually. Overseeing the day-to-day implementation of the SEN policy. Coordinating provision, support and monitoring children with SEND Keep up to date with current legislation and pass this on to relevant staff. Ensure all schools comply with relevant legislation (the SEND Code of Practice) and are aligned to Norfolk's graduated response. Report information on the effectiveness of SEND provision to the governing body	Adapting the curriculum to respond to the strengths and needs of all children including those with SEND. Monitoring the progress of all children including those with SEND and identifying any additional support required. Contributing to assessments or referrals to outside agencies either through conversations with the SENDCo and other professionals or through completing assessment forms, questionnaires etc.	Ensure the Schools' SEN Policy, SEN Information Report and each school's Accessibility Plan are reviewed and updated annually. Monitor the effectiveness of the deployment of the school's delegated SEND budget. Working with the Head to ensure the school complies relevant legislation – the SEND Code of Practice and Norfolk Graduated Response.

Details of the Norfolk Local Offer can be accessed by using this link-
https://www.norfolk.gov.uk/children-and-families/send-local-offer

North Denes Primary School is committed to working to improve learning for all. Please see our support expected in school on the school website, which explains fully our intervention offers.

Definition of Special Educational Needs (SEN/D)

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

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

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.
(Special educational needs and disability code of practice: 0 to 25 years, January 2015, p.16)

2) The SEN Code of Practice (2015) identifies four main categories of need: **Communication and Interaction**, **Cognition and Learning**, **Social, Emotional and Mental Health** and **Sensory and/or Physical**. North Denes Primary supports children with a wide range of needs. Sometimes children may have needs that fall into more than one category below. For example, a child with autism may also experience difficulties with anxiety and would therefore have needs in Communication and Interaction and Social, Emotional and Mental Health. Below are just some examples of difficulties that fall under these categories.



3) SEN/D Support – referred to in code as K

In accordance with the SEN/D Code of Practice, we are proactive in removing barriers to learning and putting effective special educational provision in place. The support for children with SEN/D follows the graduated approach which is simply a process or cycle of:

Assess – Plan – Do – Review

Throughout this cycle, the pupil voice and parent/carer voice remain paramount to the process. At North Denes Primary School, we value the children's input and respect their voice. Equally, we are mindful and respectful of the views of parents and carers. We aim to achieve the best possible outcomes for the children in our care by taking a child-centered approach to all of the planning we do for individuals.



4) SEN profile at North Denes Primary

All of our percentages for total SEN/D, SEN support and EHCP are below the National identified figure. Some children may have secondary SEN too.

Our percentages for EHCP are in line with the National identified figure which is 5%. Our SEN figure is 8% above the national average.

Key SEN/D Primary data for Autumn 2026 **Reviewed again Spring 2027**	
Total percentage of children with SEN –	22%
Percentage of children currently awaiting EHC assessment	2%
Children at SEN/D support- K	17
Children at EHCP support – E	5%
Children being monitored with apdr	4% not inc in main figures

SEN Need	No. of Students	% of SEN Students with this ...	% of Students with this Need
Physical Disability	2	3.33%	0.58%
Other Difficulty/Disability	6	10%	1.75%
Moderate Learning Difficulty	11	18.33%	3.22%
Vision Impairment	1	1.67%	0.29%
Speech, Language and Commu...	22	36.67%	6.43%
Social, Emotional & Mental He...	10	16.67%	2.92%
Autistic Spectrum Disorder	12	20%	3.51%
Hearing Impairment	1	1.67%	0.29%
Dyslexia	1	1.67%	0.29%

5) Supporting access for pupils with special educational needs and disability

North Denes Primary School can offer you:

- Someone to talk to. You can always speak to your child's class teacher or the SENCO about any concerns you may have.
- Facilities to help SEN/D pupils access school
- A curriculum to meet all needs
- A friendly, caring environment. We value social and emotional aspects of learning as much as academic aspects. Our Jigsaw curriculum supports the SEMH needs of the whole child.
- A highly trained Wellbeing team in school.
- Quality first teaching.
- SEN Pupil voice actively captured and responded to
- Trained teachers and support staff meeting the needs of individual pupils.
- Access to specialist services.
- We can refer children to and have support and involvement from:

    - Speech and Language Therapist and facilitator (C Bull)
    - Educational Psychologist – CEPP
    - Specialist Learning Support Teacher CEPP / PI-EA
    - School Nursing team
    - Access Through Technology (ATT)
    - Specialist Resource Base (SRB)
    - Child and Adolescent Mental Health Services (CAHMS/Point 1/ MHST/ Resilience practitioner).
    - Occupational Therapist
    - Physiotherapist
    - Advisory Teacher for Multi-Sensory / Visual Impairment Hearing

Impairment.

- Dyslexia Outreach.
- Early Intervention team
- Specialist Resource Base
- Orchard class

Our classrooms are accessed from within our main building. Within the main building, there are two designated disabled toilets and a wet room with adequate space for children using wheelchairs.

Additionally, there are 2 external classrooms that can be accessed and are used by Orchard class (HUB building).



Life at North Denes Primary School

When children start in our Nursery, some may already have a special need or disability identified by parents and/or health professionals. If this is the case, we arrange to meet with those involved before the child starts to make sure that their transition to Nursery is as smooth as possible.
All children are unique and develop at different rates. Any special/additional need may not be evident until they have been in nursery or school for some time.
Every classroom caters for all children with various styles of teaching and learning, i.e. visual, auditory and hands on. Reasonable adjustments (such as specialist equipment) are made to cater for the needs of individual children and we have a variety of programs to boost and support pupils if necessary. In the first instance, quality first teaching is our starting point in the assessment process.

What is Inclusive Quality First Teaching?

Inclusive, quality first teaching combined with our school process for assessing, planning, implementing, tracking, monitoring and reviewing is essential in supporting pupils.

For us as a school this means:

Inclusive Adaptive Teaching?

Inclusive, adaptive teaching combined with our school process for assessing, planning, implementing, tracking, monitoring and reviewing is essential in supporting pupils.

For us as a school this means:

At North Denes the structure for high quality teaching and learning should consider the following ten principles

1. Beginning a lesson with a short review of previous learning
2. Presenting new material in small steps, with children being able to practice after each step. Ensuring activities represent 'high challenge low risk'.
3. Asking a large number of questions and checking the responses
4. Providing models for problem solving and worked examples
5. Guide practice for the children
6. Checking understanding during the lesson
7. Obtain a high success rate with an expectation that the vast majority of children will achieve the objective during the lesson or same day
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage children in weekly and monthly review to support retention

6) Identifying children with a Special Educational Need.

As a parent, you may have concerns about your child, or staff in school may have noticed some concerns.



If either of these is the case, the sooner we talk the better. If you are concerned, come and see us- we can always find a convenient time to see you. If we are concerned, the class teacher will talk to you. It`s amazing how many problems can be sorted out at this stage!



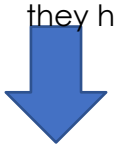
School may carry out observations and/or assessments to get a clearer picture of your child`s strengths and difficulties. We will talk to you again after this and decide together if we need to take any further action.



If we do need to take further action, we will write a plan with you and your child. We will decide on specific outcomes that we want to achieve and any specialist resources and support we may need. This plan will normally be in place for 1 term. We will also complete "My Progress Plan" (staff plan do form) with your child. At this stage your child will go onto our Special Educational Needs (SEN/D) record.



After an agreed time term, we will meet together to discuss whether your child has reached the identified outcomes, whether we need to set new outcomes or whether the plan can be closed. We will also discuss all the additional things we have put in place or used to further support your child make progress and whether they have be successful or need different input.



Sometimes, we need to ask for support from outside agencies who will come and work with your child. This will be one of the specialised services to which we have access. We will always ask you if you are happy for us to refer your child.



If your child still does not make progress, and we continue to be concerned, we may decide to make an application for your child to have an assessment for an Educational Health Care Plan (EHCP), where we can get the very best support and advice to enable us to meet all of your child`s needs. Should your child have an EHCP, there will be a review of that plan at least annually. During the first year of the plan, the first review will after 6 months, in order to ensure all the plan outcomes are robust and appropriate.

Some examples of additional support that may mean a child is deemed SEN/D include:

- Speech and language sessions
- Morning Start (Toast and check in)
- Inclusion Class
- Sensory Circuits
- Lego Therapy
- Drawing and Talking
- ESI (Emotional Support Input)
- TEEACH
- Read Write Inc provision
- Play therapy
- Personalised /adapted equipment – coloured books, overlays, writing slopes, Move-n-sit cushions, foot wobbles, adapted writing materials (pens, pencils, grips), specialist scissors and cutlery, putty and fiddly/concentration objects.

We make sure that our staff team are up-to-date with training to help and support our pupils. This includes:

- Social Story Training
- Epipen pen training
- Epilepsy awareness
- Moving and Handling training
- Cerebral Palsy training
- Autism Awareness
- Dyslexia training
- Step-On/ Step-up
- Maths Mastery
- Wellcomm
- Funky Fingers
- Neurodiversity
- Teaching assistant training programme

SENDCo qualifications- the National Award for SEN, NPQSL and Nurture training.



Examples of adaptions to support learning

Physical /sensory	Cognition and learning	Communication and Interaction	SEMH
Work station	Coloured overlay	Visual timetable	Input from VB/AJ/SJ/TP/EL
Move n sit cushion	Word mats	PECS	Play therapy
Sensory support objects	Differentiated texts	Signing	Emotional literacy
Physio sessions	Simplified instructions	Now and next	Attachment time with key adult
Sensory breaks	Reading support/ scribe	Quiet Party (Attention Autism)	Behaviour plan / targets
Sensology	Coloured paper	Reduced language	How to support profile
Fidget objects to aid attention and focus	Writing frame	Simplified verbal prompts	Jigsaw curriculum
Funky fingers / fine motor skills work	Maths resources	Choice boards	Lego Therapy
Horse riding	Knowledge organiser	Behaviour support lanyards	Yoga
Swimming	Now/Next	Consistent routine	Mindfulness
	Work box	Communication profile	
	Precision Teaching	Lego Therapy	


All about me profile



7) Assessing your child

Your child will be monitored, observed and assessed to create a whole picture of them and their needs. The assessments used depend on their age and may include:

- Foundation Stage Baseline and/or Profile
- Wellcomm language assessment tool.
- New Salford reading check (Spelling age)
- Reading Plus
- BPVS 3 (British Picture, Vocabulary Scale)
- SDQ (Strengths and Difficulties)
- Single digit memory test
- Boxall profile/ Pupil mentoring/ Pupil passport
- Vernon Spelling tests
- SATs
- Phonic Screening test (Year 1/2)
- Dyscalculia assessment.
- Dyslexia assessment
- Working memory scaling
- Checklist of Cognitive learning principles
- Combined SpLD checklist for 4-6 years and 6-11 years.
- A view of the child – Our holistic profile

The teaching team, alongside the SENCO, regularly discuss and audit the impact of interventions in order to ensure that the right intervention is in place to suit the needs of the individual child. What works for one child may not work for another. The school tracking system (PIXL) and Earwig assessment, enables us to look at progress alongside attainment. We will keep parents/carers informed during this process.

8) Transition

When starting in nursery, home visits are arranged to meet you and your child in your own home. This helps to form a trusting relationship between you and your child and their teacher and teaching assistant and in gathering information so we can support your child. They will then be given the opportunity to come to Nursery or Reception, meet all of the new adults in their life and to get used to the environment. Children are observed in their first term at Nursery and in Reception, although they will not be aware of this. The information gathered forms part of a 'Baseline'.

Children attending the school nursery at the end of the summer term, will spend some time with their new teacher, normally in their new classroom so that they can get to know them and their routines. We offer "teach meet" for parents to meet the new teacher prior to the end of the school year. We also complete SEN handover and extra transition sessions for children who need it. All SEN information and paperwork is also handed to the new staff.

If your child has any particular issues or difficulties, we will put a transition plan in place to give any extra support that may be needed.

In the autumn term, you will be invited to a meeting after school with your child. At this meeting we discuss how your child has settled into their new year group and answer any questions you may have.

In the spring term, we invite you to meet with your child's teacher to discuss their learning and development.

For transfer to Secondary school, all children spend some time at their new school. Children with SEN/D will be given extra days at their new school, to ensure that their particular needs are met and that they are confident and supported in making this important transition.

Our teachers meet with colleagues from the local high schools to discuss any particular issues. Any child who is on the SEN/D record will have a review in the summer term where they can meet and talk to high school staff. Both you and your child will have the opportunity to discuss any concerns that you may have.

9) Clubs and Activities

All children are welcome to attend any of the clubs on offer before or after school (according to the age group to which it is being offered). Clubs change on a termly basis but some of the clubs on offer include:

- Gymnastics, Football, Netball, Fitness.
- Choir.
- Dance and drama
- Sensory Circuits

We are committed to making reasonable adjustments to ensure participation for all. We will carry out risk assessments and put procedures in place to enable this to happen. Clubs are either run before school or after school. For a full program of clubs and activities please look out for School Ping messages.

10) Pupils with medical needs

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents if appropriate the pupil themselves. Staff who volunteer to administer and supervise medications will be first aid trained. All medicine administration procedures adhere to the LA policy and Department for Education guidelines included within 'Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

11) Related school polices-

https://northdenesprimary.co.uk/policies/

12) Useful Links

Information on Norfolk's Local Offer can be found on the Norfolk County Council website:
https://www.norfolk.gov.uk/children-and-families/send-local-offer

www.norfolk.gov.uk/SEN

www.norfolksendpartnershipiass.org.uk

www.familyvoice.org.uk

www.autism-anglia.org.uk

www.scope.org.uk

www.norfolksennetwork.org

https://www.gov.uk/government/publicati

ons/send-code-of-practice-0-to-25

https://www.bbc.co.uk/bitesize/groups/c5v

pkq13gpxt

https://senparentsupportgroup.org/

Please let me know if there are other useful sites that you think other parents may find useful and I can add them to the list.

13) Complaints Procedure

We hope that you will never need to reach this stage. We value your input and will make every endeavor to ensure that we can meet your child's needs in collaboration with you. We value your expertise and would appreciate any opportunity to improve what we do and how we do it. However, we recognise that you may wish to make a formal complaint.

Our complaints policy is on our school website. Please follow the procedures outlined in this policy.

The contents of this report will be up-dated as changes occur. However, if you wish to contact me – senco@northdenes.norfolk.sch.uk

14) How do we allocate resources?

Funding for SEN Provision at North Denes Primary

As a school we receive specific funding for SEN pupils.

In 2026-2027 we received £509,402 SEN funding.

We use this funding to support SEN pupils in a range of ways:

- Special equipment and/or teaching resources
- Increased TA support
- Use of additional SEN resources
- Specific Interventions to fill in gaps and accelerate progress
- Staff training for specific interventions
- Additional clubs and support such as pastoral club at lunch
- Orchard class