Ashwicken Primary School
SEN Information Report 2026–27

Our aim:

Our aim is to nurture well-rounded, confident, and responsible young individuals who are eager to unfold their full potential. We achieve this by curating a vibrant, happy, and safe environment that embraces equality and celebrates every achievement. At the heart of our approach is a commitment to sparking the curiosity and joy of learning in primary-age children, ensuring their journey is not only educational but also filled with excitement and support.

Contents

1. Our Aim
2. SEND Local Offer
3. What does SEND mean?
4. Our SEND Data
5. Our Areas of SEND
6. Other Circumstances That May Affect Learning
7. Medical Needs
8. Who to Contact at Ashwicken Primary School
9. The Graduated Approach to Identifying and Supporting Children with SEND
10. How We Support Children with SEND
11. How We Involve Children and Young People
12. Working with Parents and Carers
13. Working with External Professionals
14. Education, Health and Care Plans
15. How We Monitor and Evaluate SEND Provision
16. Staff Training and Expertise
17. Accessibility and Inclusion
18. Supporting Transitions
19. SEND Funding
20. Complaints and Concerns
21. Further Information
22. Useful Links and Further Support
23. SEND Glossary

SEND Local Offer

All Norfolk maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen. Here is a link to Norfolk's Local Offer: www.norfolk.gov.uk/SEND

Published: October 2026
Review date: September 2027
Approved by: Governing Body
Last reviewed: October 2026

Our Approach to SEND

At Ashwicken Primary School, we believe that every child should feel valued, included and able to achieve their potential.

We recognise that children learn in different ways and that some children may need additional support at different points in their education. Our approach is based on high-quality, inclusive teaching, early identification of need, appropriate adaptations and close partnership with children and their families.

Where a child has Special Educational Needs and/or Disabilities (SEND), we use a graduated approach to identify their strengths and needs, plan appropriate support, monitor progress and review the effectiveness of provision.

Our aim is for children with SEND to develop confidence, independence and a strong sense of belonging, while accessing an ambitious curriculum and participating fully in school life.

What does SEND mean?

SEND stands for **Special Educational Needs and/or Disabilities**.

A child or young person has **Special Educational Needs (SEN)** if they have a learning difficulty or disability which means they need **special educational provision** to support their learning.

The SEND Code of Practice explains that a child has SEN if they:

- have a significantly greater difficulty in learning than most children of the same age; or
- have a disability which prevents or hinders them from making use of the educational facilities generally provided for children of the same age in mainstream schools.

At Ashwicken Primary School, we recognise that every child is unique and that children may need different levels or types of support at different points in their education. If we identify that your child may have SEN, we will talk to you and work with you to understand their strengths, needs and barriers to learning.

Where a child is identified as requiring **SEN Support**, we use a **graduated approach** to plan, provide and review support. This may include provision that is **additional to or different from** the support ordinarily available to children of the same age. We work with the child and their family to identify appropriate strategies and provision, monitor progress and make adjustments where needed.

Children may experience difficulties with their learning for many different reasons. For example, they may have had periods of absence, changes of school, difficulties with communication, English as an additional language, or circumstances that affect their wellbeing and ability to engage in learning. These circumstances do not automatically mean that a child has SEN.

We aim to ensure that **all children receive the support, encouragement and high-quality teaching they need to make progress**, whatever their individual circumstances. Where a child does have SEN, we work closely with them, their family and, where appropriate, outside professionals to ensure that their needs are understood and supported.

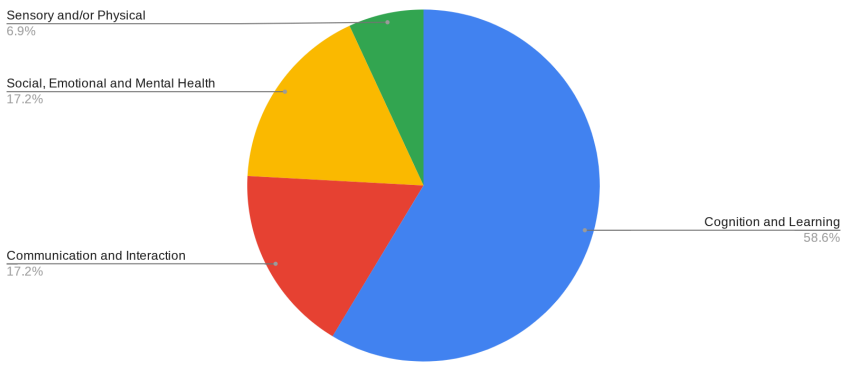
School Data

Data	Our Setting Autumn 2024	Our Setting Autumn 2025	Our Setting Autumn 2026	National Data 2026
The percentage of pupils with an Education, Health and Care (EHC) plan.	**6.8%**	**9.9%**	**6%**	**6%**
The percentage of pupils with SEN but no EHC plan (SEN support).	**16.5%**	**13.13%**	**22%**	**14.8%**
Total	**23.3%**	**23.03%**	**28%**	**20.8%**

In September 2026, the current primary areas of SEND for pupils at Ashwicken Primary School are shown in the graph below.

The information shows pupils according to their recorded primary area of SEND. It does not represent secondary needs, and some pupils may have needs across more than one area. The data is presented in this way to provide an overview of the needs within our school while protecting the confidentiality of individual pupils.

Our SEND profile is reviewed regularly as children's needs and circumstances change. This information helps us to plan appropriate provision, identify staff training needs and consider the resources and specialist support required across the school.



Our areas of SEND

Children and young people with SEND may have needs in one or more of the **four broad areas of need** identified in the SEND Code of Practice.
These are:

Communication and Interaction

Children may have difficulties with speech, language and communication, or with social communication and interaction. This may include children with **autism or speech, language and communication needs (SLCN)**.

At Ashwicken Primary School, we support children through high-quality teaching, clear communication, visual supports, structured routines, modelling and appropriate adaptations to the learning environment. Where appropriate, we also work with specialist professionals to identify and support individual needs.

Cognition and Learning

Children may experience difficulties with learning, memory, processing, attention or particular aspects of their learning. This may include moderate learning difficulties (MLD) or specific learning difficulties (SpLD), such as dyslexia or dyscalculia. Some children may also have difficulties with coordination and motor skills, which may require additional support.

We support children through high-quality, inclusive and adaptive teaching, with additional targeted provision where this is identified as appropriate. This may include adaptations to resources, additional modelling and practice, concrete resources, targeted interventions and strategies to develop independence.

Social, Emotional and Mental Health

Children may experience difficulties that affect their emotional wellbeing, social development, behaviour or ability to engage with learning. These needs can present in different ways and may change over time.

We support children's social, emotional and mental health through our whole-school approach to wellbeing, positive relationships, pastoral support and appropriate adaptations to the learning environment. Where needed, children may also receive targeted or individual support, and we may work with parents/carers and external professionals.

Sensory and/or Physical Needs

Some children may have a disability or sensory or physical need which affects their access to learning or the school environment. This may include **hearing impairment, visual impairment, multi-sensory impairment or physical disability**.

We make reasonable adjustments and adapt our teaching, resources and environment to support children to participate fully in school life. Where appropriate, we work with specialist services to identify suitable strategies, equipment and support.

A child may have needs across more than one of these areas. We consider each child's individual strengths, needs and barriers to learning when deciding what support and provision will be appropriate.

Other circumstances that may affect learning

Not every child who experiences difficulties or barriers to learning will have SEND. A child may need additional support because of circumstances that affect their wellbeing, attendance or ability to engage with learning.

This may include, for example:

- bereavement or significant changes in family circumstances
- difficulties with attendance or extended periods of absence
- social or emotional difficulties
- experiences of bullying
- being a young carer
- being looked after or previously looked after
- English as an additional language
- changes of school or disruption to their education
- other circumstances that may affect their wellbeing or access to learning

We consider the individual circumstances of every child and put appropriate support in place where needed. This may be through Quality First Teaching, pastoral support, adaptations, targeted support or working with families and other services.

English as an Additional Language (EAL) and SEND

We recognise that having English as an Additional Language does not in itself mean that a child has Special Educational Needs.

Where a child has both EAL and SEND, we consider their language background alongside their individual strengths, needs and barriers to learning. We take care to distinguish between difficulties that may arise from acquiring English and difficulties that may indicate an underlying special educational need.

Support may include visual resources, modelling, repetition, pre-teaching of vocabulary, practical resources, opportunities to rehearse language and appropriate adaptations to teaching and communication.

Where appropriate, we work with families, previous educational settings and relevant specialist professionals to develop a clear understanding of the child's needs and ensure that appropriate support is provided.

Having one of these circumstances does not automatically mean that a child has SEND. Equally, a child with SEND may also experience other circumstances that affect their learning or wellbeing.

Medical needs and SEND

We recognise that some children have medical conditions which may affect their access to learning or participation in school life.

We work with parents/carers and, where appropriate, healthcare professionals and other specialist services to understand children's individual needs and put appropriate arrangements in place.

This may include:

- individual healthcare plans where required
- reasonable adjustments to support access to learning
- adaptations to physical education and other activities
- support to manage medical needs during the school day
- appropriate arrangements for educational visits and residential trips
- staff training where specific medical support is required.

Where a child has a disability, we make reasonable adjustments in line with our responsibilities under the **Equality Act 2010**.
Our approach follows the Department for Education guidance on supporting children with medical conditions in school.

Who to contact at Ashwicken Primary School

We are committed to working in partnership with children, parents and carers, staff, governors and external professionals to ensure that every child is supported to achieve their best.

If you have a concern about your child's learning, development, wellbeing or SEND, your **first point of contact should usually be your child's class teacher**. They know your child well and can discuss their progress, strengths, needs and any support that may be appropriate.

We welcome parents and carers sharing information, concerns and suggestions with us. Working together helps us to understand each child as an individual and ensures that support can be reviewed and adapted when needed.

Who can I talk to about my child's SEND or learning needs?

Class Teacher

Your child's class teacher is usually the first person to speak to about concerns relating to your child's learning, progress, wellbeing or SEND.
The class teacher is responsible for:

- providing high-quality, inclusive teaching and adapting teaching and learning to meet individual needs
- monitoring your child's progress and identifying when additional support or adaptations may be needed
- planning and delivering appropriate targeted support and interventions
- working with the SENDCo and other staff to ensure that your child's needs are understood and supported
- ensuring that staff working with your child are aware of their individual needs, strengths and agreed adaptations

- contributing to and reviewing **Assess, Plan, Do, Review (APDR)** plans where appropriate
- working in partnership with parents/carers and listening to your child's views
- liaising with the SENDCo and external professionals when further advice or support is required.

How to contact: Please speak to your child's class teacher before or after school, or contact the school office to arrange a meeting.

SENDCo (Mrs Dickson & Miss Regester)

The **SENDCo (Special Educational Needs and Disabilities Coordinator)** coordinates the school's SEND provision and works closely with children, families, teachers, support staff and external professionals.

The SENDCo is responsible for:

- coordinating provision and support for children with SEND across the school
- supporting staff to identify and meet children's individual needs
- overseeing the school's SEND register and ensuring that appropriate records are maintained
- supporting the Assess, Plan, Do, Review process and reviewing the effectiveness of SEND provision
- working with parents/carers and children to understand their views and priorities
- liaising with external professionals and services where specialist advice or assessment is required
- supporting referrals to appropriate services
- advising staff on appropriate strategies, adaptations and interventions
- helping to identify and coordinate staff training and development
- contributing to the development and review of the school's SEND policy, information report and provision.

How to contact the SENDCo

Parents and carers can contact the SENDCo through the school office or using the school's SEND contact email.

SENDCo: Mrs Sophie Dickson and Miss Chloe Regester
Email: head@ashwicken.norfolk.sch.uk / chloe.regester@ashwickenschool.co.uk
Telephone: 01553 630352

Parents and carers are welcome to arrange a meeting with the SENDCo where they would like to discuss their child's special educational needs, provision or progress. Meetings can be arranged through the school office at a mutually convenient time.

Pastoral Lead

The Pastoral Lead supports children's emotional wellbeing, relationships, attendance, engagement and wider pastoral needs. They work closely with children, families, class teachers, the SENDCo and external professionals where appropriate.

The Pastoral Lead may support children through:

- individual wellbeing support and check-ins
- support with friendships and relationships
- emotional regulation and self-regulation strategies
- support with anxiety, worries and school-related difficulties
- attendance and engagement support
- liaison with families and external agencies
- targeted pastoral interventions
- support with transitions and changes in circumstances.

Where a child's emotional wellbeing or pastoral needs are affecting their access to education, the Pastoral Lead works alongside the SENDCo and class teacher to identify appropriate support.

Pastoral Lead: Miss Regester
How to contact: Please contact the school office to arrange a meeting or discuss a concern.

Headteacher
The Headteacher has overall responsibility for the leadership and management of the school, including ensuring that appropriate provision and support are available for children with SEND.
The Headteacher works closely with the SENDCo, staff, governors, children and families to ensure that the school's SEND provision is effective and that the school meets its statutory responsibilities.

Designated Teacher for looked-after and previously looked-after children:

Mrs Sophie Dickson, Headteacher
The progress and wellbeing of looked-after and previously looked-after children is monitored through the school's wider assessment, pastoral and safeguarding systems, with appropriate support and multi-agency working where required.
How to contact: Please contact the school office.

SEND Governor (Murree Groom)
The SEND Governor has responsibility for monitoring the school's approach to SEND and providing appropriate challenge and support to the school leadership team.
The SEND Governor helps to ensure that:
- the school has appropriate SEND provision and processes in place
- children with SEND are included in school life and have appropriate access to learning
- the school meets its responsibilities towards children with SEND
- governors are kept informed about SEND provision and priorities
- the impact of SEND provision is monitored as part of the school's wider evaluation and improvement work.

How to contact: Please contact the school office if you wish to raise a matter relating to SEND governance.

Working together to support your child

We monitor the progress of **all children**, including groups of children and those with SEND. Teachers use ongoing assessment, observations and their professional judgement to identify children's strengths, needs and next steps.

Where additional support is required, we use a **graduated approach** to assess, plan, do and review provision. We work with children and their parents/carers to review progress and consider whether support needs to be adapted.

We value the views of children and families and recognise that parents and carers have an important role in helping us understand what works well for their child.

If you are unsure who to contact, **please contact the school office and we will make sure your query reaches the appropriate member of staff.**

The Graduated Approach to Identifying and Supporting Children with Special Educational Needs

At Ashwicken Primary School, we use a graduated approach to identify and support children with Special Educational Needs and/or Disabilities (SEND). This means that we respond to children's individual needs through a cycle of **Assess, Plan, Do and Review**, making adjustments and increasing support where necessary.

We recognise that every child is different. We therefore begin by identifying children's strengths, interests, needs and barriers to learning and use this information to plan appropriate support. We work closely with children, parents and carers, school staff and, where appropriate, external professionals to ensure that support is appropriate and regularly reviewed.

High-quality teaching

All children at Ashwicken Primary School have access to a broad, balanced and ambitious curriculum. High-quality, inclusive teaching is the first response to identifying and meeting additional needs.

Our teachers use adaptive teaching approaches to ensure that children can access learning while maintaining high expectations. We use the **Rosenshine Principles of Instruction** alongside evidence-informed teaching approaches to support clear explanations, modelling, guided practice, questioning, retrieval and opportunities for independent application.

Our classrooms are calm, supportive and well organised environments in which children are encouraged to become confident and independent learners.

Teachers use a range of strategies and resources to remove barriers to learning, which may include:

- clear and carefully sequenced teaching
- explicit modelling and explanation
- regular opportunities for retrieval and overlearning
- appropriate questioning and checking for understanding
- visual prompts and practical resources
- breaking learning and instructions into manageable steps
- opportunities for discussion and collaborative learning
- scaffolding and guided practice
- additional processing time where appropriate
- flexible grouping
- repetition and reinforcement of key knowledge and vocabulary
- appropriate use of technology and assistive resources
- reasonable adjustments to the learning environment and curriculum
- regular encouragement and positive feedback
- opportunities to develop independence and self-advocacy.

Teachers monitor children's learning closely and adapt teaching in response to their progress, needs and engagement. High expectations remain in place for all children, including those with SEND.

Assess

Where a child is experiencing difficulties with their learning, communication, social and emotional development, physical or sensory needs, or other aspects of school life, we gather information to develop a clear understanding of their strengths and areas of need.
Information may be gathered through:

- observation in the classroom and wider school environment
- assessment of learning and progress
- discussions with the child
- discussions with parents and carers
- discussions with the class teacher and previous teachers
- information from teaching assistants and other school staff
- consideration of attendance, wellbeing and pastoral information
- information from previous schools or settings
- advice and assessment from external professionals, where appropriate.

We use a **strengths-based approach**, including Judith Carter's **7Cs**, to help us understand the whole child and identify what enables them to feel successful, included and empowered in their learning.
We recognise that a child may have additional needs without having a formal diagnosis. Identification of SEND is based on the child's individual needs and the barriers they experience, rather than on a diagnosis alone.

Plan

Where additional support is required, the school will work with the child and their parents or carers to agree appropriate outcomes and provision.
This may include:

- adaptations to classroom teaching and resources
- reasonable adjustments
- additional adult support
- targeted intervention
- individual or small-group teaching
- specific strategies recommended by school staff or external professionals
- support for communication and interaction
- literacy or numeracy interventions
- social, emotional and wellbeing support
- sensory or physical adaptations
- assistive technology or other specialist resources.

Where appropriate, individual support and provision will be recorded through the child's **Assess, Plan, Do, Review (APDR)** cycle and/or Learning Plan.

We use the **Provision Expected at SEN Support (PEaSS)** documents to help identify the reasonable adjustments and provision that should ordinarily be available to children requiring SEN Support. These approaches form part of our inclusive classroom practice and are considered alongside the individual needs of each child.

Do

The agreed support is implemented by the appropriate member of staff. This may be provided by the class teacher, teaching assistant, SENDCo, pastoral staff or another member of the school team.

Interventions and additional support are carefully planned and linked to identified needs and desired outcomes. Staff delivering targeted provision are supported with appropriate guidance, resources and training.

Where external professionals are involved, their advice and recommendations are considered alongside the school's own assessment and knowledge of the child. Strategies are shared with relevant staff to promote consistency across the school.

Our aim is always to develop children's confidence, independence and ability to access learning, rather than creating unnecessary dependence on adult support.

Review

The impact of support is reviewed regularly using the **Assess, Plan, Do, Review** cycle.

We consider:

- the child's progress towards agreed outcomes
- the impact of interventions and adaptations
- the child's views and experiences
- feedback from parents and carers
- feedback from staff
- attendance and wellbeing where relevant
- advice from external professionals where appropriate.

Following the review, support may be continued, adapted, reduced or increased depending on the child's needs and progress.

If a child continues to experience significant barriers to learning despite appropriate and purposeful support, we may seek advice or assessment from relevant external professionals. Where appropriate, this may include specialist teachers, Educational Psychology, Speech and Language Therapy, Occupational Therapy, Sensory Services, health professionals or other relevant services.

Working in partnership

Throughout the graduated approach, we recognise the importance of working in partnership with children and their families. We value the knowledge parents and carers have about their child and aim to ensure that their views contribute to the identification of needs, planning of support and review of progress.

Children are also encouraged to contribute their views and identify what helps them to learn and feel successful. This ensures that support is personalised and reflects the child's strengths, interests and aspirations.

Where a child's needs are complex and require support beyond what can reasonably be provided through SEN Support, the school and/or parents or carers may consider requesting an **Education, Health and Care Needs Assessment (EHCNA)** from the Local Authority. An EHCNA is a statutory process and is considered where a child may require provision beyond that ordinarily available through SEN Support.

Further information about the EHCP process is available through the **Norfolk Local Offer**.

How We Support Children with SEND

At Ashwicken Primary School, we recognise that children with SEND have a wide range of strengths, needs and barriers to learning. Our support is therefore personalised to the individual child rather than based solely on a diagnosis or label.

Our aim is to ensure that every child can access an ambitious and inclusive curriculum, participate fully in school life and develop their independence, confidence and sense of belonging.

Support may include adaptations to everyday classroom teaching, targeted interventions, additional resources, pastoral support and, where appropriate, advice from specialist professionals.

Inclusive classroom support

The majority of support for children with SEND begins within the classroom through high-quality, adaptive teaching.

Teachers consider the individual needs of children when planning and delivering lessons and make reasonable adjustments where appropriate. These may include:

- visual timetables, prompts and now/next boards
- clear, concise and chunked instructions
- modelling and worked examples
- additional opportunities for repetition and overlearning
- pre-teaching and reinforcement of key vocabulary
- practical and concrete resources
- scaffolding and guided practice
- additional processing time
- alternative ways of recording or demonstrating learning
- assistive technology where appropriate
- movement or sensory breaks
- adapted seating or positioning within the classroom
- flexible grouping
- adult support at appropriate points in learning
- access to quiet or low-stimulation spaces where appropriate.

We use the Norfolk Inclusion and Provision Framework (NIPF) documents to support staff in identifying appropriate ordinarily available provision, inclusive strategies and reasonable adjustments. These approaches inform our inclusive practice and are considered alongside each child's individual needs.

Targeted intervention

Some children may benefit from additional, targeted support alongside their classroom teaching.

Targeted support is carefully matched to an identified need and may take place individually, in a small group or within the classroom. It may be delivered by a teacher or appropriately trained teaching assistant.

Examples of targeted provision at Ashwicken may include:

- targeted reading and phonics support

- precision teaching
- additional spelling and vocabulary support
- targeted maths intervention, including Dynamo Maths where appropriate
- Memory Fix and support with memory and retrieval
- Nessy and other technology-based literacy support
- speech, language and communication activities
- WellComm-informed support
- Socially Speaking
- support with attention, listening and social communication
- emotional literacy and self-regulation activities
- Worry Busters
- ELSA support
- pastoral interventions
- support with attendance and engagement where appropriate.

The provision described in this report represents examples of support currently available within the school. Provision is reviewed regularly and may change according to the needs of pupils, staff expertise, resources and advice from specialist professionals.

The provision a child receives will depend on their individual needs. Children will not necessarily access all of the interventions listed above.

The impact of targeted support is monitored through the **Assess, Plan, Do, Review** cycle. Where an intervention is not having the intended impact, we consider what needs to change and whether further assessment or specialist advice is required.

Communication and Interaction
We support children who experience difficulties with communication, interaction, attention, listening or social communication.
Support may include:

- visual timetables and visual prompts
- simplified or carefully structured language
- checking understanding
- opportunities to rehearse and practise language
- social communication activities
- structured opportunities for interaction and turn-taking
- support to develop friendships and relationships
- WellComm-informed approaches
- Socially Speaking
- advice from Speech and Language Therapy or other specialist professionals where appropriate.

We work with parents, carers and external professionals to ensure that strategies are understood and used consistently where this is appropriate.

Cognition and Learning
Children who experience difficulties with learning may require additional support to develop knowledge, skills and independence.
Support may include:

- adaptive teaching
- additional modelling and guided practice
- practical and concrete resources
- visual representations
- repetition and overlearning
- targeted literacy and numeracy intervention
- precision teaching
- Nessy
- Dynamo Maths
- Memory Fix
- additional opportunities to practise and consolidate learning
- assistive technology where appropriate
- support to develop organisation, memory and independent learning skills.

We maintain high expectations for all children and aim to ensure that support removes barriers to learning rather than unnecessarily reducing the level of challenge.

Social, Emotional and Mental Health
We recognise that children's emotional wellbeing can have a significant impact on their ability to learn and participate successfully in school.
Our pastoral support may include:

- access to a trusted adult
- regular wellbeing check-ins
- pastoral conversations
- safe spaces for regulation and reflection
- emotional literacy activities
- Zones of Regulation approaches
- Worry Busters
- ELSA support
- Socially Speaking
- support with friendships and relationships
- support with emotional regulation
- support with anxiety and school-related worries
- individual strategies agreed with children and families
- liaison with external professionals where appropriate.

Where children experience difficulties with attendance or engagement, we work closely with families and relevant professionals to understand the barriers and identify appropriate support.

Sensory and/or Physical Needs
We make reasonable adjustments to support children with sensory or physical needs to access learning and participate in school life.

Depending on individual needs, this may include:

- adapted seating or positioning
- sensory resources
- movement breaks
- access to quieter spaces
- adapted equipment and resources
- adjustments to the learning environment
- support with fine or gross motor activities
- assistive technology
- adaptations to PE and physical activities
- individual risk assessments where required
- advice and support from Occupational Therapy, Physiotherapy, Sensory Services or other relevant professionals.

Supporting Children with Medical Needs

We work closely with families and relevant health professionals to ensure that children with medical needs can access school safely and successfully.

Where required, individual healthcare arrangements are developed and reviewed with parents, carers and appropriate professionals. Staff receive relevant information and training to enable them to support individual children appropriately.

We also consider medical needs when planning:

- educational visits and trips
- residential visits
- PE and physical activity
- access to the school environment
- attendance and reintegration following periods of absence
- emergency arrangements.

Specialist support

Where a child's needs require specialist advice or support beyond what can reasonably be provided through high-quality teaching and targeted intervention, we may work with external professionals.

Depending on the individual needs of the child, this may include:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Sensory Services
- Access Through Technology
- Dyslexia Outreach
- Mental Health Support Team
- Just One Norfolk and health professionals
- Medical Needs Team
- SEND and Inclusion services
- Attendance services
- Early Help and Family Support
- other specialist services where appropriate.

Any recommendations made by external professionals are considered as part of the child's overall provision and incorporated into classroom practice and the child's Assess, Plan, Do, Review cycle where appropriate.

Developing independence

An important part of our SEND provision is helping children to become increasingly independent.

We aim to ensure that additional support enables children to develop the skills and strategies they need to manage their learning, communication, emotions and relationships as independently as possible.

Adults are encouraged to provide the **right level of support at the right time**, gradually reducing support where appropriate as children develop confidence and independence.

Individualised support

Where a child requires support beyond our ordinarily available provision, this will be discussed with the child and their parents or carers.

The support provided will be based on the child's:

- strengths
- needs
- views and preferences
- barriers to learning
- progress and outcomes
- interests and aspirations.

Provision will be reviewed regularly and adapted as the child's needs change. Our approach is not to provide a fixed package of support, but to ensure that provision develops alongside the child.

How We Involve Children and Young People

At Ashwicken Primary School, we believe that children and young people should be at the centre of decisions about their education and support. We take time to understand each child as an individual, including their strengths, interests, aspirations, relationships, communication preferences and any barriers that may affect their learning or wellbeing.

We involve children in identifying what helps them to learn, what they find difficult and what they would like adults to do to support them. Their views are considered when planning adaptations, interventions and individual support. We encourage children to develop increasing independence and to understand their own strengths and needs.

Where appropriate, children contribute to their **One Page Profile**, which focuses on:

- What people like and admire about me
- What makes me happy
- How I want to be supported

Children are also encouraged to share their views as part of the **Assess, Plan, Do, Review (APDR)** cycle. This may be through discussion with their class teacher, SENDCo or another

trusted adult, through pupil-friendly questionnaires, work samples, observations or other appropriate approaches.

For children with an Education, Health and Care Plan (EHCP), their views are considered as part of the annual review process. Children are supported to contribute in a way that is appropriate to their age, understanding and communication needs.
We recognise that children communicate and express their views in different ways. We therefore adapt how we gather pupil voice so that children with communication, learning, sensory or emotional needs can participate meaningfully.

Working with Parents and Carers

We recognise parents and carers as important partners in understanding and supporting their child. Parents and carers know their children well, and their knowledge, experiences and views are an important part of our assessment and planning.

We encourage parents and carers to speak with their child's class teacher in the first instance if they have concerns about learning, communication, behaviour, attendance, friendships or wellbeing. The class teacher will work with the family and, where appropriate, the SENDCo to consider what support may be helpful.

Parents and carers are involved in discussions about:

- their child's strengths, interests and needs
- progress and areas of difficulty
- adaptations and additional support
- targeted interventions
- APDR outcomes and reviews
- One Page Profiles and individual support
- referrals or advice from external professionals
- transition between classes, schools or phases
- EHCP applications and annual reviews, where appropriate.

We aim to communicate with families in a clear, respectful and accessible way. We recognise that families may have different circumstances and communication preferences and will make reasonable adjustments where necessary.

If a child requires support beyond what can ordinarily be provided through high-quality teaching and SEN Support, we will discuss this with parents and carers and, where appropriate, seek advice from specialist services or consider whether an Education, Health and Care needs assessment may be appropriate.

Our approach is based on partnership. We welcome questions, feedback and suggestions from parents and carers about how we can improve the support we provide.

Working with External Professionals

We recognise that some children may benefit from support or advice from professionals outside school. Where appropriate, we work in partnership with parents, children and

external agencies to develop a shared understanding of a child's needs and identify appropriate strategies and provision.
Depending on the individual needs of the child, this may include working with:

Service	How they may support
Educational Psychology	Advice about learning, development, wellbeing and educational needs
Speech and Language Therapy	Support with speech, language, communication and interaction
Occupational Therapy	Support with physical skills, coordination, sensory processing and independence
Physiotherapy	Support with movement, mobility and physical development
Sensory Support Services	Support for children with hearing or visual needs
Access Through Technology	Advice about technology and equipment that can improve access to learning
Dyslexia Outreach	Advice and support relating to literacy and specific learning difficulties
Mental Health Support Team	Support relating to emotional wellbeing and mental health
Medical Needs Team	Support where medical needs affect access to education
SEND and Inclusion Services	Advice relating to SEND provision and inclusion
Attendance Services	Support where attendance difficulties are affecting education
Early Help and Family Support	Wider support for children and families

Advice from external professionals is considered alongside information from the child, family and school staff. Recommendations are incorporated into classroom practice, individual support plans, interventions or reasonable adjustments where appropriate.

We aim to ensure that advice is understood by the staff working with the child and that recommended strategies are implemented consistently. Where appropriate, the impact of advice and provision is reviewed as part of the school's Assess, Plan, Do, Review process. Parents and carers will normally be involved when specialist advice or assessment is being considered. We will explain the purpose of a referral, seek appropriate consent and keep families informed about the process and outcomes.

Education, Health and Care Plans (EHCPs)

An Education, Health and Care Plan (EHCP) may be issued for a child or young person where, following an Education, Health and Care needs assessment, the Local Authority determines that special educational provision is required beyond that which can reasonably be provided through SEN Support.

Where a child has an EHCP, we work to ensure that the provision and outcomes identified in the plan are reflected in their day-to-day education. The class teacher, SENDCo and other relevant staff work together to understand the child's needs, strengths and required provision.

We ensure that:

- the child's EHCP is available to relevant staff
- staff understand the provision and adjustments required
- outcomes are considered when planning learning and support
- parents and children are involved in reviewing progress
- provision is monitored and adapted where necessary
- advice from external professionals is considered and implemented where appropriate
- annual reviews are completed in partnership with the child, family and relevant professionals.

For children who may require provision beyond SEN Support, the school will discuss this with parents/carers and consider whether requesting an **Education, Health and Care needs assessment** is appropriate. Decisions are based on the child's individual needs, the progress they are making and the extent to which their needs can be met through ordinarily available provision and SEN Support.

Further information about EHCPs and the Norfolk SEND Local Offer is available through Norfolk County Council.

How We Monitor and Evaluate SEND Provision

At Ashwicken Primary School, we are committed to ensuring that SEND provision has a positive impact on children's learning, development, wellbeing and independence. We do not simply measure whether support has been provided; we consider whether it is making a difference.

Children's progress is assessed regularly through day-to-day assessment, ongoing observations, work scrutiny and the school's wider assessment and tracking systems.

Teachers use assessment information to identify children's strengths, gaps in learning and next steps. This information is considered alongside pupil voice, observations, work samples, attendance and wellbeing information where relevant.

The progress of pupils with SEND is considered through the school's pupil progress processes and SEND monitoring. Where a child is receiving targeted intervention, staff consider the

starting point, intended outcome and evidence of progress to evaluate whether the intervention is having the intended impact.

APDR reviews provide an opportunity to consider whether the support in place is helping the child to make progress towards agreed outcomes. Where provision is not having the expected impact, we consider whether teaching approaches, adaptations, interventions or specialist advice need to be changed.

School-level SEND information is used by the SENDCo and senior leaders to identify patterns, strengths and areas for development and to inform future provision, staff training and school improvement priorities. Where appropriate, school information is considered alongside relevant local and national information.

The effectiveness of SEND provision is monitored through a range of approaches, including:

- assessment and tracking of pupil progress
- APDR reviews and evaluation of individual outcomes
- intervention records and impact measures
- pupil voice
- parent and carer feedback
- observations of teaching and learning
- work scrutiny and learning walks
- discussions with class teachers and support staff
- monitoring of attendance and wellbeing where relevant
- feedback and recommendations from external professionals
- review of SEND provision and the SEND register by the SENDCo.

The SENDCo works with staff to identify strengths in provision and areas for development. SEND provision is also considered through the school's wider monitoring, evaluation and improvement processes.

The Headteacher and SEND Governor have an important role in monitoring the effectiveness of SEND provision and ensuring that statutory responsibilities are met. Governors receive information about SEND provision, outcomes and areas for development as appropriate. Where provision is not having the expected impact, we consider what may need to change. This may involve adapting classroom strategies, changing an intervention, seeking further advice, increasing support or considering whether a different approach is required.

SEND Provision Map

Our SEND Provision Map provides an overview of the support and provision available at Ashwicken Primary School.

It shows the range of universal, targeted and enhanced provision available across the four broad areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health

- Sensory and/or Physical Needs.

The Provision Map is reviewed regularly to ensure that it reflects the needs of pupils within our school and the support available to staff.

The provision identified in the map represents the range of support that may be available. Individual children will not necessarily access all of the provision listed. Support is matched to each child's individual strengths, needs, barriers to learning and desired outcomes.

Staff Training and Expertise

We recognise that high-quality SEND provision depends on staff having the knowledge, skills and confidence to meet a wide range of needs.

The school provides staff with training and guidance based on the needs of our pupils and the priorities identified through school improvement and SEND monitoring. Training may include whole-school training, staff meetings, individual guidance, external training and advice from specialist professionals.

The SENDCo maintains and develops their professional knowledge through relevant SEND training, professional development and engagement with specialist services and local authority guidance.

Staff training is informed by the needs of pupils currently attending the school, SEND monitoring, school improvement priorities and advice from external professionals.

Recent and planned training may include areas such as:

Area of training/expertise	Staff involved	Provider	Date
Sensory Circuits	Relevant teaching/support staff	Schools & Communities Team	Autumn 2026
Zones of Regulation	Relevant teaching/support staff	Schools & Communities Team	Autumn 2026
ELSA	ELSA practitioner	Child and Educational Psychology Practice	Ongoing
DESTY Mentor	DESTY-trained staff member	DESTY Academy	Ongoing
Youth Mental Health First Aid	Named trained staff	MHFA England	Summer 2026

Trauma Responsive School	SENDCo	Norfolk Virtual School	January 2027
Dyslexia Friendly School Award	Whole school	British Dyslexia Association	Ongoing

Staff are also supported through individual guidance, staff meetings, professional discussions and advice from specialist services.

Where a child has a particular or specialist need, relevant staff are provided with information and guidance to ensure that agreed strategies and reasonable adjustments are implemented consistently.

Staff develop their understanding of areas such as:

- adaptive teaching and reasonable adjustments
- communication and interaction needs
- cognition and learning needs
- social, emotional and mental health
- sensory and physical needs
- supporting reading, spelling and mathematics
- emotional regulation and wellbeing
- supporting children with additional communication needs
- safeguarding and attendance
- supporting children with medical needs.

The SENDCo works closely with teachers and support staff to share strategies, provide advice and help staff understand individual children's strengths and needs.
Where specialist knowledge is required, we seek advice from appropriate external professionals and use this to develop staff practice.

Admission and inclusion

Ashwicken Primary School follows the admission arrangements determined by the relevant admission authority. We do not refuse admission to a child because they have SEND or a disability.

Where we are aware of a child's SEND or disability before they join the school, we work with the child, their family, their previous setting and relevant professionals, where appropriate, to understand their needs and plan suitable support.

We make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared with other pupils.

Further information about school admissions can be found in our Admissions Policy.

Accessibility and Inclusion

Ashwicken Primary School is committed to providing an inclusive environment in which children with SEND can participate fully in school life.

We consider accessibility across the curriculum, physical environment and communication. Reasonable adjustments are made where required so that disabled pupils are not placed at a substantial disadvantage.

Depending on individual need, adjustments may include:

- adapting teaching, tasks and resources
- providing visual or practical resources
- adapting the way information is presented
- providing alternative ways for children to record or demonstrate their learning
- adapting seating or classroom environments
- providing sensory or movement breaks
- adapting PE activities and equipment
- providing assistive technology
- making adjustments for school trips, visits and residential activities
- providing appropriate adult support
- considering access to quieter or lower-stimulation spaces.

Our Accessibility Plan sets out how we continue to improve accessibility across the school. We also consider accessibility when planning new activities, curriculum opportunities and school events.
We aim to ensure that children with SEND are able to participate fully in the wider life of the school, including clubs, trips, sporting activities, residential opportunities, celebrations and leadership opportunities.

Preventing Less Favourable Treatment

Ashwicken Primary School is committed to ensuring that disabled pupils are not treated less favourably than other pupils. We make reasonable adjustments where required and consider accessibility when planning teaching, activities, trips, residentials and wider school opportunities.

We listen to the views of children and their families and work with relevant professionals where additional advice is required. We monitor the participation, progress and wellbeing of children with SEND and respond to concerns about equality or accessibility promptly.

Further information can be found in our Equality Information and Objectives and Accessibility Plan.

Participation in School Life

We aim for children with SEND to participate fully in all aspects of school life alongside their peers.

This includes lessons, playtimes, assemblies, clubs, sporting activities, educational visits, residential visits, performances, celebrations, leadership opportunities and wider school events.

Where necessary, we plan reasonable adjustments in advance to enable children to participate safely and successfully. These may include additional preparation, adapted equipment, changes to activities, additional adult support, sensory support, access to quieter spaces or individual risk assessments.

We work with children, parents and carers and, where appropriate, relevant professionals to identify suitable adjustments and ensure that children with SEND are included as fully as possible in the life of the school.

Supporting Transitions

Transitions can be particularly important for children with SEND. We plan transitions carefully and recognise that some children may require additional preparation, reassurance and support.

This may include transitions:

- into Reception or the school
- between year groups and teachers
- between our mixed-age classes
- between key stages
- to secondary school
- following a period of absence
- following changes in a child's circumstances or support needs.

We share relevant information with the staff who will be supporting a child and ensure that important strategies, reasonable adjustments and support arrangements are understood. Where appropriate, transition support may include additional visits, photographs, visual timetables, social stories, meetings with new staff, supported visits, familiarisation activities or opportunities to discuss worries and expectations.

For children moving to secondary school, we work with the receiving school and family to share relevant information and support a successful transition. Where a child has an EHCP, transition planning will take account of the outcomes and provision identified in their plan. Our aim is for every child to feel safe, prepared and confident as they move between stages of their education.

SEND Funding

The school uses its overall funding, including its notional SEN budget, to plan and provide support for pupils with SEND. This includes the school's **notional SEN budget**, which contributes towards the additional provision required by pupils with special educational needs.

2025–26 notional SEND Budget: £46,454

2026–27 notional SEND Budget: £69,399

During 2025–26, SEND funding contributed towards areas such as:

- additional staffing and teaching assistant support
- targeted interventions
- specialist resources and equipment
- staff training and professional development
- specialist advice and support
- reasonable adjustments and accessibility
- resources to support communication, learning, wellbeing and independence.

During 2026–27, SEND funding is being used to support the school's current SEND priorities, including targeted interventions, staff professional development in focus areas, teaching assistant support.

The amount and type of support each child receives is based on their individual needs. We do not allocate a fixed amount of funding to every child identified as having SEN. Support is reviewed regularly and adjusted as needed, except where provision is explicitly stated in an Education, Health and Care Plan (EHCP).

Where a child has an EHCP, any additional funding or top-up arrangements identified by the Local Authority are considered when planning and reviewing the provision specified in the child's plan.

Further information about the school's funding and SEND funding arrangements can be found through Our Ashwicken Budget Share (2025-6 & 2026-7)

Complaints and Concerns

We hope that parents and carers feel able to speak openly with us about their child's education and support. If you have a concern about your child's SEND provision, we encourage you to raise it with us as early as possible so that we can work together to understand the concern and identify a way forward.

In the first instance, parents and carers should speak with their child's **class teacher**. If the concern relates to SEND provision or requires further discussion, the **SENDCo** can be contacted. Where appropriate, the Headteacher may also become involved.

We will listen carefully to concerns, consider the information available and work with families to resolve issues wherever possible.

If a concern cannot be resolved informally, parents and carers can follow the school's formal complaints procedure. Details of this procedure are available through the school office and the school's Complaints Policy.

Complaints relating specifically to an Education, Health and Care Plan may also involve Norfolk County Council, depending on the nature of the concern.

We encourage families to contact us rather than waiting for a concern to become more significant. Our aim is always to maintain positive, respectful and solution-focused relationships with children and families.

Parents and carers can also seek free, confidential and impartial information, advice and support from **Norfolk SEND Information, Advice and Support Service (SENDIASS - 01603 704070)** if they have concerns about their child's SEND provision or would like support to understand the SEND process.

SENDIASS can provide information and support to children, young people and parents/carers about SEND provision, resolving disagreements and understanding their rights and options.

Further Information

Further information about how SEND is supported at Ashwicken Primary School can be found in the following documents:

SEND Provision Map
Accessibility Plan
Equality Information and Objectives
Safeguarding and Child Protection Policy
Behaviour Policy
Admissions Policy
Supporting Pupils with Medical Conditions Policy
Complaints Policy

These documents are available on the school website (https://www.ashwickenschool.co.uk/Policies/) or from the school office.

Parents and carers can also access information about SEND services and support through the **Norfolk SEND Local Offer**.

If you are unsure who to contact about your child's needs, please contact the school office. We will make sure your query is directed to the most appropriate member of staff.

How this report was developed

This SEN Information Report is reviewed annually and reflects the needs of children currently attending Ashwicken Primary School and the provision available within our setting.

In reviewing our SEND provision, we consider the views and experiences of:

- children and young people with SEND
- parents and carers
- teachers and support staff
- school leaders and governors
- relevant external professionals.

Feedback and information from these groups helps us to identify strengths in our SEND provision and areas for further development.

The report is reviewed annually and updated to reflect changes in pupil needs, provision, staffing, services and relevant guidance.

Ashwicken Primary School is committed to ensuring that every child is valued, included and supported to achieve their potential. We recognise that children may need different things at different points in their education, and we will work in partnership with children, families and professionals to help them thrive.

We want this information to be accessible to all families. If you require this report in an alternative format, such as large print, paper copy or another accessible format, please contact the school office and we will do our best to support your needs.

Useful Links and Further Support

There are a number of organisations that provide information, advice and support for children and families. The following links may be helpful if you would like to find out more about SEND, health, wellbeing or support available in Norfolk.

Norfolk SEND Local Offer -
Information about services and support available for children and young people aged 0–25 with special educational needs and/or disabilities, including education, health and social care.

Norfolk SENDIASS -
Free, confidential and impartial information, advice and support for children, young people, parents and carers about special educational needs and disabilities.

Just One Norfolk -
Health and wellbeing information and support for children, young people and families, including advice about child development, communication, emotional wellbeing and additional needs.

Family Voice Norfolk -
The parent-carer forum for Norfolk. Family Voice Norfolk works with families and local services to ensure that the experiences and views of parents and carers of children and young people with SEND are heard.

Norfolk Family Hubs -
Information, advice and support for families, including parenting support, health and wellbeing, education, activities and wider family support.

SEND: Guide for Parents and Carers -
A national guide explaining how the SEND system works, including SEN Support and Education, Health and Care Plans.

SEND Code of Practice: 0 to 25 years -
The statutory guidance that explains the duties and responsibilities relating to children and young people with SEND.

If you are unsure about where to seek support, please speak to your child's class teacher or our SENDCo, who will be happy to help you identify the most appropriate next step.

SEND Glossary

We recognise that some of the words and abbreviations used when talking about Special Educational Needs and Disabilities may be unfamiliar. This glossary explains some of the terms used in this report.

Term	What it means
SEND	Special Educational Needs and/or Disabilities. This describes children who need additional or different support because of a learning difficulty, disability or other barrier to accessing education.
SEN	Special Educational Needs. A child has SEN if they have a learning difficulty or disability which means they need special educational provision to be made for them.
SENDCo	Special Educational Needs and Disabilities Coordinator. The member of staff responsible for coordinating SEND provision across the school.
SEN Support	Additional support provided by a school for a child with SEN. This is based on the child's individual needs and may include adaptations, targeted interventions or specialist advice.
APDR	Assess, Plan, Do, Review. A graduated approach used to identify children's needs, plan support, put support in place and review its effectiveness.
EHCP	Education, Health and Care Plan. A legal document for children and young people whose special educational needs require more support than can ordinarily be provided through SEN Support.
EHC Needs Assessment	An assessment carried out by the Local Authority to consider whether a child requires an Education, Health and Care Plan.
QFT	Quality First Teaching. High-quality, inclusive teaching that is adapted to meet the needs of learners within the classroom.
Adaptive Teaching	Adjusting teaching, resources, explanations, tasks or support so that pupils with different needs can access learning and make progress.
Reasonable Adjustments	Changes made to teaching, the environment, communication or arrangements to reduce disadvantage for a disabled pupil.
One Page Profile	A short document that summarises what is important to a child, what makes them happy and how they would like to be supported.
PEaSS	Provision Expected at SEN Support. Guidance used to help schools understand the provision that should ordinarily be available to support pupils with SEND.

SALT	Speech and Language Therapy. Specialist support for children who have difficulties with speech, language, communication or swallowing.
Educational Psychology (EP)	A specialist service that provides advice and assessment relating to children's learning, development, wellbeing and educational needs.
OT	Occupational Therapy. Specialist support that can help children with areas such as physical skills, coordination, sensory processing and independence.
Provision	The support, adaptations, resources, teaching approaches and interventions put in place to meet a child's needs.
Intervention	A planned programme of additional support designed to develop a particular skill or address an identified need.
Pupil Voice	Giving children opportunities to share their views, preferences, experiences and ideas about their education and support.
Graduated Approach	A cycle of increasing and reducing support according to a child's individual needs, usually through Assess, Plan, Do and Review.
Specialist Support	Advice or intervention from professionals with specialist knowledge, either within or outside school.
Local Offer	Information provided by Norfolk County Council about services, support and provision available for children and young people with SEND and their families.
EAL	English as an Additional Language. This describes children who use or are exposed to a language other than English in addition to English. Having EAL does not in itself mean that a child has SEND.
SEMH	Social, Emotional and Mental Health. One of the four broad areas of SEND relating to children's emotional wellbeing, social development, behaviour and ability to engage with learning.
SLCN	Speech, Language and Communication Needs. Difficulties with understanding or using language, speech, communication or interaction.
SpLD	Specific Learning Difficulty. A term used to describe specific difficulties with particular aspects of learning, such as dyslexia or dyscalculia.
MLD	Moderate Learning Difficulty. A type of special educational need involving significant difficulties with learning and acquiring new skills.

SENDIASS	Special Educational Needs and Disabilities Information, Advice and Support Service. An independent and impartial service providing information, advice and support to children, young people and parents/carers about SEND.
EHCNA	Education, Health and Care Needs Assessment. A statutory assessment carried out by the Local Authority to consider whether a child or young person requires an Education, Health and Care Plan.
Top-up Funding	Additional funding provided by the Local Authority in some circumstances to contribute towards the additional provision required by a child with SEND.
Element 3 Funding	Additional funding that may be provided for some pupils with higher levels of special educational need where provision required is above the level ordinarily available through the school's resources.