Ashwicken Primary School
SEN Information Report & Policy

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.

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

Review Date: September 2026

Special Educational Needs Information

At Ashwicken Primary School, we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality First Teaching (QFT) is vital. However, for some children there are occasions when further additional support may be needed to help them achieve their targets

What does SEND mean?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as: **"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age or;**

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

If your child is identified as having SEN, we will contact you and provide you with relevant information. Once your child is added to the SEN register under SEN Support we provide provision that is 'additional to' or 'different from' the normal differentiated curriculum in line with their needs. This provision is intended to overcome the barrier to their learning/SEN and ensure they can make progress from their starting point.

Children can fall behind in school for a variety of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English fluently (or at all) or they may have worries that distract them from learning. Only those with a difficulty that requires special educational provision will be identified as having SEN. However, we make sure that all of our children have the support and encouragement they need to progress.

School Data

Data	Our setting Autumn 2023:	Our setting Autumn 2024:	Our setting Autumn 2025:
The percentage of pupils with an Education, Health and Care (EHC) plan. National data for2025: 5.3%	3.60%	6.8%	9.9%
The percentage of pupils with SEN but no EHC plan (SEN support). National data for 2025: 14.2%	14.41%	16.5%	13.13%
Total: National data for 2025: 19.5%	18.01%	23.3%	23.03%
Updated:		11.11.24	20.10.25

In September 2024, the current primary needs of the children in Ashwicken Primary School are shown in the graph below. It does not show secondary needs of pupils.

Primary Area of Need	No. of CYP	England (%)	Norfolk (%)	Ashwicken (%)
Moderate Learning Difficulty	10	**17.0%**	**18.2%**	62.5%
Profound & Multiple Learning Difficulty	0	**0.2%**	**0.3%**	0%
Severe Learning Difficulty	1	**0.5%**	**0.6%**	6.3%
Specific Learning Difficulty	0	**5.0%**	**4.8%**	0.0%
Autistic Spectrum Disorder	4	**10.0%**	**7.1%**	25%
Speech, Language and Communication Needs	1	**29.6%**	**28.9%**	6.3%
SEN Support – No Specialist Assessment	1	**5.2%**	**3.5%**	6.3%
Other Difficulty/Disability	0	**2.3%**	**2.1%**	0.0%
Social, Emotional and Mental Health	5	**18.6%**	**23.4%**	31.3%
Multi-Sensory Impairment	0	**0.1%**	**0.1%**	0.0%
Physical Disability	2	**3.8%**	**6.1%**	12.5%
Visual Impairment	0	**0.2%**	**0.3%**	0.0%

It is important to note that pupils can have multiple secondary needs that are not included in this data.

Children may have needs and requirements that fall into one of the 4 areas defined by the SEND Code of Practice, January 2015:

Cognition and Learning (C&L)	Communication and Interaction (C&I)	Social and Emotional Mental Health (SEMH)	Sensory and/or Physical Needs (S & or PN)
Specific learning difficulties e.g. dyslexia, dyscalculia	Speech and language communication needs (SLCN)	Attention Hyperactivity Disorder	Visual impairment
Moderate learning difficulties (MLD)	Autism	Attention Disorder	Hearing impairment
Severe learning difficulties (SLD)		Depression	Multisensory impairment
Profound learning difficulties (PLD)		Anxiety disorders	Physical disability
		Eating disorders	
		Social disorders	

- **Communication and interaction:** children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may include young people with autism. Teachers and support staff are aware of a range of strategies to support young people with these needs in the classroom and will further adapt their teaching to meet individual

needs.

- **Cognition and learning:** Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), and Specific learning difficulties (SpLD), which can affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, dyspraxia and working memory problems. These needs are met primarily through differentiation and Quality First teaching and then through targeted support that addresses individual needs.
- **Social, emotional and mental health:** Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. We work towards meeting these needs through our pupil welfare support team.
- **Sensory and/or physical:** Some children require special provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.** This may include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) and may require specialist support and/or equipment to access their learning. These students are supported in school by making the necessary adaptations which are necessary in consultation with specialised agencies.

** Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)

Children can 'fall behind' in school for many different reasons; they may be absent from school for extenuating reasons, they may have attended a range of different schools and not had a consistent learning environment, they may have English as an additional language, they may be experiencing emotional difficulties, due to family or relationship difficulties, all these examples can bring a distraction where learning is concerned. At South Wootton Junior School, we are committed to ensuring that all children have access to learning opportunities and for those who are at risk of not progressing, we will intervene. This does not mean that all vulnerable children have SEN, only children with a learning difficulty, that require special educational provision will be identified as having Special Educational Needs. However, all our teachers strive to meet the needs of all of their learners across the curriculum and in school.

ADDITIONAL NEEDS is broader in concept and provides a framework for supporting all children who may meet difficulties in their learning.

There are many reasons or circumstances in which additional support may be required. Children and young people may:

- be being bullied
- be particularly able or talented
- have experienced a bereavement
- be looked after
- be living with parents who are abusing substances
- be living with parents who have mental health problems
- not be attending school regularly
- have English as a second language
- have emotional or social difficulties
- be on Child Protection Register
- be young carers
- being in receipt of the Pupil Premium grant

MEDICAL CONDITIONS The school recognises that children at school with medical conditions should

be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. The school fully complies with the DfE guidance on Supporting Children with Medical Conditions.

Who to contact at Ashwicken Primary School:

We are committed to working together with all members of our school community to ensure we provide appropriate support for all children. Our school offer is produced with our children in mind, and in partnership with parents/carers, governors and our staff team. We would welcome your feedback and future involvement in the annual review of our offer. Please contact us if you would like to contribute to shaping this. The SEN Team within our school is:
Head Teacher: Mrs Sophie Dickson
Designated Governor: Mrs Beverly Hunnable
Our job is to help your child achieve the very best they can at school. The following is to inform you of the types of support available for your child at Ashwicken Primary School. It will help you understand who can help and how this support can be accessed. We hope any queries you may have will be answered but do not hesitate to contact the school if you have further questions.

Who are the best people to talk to about my child's difficulties with learning/SEND?

Class Teacher Responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the
- curriculum is adapted to meet your child's needs (also known as 'differentiation').
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
- Writing learning plans (APDRs – assess plan do review) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions, and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Contacted by: speaking to them either before or after school to arrange a meeting.

LOOKED AFTER CHILDREN Head Teacher: Mrs S Dickson is the designated teacher for looked- after and previously looked-after children. The progress of looked-after and previously looked-after children with SEN is primarily monitored by class teacher and classroom/support staff. We use whole school assessment practice (I.e. PIXL) and teacher-led judgement. This is overseen by Senior Leadership Team, the SENCO and Subject Leaders. Class teachers meet with parents/carers, via termly SEN Support plan meetings. We listen to the child's voice.

SENDCo (Mrs Dickson):

Responsible for:

- Co-ordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are: Involved in supporting your child's learning. Kept informed about the support your child is getting. Involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support your child's learning eg. Speech and Language Therapy, Educational Psychology, etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Supporting your child's teacher in writing Learning Plans (if required) that specify the targets set for your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- Contacted by: asking the class teacher to arrange for them to contact you or via the school office.

Head Teacher:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- She will make sure that the school governor are kept up to date about any issues in the school relating to SEND.

Contacted by: via the school office

SEND Governor

Responsible for:

- Making sure that the school has an up to date SEND Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school who has SEND and dealing with any complaints from parents
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in the school.

We are committed to creating a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all children, including groups of children, including those with SEND. Staff continually assess children in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 to ensure that effective learning (progress) is taking place from a child's individual starting point.

The Graduated Approach to Identifying and Supporting

Children with Special Education Needs

High quality teaching

The schools follow the graduated approach to identification of need and appropriate provision. This means that when a need is identified, support is provided first by the class teacher through high quality teaching, which is summarized below:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of questioning, modelling and explaining on the part of the teacher
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils
- Teaching and Learning
- All children in our schools will have access to a broad and balanced curriculum.

All our teachers provide high quality teaching to all pupils. We use the Rosenshine Principles to ensure our teaching is accessible to all children.

Our classrooms are designed to be a calm space where children can thrive in their learning. High behaviour and learning expectations allow children to learn without distraction. Each classroom displays current learning through working walls with learning resources readily available.

Specific group work within a smaller group of children. This group, often called Intervention Groups by schools, may be:

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching Assistant/Learning Support Assistant who has had training to run these groups.

Some children may be identified by the class teacher as needing some extra support in school. For your child this would mean:

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap with their peers.
- They will engage in group sessions with specific targets to help them to make more

progress.

- A Teaching Assistant will run these small group sessions using specific plans suggested by Outside Agencies. This type of support is available to any child who has specific gaps in their understanding of an area of learning.

We also provide a range of adaptations and reasonable adjustments to learning and the environment for our children, too. These are listed on the **Provision Expected at SEN Support** (PEaSS) documents, the recommendations of which are already included within our high quality teaching and will be documented within the ASSESS, PLAN, DO, REVIEW. The PEaSS documents can be found on our website here: Provision Expected at SEN Support

Assessing SEN at Ashwicken Primary School:

The school accepts considerable responsibility in the identification and assessment of the special educational needs of our children and we believe it is crucial to recognise any needs as early as possible and plan to do this through discussions with:

- children
- parents
- class teachers (current & previous)
- classroom/school staff
- outside agencies
- liaison with other schools

Children with identified SEN need are assessed using Judith Carter's 7C's Strengths Based Approach, to allow children to feel empowered in their own development and support. Once a child is identified as having a SEN or is a vulnerable learner, we will continue to:

- Observe the learner in school (social and/or learning times)
- Have on-going discussions with parents from an early stage.
- Have discussions with other members of staff, for example our pupil welfare team.
- Try out suggestions made by other members of staff; a sharing of 'good practice'.
- Offer whole school or individual CPD if/when necessary
- Use ICT learning aids where appropriate.
- Refer, when appropriate, to outside support agencies.
- Have discussion at KES Cluster, Team Around the Child (TAS) with core advisors and Willow Tree Network meetings.

Other discussions can take place, where appropriate, with:

- Other SENCOs at KES and/or Willow Tree Learning Network
- Pupil welfare team and supporting agencies involved with families.
- Children's Services Safeguarding Team
- Physiotherapist/ Speech Therapists/Communication Therapist/Occupational

Therapist/Teacher of the Visually Impaired, etc.

- GPs/School Nurse/Health Visitor
- External services such as S2S, EPSS, ATT, Virtual Schools PEaSS, Inclusion Team, Harmful Sexual Behaviours Team.

Specialist groups run by outside agencies:

Some children have been identified by the class teacher/SENDCO/Health or you will have raised your worries as needing more specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Sensory Services (for pupils with a hearing or visual need).
- Outside agencies such as Speech and Language Therapy (SALT) Service provided by the NHS
- Access Through Technology
- Educational Psychologist/Advisory Service (EPSS)
- Just One Number (School Nursing Team)
- Early Help/Family Support
- Attendance Service
- Occupational Therapy
- SEND & Inclusion Team
- Mental Health Support Team
- Dyslexia Outreach Service
- Pandora Project

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCO/Health or you will have raised your worries as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- Your child will have a conversation with their class teacher to discuss their strengths and areas for development.
- You will be asked to come to a meeting to discuss your child's progress and help plan
- possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional eg Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include: Making changes to the way your child is supported in class eg some individual support or changing some aspects of teaching to better support them. Support to set better targets which will include their specific expertise. A group run by school staff under the guidance of the outside professional eg speech & language group. A group or individual work with the outside professional

- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups

Requesting an Education, Health & Care Needs Assessment (EHCP)

- Where, despite the school having taken relevant & purposeful action to identify, assess & meet the SEN of the child, the child has not made expected progress the school or parents should consider requesting an Education, Health & Care Needs assessment. At this point your child will usually be receiving specialist support/advice in school from a professional outside the school. This may be from:
- Local Authority central services such as the Sensory Service (for pupils with hearing or visual need)
- Outside agencies, such as the Speech and Language Therapy (SALT) NHS service
- For your child this would mean that you or the school can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process.
- After the school have sent in the request to the Local Authority they will decide whether they think your child's needs (as described in the paperwork provided) seem complex enough to necessitate a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support already in place for your child.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support already in place and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. For further information on EHCPs & their process please access the Norfolk Local offer website link: https://www.norfolk.gov.uk/children-and-families/send-local-offer
- A request for a needs assessment needs to contain and can be found here Norfolk EHCP Needs Assessment Request :
  - Evidence of at least two cycles of an assess, plan, do, review
  - Evidence of £6000 from the school's notional budget used to support the child (or £2000 per term) through adult support, training, access to specialist services and placements
  - Background information on the child, including strengths and medical information
  - Parent/carer's views
  - Pupil's views
  - In line with the Special Educational Needs and Disability Code of Practice 0-25, EHCPs are reviewed at least once a year with the child themselves, their family, the school and any other professionals.

How is extra support allocated to children?

- The school budget, received from Norfolk County Council, includes money for supporting children with SEND. This is called the Notional Budget.
- The Head Teacher decides on the allocation of this budget for Special Educational Needs and Disabilities in consultation with the school Governors, on the basis of needs in the school.
- The Head Teacher and staff will discuss all the information they have about SEND in the school, including: The children getting extra support already; The children needing extra support; The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed. Support may be given in a variety of ways and is sometimes designed to encourage the child to develop the skills of independent learning and build confidence as well as supporting their maximum progress. Your child's individual support will be discussed with you regularly.

How does the school know if support works?

- Checking children's progress is an integral part of our school. We follow the 'Assess, Plan, Do, Review' model from the SEND Code of Practice to ensure we continually check that provision is working.

How are the adults at Ashwicken Primary School helped to work with children with SEND and what training do they have?

- Mrs Dickson(SENDCO) is mentored and supported by other fully qualified SENCOs whilst she seeks qualification
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as autism, dyslexia, and speech and Language difficulties.
- Emotional support
- Speech and Language Teaching Assistant supported by SALT
- Dyslexia Outreach training for all staff
- 2 members of staff are Dyslexia level 3 trained
- 1 staff member is completing ELSA training this year
- Visual and Sensory Support service
- Whole staff training to disseminate knowledge, strategies and experience to ensure consistency of the school's approach for children with SEND.
- Individual support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class eg medical/health training to support staff in implementing care plans.
- Individual training for an identified staff member linked with the needs of a child with SEND or identified through the Performance Management process.
- Mental Health Lead professional

Possible training for 25-26

- Dyslexia training – Executive functioning
- Trauma informed training

- Maths training for supporting lower attainers

Arrangements for consulting pupils who have SEND:

- ADPRs are formed in conjunction with input from pupils each term and reviewed with pupil input as part of the Assess/Plan/Do/Review cycle
- Feedback is taken from pupils during the cycle and appropriate adaptations made

What support do we have for you as a parent of a child with SEND?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you what we are doing in school. This is to ensure that we share information about what is working well at home and school, so similar strategies can be used.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you by the person involved directly, or when this is not possible, in a report. The SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Learning Plans will be reviewed with your involvement each term and your views will be recorded on the Learning Plan which is accessed via the online tool: Provision Map
- Home Learning will be adjusted as needed to your child's individual needs.
- A Home/School contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- You may be asked to engage with a Behaviour Support Plan or a Positive Handling Plan.

How is Ashwicken Primary School accessible to children with SEND?

Ashwicken Primary School is committed to being inclusive and accessible to all children, including those with Special Educational Needs and Disabilities (SEND). We welcome discussions with families to understand individual access requirements and make reasonable adjustments wherever possible. As a school, Ashwicken Primary is happy to discuss individual access requirements. Facilities we have at present to make reasonable adjustments include:

- **Physical Access:**
  - Step-free access to main entrances and classrooms.
  - Accessible toilet facilities.
  - Clear signage and visual prompts to support navigation.
- **Learning Environment:**
  - Adapted teaching strategies to meet a range of learning needs.
  - Use of visual timetables, now/next boards, and sensory tools.
  - Quiet spaces available for regulation and reflection.
- **Communication and Interaction:**
  - Support for children with speech, language and communication needs (SLCN).
  - Use of visual aids, and simplified language where appropriate.
  - Staff trained in supporting children with autism and social communication difficulties.
- **Social, Emotional and Mental Health (SEMH):**

  - Access to pastoral support and emotional literacy interventions.
  - Staff trained in trauma-informed and emotion coaching approaches.
  - Regular wellbeing check-ins and nurture-style provision.
- **Cognition and Learning:**
  - Targeted support for literacy and numeracy.
  - Use of assistive technology and concrete resources.
  - Individualised support plans for children with moderate learning difficulties (MLD).
- **Sensory and Physical Needs:**
  - Adaptations for children with sensory processing differences.
  - Support for fine and gross motor development.
  - Liaison with external professionals for physiotherapy or occupational therapy advice.

- Activities and school trips are available to all. Risk Assessments are carried out and procedures are put in place to enable all children to participate. **However, if it is deemed that an intensive level of 1:1 support is required, a parent/carer may be asked to accompany their child during the activity.**

How will we support your child on transition to another class or school?

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

If your child is moving to another school:
We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes within school:

Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All Learning Plans will be shared with the new teacher.

When moving from another school:

The SENDCo will arrange meetings between staff in advance and make sure planning meetings take place.

Transition to High School (Year 6):

The SENDCo will arrange transition meetings to discuss the specific needs of your child with the SENDCO of their Secondary School. They will also attend the Cluster SENDCO Transition session (YR and Y6)if available. The class teacher meets as part of a cluster of schools to discuss bridging lessons and transition arrangements. Folders are passed on at the end of the summer term. Your child will do focussed learning about aspects of transition to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions and staff from the new school will visit your child in this school. In certain cases we do request the support of outside agencies to facilitate this.

Interventions

Alongside high quality teaching, adaptations and adjustments, the school is able to provide some interventions that take place outside the classroom.

	SEND Broad Area of Need – Ashwicken			
	Communication & Interaction	Cognition & Learning	Sensory & Physical	Social, Emotional & Mental Health
	TalkAbout WellComm	Daily Reading Precision Teaching Nessy	Sensory Circuits Speed-Up Handwriting	
	Personal Speech Therapy Plan			MentalHealth First Aider
Examples of adaptations to enable accessibility: Some children may require specific facilities and support. Wherever possible, this will be provided by the school or sought from outside agencies. Accessibility Plan	• coloured paper, large text, symbols, audio, Braille • changes to teaching and learning arrangements, classroom organization, timetabling, support, class sizes and/or exam access arrangements • SEND specific software, laptops/tablets, easy-to-use keyboards, text-to-speech software, software that connects words with pictures or symbols, touch-screen computers, joysticks and tracker balls, Braille-translation software and hearing loop technology • buddies, adult teaching support with an aim for developing strategies for independence • curriculum plans or schemes of work set out how learning is accessible, lessons are adapted, learning is revisited and home learning will be offered for those unable to attend. • quiet areas, low stimulation areas, well-lit areas, ramps, doorways, clear corridors, non-slip flooring, toilets, handrails, changing facilities, lighting, classrooms, clear and tactile signage, edge of steps/ramps highlighted, natural light controllable with vertical blinds, use of contrasting colours • seating arrangements, transition between lessons, signage, ramps, accessible and adapted toilets, lighting, walkways, classrooms, quiet spaces			

Referrals

We request support from and signpost parents and carers to a range of Health services, such as:

Just One Norfolk https://www.justonenorfolk.nhs.uk/

Just One Number https://www.justonenorfolk.nhs.uk/

Speech and Language Therapy Service https://www.justonenorfolk.nhs.uk/speech-language/

Occupational Therapy https://www.norfolkcommunityhealthandcare.nhs.uk/childrens-occupational-therapy

Mental health services https://www.justonenorfolk.nhs.uk/mentalhealth

We request support from and signpost parents and carers to a range of social care services, such as:

Short Breaks https://www.norfolk.gov.uk/children-and-families/send-local-offer/health-and-social-care/social-care/send-children-social-care/short-breaks/apply-for-a-short-break

Early Help https://www.norfolk.gov.uk/children-and-families/early-help-and-family-support

Early Childhood and Family Support Service https://www.norfolk.gov.uk/children-and-families/early-childhood-and-family-service

We request support from and signpost parents and carers to a range of Third sector services, such as:

Benjamin Foundation https://benjaminfoundation.co.uk/

Carers Matter https://www.youngcarersmatternorfolk.org/

Family Action https://www.family-action.org.uk/

Here are some web links that you may find useful:
Norfolk Local Offer: www.norfolk.gov.uk/children-and-families/sendlocaloffer
Norfolk SEND Partnership: https://www.norfolksendpartnershipiass.org.uk/

Commissioned work in 2025-26

- dyslexia assessments
- Social, emotional & mental health EPSS
- SRB referrals to SEMH, Learning and Cognition and speech and language SRB units
- School and Community Team
- Access Through Technology

Mental Health and Wellbeing

Ashwicken School follows the Jigsaw PSHE curriculum from Reception to Year 6. This ensures children have a good grounding in all areas of social and emotional development. We support pupils to think about the future, future goals and adult life through our Jigsaw PSHE curriculum and through having a strong link with the local community. The curriculum supports regular

development of emotional literacy, which includes teaching and practice of relaxation techniques.

We have a trained Youth Mental Health First Aiders who is able to offer emergency support to children in need and signpost their parents and carers to more specific support.

Pastoral care is made available by staff through formal sessional support and/or staff check-ins. We have a Youth Mental Health trained staff member who is on hand to support where needed.

We are confident in being able to suggest access to expert advice and support, as well as school referrals to CYPMHS and Supporting Smiles as well as referrals to charities who can offer individual sessions at home or in school.

Ashwicken Budget Share for Academic Year 2021-22

Ashwicken Budget Share for Academic Year 2022-23

Ashwicken Budget Share for Academic Year 2023-24

Ashwicken Budget Share for Academic Year 2024-25

Ashwicken Budget Share for Academic Year 2025-26

SEND funding, including Element 3 funding year has been used been used in the previous financial year to finance staff, training, resources for specific children.

Glossary

Our glossary of SEND terms is taken from: https://www.norfolk.gov.uk/children-and-families/send-local-offer/about-the-local-offer/send-communication-guide/send-terms-explained-simply
This is a list of words and phrases we use to make our content about SEND easy to understand. If you are using these terms, at the first mention, explain what they mean in simple language. Please find below suggested wording you can use in your communications.

A

Additional needs
The term used by further education providers to describe special educational needs (SEN). Also known as learning support.

Academy schools
A school funded directly by the Department for Education rather than the local authority and usually run by a trust or charity.

Adaptive teaching
The practice of responding to pupils' strengths and needs by adjusting teaching methods, materials, and support — without creating entirely separate lessons for individual pupils.

Advocate
Someone you trust who can speak on your behalf. They can support and represent you at a meeting.

Advocacy service
An organisation that helps you find an advocate.

Annual review
A yearly chance to talk about how things are going and make plans. Also see EHC plan annual review below.

Appeal
A chance to question a decision you do not agree with.

Assessment
A way to gather information so good decisions can be made.

C

Carer
A person who cares for a person who needs extra support. They may be paid or unpaid. Carer is also the term for a parent carer whose child is over 18.

Children's Services
The part of a county council that works with and supports children, young people and their families.

Code of Practice (COP)
See SEND Code of Practice.

Commissioning
Planning services that are needed for local people and making sure services are available.

Complex needs
Special educational needs and/or disabilities that require a person to have a lot of additional support every day.

Complex needs school
School for children and young people with complex special educational needs and/or disabilities (SEND). Also known as a special school.

Consultation
Considering the views, opinions and feedback of all those involved, using these to form next steps and actions to bring about improvement and positive change.

Coproduction
Working together and communicating as equals. Understanding and valuing one another's unique insights and expertise to create a plan to bring about positive change.

D

Differentiation
Adapting materials and ways of teaching to suit a child or young person's learning.

Direct Payments
Money from the local authority that people can use to choose and pay for the care and support services they need.

Disagreement resolution
A chance for everybody to be supported to give their views and listen to others to reach an agreement.

E

Early Help
A way of describing support for children, young people and families that so that they get the help they need at an early stage.

Early Years
Used to describe children 0–5-years-old.

Early Years Foundation Stage or EYFS
An official term used in education to describe the learning of children 3–5-years-old.

Education, health and care (EHC) plan

A document for children and young people aged up to 25 who need more support than is available through SEN Support. The plan sets out educational, health and social needs and additional support to meet needs and achieve outcomes.

EHC plan annual review

If a child or young person has an EHC plan, the plan should be discussed and checked every year. There should be a meeting with the parent, the child (if appropriate) and other professionals.

F

Family support process

A family-friendly approach to Early Help (see above) through professionals, children and families sharing decision-making and planning.

Free school

A type of academy directly funded by the government. They have some freedom to change how they run things and can follow a different curriculum.

G

Graduated approach

A set of actions that are repeated – assess, plan, do, review – to help a place of learning understand and record the special educational needs of a child or young person and how best to support them. This is the SEN Support process.

I

Inclusion

Making sure that everyone can take part together.

Independent school or private school

A school that charges fees for pupils to attend instead of being funded by the government.

Individual education plan (IEP)

A plan written by a place of learning for a child or young person with special educational needs and/or disabilities, setting out what needs to happen to help them get the most out of their education.

K

Key Stage 1 (KS1)

The stage of the National Curriculum for year groups 1 to 3.

Key Stage 2 (KS2)

The stage of the National Curriculum for year groups 4 to 6.

Key Stage 3 (KS3)

The stage of the National Curriculum for year groups 7 to 9.

Key Stage 4 (KS4)

The stage of the National Curriculum for year groups 10 to 11.

Key Stage 5 (KS5)

The stage of the National Curriculum for year groups 12 to 14.

L

Learning support

The term used by further education providers to describe special educational needs (SEN). Also known as additional needs.

Local authority (LA)

The local government responsible for managing services in your area – Norfolk County Council.

Local offer

The support and services available to children and young people and their families in Norfolk. See also SEND Local Offer (below).

Looked after children (LAC)

Children that are in the care of the local authority.

M

Mainstream school

Provides a general education for most children in the local area.

Mainstream services

Services that are available to, and suitable for, most of the population. Also known as universal services.

Maintained school

Schools funded by the Department for Education (DfE) via the local authority. They follow the National Curriculum.

Mediation

A meeting where people who disagree try to reach agreement through discussion.

N

National Curriculum

Programmes of study that must be followed by all local-authority-maintained schools.

Navigator

A named keyworker for children and young people with learning disabilities and/or autism who are at risk of hospital admission. The navigator helps the family to receive the health, social care and education support needed to prevent crisis.

Non-maintained special school

Schools that provide education for children with special educational needs but are not under local authority control. Most maintained special schools are run by charities or trusts.

Norfolk SEND Partnership Information, Advice and Support Service (SENDIASS)

A free, confidential and impartial information, advice and support service for parents/carers of children and young people with special educational needs and/or disability (SEND). This service is also offered directly to young people.
Find out more about the Norfolk SEND Partnership Information, Advice and Support Service

O

Ofsted

The organisation that inspects places of education and social care services to check they are meeting standards.

P

Parent carer

A parent who cares for their child with special educational needs and/or disability (SEND). See also carer (above).

Participation

All are actively encouraged and supported to work together to improve services and have an equal opportunity to contribute and respond in the sharing of ideas and decision making.

Person-centred planning

Aims to put children and young people at the centre of planning and decisions that affect them.

Personal budgets

An assessed amount of money, given by the local authority and/or others, that a person can use to pay for social care support they choose or for identified needs in an education, health and care (EHC) plan.

Personal health budgets

An assessed amount of money, given by the local NHS team, that a person can use to pay for the health support they choose.

Portage

Home-visiting education service for pre-school children with special educational needs and/or disabilities and their families.

Practitioner

A professional actively involved in an area of work.

Private school or independent school

A school that charges fees for pupils to attend instead of being funded by the government.

Professionals

People who have trained to deliver a specialist service.

Provision

Services and support.

R

Reasonable adjustments

Removing and reducing barriers so that people with disabilities can access all services.

Resources

Equipment, buildings, people, time and money.

S

SEN

D

Special educational needs and/or disabilities.

SEND Code of Practice (CoP)

A government guide about how to work within the law to support children and young people with special educational needs and/or disabilities for 0–25-year-olds.
Read the SEND Code of Practice

SEND Local Offer

The support and services available to children and young people with special educational needs and/or disabilities (SEND) and their families. In Norfolk this information is published on the SEND Local Offer website.

SEN Support

A set of actions that are repeated – assess, plan, do, review – to help a place of learning understand and record the special educational needs of a child or young person and how best to support them. Also known as the graduated approach.

Services

Organised systems that meet needs, such as schools, colleges, health services, home-to-school transport and social services.

Setting

A place of learning. For example, a preschool, nursery, childminder, school or college.

Short Breaks
Gives eligible children and young people the chance to take part in activities, explore new opportunities, form friendships, become independent and enjoy themselves away from home.
Special needs or additional needs
The difficulties or disabilities that make it harder for a child to learn compared with most other children of the same age.
Special educational needs (SEN)
A child or young person has special educational needs (SEN) if they need extra support because they find it harder to learn than most other children or young people of the same age.
Special educational needs (and disability) coordinator – SEN(D)Co
The person responsible for coordinating and assessing the support for children with special educational needs and/or disabilities (SEND) in their place of learning.
Specialist
A person who is highly experienced, skilled and knowledgeable in a subject or activity.
Specialist resource base (SRB)
Specialist resource bases (SRBs) are hosted by mainstream schools. They provide additional support and intervention to children with special educational needs.
Specialist services or support
Services specifically designed to support disabled children and young people, for example, speech and language therapy or Short Breaks.
Special schools
Schools for children and young people with complex special educational needs and/or disabilities (SEND). Also known as complex needs schools.
Statutory
Required or allowed by law.
Statutory assessment
Gathering information to get a complete understanding of a child or young person's special educational needs and/or disability.
Statutory services
Services that the government must provide by law. For example, education, health or social care services.
T
Transition
A move from one thing to another. In education, this means moving between school stages. In the health and social care systems, this means moving between children's and adult services.
Transition plan
A plan setting out what everyone agrees needs to happen to help a child or young person manage a change. This could be a move into a new place of learning or into independent adult life.
U
Universal services
See mainstream services (above)
V
Virtual school
Teams within the county council that promote and support the educational progress and attainment of pupils with a specific need by providing specialist advice, guidance and support to their place of learning.