SPECIAL EDUCATIONAL NEEDS

INFORMATION REPORT

COLBY PRIMARY SCHOOL

2025-2026

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PART 1 – KEY INFORMATION

INTRODUCTION

A message from the Headteacher, Christine Mead, and the Special Educational Needs Coordinator (SENCo), Hannah Everett:

Welcome to Colby Primary School's SEND Information Report 2025-26. This report explains how we support children with Special Educational Needs (SEN) and Disabilities (D).

WHY IS THIS REPORT SO LONG?!

It is a legal requirement (under the **Children and Families Act 2014**) for all schools to publish a SEN Information Report on their website and update it at least annually. The **SEND Regulations 2014** and the **SEND Code of Practice 2015** (CoP) set out all the information that must be included in this report. There is a lot of required information which is why this is such a long document!

Speaking to families, we understand that the length of this report could make it quite daunting. If you would like to talk to a member of staff about any part of this report, please do get in touch.

At Colby School we are committed to working together with all members of our school community. We are always keen to work with families and pupils to find ways to make this document as user-friendly as possible. If you are a parent or carer, pupil, governor, or a member of the wider Colby community, we would welcome your feedback and involvement in reviewing the way we support children with SEND, so please do contact us. The people to contact this year are:

Headteacher: Christine Mead (until December 2025), Simon Smith (from January 2026)

SENCo: Hannah Everett

SEN Governor: Katie Johnson

All of these members of staff can be contacted via the school office on: 01263 733381. Further contact details can be found here.

In the first part of this report, we are going to give you some information about the school and the support that is available in the local area. We are also going to include some of those key bits of information that need to be included in every SEN Information Report.

In the second part of the report, we've included some questions and answers that families told us would be useful.

Please look at the contents page on pages 2-3 and you can then go directly to the section you are interested in by following the links.

THE LOCAL OFFER

This report is part of the Norfolk **Local Offer** for learners with SEND. The Local Offer sets out the local services available to support children and young people with SEND and their parents and carers. It includes all the information about **education** and **health and social care** in one place. To access the Norfolk Local Offer click on this link:

www.norfolk.gov.uk/send

For information on other useful external support services that are regularly involved in meeting the needs of pupils with SEND and in supporting their families click here.

SO, WHAT IS SEN?

At different times in their school career a child or young person may have a special educational need (SEN). The SEND Code of Practice 2015 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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
>
> - has a significantly greater difficulty in learning than the majority of others of the same age, or
> - has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Learners can fall behind in schools for lots of reasons. They may have been absent from school or they may have attended lots of different schools meaning that they have not had the same consistent opportunities to learn. They may not speak English very well or at all. They may have worries which distract them from learning. So, not all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Most children with SEN can have their needs met by the types of additional support provided at school. We call this level **SEN Support**. However, if a child needs a higher or more specialist level of support the school and/or families can request an Education, Health and Care (EHC) needs assessment from the Local Authority (LA). If the LA decides that this higher level of provision is needed, a child may then get an EHC Plan (EHCP) which combines the child's education, health and social care needs. In this report, we refer to this level of support as **EHCP**. Further information about EHCPs can be found here.

If you think your child may have SEN, please speak to their class teacher or contact Hannah Everett, our SENCo.

WHAT IS DISABILITY?

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities." Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with sensory impairments such as those affecting sight or hearing, or long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

All staff at Colby School are aware of the requirements of the Equality Act 2010. This legislation places specific duties on schools, including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments' to ensure that disabled children are not at a substantial disadvantage compared with their peers.

For further information on how we ensure access for all, please see our school website: https://www.colby.norfolk.sch.uk/. To find the School Accessibility Plan please click the 'Key information' tab and then go to the 'Policies' page.

WHAT IS SEND?

Together we refer to these two groups – SEN and disability – as SEND.

AREAS OF NEED

The SEND Code of Practice identifies four broad areas of SEN. These are:

Cognition & Learning (C&L). Children with C&L difficulties might:

- learn at a slower pace.
- have difficulties with memory and organisation.
- have a specific difficulty with literacy (e.g. dyslexia) or numeracy (e.g. dyscalculia).

Communication & Interaction (C&I). Children with C&I might:

- have speech, language and communication needs (SLCN) that make it more difficult for them to communicate with others. They might have difficulty saying what they want to, or understanding what is said to them.
- find the social side of school difficult. It may be difficult for them to understand social rules, which could make conversations and play challenging. Children with Autistic Spectrum Disorder (ASD) are likely to find these things especially difficult.

Social, Emotional & Mental Health (SEMH). Children with SEMH difficulties might:

- behave in ways that disrupt their learning because of underlying mental health difficulties, such as anxiety or depression.
- do things that impact their health and wellbeing, such as self-harm or eating disorders.
- have difficulties with friendships which leave them feeling isolated.
- have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder that could impact their SEMH.

Sensory and/or Physical (S/P). Children with S/P might:

- have vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) that requires specialist support and/or equipment to access their learning.
- have a physical disability (PD) requiring support and equipment to access the opportunities available to their peers.

More information about these areas can be found in the SEND CoP on pages 97-98.
You can find examples of the additional support for learning that is available at Colby School to pupils with SEN for each of these four broad areas on our Provision Map. A Provision Map does not detail the individual learners' names, but describes what we do to support learners with SEN. The Provision Map changes every year, as our learners and their needs change.

SENCO

Every school or early years setting will have a Special Educational Needs Coordinator (SENCo). The SEN Code of Practice states: 'The SENCo must be a qualified teacher working at the school…they must achieve a National Award in Special Educational Needs Coordination within three years of appointment.' (p108).

This designated member of staff oversees the day-to-day provision for children with SEN to ensure that support makes a difference for pupils. This includes those who have EHCP. The SENCo works closely with the Headteacher, Christine Mead, and with staff, families and other agencies. All staff at Colby School have a responsibility towards children with SEN and work closely with the SENCo on all aspects of our provision.

Our SENCo is Hannah Everett. Hannah has worked at Colby School since 2015 and is a qualified teacher. She began working as an Assistant SENCo in 2017 and completed the **National SENCo Award** in January 2021, before taking over as SENCo in September 2021. Hannah is contactable via the school office on 01263 733381 or via email: heverett@colby.norfolk.sch.uk. She generally works on Mondays, Thursdays and Fridays, though she is sometimes in school on other days. If you have an urgent enquiry outside these times, please contact the school office and they will be able to help you.

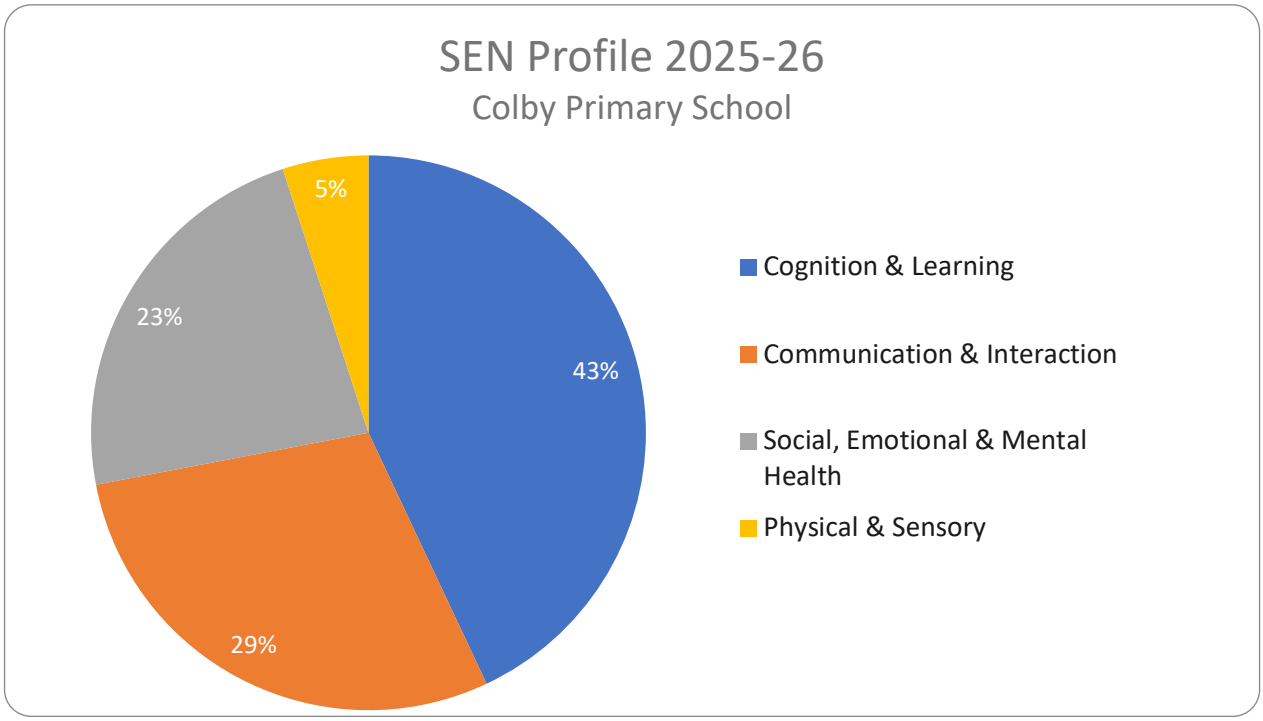
For further information about the role of the SENCo please contact us, or follow this link: https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/support-for-learning/special-educational-needs-sen-support/people-who-can-help-in-sen-support/special-educational-needs-coordinator-senco

OUR SEND PROFILE 2025-2026

Our SEN profile for October 2025 shows that 17.9% of children in the school have been identified as having SEN (25 pupils out of 140). This consists of 14.3% at SEN Support and 3.6% with an EHCP. The proportion of pupils with SEN generally increases slightly during the school year as we come to better understand the needs of our new YR children and those who have joined the school via in-year transfers.

Below, we have outlined the percentage of pupils with SEN at Colby School who are identified with each of the four broad categories of need.

- Cognition and Learning 43%
- Communication and Interaction 29%
- Social, Emotional and Mental Health 23%
- Physical and/or Sensory 5%



40% of pupils on the SEN Register are girls, and 60% are boys.

We can compare the Colby School data to the national SEN data for state funded primary schools in England, which is based on the Spring 2025 school census (the latest available national data). This showed:

- 3.5% of pupils have an ECHP (primary)
- 14.8% of pupils were at SEN Support (primary)
- The most common type of need for pupils at SEN support was SLCN (primary and secondary)
- Most common type of need for pupils with an EHCP was ASD (primary and secondary)
- SEN was more common in boys than girls with boys representing 71.4% of all pupils with an EHCP and 61.2% of pupils on SEN Support (primary and secondary).

SEN FUNDING

As well as the main school budget, schools receive additional money to support children with SEN. This is known as the 'SEN notional budget' and it is published in the school's SEN Memorandum. You can find Colby School's SEN Memorandum for 2025-26 here: https://csapps.norfolk.gov.uk/BudgetShare/default.aspx

From the SEN notional budget, the school must fund the first £6,000 of any additional support provided to each pupil, but the school does not receive this amount per pupil. This year, Colby School's 'Low Cost High Incidence SEN' notional budget is £32,295. This means that the school will receive approximately £1,292 per pupil. The school needs to make up any shortfall from their Whole School budget.

If a child has a high level of need that can not be met within this £6,000, schools may receive additional funding from the Local Authority known as 'High Needs Support and Top Up Funding' or 'Element 3 Funding'. In 2025-26 financial year, Colby School expects to receive an additional £54,032 on top of the notional budget in order to meet the needs of children at the school.

Further information can be found on the Norfolk Local Offer: https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/schools/sen-funding-for-schools

Colby's SEN notional budget is used in a variety of ways to support children with SEN. Examples of how money was spent during 2024-25 include:

- Additional hours for SENCo/Teachers/Teaching Assistants (TAs)/Higher Level Teaching Assistants (HLTAs) to deliver high quality, evidence-based interventions.
- Additional hours for staff to provide targeted in-class support, after-school tuition, SEMH support and additional supervision for lunchtime and social times.
- Accessing specialist support services such as Educational Psychologist assessments and training.
- High quality Continuous Professional Development (CPD) with an SEN focus.
- Memberships of professional SEN Networks and Forums for school staff.
- Providing staff cover to allow teachers, TAs and leaders to attend training and CPD relevant to children's needs.
- Purchasing specialist assessment tools.
- Purchasing specific SEND resources (including those recommended by external specialists).

PART 2 – Q&A

Parents have helped us identify questions that they would like to ask. If you have additional questions that you think should be included in this report, please contact the SENCo. We would really appreciate your input.

WHAT DOES COLBY SCHOOL HAVE TO OFFER?

Specific examples of the ways that we support children with SEN can be found here. But more broadly we feel that Colby's culture, ethos and curriculum create an environment where all children can thrive. We want all adults and children to participate in learning. We celebrate all members of our community. Colby School is a fully inclusive school. This includes being responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. Our aim is for all pupils to achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, gender identity, physical ability or educational need.

"The teachers make learning fun!" (Year 2 pupil)

"We have a lot of space and a lot to do. We're never bored." (Year 3 pupil)

Key points to highlight about Colby's curriculum include:

- We prioritise time spent within a stimulating and quality environment, and this often means time spent outside the classroom in specially adapted outdoor spaces for learning.
- We prioritise the monitoring of progress without pressuring children, as this is key to helping ensure that all children reach their potential.
- We emphasise wellbeing: for more information, click here.
- We have a very active and wide-ranging sporting life and seek to inspire all our children to reach for the highest levels of personal achievement and development in whichever activities they enjoy.
- We work together: All pupils are given opportunities to make positive contributions to school life and the community.
- All learners have the same opportunity to take part in extra-curricular activities, clubs and leadership roles (for more information click here).

"If you tell the teacher what club you want to do, they will just make it!" (Year 4 pupil)

We combine these core values to create our school's ethos: **Everyone leads, everyone learns, everyone matters**

Everyone leads; the school works together as a team: taking responsibility and being accountable; children taking charge and looking after each other; providing role models for our peers and the future leaders of Colby; pushing ourselves to find the best way to learn.

"When you get a leadership role, you know that you can't mess around and you really have to get your job done. It's a lot of responsibility but I really like it." (Year 6 pupil)

Everyone learns; we aim to foster a lifelong love of learning. Teachers always seek out ways to provide a creative, active and fun curriculum, allowing everyone to do their best. All stakeholders believe that it's not how good we are now, or how we compare to others, but being prepared to make progress that matters.

"When I found maths hard, they started a group with me, with some other children. They show you other ways to do the tricky stuff, like other methods. Now I like maths." (Year 4 pupil)

"I have got better at emotions because I work in a group on Wednesdays. It has definitely helped. I know how to get back to happy now." (Year 3 pupil)

Everyone matters; every child is unique and brings their own experiences, skills and ideas to school. We want everyone to be safe, feel valued and able to do their best. Health and happiness are the best foundation on which to build an awesome education. At Colby we aim to prepare children for which ever path they dream of – wherever it may lead.

- 100% of families would recommend Colby school to other parents of children with SEN.
(SEN survey – June 2025)

In June 2025, we asked the families of children with SEN to give us feedback on the support that their children receive at Colby School. 83% of respondents reported that they were 'completely happy' with the support (up from 75% at the time of the last survey in February 2023). A further 11% said that they were happy 'to a large extent', and the remaining 6% said they were 'somewhat' happy. No families were unhappy with Colby's SEN provision.

Finally, Colby School believes that involving pupils and their families in decisions about their support is crucially important to ensuring that the right provision is put in place. You will see examples of how we involve children and their families throughout this report.

For more information about our ethos and core values, please see our school website.
https://www.colby.norfolk.sch.uk/vision-and-ethos

HOW DOES THE SCHOOL KNOW IF MY CHILD MIGHT NEED EXTRA HELP?

IDENTIFYING CHILDREN WITH SEND

Class teachers, support staff, families and, of course, children themselves, may be the first to notice a difficulty with learning. At Colby we focus on identifying a child's barriers to learning, rather than looking only at diagnostic labels. Examples of barriers to learning could include: speed of processing, reading, working memory, anxiety, attention, hearing, social communication skills,

language comprehension etc. Barriers can be identified in a range of ways: through conversations with children and families (pupil progress meetings take place in the Autumn and Spring Terms); through observations by school staff; or through informal/routine assessments. We consider how a barrier to learning is impacting a child and what we can do to overcome or remove these barriers.

In addition to targeted assessments for individual children, we carry out some routine screening of all children to look out for indicators of specific areas of difficulty. Children in our Reception Class are assessed on entry in line with Foundation Stage Guidelines. We also screen all Reception children using the LanguageScreen assessment tool (detailed information is sent to families before this is carried out). This helps us identify any children who would benefit from the Nuffield Early Language Intervention (NELI), a programme which has been found to improve children's language and early literacy skills. Hearing impaired children and those with sight difficulties will be known to the school through Virtual School Sensory Support (VSSS).

All pupils from Year 1 to Year 6 are also assessed using the York Assessment of Reading for Comprehension (YARC). This is an individual reading assessment that allows us to identify each child's reading strengths and areas for development. The programme can help to identify children who would benefit from additional support with their reading, or children who may benefit from more detailed assessments.

For some learners a more formal or diagnostic assessment may be helpful, which could involve the class teacher, SENCo or external professionals. Some specialist support is provided through Norfolk County Council, as described on the Local Offer website, including Educational Psychology & Specialist Support services (EPSS). This might include consultation with Specialist Teachers; a Link Educational Psychologist; and access to additional support for children and young people with social emotional and mental health (SEMH) needs and autism. Some support is available for free, while other services incur a cost (e.g. some diagnostic assessments). We may also suggest that families make an appointment with their GP for a referral.

Once we have gathered all the relevant information through a combination of the methods mentioned above, we work together to ensure that the child receives support that is designed to help them overcome or remove their barriers to learning.

The following school policies provide further information about how Colby school identifies need and makes provision for learners with SEN. All of these can be accessed on our school website https://www.colby.norfolk.sch.uk/policies.

- SEND and Inclusion Policy
- Supporting pupils with Medical Conditions (see Section 7 of the SEND and Inclusion Policy)
- Accessibility Plan
- Safeguarding Policy
- Behaviour Policy
- Complaints Policy
- Admissions Policy

- Equality Information and Objectives Policy

HOW DO WE SUPPORT LEARNERS WITH DIFFERENT AREAS OF NEED AT COLBY SCHOOL?

At Colby School we are committed to ensuring that all learners have access to high quality learning opportunities. Every teacher is expected to teach at a range of levels that reflect the pupils' range of interests and understanding; this is called the normal differentiated curriculum. If your child is identified as having SEN, our job is to offer them something 'extra' that is 'additional to or different from' the normal differentiated curriculum. Any 'extra' provision or intervention is dependent on the individual's needs and is designed to overcome or remove barriers to their learning and we work closely with the pupil and their families to determine the right provision.

Our Provision Map describes the range of teaching strategies and interventions that we use to support learners with SEN. The support is set out in three columns: **Quality First Teaching (QFT)**, **Interventions** and **Specialist Support**. These are explained below.

CLASSROOM SUPPORT – QUALITY FIRST TEACHING

Every teacher is expected to adapt their classroom, teaching and resources to help children with SEN make the best progress they can. To enable this to happen the Headteacher and SENCo support teachers by providing advice and access to high quality training. Our Provision Map outlines the ways teachers support children with SEN within the classroom.

At the current time, there are no children at Colby School who require very significant adaptations to the physical environment in order to meet their physical or sensory needs. For details of the ways we support children with physical and sensory needs, including specialist equipment, please see our Provision Map.

INTERVENTIONS

Sometimes a child may benefit from a specific intervention outside the classroom, working individually, or in a small group, with a member of staff. These specific, time-limited sessions focus on helping a child make progress with key skills or knowledge and/or removing barriers to learning. For examples of this kind of additional support for learning please see our Provision Map.

Children with different areas of need may also benefit from extra time or support with reading or writing during exams and assessments.

EXTERNAL AGENCY SUPPORT

Colby School has access to a range of external support services. Some of these are provided for free, but many are paid for by the school from the SEN Notional Budget or the Whole School Budget. External agencies are involved on a case-by-case basis, based on need. Sometimes the child will work directly with an outside agency, and at other times the specialist support will be delivered by school staff under guidance from external specialists.

Below you can see some examples of professionals, agencies and networks that we have worked with in the past five years:

- Norfolk and Waveney Speech and Language Therapy Team. The team help schools to support children with speech, language and communication needs. They work directly with Colby children as well as delivering in-person training to Colby staff.
- Educational Psychology Specialist Support (EPSS). The EPSS team is a multi-disciplinary team, with Educational, Clinical and Occupational Psychologists, Specialist Learning Support Teachers, and the Critical Incident Lead Officer, who has a background in social work and education. The SENCo has a termly meeting with staff from EPSS to discuss SEN issues relating to whole school practice or to individual pupils (with parental consent).
- Norfolk County Council – Inclusion and SEND team. The team supports schools to meet the needs of their learners with SEND. They work with other departments in the council and health, to help schools fulfil their duties set out in the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice 2015.
- Norfolk County Council - School and Community Team. They offer support to education settings and families with a focus on inclusion, early help, and prevention.
- The Child and Educational Psychology Practice (CEPP). Clinical and Educational Psychologists carry out assessments (including Cognitive, Dynamic, Developmental, Play based, Social Communication, ADOS and Mental Health) as well as offering advice with regards to targeted interventions.
- We also work with additional Educational Psychologist and Psychiatry services offering private assessment and diagnosis for children with neurodiversity, including: Help for Psychology, Psychology4Education, Evolve Psychology, Psychiatry UK, Psicon, Different Minds (ADHD-ASD Norfolk) Ltd.
- Ormiston Families – Supporting Smiles. This emotional wellbeing service offers professional mental health support to children aged 4 –18 years living in Norfolk or Waveney or registered with a Norfolk or Waveney GP.
- Shining Stars Dyslexia Service offers a range of assessment, tuition, advice and training services delivered by a Specialist Dyslexia Assessor and Teacher.
- Children's Epilepsy Specialist Nurse, Norfolk Community Health and Care NHS Trust.
- Nansa provides support from infancy; often working alongside families prior to any formal diagnosis of their child's condition. Nansa will collaborate with every family to ensure their child's specific needs are met, promoting development and progression through an innovative and therapeutic programme of early intervention and support.
- Norfolk Portage Service. Portage is a free home-visiting educational service for pre-school children with additional needs and their families. It is a recognised world-wide intervention. Portage is an intensive and sustained therapy. It works with parents/carers as their child's best first educator to help support their children to enjoy better outcomes.
- Emotionally-based school avoidance team (strategies to support SEMH needs).
- Virtual School SEND. The NCC service for educators providing training, advice and support.
- Neurodevelopmental Service. Norfolk Community Health and Care NHS Trust.

- The Essential SENCo Network – Willow Tree Learning. A professional forum for SENCos and SEN Practitioners led by Judith Carter, Educational Psychologist.
- SEN Forum (Local Authority). This SEND Forum for SEND professionals is led by the Virtual School for SEND.
- Norfolk County Council EHCP Support Team.
- Child and Adolescent Mental Health Service (CAMHS)
- Just One Norfolk health services.

We also access the following services when needed: Nelson's Journey – Child Bereavement Charity; SENSi - Paediatric Occupational Therapists and Advanced Practitioners in Sensory Integration (SI) and Sensory Attachment Intervention (SAI) providing treatment for a wide range of Sensory Processing Disorders (SPD) and difficulties relating to SI, SAI and SPD.

HOW DO WE FIND OUT IF THIS SUPPORT WORKS?

Checking children's progress is an integral part of what we do at Colby School. Progress data is scrutinised by the senior leadership team, governors, the local authority and Ofsted. There are termly meetings between the SENCo and class teachers to review the children's needs and decide if further interventions, external specialist support or a change in approach are needed. The Governors also see our Provision Map and check we are doing what we say and that it makes a difference to the progress of children with SEN.

One vital way that we review the effectiveness of our SEN support is through the '**graduated approach'**.

THE GRADUATED APPROACH

We follow a four-part cycle known as **'the graduated approach'**. This process helps us make sure that the support we are giving is effective. It is really important that children and their families are closely involved in reviewing this support throughout the process. The four parts of the graduated approach are: **assess**, **plan**, **do** and **review** and these are explained below:

- **Assess**: we assess using information from parents and other family members, children, school staff and sometimes other professionals. We use a variety of initial assessments which can help us to identify the child's needs so that the right SEN support is given. These assessments could focus on any of the four broad areas of need.
- **Plan**: Taking account of the views of children and their families and of the child's needs, we decide what SEN support will be put in place to achieve the desired outcomes. This could be in-class support, interventions or specialist support. Every term, the SENCo, teacher, learner and their family all work together to decide what kind of help we give a child. This includes a one-to-one pupil-friendly interview with every child on the SEN Register to help them give their views on how they are supported. We also agree what we expect to be different following the implementation of this extra support, and when we will next review things.
- **Do**: Working closely together, we do what we have planned.

- **Review**: We use assessments at each review point (termly) and compare the results to the initial assessments that we did at the start of the process. This allows us to review whether the SEN support has had a positive impact and what needs to happen next. We share this information about progress with families and children at each review point. We do this through pupil progress review meetings and written feedback.

At Colby, details of this support cycle are written down in a **Communication Passport**. Every child on the SEN Register has a Communication Passport, which describes the child's strengths, interests, areas of difficulty, targets, strategies that help them and the outcomes of each review process. They are used to make sure that everyone who works with the child knows about them and can use the information to help them give the right support. The Communication Passports are popular with Colby families. In a survey in June 2025, 95% of families who responded said that they found the Communication Passports 'completely' helpful or 'to a large extent', with the remaining 5% saying that they found them 'somewhat helpful'.

The majority of learners with SEN will have their needs met by this **graduated approach**. However, if a child with SEN does not make progress despite the additional provision set out in their Communication Passport, families or the school can request an Education, Health and Care needs assessment so that the Local Authority can decide if there is a need to provide an Education, Health and Care Plan (EHCP).

If a child has an EHCP, this is formally reviewed with families annually, in addition to the less formal termly meetings. Further information about EHCPs can be found here.

HOW DOES THE SCHOOL IMPROVE THE SOCIAL AND EMOTIONAL DEVELOPMENT OF PUPILS? WHAT DOES THE SCHOOL DO TO SUPPORT GOOD MENTAL HEALTH?

Colby School is committed to being a healthy and safe school. A huge emphasis is placed on developing our children's physical and mental well-being. Below you will see some of the core values we hold dear, which guide how we do things here at Colby School:

With happiness
We know that people do their best when they are happy and enthusiastic. We aim to create a safe and inclusive learning journey that supports physical and emotional wellbeing. We believe childhood should be treasured and enjoyed and here at Colby you will always hear laughter and see excitement.

With ambition
Confidence and enthusiasm can allow children to take control of their learning and allow them to create the lives they want. We encourage everyone to take a chance, learn from mistakes, and celebrate success.

With kindness
The school motto is to treat others as we wish to be treated. We celebrate individuality and diversity, making sure everyone is heard.

Through teamwork
By working together, families and professionals, we believe that we can achieve more. Through positive personal relationships and clear communication, we can secure the best outcomes for all.

Our school's ethos is: **Everyone leads, everyone learns, everyone matters.** We believe that the pupil leadership element of our school ethos is also key to promoting wellbeing, by helping to foster independence, boost confidence and self-esteem and a sense of personal responsibility. Children with SEN enjoy a range of leadership roles at Colby School including: School Council, Eco Council, Sports Leaders, Librarians, Pet Care and Buddies (other roles are not listed to avoid identifying individual pupils). In November 2024, we did an audit of leadership roles throughout the school. We found that 17% of roles were held by pupils with SEN, which was above the proportion of pupils with SEN in school at that time (15.7%).

As well as an ethos and culture that we feel improves the emotional, mental and social development of pupils, we also ensure that children have access to a range of support for developing emotional literacy and wellbeing. This includes a wide range of whole school approaches, interventions and specialist support as outlined on the SEMH section of our Provision Map.

Families and the school also have access to expert advice through a range of external agencies. Please speak to us if you are worried about a child's mental health. Further expert advice and support can also be found here:

- Just One Norfolk
    - Visit: https://www.justonenorfolk.nhs.uk/emotional-health
    - Phone: Just One Number on 0300 300 0123
    - Text: Parentline on 07520 631590

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS AND BREAKFAST AND AFTER-SCHOOL CLUBS?

ACCESS AND ENGAGEMENT

At Colby School, we want to ensure that pupils with SEN can engage in all the activities of the school, including school trips, social times and extra-curricular activities, alongside those who do not have SEN.

In 2025-2026 we are offering a range of additional clubs and activities. We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENCo or Headteacher via the office (Tel: 01263 733381 or email office@colby.norfolk.sch.uk) to discuss specific requirements.

During the Summer Term 2024, we carried out a monitoring exercise and looked at the number of pupils with SEN attending each of the 20 different before- and after-school activities taking place during the period of one week. Clubs included: breakfast- and after-school clubs, football (KS1 and

KS2), one-to-one and small group tuition (by invitation), dance and yoga club, dodgeball, handball, netball, gardening club, book club, choir, tortoise club and writing club.

The combined total number of attendees at these activities was 323 (with some children attending multiple clubs). We saw that pupils with SEN represented 19.5% of attendees (this group represented 15.2% of the student population at this time).

As mentioned above, during the Autumn Term 2024, another monitoring activity showed that 34 out of 205 leadership roles across the school were filled by pupils on the SEN Register. This equated to 17% of all roles (pupils with SEN represented 15.7% of pupils at the school at the time of the audit).

Leadership responsibilities fulfilled by pupils on the SEN Register included pupil 'senior leadership' roles, eco council, school council, outdoor learning, librarians, sports leadership, pet care, reading buddies, subject leaders, cloakroom monitors and other classroom responsibilities.

We are very proud of how successfully we enable children with SEN to access opportunities outside the classroom. We do this in the following ways:

- By providing extra support where needed to ensure we are able to meet the needs of all pupils. This could include additional teacher/teaching assistant support or peer support including buddying or mentoring by older pupils.
- By ensuring that pupils with SEN are supported to give their views about the kinds of clubs they would like to attend, through participation in School Council and pupil questionnaires and interviews about SEN provision.
- By matching leadership roles to pupils' strengths and interests.
- By discussing any concerns expressed by children or families about activities at the earliest possible time to ensure that we can overcome any barriers.
- Adjustments to equipment to provide opportunities for success: e.g. sports equipment.
- Adjustments to the physical environment to encourage attendance e.g. the provision of a quiet/low stimulation areas and also by providing some clubs by invitation only to ensure the right environment.
- By subsidising some clubs.

Clubs vary from term to term and in recent years we have also offered: school newspaper club, recorder club, coding club, golf club, art club, tag rugby, Lego club, cooking and maths club.

WHAT TRAINING HAVE THE STAFF WHO ARE SUPPORTING CHILDREN WITH SEN HAD?

RECENT TRAINING (LAST 2 YEARS)

At Colby school we are committed to providing staff with high quality training and professional development opportunities. Staff have access to a variety of specialist SEND training courses delivered in-house or by external providers (both remotely and in person). The SENCo regularly attends the **Norfolk SEND Forum** and Willow Tree's **Essential SENDCo Network** and Annual Conferences.

In addition, below are details of specialist SEND training undertaken by staff at Colby School in the last 2 years.

	Who	When
SEND Leadership		
NCC SEND Forum – A forum for SEND professionals working in education, health and social care services. Includes termly updates on new initiatives and directives around SEND (both national and local). Attendees collaborate with the Local Authority to support the development of SEND provision across Norfolk.	SENCo	Termly 2023-2025
Willowtree Learning. Essential SENCo Network – Professional network of SENCOs and SEN professionals. Includes national and local SEN news and data updates, discussions about new SEN developments and SEN CPD.	SENCo and Language Champion TA	Termly 2023-2025
Revised Element 3 Funding arrangements, Norfolk County Council	SENCo	16 January 2024
Training to support all pupils with SEND		
Willowtree Learning. Essential SENCo Network – CPD sessions: • EEF – SEND in Mainstream Schools Guidance Report – May 2025 • SEND Leadership – end of year evaluation and planning • How to function in a broken system – spotlight on developing inclusive practice • Quality Assurance: APDR sampling analysis		4 June 2025 21 November 2024
Supporting Transitions. SEND Forum	SENCo	22 January 2024
Training to support Social, Emotional and Mental Health needs		
Step On Lead Professional - mainstream schools. Training to promote positive behaviour strategies, early intervention and prevention, including managing behaviours that challenge or may risk harm.	Deputy head teacher, SENCO and TA	6 & & October 2025
Step Up Lead Professional - mainstream schools. Step Up focuses on the safe and effective use of restrictive physical intervention within current legislative frameworks.	Deputy head teacher and SENCO	13 & 14 October 2025
Trauma Informed Practice – Multiagency. Norfolk Safeguarding Children Partnership (NSCP)	Deputy head teacher	30 April 2025
Understanding Fight, Flight, Freeze using Polyvagal Theory. Willowtree Learning. Essential SENCo Network – CPD session	SENCo and TA	26 March 2025
Harmful Sexual Behaviour & Developmental Trauma in Children and Young People – Multiagency. Norfolk Safeguarding Children Partnership (NSCP)	Head teacher	11 February 2025
Emotion Coaching – an introduction (webinar) Dr Louise Gilbert – from Emotion Coaching UK	Class teachers, SENCo	January 2025
Understanding anxiety and creating a supportive learning environment (NASEN) -	Class teachers, TAs and SENCO	January 2025
Understanding Behaviour through Attachment and Attunement – Early Years.	TA	7 & 9 October 2024

Training to support Social, Emotional and Mental Health needs continued…		
Autistic and OK – Ambitious about Autism – mental health and wellbeing support for autistic people in schools.	SENCo	30 September 2024
Zones of Regulation for Schools and Other Professionals – SENSi (Sensory Integration Therapy)	SENCo, Teachers and TAs	Summer 2024
Strategies to support emotional regulation and boost self-esteem – EYFS/KS1. In house training led by SENCo.	Selected teachers and TAs	9 February 2024
Understanding Emotional Regulation. Concept Training	SENCo	7 February 2024
Emotions and how to manage them – an emotion coaching approach. Achievement for All	TAs	October 2023
Working on Worries: Parent-led cognitive behavioural therapy (CBT) for Child Anxiety Problems Train the trainer – Colby SEMH champion to receive training required for them to support parents and carers in delivering this intervention to their children. National Institute for Health & Care Research / Norfolk & Waveney Integrated Care Board/ NSFT and the East of England Applied Research Collaboration	Colby SEMH champion	Autumn Term 2023
Training to support Communication and Interaction		
Norfolk and Waveney Speech and Language Therapy Services Link Planning Meetings to discuss communication needs of Colby children	SENCo and Communication Champion	Termly meetings
North Norwich Communication Hub online meetings, which included overview training on Augmentative and Alternative Communication (AAC) systems, specifically Picture Exchange Communication Systems (PECS) and Core Boards.	Language Champion	Termly meetings
Norfolk and Waveney Children's Speech and Language Therapy Service – online training webinars • Supporting Understanding – Blank's Levels and Questioning • Supporting Speech Sound Development • Supporting Vocabulary • Phonological Awareness • Supporting Stammering	Class teachers, TAs	January 2025
National Association for Special Educational Needs (NASEN) - Online SEND CPD Units • Unit 4: An introduction to speech, language and communication needs (SLCN) • Unit 5: Identifying and supporting speech, language and communication needs (SLCN) • Unit 6: Supporting the development of speech, language and communication skills • Unit 7: Creating a learning environment that supports speech, language and communication	Class teachers	January 2025
Girls and autism – Flying under the radar - National Association for Special Educational Needs (NASEN)	SENCo	January 2025

Training to support Communication and Interaction continued…		
Nuffield Early Language Intervention (NELI) Refresher course - a programme which has been found to improve children's language and early literacy skills.	TAs	18 October 2024
Autistic and OK – Ambitious about Autism – mental health and wellbeing support for autistic people in schools.	SENCo	30 September 2024
EAL and SEN Support. Robert Coyle, NCC EAL/EDC Advisor.	SENCo	29 April 2024
Speech development and supporting children with speech sound difficulties. Catherine Situmorang. SALT	TA	12 March 2024
Supporting Autistic Children who Mask – Norfolk and Waveney Integrated Care Board	SENCo	6 March 2024
Behaviour, Theory of Mind & Neurodivergence	TA	12 February 2024
Communication Champion Advanced Training – developed by ICAN and The Communication Trust. Delivered by 'Communicate – Speech, Language and Communication Training'	Language Champion	1 November 2023 8 November 2023 15, 22, 29 November 2023 6 December 2023
In-house 'Supporting Speech Sound Development' delivered by Colby Communication Champion	Whole staff	29 September 2023
In house 'Supporting Social communication Development' delivered by SENCO	TAs	6 September 2023
Training to support Cognition and Learning		
Paired reading – supporting readers with dyslexia, using the paired reading approach.	Selected teachers and TAs, SENCO	September 2025 and January 2025
Developing Skills for Mathematics. Whole School SEND training, unit 17.	Maths lead	January 2025
Understanding Executive Function - National Association for Special Educational Needs (NASEN)	Selected teachers and TAs	January 2025
More Trouble with Maths – Steven Chinn. A complete manual to identifying and diagnosing mathematical difficulties.	SENCo	January 2025
Memory for Learning - National Association for Special Educational Needs (NASEN)	Selected teachers and TAs	January 2025
From Reading to Language: The evolving understanding of dyslexia. Prof Maggie Snowling.	SENCo	8 October 2024
Developing Skills for Mathematics. Whole School SEND training, unit 17.	SENCO	8 February 2024
Precision Teaching. In house training delivered by SENCo.	Selected teachers and TAs	January 2024
Strategies to support children born preterm. In house training delivered by SENCo using PRISM materials.	Selected teachers and TAs	November 2023

Training to support Cognition and Learning continued…		
Memory for Learning. Whole School SEND (WSS).	SENCo	15 November 2023
Executive Functioning. In house training delivered by SENCo.	All staff	13 November 2023
York Assessment for Reading Comprehension – how to use the assessment to identify children who need reading interventions. In house training delivered by SENCO.	Whole staff	September 2023
Training to support Physical and Sensory		
Supporting sensory differences in the learning environment - National Association for Special Educational Needs (NASEN)	Selected teachers and Tas, SENCO	January 2025
Postural Control and Gross Motor co-ordination EYFS/KS1. In house training led by SENCo based on strategies recommended by Occupational Therapy Team.	Selected teachers and TAs	2 February 2024
Sensory Processing Difficulties – SENSi (Sensory Integration Therapy)	SENCo	Autumn 23/Spring 2024
Sensory Circuits – SENSi (Sensory Integration Therapy)	SENCo	Autumn 23/Spring 2024
Implementing sensory circuits at school & at home – Norfolk and Waveney Integrated Care Board	SENCo	22 January 2024
Introduction to Sensory Processing – Norfolk and Waveney Integrated Care Board	SENCo	27 November 2023

HOW WILL THE SCHOOL LET FAMILIES KNOW ABOUT THINGS?

WHAT DO I DO IF I WANT TO TALK TO SOMEONE AT SCHOOL?

WORKING WITH FAMILIES

At Colby School, we are committed to working closely with the families of children with SEN. We want parents and carers to feel that they can talk to the SENCo, teachers and the Headteacher about their children on an everyday basis. Below are some of the ways we work with families.

Families of children with SEN:

- will receive a SEN update email from the SENCo every half term.
- will have regular informal opportunities to talk to teachers, the SENCo and the Headteacher to raise any concerns when dropping off or picking up their child.
- can contact the SENCo (Hannah Everett on heverett@colby.norfolk.sch.uk) or the Headteacher (Christine Mead on head@colby.norfolk.sch.uk) to request a meeting to discuss any concerns.

- are invited to share their views and participate in discussions about the education of their child during parents' evenings during the Autumn and Spring Terms and by providing written feedback to the Summer Term report (with an option to discuss this).
- are invited to have additional termly SEND meeting time to discuss the special educational provision for their child.
- are invited to take part in parent governor elections.
- receive questionnaires and surveys from the school and the governing body to allow them to give their views on key issues. These views then help to inform the review and development of the school offer and policies.
- can contact the designated SEN Governor.
- receive useful SEN-related information via newsletters and half-termly emails, such as signposting to useful events and training.
- receive a daily home-school contact book where needed.

Below is some recent feedback from families of Colby children with SEN:

> The support you're giving [my child] is greatly appreciated. She's happy at Colby and feels included in everything. She's loves all the staff and her friends and feels like she belongs at Colby and fitted in so quickly.

> I would like to express my appreciation for the exceptional SEN support both my children have received at school. Throughout this journey I have felt actively listened to by my children's teachers, particularly Hannah Everett (SENCo).
> This relationship has been a collaborative effort, where we have all taken the lead in different aspects, working together to ensure the best outcome for my children. I feel very fortunate that my children attend a school where SEN is highly valued and where the necessary resources are provided. I am confident that the interventions put in place are evidence based and well considered. This gives me reassurance my children are receiving the best possible support. Thank you for your dedication and commitment.

> I've been happy with everything this academic year and it's nice to know that we have somebody we can go to.

> I have felt consistently impressed with the SEN support at Colby and only have praise for it. My son joined the register last year and with the support that has been put in place, I feel his learning has been enabled in a really targeted way. I feel I have a much better understanding of the aspects of learning that he finds challenging, and far more empowered with the specific things I can do to help. This, and the fact that he continually feels so proud of what he is achieving, has meant that I have only positive associations with his SEN journey. I feel well informed from updates with his teacher and SENCo, and I feel that they and the headteacher really *know, see* and *care about* my child, and understand what makes him tick. I think my son is pretty oblivious to the extra support that has tactfully been put in place, and just enjoys the extra adult attention that it brings!

We are always looking for ways that we can improve the way we work with families. We are looking for family members and children who would be willing to get involved and discuss what more we could do to work in partnership with families. If you would be willing to be part of these discussions and/or work with us in any of the following ways, we would love to hear from you.

- Share your story of being a child with SEN or a family member of a child with SEN at Colby school. This could be reassuring to other parents so that they know they are not alone. Families and children also may have useful tips for others about how to get the best out of the school system, based on their own experiences of Colby School.
- Give feedback on SEN information provided by the school to make it as parent-friendly as possible. This could include this SEN Information Report, the school website SEN area and newsletters etc.
- Suggest ways we could improve the way we work with families. Possible ways to expand our offer would include the introduction of an informal SEND Surgery where families could meet each other and the SENCo/SEN governor to talk about SEN provision and any concerns you may have. But we would love to hear any other ideas you have.

If you have worries about your child, or you would like to get involved in discussing the way we support children and families, please contact our SENCo, Hannah Everett via the school office or via email: heverett@colby.norfolk.sch.uk.

HOW WILL THE SCHOOL HELP MY CHILD GET READY FOR THEIR NEXT STEPS: JOINING COLBY SCHOOL; MOVING TO A NEW CLASS/TEACHER; THE TRANSITION TO SECONDARY SCHOOL?

JOINING COLBY SCHOOL

When a child joins Colby School in Reception, the class teacher will liaise with the child's family and their Early Years Provider. On occasion, the SENCo will also speak to or visit Early Years Settings and families. Families also have opportunities to visit the school and speak to staff. Children attend transition sessions and meet the adults that they will be working most closely with.

If a child joins Colby School in another year group, a similar process is followed. We will speak to new children and their families, as well as contacting your child's previous school so that we can gain an understanding of the needs of new pupils. If a child has SEN we will write a Communication Passport for that pupil which will be shared with all staff who are working with that child. Children and families will have opportunities to visit the school and additional support (such as being given a 'buddy' in their new class) will be offered.

TRANSITION

Moving on is a part of life for all learners. This could be a transition to a new class in school, having a new teacher, or moving on to another school. Colby School recognises that change can be unsettling and works in partnership with children, families and other providers to plan for and provide positive transitions for our learners with SEN.

Transition will be discussed with you and your child to ensure that your views are understood and you are involved with planning and decision making. Moving classes is discussed at the child's Spring term review meeting (or earlier as needed). Transition to secondary schools will be discussed in the summer term of Year 5 to ensure time for planning and preparation. In some cases, we will begin supporting pupils to think about future goals and transition even earlier. This may include transition-focussed targets in their Communication Passports and additional support to reach these goals. Staff at Colby School will have contact with the new school to ensure that all relevant information is passed on. Some children may benefit from additional visits to their new school and staff at Colby have sometimes accompanied the child on these visits. Other initiatives include the use of a transition book for their new school or class with photographs of people and places, visual timetables, a buddy in the new class etc.

HOW AND WHO DO I TALK TO IF MY CHILD ISN'T GETTING THE SUPPORT THEY NEED OR IF I HAVE ANY OTHER CONCERNS?

HAVE YOUR SAY AND HOW TO CONTACT US

Colby School welcomes the contributions of everyone helping to shape and develop provision for our learners, aiming at achievement for all. If at any time you have comments, feedback or ideas about any area of our SEN provision, we would love to hear from you. Please contact any of the following:

Headteacher: Mrs Christine Mead (head@colby.norfolk.sch.uk)

SENCo: Ms Hannah Everett (heverett@colby.norfolk.sch.uk)

SEN Governor: Katie Johnson

All of these members of staff can be contacted via the school office on: 01263 733381.

COMPLAINTS

If a family is unhappy with the provision made at Colby School and they wish to make a complaint, we strongly encourage them to initially speak to the class teacher, Headteacher or SENCo regarding their complaint via the school office on 01263 733381. If the issue cannot be resolved at this level the family would be directed to the school complaints procedure.

The Complaints Policy can be accessed on our school website: https://www.colby.norfolk.sch.uk/ To find the policy please click the 'Key Information' tab and then going to the 'Policies' page.

Further support available to families who wish to make a formal complaint can be found here: https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/support-for-learning/special-educational-needs-sen-support/reaching-agreement-sen-support

WHERE CAN I GET MORE INFORMATION?

School leaders, working with the governing body, will always consider how other bodies, including health and social services, local authority support services and voluntary organisations might support the school in meeting the needs of our pupils with SEN and their families. Please see below information on other useful external support services that are regularly involved in meeting the needs of pupils with SEND and in supporting their families:

The Norfolk SENDIASS (Information, Advice and Support Service)

The Norfolk SENDIASS provides information, advice and support to children, young people and parents/carers about SEND. This includes health and social care where it is linked to education. It is a free, dedicated, confidential and impartial service based in Norwich. You can contact the service by calling 01603 704070, or emailing norfolksendiass@norfolk.gov.uk. You can also find more information on their website:
https://www.norfolksendiass.org.uk/about-us/about-us/

The Norfolk Local Offer

The Local Offer sets out the local services available to support children and young people with SEND and their parents and carers. It includes all the information about **education** and **health and social care** in one place. To access the Norfolk Local Offer click on this link:

https://www.norfolk.gov.uk/children-and-families/send-local-offer

Just One Norfolk

Just One Norfolk is the single point of access for all Norfolk Healthy Child Programme services. Your call might be for an appointment change, or you might have a parenting question or a worry about your child's physical or emotional health.

- Just One Norfolk
  - Visit: https://www.justonenorfolk.nhs.uk/
  - Phone: Just One Number on 0300 300 0123
  - Text: Parentline on 07520 631590

This SEN Information was shared with all governors in February 2025, and shared with the SEN governor in October 2025. It is updated at least annually and published on school website.

APPENDIX 1 - COLBY PRIMARY SCHOOL PROVISION MAP 2025-2026

	Whole school quality first teaching provision – all pupils

Applicable to all four broad areas of SEN	• High expectations for all children.
	• Differentiating the curriculum: adjustments made to planning, activities and outcomes as needed to meet needs and ensure all children make progress.
	  ○ Teacher considers the teaching approaches that will work best to engage children and help them overcome any barriers to learning.
	  ○ Planning lessons that build on what children already know.
	• Whole school positive behaviour policy.
	• Setting tasks with clear goals and timescales for completion. Tasks and instructions are broken down into stages.
	• Having clear and consistent classroom routines and explicit expectations for learning behaviour.
	• Adjusting timetables to allow intervention work to take place, while still allowing pupils access to a broad and balanced curriculum.
	• Using flexible grouping to allow pupils to work with a variety of different children.
	• Remote learning available when pupils are unable to attend lessons.

Area of Need	**All pupils – Quality First Teaching**	**Pupils with SEND – Catch Up & Early Intervention**	**Pupils with SEND - Personalised Specialist Support**

Cognition & Learning	• Differentiating delivery e.g. longer processing times, reading instructions aloud etc.
	• Visual aids used during teaching.
	• Modelling and worked examples.
	• Providing easily accessible, clearly labelled resources (picture and word labels) and strategies to support independent learning (e.g. word banks, writing frames, concrete resources in maths).
	• Considering where a child sits in the classroom to give them the best access to the support they need or to minimise distraction.
	• Displays and working walls.
	• BBC supermovers and other kinaesthetic learning activities.
	• Additional support provided during the lesson by teachers and support staff.
	• Giving instructions in small chunks with visual clues. Checking for understanding by asking children to tell you what they have to do.
	• Daily phonics (Reception, Y1 and beyond as required).
	• Daily mile or other timetabled movement breaks for improved focus in following lesson.
	• Older 'reading buddies' reading to younger children.
		• 1:1 and small group work on personalised maths targets.
		• 1:1 and small group work on personalised literacy targets.
		• 1:1 and small group work on personalised phonics targets.
		• Daily 1:1 reading.
		• Differentiated ICT such as:
		  ○ EdShed, PhonicsPlay, Dino Eggs etc.
		  ○ IXL, Hit the Button, Sumdog etc.
		• Pre-teaching of key vocabulary.
		• 'Write from the start' programme developing fine motor and perceptual skills.
		• Leitner system used to teach common exception words.
		• Alpha to Omega reading, writing and spelling intervention.
		• Toe by toe reading intervention.
		• Executive functioning activities (small group).
		• Guided reading groups.
		• Paired reading intervention.
		• Handwriting and typing small group work.
		• Daily small group phonics booster sessions.
		• Making written information more accessible e.g. 'Voice to text' or 'text to voice' assisted technology or individual printed or written instructions on table.
		• Access to coloured overlays, coloured paper, voice recorders,
			• Input from Educational Psychologist.
			• Input from EPSS specialist teacher.
			• Additional National Test access arrangements.
			• Personalised maths curriculum.
			• Personalised literacy curriculum.
			• Scribes/readers.
			• Personalised sensory diet activities (see 'Physical and Sensory' below).
			• Reading pens.
			• Precision teaching for maths and literacy.

Area of Need	**All pupils – Quality First Teaching**	**Pupils with SEND – Catch Up & Early Intervention**	**Pupils with SEND - Personalised Specialist Support**

Communication & Interaction	• Communication-friendly teaching. For example, giving longer processing times, reading instructions aloud, etc.
	• Languagescreen for all Reception children.
	• Offering peer to peer support (e.g. giving time to think and talk to a partner before answering a question).
	• Clear instructions including visual aids, broken into small steps.
	• Structured school and class routines. Visual timetable with symbols.
	• Children informed of change in advance.
	• Use of photos/pictures.
	• Considering where a child sits in the classroom to give them the best access to the support they need e.g. clearly access visual prompts.
	• Language enrichment and vocabulary development through shared stories with pictures to support comprehension.
	• Modelling and worked examples.
	• Buddies (YR/Y1 paired with Y5/Y6). Buddies also offered to new joiners in other year groups.
	• Differentiated questioning.
	• Communication Trust 'Communication Friendly Environment' class observations.
		• Speech, Language and Communication interventions recommended by the Norfolk and Waveney Speech and Language Team (with staff training provided as needed), including:
		  ○ Vocabulary building
		  ○ Narrative intervention
		  ○ Following instructions
		  ○ Grammatical word endings
		  ○ Speech sounds
		  ○ Colourful semantics
		  ○ Visualising and verbalising technique
		  ○ Phonological awareness
		  ○ Social communication activities
		• Nuffield Early Language Intervention Programme activities.
		• In class support from Teacher/TA with focus on supporting speech, language & communication. Individual reinforcement of task using simplified language, repeated instructions and key information.
		• Talk stickers or home-school book detailing the day's activities to allow families to discuss learning and play with their child.
		• Social stories.
		• Pre-teaching of key vocabulary/Word of the Day.
			• Input from Norfolk and Waveney Children's Speech and Language Therapy team. Individual assessments, staff training and advice.
			• Input from Educational Psychologist.
			• Individual transition support. Children are informed about changes in advance and personalised support is put in place.
			• 1:1 use of 'Curiosity Approach'.

Area of Need	**All pupils – Quality First Teaching**	**Pupils with SEND – Catch Up & Early Intervention**	**Pupils with SEND - Personalised Specialist Support**

Social, Emotional & Mental Health	• Whole school Positive Behaviour Policy and anti-bullying culture.
	• Buddies (YR/Y1 paired with Y5/Y56). Buddies also offered to new joiners in other year groups.
	• Celebration assemblies, 'show and tell' and house points.
	• Promotion of Growth Mindset.
	• Circle time.
	• Class rules, co-produced with children.
	• Clear, consistent classroom routines.
	• Flexible seating arrangements and quiet/low-stimulation areas.
	• Family Fridays.
	• Parent and pupil questionnaires.
	• School council.
	• Use of Newsletters to celebrate successes in and out of school.
	• School mental health champion.
		• Norfolk Steps evidence-based strategies to promote positive behaviour, based on a therapeutic-thinking and trauma-informed approach.
		• Daily/weekly timetabled emotional 'check-ins'.
		• Leadership roles matched to pupil strengths to boost self-esteem.
		• Emotion coaching approach.
		• Daily morning transition support activities.
		• Gardening groups and Eco teams.
		• Focussed social time adult supervision.
		• School pet duties.
		• Zones of Regulation.
		• 5 point scale.
		• Colour Monsters.
		• Calming strategies toolbox.
		• 1:1 'Walk and Talk' sessions – this may be weekly or as needed and could have an emotional literacy teaching focus or simply a nurture 'check in'.
		• 1:1 and small group sessions teaching emotional literacy, self-regulation techniques.
		• Providing quiet spaces for children to access when they need it.
		• Social stories.
		• Confidence and self-esteem small group work.
		• Transition support. Children are informed about changes in advance and extra support is put in place.
			• Input from external agencies including:
			  ○ Educational Psychologist
			  ○ EPSS SEMH advisor
			  ○ Emotionally-based school avoidance team
			  ○ Nansa
			  ○ Portage
			  ○ Ormiston Families
			• Personalised reward charts.
			• Sensory diet activities (see Physical and Sensory below).
			• Additional break and lunchtime social support.
			• Personalised 1:1 transition arrangements.

Area of Need	**All pupils – Quality First Teaching**	**Pupils with SEND – Catch Up & Early Intervention**	**Pupils with SEND - Personalised Specialist Support**
Sensory and/or Physical	• Considering where a child sits in the classroom to give them the best access to the support they need e.g. support sensory needs. • Motor skill development activities and letter formation. • Chunky pencils/pencil grips. • Sprung scissors. • Left-handed equipment. • Anti-glare IWB backgrounds. • Outdoor Learning.	• 'Write from the start' programme developing fine motor and perceptual skills. • Timetabled 'Sensory Diet' activities. • Modified games and activities. • Providing quiet spaces for children to access when they need it. • Movement breaks. • Anti-distraction/sloped work station/screens for work stations. • Sensory resources e.g. wobble cushions, ear defenders, weighted shoulder pad, resistance bands etc.	• Input from Educational Psychologist. • Input from Occupational Therapy Team. • Personalised lunchtime arrangements. • Sensory den. • Specialist personalised sensory resources recommended by Nansa. • Specific individual physical/sensory activities based on recommendations from the Paediatric Occupational Therapist, Educational Psychologist or Nansa. For example: o Postural control o Coordination o Shoulder girdle activities o Gross motor activities o Core stability and balance o Proprioception activities o Vestibular activities o Sensory regulation o Deep pressure activities

APPENDIX 2 – SEND ACRONYMS

ASD	Autistic Spectrum Disorder
C&I	Communication and Interaction
C&L	Cognition and Learning
CAMHS	Child and Adolescent Mental Health Service
CoP	Code of Practice
CPD	Continued Professional Development
EAL	English as an Additional Language
EHC	Education, Health and Care
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EPSS	Educational Psychology and Specialist Support
HLTA	Higher Level Teaching Assistant
IASS	Information and Advice Support Service
IWB	Interactive White Board
LA	Local Authority
NASEN	National Association for Special Educational Needs
NCC	Norfolk County Council
NELI	Nuffield Early Language Intervention
P&S	Physical and/or Sensory
PEaSS	Provision Expected at SEN Support
QFT	Quality First Teaching
SAI	Sensory Attachment Intervention
SATs	Standard Assessment Tests
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
SENDIASS	Special Educational Needs and Disabilities Information and Advice Support Service
SI	Sensory Integration
SIR	Special Educational Needs Information Report
SLCN	Speech Language and Communication Needs
SPD	Sensory Processing Disorders
TA	Teaching Assistant
VSSS	Virtual School for Sensory Support
WSSEND	Whole School SEND