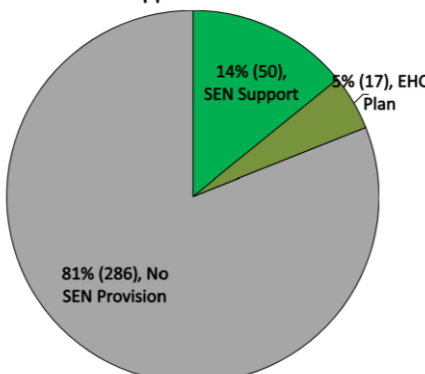




Attleborough Primary School

SEND Information Report September 2026

1 Variety of Special Educational Needs that are provided for at Attleborough Primary School	The SEN Team provides support for pupils across the 4 broad areas of need as laid out in the SEN Code of Practice 2014 (last updated May 2015): • Communication and Interaction • Cognition and Learning • Social, emotional and mental health difficulties • Sensory and/or physical needs The school currently has 19% of all students identified with SEND including 5% of students with an EHCP. SEND Support Status  <table><caption>SEND Support Status Data</caption><thead><tr><th>Category</th><th>Percentage</th><th>Number of Pupils</th></tr></thead><tbody><tr><td>No SEN Provision</td><td>81%</td><td>286</td></tr><tr><td>SEN Support</td><td>14%</td><td>50</td></tr><tr><td>EHC Plan</td><td>5%</td><td>17</td></tr></tbody></table>	Category	Percentage	Number of Pupils	No SEN Provision	81%	286	SEN Support	14%	50	EHC Plan	5%	17
Category	Percentage	Number of Pupils											
No SEN Provision	81%	286											
SEN Support	14%	50											
EHC Plan	5%	17											
2 Information about the school’s policies for identification and assessment of pupils with SEND	Pupils are identified as having SEND with their needs assessed through a multi-pronged approach incorporating: • Information passed on from Pre-school/Nursery/infant/previous schools • EYFS Early Learning Goal baseline assessments and results, baseline testing, phonics screening checks and progress data • Individual assessment using standardised score assessments including British Picture Vocabulary Scale, Wellcomm Screening												



Attleborough Primary School

	• Whole School Assessment Systems – Yr 1 – Yr 5 NTS tests for Reading and Maths KS2 Reading, Maths and GPS. Yr 6 Past SATS papers. Thrive individual pupil assessments. We identify standardised scores through colour coding. Sapientia Foundational Skills Assessments. • Feedback from teaching staff and observations • Actions from primary/previous school – Graduated Approach • Observations in school to look at High-Quality Adaptive Teaching Provision • Team Around the Child discussions • Feedback from specialist agencies e.g. Educational Psychologist (EP) or Specialist Learning Support Teacher (SLST). • Pupil Premium interventions not showing impact • Referrals from parents or carers • Pupil Voice • Specialist agency input via CEPP (EP, Clinical Psychologist, SLCN Therapist, Specialist SpLD Teacher, OT). • Intervention baselines
3c The school's approach to teaching pupils with SEND	Provision for SEND pupils includes: • High-Quality Adaptive Teaching, with appropriate and effective adaptive teaching in place as Every Teacher is a Teacher of SEND • Additional adult support in classrooms where appropriate to form Teaching Teams; TA and 1-2-1 TAs • Personalised provision through time limited programmes • Personalised intervention programmes led by trained TAs • Dual Centre provision (SRB & School) • The sourcing of additional specialist support via external agencies e.g. SaS School 2 School Support
3a Evaluating the effectiveness of the provision made for pupils with SEND	• Impact tracking is completed at least termly and adaptations to provision made in light of the findings. • SEND Parent Voice Survey annually • SEND Pupil Voice Survey annually • Progress and evaluation are reported to Sapientia Education Trust's Board of Trustees and the Director of Inclusive Learning • Progress and evaluation of SEND is reported to the Education Committee via the Headteacher's report termly • Specialist External Support is provided via the Trust Education Team.



Attleborough Primary School

	• SEND is a priority for all Quality Assurance undertaken by the Trust Education Team. • The Whole School SEND Review Guide is used as a key effectiveness review tool to evaluate the impact of SEND provision. • Close collaboration with Pupil Premium Champion
3b Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review	We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review. • Assess: when a learner is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff, and the pupil. • Plan: together we plan about what actions need to be taken and what support needs to be put in place. A date is set for review. • Do: the plan is put in place as agreed. • Review: the impact of the provision on the pupil is evaluated. The next steps are established. The cycle may begin again. These arrangements include: • Pupil progress meetings between class teacher, SLT and SENDCO • Data tracking for pupil progress Thrive assessments. • Support plan and EHC Plan reviews • Individual, personalised Support Plans for all learners with SEND • Observations and follow-up • Parent/Carer's meetings • Pupil Voice
3d How adaptations are made to the curriculum and the learning environment of pupils with SEND	The curriculum/learning opportunities may be adapted by: • Application of EEF High-Quality Adaptive Teaching Strategies including scaffolding, modelling, flexible grouping, explicit instruction, meta-cognition strategies • Groupings that target specific levels of progress • Adapted resources and teaching styles • Appropriate choices of texts and topics to suit the learner • Access arrangements for tests and other assessments • Additional adult support • Allocation and adaptation of room use where appropriate including use of the nurture room



Attleborough Primary School

Further Examples are:

- Clear and consistent classroom routines;
- Visual aids, checklists, timers and manipulatives;
- Mind maps
- Sentence stems, writing frames;
- Reading text/instructions aloud/Echo reading
- Pre-teaching vocabulary; and
- Breaking up longer texts and tasks into manageable chunks.

Additional, targeted support will be provided in the classroom, based on individual learner' needs. This could take the form of:

- Specific seating arrangements to accommodate learner needs;
- Use of visual timetables;
- Use of larger font size;
- Specific equipment, e.g. wobble cushion, writing slope;
- Assistive technology e.g. reader pens, voice to text software;
- Rest breaks/movement breaks;
- Support from a teaching assistant as a scaffolder / prompt / scribe / note-taker
- 1:1 support
- Extra time to complete tasks

Reasonable adjustments to rewards and sanctions issued in the context of the learner's special educational needs.

Interventions: Small group precision teaching, meet and greet at the start of the day and/or decompression at the end of the day, provision of specific support programmes e.g. Zones of Regulation, ELSA, Thrive, Sensory Circuits, Little Wandle Catch up

Alternative Provision/SRB



Attleborough Primary School

3g Support that is available for improving the social, emotional and mental health needs of pupils with SEND	Pupils are well supported by: • Whole school Norfolk STEPS Approach for all trust schools which promotes positive behaviour through a therapeutic approach for all learners. • An anti-bullying policy • Dedicated Pastoral Team who are on call throughout the school day who provide programmes such as self-esteem building, anger management, Lego Therapy, Thrive and ELSA • Zones of Regulation – whole school approach • Targeted support for individual pupils including Emotional Wellbeing Support from The Benjamin Foundation, Thrive support, ELSA support • Leadership opportunities– Prefects, Play Leaders, Reading Champions, Sports Leaders, Peer Mediators, School councillors • Provision of a sensory room for rest breaks • Provision of a Pastoral room during break times • Pupil Voice • Referrals to JustOneNorfolk
4 In relation to Mainstream Schools and maintained nursery schools, the - Name and Contact details of SEND Coordinator - Name and Contact details	Fiona Milne – Headteacher Head@attleboroughprimary.org Clare Wells - SENDCO c.wells@attleboroughprimary.org Trust SEND Trustee: Roger Margand. Contact Email: ea@setrust.co.uk School Telephone Number: 01953 453491
5 Information about the expertise and training of relevant staff in relation to children and young people with SEND, including how specialist expertise will be secured	All staff receive training on SEND. Ongoing training is provided as needed in response to the individual needs of learners which is informed by an annual audit of staff expertise in SEND. This includes but is not limited to: • The SENDCO has SENCO qualification (National SENCO Award)



Attleborough Primary School

- Trust CPD for support staff – SEND Support Plans, Norfolk STEPS, Introduction to Sensory Circuits, Little Wandle for Support Staff, Accurate WellComm Assessment revision, Practical use of visuals for communications, Effective use of visuals (Widget)
- Termly Trust SEND Strategy Days for SENDCOs led by the Director of Inclusive Learning
- EYFS Lead Network SEND Training – Whole Class Approaches to support the 4 broad areas of need
- Termly CPD training covering topics including EEF Special Educational Needs in Mainstream Schools Guidance, SEND Code of Practice, High-Quality Teaching Strategies to support pupils with SEND, Step-On/Step-Up training
- Whole staff training in Trust INSET day 02.09.26.
- Staff meeting CPD Autumn 2026: ASD, Executive function, Dyslexia, ADHD overview training staff meeting (staff to select area based on own knowledge and experience). Graduated approach and referral process reviews.
- Whole staff training in Trust INSET day 1.9.25. Staff meeting CPD, during the Autumn term 2025: The Write Stuff (led by Emma Davies and subsequently the Writing Lead), phonics and Steplab. EYFS teachers visited WCP to watch the Write Stuff in action. Autumn 2026: ASD, Executive function, Dyslexia, ADHD overview training staff meeting (staff to select area based on own knowledge and experience).
- Spring CPD – Writing moderation with Rosecroft. SEND support plan training for teachers. Visuals training for TA's. HT/SENCo VNET SEN conference. INSET days 13th/14th April: class data analysis time, Little Wandle CPD (reading/phonics), Steps Module 8, restrictive intervention update, The Write Stuff CPD, English, Maths and Phonics update training.
- Access to whole School SEND Online Training Units including but not exclusive to: "Creating an emotionally safe learning environment", "Creating a socially safe learning environment"
- Autumn 2026: ASD, Executive function, Dyslexia, ADHD overview training staff meeting (staff select own online training module based on own knowledge and experience)
- Specialist expertise from external services – Watton SRB, Edith Cavell SRB, Point 1, NHS NDS Pathway Team, Norfolk Early Help, CEPP.

All staff have been trained in the Graduated Approach in Autumn 2025. All staff will receive training in Autumn 2026.



Attleborough Primary School

6 Information about how equipment and facilities support children and young people with SEND will be secured	• Support Services including health services • National and Local Charities • Volunteers • CADS Hub • Just One Number • Early Help & Family Support (Norfolk County Council) • School and Community Team • SENDIASS • Additional specialist SEND agencies as listed above
7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	The views of parents and carers are important to us, and we will involve you in discussions about provision for your child's SEND both at the point of identification and through their termly review. • Before school, lunchtime support, afterschool support • Telephone Land and Mobile • Text • Email • Parents Evenings • Parent Support Advisor • SENDCO direct contact • Face-to-face meetings • Annual Parent SEND Survey
8 The arrangements for consulting young people with SEND about and involving them in their education	The wishes and feelings of young people with SEND are central to our provision. We involve them in discussions about the support they receive in an age-appropriate manner. We gather their views as part of the termly review of their support plan as well as through: • Pupil Voice • Annual Reviews for EHC Plans • Personal Interviews • Wishes and Feelings - signs of safety activity • Thrive-based activities • Pastoral Support Advisors



Attleborough Primary School

9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school	Please refer to and use the school's existing complaints policy and procedure which is available directly from the school or website. Complaints policy and procedures link.
10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.	The Sapientia Education Trust is governed by a Board of Trustees who have statutory responsibility for governance. The Board of Trustees empowers the SEND Coordinator and Headteacher to use the range of support and resources required to benefit the children at Attleborough Primary School. This can include: • Family Support • Speech and Language therapy • MAT support and advice • Specialists e.g. Educational Psychologists, School-to-School support, SRBs etc. In its turn, through monitoring and challenge, the Board of Trustees assess the impact, costs and cost effectiveness of the support used and amends the strategy of the school appropriately.
11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.	Norfolk SEND Partnership - Telephone: 01603 704070 SEN Centre of Excellence - Telephone: 03448008020 or email send@norfolk.gov.uk
12 The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living	Transfer Transition arrangements • Meetings with feeder and MAT schools to ensure all appropriate information is passed on in a timely manner • Contact and handover of information and strategies to and from receiving schools • Additional visits to new classroom and teacher • Transition books and Social Stories • School and Community Team transition support for Year 6 and 7 • Invitations to EHCP Annual Review Meetings to Secondary and Specialist Settings.
13 Information on where the local authority's local offer is published	https://www.norfolk.gov.uk/children-and-families/send-local-offer

Attleborough Primary School

