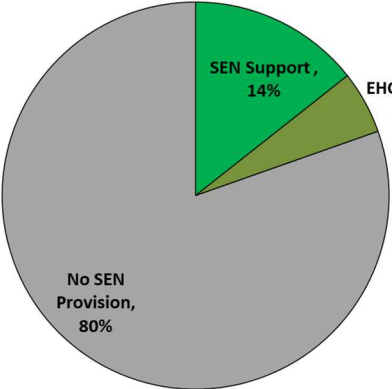




Attleborough Primary School

SEND Information Report September 2025

<p>1 Variety of Special Educational Needs that are provided for at Attleborough Primary School</p>	<p>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):</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, emotional and mental health difficulties • Sensory and/or physical needs <p>The school currently has 19.89% of all students identified with SEND including 5.25% of students with an EHCP.</p> <div data-bbox="1146 762 1758 1209"> <p>SEND Support Status</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No SEN Provision</td> <td>80%</td> </tr> <tr> <td>SEN Support</td> <td>14%</td> </tr> <tr> <td>EHC Plan</td> <td>5%</td> </tr> </tbody> </table> </div>	Category	Percentage	No SEN Provision	80%	SEN Support	14%	EHC Plan	5%
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No SEN Provision	80%								
SEN Support	14%								
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<p>2 Information about the school's policies for identification and assessment of pupils with SEND</p>	<p>Pupils are identified as having SEND with their needs assessed through a multi-pronged approach incorporating:</p> <ul style="list-style-type: none"> • Information passed on from Pre-school/Nursery/infant/previous schools 								



Attleborough Primary School

	<ul style="list-style-type: none"> • Whole School Assessment Systems – Sapientia summative assessments as outlined in Primary assessment frameworks including reading fluency, comprehension, Maths arithmetic, Maths reasoning, letter formation. NTS assessment papers. • 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 (BPVS), WellComm Screening, Thrive screening and school assessments, checklists and strategies • Feedback from teaching staff and observations • Observations in school to look at High Quality Teaching Provision • Intervention baseline and exit data • Pupil Premium interventions not showing impact • Pupil Voice • Referrals from parents or carers • Team Around the Child/School discussions • Actions from nursery/previous school – Graduated Approach • Specialist input via CEPP (EP, Clinical Psychologist, SLCN Therapist, Specialist SpLD Teacher, OT), ADHD Norfolk, Paediatrician referral/NDS, NHS SLCN, CAHMs
3c The school's approach to teaching pupils with SEND	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> • High Quality 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 • Personalised provision through time limited programmes • Personalised intervention programmes led by trained TAs • Dual Centre provision (for example SRB & School) • The sourcing of additional specialist support via external agencies e.g. CEPP, Norfolk SEND and Inclusion Team, School and Community Team
3a Evaluating the effectiveness of the provision made for pupils with SEND	<ul style="list-style-type: none"> • Impact tracking is completed at least termly and adaptations to provision made in light of the findings.



Attleborough Primary School

	<ul style="list-style-type: none"> • SEND Parent Voice Survey bi-annually • SEND Pupil Voice Survey bi-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. • 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
<p>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</p>	<p>We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review.</p> <ul style="list-style-type: none"> - 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. <p>These arrangements include:</p> <ul style="list-style-type: none"> • Data tracking for pupil progress • Pupil progress meetings between class teacher and SENDCO • SEND Support plan and EHC Plan reviews • Individual, personalised SEND Support Plans for all learners with SEND • Observations and follow-up • Parent/Carer's meetings • Pupil Voice



Attleborough Primary School

<p>3d How adaptations are made to the curriculum and the learning environment of pupils with SEND</p>	<p>The curriculum/learning opportunities may be adapted by:</p> <ul style="list-style-type: none"> • Application of EEF High Quality 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 pastoral room <p>Further Examples are:</p> <ul style="list-style-type: none"> • Clear and consistent classroom routines; • Visual aids, checklists, timers and manipulatives; • Graphic organisers, mind maps, spider diagrams; • Writing frames, sentence starters; • Reading text/instructions aloud; • Pre-teaching vocabulary; and • Breaking up longer texts and tasks into manageable chunks. <p>Additional, targeted support will be provided in the classroom, based on individual learner' needs. This could take the form of:</p> <ul style="list-style-type: none"> • Specific seating arrangements to accommodate learner needs; • Use of individual visual timetables; • Use of larger font size; • Specific equipment, e.g. magnifying dome, 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 • 1:1 support; • Extra time to complete tasks; and • Reasonable adjustments to rewards and sanctions issued in the context of the learner's special educational needs.
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Attleborough Primary School

	<p>A period of targeted intervention, for example:</p> <ul style="list-style-type: none"> • 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. Sensory Circuits, Thrive, WellComm, Zones of Regulation; • Alternative Provision AS A SHORT-TERM SUPPORT MECHANISM
3g Support that is available for improving the social, emotional and mental health needs of pupils with SEND	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> • 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 and who also provide programmes such as self-esteem building, anger management • Zones of Regulation • Targeted support for individual pupils including Emotional Wellbeing Support from the Benjamin Foundation • Pupil Voice • Provision of a sensory room for rest breaks • Referrals to JustOneNorfolk
<p>4 In relation to Mainstream Schools and maintained nursery schools, the</p> <ul style="list-style-type: none"> - Name and Contact details of SEND Coordinator - Name and Contact details of SEND Trustee 	<p>Fiona Milne – Headteacher f.milne@attleboroughprimary.org</p> <p>Allison Barker - SENDCO a.barker@attleboroughprimary.org</p> <p>Trust SEND Trustee: Penny Sheppard Contact Email: ea@setrust.co.uk</p> <p>School Telephone Number: 01953 453491</p>



Attleborough Primary School

<p>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</p>	<p>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:</p> <ul style="list-style-type: none"> • The SENDCO has the SENco qualification (National SENCO Award) • Trust CPD for Support staff including: SEND Support Plans, Norfolk STEPS Recap & Expectations, Introduction to Sensory Circuits, Little Wandle for Support Staff, High Quality adult-child interactions with a focus on diversity, Scaffolded support to develop independence, Communication – every child every day, Supporting learners with ASD, Supporting learners with ADHD, Accurate WellComm Assessment Revision, Practical use of visuals for communication, Effective use of visual timetables • 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 Clicker, Speech, Language and Communication, Dyslexia, ASD, PICA • Selected staff have undertaken level 4 qualifications in SEMH and SLCN • Specialist expertise engaged from external services – CEPP, SEND and Inclusion Team, Social, Emotional and Mental Health Specialist Resource Bases at Manor Field Infant School, Edith Cavell Primary School and Watton Junior School, Speech, Language and Communication Specialist Resource Base at Browick Road, Specialist Outreach Support Team (SOAS), Point 1, NHS NDS Pathway Team, Norfolk Early Help • Sapientia Education Trust CPD Programme 2025-26 <p>All staff have been trained in the Graduated Approach - September 2025.</p>
<p>6 Information about how equipment and facilities support children and young people with SEND will be secured</p>	<ul style="list-style-type: none"> • Support Services including health services • National and Local Charities • Volunteers • CADS • Just One Number • Family Action



Attleborough Primary School

	<ul style="list-style-type: none"> • School and Community Team • Early Help & Family Support (Norfolk County Council) • SENDIASS
7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	<p>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.</p> <ul style="list-style-type: none"> • Before school, lunchtime support, afterschool support • Telephone Land and Mobile • Text • Email • Parents Evenings • Parent Support Advisors • SENDCO direct contact • Face-to-face meetings
8 The arrangements for consulting young people with SEND about and involving them in their education	<p>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.</p> <p>We gather their views as part of the termly review of their SEN Support Plan as well as through:</p> <ul style="list-style-type: none"> • Pupil Voice • Annual Reviews for EHC Plans • Personal Interviews • Wishes and Feelings - signs of safety activity • Thrive-based activities • Pastoral Support Advisors
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	<p>Please refer to and use the school's existing complaints policy and procedure which is available directly from the school or website.</p> <p>This can be obtained directly from the school. It will be available online following the launch of our new website this month.</p>



Attleborough Primary School

<p>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.</p>	<p>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.</p> <p>This can include:</p> <ul style="list-style-type: none"> • Family Support • Speech and Language therapy • MAT support and advice • Specialists e.g. Educational Psychologists, School-to-School support, SRBs etc. <p>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.</p>
<p>11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.</p>	<p>Norfolk SEND Partnership - Telephone: 01603 704070</p> <p>Norfolk SEND Information, Advice and Support Service (SENDIASS) Norfolk SENDIASS Home Page</p> <p>SEN Centre of Excellence - Telephone: 03448008020 or email send@norfolk.gov.uk</p>
<p>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</p>	<p>Transition arrangements</p> <ul style="list-style-type: none"> • Meetings with nursey and pre-school settings, secondary and specialist settings 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 to year 7 • Invitations to EHCP Annual Review Meetings to secondary and specialist settings
<p>13 Information on where the local authority's local offer is published</p>	<p>https://www.norfolk.gov.uk/children-and-families/send-local-offer</p>

Attleborough Primary School

