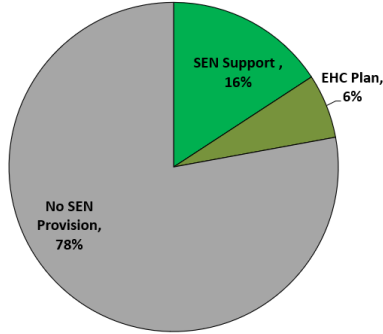
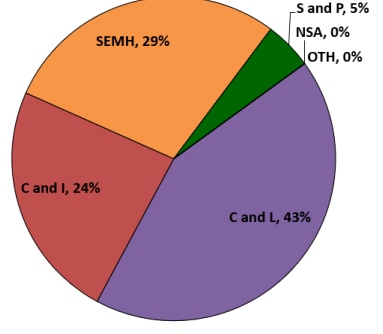


Great Hockham Primary School and Nursery

SEND Information Report September 2025

1 Variety of Special Educational Needs that are provided for at Great Hockham Primary School and Nursery	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 21% of all students identified with SEND including 6% of students with an EHCP. SEND Support Status  <table border="1"> <caption>SEND Support Status Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No SEN Provision</td> <td>78%</td> </tr> <tr> <td>SEN Support</td> <td>16%</td> </tr> <tr> <td>EHC Plan</td> <td>6%</td> </tr> </tbody> </table> SEND Broad Area of Need  <table border="1"> <caption>SEND Broad Area of Need Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>C and L</td> <td>43%</td> </tr> <tr> <td>SEMH</td> <td>29%</td> </tr> <tr> <td>C and I</td> <td>24%</td> </tr> <tr> <td>S and P</td> <td>5%</td> </tr> <tr> <td>NSA</td> <td>0%</td> </tr> <tr> <td>OTH</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	No SEN Provision	78%	SEN Support	16%	EHC Plan	6%	Category	Percentage	C and L	43%	SEMH	29%	C and I	24%	S and P	5%	NSA	0%	OTH	0%
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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 tools using standardised score assessments including British Picture Vocabulary Scale, TOMAL-2, Wellcomm Screening, PIVATS and Dyslexia-Portfolio Screening • Feedback from teaching staff and observations																						

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	• Feedback from specialist agencies e.g., Educational Psychologist (EP), Speech and language Therapist (SALT), Specialist Teachers (ST) and Occupational Therapist (OT), via CEPP. Also, Dyslexia Outreach Service (DOS), Norfolk SEND and Inclusion Team, Schools and Communities Team, Early Years Advisors, Paediatrician referral/NDS, NHS SLCN, CAHMS and Just One Norfolk. • Pupil Premium interventions not showing impact • Referrals from parents or carers • Pupil Voice • Whole School Assessment Systems • Whole school testing – e.g., National Test-Style Standardised Assessments (NTS) and Sapientia Summative Assessments as outlined in the primary assessment framework, such as reading fluency, math arithmetic and reasoning, phonics and letter formation - from this we identify standardized scores below 85 through colour coding for teachers & unpick low scores particularly those not identified by previous school • Referrals from staff/feedback from all visiting student staff • Actions from primary/previous school – Graduated Approach • Observations in school to look at High Quality Teaching Provision • Team Around the Child discussions • Intervention baselines • Team Around the School Meetings (TAS) – discussing particular children
3c The school's approach to teaching pupils with SEND	Provision for SEND pupils includes: • 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; TA and 1-2-1 TAs • Personalised provision through time limited programmes • Personalised intervention programmes led by trained TAs • The sourcing of additional specialist support via external agencies e.g., CEPP, Dyslexia Outreach, Norfolk ASD Team, Schools and Community's Team, SEND and Inclusion Team, Early Years Advisors
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 Pupil Voice annually • SEND Parent Voice, three times a year

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	- 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.
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: - Data tracking for pupil progress including but not limited to the use of NTS assessments - Pupil progress meetings between class teacher, SLT and SENDCO - Support plan and EHC Plan reviews - Individual, personalised Support Plans for all learners with SEND - Observations and follow-up - Parent/Carer's meetings – either face-to-face or via phone call - 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 Teaching Strategies including scaffolding, modelling, flexible grouping, explicit instruction, meta-cognition strategies - Adapted resources and teaching styles - Appropriate choices of texts and topics to suit the learner

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- Access arrangements for tests and other assessments
- Additional adult support
- Allocation and adaptation of room use where appropriate including use of the nurture room

Further Examples are:

- Clear and consistent classroom routines;
- Visual aids, checklists, timers and manipulatives;
- Word mats / word mind-maps
- Writing frames, sentence starters;
- Reading text/instructions aloud;
- 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 personal visual timetables;
- Use of larger font size;
- Specific equipment, e.g. wobble cushion, writing slope, chunky pencils;
- Assistive technology e.g. voice to text software, specialist laptop (ATT)
- Rest breaks/movement breaks;
- Support from a teaching assistant as a scaffolder / prompt / scribe / note-taker;
- 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
- Autism-friendly classroom resources (Visual timetables / staff lanyards), Core Boards, First and Then boards, Widgit visuals.

Through the use of specific interventions:

- Precision teaching;

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	• Provision of specific support programmes e.g. Zones of Regulation, Outdoor Learning Sessions • Nurture Sessions – focus of supporting SEMH • Little Wandle Phonics Intervention • Lego Therapy • Memory and Auditory intervention • Speech and Language intervention Our approach at Great Hockham Primary School and Nursery is inclusive and based on high-quality, adaptive teaching. This means that lessons are designed to meet the needs of all learners, including those with SEND. Teachers adjust for individual learners based on the information shared with them in their support plans, their knowledge of the pupil, expert support, and guidance. They use a range of strategies to enable access to the curriculum so that all learners know more, remember more, and can do more.
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 • COMPASS Nurture Programme – supporting children to talk through emotions and how to appropriately deal with situations, building a toolkit of strategies to apply in practice • Zones of Regulation • Pupil Voice • Junior Leadership Team – children take on the role of being an ambassador for subjects and other areas, such as: Reading, Maths and Playground Equipment • Just One Norfolk Referrals - https://www.justonenorfolk.nhs.uk/
4 In relation to Mainstream Schools and maintained nursery schools, the - Name and Contact details of SEND Coordinator - Name and Contact details of SEND Trustee	Lisa Hazard – Headteacher l.hazard@hockham.set.education Georgia Wade – SENDCo sendco@hockham.set.education Trust SEND Trustee: Penny Sheppard Contact Email: ea@setrust.co.uk

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	School Telephone Number: 01953 498302
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 is currently undertaking SENCO qualification (National SENCO Award/MA) - Trust CPD for Support staff, such as; - The Role of a TA Including TA Standards v Teacher Standards - Developing Reflective Practice - High Quality Adult-Child Interactions - Scaffolded Support to Develop Independence - Speech, Language and Communication - Supporting Learners with ASD - Supporting Learners with ADHD - 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: Step Up Training and Signalong Training - Specialist expertise engaged from external services – CEPP (EP, OT, ST SALT), NHS SALT and Schools and Communities Team. - Whole School SEND Online Training Units access including but not exclusive to: “Creating an emotionally safe learning environment”, “Creating a socially safe learning environment” All staff have been trained in the Graduated Approach - September 2025. - Sapientia Education Trust CPD Programme 2025-26

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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 • Family Action Team • Just One Number • Early Help & Family Support (Norfolk County Council) • 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 • Parent Cafes with the SENDCo - termly • Text • Email online • Parent View • Parents Evenings • Parent Support Advisor • Pastoral Team Mentors • SENDCO direct contact • Nurture Lead • Face-to-face meetings • Three times a year, Parent SEND Voice captured • Annually SEND Parent 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 learning plan as well as through: • Pupil Voice • Annual Reviews for EHC Plans • Personal Interviews

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	• Wishes and Feelings - signs of safety activity • Family Support Worker
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-2024.pdf
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 Great Hockham Primary School and Nursery. 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 • Child's SEN file passed onto new school • Y6 Child with EHCP, a co-ordinator from Norfolk County Council invited to compile 'Transition Plan' • Enhanced transition is available

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	Moving within the school • Transition meetings between teachers • Parent information evening at the start of the school year • Move up days to meet new class teachers and TA's Moving to a new school • Extra visits to the new school • Discussions between SENCOs and DSLs to handover of information and strategies • Records of achievements, attainment, progress etc shared with new school. • Meetings with parents to address concerns if necessary. • Children to attend settling in sessions. 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.
13 Information on where the local authority's local offer is published	https://www.norfolk.gov.uk/children-and-families/send-local-offer