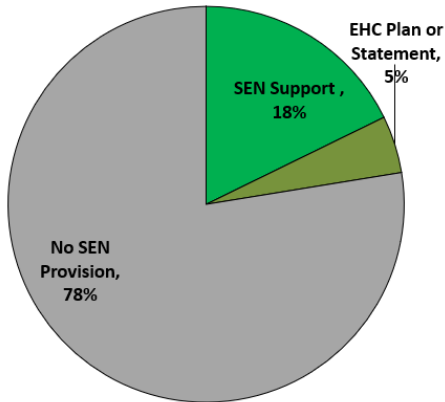
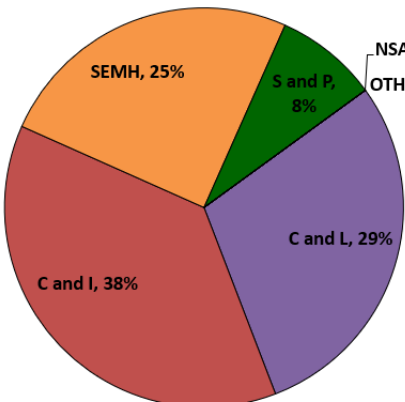


Great Hockham Primary School

SEND Information Report September 2024

<p>1 Variety of Special Educational Needs that are provided for at WCPS.</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 <div style="display: flex; justify-content: space-around;"> <div data-bbox="734 676 1335 1134"> <p>SEN Support Status</p>  <table border="1"> <caption>SEN 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>18%</td> </tr> <tr> <td>EHC Plan or Statement</td> <td>5%</td> </tr> </tbody> </table> </div> <div data-bbox="1352 676 1953 1134"> <p>SEN Broad Area of Need</p>  <table border="1"> <caption>SEN Broad Area of Need Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>C and I</td> <td>38%</td> </tr> <tr> <td>C and L</td> <td>29%</td> </tr> <tr> <td>SEMH</td> <td>25%</td> </tr> <tr> <td>S and P</td> <td>8%</td> </tr> <tr> <td>NSA</td> <td>0%</td> </tr> <tr> <td>OTH</td> <td>0%</td> </tr> </tbody> </table> </div> </div>	Category	Percentage	No SEN Provision	78%	SEN Support	18%	EHC Plan or Statement	5%	Category	Percentage	C and I	38%	C and L	29%	SEMH	25%	S and P	8%	NSA	0%	OTH	0%
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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 • EYFS Early Learning Goal baseline assessments and results, baseline testing, phonics screening checks and progress data • Individual assessment using standardised score assessments including but not limited to: YARC, WellComm Screening, Salford Sentence Reading Test, Sandwell Early Numeracy Test, CTOPP-2, Boxall, 																						

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	<ul style="list-style-type: none"> • Feedback from teaching staff and observations • Feedback from specialist agencies e.g., Educational Psychologist (EP) or Speech and language therapist via CEPP, Dyslexia Outreach, Norfolk Inclusion Team • Pupil Premium interventions not showing impact • Referrals from parents or carers • Pupil Voice • Whole School Assessment Systems • Whole school testing – e.g., YARC, PIRA and PUMA - 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 • Referrals from parents • Actions from primary/previous school – Graduated Approach • Observations in school to look at High Quality Teaching Provision • Team Around the Child discussions • Specialist agency input via CEPP (EP, Clinical Psychologist, SLCN Therapist, Specialist SpLD Teacher, OT), ADHD Norfolk, Pediatrician referral/NDS, NHS SLCN, CAHMS etc. • In-house educational testing and strategies – WellComm, DASH. • Intervention base-lines
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; TA and 1-2-1 TAs • Personalised provision through time limited programmes • Personalised intervention programmes led by trained TA's, including Precision Teaching • The sourcing of additional specialist support via external agencies e.g., CEPP, Dyslexia Outreach, School 2 School Support, Norfolk ASD Team, School's and Community's Team and SEND and Inclusion • Dual Centre Provision (SRB and School)

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<p>3a Evaluating the effectiveness of the provision made for pupils with SEND</p>	<ul style="list-style-type: none"> • Impact tracking is completed at least termly and adaptations to provision made in light of the findings. • 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 including but not limited to the use of Salford Reading Test, Boxall, Sandwell Numeracy, • 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 • Pupil Voice

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<p>3d How adaptations are made to the curriculum and the learning environment of pupils with SEND</p>	<p>Our approach 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.</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 nurture room • 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. • Additional, targeted support will be provided in the classroom, based on individual learner' needs. This could take the form of: <ul style="list-style-type: none"> • 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;
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	<ul style="list-style-type: none"> • 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 • Attention Autism • Precision Teaching • Autism-friendly classroom resources (Visual timetables / staff lanyards) Now and Next, Widgit Online resources https://widgitonline.com/account/edit <p>Interventions may include:</p> <ul style="list-style-type: none"> • 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, and Alternative Provision, e.g. Forest Schools
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 • COMPASS Nurture Programme – supporting children to talk through emotions and how to appropriately deal with particular situations • Zones of Regulation • Junior Leadership Team – children take on the role of being an ambassador for particular subjects and other areas, such as: Reading, P.E and Playground Equipment • Pupil Voice • Just One Norfolk referrals - https://www.justonenorfolk.nhs.uk/
4 In relation to Mainstream Schools and maintained nursery schools, the	<p>Lisa Hazard – Headteacher l.hazard@hockham.set.education</p>

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<ul style="list-style-type: none"> - Name and Contact details of SEND Coordinator - Name and Contact details of SEND Trustee 	<p>Georgia Wade - SENDCo office@hockham.set.education</p> <p>Trust SEND Trustee: Roger Margand. Contact Email: ea@setrust.co.uk</p> <p>School Telephone Number: 01953 498302</p>
<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"> • Trust CPD for Support staff – STEPS Best Practice at Trust CPD day on 1st September 2024 • WSS TA and Support Staff CPD Programme 2024-25 • Trust CPD for Teaching Assistants – Scaffolding, Questioning, Chunking, Modelling, Working as a Team Spring 2025. • 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. • Effective use of adult support for Literacy, Mathematics, and the wider curriculum • Whole staff training in Speech, Language and Communication needs, Dyslexia, Step-On, ASD, Sensory Circuits, Attachment, Trauma Informed Practice. • SEND Code of Practice and the Graduated Approach – October 2024 • Wellcomm Screening and intervention • Speech Sound Assessments • Specialist expertise engaged from external services – Arden Grove SEMH SRB, Mile Cross C&L SRB, Education and Early Help Consultant Toby Ingram, NHS NDS Pathway Team, Communicating Matters, Norfolk Early Help, CEPP, Nelson’s Journey, Core Consultations, Links Meetings with SaLT.

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	<ul style="list-style-type: none"> • Whole School SEND Training on implementing SEND Support Plans October 2024.
6 Information about how equipment and facilities support children and young people with SEND will be secured	<ul style="list-style-type: none"> • Support Services including health services • National and Local Charities • Volunteers • CADS Hub • Just One Number • Early Help & Family Support (Norfolk County Council)
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 and afterschool support • SEND Surgery with the SENDCo – termly • Telephone Land and Mobile • Text • Email on Line • Parent View • Parents Evenings • Nurture Lead • SENDCO direct contact • Face-to-face meetings • Bi-annual Parent SEND Survey
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 support plan as well as through:</p> <ul style="list-style-type: none"> • Pupil Voice • Subject Ambassadors • Annual Reviews for EHC Plans • Personal Interviews • Wishes and Feelings - signs of safety activity

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<p>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>	<p>Please refer to and use the school's existing complaints policy and procedure which is available directly from the school or website. Home Great Hockham Primary School and Nursery</p>
<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 Great Hockham 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 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>Transfer</p> <p>Transition arrangements</p> <ul style="list-style-type: none"> • 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 <p>Moving within the school</p>

Great Hockham Primary 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>

[Suffolk InfoLink | Suffolk SEND Local Offer](#)