



SEND Information Report 2024/25

Reviewed September 2024



Welcome

Welcome to our **SEND Information Report**. All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for children with Special Educational Needs and Disability (SEND). The required information is set out in the [SEND Code of Practice \(2015\)](#).

At Hethersett Woodside, we are an inclusive school, committed to working together with all members of our school community where we want all children to reach their full potential regardless of any barriers to learning. We work hard to build strong relationships with our families ensuring that our school is accessible to all. We strive to provide an education to all our children in line with Norfolk's Local Offer.



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Contacts

Headteacher - Mrs Louise Mainwaring
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Deputy Head/Inclusion Lead/DSL - Mr Sam Carter
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Assistant Head/Early Years Phase Lead - Mrs Nicola Ingham
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Special Educational Needs Co-ordinator (SENDCo) - Mrs Alice Jefferson (Mon - Thurs)
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Pastoral Lead - Mr Kev McCabe
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What is SEND?

At different times in their school career, a child may have Special Educational Needs and Disability (SEND) for any number of reasons. The SEND Code of Practice (2015) defines SEND as:

“A child or young person who has an SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning that the majority of others the same age; or*
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools*



Pastoral Care

In class, children use the zones of regulation to develop emotional vocabulary and understand potential triggers. These are regularly referred to in our behaviour management practice.

Time outside (daily mile) and for calming activities such as yoga are incorporated into the school day to encourage regulation.

We have a dedicated pastoral team which work out of The Burrow. All children can be referred for individual or group sessions to support wellbeing. Mr McCabe and Mrs Larwood use various approaches such as: talking and drawing, lego therapy, DESTY, gardening, baking or social stories. Provision is tailored to the needs of the child/ren.



Areas of Need

If a child is identified as having SEND, we will provide provision that is '*additional to*' or '*different from*' that normally available to pupils of the same age.

These needs can fall into one or more of these four broad categories:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**



Communication and Interaction

Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty in saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Support may include picture cards, word banks, objects of reference, social stories or language games.



Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation.

Support within class may include pre-teaching vocabulary, word mats, daily rehearsal of small steps, creating mind maps or using voice recordings.

Interventions could include memory games, reaction time activities, fine motor skill work, daily rehearsal of specific skills.



SEMH

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Support may include: 'have a go' books, peer support, nurture groups, social stories, clear timetables and warnings around change, personalised zones of regulation.



Sensory and/or Physical

Some children require special education provision because they have a disability which prevents or hinders them from making use of education facilities generally provided. These difficulties can be age related and may fluctuate with time.

Support may include: physical adaptations to the environment, sensory bags, writing slopes, audio recording, ear defenders or personal work stations.

SEN and EAL

“ Identifying and assessing SEN for young children whose first language is not English requires particular care.” (SEN Code of Practice, 2015).

When a child who has English as an additional language is struggling in the normal classroom environment, we take care to build a full picture of strengths and barriers to learning. It is important that we try to distinguish between lack of English language proficiency and additional learning needs. Difficulties related solely to limitations in English as an additional language are not SEN.

Teachers are able to assess level of language proficiency using the Bell Framework and provide interventions to support this.



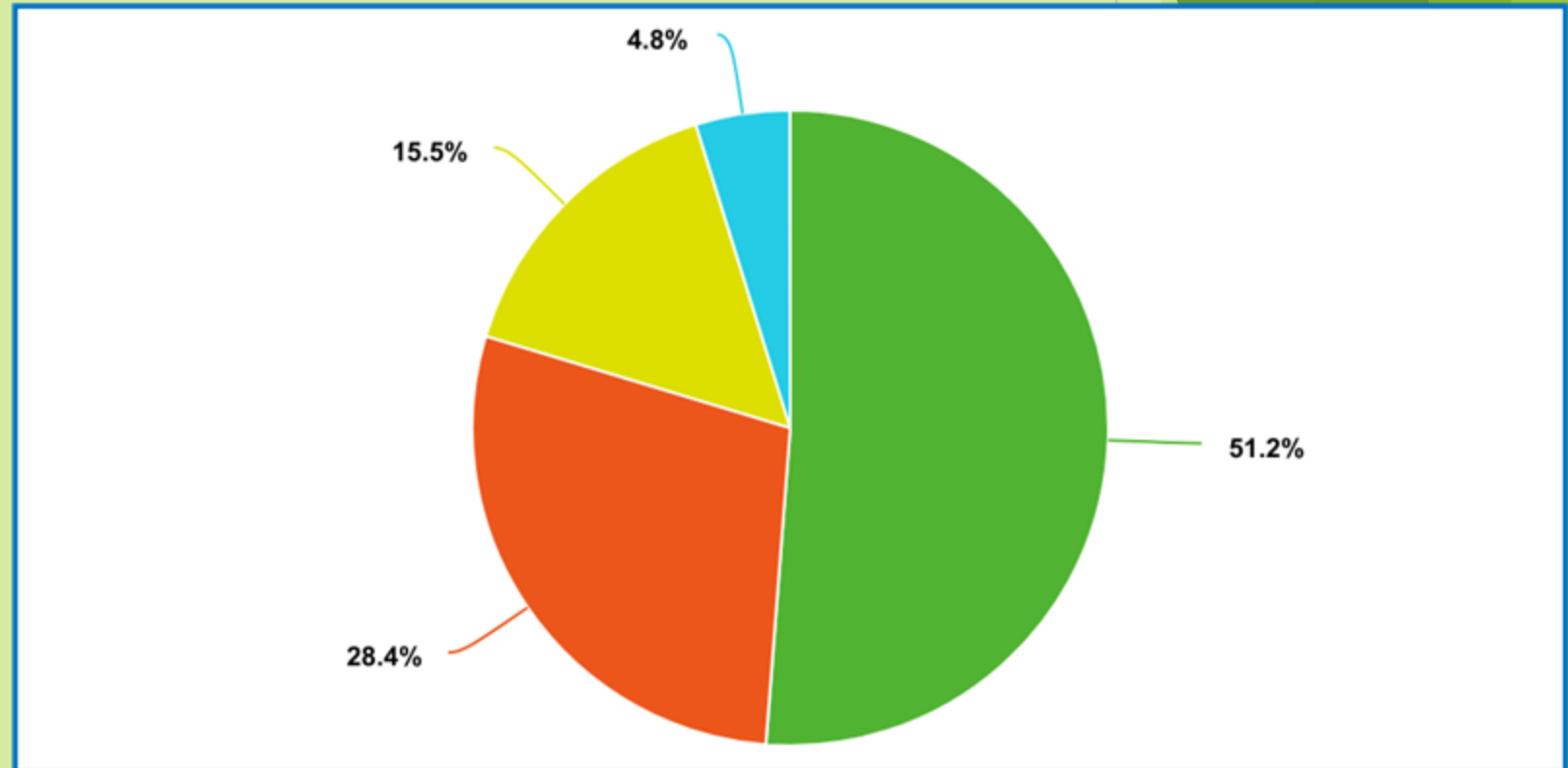
Our School SEND

We currently have 16.8% of pupils identified as having SEND.

3.1% of children at Woodside have an EHCP. 15% of children at Woodside are receiving SEND Support. The pie chart shows the distribution of need within SEND in our school.

Many of our pupils have needs across more than one of these groups. The pie chart shows the percentage of **primary need** across SEND in our school. .

SEND Primary Need



Identification

Initial concern raised by teacher or parents.
Teachers log this on CPOMS to begin record.

Observations made by teacher and other
adults working with the child. This will
include communication assessments.

Teachers have discussion with SENDCo around
attainment, relationships, development in comparison to
peers, observed barriers to learning and parent/child's
views.

Further high quality
teaching strategies are
implemented in the
classroom to support
progress.

Further observations carried out.
Have concerns continued?

Child identified as having
SEND and added to
inclusion record.
PPP created for child and
reviewed termly.

Additional information and
guidance sought from
specialists if needed.





Assessment

Assessment can come in many forms. It can be numerical data which we may get from tests or qualitative data from observations. We also use a range of assessment tools to identify areas of need. Data for children with SEND are compared locally and nationally to inform future provision.

We commonly use a range of assessment tools to help measure progress. These might include:

- Boxall profile
- PiXL Assessments
- Strengths and Difficulties Questionnaire
- Read, Write, Inc assessments
- WellComm
- British Vocabulary Picture System
- NELI Assessment tools
- Lucid Rapid Screening Tool
- GL Dyscalculia screening
- DASH handwriting speed assessment



How do we approach learning?

Our aim at Woodside is to create a positive learning environment which is flexible to meet the needs of all our children. As stated in Teacher Standards and the Code of Practice, the class teacher is responsible for ensuring all children, including those with SEND, make progress.

Quality First Teaching - The first step in responding to the needs of children with SEND, is 'Quality First' teaching. This ensures the following:

- Personalised learning approaches are incorporated
- Lessons are planned, structured and delivered for children's needs
- Instructions are delivered in different ways
- Expectations are clear
- Understanding is checked
- Visual prompts are given alongside instruction and within the environment
- Children are grouped in a flexible manner
- Transitions are supported



Supporting learning

We understand that children may need different approaches to help them access their learning.

All children have access to a sensory box which includes seat cushions, wobble boards and ear defenders. They are able to self select these and are taught how to appropriately use them.

Expectations and transitions are clear, every classroom has a visual timetable and routines are well established across the school. Visual reminders of positive behaviours are also displayed.

Engagement within lessons is supported through small 'chunking' of learning to reduce cognitive load, directed feedback time to review prior learning, TAs circulate to offer support where needed and regular peer conversation supports discussion.



Curriculum and environment adaptations

Visual/verbal	Organisation	Technology	Physical environment
<ul style="list-style-type: none">● Coloured paper● Large text● Dual coding symbols● Instructions printed● Vocabulary pre-taught	<ul style="list-style-type: none">● Flexible timetabling for some● Visual timetabling● Adult supported groups● Short burst work● Resources labelled clearly	<ul style="list-style-type: none">● Interactive whiteboards● Laptops/tablets● Visualisers● App with text to speak● Assistive technology	<ul style="list-style-type: none">● Signage● Adapted toilets● Lift access/evac chairs● Mechanical change bed● Accessible handrails● Calm areas around school



Interventions

Targeted Interventions - Where a specific need has been identified, a targeted intervention might be put in place. These may be within the classroom or in separate sessions or learning spaces outside the classroom. They may be delivered by a teacher or a teaching assistant and are usually targeted to a group of children with a similar level of need.

Specialist, individual interventions - For some, it will be necessary to provide bespoke intervention to meet a child's need. In some circumstances, this might involve extensive support from a key adult.



Specialist Expertise

At Hethersett Woodside, we work alongside many different professionals who specialise in a particular aspect of SEND. These professionals are an invaluable resource. Their input varies from individualised, regular programmes of intervention to in-class observations of children, followed by a formal report. Some of the specialists we regularly work with include:

- [Access Through Technology](#)
- [Children and Adolescent Mental Health Service \(CAMHS\)](#)
- [Dyslexia Outreach](#)
- [South Norfolk Early Help Hub](#)
- [Just One Norfolk](#)
- [Norfolk SEND and Inclusion Team](#)
- Occupational Therapist
- Paediatrician
- Physiotherapist
- [Norfolk Steps](#)
- School 2 School
- Speech and Language Therapist
- [Supporting Smilies](#)
- [Willow Tree Learning - Educational Psychologist](#)



Orchard Class

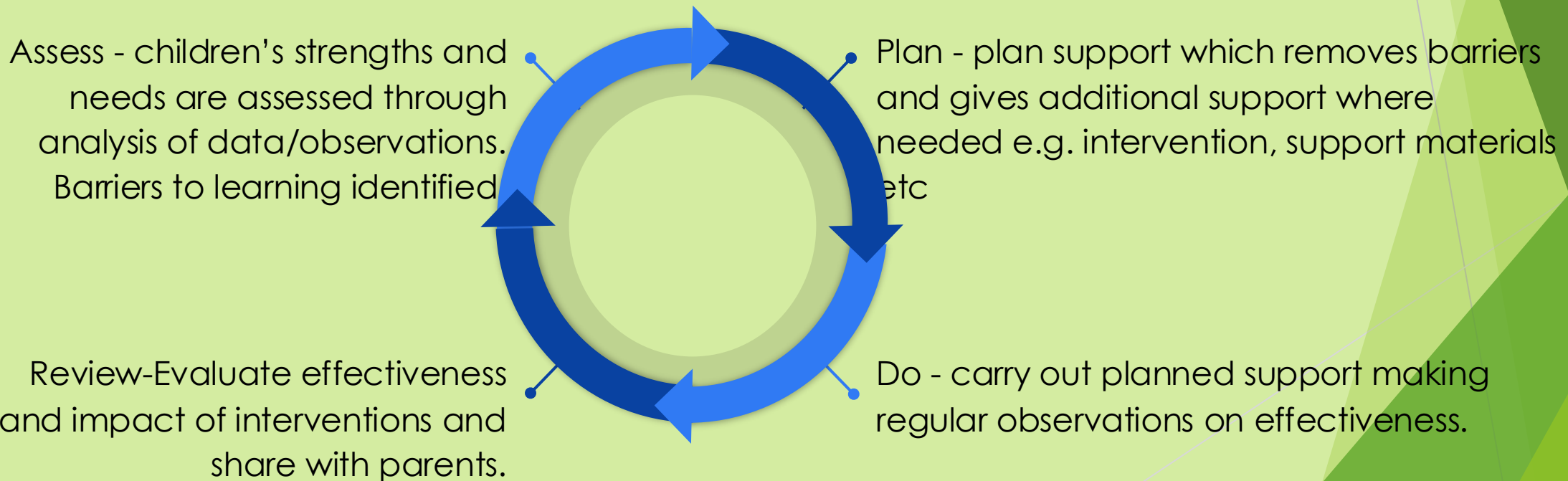
We have an enhanced specialist provision (ESP) within our school called Orchard Class. In Orchard, children follow an EYFS style learning approach which includes both inside and outside provision. Our SEND Lead teacher incorporates personal and EHCP targets into their curriculum ensuring each child can shine.

Only children who attend our school and have a complex EHCP can be accepted into the ESP.



Graduated Approach

When a child has been identified as having SEND, we follow termly cycles of assess, plan, do, review. This includes parents views right from initial identification of need through to the review stage. Each term parents are invited into school to review their child's PPP with their class teacher.



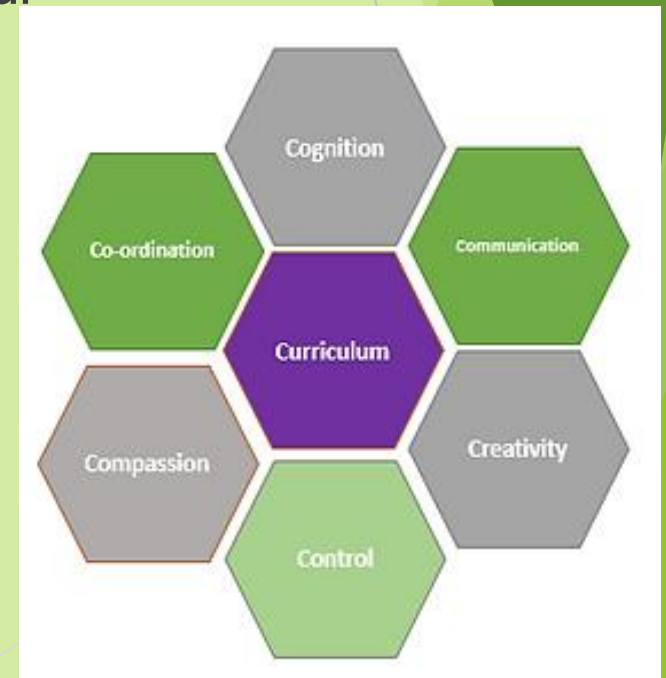


7 Cs

We use a strengths-based approach to help identify strengths and barriers to learning. As part of your child's PPP we will identify 3 strengths and 3 targets for improvement.

We use the language of the 7Cs by Judith Carter to support our assessments. The categories are:

- ▶ Cognition
- ▶ Creativity
- ▶ Communication
- ▶ Control
- ▶ Compassion
- ▶ Coordination





Personalised Provision Plans (PPP)

Our PPPs follow the graduated approach (see previous pages). The assess, plan, do, review cycle completes termly. At the beginning of each term, parents will be given a copy of their child's PPP and will have opportunities to discuss their child's provision. At the end of the term, parents will meet with the class teacher and review their progress against their targets.

We use the 7Cs to identify strengths and next steps for children. These are on the first page of the PPP. The number next to the category on your child's PPP identifies where they are within the strand.

E.G

Themes	Emerging 1-3	Evolving 4-6	Effective 7-9	Enhanced 10	Exceptional 10+
Posture	Varies posture frequently, tends to fidget, wriggle and or slouch. Struggles to sustain effective writing posture.	Able to maintain effective posture for learning for short periods of time. Needs to change posture during and between tasks.	Age-expected posture when sitting and standing. Able to adapt posture to promote most effective access to learning.	Highly effective core muscles promotes appropriate posture across all contexts. Able to sustain attention and promote access to learning.	Exceptional core stability and posture used to promote access to learning and applied in to other activities such as dance, gymnastics, Pilates etc.



SEND Support

Once a child has been identified with SEND, we keep track of their progress and plan for the best possible outcomes in our school. A record of these children is kept in school and, depending on the level of support that we need to consider, these pupils will be monitored within two different categories:

- **SEND Support**
- **Education, Health and Care Plan (EHCP)**

SEND Support is the group of children with SEND who the school has to make extra special provision for. This might be designed by class teachers or by other professionals from outside agencies who specialise in certain areas of SEND.



EHCPs

An **EHCP** is a document which identifies a child's need in some detail and sets targets for a child to reach.

“The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.” (SEN Code of Practice, 2015)

These are written in collaboration with the child, parents, teachers, educational specialists and healthcare professionals. This document is reviewed annually with parents/carers, children and any other professionals that are crucial to the child. A child's parents, a young person between the ages of 16-25 or a person acting on behalf of a school can apply for an EHCP. For more information please click [here](#).

All children in the EHCP and SEND Support categories of our school's SEND Record will have a *Personalised Provision Plan* implemented and reviewed.



Applying for an EHCP

If we feel that a child needs more support than we currently have available we can apply for an EHCNA (Education, Health and Care Needs Assessment). Parents can also directly apply for these with the Local Authority.

As part of the application process, the school will gather information to support the application which may include observations, specialist reports or past PPPs. Parents will also be asked to give their views and history. Children will also be asked to share information about themselves.



Transition: Nursery to Reception

We are constantly thinking about the next step for children. The following steps might take place if needed.

- Transition meetings between the nursery staff and the reception teachers to discuss the provision in place
- Home visits
- Meetings with parents/carers
- Additional visits to school to become familiar with the environment
- Staggered and phased start to reception
- Transition sessions



Transition between year groups

- Transition meetings between current teacher and new teacher alongside any other key adults to discuss the provision in place
- Transition day
- Meetings with parents/carers
- Additional activities such as: transition booklets, social stories, classroom visits, shared teaching
- Small regular meetings with new teacher in new environment if needed



Transition to another school

Transition to a new school could be secondary or primary. Some children need to move mid year. At Hethersett Woodside we try to make the process as stress free as possible through:

- Transition meetings/conversations between SENDCo's
- Additional visits to the new school
- SEND records being shared
- Staff from the new school visiting a child in their current setting
- Transition days



Parent Voice

On a day to day basis parents should communicate with their class teacher as an initial point of contact. If there are wider concerns or more support is needed the SENDCo (Mrs Jefferson) can be contacted.

Parent's have opportunities to regularly speak to class teachers at pick up/drop off but they are also able to communicate via: Class dojo, parents evenings, PPP reviews and liaising with parent governors.

The school will be seeking parent voice this academic year through online questionnaires. These views will help us further develop the school.



Children's Voice

Children have an opportunity to comment on their PPPs as part of the review process. They are also encouraged to be a part of the review meetings with parents.

Children are involved in discussions about the school through subject pupil voice questionnaires, school council and sports leaders.

Outside of school children, may be interested in the [SEND Youth Forum](#).



Support for parents and carers

Norfolk SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) SENDIASS offer information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND). This includes health and social care where it is linked to education. They are a free, dedicated, confidential and impartial service based in Norwich. Staff are independently trained in SEND.

Website : <https://www.norfolksendiass.org.uk/>

Phone : 01 603 704070





Training

Our staff have had a variety of training opportunities (it is important to note that not all members of staff have received all of this training) which can be found in the list below:

- Step on/Step up
- Welcomm
- British Vocabulary Picture System (BVPS)
- Teddy talk
- Autism Education Trust Training
- Sensory circuits
- Engagement model

Upcoming training: makaton, SLCN Level 4 (SEND Lead Teacher), Sign along, intensive interaction, further AET courses

Funding

Last academic year, SEND funding was used to: have access to specialists (Educational psychologists, OT, SALT) buy sensory resources, additional adult support, purchase sensory toolkits etc.

Our 'top up' funding was used to: buy specialist resources for individual children and fund hours for TAs to work alongside children.

This year our funding will be used for: additional SEND training, new assessment materials, sensory resources, TA hours and using specialists in school to develop support for learners.

Complaints

If you are not happy with the provision we are provisioning for your child please speak to the class teacher first to try to resolve the issue.

If this doesn't work please bring it to the attention of either the:

- SENDCO (Mrs Jefferson)
- Inclusion Lead (Mr Carter)
- Headteacher (Mrs Mainwaring)
- Governors (chairofgovs@hethersettwoodside.org.uk)

The full complaints policy is linked on the policies page.

Norfolk SEND Local Offer

The special educational needs and/or disabilities (SEND) Local Offer is what is available in Norfolk for children and young people with SEND aged 0-25 and those who support them.

Find clear, easy-to-understand and up-to-date information about SEND services and support in Norfolk on this [SEND Local Offer website](#).

The SEND Local Offer website also links to the [Norfolk Community Directory](#). You can use the directory to find local organisations, groups, services and events.



School Policies

Our school policies are detailed on our website. If you wish to discuss the content of any of these please contact Mrs Mainwaring.

[Policies](#)



List of Abbreviations

ASD - Autism Spectrum disorder

AP - Alternative Provision

AT - Assistive technology

EHCNA - Education, health, care, needs assessment

EHCP - Education, Health, Care Plan

ESP - Enhanced specialist provision

GLD - Global learning difficulties

HI - Hearing impairment

MLD - Moderate learning difficulties

PRU - Pupil referral Unit

SALT - Speech and language therapy

SEND - Special, Educational Needs or Disabilities

SENDCo - Special educational needs coordinator.

SEMH - Social, emotional, mental health

SLCN - Speech, language, communication needs

SpLD - Specific learning difficulties

SRB - School resource base

VI - Visual impairment

For a full glossary of SEND terms please see this [link](#).