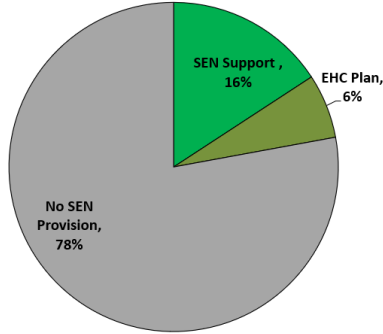
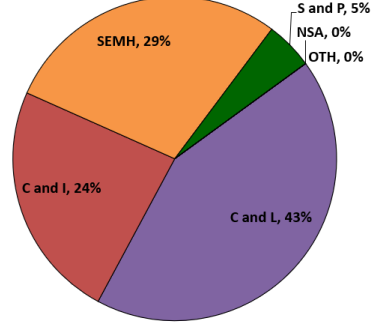


Great Hockham Primary School and Nursery

SEND Information Report September 2025

<p>1 Variety of Special Educational Needs that are provided for at Great Hockham Primary School and Nursery</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 21% of all students identified with SEND including 6% of students with an EHCP.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="1070 651 1451 1013"> <p>SEND Support Status</p>  <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> </div> <div data-bbox="1518 651 1899 1013"> <p>SEND Broad Area of Need</p>  <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> </div> </div>	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%
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%																						
<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 tools using standardised score assessments including British Picture Vocabulary Scale, TOMAL-2, WellComm Screening, PIVATS, Dyslexia-Portfolio Screening, Working Memory Questionnaires, Specific Learning Questionnaires. 																						

Great Hockham Primary School and Nursery

	<ul style="list-style-type: none"> • Feedback from teaching staff and observations, following our school’s SEND referral process: SEND-Referral-Process.pdf • 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, Just One Norfolk and NHS SALT. • Pupil Premium interventions not showing impact • Referrals from parents or carers • Pupil Voice – sharing their concerns and worries • 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 standardised 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 • Intervention baselines • Team Around the School Meetings (TAS) – discussing particular children
<p>3c The school’s approach to teaching pupils with SEND</p>	<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 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, NHS SALT. • SEND folders in every classroom • All staff have access to our online SEND Teams area

Great Hockham Primary School and Nursery

<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 Pupil Voice, at least three times a year, captured on individual SEND Support Plans • SEND Parent Voice, at three times a year, captured on individual SEND Support Plans • 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.
<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 NTS assessments • Pupil progress meetings between class teacher and headteacher, SEN notes and actions provided to SENDCo • SEND Support Plan reviews – termly • EHCP reviews – yearly or twice yearly (Nursery) • Individual, personalised SEND Support Plans for all learners with SEND • Observations and follow-up • Parent/Carer’s meetings – either face-to-face or via phone call, at least termly • Pupil Voice – termly via the use of SEND Support Plans

Great Hockham Primary School and Nursery

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
- 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

Great Hockham Primary School and Nursery

	<ul style="list-style-type: none"> • Autism-friendly classroom resources (Visual timetables / staff lanyards), Core Boards, First and Then boards, Widgit visuals. <p>Through the use of specific interventions:</p> <ul style="list-style-type: none"> • Precision teaching; • 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 • Reading Fluency/comprehension Intervention • Memory and Auditory intervention • Speech and Language intervention • Interventions lead by the Schools and Communities Team, such as: Movement and Mindfulness, Worry Busters and Lego Therapy <p>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 SEND 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>3g Support that is available for improving the social, emotional and mental health needs of pupils with SEND</p>	<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: Anti-bullying-Policy.pdf • 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 – used and referred to within every classroom • ‘Time to Talk’ boxes in every classroom, accessible for all children at all times • Pupil Voice – drop-in sessions available by our Nurture Lead, when needed • Junior Leadership Team – children take on the role of being an ambassador for subjects and other areas, such as: Reading, Maths, Playground Equipment, Corridor Monitors, Lunch Monitors

Great Hockham Primary School and Nursery

<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 	<ul style="list-style-type: none"> • Just One Norfolk Referrals - https://www.justonenorfolk.nhs.uk/ <p>Lisa Hazard – Headteacher l.hazard@hockham.set.education</p> <p>Georgia Wade – SENDCo sendco@hockham.set.education</p> <p>Trust SEND Trustee: Penny Sheppard 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"> • 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 • StepLab as a whole school teaching and development learning tool. • 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

Great Hockham Primary School and Nursery

	<ul style="list-style-type: none"> • 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
<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 • Access Through Technology • The School’s Early Help Consultant (Schools and Communities Team) • Parent Volunteers • CADS Hub • Family Action Team • Just One Number • Occupational Therapists • Early Help & Family Support (Norfolk County Council) • Additional specialist SEND agencies as listed above
<p>7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child</p>	<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 • Termly Parent Cafes with the SENDCo • Text messaging • Email online • Parent Views – captured termly on SEND Support Plans • Parents Evenings – twice yearly • SENDCO direct contact, via email: sendco@hockham.set.education, or school telephone: 01953 498302 • Nurture Lead – Mrs Leanne Shiplee • Face-to-face meetings – to be arranged when parents need them • Termly, Parent SEND Voice captured and recorded on individual SEND Support Plans

Great Hockham Primary School and Nursery

<p>8 The arrangements for consulting young people with SEND about and involving them in their education</p>	<ul style="list-style-type: none"> • Annually SEND Parent Survey <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 SEND Support Plan as well as through:</p> <ul style="list-style-type: none"> • Pupil Voice – Forum Assemblies (weekly), individual voices on SEND Support Plans (termly) • Annual Reviews for EHC Plans • Personal Interviews • Wishes and Feelings - signs of safety activity • Family Support Worker
<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.</p> <p>Complaints-Policy-2024.pdf</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 and Nursery.</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>SEND and Inclusion Team: Telephone: 0333 313 7165</p> <p>SENDIASS: Telephone: 01603 704070</p> <p>Just One Norfolk: Telephone: 0300 300 0123</p>

Great Hockham Primary School and Nursery

<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 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' <ul style="list-style-type: none"> • Invites to secondary schools to attend Y6 EHCP reviews • Enhanced transition is available <ul style="list-style-type: none"> • Schools and Communities Team offering Y6-Y7 transition sessions • Our Nurture Lead completes additional Y6 transition sessions with our pupils • Social stories <p>Moving within the school</p> <ul style="list-style-type: none"> • 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 • Visits to their new classroom without other pupils <p>Moving to a new school</p> <ul style="list-style-type: none"> • 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. • Social stories
<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>