Sheringham
COMMUNITY PRIMARY SCHOOL & NURSERY

SEND INFORMATION REPORT/POLICY

Formally adopted by the Governing Body of Sheringham Community Primary & Nursery School	
On	27th November 2025
Chair of Governors	D Leahy
Head Teacher	Rlarter
Last updated	27th November 2025
Review	27th November 2026

Be all that you can be…

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Key people in 2024/25 regarding Special Educational Needs

- SEN/D Governor: Mrs Deborah Leahy
- SENCO and whole school inclusion lead: Mrs Cat Wall - cwall2drz@nsix.org.uk / 01263 823848
- Head teacher: Mrs Rachael Carter
- Nurture team contact: Miss Jodie Bevan / Mrs Heidi Burton
- Speech and Language Facilitator: Mrs Gail Janes
- Pastoral teaching assistant : Mrs Clare Webdale

Details of the Norfolk Local Offer can be accessed by using this link Norfolk Local Offer

Sheringham Community Primary School and Nursery is committed to working to improve learning for all. Please see our Index for Inclusion on the school website, which explains fully our intervention offers.

School Vision

We aim to create a happy, creative, co-operative and imaginative environment, where the maximum is expected of everyone's individual abilities and where we all grow to appreciate the pleasure of learning in its widest sense. We want the children to develop and become resilient, responsible, resourceful, reflective and reasoning learners who are well prepared, excited, and ready for the next stage of their learning journey.

We aim to do this by making the children:

- Aware of themselves
- Aware of others
- Aware of the spiritual side of human nature

Community, Aspiration, Resilience and Emotional Well-Being (CARE):

The four elements (**C**ommunity, **A**spiration, **R**esilience and **E**motional Well-being) are unique to our curriculum. Their purpose is to create a clear focus on the personal development of the child as a whole.

We believe strongly that children should develop the knowledge and skills to achieve a deep sense of belonging and understand how to be responsible and active members of the local **community** and the wider world.

We are passionate about encouraging children to be **aspirational**, with high expectations for themselves and others, understanding there are no limits to what they can achieve with hard work and dedication.

We also believe whole-heartedly in developing learners with positive and **resilient** learning attitudes, whilst also nurturing, through explicit teaching, their ability to look after their own **emotional well-being**.

Within this element of our curriculum, there is a strong emphasis on **keeping safe** and a focus on fundamental **British Values** (BV). We acknowledge that this element has strong links with PSHE (Personal, Social & Health Education).

Methods:

- By creating throughout the school a positive learning atmosphere
- Full use is made of the environment and visits etc are encouraged
- All the aspects contained in the National Curriculum will be followed in a variety of ways and perspectives, to include class, group, individual work, investigations and direct teaching.

Overall, we foster quality partnerships between Governors, Parents, Teachers and Children and a sense of security is maintained throughout the school by clear guidance, shared rules, rewards, sanctions and unity of purpose.

Sheringham Primary School and Nursery offer.

All children will access:	High first quality teaching and learning. An adapted curriuculum, where needed. Reasonable adjustments to the environment and equipment for pupils with additional needs. Adapted outcome setting. School clubs and educational visits for all.
Some childrenwith additional SEN/D needs will access:	Targeted interventions in small groups, support matching need. Access to additional adult support for specific tasks. Adapted programmes to meet the need of the child. Support and provision from the Nurture team. Accessing the Index for Inclusion within our school.
A **few** children with complex or significant needs willl access:	An adapted / bespoke timetable to meet specific needs. Access to evidence based specialist programmes. Access to specialist services and therapists. High levels of adult support and small group working.

SEN/D Information Report/Policy Introduction

Welcome to Sheringham Community Primary School and Nursery's Revised Special Educational Needs and Disability Information Report.
This report forms part of the Norfolk Local Offer for learners with Special Educational Needs.

Sheringham Community Primary School and Nursery has a commitment to working in partnership with pupils, parents/carers, governors, other schools and the local community. Together we strive to offer opportunities for our children to make progress in all areas and to fulfill their potential.
Representatives from all parties have been consulted and we will continue to consult with parents/carers and children during the forthcoming year.

Definition of Special Educational Needs (SEN/D)

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.
(Special educational needs and disability code of practice: 0 to 25 years, January 2015, p.16)

Areas of Special Education Need (SEN)

The Special Educational Needs Code of Practice 0 to 25 years (2015) has identified 4 areas of SEN/D. They are:

- Communication and Interaction (CI)
- Cognition and Learning (CL)
- Social, Emotional and Mental Health Difficulties (SEMH)
- Sensory and/or Physical Needs (SPN)

If your child has a Special Educational Need it may fall in one or more of these categories.

Provision Across the School
The school provides support for pupils at different levels, depending on the level of need of the pupils. ***Universal*** support is for all children and includes quality-first teaching and classroom adaptations. ***Targeted*** support is for a smaller group needing more focused help, such as small group interventions. ***Specialist*** support is for the smallest number of children with the most complex needs, requiring direct, individual support from specialists like speech therapists or educational psychologists.

The provision across our school at each of these levels, for each area of need, is highlighted in SCPS Provision Map document.

At Sheringham Community Primary School and Nursery we have a range of policies to ensure your child has the best possible experience at school and we are aware of and adhere to:

- SEND Code of Practice 0-25
- Teachers Standards 2012
- Children and Families Act 2014
- The Equality Act 201
- Safeguarding Policy
- Behaviour Policy
- Nurture Policy
- Accessibility Policy
- Admissions Policy

SEN/D Support – referred to in code as K

In accordance with the SEN/D Code of Practice we are proactive in removing barriers to learning and putting effective special educational provision in place. The support for children with SEN/D follows the graduated approach which is simply a process or cycle of:

Assess – Plan – Do – Review



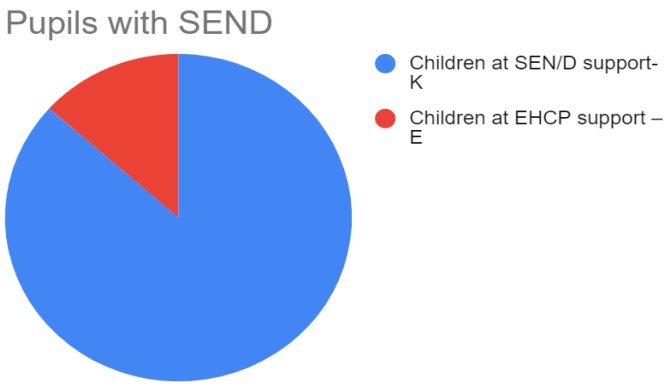
Throughout this cycle the pupil voice and parent/carer voice remain paramount to the process. At Sheringham Community Primary School and Nursery, we value the children's input and respect their voice. Equally we are mindful and respectful of the

views of parents and carers. We aim to achieve the best possible outcomes for the children in our care by taking a child-centered approach to all of the planning we do for individuals.

Data

Key SEN/D data of the children who are SEN/D for Autumn 2025, this will be reflected again in Spring 2026.	
Total percentage of children on SEN –	35.6%
Percentage of children currently awaiting EHC assessment	0.7%
Children at SEN/D support- K	31.2%
Children at EHCP support – E	4.3%

All of our percentages for total SEN/D, SEN support and EHCP are below the National identified figure.



Our percentages for EHCP is below the National identified figure. Which is 4.8%.
*These percentages only give a percentage of pupils within each primary need. Some children may have secondary SEND needs not presented in this data.

Number of Children by SEN Category - November 2025			
Communication & Interaction	65	Speech, Language & Communication	45
		Autistic Spectrum Disorder	20
Social, Emotional & Mental Health	63	Social, Emotional & Mental Health	63
Cognition & Learning	22	Moderate Learning Difficulty	9
		Specific Learning Difficulty	13
Sensory &/or Physical Needs	12	Downs Syndrome	2
		Visual Impairment	2
		Hearing Inpairment	5
		Physical Disability	3
		Other Difficulty/Disability	0
		Multi-Sensory Impairment	0
No Specific Assessment	23	SEN Support but no specific assessment	23

Pupils with Special Educational Needs or a disability

Sheringham Community Primary School & Nursery can offer you:

- Someone to talk to. You can always speak to your child's class teacher or the SENCO about any concerns you may have. A SEN/D drop in is available weekly from 2pm to 4.30pm on a Wednesday.
- A friendly, caring environment. We value social and emotional aspects of learning as much as academic aspects. Our CARES curriculum supports all aspects of the whole child. A highly trained Nurture team in school. Weekly lessons for all through our PiXL resource.
- Mental health learning champions and two mental health first aiders in school.
- A broad umbrella of Inclusion
- Quality first teaching.
- Trained teachers and support staff meeting the needs of individual pupils.
- Access to specialist services.
- We can refer children to and have support and involvement from:

    - Speech and Language Therapist and facilitator
    - Educational Psychologist – CEPP
    - Specialist Learning Support Teacher
    - School Nursing team
    - Access Through Technology (ATT)
    - Specialist Resource Base (SRB)
    - Child and Adolescent Mental Health Services (CAHMS/Point 1/ Resilience practitioner).
    - Occupational Therapist
    - Physiotherapist
    - Advisory Teacher for Multi-Sensory / Visual Impairment Hearing Impairment.
    - Dyslexia Outreach.
    - Early Intervention team
    - Emotional Mental Health Practitioners (EMHP)

Our classrooms are accessed within our main building or within our purpose-built log cabins. We have 3 classrooms that can be accessed and are used for interventions and by our Learning Champions. We have a sensory room to support children needing sensory integration work. Two designated disabled toilets and a wet room with adequate space for children using wheelchairs. We are also equipped with a

room with a toilet, basin, hoist and bed for children with physical difficulties requiring this equipment.

The Den
We have an Enhanced Resource Base which offers 8 spaces for children with complex needs who are on the pathway to specialist provision. It is an allocated and resourced room specifically for the needs of the children it supports and each child has a bespoke learning plan informed by their EHCP or other professional recommendations.

Life at Sheringham Community Primary School

When some children start in our Nursery, they may already have a special need or disability identified by parents and/or health professionals. If this is the case, we arrange to meet with those involved before the child starts to make sure that their transition to Nursery is as smooth as possible.

All children are unique and develop at different rates. Any special/additional need may not be evident until they have been in nursery or school for some time. Every classroom caters for all children with various styles of teaching and learning, i.e. visual, auditory and hands on. Reasonable adjustments (such as specialist equipment) are made to cater for the needs of individual children and we have a variety of programs to boost and support pupils if necessary. As part of our first quality teaching and provision children may access short bursts of work to bridge any small gap and may not necessarily be deemed as SEN/D.

The teaching team alongside the SENCO regularly discuss and audit the impact of interventions in order to ensure that the right intervention is in place to suit the needs of the individual child. What works for one child may not work for another. The school tracking system Pupil Asset enables us to look at progress alongside attainment. There is also a weekly meeting of the Nurture Team to discuss the most appropriate provision for each child.

We make sure that our staff team is up-to-date with training to help and support our pupils. Current training includes First Aid Training (including Pediatric first Aid, autoimmune injector pen training, Defibrillator training etc.). Some training is for specific members of staff such as Positive Handling techniques or Wellbeing, and other training is for all staff, such as Safeguarding, Health & Safety and Cyber Security training. INSET days are used for whole staff training on interventions such as Read, Write Inc and Maths mastery ensure that staff are able to identify gaps in learning and support pupils in the best way.

Identifying children with a Special Educational Need.

As a parent, you may have concerns about your child, or staff in school may have noticed some concerns.



If either of these is the case, the sooner we talk the better. If you are concerned, come and see us- we can always find a convenient time to see you. If we are concerned, the class teacher will talk to you. It's amazing how many problems can be sorted out at this stage!



School may carry out observations and/or assessments to get a clearer picture of your child's strengths and difficulties. We will talk to you again after this and decide together if we need to take any further action.



If we do need to take further action, we will write a plan with you and your child. We will decide on specific outcomes that we want to achieve and any specialist resources and support we may need. This plan will normally be in place for 1 term. We will also complete an Individual Education Plan (IEP) and an Identification of Need Descriptor (INDES) for your child which will inform your child's SEN Support Plan. At this stage your child will go onto our Special Educational Needs (SEN/D) key list.



After one term we will meet together to discuss whether your child has reached the identified outcomes, whether we need to set new outcomes or whether the plan can be closed. We will also discuss all the additional things we have done or used to further support your child make progress and whether they have worked or not.



Sometimes we need to ask for support from outside agencies who will come and work with your child. This will be one of the specialised services that we have access to. We will always ask you if you are happy for us to refer your child.



If your child still does not make progress and we continue to be concerned, we may decide to make an application for your child to have an assessment for an Educational Health Care Plan (EHCP), where we can get the very best support and advice to enable us to meet all of your child`s needs. Should your child have an EHCP, there will be a review of that plan at least annually, during the first year of the plan the first review will after 6 months, to ensure all the plan outcomes are robust and appropriate.

Assessing your child

Your child will be monitored, observed and assessed to create a whole picture of them and their needs. The assessments used depend on their age and may include, Foundation Stage Baseline and/or Profile, Read, Write Inc, YARC (Reading age). We also have more specific assessments for individual needs such as BPVS 3 (British Picture, Vocabulary Scale, Coventry Grid, Dyscalculia assessment, Dyslexia assessment, Working memory scaling etc.

Pupil and Parent voice



We collect these voices in various ways. For pupils it may be as part of student council and wellbeing surveys. Their voice is also included in their One Page Profiles, EHCP reviews and within Wishes & Feelings or SDQs.

Parents are involved in discussions as part of the SEND identification process, Parent Consultation meetings, as well as being collected after SEND Cafes or training opportunities. They are also invited to complete the Parent Survey every year, with their views.

Nurture

Our Nurture Team works with those children who need support with their emotional and/or social development. From a base within the mainframe of the school. Children are supported individually or in small groups to address issues such as; friendships, bereavement, anxiety, changes in family circumstances, transition, etc. Support is offered in response to individual needs and is regularly discussed with the class teacher, parents/carers and the child themselves. The way the child responds both in and outside the classroom are observed, discussed and documented to build up a full picture. This allows individual needs to be assessed. The Nurture group is run by 2 adults and can have up to 8 children at any one time. The children are offered structured, play based activities to develop their social and emotional skills. The team is in regular contact with families to offer support and give advice. In addition to this we may also recommend that children access Sensory Circuits, ELSA, Forest School, Horticulture, Play Therapy, Drawing and Talking, DESTY, Sensory room and Sensory work provided through school.

The Nurture Team and Safeguarding Team along with the SENCO meet weekly to discuss individual children's needs and how the team can support them. Depending on the support allocated, children will be assessed in a variety of ways e.g. Boxall profiles, SDQS, Scaled Scores.

Transition

In Nursery and Reception, individual school visits are arranged to meet you and your child. This helps to form a trusting relationship between you and your child and their teacher and teaching assistant. Your child will be given the opportunity to come to Nursery or Reception to meet and get used to all of the new adults in their life and to get used to the environment.

Children are observed in their first term at Nursery and in Reception, although they will not be aware of this. The information gathered forms part of a 'Baseline'.
For children in school, at the end of the summer term children spend some time with their new teacher, normally in their new classroom so that they can get to know them and their routines. We offer "teach meet" for parents to meet the new teacher prior to the end of the school year. We also complete with every child "My next steps" as a personal profile for the new teacher which incorporates all children's needs not just those with additional needs.

If your child has any particular issues or difficulties, we will put a transition plan in place to give any extra support that may be needed.

In the autumn term you will be invited to a meeting after school with your child. At this meeting we discuss how your child has settled into their new year group and answer any questions you may have.

In the Spring term we invite you to meet after school with your child to discuss their learning and development.

For transfer to Secondary school all children spend some time at their new school. Children with SEN/D will be given extra days at their new school to ensure that their particular needs are met and that they are confident and supported in making this important transition.

Our teachers meet with colleagues from the local high school to discuss any particular issues. Any child who is on the SEN/D key list will have a review in the summer term where they can meet and talk to high school staff. Both you and your child will have the opportunity to discuss any concerns that you may have.

Bullying

At our school we regard any type of bullying as totally unacceptable. We define bullying as deliberate, hurtful behaviour that is repeated by a child who has some type of hold over another and where the child being bullied finds it difficult to defend themselves. We believe that children must feel free from bullying in the following areas: online bullying, prejudice based behaviours including that relating to SEN/D, sexual orientation, sex, race, religion and belief, gender reassignment and disability.

We have a specific anti-bullying policy which should be referred to if staff believe bullying is part of or wholly responsible for behaviour issues. Any incidences of bullying are recorded and are discussed with parents/carers at the earliest opportunity and are carefully monitored.

(For more information about Behaviour please consult the school's 'Behaviour for Learning' Policy on the school website)

Clubs and Activities

All children are welcome to attend any of the clubs on offer before or after school (according to the age group it is being offered to). Clubs change on a termly basis but some of the clubs on offer include:

- Tennis, football, circuit training, basketball.
- Recorder.
- Art, eco club, war hammer, STEM.
- Choir.
- Dance, drama.

Clubs are either run before school, after school or within the lunch break. Visiting specialists also offer a range of music lessons (at an extra cost). For a full program of clubs and activities please look on the schools website and keep an eye on Parent Mail news and events.

Useful Links

Information on Norfolk's Local Offer can be found on the Norfolk County Council website: www.norfolk.gov.uk/SEN

Support and Advice for familes of SEND children: https://www.norfolksendiass.org.uk/

Parent and Carers of SEND parents: https://www.familyvoice.org.uk/

Support for Autism: www.autism-anglia.org.uk

Disability charity: https://www.scope.org.uk/

Advice and support for placements: https://www.norfolksennetwork.org/

Support for SEND mediation https://www.kids.org.uk/mediation-home/

Inclusion and SEND Team NCC
https://www.schools.norfolk.gov.uk/article/29799/Inclusion-and-SEND-team

Please let me know if there are other useful sites that you think other parents may find useful and I can add them to the list.

Other Policies related to SEND & Inclusion can be found on the school website

https://www.sheringhamprimary.norfolk.sch.uk/our-school/policies/

The contents of this report will be up-dated as changes occur. However, if you wish to discuss any cwall2drz@nsix.org.uk.