

Norton CEVC Primary School
Special Educational Needs and Disability
School Information Report 2025

Learn Believe Achieve
Hand in hand with God and each other



From September 2014, new government guidelines were introduced to help schools support pupils with Special Educational Needs and Disabilities (SEND), and their families.

This document aims to answer some of the key questions that parents might have about what our school offers children with SEND.

Who do I talk to if I think my child may have special educational needs?

We welcome all families and work closely with them as we recognise that this leads to the best outcomes for pupils.

Prospective parents are always welcome to visit the school to find out how we work and our arrangements for admission. Please contact the school office in the first instance to arrange a visit and meet the headteacher. If you think it would also be beneficial to meet with the school's **Special Educational Needs and Disability Coordinator (SENCO)** at this time, this can be arranged for you.

We listen closely to the views and comments of parents as we believe partnership is central to understanding the needs of all pupils. We are happy to answer any questions or concerns and recognise that sometimes parents will need more contact with us. Initially, the Class Teacher is the first point of contact, followed by the SENCO, Miss Miles, or indeed the Headteacher, Mrs Sparkes. The school also has a designated governor for Special Educational Needs and Disability (SEND), Rebecca Mabbitt.

Please feel free to drop in and see us or call the office on 01359 230520 or office@norton.suffolk.sch.uk to make an enquiry or an appointment.

What is the current percentage of children with Special Educational Needs (SEN) in the school? 18.3% (taken from Insight Tracker September 2025)

How does Norton Church of England VC Primary School know if children need extra help?

The school regularly observes, assesses and records the progress of all children to identify those who are not progressing satisfactorily or who may have additional needs. This information is collected from:

- Baseline assessment results
- Progress measured against the objectives in the National Curriculum
- National Curriculum descriptors for the end of a key stage

- Progress measured against the pre-key stage standards and/or P level descriptors and the engagement model
- Standardised screening and assessment tools
- Concerns raised by parents
- Observations of behavioural, emotional and social development
- Assessments by a specialist service, such as educational psychology
- Another school or LA which has identified or has provided support for additional needs
- ‘On entry’ and ongoing assessments based on ‘Development Matters’
- Early Years Foundation Stage Profile
- Response to interventions put into place

What is the process for identifying my child’s needs?

Based on the school’s observations and assessment data, and following discussion between the class teacher, SENCO and parent, a child’s needs will be identified and the level of support agreed.

In the first instance, this might mean differentiated curriculum support within the class or targeted individual or group intervention. Where more individual needs are identified, or a child fails to respond to planned interventions, the child may require “Additional SEN support”. If a child is identified as requiring additional SEN support, a Learning Plan will be written in consultation with the teacher, parents and the child. This planning process will identify appropriate outcomes for the child and how they can be achieved.

If a pupil’s needs are more complex, an assessment of educational, health and care needs may be undertaken by the Local Education Authority and an Education Health Care Plan (EHCP) created for the child. This is developed in collaboration with the child, parents and other relevant professionals. The EHCP has replaced the Statement of SEN.

Further details of the school’s criteria for assessing pupils’ additional needs are available in our SEND policy.

How will Norton Church of England VC Primary School support my child and match the curriculum to my child’s needs?

The school is committed to “Quality First Teaching” and ensuring that lessons meet the needs of all pupils. Our teachers are trained to make adaptation to lessons and target any barriers to learning that may be causing difficulties for the child. Lessons are rigorously planned to encourage all types of learners to participate and reach their potential. Teachers and teaching assistants work with children with SEND regularly each week, as well as encouraging all learners to work independently and take responsibility for their learning.

Every class teacher is supported every morning by a Teaching Assistant (TA) when the learning focus is English and Maths. In addition, these teaching assistants also run a range of interventions from English and Maths to social skills, and support small groups or individuals in classes. The deployment of additional TAs is used to support classes, small groups and/or individuals where additional support has been identified.

Pupils will be supported in achieving the outcomes on their Learning Plans by their teacher, teaching assistant, special resources and other additional adults. Support from outside the school may be requested if necessary. Each term progress towards the outcomes will be reviewed at a meeting with the parents, pupil and teacher. New outcomes will be agreed together when necessary.

The school has a range of intervention strategies available to support children who are falling behind age appropriate expectations. These can include the organisation of teaching staff, teaching assistants, resources and evidence-based interventions.

How will I be involved in making decisions about my child's education?

All parents and children are encouraged to contribute to their child's education. Children and parents will contribute to the Learning Plan and be involved in the planning and reviewing process. We believe that by working alongside parents and pupils we will achieve the best outcomes. Pupils will be supported in contributing through age appropriate conversations, child friendly Learning Plan targets, reward charts, stickers etc.

How will I know what my child is doing?

The school reports formally to parents/carers about their child/children through:

- An annual written report at the end of the Summer term and a mid-year report in February
- Parents Evenings in the Autumn and Spring Terms
- Termly Learning Plan review meetings with the teacher and, where applicable, the SENCO
- Annual Reviews of Education, Health and Care Plans (EHCP)

The school reports informally to parents/carers about their child/children through:

- Face-to-face meetings, phone calls, Class Dojo messages and in some cases home/school books
- Celebration events
- School newsletters
- Class events

How will you help me support my child's learning?

- The class teacher may suggest ways you can support your child alongside set homework activities.
- The SENCO, Miss Miles, may meet with you to discuss how to support your child with strategies to use specific to your child's needs.
- An Information Evening at the start of the year
- Parent workshops on specific topics such as Reading
- The school website can be used to access resources, policies and links that will provide further support.

What are the different types of support available?

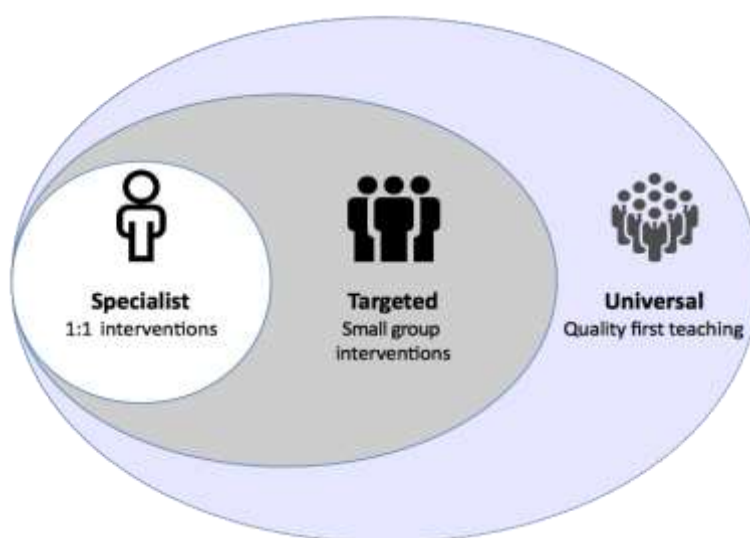
Suffolk County Council provides a range of specialist and agencies who support the needs of all children, including those with additional needs. These can be found at:

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/>

The school offers a number of intervention strategies to support effective learning for all children. The primary support is reached through Quality First Teaching (QFT) across the school. Teachers and Teaching Assistants (TAs) receive regular training and support to develop their subject knowledge and teaching skills. Lesson planning and observations are monitored by the Headteacher and Deputy Headteacher, who are themselves accountable to the Governing Body.

Teachers ensure that their lessons are fully resourced with different tools to meet the variety of learning styles in a class.

We assess each child and provide personalised support within three levels:



The following support may include:

Universal:

- Quality First Teaching – Class teacher will adapt the work to meet the needs of individual children
- Parents evenings
- Mid-Year report
- End of year report
- Scaffolding and use of manipulatives
- Observation
- Pupil Voice
- Relevant training for all staff
- Green Pen Marking – a way in which children can respond to questions and feedback
- Times Tables Rock Stars
- NumberBots
- Accelerated Reader
- Purple Mash

Targeted:

- Small group work supported by Intervention HLTA or Teaching Assistant
- Finger Gym
- Handwriting Club
- Small group work in Literacy and Numeracy
- Talking Partners - a programme designed to improve the way children communicate, enabling them to be independent and skilful speakers and listeners.
- Differentiated Read Write Inc Phonic groups
- Dictation
- Bespoke Numeracy Support
- Bespoke Literacy Support
- Nurture Groups
- NumberStack

Specialist:

- Annual review
- Education Health Care (EHC) plan
- Specialist Education Services
- 1:1 interventions:
- Accelerated/Acceleread - for children experiencing difficulties with reading and/or spelling
- Five Minute Box – for Literacy and Numeracy
- Catch Up Literacy

- Nessy
- ELSA
- Speech and Language Support

What training have the staff supporting children with SEND had?

All staff are qualified to work with children and have the appropriate checks.

The SENCO has completed the National Award SENCO course. The SENCO attends regular meetings, conferences and training to update and revise developments in Special Needs Education and Inclusion. Meeting additional needs and Inclusion issues are targeted each year through the School Development Plan (SDP).

In-house additional needs and Inclusion training may be provided through staff meetings by the SENCO. All staff are able to access professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either for an individual pupil or whole class level. Support staff are encouraged to extend their own professional development and the Senior Leadership Team will ensure 'tailor-made' training where this is appropriate. In school we have support staff who are trained in ELSA and Read Write Inc. Phonics.

What specialist services and expertise can be accessed by the school?

The school can request the involvement of an Educational Psychologist although these requests are managed by the Local Authority and are governed by their caseload; individual cases are prioritised countywide by their level of need. If a request is successful, an Educational Psychologist will visit the school as necessary and following discussions with the SENCO will decide on the focus of each visit.

The school allocates some of its budget so that it can purchase advice and support to support children with specific need from

If a child has a specific sensory impairment, eg vision or hearing, there are advisory teams that can be approached for advice and support.

The SENCO may at times liaise with a number of agencies:

- Specialist Education Services (SES)
- Social Services
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Speech Therapy
- Physiotherapy

- Occupational Therapy
- Educational Psychologist
- Specialist Teacher Team
- Speech and Language Team

Parents/carers are informed and their consent must be sought if any outside agency is involved.

What support is available for my child's overall wellbeing?

Members of staff are available for pupils who wish to discuss any issues or concerns. Where appropriate, parents may be invited in to school to discuss concerns and plan further support.

Other provision includes:

- ELSA trained TA
- School Nurse Group
- Visitors to school, eg Samaritans, Childline
- Workshops/activities, eg 'Crucial Crew' Roadshow Y6

How will my child's medical needs be met?

The school has five members of staff who are qualified paediatric first aiders and all staff are trained in emergency first aid in the workplace during their first year of employment.

Where necessary, and in agreement with parents/carers, medicines may be administered in school but only where a signed medical consent form is in place to ensure the safety of both the child and staff member. Please note, however, that in some cases, individual staff have the right to refuse to administer certain medicines. If this were the case, alternative arrangements would have to be made.

If a pupil has a medical need then a care plan is compiled with support from parents and in consultation with medical practitioners where appropriate. These are shared with all staff who work with the pupil. Where necessary pupils with medical needs that may require an immediate response for example asthma, have a medical profile displayed in their classroom and the staffroom.

How accessible is the environment?

As a school we are happy to discuss individual access requirements. The facilities we have at present include:

- The school site, which is accessible to all users.
- A purpose-built accessible toilet

- Coloured overlays/Coloured paper
- Consideration during tests for learners with additional needs
- Access to iPads and laptops

The school also has an accessibility policy.

How does the school support SEN pupils who are looked after?

For SEN pupils who are looked after we would work with the Virtual School to know how best to meet the needs of each pupil and to share best practice. We would also work closely with the team linked to the child to ensure that the child is moving forwards and making progress in their education.

How does the school prepare and support my child when joining Norton Church of England VC Primary School or when transferring to another school?

Periods of transition can be unsettling for some children. We understand that children need to be supported through this time and treat each child as an individual. Transition arrangements are planned around their needs.

For all children entering the school there is a structured programme of induction which includes visits to the school, visits to the preschool by teachers, phased entry, welcome packs, home visits and parents' meetings. Further arrangements will be made for children who have SEND, this may include liaison meetings with parents, attendance of SENCO/HT at key meetings and extra visits to the school.

Children leaving our school will be supported with transition by the SENCO from their next school. Planned transition activities might include school visits, extra activities, making books about their new school etc.

How are the school's resources allocated and matched to the children's special needs?

The SEND budget is allocated each financial year. The money used to provide additional support or resources is dependent on an individual's need. Resources may include deployment of staff depending on individual circumstances.

The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time.

Additional funding can be sought via the Higher Tariff Needs Funding agreement. Schools are now responsible for providing the support for any students with additional needs costing in total up to £6,000. Suffolk LA is required to operate a system of top-up funding for those high needs students whose support triggers costs above £6,000.

A termly process of application and moderation ensures, in accordance with the DfE requirement, that top-up funding moves with the pupils 'as near to real time' as possible. Funding allocations are therefore repeated each term.

How will we measure the progress and review provision for your child?

- School assessment in English and Maths
- Insight, Online tracking system
- Assessments linked to the interventions set – starting baseline and an end point
- Accelerated Reader Assessments (Key Stage 2)
- Reading Assessments
- Spelling Assessments
- Annual Review for those on EHCP
- Lesson observations
- Work scrutiny
- Feedback and monitoring of specific interventions on Learning Plans
- Targets set at the start of the intervention
- Involving children/ parents in monitoring and review
- Published assessments

Who can I contact for further information?

The SENCO, Miss Miles, is responsible for coordinating provision for children with SEND within the school. Her role is to manage the arrangements for pupils with Special Educational Needs and Disabilities. Miss Miles is a fully qualified class teacher with experience of teaching KS1 and KS2 in a variety of schools and has worked alongside children with many different needs. Miss Miles is fully supported in her role by the school's Headteacher and Deputy who are both experienced SENCOs. To make an appointment to see Miss Miles, please contact the office.

Complaints Procedure

If you have any concern relating to the school's provision regarding the SEND provision for your child, please speak to the Headteacher or the SENCO. We aim to resolve any concerns in person. If a complaint is made and cannot be resolved, the parent can submit a formal complaint to the Headteacher in writing. The Headteacher will reply within 10 working days. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

Other related policies:

- SEN and Inclusion Policy
- Accessibility Policy
- Admissions Policy
- Attendance Policy

We hope these key questions have answered any queries you may have but do not hesitate to contact the school if you require further information.

Document updated September 2025

Norton Church of England Voluntary Controlled Primary School Information Report

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