

# Stoke Holy Cross Primary School SEND Information Report December 2023 – December 2024





## **SEND Information Report for Stoke Holy Cross Primary School ( December 2023 - 24)**

### **Part of the Norfolk Local Offer for Learners with SEN**

#### **Introduction**

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). The Norfolk Local Offer outlines the provision available in our area across education, health and social care for children with SEN. It can be found by clicking on the image below.



All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN.

The information published must be updated annually. The required information is set out in the SEN regulations which can be found [here](#).

#### **Who to contact**

Stoke Holy Cross Primary School is a mainstream 4- 11 primary school, which admits pupils to the school in line with the school's admissions policy. The school believes that all children and young people are entitled to an education that enables them to achieve their potential. The school has a strong commitment to working in partnership with pupils, parents, carers, governors, our cluster schools and the local community. Together we afford our pupils the opportunity to make progress in all areas and fulfil their potential and expectations. This report has been produced with involvement from these stakeholders.

We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

**SENDCo – Sharon Medler    SEN Governor – Mandie Patterson    Headteacher – Jeanette Chaney**

If you think your child may have SEND, please speak to their class teacher in the first instance. You can also contact Sharon Medler, our SENDCo, on 01508 493132 or email [office@stokeholycross.norfolk.sch.uk](mailto:office@stokeholycross.norfolk.sch.uk). Our SENDCo is in school on Wednesdays.



## **Our approach to teaching learners with SEN**

At Stoke Holy Cross Primary School, we value learning for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our Teaching and Learning policy on the school website.

Our School Improvement and Development Plan is about developing learning for all and details our planned continued professional development (CPD) opportunities for all staff. We have highly trained staff who are accessible to support our school for pupils with specific need, if appropriate.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

## **What do we mean by SEN?**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

**"A child or young person has 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 a young person has a learning difficulty or disability if they:**

- (a) Have significantly greater difficulty in learning than the majority of others of 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 or mainstream post 16 institutions."**

If a learner is identified as having SEN, we will provide provision that is **'additional to or different from'** the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in schools for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well, or at all, they may be worried about different things that distract them from their learning. At Stoke Holy Cross Primary School, we are committed to ensuring that all learners have access to learning opportunities, and for those that are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN

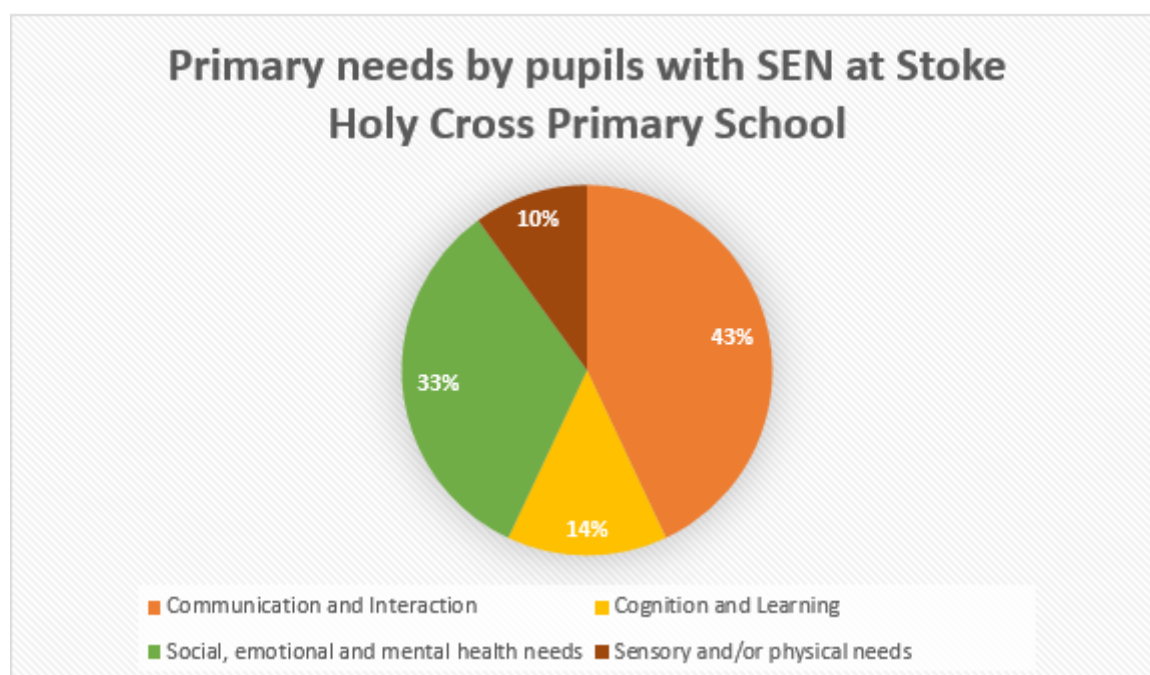
## The kinds of SEN for which provision is made at Stoke Holy Cross Primary School

Our SEN profile for 2023 - 24 shows that we have 11% of children identified as having SEN. 3.1% of those have an Education Health and Care Plan and 7.7% require in-school SEN support.

All staff are aware of the SEN Code of Practice 2015 and that special education needs and provision can be considered as falling under four broad areas:

1. Communication and Interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

At Stoke Holy Cross Primary School, the four broad areas are used to identify children's needs. We record their SEN according to their primary need in order to work out what action the school needs to take, rather than fitting a pupil into a category. In practice, individual children often have needs that cut across all areas and their needs may change with time. These secondary needs are not recorded in this data but are still supported.



National data is from June 2023 and can be found [here](#).



### **How are pupil's SEN needs identified?**

For some children, SEN needs are identified at an early age, for example through parental concerns, a health professional or a pre-school setting. However, for other children and young people, difficulties become evident only as they develop and grow.

At Stoke Holy Cross Primary School, teachers and support staff work closely with learners and their parents/carers to identify any barriers to learning and to understand why a pupil may not be making progress.

In school, children may be initially identified as having a possible SEN through:

- Teachers making termly assessments of all children's progress. Children may be identified as having a SEN if they are performing below age expectations despite high quality teaching and additional support
- Concerns being raised by a staff member or parent about a child's behaviour, self-esteem or levels of anxiety about school which are affecting performance
- Staff recognising indicators of SEN in children's learning and behaviour through their observations in the classroom or at social times
- Looking at work and progress over time
- Using checklists to identify strengths and difficulties
- Discussions with the senior leadership team during pupil progress meetings

If a child continues to have difficulties with their learning despite intervention and support, our SENDCo is able to arrange for assessments to further assess barriers to learning.

We have a range of assessment tools available including:

- Neli Speech and Language
- Wellcomm Speech and Language Assessment
- Talk Boost

**For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on their local offer [website](#).**



Stoke Holy Cross Primary School, is able to access, for 2023-24, support from a number of organisations and individuals. Although not all of them are SEN-specific, they are able to offer parents and pupils a range of support:

Virtual School for Sensory Support – advice about supporting children with visual, hearing or multi-sensory impairment

Virtual School for looked After Children – advice about supporting children who are or have been looked after

Medical Needs Team

Occupational Therapy

Norfolk County’s Inclusion and SEND Team

Norfolk EPSS – Educational Psychology and Specialist Support

**If we have children with specific needs in school that require further expertise, we have the opportunity to purchase/access as necessary support from:**

‘School to school support’ – Specialist advice about provision from Norfolk’s Complex Needs Schools

Just One Number – a one stop service for advice such as sleep, toileting, speech and emotional health

Speech and Language Therapy – After school based initial intervention, referrals can be made for difficulties with speech production, stammers or difficulties with expressive and receptive language. We also purchase time with the Speech and Language company ‘Communicate East’

Access through Technology - referrals can be made for children who might benefit from having communication technology to help them learn and communicate

Specialist Resource Bases – Provide outreach or short term placement for pupils in specialist classes within mainstream schools

Occupational Therapy – After school based initial intervention, referrals can be made for difficulties with co-ordination

Point One - support to children experiencing mental health and emotional difficulties that are causing them distress

CAMHS – provide support and advice for children with severe or moderate mental health difficulties

We also employ nine Teaching Assistants, who support pupils and deliver the interventions in the provision map as coordinated by our SENDCo.

Our team has highly qualified staff with a broad range of experiences and qualifications.

## What we do to Support Learners with SEN

### High Quality Teaching, Differentiation and Personalised Teaching Approaches

The SEND Code of Practice (2015) is clear that special educational provision is underpinned by high quality teaching. Differentiated and personalised teaching approaches, often referred to as Quality First Teaching (QFT) or universal approaches, benefit all children /young people as well as those also with special educational needs. Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. [The Teacher Standards 2012](#) detail the expectations on all teachers, and we at Stoke Holy Cross Primary are proud of our Teachers and their developments.

Lessons are planned and adapted according to the needs of the children and further adapted during lessons as appropriate to ensure understanding. Lesson planning allows support to be directed as appropriate to individuals or groups of children.

In their day to day teaching, our Teachers will use various strategies to adapt access to the curriculum and environment. This might include using:

- Visual timetables to support children with transitions
- Writing frames and word banks
- Use of ICT including typing support, Clicker 8, appropriate software and accessibility hardware
- Peer buddy systems – grouping children together so they can support each other
- Zones of Regulation
- Sensory circuits/sensory diet
- Drawing and Talking
- Positive behaviour rewards system
- Coloured overlays or coloured paper can be used to reduce visual stress
- Practical apparatus to support learning
- Access arrangements for KS2 SATs
- Talk Partners – giving children time to talk through their ideas with a partner before answering a question
- Visual prompts such as sand timers
- Checklists so children know what they have to do and what is expected
- Allowing children to record their understanding in different ways such as mind maps or drawings
- Pre-teaching new concepts of vocabulary
- Allowing children to use quiet spaces to study
- Giving children access to 'calm' or 'safe' spaces
- Consideration of seating arrangements, e.g. to support sensory processing and accessibility





## SEN Support

Some children / young people will require support that is additional to universal High Quality First Teaching. Each learner identified as having SEN is entitled to support that is ‘additional to or different from’ a normal differentiated curriculum. **This is known as SEN Support.** The support that might be offered at SEN Support can be found on the [local offer](#). The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified.

**We offer a range of interventions to support the four areas of need:**

Cognition and Learning	Communication and Interaction	Physical and Sensory	Social, Emotional, Mental Health
<ul style="list-style-type: none"> <li>• Essential Letters and Sounds (Phonics KS1)</li> <li>• Personalised Phonics support</li> <li>• Precision Teaching</li> <li>• Personalised Maths intervention</li> <li>• Auditory Memory activities</li> </ul>	<ul style="list-style-type: none"> <li>• Wellcomm Speech and Language Intervention</li> <li>• Socially Speaking</li> <li>• Speech and Language intervention programmes directed by speech and language therapist – Communicate East</li> <li>• Attention Autism</li> <li>• Nessy Spelling and Numbers</li> <li>• Talk Boost</li> <li>• The school purchases time with the Speech and Language company ‘Communicate East’</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting Intervention – fine motor control</li> <li>• Access through technology</li> <li>• Sensory Circuits</li> </ul>	<ul style="list-style-type: none"> <li>• Specific intervention from our SEMH and Nurture team</li> <li>• Sensory Circuits and sensory breaks</li> <li>• Drawing and Talking</li> <li>• Play therapy</li> <li>• Lego Club</li> </ul>





The support currently offered is described on our provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Stoke Holy Cross Primary School to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

### **People who support our children**

<b>SENDCo– Mrs S Medler</b>	<p><b>Role and Responsibilities:</b></p> <p>Ensuring that individual children are assessed to identify specific learning needs or barriers to learning</p> <p>Arranging for baseline assessments when children arrive at school and using the information to accurately identify areas of need</p> <p>Ensuring that all members of staff working with your child in school are aware of your child’s individual needs and/or conditions and what they need to enable them to learn and make progress.</p> <p>Ensuring that all staff members working with your child in school are supported to deliver planned work/programmes for your child, so they can achieve the best possible progress.</p> <p>This may involve input from external specialists.</p> <p>Maintaining a conversation between school and parents as necessary (in person, telephone or via email).</p> <p>Ensuring that you are:</p> <ul style="list-style-type: none"><li>• listened to carefully and your concerns taken seriously</li><li>• involved in supporting your child’s learning</li><li>• kept informed about the support your child is getting</li><li>• involved in reviewing their progress</li><li>• included in the process of planning ahead.</li></ul> <p>Leading and co-ordinating Annual Review meetings (EHCP).</p> <p>Liaising with all the other people who might contribute to and support your child’s learning e.g. Educational Psychologist, Access Through Technology, etc.</p>
<b>Mrs J Chaney – Headteacher</b>	<p>The overall strategic development of the school</p> <p>The day to day leadership and management of all aspects of the school</p> <p>Ensuring that the Governing Body is kept up to date about any issues arising in the school.</p>

### Class Teacher



- Supporting your child on a day to day basis.
- Ensuring that the wellbeing of all pupils in the class is nurtured and any concerns discussed with parents/ carers and other members of staff as appropriate.
- Holding an overview of each student's academic progress.

### The Leadership Team

Deputy Head – Mr S Claxton  
Senior teacher – Mrs L Gorman



- Coordinating all support for all children.
- Developing the school's provision to ensure that every child receives a consistent, high quality response to identified needs in school.
- Ensuring staffing levels are appropriate in meeting the needs of your child.
- Making sure that staff are provided with high quality training so they are aware of, and confident in meeting, the needs of your child and others within our school.

### Governing Body

SEND Governor – Mandie  
Patterson

- Making sure that the school has an up to date SEN Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making visits to understand and monitor the support given to children within the school and being part of the process to ensure your child achieves his/her potential.

### Assessment Leader

Mr Claxton

- Gathering evidence of access arrangement requirements for statutory testing.
- Applying for access arrangements and communicating the results of application to parents/carers, pupils and staff.

## **Supporting children's social, emotional and mental health development**

At Stoke Holy Cross Primary School, we recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum (SCARF) to support this development.

However, for those children who find aspects of this difficult we offer additional support. Occasionally we may wish to work more closely with individual children. If we do, we will contact parents to seek consent and also to engage parents in the process. This support may be delivered through:

- Class TAs or Teachers
- SEMH intervention advisor from EPSS
- Forest Schools
- Nurture groups
- Mindfulness techniques
- Mental Health Champion

If a child's social and emotion needs cannot be met by the support offered in school, our SENDCo is able to signpost to other professionals for help and advice. [Just One Number Norfolk](#) is a great source of information and support.

### How accessible is Stoke Holy Cross Primary School?

Stoke Holy Cross Primary School was built in 1976 with a new extension in 2001. The school is mainly on one level with five steps to the main hall from the Lower School classrooms. A lift is here if needed. The front door is wider enough for wheel chair access and there are ramps at the outside entrances. All areas of the school, including the playground are accessible by wheelchair.

The disabled toilet has a door width suitable for wheelchair access. There are rails and handles within the toilet and a low-level basin is provided for washing. The door opens outwards, enabling easier wheelchair access.

All classrooms are fitted with blinds so that excessive glare can be excluded from the rooms and are also carpeted thus reducing noise levels. Lights in the classrooms have also been recently refitted to reduce glare.



### What happens if my child's needs are complex and cannot be met at SEN Support?

Most children at Stoke Holy Cross Primary School have their needs met with **SEN Support**. However, if a pupil has complex and significant special educational needs, that cannot be met through the provision that



is available through SEN support, it may be appropriate to request an EHC (Education, health and care) needs assessment from the local authority. This can only happen once all avenues of SEN support have been investigated. More information about **Education Health and Care plans** can be found [here](#).

### **Funding for SEN**

Stoke Holy Cross Primary School receives funding directly to the school from the Local Authority to support the needs of the learners with SEN. This is described in the [SEN memorandum](#). The amount of funding we will receive for 2023-24 is £48517.

We are also able to request 'High Needs Top-Up Funding' direct from the local authority. This money is not guaranteed and is allocated according to need.

The funding we receive is used to provide intervention, resources, outside professional advice and additional support as described on our Provision Map.

### **Professional development for staff at Stoke Holy Cross Primary School**

The School recognises that high-quality training is vital for all staff. Staff have had CPD about supporting children through moving and handling, STEPs (both Step up and Step on: Autumn 2023 EPSS), Understanding Autism, Managing Anxiety, Sensory Processing (Concept Training Autumn 2023) and an Introduction to ADHD. Further training for strategies to support autism is planned this year.

Issues relating to SEN are discussed and shared in weekly meetings as necessary, for example, the introduction of new documents and any proposed changes to practice.

Our SENDCo has successfully completed the National SENCO Award (Level 7) and has previously studied Inclusive Education through the Open University. She has also had recent training regarding Visual Stress, Adaptive Teaching, Autism in Children, Depression in Childhood, Portage, Trauma and Attachment, Sensory Processing, Reading strategies and resources for dyslexic learners and she attended the 5 day Norfolk SENDCo Now training. She attends regular, termly SENDCo briefings and is a member of the Willow Tree Essential SENCO network in order to keep updated with the latest developments within SEND provision, as well as CPD related to SEN.

### **How do we find out if this support is effective?**

Monitoring children's progress is an integral part of teaching and leadership within Stoke Holy Cross Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions and support for learners with SEN. We follow the 'assess, plans, do, review', graduated approach model and aim to involve parents/carers and children in each step.



### **Step 1. ASSESS**

Children are assessed and a baseline is recorded. For example:

- An assessment of the phonic sounds children can read or write
- An assessment of how many high frequency words a child can read on sight
- A reading age or spelling age assessment may be completed
- A Wellcomm speech and language assessment may be used to identify gaps in vocabulary

### **Step 2. PLAN**

Teachers in conjunction with the SENDCo select some additional provision to help the child. The teacher, parent/carer and learner have a termly meeting where they agree what they hope will be different following this intervention or support. This meeting is an opportunity for everyone to work together to make decisions about a child's support. This is recorded on the pupil's **Learning Conversation**.

The Learning Conversation records features of the child's learning such as aspects that they enjoy or find difficult, as well as the support that they feel is effective. It also details any additional intervention provided. Included in the Learning Conversation are 2 or 3 realistic targets. They are measurable and achievable.

Pupil and parent/carer voice form a vital part of the Learning Conversation and are also recorded. This enables pupils and parent/carers to be able to participate, understand and give their views on their education.

### **Step 3. DO**

Interventions, adjustments and support are carried out over a period of time, usually a term.

### **Step 4. REVIEW**

After a period of intervention, the child is re-assessed to find out whether they have made progress and a decision is made whether to continue with, stop, or change the support offered. Children, parents/carers and their teaching and support staff should be directly involved in reviewing progress.

### **How does the school know that the interventions they use are effective?**

The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work. Regular meetings take place throughout the term, with teachers and teaching assistants, to offer advice and support in implementing these.



Progress of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. Termly progress meetings take place with SLT to look at how all children are progressing against their targets to see if interventions need to be adapted, continued or changed. Pupils are supported to also give their views through school council and questionnaires. Data is analysed and moderated in school and our school data is also monitored by the Local Authority and Ofsted.

### **Looked After Children and Previously Looked After Children**

The designated teacher for Children in Care and previously Children in Care is our head teacher, Jeanette Chaney. The CIC designated teacher attends CIC designated teacher network meetings and other training offered by the Virtual School for CIC and Post CIC. Our designated teacher liaises with carers and social workers and will attend PEP and CIC Review meetings as required.

Young people who are in the care of the local authority and who also have a special educational need will receive support appropriate to their specific need. They may have an individual Learning Conversation or EHCP in addition to their PEP (personal education plan).

### **Other Opportunities for Learning and Extra Curricular Activities**

All learners should have the same opportunity to access extra-curricular activities. At Stoke Holy Cross Primary School in 2023-24 we offer a range of additional clubs and activities. These are detailed in the school newsletter.

Opportunities for pupils with SEN out of school are signposted to parents.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our school SEN co-ordinator to discuss specific requirements. Please email the Office for support:

office@stokeholycross.norfolk.sch.uk

### **Equality**

All staff at Stoke Holy Cross Primary School work within the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

**"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities."**

Section 1 (1) Disability Discrimination Act 1995:

This definition of disability in the Equality Act includes children with long term health conditions such as Asthma, Diabetes, Epilepsy and Cancer. Children and young people with such conditions do not necessarily



have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please see the school website for our Equality Policy and Objectives.

### **Supporting significant transitions**

Transition is a part of life for all learners. This can be transitions to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Stoke Holy Cross Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

#### **Joining Stoke Holy Cross Primary School:**

- The SENDCo/class teacher will liaise with the current Early Years Provider or School
- We will first invite you to visit the school to have a look around and speak to staff
- Once your child's place has been confirmed by Norfolk County Council, we will invite your child to attend the transition sessions in Reception class. Enhanced transition is available for those needing greater familiarisation.
- We may visit your child at the current setting or in the home.

#### **Moving Class**

Moving classes will be discussed with you and your child towards the end of the summer term. If needed, they will receive a booklet about their new class. They will have the opportunity to visit their new class. During annual reviews for EHCPs, a teacher from the next class will be present where possible.

#### **Moving to a different school:**

Depending on the needs of the child:

- Phone/email contact with new school if necessary for transition
- Social stories about moving to a new school
- Visits to the new school, with extra visits planned if needed
- The child's SEND File passed to the new school.

#### **Moving up to Framingham Early High School or another Secondary School**

For those in Year 6 with an EHCP leaving Stoke Holy Cross Primary, a co-ordinator from Norfolk County Council may contact you in order to compile a 'Transition Plan' in partnership with you and your child. We offer a range of transition programmes depending on the needs of the child:

- Enhanced transition (additional visits if needed)
- Transition activities with a familiar adult (usually TA).



We will make sure that all records concerning your child are passed on in advance of their arrival as appropriate.

### **How we support Parents**

At Stoke Holy Cross Primary School, we regard it as essential to work in partnership with parents to achieve the best outcome for their child. Examples of support:

- A parent association called the School Association
- Annually, we offer a 'Meet the SENDCo' coffee morning.
- Newsletters and signposting to support emailed to parents and carers.
- Parents' evening
- Access to the Local Offer – <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Other support available and useful information:

- Norfolk SEND Partnership offers independence information advice and support to the children and their parents about SEN and Disabilities. You can access their website here:  
<https://www.norfolksendiass.org.uk/>
- <https://www.gov.uk/government/organisations/department-for-education>
- <https://www.norfolk.gov.uk/children-and-families/send-local-offer/advice-and-support>

### **Where can Parents get free impartial advice and support about SEN?**



[Norfolk SENDIASS](https://www.norfolksendiass.org.uk/) can 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 can be contacted by phone on 01603 704070 or by email [norfolksendiass@norfolk.gov.uk](mailto:norfolksendiass@norfolk.gov.uk)

### **Have your say**

Stoke Holy Cross Primary School can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN but to be effective it needs the views of all parents/carers, learners, governors and staff.





Please get involved by attending SEN coffee mornings, responding to any surveys, talking to your child's class teacher at parents' evening or making an appointment with our SENDCo.

Appointments to talk to your child's class teacher or the SENDCO can be made through the school office or by contacting the SENDCo on [office@stokeholycross.norfolk.sch.uk](mailto:office@stokeholycross.norfolk.sch.uk)

### **How Complaints will be dealt with**

As a school we work hard to be in effective communication with students and parents/carers, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with relatively calmly and quickly.

If the situation arises where parents have a concern about the provision being made for their child or the impact on that provision and feel that the SENDCo has been unable to reassure them that needs are being met effectively, then the school's Complaint Procedure – which is available on our website or by request, sets out clearly what the steps are to draw these concerns to the school's attention.

### **Useful links**

[www.norfolk.gov.uk/SEN](http://www.norfolk.gov.uk/SEN)

[NorfolkSENDIASS](#)

<https://www.justonenorfolk.nhs.uk>

[British Dyslexia Association](#)

[Family Voice Norfolk](#)

<https://www.asperger.org.uk/>

<https://www.autism-anglia.org.uk/>

<https://www.norfolk.gov.uk/children-and-families/early-help>

Parent/carers Guide by DfE:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/417435/Special\\_educational\\_needs\\_and\\_disabilities\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)

### **Related policies:**

Accessibility Plan

Admissions Policy

Anti-bullying

Behaviour for Learning Policy

Complaints Procedure

Equality Policy and Objectives

Safeguarding Policy



SEN Policy

Supporting students with Medical Needs

(These can be found on our website under 'Policies' )

**Reviewed: December 2023**

**Review date: December 2024**