

Surlingham Primary School

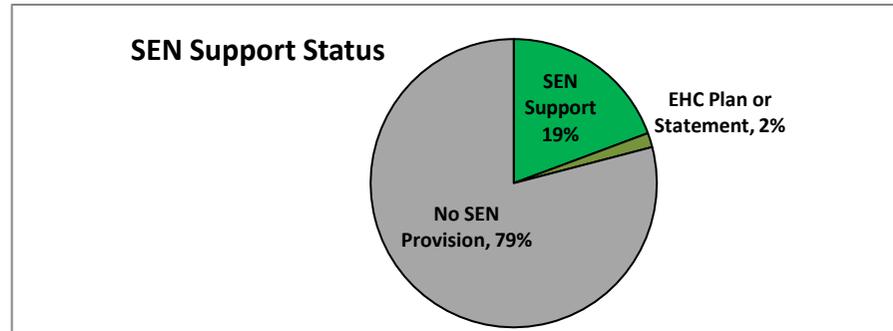
SEND Information Report September 2025

1 Variety of Special Educational Needs that are provided for at Surlingham Primary School

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):

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The school currently has 19% of all students identified with SEND including 2% of students with an EHCP.



2 Information about the school's policies for identification and assessment of pupils with SEND

Pupils are identified as having SEND with their needs assessed through a multi-pronged approach incorporating:

- 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 using standardised score assessments including British Picture Vocabulary Scale, CTOPP2, TOMAL-2, Wellcomm Screening
- Feedback from teaching staff and observations
- Feedback from specialist agencies e.g.
- Educational Psychologist Specialist Support (EPSS)
- Neurodevelopment Service (EYFS and Primary based checklists)

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- School to School Support
- Dyslexia Outreach
- School Nursing Team
- Pediatrician
- Neurodevelopmental Services (NDS)
- Children and Adolescent Mental Health Service (CAMHS)
- Virtual School for Sensory Support (VSSS)
- Access Through Technology (ATT)
- Nelson's Journey Charity
- Just One Norfolk (Speech and Language)
- SRB Outreach/ observation
- Liaisons with Director of Inclusive Learning
- SEND and Inclusion Team (Norfolk County Council)
- School and Communities Team
- Pupil Premium interventions not showing impact
- Referrals from parents or carers
- Pupil Voice
- Whole School Assessment Systems using NTS and Trist based assessments
- Little Wandle Phonics and Fluency testing
- Referrals from staff/feedback from all visiting student staff
- Referrals from parents
- Actions from previous settings using the Graduated Approach
- Observations in school to look at High Quality Teaching Provision
- Team Around the Child discussions
- Specialist agency input via EPSS (EP, Clinical Psychologist, SLCN Therapist, Specialist SpLD Teacher, OT), ADHD Norfolk, Pediatrician referral/NDS, NHS SLCN, CAHMS etc.
- In-house educational testing and strategies – BPVS, Wellcomm, Little Wandle,
- Intervention baseless

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3c The school's approach to teaching pupils with SEND

Provision for SEND pupils includes:

- 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 programs.
- Personalised intervention programs led by trained TAs.
- The sourcing of additional specialist support via external agencies e.g. Communicating Matters, Open Arms Support Services, Dyslexia Outreach, School 2 School Support.

Provision for SEND pupils includes:

- The SENDCO is part of the senior leadership team as Every Leader is a Leader of SEND.
- High Quality Teaching, with appropriate and effective adaptive teaching in place as Every Teacher is a Teacher of SEND.
- In class baselines to gain starting points.
- Additional adult support in classrooms where appropriate to form Teaching Teams; TA and 1-2-1 TAs.
- Scaffolded support to enable every child to access learning.
- Personalised provision through time limited programs.
- Personalised intervention programs planned by teachers and delivered by trained TAs
- Dual Centre provision. (SRB & School)
- The sourcing of additional specialist support via external agencies e.g. Dyslexia Outreach, School 2 School Support, Just One Norfolk. (Speech and Language)
- Opportunities for all pupils to be involved and represented in clubs such as school council and after school club opportunities.
- An inclusive, opportunity rich provision for all students, including those with SEND, to enrich their personal development e.g. singing at Norfolk County Music Festival at St Andrews Hall.
- Our staff team have been trained with Step On and Step Up training is going to be delivered to appropriate members of staff.
- Teaching students of positive Mental Health led by Senior Mental Health Champion.

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	<ul style="list-style-type: none"> • Teaching of students to understand and develop awareness of neurodiversity having worked previously with Youth Service SEND and Multi Schools Council from Essex County Council with a focus on ASD and ADHD. • Opportunities to develop Resilience for an identified group of children in partnership with the School and Communities team. • Opportunities to develop play and interaction skills with parents through the PEEP programme, in conjunction with the School and Communities team. • Zones of Regulation. • Robust SEND transition conversations and handover between Y6 teachers and Secondary School SENDCO. • Opportunities for Y6 SEND students to attend more transition days to Secondary School.
<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 considering the findings. • SEND Parent Voice Survey bi-annually • 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. • Close collaboration with Pupil Premium Champion
<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

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	<ul style="list-style-type: none"> • 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 use of tracking tools such as Little Wandle, NTS assessments, WellComm screening, SALT NHS screening, National Curriculum spelling lists, Boxall profile, BPVS. • Pupil progress meetings between class teacher, SLT and SENDCO • Support plan and EHC Plan reviews • Individual, personalised Support Plans for all learners with SEND • Observations and follow-up • Parent/Carer's meetings • Pupil Voice
<p>3d How adaptations are made to the curriculum and the learning environment of pupils with SEND</p>	<p>The curriculum/learning opportunities may be adapted by:</p> <ul style="list-style-type: none"> • 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 Learning Hub. <p>Further Examples are:</p> <ul style="list-style-type: none"> • Clear and consistent classroom routines. • Visual aids, checklists, timers and use of manipulatives. • Graphic organisers, mind maps, spider diagrams. • Writing frames, sentence starters. • Reading text/instructions aloud;

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	<ul style="list-style-type: none"> • Pre-teaching vocabulary; and • Breaking up longer texts and tasks into manageable chunks. <p>Additional, targeted support will be provided in the classroom, based on individual learner' needs. This could take the form of:</p> <ul style="list-style-type: none"> • Specific seating arrangements to accommodate learner needs. • Use of visual timetables. • Use of larger font size. • Specific equipment, e.g. wobble cushion, writing slope. • Assistive technology e.g. reader pens, voice to text software. • 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. <p>Interventions could include the use of:</p> <ul style="list-style-type: none"> • Small group precision teaching. • Sensory Circuits • 1:1 Precision Teaching • Meet and greet at the start of the day • Provision of specific support programs e.g. Little Wandle, Zones of Regulation, Wellcomm, Speech and language therapy, Zones of Regulation, Colourful Semantics, Toe by Toe reading programme,
<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. • Trauma Informed Practice • An anti-bullying policy that is supported by the leadership team • Targeted support for individual pupils including the collaborations with the School and Communities Team at NCC • Pupil Voice
<p>4 In relation to Mainstream Schools and maintained nursery schools, the</p>	<p>Hannah Boag – Executive Headteacher h.boag@rsm.set.education</p>

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<ul style="list-style-type: none"> - Name and Contact details of SEND Coordinator - Name and Contact details of SEND Trustee 	<p>Kylie Burford - SENDCO k.burford@rsm.set.education</p> <p>Trust SEND Trustee: Roger Margand. Contact Email: ea@setrust.co.uk</p> <p>School Telephone Number: 01508 538214</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 has started the NPQSENDCO award Autumn 2024 • Trust and school based CPD for Support staff –Understanding and Implementing SEN Support Plans, Intervention logs, Developing Reflective Practice, Norfolk Steps and High-Quality Adult: Child Interactions. • Trust CPD SEND Mainstream Workshops September 2025: effective use of class visual timetables, effective use of visuals for SEND pupils, effective use of Wellcomm. • Whole Staff training around Trauma Informed Practice. • Whole Staff training Best Practice in STEPS: understanding behaviour as communication and use of scripts. • 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 Adaptive Teaching Strategies to support pupils with SEND, Step-On/Step-Up training and STEPS Best Practice. • Whole staff training in Speech, Language and Communication needs, Dyslexia, Step-On, ASD, Attachment, Multi Schools ADHD and ASD training, SEND Support plans, Little Wandle, High Quality Interactions, Precision Teaching, High Quality Adaptive Teaching, Trauma Informed Practice. • Specialist expertise engaged from external services – Bluebell SRB, Autism Base, SRBs, Supporting Smiles, NHS NDS Pathway Team, Communicating Matters, Norfolk Early Help, EPSS, School and Communities Team, Multi Schools Council, School to School Support, Open Arms Occupational Therapists, SEND and Inclusion Team, NCC PLAC Advisers and LAC Team, Kinship Support. • Whole School SEND Online Training Units access including but not exclusive to: “Creating an emotionally safe learning environment”, “Creating a socially safe learning environment” • Whole staff training Graduated Approach - October 2025.

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<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 • National and Local Charities • Volunteers • CADS Hub • Just One Number Health Advice & Support for Children & Families • 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 • Text • Email online • Parent View • Parents Evenings • SENDCO direct contact • Face-to-face meetings
<p>8 The arrangements for consulting young people with SEND about and involving them in their education</p>	<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 learning plan as well as through:</p> <ul style="list-style-type: none"> • Pupil Voice • Annual Reviews for EHC Plans • Personal Interviews • Wishes and Feelings - signs of safety activities
<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>SPS-Complaints-Policy-May-2025.pdf</p>

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<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 Surlingham Primary School.</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>Norfolk SEND Information Advice and Support service (SENDIASS). Norfolk SENDIASS Home Page</p> <p>SEN Centre of Excellence - Telephone: 03448008020 or email send@norfolk.gov.uk</p>
<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 • Home visits for Reception • Stay and Play sessions • Schools and Communities Transition from Nursery to Reception Parent Workshops Summer Term 2026. • Schools and Communities Transition offer Year 6 to Year 7 for students held during Summer Term 2026. • Tour of the school • Y6 SEND transition meetings with Director of Year 7 • Y6 Teachers meet with the Director of Year 7 • SEND information shared with Secondary School SENDCO
<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>