Mattishall Primary School – mainstream primary school part of Synergy Academy

SEND Information Report for Mattishall Primary School 2026-27

Contributing to the Norfolk Local Offer for Learners with SEND



SENDCO : Zoe Mack zmack@mattishallprimary.org.uk

Dfe number: 926/2163

Number on roll: 157

Review date: October 2026

Next review date: October 2027

Introduction

Welcome to our SEND Information Report, which is part of the Norfolk Local Offer for Learners with Special Educational Needs and Disabilities (SEND) www.norfolk.gov.uk/children-and-families/send-local-offer .

This report is updated annually, and it is a legal duty for all maintained schools and nurseries to publish the report on their website.

We welcome your comments on our SEND report so do please to contact us to discuss this report or any aspect of SEND, via the school office, email or telephone.

The best people to contact are:

Thomas Scannel (head teacher) head@mattishallprimary.org.uk

Zoe Mack (SENDCO) zmack@mattishallprimary.org.uk

Jill Wilson (SEND Governor) jawilson@mattishallprimary.org.uk

At Mattishall Primary School we value the whole child and balance their academic needs with their social, emotional and personal development. We nurture children to have active, inquisitive and creative minds. We help them by:

- providing a high-quality curriculum with a clear pedagogical approach
- developing empathy, confidence and resilience
- recognising what equality, diversity and tolerance means
- equipping them with 'life skills' and behaviours for learning
- encouraging individuality
- having high expectations and celebrating success and achievement
- raising aspirations for the present and future
- providing a stimulating environment
- promoting a positive partnership with our parents/carers
- developing independent global citizens of the future.

Our leaders strive for excellence and ensure that we will respond to the challenges of modern life. Our team will provide dedication, commitment, professionalism and receive high-quality evidence-based professionalism to support this, whilst recognising the importance of well-being.

We aim for all stakeholders to feel trusted, valued and respected, emphasising the school as a community of learners on all levels

Tolerance, courtesy and respect will be the hallmarks of excellent relationships through the celebration of the dynamic and diverse group of individuals that form Mattishall Primary School.

At different times in their school life, a child or young person may have a special educational need. The Code of Practice (2015) defines SEND as follows:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others the same age, or

b) 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 or mainstream post-16 institutions."

A child *may* have SEND if

- His/her progress is significantly slower than that of their peers.
- His/her rate of progress has dipped.

In this case, information will be gathered, including seeking the views of parents, the pupil and teachers as well as assessments.

There can be many reasons for learners' 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. This does *not* mean that *all* vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Other policies relating to SEND include:

- Admissions policy
- SEND policy
- Safeguarding policy
- Accessibility policy
- Behavior policy
- Complaints procedure
- Supporting pupils with medical conditions policy

These, and many others can be found on the Synergy website at:
https://www.mattishallprimary.org.uk/our-school/our-policies/

People who support children with Special Educational Needs / Difficulties with Learning and Disabilities in this school:

Mr Thomas Scannel– Headteacher

The headteacher is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for the children with SEND.

- He will give responsibility to the SENDCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- He must make sure that the Governing Body is kept up to date about issues in the school relating to SEND.

Mrs Zoe Mack – SENDCO – Special Educational Needs and Disabilities Coordinator

The SENDCo is responsible for:

- Coordinating all the support for children with Special Educational Needs and Disabilities (SEND) and developing the schools SEND Policy and information report to make sure that all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:

1. Involved in supporting their child's learning.

2. Kept informed about the support their child is getting.

3. Involved in reviewing how they are doing and what the next steps are.

- Liaising with all the other people who may be coming into school to help support your child's learning e.g: Speech and Language Therapy, Educational Psychology, Occupational therapist etc.
- Updating the schools SEND record (a system for ensuring all the children with SEND needs of pupils in this school are known) and making sure that they have excellent records of your child's progress and needs.
- Providing support for teachers and support staff in the school so they can help your child (and other children with SEND in the school) achieve the best possible progress in school.
- Lisae with external partner agencies such as SALT, Schools and Communities team and Team Around the School.

Mrs Jill Wilson – SEND Governor

THE SEND Governor is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- To meet regularly with the SENDCO and Head to discuss provisions, support and check the robustness of SEND in school.

Our approach to teaching learners with SEND

At Mattishall Primary School we believe in participation for all learners. We aim to create an inclusive culture in our school with all children participating in learning. We celebrate all members of our community and respond to all children's individual needs.

We strive to provide a safe, welcoming, positive environment, enhancing the learning of all, regardless of ability, race or gender. We aim to work together - parents, staff, Governors and children - for the benefit of ***all*** those who come to our school, including those with additional needs.

We value high quality teaching for all learners, and actively monitor teaching and learning in the school. We also monitor the progress of all learners, and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes half-termly pupil progress meetings.

Information about how we access equipment and adapt our environment to support children with SEND can be found in our Accessibility Plans on our website. The policy covers all areas including:

- Increasing the extent to which pupils with disabilities can participate in your curriculum.
- Improving your school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services you provide or offer.
- Improving the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities.

Mattishall Primary School is committed to ensuring all pupils can access learning and the wider school experience.

This includes:

- wheelchair access where possible
- accessible toilets
- adapted resources
- support for pupils with visual or hearing needs
- specialist equipment as recommended by professionals

- accessibility planning reviewed regularly by governors

How we identify learners with SEND

At Mattishall Primary School children with SEND are identified through a variety of ways including the following:

- Parental contact via open door policy
- Conversations with parents raising concerns about their child
- Liaison with a previous school or early years setting
- Conversations with staff following concerns raised about academic progress and / or other progress during pupil progress meetings or meeting with the SENDCo.
- Pupil Progress monitoring via Pupil Asset and half termly tracking systems, linked to age related expectations
- Liaison with external agencies

There are four main areas of need within SEND:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical needs.

What should I do if I think my child may have special educational needs?

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Mack (SENDCO) to discuss your concerns. Appointments can be made via the school office or email Mrs Mack directly on: zmack@mattishallprimary.org.uk

All parents are actively encouraged to be partners in their child's education through informal discussions and telephone or e-mail contact. In addition to this, parents are invited to review the pupil passport for their child. Parents' evenings also provide a platform for discussing progress and attainment of children. Parents are sent letters to explain any interventions their children will be taking part in.

At Mattishall Primary school, in partnership with the School and Communities Team, we run opportunities to meet and speak with external professionals, and a chance to share experiences with other parents in our SEND Café/Early Help Café. We try to tailor the meetings to the needs of our parents and will offer Parent Surgeries, if

needed, with the School and Communities Team. These opportunities are advertised on Class Dojo, the Head's report and posters in school.

As SEND is a constantly changing learning environment, staff receive regular CPD in areas of SEND and if specialist training is required, the SENDCo will arrange this to be provided by an appropriate professional.

EAL pupils

Children with English as an Additional Language are not identified as having SEND solely because English is not their first language.

Where concerns remain despite appropriate EAL support, further assessment may be undertaken to determine whether SEND may also be present.

The school will work together with teachers to provide support in the following ways:

- In-class support to facilitate access to the full curriculum.
- Withdrawal for intensive work on basic Literacy/Numeracy skills if necessary.

An annual baseline is collected at the beginning of the academic year using the Solihul Assessment Grid to help assess and track the progress of their receptive (how much they understand) and expressive (how much they can speak) English.

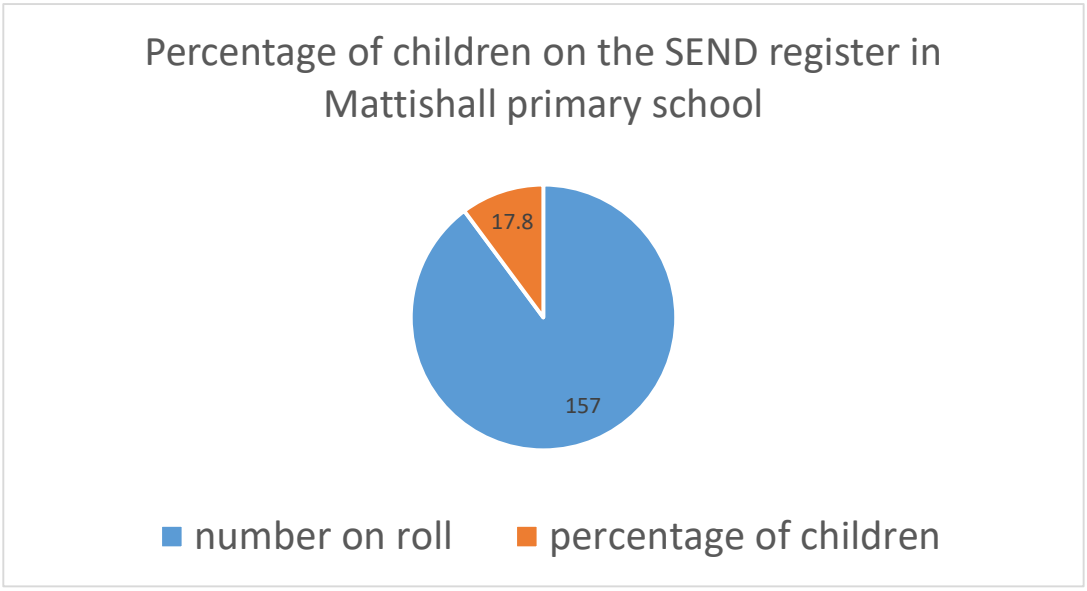
- Ensure that program of study and the materials used to deliver them are suited to the pupils' needs, enabling them to achieve and progress.

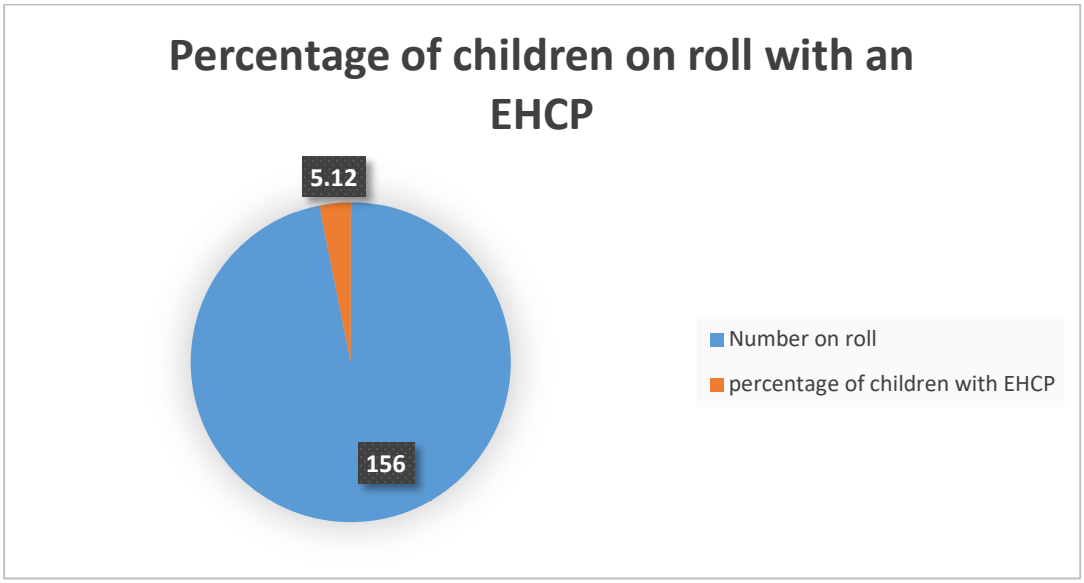
References in this policy to SEND and the support available for them are equally applicable in all cases where the progress, attainment or outcomes of EAL students is impacted by lack of fluency in English. Further support will be accessed vis the EAL team from Norfolk County council.

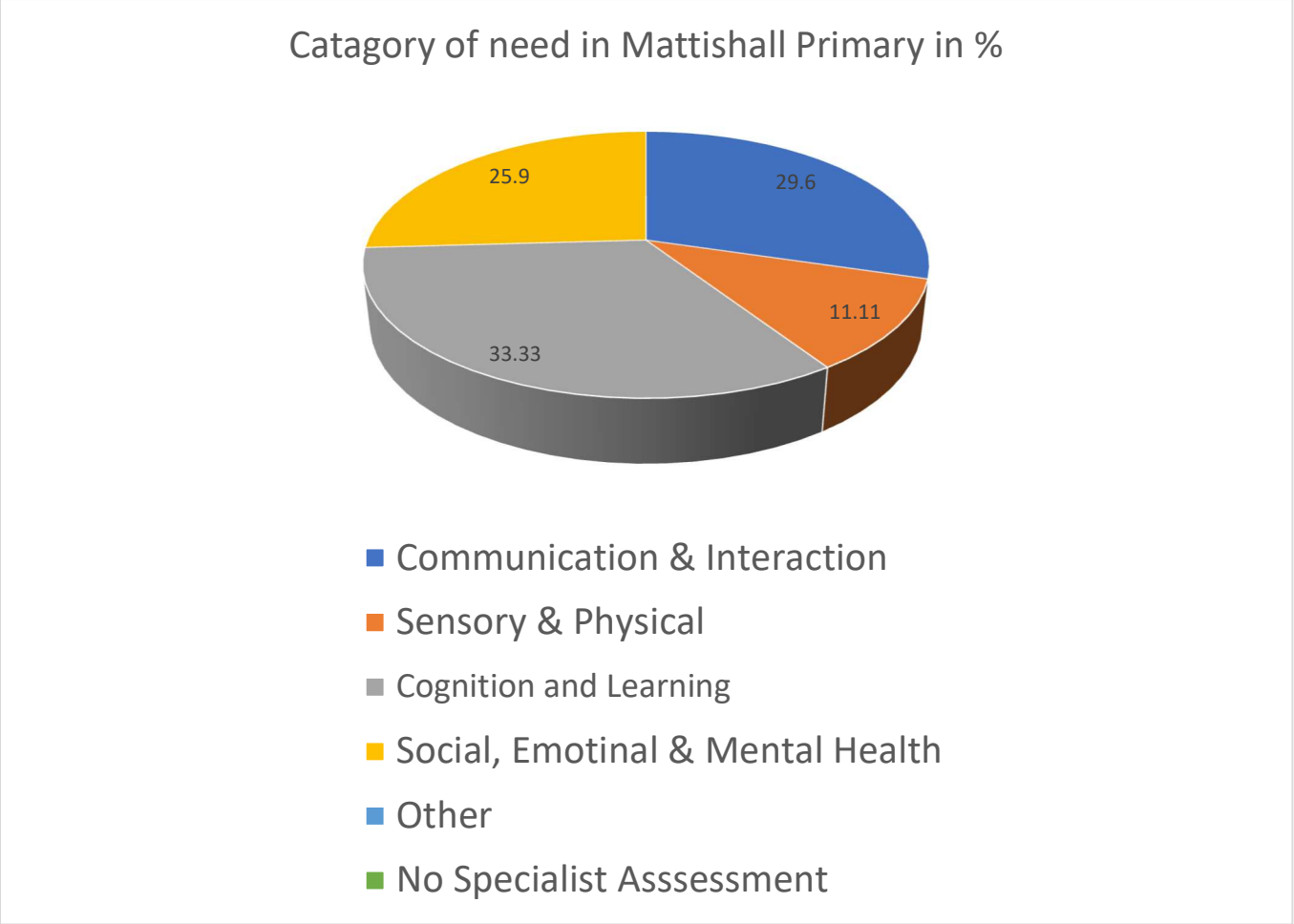
In October 2026 **our SEND profile** showed that we had **28** children identified as having SEND.

156 pupils on roll	Number of children	Percentage of children	Norfolk percentage	National percentage
Total pupils with SEN	28	17.8%	20%	19.4%

Total pupils with EHCP	8	5.12%	6.6%	3.5%







What we do to support learners with SEND at Mattishall Primary School

All children at Mattishall Primary receive quality first teaching with targeted work focusing on any areas of their learning which need additional support. The class teacher is responsible for assessing all pupils and tracking their progress. In some cases, further support is needed and evidence, including the views of the pupil, their parents, and intervention and progress data help us to decide how to meet the child's individual needs. In the event that the additional support which has been put in place is not having the desired impact on the child's progress, the SENDCO will request additional external assessment from expert agencies and professionals to inform the future provision.

Children may be identified to be discussed at a Team Around the School (TAS) meeting which is organised by the Local authority and is held once every term. This is an opportunity for schools to speak and gain advice and support from a range of professionals (such as; educational psychologists, Inclusion Team, Schools and communities team) for individual children.

In Early years, children who are identified as potentially requiring SEND support are closely monitored by the Reception teacher and SENDCo who will meet with parents/ carers to share their concerns. A speech and language baseline is undertaken if staff feel that there may be an identified need. We will make a referral to Speech and Language therapy (SALT), after discussing the child's need with them at a TAS meeting, if there is a speech barrier that does not progress after 2 half terms of intervention. We will then be led by the advice of the SALT therapist.

If required, a pupil may have a 'Behaviour Plan' created to help monitor behaviour and to set out clear instructions on how to manage the behaviour for all support staff to follow. This will then be used to inform a Pupil passport if the behaviour doesn't improve over 3 cycles.

For children with emerging SEND, we may ask you to self-refer, or allow us, to reach out and refer to the 'School and Communities team'. They are able to offer bespoke support to parents and teachers to help best support the child. They are also able to come into school to lead on interventions with groups of children in the school.

Intervention

At Mattishall primary school we use a collection of strategies from the Universal approach in all classes.

Examples of reasonable adjustments may include:

- visual timetables
- chunked instructions
- adapted resources
- alternative recording methods
- movement breaks
- sensory supports
- assistive technology
- flexible seating arrangements
- pre-teaching of vocabulary

At Mattishall Primary School additional support, (often called 'intervention') will be tailored to meet the child's needs and will target the area of difficulty. It may happen

in class or in another area of the school, occasionally on a 1:1 basis but more often as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant (TA). The support provided, and its impact, will be monitored closely and shared regularly with the child and with their parents or carers.

- In Key Stage 1:

The maths and literacy interventions are planned by the class teacher so that they focus on the specific needs of the pupils. These take place in small groups or 1-1 with teaching assistants and are regularly assessed to ensure that they remain specific and focused.

We stream children in our phonics programme, Read, Write, Inc (RWI) to ensure all children have a good understanding of phonics whatever age they are. Once they have completed the RWI programme, they will take part in class Reading For Understanding (RFU) sessions.

- In Key Stage 2:

All children are assessed for their phonics knowledge and are streamed to be included in RWI sessions if necessary. All other children receive RFU which focuses on comprehension. English Booster sessions may be offered in year 6.

In maths, TAs deliver Precision teaching, Numicon sessions, Plus 1, Power of 2, as well as, additional maths Booster sessions in year 6 to fill gaps in learning.

We have an ELKLAN and NELI trained TA who delivers Speech and Language interventions as well as Talk Boost sessions for children for whom language is a barrier. We will make a referral to Speech and Language therapy (SALT), after discussing the child's need with them at a TAS meeting, if there is a speech barrier that does not progress after 2 half terms of intervention. We will then be led by the advice of the SALT therapist.

- All

We also offer an intervention called Drawing and Talking for children with emotional needs. Lego Therapy may also be considered.

Physical and sensory needs are supported through the use of different equipment including: coloured paper/overlays, writing slopes or pencil grips. We also use a range of sensory equipment to develop coordination skills.

While the majority of learners with SEND will have their needs met in the ways described above, some may require an Education, Health & Care (EHC) needs assessment to determine whether it is necessary for the Local Authority to make

provision in accordance with an EHC plan. We will work closely with parents who may wish to make the referral

How do we ensure children with SEND are included in daily school life and activities?

- High quality first teaching
- Being informed of new developments in assessing or supporting children with SEND.
- SEND focus group allows pupils with SEND have their voice in how they receive support and how the school represents them.
- Use of learning resources (time tables, equipment, sensory items etc.) including specialist equipment where appropriate
- Adapting activities at, for example, sports day to ensure all children can access the event
- Deployment of support staff
- A conscientious whole-school approach to the inclusion of children with SEND
- A dedicated intervention space

What provision is available at Mattishall Primary School for children with SEND?

Universal Offer – quality first teaching for all pupils	Targeted Offer – for pupils at SEN support stage	Complex Offer – for all pupils with an EHCP
Literacy		
High quality teaching including differentiated and multi-sensory activities Targeted small group support - phonics	Read, Write, Inc (RWI) https://www.ruthmiskin.com/programmes/phonics/about-read-write-inc-phonics/ Additional 1:1 reading.	As universal and targeted support + Extra TA support - 1:1 where necessary. Seek help from external agencies

Guided reading built into the class timetable School library with fiction, non-fiction and reference books. Trips to the theatre planned throughout the key stages. Precision teaching 1:1 or in a small group to edit and redraft written work; discuss spelling and grammar. Read, Write, Inc https://www.ruthmiskin.com/programmes/phonics/about-read-write-inc-phonics/ Reading For Understanding	Reading For Understanding (RFU) Precision Teaching: in a small group to edit and redraft written work; discuss spelling and grammar. Use of screens and assessments to help define the issue such as Salford reading test, IDL assessment or GL assessment.	such as; School to School (S2S), Educational psychology and specialist support (EPSS), Dyslexia outreach centre Access through Technology (ATT) for resources as necessary eg. Lap top, Ipad apps etc Referral to speech and language for additional support and advice.
Numeracy		
High quality teaching including differentiated and multi- sensory activities. Target small group support in class. Provision of table-top, multi sensory resources (manipulatives such as numicon) to ensure that learning is multi-sensory and practical. Precision teaching 1:1 or in a small group to edit and redraft equations, maths concepts.	Maths intervention sessions – Numicon - https://home.oxfordowl.co.uk/maths/numicon-guide-for-parents/ Power of 2 https://www.123learning.co.uk/assets/files/Evidence%20Paper%202020%20123%20Learning.pdf Plus 1. https://www.123learning.co.uk/plus-1-book Use of dyscalculia screen or Numicon assessment to help	Extra TA support, 1:1 where necessary. Adapting and personalising the curriculum for the individual. Seek help from external agencies such as; School to School (S2S), Educational psychology support service (EPSS) Access through Technology (ATT) for resources as

	determine the issue and pinpoint gaps in learning	necessary eg. Lap top, Ipad apps etc
Behaviour, Emotional and Social Needs		
Consistent school wide implementation of the school's behaviour policy. A nurturing ethos across the school Circle Time and assemblies Open door policy for parents. Use of fiddle toys to help with attention such as a wobble cushion, elastic bands for chair legs or manipulatives.	Social stories. https://carolgraysocialstories.com/social-stories/what-is-it/ Time out zones for calming down. Behaviour plans. Lego therapy provided by Schools and Community team: https://therapyfocus.org.au/on-the-blog/what-is-lego-therapy/ Yoga sessions provided by School and Communities team	As universal and targeted plus: 1:1 support for children with specific needs where appropriate. Seek help from outside agencies such as; Point 1 and CAMHS, School to School (S2S), Supporting Smiles, the Inclusion Team, Educational psychology and specialist support (EPSS) and School and Communities team.
Medical Needs		
Staff trained in first aid including two paediatric first aid trained TAs. Administration of prescribed medicine. Care plan detailing the child's condition and required medication displayed in the staffroom.	Liaison with medical professionals for children with ongoing medical treatment. Specific equipment	As universal and targeted plus: Individual protocols for children with significant medical needs. Seek support from Occupational Therapy and Physio

		from the N&N to provide specific training such as moving and handling Support from ATT, Virtual school for Sensory Support (VSSS), EPSS, School 2 School and the Inclusion Team.
Sensory Needs		
Access to multi-sensory experiences and equipment Sensory toys Sloping writing desks/pencil grips Visual timetables Chew toys Fine and Gross motor skills intervention groups/ Sensory circuits. Wobble cushion, chair bands.  	Behaviour plan written to include details on how to help calm areas of the classroom or access to a quiet area. Sensory circuits intervention . Sensory friendly environment. Access to different areas to eat. Provide individual lunches.	As universal and targeted plus: 1:1 support for children with specific needs where appropriate. Seek help from outside agencies such as; School to School (S2S), Educational psychology and specialist support (EPSS) Access through Technology for resources as necessary eg. Lap top
Speech and Language Needs		

Modelling of high quality and appropriate language by all staff Opportunities to engage in speech and language in a variety of activities and situations throughout everyday	Elklan https://www.elklan.co.uk/About Us/ trained TA assess children's language and deliver initial speech and language interventions. Will refer to SALT if this is unsuccessful. NELI (https://www.elklan.co.uk/NELI/)trained TA and teachers to assess children's early language and speech. Will refer to SALT if necessary. Assessment by and intervention from a speech and language therapist on referral. https://www.justonenorfolk.nhs.uk/salt Talk Boost (https://www.nth.nhs.uk/content/uploads/2014/07/talk-boost-leaflet.pdf) intervention - to develop language and communication skills.	As universal and targeted plus: 1:1 support for children with specific needs where appropriate. Seek help from external agencies such as; School to School (S2S), Educational psychology and specialist support (EPSS). Referral to Speech and language team SALT.

Graduated Response to SEND

At Mattishall Primary School we follow the graduated approach outlined in the SEND Code of Practice:

Assess

We identify strengths, barriers to learning and the impact these may have on progress. Information is gathered from pupils, parents, class teachers and any external professionals involved.

Plan

Specific outcomes are agreed and recorded. Appropriate support, adjustments and interventions are planned collaboratively with parents and the pupil.

Do

The agreed provision is implemented. The class teacher remains responsible for the pupil's learning and progress, even when interventions are delivered by support staff.

Review

Progress towards outcomes is reviewed at least termly. The effectiveness of provision is evaluated and next steps agreed.

At Mattishall Primary School we use an Assess, Plan, Do, Review approach.

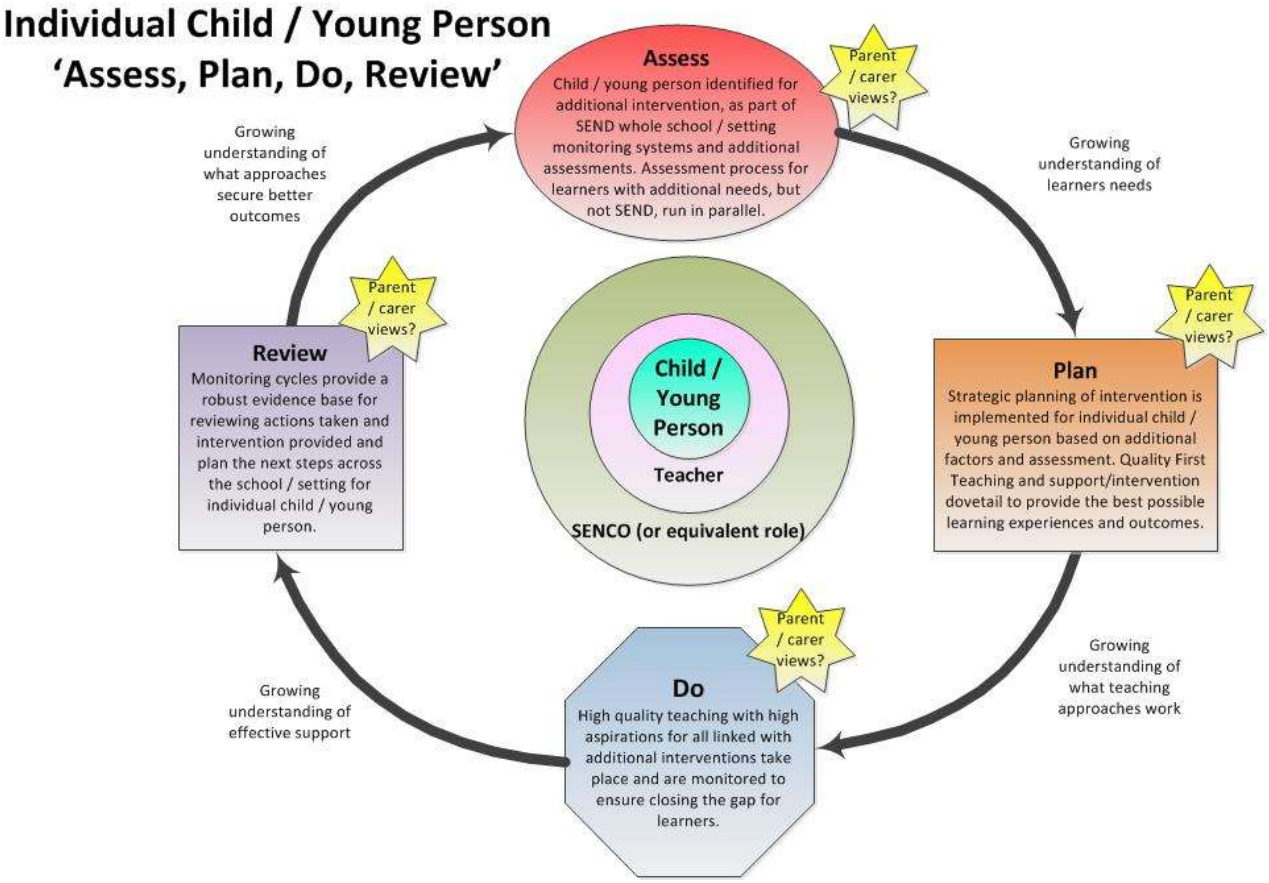


Image created by West Sussex County Council 2023. http://schools.local-offer.org/send-toolkit/send/assess-plan-do-review/assess-plan-do-review-overview/

Assessments we may use are:

- Hertfordshire reading assessment
- IDL dyslexia screen

- IDL dyscalculia screen
- GL assessment; dyslexia profile
- BPVSII (British Vocabulary Scale)
- Phonological screening assessment
- Visual Stress assessment
- WellComme screen
- Numicon screen
- Coventry Grid
- Non-verbal reasoning

The needs of the child will be reviewed, at least once a term, and new outcomes and/targets set with the child and discussed with their parents focusing on the impact on the pupil's progress and added to the pupil passport.

The SENDCO is responsible for assessing the impact of the interventions which are used in the school to ensure that the pupils are receiving the best possible support and that it is suitable for their needs.

Where the pupil has an EHCP, it is the responsibility of the local authority to ensure this is reviewed at least every 12 months. This is likely to take place at school with the Head, SENDCO and the parents.

Every child requiring SEND support will be recorded, by the school, on the Norfolk County Council INDES (Individual needs descriptor in Educational Settings) framework which breaks the broad areas of SEND into seven specific sections which describe need. The framework is to provide the local authority with information on which areas of need are within Norfolk and to help them to target their support more effectively. This also feeds into accessing additional funding based on our school's SEND profile.

If a child on our SEND register is not making progress in-line with their development and learning profile, despite the support we are providing, then we may speak to you about applying for an assessment for an Education and Health Care Plan (EHCP). This is a legally binding document outlining the child's needs, the provision required to support the child and a set of outcomes from the support. This document is reviewed annually by the child, parents, and teaching staff. An EHCP is updated by the child's EHCP coordinator as they deem necessary. Please see: Education, health and care (EHC) plans - Norfolk County Council for more information.

How do we involve children with SEND in our processes?

We aim to provide all children, regardless of SEND, with regular feedback regarding their next steps in core lessons. Children who have additional needs have, via their pupil passports, targets which are shared, discussed and worked upon with those members of staff who are providing the additional support. Where appropriate, children will be able to set their own next steps and suggest their own ways of supporting themselves within their pupil passport.

We want to hear the views of our pupils with SEND, and as part of our transition process, the SENDCo meets with the year 6 children on the SEND register in July to ask for their opinions on their support whilst at Mattishall Primary school.

Children with SEND are actively encouraged to share their views through:

- Pupil Passports
- Review meetings
- SEND pupil voice activities
- Transition planning
- Everyday classroom discussions

Where appropriate children help set their own targets and identify strategies that help them learn successfully.

Funding for SEND

Children are funded through their basic per pupil entitlement. Some children require additional support above this and Mattishall Primary will initially meet this support, where possible, through the school budget.

Schools are allocated additional Element 3 funding by the Local Authority based on our SEND profile which is generated by the INDES submitted for each child.

How do we find out if this support is effective?

The interventions used will be those that are proven to make a difference for most learners.

A baseline assessment is the starting point for an intervention. From this we can measure progress made by a child – and set a target outcome. Regular reviews will take

place, these may include reassessing with the aforementioned assessments. These termly reviews will involve children, their parents or carers, and class teachers, with a record kept of agreed actions.

Where the progress is not in line with the desired amount, the support and interventions which are in place are reassessed and new actions will be planned as necessary.

The school regularly reviews SEND training needs. Staff have undertaken training in areas including:

- Autism
- Speech, Language and Communication
- Dyslexia
- Trauma-informed practice
- Mental Health and Wellbeing
- Precision Teaching
- Safeguarding

Additional training is sourced from specialist professionals where required.

Transition

- Joining Mattishall Primary

We can organise additional visits to the school, classroom environment, building up over time with support from parents / carers and teaching staff. We can create a 'talking' booklet or photo booklets of the new environment, teachers and social stories. We can visit your child in their previous setting, nursery, school or even home – where they feel safe. We can send videos of the class and the staff can introduce themselves.

Parents will be asked to fill in a 'New Child Questionnaire' so that we can find out any areas of strength or difficulty that your child may already experience.

- Reception:

When joining our Reception class, parents are offered various meetings to learn how the process of their child starting in Reception will work.

Children are invited to 3 transition days during the second half of the Summer term. Parents are invited to sign their child up to as many as they can attend.

The Reception team will make home visits in the last half term of the Summer term prior to the child starting, or in the first two weeks of the Autumn term. This is an opportunity for parents to share an in depth conversation about their child and discuss any concerns.

- Transition to High School

We work closely with the SEND department at the Dereham high schools to ensure smooth transition. We discuss all children who have had additional support or who we think might need help to settle into their chosen high schools with their respective SENDCOs. All paperwork is transferred to the high school and signed for on leaving Mattishall and on entry to the High school.

Transition activities can include:

- class or group trips to take part in organised activities.
- small group (such as those on the SEND register) organised activities .
- individual tours of the school (this can be during or after school hours).
- individual opportunities to speak with the SENDCo.
- Some high schools offer a Summer school over the school holidays.
- School and Communities team can offer assistance in transition for those with emerging or low level SEND.

If a child requires additional support with transition above and beyond what we and the high school are offering, we will reach out to the Schools and Community Team who will provide additional support.

Have your say

Our school is here for our children and their families. This SEND report sets out our offer to children with SEND and it will be reviewed annually.
If you have any comments about this document please contact the SENDCO or Head teacher to discuss. We appreciate your views.

Concerns and Complaints
We encourage parents to discuss concerns initially with the class teacher or SENDCo so that issues can be resolved quickly and collaboratively.

If concerns remain, parents may follow the school's Complaints Policy available on our website.
Parents may also access impartial advice from Norfolk SENDIASS.

Useful links

- Virtual School SEND

Call the SEND and inclusion support line on 0333 313 7165

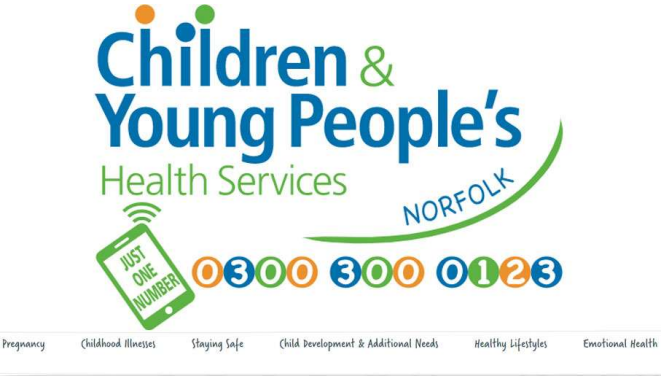
- The Norfolk Local Offer is available at: https://www.norfolk.gov.uk/children-and-families/send-local-offer
Sign up for the newsletter SEND newsletters - Norfolk County Council
  - School and Community Team: csschoolscommunitybreckland@norfolk.gov.uk



- The Special Educational Needs and Disability Code of Practice: 0-25 years
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

- Norfolk SEND Partnership (SENDIAS) offers independent information, advice and support to children and young people and their parents about Special Educational Needs and Disabilities. You can access their website here: http://www.norfolkSENDpartnershipiass.org.uk/
Email: norfolksendiass@norfolk.gov.uk
Phone (24-hour answer machine) 01603 704070

- Family Voice Norfolk is the parent carer forum for Norfolk. They work with (not for) the local authority, health and social services to improve services for children and young people with special educational needs and/or disabilities (SEND) and their families. You can access their website here: https://www.familyvoice.org.uk/



- Just One Number is the single point of access for all Norfolk Healthy Child Programme services. Find out more about the care they can offer for you and your child from age 0-19 here. https://www.justonenorfolk.nhs.uk/our-services/just-one-number-and-parentline

Jargon Buster

ADHD	Attention Deficit Hyperactivity Disorder is a complex condition can seriously affect a child's concentration, behaviour and learning. A child with ADHD will often feel easily bored, may be distracted by unimportant sounds and sights, be impulsive and find it hard to sit still. This impacts on their learning as they can find it very hard to concentrate for the periods of time needed to complete tasks. Consequently, the work that they produce may not necessarily reflect their true ability. See Parent Information (padlet.com) or https://www.adhdfoundation.org.uk/ for more information
ASC	Autistic Spectrum Condition

	Autism" or "Autistic Spectrum Condition (ASC) is a relatively new term that recognises there are a number of sub-groups within the spectrum of autism. Pupils with ASC find it difficult to: • understand and use non-verbal and verbal communication • understand social behaviour, which affects their ability to interact with children and adults • think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities. Pupils with ASC cover the full range of ability and the severity of their need varies widely. Some pupils also have learning disabilities or other barriers to learning, making diagnosis difficult. Pupils with Asperger's syndrome should be recorded in this category. These pupils share the same triad of needs but have higher intellectual abilities and their language development is different from the majority of pupils with autism. • Further information can be found at: http://www.autism.org.uk/about-autism or https://www.autismeducationtrust.org.uk/parents • Local organisations offering information, advice and support for children and young people with ASC and their families include: https://www.autism-anglia.org.uk/norfolk-support
ATT	Access Through Technology https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/send-provision-services/access-through-technology-att
CBT	Cognitive Behaviour Therapy

Code of Practice (SEND)	The statutory guide to schools and Local Authorities (LAs) about the duties, policies and procedures they must follow for children with Special Educational Needs and Disabilities (SEND).
Cognition and Learning	Cognition refers to the thinking skills and thought processes that a child/young person has acquired through their prior experience. Learning needs are on a continuum and can vary across subjects and situations.
Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
DLD	Developmental language disorder A life long disability, not just a delay, in spoken and/or understanding language in their first language.
Dyscalculia	Dyscalculia affects the ability to acquire arithmetical skills. Some children may difficulty understanding simple number concepts and often have problems learning number facts and procedures. Further information can be found at: https://www.dyslexia.uk.net/specific-learning-difficulties/dyscalculia/
Dysgraphia	People with dysgraphia are affected by an extreme difficulty with fine motor skills and can have trouble organizing letters, numbers and words on a line or page. This can result partly from: • Visual-spatial difficulties: trouble processing what the eye sees • Language processing difficulty: trouble processing and making sense of what the ear hears.

	Further information can be found at: http://dysgraphia.org.uk
Dyslexia	A learning difficulty of which the chief manifestation is a particular difficulty with reading and spelling. For more information, please visit the British Dyslexia Association https://www.bdadyslexia.org.uk/
Dyspraxia	Dyspraxia is generally recognised as an difference or immaturity of the organisation of movement. Associated with this may be problems of language, perception and thought. Find more information at: https://dyspraxiafoundation.org.uk/what_is_dyspraxia/dyspraxia-at-a-glance/
EAL	English as additional language. This includes children who are bilingual. Whilst Research tells us that maintaining at least 2 languages is an advantage for later academic achievement it can take EAL children longer to acquire some skills in earlier life. https://www.schools.norfolk.gov.uk/pupil-needs/english-as-an-additional-language
EHCP	An Education, Health and Care Plan (EHCP) is a legal document which sets out a description of your child's needs (what he or she can and cannot do) and what needs to be done to meet those needs by education, health and social care. Generally, only a very small number of children with especially complex and severe needs - which require very high levels of support - are issued with an EHCP. Find out more at: https://educationadvocacy.co.uk/
Pupil Passport	Drawn up by teachers. It sets targets for a child to achieve and a date for a review of progress.
Inclusion	The process by which schools, Local Education authorities and others develop their cultures, policies and practices to include and provide for ALL students' needs - no matter what their background or ability.
MLD	Moderate Learning Difficulties

	Pupils with MLDs will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Pupils with MLDs have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
SALT	Speech and language therapy https://www.justonenorfolk.nhs.uk/speech-language/
SEN	Special Educational Needs Learning difficulties, talents or other needs, for which a child requires extra help.
SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational and Disabilities Needs Co-ordinator The teacher in a school who is responsible for coordinating the extra help for children with Special Educational Needs.
Sensory and/ or Physical Needs	Children and young people may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These disabilities could include a: • vision impairment • hearing impairment • physical difficulty • Sensory processing difficulty

	Support may be provided by Virtual School for Sensory Support: https://www.norfolk.gov.uk/education-and-learning/schools/virtual-school-sensory-support
SLCN	Speech, language and communication need Children and young people may have a range of barriers to learning with speech and language, some of which may resolve as the student develops. For some children, such barriers to learning may be confined to their production of speech. For others, it may be hard to find the right words or to join them together meaningfully in expressive language. They may have problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas. They may experience difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction. The fact that a child or young person may understand and speak English as an additional language does not in itself constitute a speech and language difficulty. It is important to note, however, that different languages have different structures/phonologies (sound systems) which can sometimes cause initial short-term difficulties.
SLD	Severe learning difficulties Pupils with Severe Learning Difficulties (SLD) have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have barriers to learning in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with severe learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations.

Social, Emotional and Mental Health Difficulties	Social, Emotional, Mental Health Difficulties. Social, emotional and mental health (SEMH) needs are a type of special educational needs in which children/young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations. For further information see: https://semh.co.uk/ Children with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with immature social skills and those presenting other difficulties arising other complex needs. Some children may have emotional needs and/or social problems that interfere with their own ability to learn effectively. In some instances, the difficulties they experience may cause disruption to the learning of other children or young people. Social difficulties, in this context, occur when students have problems managing interactions with others in school effectively and appropriately. They may have difficulty making the necessary adjustments to conform to the expectations of others in a variety of settings. The process is known as socialisation. Either difficulty may impact substantially on the child's ability to learn. Some of the aspects of difficulty included in this area are: Adjustment disorder Anxiety disorder https://www.annafreud.org/ Obsessive Compulsive disorder ADHD
Sp.L.D.	A child has a Specific Learning Difficulty if s/he has an identified problem with one or more areas of the curriculum, usually reading, writing, spelling and/or number work. This includes Dyslexia, Dyspraxia and Dyscalculia.
SRB	Specialist Resource Base The SRB extracts some students from lessons to give them support as individuals or in small groups. For a full list of Norfolk SRB's see: https://www.norfolk.gov.uk/children-and-families/send-local-

	offer/education-and-learning/schools/specialist-resource-bases-srbs

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Support for families of children with neurodevelopmental differences / additional needs in Norfolk

This information sheet is for families who are worried about autism/ADHD/additional needs. The services below are here to support you on your journey. Please reach out to them for help.

Although a clinical assessment for neurodevelopmental differences such as autism or ADHD is helpful for some families, a diagnosis is not required to access SEN support. It is important to remember that having a name for your child's condition does not change who they are. It is helpful to think about what goals you and they are aiming for so that you can access the support available to help achieve these goals.

General advice and support

- Just One Norfolk is the 'go to' health website for Norfolk and Waveney families and includes a range of information and support for families to access including sleep issues, parent, and child emotional health. Telephone 0300 300 0123.
- Ambitious About Autism guide to autism in the early years provides guidance and practical support about autism for families of children under 5 years old.

Support for my child/ young person in school

- Speak to your child's school Special Educational Needs Coordinator (SENCO).
- Review the SEND (special educational need and/or disability) Local Offer information.
- Look at the advice pack developed for schools and professionals.

Support for myself and my family

- Norfolk SENDIASS offer free impartial advice about SEND.
- Positive Behaviour Strategies (PBS) online course offers some practical strategies.
- Family Voice Norfolk parent carer forum.
- Norfolk and Norwich SEND association (nansa) provides support and activities for children, young people, adults and families.
- Recovery College provides free online training about autism for adults.
- ASD Helping Hands provides workshops, activity days and residential breaks for children, young people and their families.
- Autism Anglia Norfolk Support Groups provides links to support and activity groups for children and young people.
- Carers Matter Norfolk Parent Carer Service offers practical support for parent carers.
- Autism Central provides resources, online drop in and support for families.
- ADHD Foundation resources for families.
- PDA Society pathological demand avoidance resources for families.

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Support for my child with sleep difficulties

NANSA sleep service for families of children with SEND experiencing sleep difficulties.

Support for my child/ young person with mental health difficulties

- Just One Number Access to mental health advice and support. All requests for mental health support for 0-25 year olds across Norfolk & Waveney (excluding crisis) are processed by Just One Number. The team in Just One Number review all the information outlined in the request and support children, young people and their families access a range of options to improve their mental health and wellbeing.
- Discovery College offers free educational online courses and webinars on mental health topics for 16 - 25 year olds.
- This May Help - advice for supporting your child's mental health.
- Childline - call 0800 1111.
- Papyrus - prevention of young suicide - call 0800 068 4141 or text 07860 039967.
- Samaritans - call 116 123 or email jo@samaritans.org.

Support for my child/young person in mental health crisis

- NHS 111 Mental Health Option - 24 hour urgent mental health support. Dial 111 and select option 2.
- SHOUT 24 hour crisis text service for mental health - Text "shout" to 85258 for urgent mental health support.

If at serious risk of imminent harm dial 999 or attend nearest Accident and Emergency department.

Information about the neurodevelopmental condition assessment pathway

- See the Norfolk County Council Local Offer website for advice for parents seeking assessments for neurodevelopmental conditions.
- Family Action provide a support service for both parents of children and young people in Norfolk and Waveney who are awaiting assessment by the Neurodevelopmental Service or who have been diagnosed with ASD or ADHD. Parents can access workshops, support groups, courses and individual support and advice in matters relating to their child's needs.

Support with Education Health and Care Plan processes

- Education, health and care plans (EHCP) guidance Norfolk County Council.
- Norfolk SEN network aim to help parents of children and young people with SEND (0-25 years) to find the right educational placement or provision to meet their needs.
- Norfolk SENDIASS provide EHCP resources, SEND advice clinic and SEND training.

Please scan this QR code to access the electronic version of this guide

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