

**HEVINGHAM PRIMARY SCHOOL & HEVINGHAM UNDER 5's**  
**SEND Information Report**

July 2025 (Reviewed annually)

Part of the Norfolk Local offer for Learners with SEND

## **Introduction**

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEND). The Local Offer sets out the local services available to support children and young people with SEND and their parents and carers. It includes all the information about education and health and social care in one place. All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing board's policy for pupils with SEND.

The information published must be updated annually. The required information is set out in the draft SEND regulations which are available on the school website.

At Hevingham Primary School and Hevingham Under 5's we are committed to working together with all members of our school community. This local offer has involved pupils, parents/carers, governors and members of staff. 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:

SEND Governor: Nick Rout  
SENDCo: Lydia Board  
Headteacher: Lydia Board

If you have any specific questions about the Norfolk Local Offer, please visit their website for more help-

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

Alternatively, if you think your child may have SEND please speak to their class teacher in the first instance, and if appropriate you may be asked to meet with the school SENDCo.

Further information on Hevingham Primary School and Hevingham Under 5's approach to SEND are detailed in the SEND policy, which can also be found on the school website.

## **Our Approach to teaching learners with SEND**

At our school we believe in participation 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 school website.

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

We aim to create a learning environment that is sufficiently flexible to meet the needs of all members of our school community. We monitor progress of all learners, and staff regularly carry out assessments to ensure that learning is taking place. Our whole school system for monitoring progress includes termly pupil progress meetings, and staff engagement in coaching and supervision.

At Hevingham Primary School and Hevingham Under 5's we value: **'Learning for all'**

## **How we identify SEND**

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

**"A child or young person has SEND 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 SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Pupils can fall behind in school for lots of reasons. They may have been absent from school or may have attended many 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 Hevingham Primary School and Hevingham Under 5's 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 SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile in July 2025:

% of children on the SEND register	% of Boys/Girls on SEND register	% of those who have an EHCP on the register	% identified as having SEN linked to			
			Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory
School total: 21/98= <b>21%</b>	Boys: <b>71%</b> (15) Girls: <b>29%</b> (6)	<b>10%</b> (2 total)	<b>19%</b> (4)	<b>48%</b> (10)	<b>33%</b> (7)	<b>0%</b> (0)

### **Assessing SEND at our settings**

Class Teachers, support staff, parent/carers and the learner themselves will be the first to notice a difficulty with learning. At Hevingham Primary School and Hevingham Under 5's we ensure that assessment of educational needs directly involves the learner, their parent/carer and of course their teacher. The Special Educational Needs Co-ordinator (SENDCo) will also support with the identification of barriers to learning. We have a range of assessment tools available within the cluster, which we can use to identify a specific need.

For some learners we may want to seek advice from specialist teams. In our school and cluster 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 –

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

We also have access to a range of external support services. Some of these are provided for free, but many are paid for by the school from the SEN Notional Budget or the whole school budget. External agencies are involved on a case-by-case basis, based on need. Sometimes the child will work directly with an outside agency, and at other times the specialist support will be delivered by school staff under guidance from external specialists. Below you can see some examples of professionals, agencies and networks that we have worked with in the past two years:

- Educational Psychology Specialist Support (EPSS). The EPSS team is a multi-disciplinary team, with Educational, Clinical and Occupational Psychologists, Specialist Learning Support Teachers, and the Critical Incident Lead Officer, who has a background in social work and education
- Norfolk County Council – Inclusion and SEND team. The team supports schools to meet the needs of their learners with SEND. They work with other departments in the council and health, to help schools fulfil their duties set out in the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice 2015

- Dyslexia Outreach Service. This subscription service offers practical support and training to schools with regard to their provision for dyslexic learners. They also carry out diagnostic assessments for an additional cost
- Help for Psychology. The core function of the organisation is to offer assessment, diagnosis and support to children, adults and their families with Autism and co-morbid conditions, such as ADHD
- Psychology4Education offers independent assessments diagnosing the educational aspects of Neuro-diversity (specific learning difficulties)
- Emotionally-based school avoidance team (strategies to support SEMH needs)
- SENSi - Paediatric Occupational Therapists and Advanced Practitioners in Sensory Integration (SI) and Sensory Attachment Intervention (SAI) providing treatment for a wide range of Sensory Processing Disorders (SPD) and difficulties relating to SI, SAI and SPD
- Virtual School SEND. The NCC service for educators providing training, advice and support
- Neurodevelopmental Service. Norfolk Community Health and Care NHS Trust
- The Essential SENCo Network – Willow Tree Learning. A professional forum for SENCos and SEN Practitioners led by Judith Carter, Educational Psychologist
- SEN Forum (Local Authority). This SEND Forum for SEND professionals is led by the Virtual School for SEND
- Norfolk County Council EHCP Support Team
- Norfolk and Waveney Speech and Language Therapy Team. The team help schools to support children with speech, language and communication needs
- Child and Adolescent Mental Health Service (CAMHS)
- The Partner and Community Focus Service (PCF) works across Norfolk in partnership with education and health providers, district councils and voluntary sector groups, to develop and strengthen the support that exists for families locally
- Education High Needs SEND Service
- Community Paediatric Team
- Norfolk County Council Education Quality Assurance Service
- Regional SEND leads at Nasen Whole School SEND
- Just One Norfolk health services
- Aylsham High School SEMH team

## **What we do to support Learners**

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 Hevingham Primary School and Hevingham Under 5's are proud of our teachers and their developments. The Teacher Standards are available on request.

At our settings we are committed to ensuring that all learners have access to high quality learning opportunities. Every teacher is expected to teach at a range of levels that reflect the pupils' range of interests and understanding; this is called the normal differentiated curriculum. If your child is identified as having SEN, our job is to offer them something 'extra' that is 'additional to or different from' the normal differentiated curriculum. Any 'extra' provision or intervention is dependent on the individual's needs and is designed to overcome or remove barriers to their learning and we work closely with the pupil and their families to determine the right provision.

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Tablets, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Targeted support through TA's or Nurture Lead
- Different colour screen backgrounds or paper for children to use

Each pupil with SEND in our school has their own Learning Passport which incorporates a one-page profile. This is used to identify their learning needs, as well as methods used to overcome barriers to their learning but also includes mental health and well-being issues that have been identified by staff, the child and their families. These are kept by the children and used throughout lessons and interventions and are reviewed regularly.

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. 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. For children on the SEND register, before any additional provision is selected or assessments are requested to help a child, the SENDCo, teacher, parent/carer and learner agree what they expect to be different following this intervention or assessment. A baseline will also be recorded, which can be used to compare the impact of the provision, using both progress and attainment levels. The impact of interventions will be discussed with the teacher and SENDCo during pupil progress meetings and with parents during the termly learning conversation.

The support provided through interventions is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Hevingham Primary School and Hevingham Under 5's to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

At Hevingham Primary School and Hevingham Under 5's we share the provision map with our colleagues in the Aylsham Cluster so we can learn from each other and demonstrate what we offer for learners with SEND. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity. Our provision map is shared with governors who are able to ensure that we monitor the impact of these interventions on learning across the school. Our Provision Map describes the range of teaching strategies and interventions that we use to support learners with SEN.

## **Classroom Support – Quality First Teaching**

Every teacher is expected to adapt their classroom, teaching and resources to help children with SEN make the best progress they can. To enable this to happen the Headteacher and SENDCo support teachers by providing advice and access to high quality training. Our Provision Map outlines the ways teachers support children with SEN within the classroom. 13 At the current time, we have no children in school with physical or sensory needs who require specialist equipment or adaptations to the physical environment.

Sometimes a child may benefit from a specific intervention outside the classroom, working individually, or in a small group, with a member of staff. These specific, time-limited sessions focus on helping a child make progress with key skills or knowledge and/or removing barriers

to learning. For examples of this kind of additional support for learning please see our provision map. Children with different areas of need may also benefit from extra time or support with reading during exams and assessments.

## **INDES/IPSEF**

The school completes what is known as an INDES (Identification of needs descriptors in education settings) for our children on the SEND register, this helps the school to identify common themes of SEND and plan accordingly for training. It also allows teachers to clearly identify needs and how they are going to adapt their classroom practise.

*INDES are a framework of standardised terms, co-produced and facilitated by the Inclusion and SEND team, breaking down the broad areas of SEND into seven specific sections which describe need:*

- *Physical disability (including physical and neurological impairment, medical, independence and sensory)*
- *Deafness*
- *Visual impairment*
- *Speech and language*
- *Social communication and interaction*
- *Social, emotional and mental health*
- *Learning and cognition difficulties (including behaviour for learning)*

*When identifying a child or young person's needs as part of the assess, plan, do, review process (SEND Code of Practice, 2015), professionals use statements within the above that best describe presentation of need from typically developing to complex*

Definition from Norfolk County Council website

The school has completed our IPSEF (Inclusion and Provision Self-Evaluation Framework) which is a tool to support us to evaluate our SEND provision and support inclusive practice and demonstrate our compliance against the Ofsted framework, legal requirements, and Norfolk County Council's Provision Expected at SEN Support (PEaSS).

The Aylsham Cluster of schools are committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEND. All schools in the Aylsham Cluster have signed a governance agreement which helps us work together.

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

Monitoring progress is an integral part of teaching and leadership within Hevingham Primary School and Hevingham Under 5's. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review', model and ensure that parents/carers and children are involved in each step. For more information on the 'assess-plan-do-review' model, please see 'target children entry and exit policy', available on the website.

Children, parents/carers and their teaching and supports staff will be directly involved in reviewing progress of interventions during pupil progress meetings and learning conversations. This review can be built in to the intervention itself or can be a formal meeting held regularly, where we can all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC Plan) the same review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. We also take part in external moderation, as part of the Aylsham Cluster and as a local authority. This ensures that our judgements stand up to scrutiny. Our school and cluster data is also monitored by the local authority and Ofsted.

## **Other opportunities for learning**

All learners should have the same opportunity to access extra-curricular activities. At Hevingham Primary School and Hevingham Under 5's we are normally able to offer a range of additional clubs and activities.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our school SEND co-ordinator to discuss specific requirements. Please email the [office@hevingham.norfolk.sch.uk](mailto:office@hevingham.norfolk.sch.uk). All staff at Hevingham Primary School and Hevingham Under 5's have regular training on the Equality Act 2010 as part of on-going essential staff training. 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 SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND 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 Single Equality Scheme.

## **Preparing for the next step**

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. Hevingham Primary School and Hevingham Under 5's are committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child during the summer term. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

### **Have your say**

Hevingham Primary School and Hevingham Under 5's wants to include your suggestions to allow us to shape and develop provision for all of our learner's ensuring achievement for all. This SEND report declares our annual offer to learners with SEND but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

If you have any queries or complaints about any provision that the school has offered your child please come and see you child's class teacher in the first instance. If you feel you need further information or support, please book an appointment with the school's SENDCo, Lydia Board.

### **Useful links**

#### **Department for Education**

Statutory guidance sets out what schools and local authorities must do to comply with the law.

<https://www.gov.uk/government/organisations/department-for-education>

#### **The Norfolk SENDIASS (Information, Advice and Support Service)**

The Norfolk SENDIASS provides information, advice and support to children, young people and parents/carers about SEND. This includes health and social care where it is linked to education. It is a free, dedicated, confidential and impartial service based in Norwich. You can contact the 26 service by calling 01603 704070, or emailing [norfolksendiass@norfolk.gov.uk](mailto:norfolksendiass@norfolk.gov.uk). You can also find more information on their website:

<https://www.norfolksendiass.org.uk/about-us/about-us/>

#### **The Norfolk Local Offer**

The Local Offer sets out the local services available to support children and young people with SEND and their parents and carers. It includes all the information about education and health and social care in one place. To access the Norfolk Local Offer click on this link:

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

#### **Just One Norfolk**

Just One Norfolk is the single point of access for all Norfolk Healthy Child Programme services. Your call might be for an appointment change, or you might have a parenting question or a worry about your child's physical or emotional health.

- Visit: <https://www.justonenorfolk.nhs.uk/>
- Phone: Just One Number on 0300 300 0123
- Text: Parent Line on 07520 631590