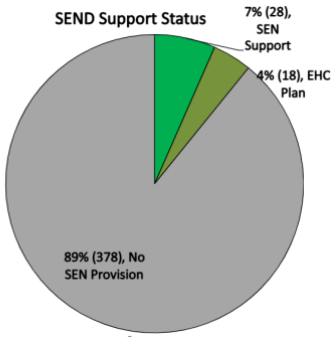
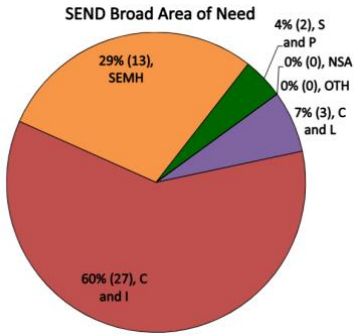
Poringland Primary School and Nursery

SEND Information Report September 2026

1 Variety of Special Educational Needs that are provided for at Poringland Primary School and Nursery	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 11% of all students identified with SEND including 4% 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, Wellcomm Screening, Dyslexia-Portfolio Screening, • Feedback from teaching staff and observations, following our school's SEND referral process. • Feedback from specialist agencies e.g. Educational Psychologist (EP) or Specialist Learning Support Teacher (SLST). Speech and Language Therapists and Occupational Therapists. Also, Norfolk SEND and Inclusion Team, Schools and Communities Team, Early Years Advisors, Paediatrician referral/NDS, NHS SLCN, CAHMS, Just One Norfolk and NHS SALT. • Pupil Premium interventions not showing impact. • Referrals from staff • Referrals from parents or carers • Pupil Voice – sharing their concerns and worries. • Whole school assessment systems • Graduated Approach – actions from primary/previous school • Intervention base-lines • Observations in school to look at High Quality Adaptive Teaching Provision • Team Around the School Meetings (TAS) – discussing particular children.
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 programmes • Personalised intervention programmes led by trained TAs • Dual Centre provision (SRB & School) • ESP within our Harbour Room • The sourcing of additional specialist support via external agencies e.g. Norfolk ASD Team, Open Arms Support Services, Dyslexia Outreach, School 2 School Support, Schools and Communities Team, SEND and Inclusion Team, Early Years Advisors and NHS SALT.

	● All staff have access to our online SEND Teams area
3a Evaluating the effectiveness of the provision made for pupils with SEND	● Impact tracking is completed at least termly and adaptations to provision made in light of the findings. ● SEND Parent Voice Survey bi-annually ● SEND Pupil Voice Survey bi-annually ● Progress and evaluation of SEND is reported to the Governing body ● Michelle Unstead, Sapientia Inclusion lead supports Poringland. ● SEND is a priority for all Quality Assurance undertaken ● Close collaboration with Pupil Premium Champion
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	We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review. - 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. - 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. These arrangements include: ● Data tracking for pupil progress including but not limited to the use of NFER and Past SATS assessments. ● Pupil progress meetings between class teacher, SLT and SENDCO ● Learning Support Plan reviews – termly ● EHCP reviews – yearly or twice yearly (Nursery) ● Individual, personalised Support Plans for all learners with SEND

	● Observations and follow-up ● Parent/Carer's meetings – either face-to-face or via phone call. ● Pupil Voice – termly via the use of SEND Learning Support Plans
3d How adaptations are made to the curriculum and the learning environment of pupils with SEND	The approach at Poringland Primary School and Nursery is inclusive and based on high-quality, adaptive teaching. This means that lessons are designed to meet the needs of all learners, including those with SEND. Teachers adjust for individual learners based on the information shared with them in their Learning Support Plans, their knowledge of the pupil, expert support and guidance. They use a range of strategies to enable access to the curriculum so that all learners know more, remember more and can do more. The curriculum/learning opportunities may be adapted by: ● Application of EEF High-Quality Teaching Strategies including scaffolding, modelling, flexible grouping, explicit instruction, meta-cognition strategies ● Groupings that target specific levels of progress ● 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 nurture room ● Access to our ESP Further Examples are: ● Clear and consistent classroom routines; ● Visual aids, checklists, timers and manipulatives; ● Graphic organisers, mind maps, spider diagrams; ● Writing frames, sentence starters; ● Reading text/instructions aloud; ● Pre-teaching vocabulary; and ● Breaking up longer texts and tasks into manageable chunks.

	Additional, targeted support will be provided in the classroom, based on individual learner' needs. This could take the form of: ● 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 . For interventions, you could include for example: ● Small group precision teaching; ● Meet and greet at the start of the day and/or decompression at the end of the day; ● Provision of specific support programmes e.g., Zones of Regulation, Sensory Circuits ● Nurture Sessions – Focus of supporting SEMH ● Lego Therapy ● Memory intervention ● Speech and Language intervention ● Interventions led by the Schools and Communities Team, such as Memory Fix, Worry Busters and Lego Therapy.
3g Support that is available for improving the social, emotional and mental health needs of pupils with SEND	Pupils are well supported by: ● Whole school Norfolk STEPS Approach promotes positive behaviour through a therapeutic approach for all learners. ● An anti-bullying policy ● Dedicated Pastoral Team who are on call throughout the school day who provide support such as self-esteem building, anger management ● Zones of Regulation – used and referred to within every classroom

	● 'Time to Talk' boxes in every classroom, accessible for all children at all times ● Pupil Voice – drop in sessions with our PSA, when needed.
4 In relation to Mainstream Schools and maintained nursery schools, the - Name and Contact details of SEND Coordinator - Name and Contact details of Chair of Governors	Lisa Hazard – Headteacher head@poringland.norfolk.sch.uk Lucie Burdett - SENDCo sendco@poringland.norfolk.sch.uk Becky Anderson and Danielle Golding – Co Chairs ChairofGovs@poringland.norfolk.sch.uk School Telephone Number: 01508 492530
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	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: ● The SENDCO is currently undertaking SENCo qualification (NPQSENDCo) ● Termly Sapientia Trust SEND Strategy Days for SENDCOs led by the Director of Inclusive Learning ● CPD training covering topics including EEF Special Educational Needs in Mainstream Schools Guidance, SEND Code of Practice, High-Quality Teaching Strategies to support pupils with SEND, Step-On training ● Whole staff training in Emotion Coaching and ASD ● Specialist expertise engaged from external services –SRB, NHS NDS Pathway Team, Norfolk Early Help, CEPP (EP, OT, SALT) NHS SALT, Norfolk SEND and Inclusion Team, Schools and Communities Team. ● All staff have been trained in the Graduated Approach - September 2026.

6 Information about how equipment and facilities support children and young people with SEND will be secured	• Support Services including health services • Access Through Technology • The School's Early Help Consultant (School and Communities Team) • National and Local Charities • Volunteers • CADS Hub • Just One Number • Early Help & Family Support (Norfolk County Council) • Additional specialist SEND agencies as listed above
7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	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. • Before school, lunchtime support, afterschool support • Telephone Land and Mobile • Text • Email online • Parent Views – captured termly on Learning Support Plans • Parents Evenings – twice yearly • Parent Support Advisor • SENDCO direct contact, via email: sendco@poringland.norfolk.sch.uk • Face-to-face meetings – to be arranged when parents need them • Termly parent cafes with the SENDCo
8 The arrangements for consulting young people with SEND about and involving them in their education	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. We gather their views as part of the termly review of their learning support plan as well as through: • Pupil Voice • Annual Reviews for EHC Plans • Personal Interviews • Wishes and Feelings - signs of safety activity

	• Parent Support Advisor
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	Model complaints procedure
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.	The board of Governors empowers the SEND Coordinator and Headteacher to use the range of support and resources required to benefit the children at Poringland Primary School and Nursery. This can include: • Family Support • Speech and Language therapy • Sapientia Education Trust support • Specialists e.g. Educational Psychologists, School-to-School support, SRBs etc. In its turn, through monitoring and challenge, the board of Governors assess the impact, costs and cost effectiveness of the support used and amends the strategy of the school appropriately.
11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.	Norfolk SEND Partnership: Telephone: 01603 704070 SEND and Inclusion Team: Telephone: 03333137165 SENDIASSS: Telephone: 01603 704070 Just One Norfolk: Telephone: 03003000123 SEN Centre of Excellence: Telephone: 03448008020 or email send@norfolk.gov.uk
12 The school's arrangements for supporting pupils with SEND in a transfer between phases	Transfer Transition arrangements • Meetings with feeder 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

of education or in preparation for adulthood and independent living	• Child's SEN file passed onto new school • Y6 Child with EHCP, a co-ordinator from Norfolk County Council invited to compile 'Transition Plan' • Invites to secondary schools to attend Y6 EHCP reviews • Enhanced transition is available • Schools and Communities Team offering Peep transition sessions for children coming into reception. • MHST giving Year 6 students transition sessions. • Social Stories Moving within the school • Transition meetings between the teachers • Parent information evenings at the start of the school year • Move up days to meet new class teachers and TA's • Visits to their new classroom without other pupils • Social stories plus pictures of new teachers and TA's Moving to a new school • Extra visits to the new school • Discussions between SENDCos and DSLs to handover information and strategies • Records of achievements, attainment, progress etc… shared with new school • Meetings with parents to address concerns if necessary • Children attend settling in sessions. • Social stories
13 Information on where the local authority's local offer is published	https://www.norfolk.gov.uk/children-and-families/send-local-offer