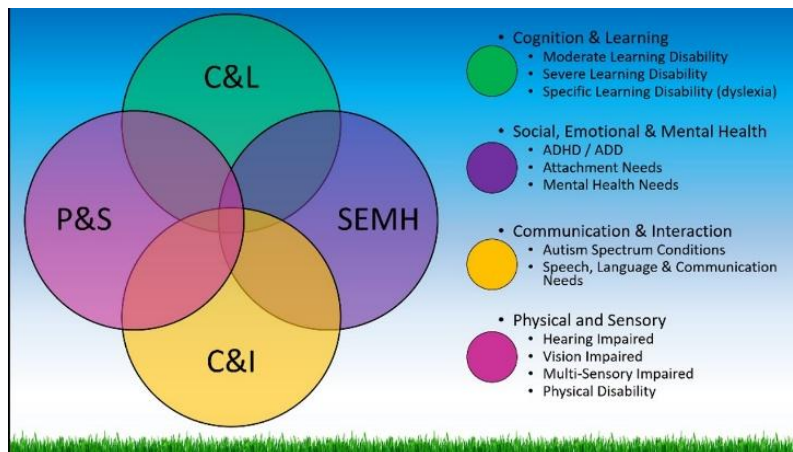
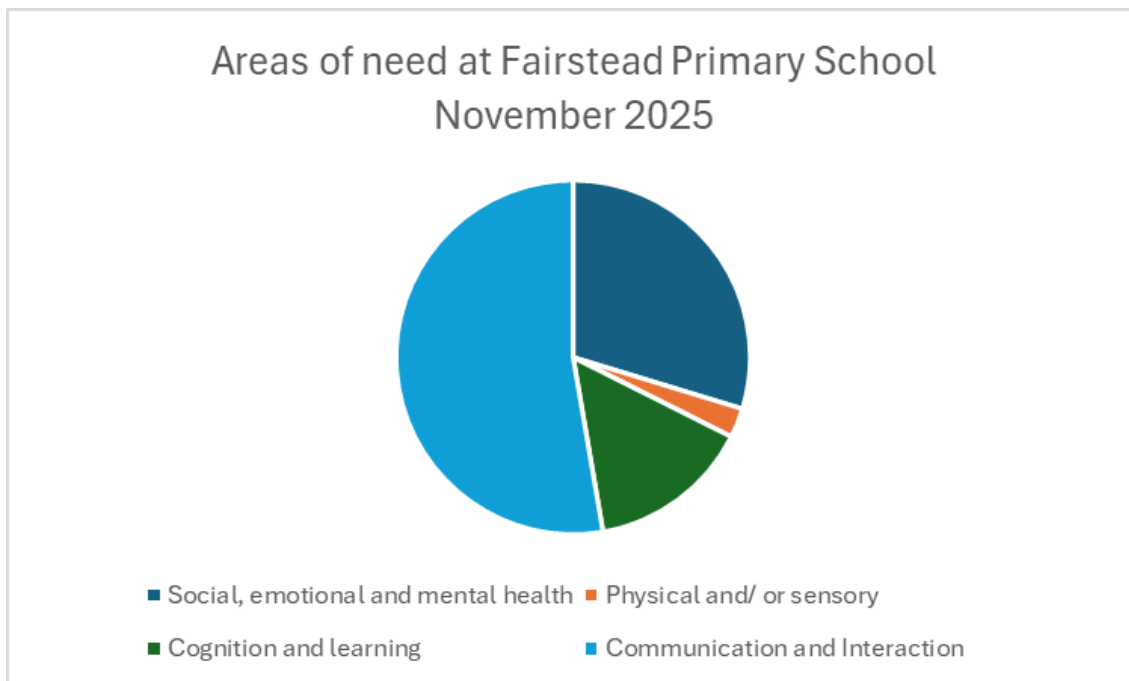


Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with special needs. This report is reviewed annually and is next due to be reviewed November 2026.

There are four broad areas of need which give an overview of the needs that are planned for in school. These are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and Physical needs.



At Fairstead Community Primary and Nursery School we have 24.6% children with SEND. The National average for Primary schools is 17.3%. The distribution of need across our school is shown below:



It is important to recognise that children may also have secondary needs which are not represented in this data.

At Fairstead Community Primary and Nursery School we work hard to ensure that every member of our school community – children, parents, staff and visitors – feel safe and included. We are an inclusive school and every child, whatever their individual abilities or needs, is equally valued and welcome here. We expect all parents and visitors to understand and support our inclusive ethos.

Inclusive learning and teaching recognises all children's entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences. Inclusion in our school describes the right of children to access mainstream education alongside their peers. If you have any concerns regarding your child's progress or well-being, then please speak to your child's class teacher or Mrs Redden our SENCO



Mrs Kate Redden is our Special Educational Needs Coordinator (SENCO)

She can be contacted on 01553 774666 or by  
Email: [senco@fairstead.norfolk.sch.uk](mailto:senco@fairstead.norfolk.sch.uk)

## **Identifying pupils with SEN and assessing their needs**

When children start at our school, whether they come from home or another school, the handover systems ensure that we receive any information on their development so far, and any information on a special need or disability already identified by parents or health workers. If this is the case, we meet with everyone involved before the child starts school to make sure their transition to school is as smooth as possible. All children are unique and develop at different rates. Any special need may not be evident until they have been in school for some time.

All children's attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities that are scaffolded appropriately for individual children. Monitoring attainment helps to identify any gaps, could be indicative of missed learning due to contextual issues, and reviewing progress helps to identify what the child's ability or potential to learn is.

Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.

### **Adequate progress could:**

- Be similar to that of peers;
- Match or better the child's previous rate of progress;
- Close the attainment gap between the child and their peers;
- Prevent the attainment gap growing wider.



Where a child continues to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCO) to assess if a child has persistent learning difficulties or needs requiring additional or different support.

Slow progress and low attainment will not automatically mean a child is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or Educational Psychologist. This will be discussed with the child/young person and also their parents/carers.

## **Consulting and involving pupils and parents**

In accordance with the SEND Code of Practice, Fairstead Community Primary and Nursery School believes that all parents should be treated as equal partners. Parents are invited to positively contribute to their child's SEN support plan and their views are sought for reviews. We encourage active parent

participation by providing guidance on how they can support their child's learning at home.

The school provides user-friendly information and strives to ensure that parents understand the procedures and are aware of how to access advice and support. Parents are welcomed into school every term to meet with our SENCO at a SEND forum to look at policies and discuss SEND provision at Fairstead Primary School. We also hold regular afternoon tea sessions where parents can share their experiences, meet other families and gain further advice and support from our Inclusion team.

If a child's class teacher has a concern regarding the progress they are making the teacher with support from the SENCO will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Everyone understands the provision the pupil will be receiving additional to and different from QFT.



If a SEN support plan and Individual provision map are needed these will be added to the child's SEN file and a copy will be given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

SEN support plans are reviewed termly and are co-produced by the child, parents/ carer and the class teacher. Parents/ Carers are invited to a meeting at a mutually convenient time to discuss the progress towards the current targets in place and work together to set new targets.

All children on the SEND register will have a SEN plan. Parents whose children also have an EHCP invited to an annual review held at school. An annual review is a statutory process that occurs once a year to assess the needs, provision, and outcomes specified in an Education, Health and Plan (EHCP). During the review, the child's parents, and relevant professionals come together to evaluate the support



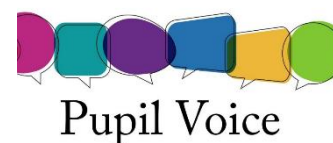
support will be EHCP at least

Care school,

provided and make necessary updates to the plan. The process aims to ensure that the EHCP continues to meet the child's needs effectively.

Pupils with SEND are supported to participate, understand, and share their views through a range of accessible methods, such as simplified questionnaires, visual supports, and suggestion boxes placed around the school. Staff ensure that questions are presented in a clear and inclusive way, using symbols, visuals, or verbal prompts where needed, so every child can contribute their ideas and feedback.

To help pupils with SEND access opportunities beyond the classroom, information about clubs and extracurricular activities is shared in multiple formats — including posters with clear visuals displayed around the school and messages sent to families via ParentMail.



Pupils with SEND are also encouraged and supported to share their views and take an active role in decisions about their support during SEN Support reviews and EHC Plan annual review meetings. Tools such as widget questionnaires, visual prompts, and feelings charts are used to help pupils express their thoughts and preferences confidently, ensuring their voices are heard and valued in shaping their learning and development.

## **Assessing and reviewing pupils' progress towards outcomes**

The class teacher will work with the SENCO to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

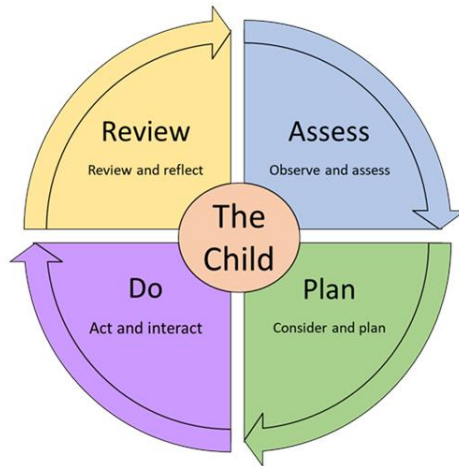
- The child's own views
- Advice from external support services, if relevant

If a learner is identified as requiring SEN support, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning.

This support is set out in the individual school's whole school provision map, which documents the support that is currently in place. Various strategies are used to adapt access to the curriculum including visual timetables, ICT support, positive behaviour reward systems, ELSA, precision teaching and dyslexia friendly classrooms.

## **When providing support that is “additional to” or “different from” we engage in a four-stage process:**

- **Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.
- **Plan** – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.
- **Do-** providing the support – extra assistance for learning – as set out on the child's individual provision map.
- **Review** – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teachers, SENCO and outside agencies contribute to this review. This stage then informs the next cycle



All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We review the effectiveness of the support and interventions and their impact on the pupil's progress every term.

Reasonable adjustments are made to cater for the needs of individual children and we have a variety of programmes to boost and support pupils if necessary. These support and intervention programmes include:

#### **Cognition and Learning**

- Precision Teaching for Maths
- Precision Teaching for Reading
- Precision Teaching for Writing
- Toe by Toe
- Drawing and Talking
- Word Wasp
- Hornet
- Power of One
- Plus Two
- Maths Whizz
- Read, Write, Inc – fresh start
- Literacy Gold
- Beat dyslexia
- PAT
- Sound Linkage
- Memory magic
- First words

#### **Social, emotional and Mental Health**

- ELSA
- Play therapy
- Drawing and talking
- Nurture
- Forest schools
- Lego therapy

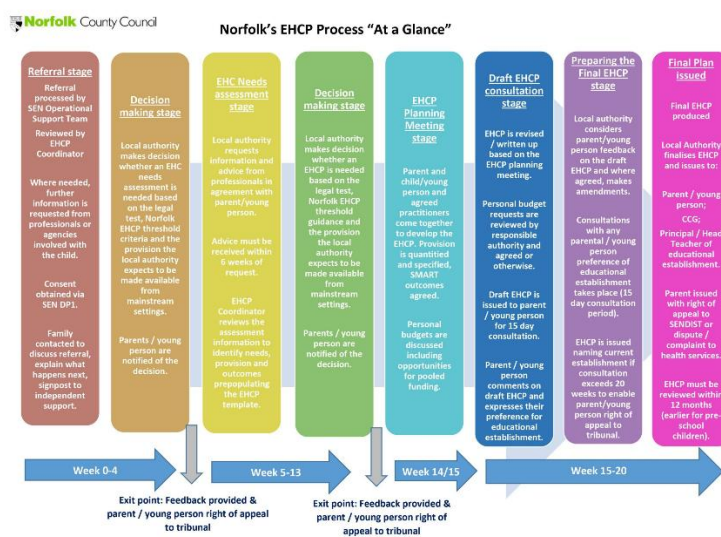
## Communication and Interaction

- Talk Boost
- Elklan Speech Therapy
- Speech and language sessions with our dedicated TA
- Wellcomm
- Time to talk
- Attention Autism
- The curiosity approach

## Physical and/or Sensory

- Sensory circuits
- OT support and intervention plans
- Touch typing programs
- Adjustable height tables
- Wobble cushions, chair bands, fiddle toys

An application for an assessment for an Education Health and Care Plan will be initiated where, despite the school having taken relevant and purposeful action to assess, plan and review relevant interventions to meet the SEND needs of the pupil, the pupil has not made progress.



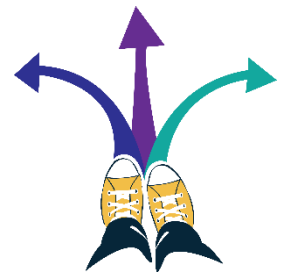
Parents are fully involved in every stage of the EHCP (Education, Health and Care Plan) process. They are invited to share their views, hopes, and concerns about their child's needs and support. Parents contribute important information about their child's strengths, challenges, and what works best for them at home and school. They are encouraged to attend meetings, review draft plans, and discuss progress and outcomes with staff and professionals. This partnership helps ensure the EHCP is clear, accurate, and tailored to meet the child's individual

needs so that parents feel listened to and fully involved in decisions about their child's education and support.

## Supporting pupils during transition points

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We endeavour to make sure these periods of change are managed in a sensitive way to provide continuity of quality provision and reassurance to our pupils and families.

As soon as we know a new child will be joining our school, we start planning their transition straight away to make sure they feel happy and supported from the very beginning. We arrange a meeting between parents, our staff, and the child's current setting (if they have one) to share information and plan the best start together. With parents' permission, we contact previous settings to learn more about the child's strengths, interests, and needs so we can put the right support in place. For pupils with an EHCP, transition planning is person-centred, which means we focus on the child's views, wishes, and future goals to help them move confidently to their next stage of learning. Once parents give consent, we share information safely and transfer any documents to the new setting once attendance is confirmed. To help children get to know our school, we offer transition sessions, school visits, photo booklets, social stories, and "meet the staff" pages so everything feels familiar before they start. Our staff also use one-page profiles and shared information to understand each child as an individual. We love getting to know families and invite parents to a friendly transition meeting with key staff, where they can visit the school, ask questions, and talk about anything they need. We also help pupils think about their future goals through questionnaires and conversations.



Every year, we review our transition process at our Parent SEND Forum to make sure it continues to work well for all our children and families.

## Our approach to teaching pupils with SEN

At our school, we believe that effective teaching and learning is a dynamic process built on cooperation, high expectations, and a deep understanding of our children's needs. Our pedagogy is designed to cultivate a love for learning,

develop essential life skills, and equip every child with the knowledge and character to thrive in the modern world.

### Cooperative Learning and Pedagogy

Our school utilizes Kagan Cooperative Learning structures as the cornerstone of our pedagogy. This approach ensures that all children are engaged, accountable, and actively participating in their learning. Structures like 'RoundRobin', 'Think-Pair-Share', and 'Numbered Heads Together' are built on the four core principles of PIES:

**Positive Interdependence:** This principle ensures that children feel they are "sinking or swimming together." Our structures require children to rely on one another to complete a task, fostering a sense of teamwork, a sense of belonging, and friendship.

**Individual Accountability:** Every child is responsible for their own learning. Our structures ensure that no one can "hide" or rely on others to do the work for them.

**Equal Participation:** Kagan structures are designed so that all children have equal opportunities to share and contribute. This promotes engagement and confidence for every learner.

**Simultaneous Interaction:** Rather than one child speaking at a time, these structures allow multiple children to interact at the same time, maximizing the amount of academic and social practice for every child.

By embedding these principles into our daily pedagogy, we not only engage children with their learning but also build essential social skills, a sense of belonging and friendship, and develop strong oracy and spoken language. This helps us prepare our children to be good people as well as good learners.

### **The Curriculum: A Spiral of Knowledge and Roadmaps**

We teach a spiral curriculum, which means that key concepts and knowledge are revisited at increasing levels of complexity throughout a child's school journey. This ensures deep understanding and long-term retention. To make this explicit for children, we provide them with knowledge categories and roadmaps that show the key topics they will learn across a year and beyond.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.



High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We have visible consistencies in place to ensure dependability across our school.

We use Widgeit symbols across our school to communicate and the use of visuals is highly promoted. Clear visual timetabling is in place in all classrooms to support children in transitioning between lessons and activities. Personalised first/ then boards, visual timetables and objects of reference are also used to support the children.

Our monitoring process is an integral part of teaching and leadership at our school. Parents/ carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

## **Adaptations to the curriculum and learning environment**

Where children are underachieving and/or identified as having special educational needs the school will make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, scaffolding the learning, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Technology plays an important role at our school in helping make the curriculum more accessible for pupils with SEND. A range of tools and devices are used to support learning, communication, and independence, depending on each child's individual needs. These include laptops or tablets with SEND-specific software, text-to-speech and speech-to-text programs that help pupils read and write more confidently, and software that links words with pictures or symbols to support understanding. Easy-to-use keyboards, touch-screen computers, and

interactive learning apps enable pupils to engage with lessons in a way that suits their abilities and learning styles. For pupils with hearing impairments, hearing loop technology helps ensure they can fully access spoken information. Together, these technologies help to remove barriers, promote inclusion, and allow every child to take part and achieve their potential in the classroom.

## **Additional support for learning and extracurricular activities**

Our pedagogy is designed to promote independence and develop the children's confidence. Our enables pupils with Special Educational Needs to engage in activities and learning by creating an inclusive environment that recognises and supports individual differences. This includes adapting teaching methods, providing differentiated instruction, and offering tailored support through SEN Support plans. Trained staff work closely with SEN pupils to ensure they can access the curriculum and participate fully in classroom activities. The school may also provide specialist resources, assistive technology, or one-on-one support where needed. Additionally, efforts are made to promote social inclusion through group work, extracurricular activities, and peer support systems, ensuring that all pupils feel valued and included in the school community.

We have a number of teaching assistants who are trained to deliver interventions such as Beat dyslexia, PAT, Lego therapy, ELKLAN, Talk Boost and Literacy gold.

We engage with external services such as Educational psychologists, Speech and Language Therapists, Occupational Therapists and the Virtual School for Sensory Support to ensure all reasonable adjustments are made to allow children to learn successfully in our school.

## **Expertise and training of staff**

Our SENCO has 12 years experience in this role and is supported by a team of specially trained HLTA's in SEN, Dyslexia and Speech, Language and Communication difficulties, Autism and ELSA.

We make sure our staff are up to date with training to help and support all our pupils.

This includes:

- Autism Awareness- AET Sept 2024
- PECS training- June 2022
- Norfolk Steps Lead Professional Training Nov 2025
- ELKLAN (speech therapy) training- Dec 2021
- Dyslexia Awareness Level 2 and 3- Dyslexia outreach 2019
- Whole staff training CBT therapy- EPSS May 2022
- Whole staff neurodiversity training- EPSS Jan 2022
- ELSA- Oct 2025
- Drawing and Talking September 2022
- Attention Autism February 2023
- Working memory- Dyslexia outreach March 2022
- Precision Teaching- November 2023
- Step on- Norfolk STEPS September 2024
- Inclusive Digital Technology June 2024
- Successful Strategies at SEN Support May 2024
- Supporting Children Affected by Bereavement May 2024
- Lego Therapy Sept 2024
- Working on Worries June 2024
- Understanding Trauma April 2024
- Senior Mental Health Lead Training December 2023
- TEACHH October 2025
- Engagement model training Sept 2024

## **Securing equipment and facilities**

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2015.

Our school is fully committed to ensuring that all pupils, including those with disabilities, have equal access to education and the school environment. To support this, we provide a range of facilities and auxiliary aids tailored to individual needs, including specialised equipment such as supportive chairs, standing frames, and other adaptive tools designed to enhance comfort, mobility, and participation. We work closely with healthcare professionals, therapists, and specialist advisory services to assess each child's specific requirements and ensure they have the necessary resources in place. This collaborative approach enables us to remove barriers to learning, promote independence, and create an inclusive environment where every child can thrive.

Where a pupil has a significant, severe and sustained need and at least two cycles of Assess, Plan, Do, Review have been successfully completed it may be that after discussions with the child and their parents the SENCO will need to refer the child for an Education Health and Care Plan assessment.

## **Evaluating the effectiveness of SEN provision**

The school has a robust system for assessing the progress of individuals with SEND, using information gathered from a range of sources including observations, data analysis, provision mapping reviews and pupil progress meetings. This information is looked at in the context of a broad picture of the child's areas for development and responses to different learning experiences.

The Senior Leadership Team will monitor:

- Evidence of differentiation in teacher's plans and children's work;
- Progress of all children with SEND;
- Effectiveness of interventions;

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a set time
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

## **Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**



At Fairstead Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for the activity. Please contact us if your child has any specific requirements for extra-curricular activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

All staff at Fairstead Community Primary and Nursery school are aware of the Equality Act 2010. This legislation places explicit 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

Inclusive learning and teaching recognises all children's entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences. Inclusion in our school describes the right of children to access mainstream education alongside their peers.

When reviewing or redesigning our environment (such as, but not limited to, our culture, buildings, technology, information, communication) we commit to:

- promoting inclusion, participation, and equal opportunity
- making the necessary identical or equivalent adjustments
- ensuring provisions for privacy, security, and safety
- ensuring dignity and respect

# Support for improving emotional and social development

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured RSE curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Lego Therapy
- Zones of Regulation
- Play therapy
- Lunch time and play time support / play partners
- Social awareness games and activities
- Drawing and Talking
- Wellbeing Ambassadors
- ELSA
- Access external agencies and professionals and follow their advice

The school benefits from a Relationships and Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents.

We use Zones of Regulation as a whole school approach to support children to develop their emotional literacy.

## The ZONES of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad Bored Tired Sick	Happy Focused Calm Proud	Worried Frustrated Silly Excited	overjoyed/Elated Panicked Angry Terrified

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly and we actively promote British Values.

## Working with other agencies

Sometimes we will need to ask for outside agencies to work with your child and provide us with further assessments and support. This will be one of the specialist services mentioned earlier. You will always be asked before we involve

anyone and the SENCO will explain clearly how the external agency will help and support your child.

In accordance with the SEND Code of practice 2015 we invite all relevant agencies to EHC plan annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school.

For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Mrs Redden will be the point of contact within the school who will coordinate the support from outside agencies for each pupil however, in some circumstances an additional key person may be appointed for example our Speech and Language HLTA.

## **Identifying children with a Special Educational Need or Disability**

As a parent, you may have concerns about your child, or staff in school may have noticed some concerns. If either of these is the case, the sooner we talk the better.

School may carry out observations and/or assessments to get a clearer picture of your child. We will talk to you again after this and decide together if we need to take any further action.

If, in exceptional circumstances, your child still does not make enough progress, we may have to ask the Local Authority for additional support for your child. We always try to help parents at every stage, but you can also get advice and information from SENDIASS Tel: 01603 704070 or you can contact via e-mail: [norfolksendiass@norfolk.gov.uk](mailto:norfolksendiass@norfolk.gov.uk)

After about one term, we will meet with you for a review to see if the plan is working. If it is – no more worries! If not, we may put your child on the Special Educational Needs (SEN) Register. Your child will then have a SEN Support Plan and we will set specific, achievable targets to make sure your child makes progress and can take part in all areas of school life.

Sometimes we need to ask for outside agencies to work with your child. This could be one of the specialist services mentioned earlier. You will always be asked before we involve anyone.

We may also involve or seek advice from one of these agencies:

[Just One Norfolk](#)

[Speech and Language Therapy](#)

[School and Communities Team](#)

[Early Childhood and Family Support](#)

[Nelson's Journey](#)

We work closely with a range of external agencies and professionals who can offer extra support when needed. Together with you, we'll talk through which services might be most helpful and make sure the right support is in place. Our aim is always to work in partnership with you to find the best possible outcomes for your child, ensuring they receive the help and guidance they need to thrive.

If we do need to take further action, we will write a plan for your child where they will be given specific targets to work on and possibly special resources and support. This plan will normally be in place for one term.

If you are concerned come and see us – we can always find a convenient time to see you. If we are concerned, the class teacher will talk to you. It's amazing how many problems can be sorted out at this stage!



SEND key documents can be found [here](#).

## Contact details of support services for parents of pupils with SEN

We always try to help parents at every stage but you can also get advice and information from SENDIASS Tel: [01603 704070](tel:01603704070) or you can contact via e-mail: [norfolksendiass@norfolk.gov.uk](mailto:norfolksendiass@norfolk.gov.uk)



[SENDIASS](#) stands for the Special Educational Needs and Disabilities Information, Advice and Support Service. It is a free and confidential service that helps parents, carers, and young people understand and get the right support for children with special educational needs or disabilities. SENDIASS can offer advice about things like getting extra help in school, understanding Education, Health and Care Plans (EHCPs), and preparing for meetings with teachers or the local authority. They listen, explain things clearly, and make sure families feel supported and confident to make decisions that are best for their child.

## **Contact details for raising concerns**

If there are any concerns relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the Head Teacher.

## **Complaints procedure**

In the event of you needing to make a formal complaint, our complaints policy is available [here](#).

## **The local authority local offer**

Information on Norfolk's Local Offer can be found on the Norfolk website:-

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

Norfolk County Council  
County Hall  
Martineau Lane  
Norwich  
Norfolk  
NR1 2DH

Tel: 0344 800 8020