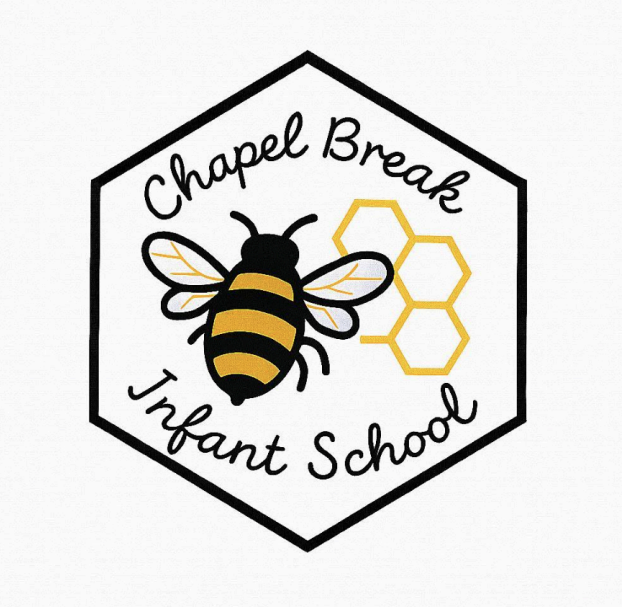
SEND Information Report and Policy 2025-2026

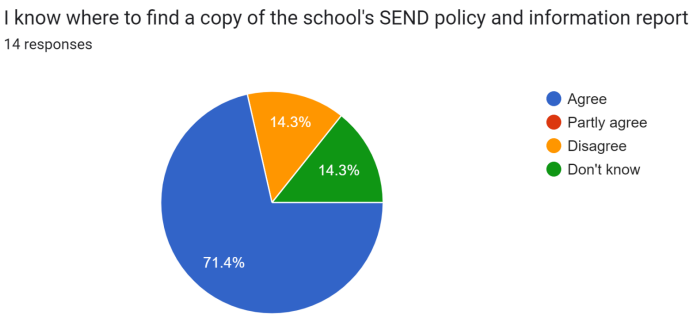


Part of the Norfolk Local offer for learners with

Special Educational Needs and Disabilities (SEND)

Welcome to our SEND information report and Policy which is part of the **Norfolk Local Offer** for learners with Special Educational Needs and Disabilities (SEND). This document intends to outline the framework for Chapel Break Infant School to meet its duties and obligations to provide a high quality of education for all of its pupils, including pupils with SEND.

In September 2022 we held a staff inset (training day) where all staff contributed towards this information report. In July 2023 we asked parents if they knew where the policy and information report were if they wanted to access this. We were happy with the response but the feedback from parents in our SEND working group was that they didn't feel they could access the policy or the information report as it was too long and complicated. We are hoping our new Information Report and updated policy makes these documents more accessible for all.



We will review and update this information report annually to reflect changes and feedback. The date for the next annual review of this report is September 2026.

This information report has been written to help you answer some of the common questions and give you all the information you might need in one place.

Please use this document as intended and jump from the questions to the direct part of the report that is relevant to you. You can use the ⏪ to navigate straight back to the contents page and look up your next question, or you can read the document in its

entirety. The ⏪ can be found at the end of every question. A copy of this document is also available, printed, from the school office.

At the end of the document is a glossary explaining some of the acronyms and terms that we use frequently in SEND and schools.

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Glossary of terms

1. Who is the School special educational needs coordinator (Senco for short), what is their role and how do I contact them?

Hi, my name is Mrs Rymer and I am the Deputy Head and school Senco. I hold the National Award for Sen coordination and leadership, was a full time class teacher for 7 years and have been working in my role as Senco for a further 14 years.

I work in school Monday-Wednesday. The best way to contact me is via email, as during the day I might be teaching, taking groups or in meetings. My email address is senco@chapelbreakinfant.norfolk.sch.uk

If you are already one of our Chapel Break Family then you will have a school Dojo account and you can send me a Dojo message.

If you would like to call me, please use the school phone number; 01603 749 550.

I will always try to make time to see you, especially if there is something urgent and you can come to the school office in the hope of catching me or making an appointment but please be mindful that I might only have a few minutes at these points. My role as Senco involves many areas; overseeing the day-to-day operation of the school's SEND policy, coordinating provision for children with special educational needs, liaising with and advising fellow teachers, overseeing the records of all children with SEND and Disability, liaising with parents of children with SEND, planning successful movement (transition) to a new class group or school, providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs, keeping up to date with SEND developments in Norfolk and nationally and liaising with external agencies.

I look forward to working with you to support you and your family. Navigating through the SEND world can be challenging, especially if you are new to understanding your child's needs and the services and the systems that are in place.

Here, at Chapel Break, we are an inclusive mainstream school and we strive to support all our pupils and their families to the best of our ability. Our expectation is that children with SEND will receive an education that enables them to make progress so that they achieve their best and become confident, independent learners. To do that, we know that working together will have the greatest impact on your child and your family.

I look forward to working with you on this journey. ⏪

2. What is a Special Educational Needs and Disability

Having a special need can mean that your child has a diagnosis of some sort like Autism but you don't need a diagnosis to have a special need. Some children won't ever need a formal assessment but they might need some extra support in school to be the best that they can be. This might be help with a ramp, if they have a physical disability; some speech and language help in small groups; or the use of some resources to help them when they are unsettled like headphones or sensory tools. Not all children who have interventions (like additional support and/or groups) or use resources will have a special need. The Code of Practice 2015 defines SEN 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 that 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.

Children can be on the SEND list for a short period of time or can remain on a list if they continue to have a significant difficulty or a disability which is affecting their learning or their development. By development we mean their ability to be independent and care for themselves or their social and behavioural skills as well as their learning. ⏪

3. How do you identify a child who has SEND? And what is the Graduated Response?

You know your child better than anyone. You know if there is a family history of SEND or if your child didn't reach certain milestones.

One route of identification is through you raising your concerns. The other route is identification from the class teacher, or any adult working with your child. All of our staff are trained in SEND and recognise the importance of identifying SEND early and putting in place effective provision quickly. Most staff are very good at identifying additional needs through observations. But to make sure no one is missed, our identification of SEND is built into our monitoring of all children like when we do class screens and baseline assessment.

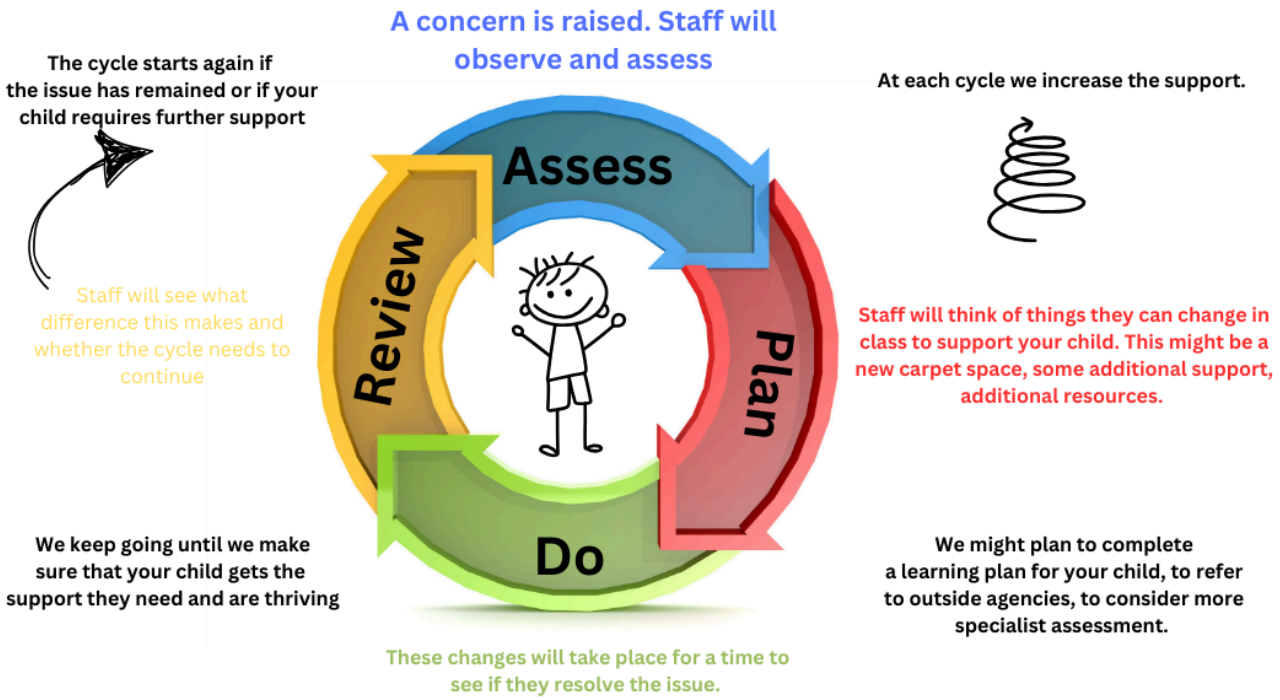
When we look at our data in our teaching teams, the Senco and Senior Leadership team all work together. This helps us to see any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place. Making high quality teaching available to the whole class is likely to mean that fewer pupils will require additional support.

The journey we take is the same whether concerns were raised by yourselves or a professional and we follow the graduated response or APDR cycle.

For more information on the graduated response you can watch this one minute video here.



There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances which can result in limited attendance. Or perhaps because they have a special educational need.

There are a lot of 'mights' and 'coulds' within our diagram. This is because we have to look at each child, as they are, as an individual. No two children are the same and therefore the APDR approach might be different. Some children will need a few cycles of

the same ring to monitor and support them; other children might need to be fast tracked as they require further specialist support but each child gets the graduated response according to their need. Some children might continue to struggle but many children will respond really well to support and no longer need to follow this cycle. Children on the send register, which is a register that we use to more closely monitor children, is shared with Norfolk but no personal data is shared. Children can, and do, come off the SEND register after a few rounds of intervention and support as they no longer have a barrier but other children might need further specialist support or assessment and may need an EHCP to help them access mainstream learning. Some children might have a Special need or disability for the rest of their life. ⏪

4. What are the four categories of SEND?

When we have discussed your child's SEND need and they are on our SEND register, we will have to classify what category of SEND they come under. There are four categories.

When we talk about the categories we talk about the main need that your child has. For example a child with speech and language difficulties might have fallen behind in their learning and be struggling with their feelings as they are getting frustrated. We could say that they are in the first 3 categories but communication and interaction is the main need and is causing the other two issues. However, some children can have more than one main category.

Communication and Interaction	**Cognition and learning**	**Social, emotional and mental health**	**sensory and/or physical needs**
speech, language and communication needs (SLCN) Developmental language disorder (DLD) Autism (ASC),	Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD	attention deficit hyperactivity disorder (ADHD) (ADD), depression, eating disorders, attachment disorder Trauma	vision impairment (VI), hearing impairment (HI), a multi-sensory impairment (MSI), Cerebral Palsy (CP), epilepsy

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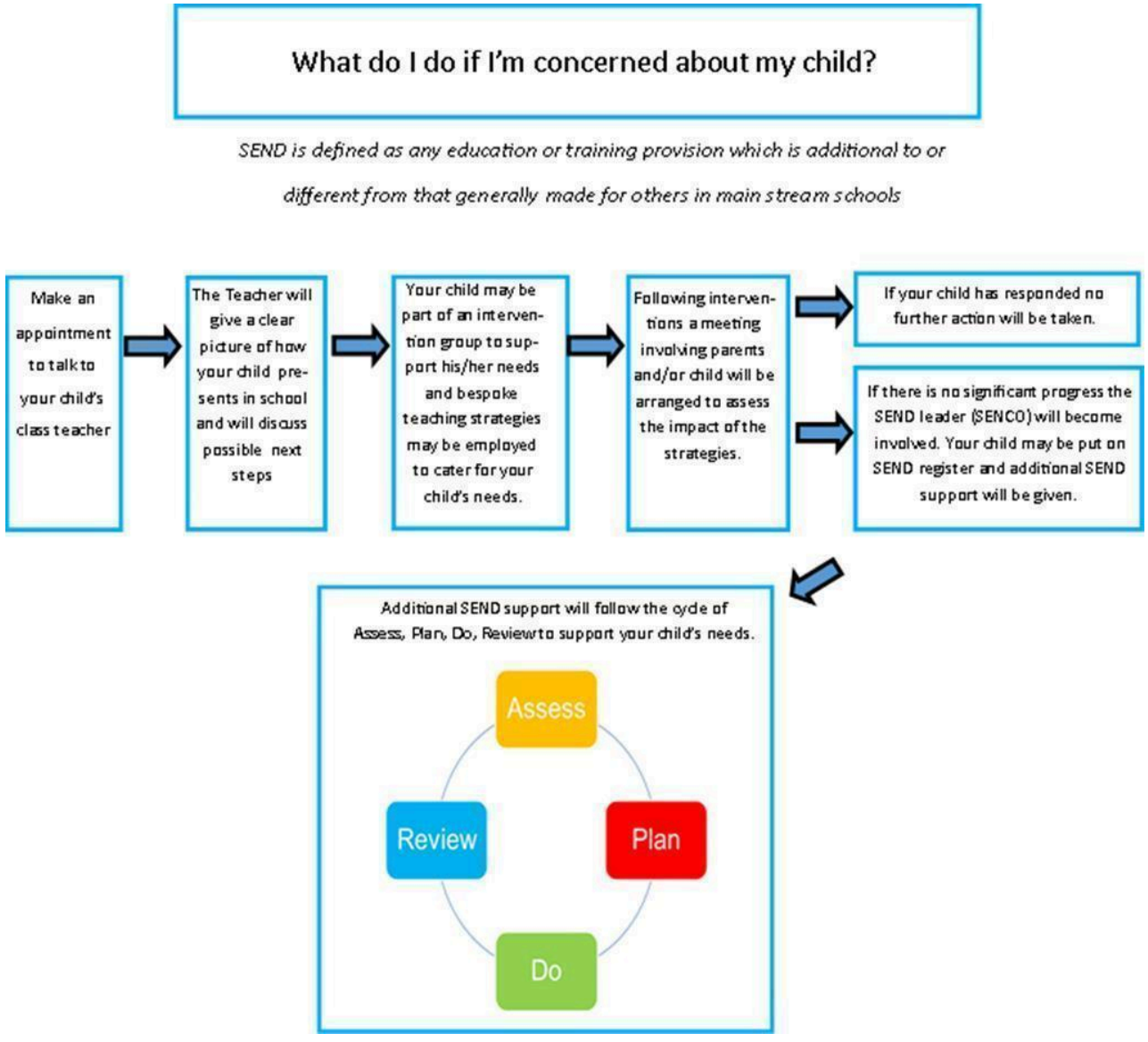
5. What do I do if I think my child has SEND?

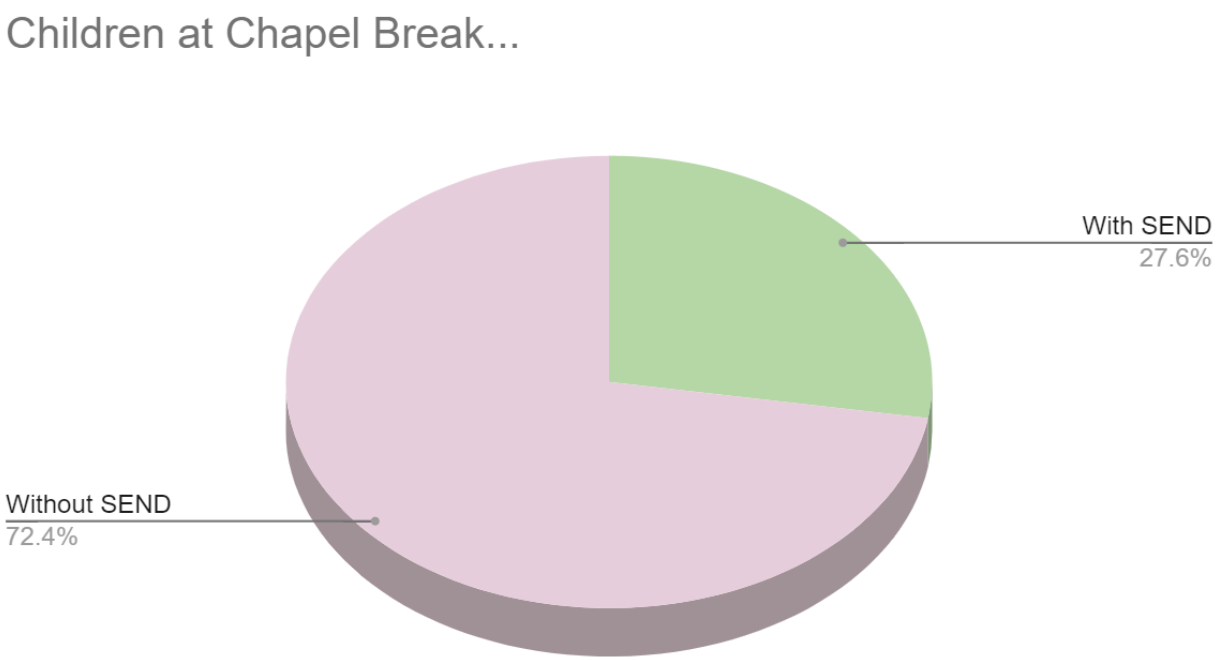
You might already be aware of your child's SEND needs. You may have noticed certain issues at home that haven't been raised in school yet and you are concerned about your child's learning or development. Or, it could be that a teacher has raised some concerns with you. Whatever stage of the journey you are on it is best to make contact with us sooner rather than later. We will do the same with you.

The best person to contact is your child's class teacher. Let them know what referrals have already been done, what history there might be in the family in regards to SEND and share your concerns or observations. You know your child best and the class teacher is the next adult that will spend the most time with them. They can let you know if they have the same concerns or keep a closer eye on any concerns you might have raised. ⏪



6. What is the SEND data for Chapel Break Infant School in the year 24/25

This pie chart shows the percentage of children in our school who have SEND.



	children on SEN support (K)	children with EHCPs
Chapel Break Infant	20%	8%
Nationally (2024)	18.4%	4.8%
In Norfolk (22/23)	19.3%	5.2%

For more information about the number of SEND children in Norfolk you can look here

The table below shows the percentage of children in each category. Please note that this indicates primary need i.e. the child's main need. Many children have a secondary need like children with a physical hearing difficulty may also have a communication and interaction difficulty. These numbers show primary needs only. Some children will have needs in all 4 categories.

Communication and interaction	79%
Cognition and learning	5%
Social, emotional and mental health	11%
Sensory and physical needs	5%

7 - So my child has SEND, how will the school support them?

Most of our pupils have their needs met as part of high quality teaching. All of our children, regardless of SEND stage, have access to our curriculum and events. Teachers adapt what they do and have different approaches to meet the different needs of children in their class. All teachers are teachers of SEND and we aim to keep children in the classroom for as much as possible ensuring that they have personalised learning arrangements and access to a range of interventions.

Teachers use a range of strategies to support the children in their class. We use the strategies in the Provision Expected At Sen Support. Lessons have clear learning objectives and are well planned and adapted to suit the needs of all children. Teachers have had speech and language and cognitive overload training so instructions are broken down and expectations are made clear. Visuals can also be used here. There may be flexible grouping so that children's needs may be met in individual, small groups or through whole class teaching. Tasks are broken down into a series of small and achievable steps for pupils. Understanding is checked regularly using our sticky knowledge and personal approach. Some children, with exceptional needs, may require a personalised curriculum to support their learning.

Children identified as SEND (and some children who have not yet been put on the register) will have a personalised Learning Plan. These targets are evaluated and set termly so that we can see the progress that children are making. Reviews involve the pupil, the family and other professionals where this is appropriate.

Some children with SEND might require small group intervention or 121 support depending on their need. Some may require a slower transition or reduced hours.

The majority of learners with SEND will have their needs met this way. Some may require additional support and outside agencies.

This might involve:

- Speech & Language Therapist
- Occupational/Physiotherapist Therapist
- Educational Psychologist
- Clinical Psychologist
- Advisory Support Teacher
- Paediatrician
- Virtual Sensory Support
- Support from specialist school staff
- Specialist ASD support teacher

Some children will manage very well in a mainstream school with only a few adjustments such as using additional technology, having additional resources or having text enlarged for them. Others will need additional adults or intervention to help them and some may require an Education Health and Care (EHC) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan (EHCP).

Each child with an EHCP will have a;

- Pupil Passport : This is a 1 page profile with information about how your child learns with advice for supporting him/her.
- SEND Learning Plan: A document containing a 1 page profile and a detailed action plan listing the goals and provision to meet the SEN.

Some children will need to have a more specialised approach to meet their more severe SEND needs. To meet these needs we apply for additional funding and use this to support children with more specialised resources, adult support, and personalised assessment pathways. This funding is used to pay for our support staff who deliver interventions in class, training our staff and buying resources to support children in class.

Information on SEND budgets can be found here and on the Norfolk local offer pages https://www.norfolk.gov.uk/article/40745/SEN-funding-for-schools ⏪

8. Does my child need an EHCP? - What is an EHCP?

An EHCP stands for Education, Health, Care Plan. These replaced the old 'statements' which you may have heard of. An education, health and care (EHC) plan is for children and young people aged up to 25 who have complex special educational needs and disabilities and who need more support than is available through special educational needs support.

Some children will require an EHCP but this is the furthest ring on our Graduated Response diagram and we only request one if we feel that your child really needs this support at Chapel Break and/or to support them for their next phase of education.

Parents can request an EHCP but we hope that you will take our advice and work with us. If your child really needs this level of support we will work with you to ensure that the request is not turned down and all the evidence is correctly submitted to ensure you get the outcome you need.

For more advice on EHCPs you can read the Norfolk Local Offer information. We also advise parents to do their own research and get impartial free advice from Sendiass, which is a charity that supports families whose children have SEND. ⏪

9. What other services or types of support are there available to my child and how do I get them?

Sometimes, when a child continues to make less than expected progress despite evidence-based support and interventions, we seek advice and support from specialists agencies such as

- Education Services (e.g. The virtual school, EPS, Inclusion team)
- Health Services (e.g. Speech and Language, Just one Number)
- Social Care Services (e.g. Early Help, Family support)
- Other agencies or charities (Benjamin foundation)

We always involve parents in any decision to involve specialists and ask for your consent to refer to their service.

The Senco is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff
- get more specialised advice e.g. advice on hearing impairment
- carry out assessments
- ask for a service to be delivered
- setting programmes for implementation at home and in school
- review progress and plan provision e.g at annual reviews

You can self refer to many of these services. More information can be found by contacting just one Norfolk or calling them on just one number 0300 300 0123. Some services have to be referred through school. We will always work with you to refer to outside services and do this with your consent. We know that you want the best to help your child make more progress. Sometimes there is a wait for services. We will do our best to refer as quickly as possible as we do want your child to have the support they need.

Please be aware that we may be referring multiple children (and this takes time or there may be a priority or waiting list) ⏪

10. How do you show me the progress that my child is making and that what you are doing is working?

The best way to get an update about your child's progress is to talk to the class teacher. They can give you an informal heads up and feed back to you on the door. If you would like a more formal meeting, we have 2 family day/evening events. These are scheduled around our data input and collection times so they really are the best time to meet with the teacher, see your child's work and discuss progress in detail.

Children are getting their progress reviewed regularly in school as part of ongoing assessment for learning. We have formal assessments like baseline assessments.

At the end of the year children are assessed formally by their class teachers and children who are working below the key stage assessment levels are assessed on pre key stage assessments or the engagement model.

The senior leadership team regularly check-in to see how children with SEND are doing and what progress they are making. This can be anything from if they can use the toilet independently or have started talking or how their writing is progressing.

We use Cherry Garden assessments to measure these small steps of progress. To find out more about Cherry Garden click here.

We use Dojo and our Newsletter to communicate regularly with parents and share awards and work on these platforms. Where we have specific feedback or feel the need to discuss specific achievements, concerns or observations we will have an informal meeting or discussion in person or via the phone. There is nothing better than being able to ring up and let you know that your child has joined in with PE or had their first school dinner.

For children who are on the SEND register we try to ensure that we have 3 meetings a year with you (as a minimum). One or two of these might be as our regular family meetings with the class teacher or with the Senco or specialists as needed.

If your child has an EHCP one of these 3 meetings will be the Annual Review. More information about the Annual Review process can be found here. Our Annual reviews are person- centred meaning we focus on the needs of the child and use this to help inform next steps. If your child is in year 1, the annual review will be focused on your child's next school placement and what support they might need for Year 3 and a transition to junior school.

Reviews involve the pupil, the family and other professionals where this is appropriate. They are used to:

- discuss what is working well and not working well
- find out if the SEN provision has been delivered as planned
- review the pupil's progress towards their goals and longer term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents on your child's learning plan. ⏪

11. How does the school evaluate the effectiveness of its provision for SEND?

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

Teachers plan as teams to ensure that lessons are exciting and accessible using a range of strategies to support all children. This includes adult support, resources to help with learning (manipulatives and visuals), scaffolded support for children or groups, check-ins, groupings, assisted technology and by setting clear expectations.

Interventions used in the school have baseline and exit assessments and are reviewed for their effectiveness. The teachers work with the Senco, the parents and the child to make sure any SEND support is adapted or replaced by another approach if it is not being effective.

The Senco and the headteacher report regularly to Governors on the quality of SEND provision and the progress towards outcomes being made by pupils with SEND. Governors also consider the attainment data for pupils with SEND and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meeting SEND are based on the best possible evidence and are having the required impact on progress. ⏪

12. What support is available for improving the emotional and social development of pupils with SEND?

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEND. We are a Thrive trained school and we have dedicated members of our team who support with SEMH interventions including additional forest school days for our SEMH group.

We work hard to create a culture within the school that values all pupils, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

We follow Jigsaw to support our PSHE and RSE curriculum but this also supports all children with mindfulness and wellbeing.

We have a dedicated Mental Health Lead, Mrs Rymer who is also our Senco so the wellbeing of all children, which includes our SEND children is a top priority.

For children with more complex problems, additional in-school interventions may include:

- advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class
- small group sessions - to promote positive behaviour, social development and self-esteem
- individual plans - to support pupils during transition periods, break times
- additional support for the pupil – to help them cope better within the classroom
- therapeutic work with the pupil, delivered by specialists (within or beyond the school), which might take the form of cognitive behavioural therapy, behaviour modification or counselling approaches, family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour. ⏪

13. What extracurricular opportunities can my child have?

At Chapel Break Infant School we believe all learners are entitled to the same access to extra-curricular activities including school trips and after school clubs run within school. We are committed to making reasonable adjustments to ensure participation for all.

We may need to make additional arrangements with providers i.e on trips to ensure that the venue has a safe quiet space for children with sensory needs or Autism. We may ask parents or carers to support or give additional advice as to what has worked on outings.

We might have to fill out a risk assessment and assess the level of risk but we will always start with ensuring that all children are included and that are suitable for your child.

If you have any concerns about your child attending trips or events, please do talk to us so we can see what other support we can offer.

We do not have wrap around care, like Breakfast or Afterschool club, but these are available in the local preschool. ⏪

14. What expertise and training do the school staff have in relation to SEND and how will specialist expertise be secured?

The school supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.

The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of pupils with SEN training is shared between the Head teacher, Senco and the Governing body. We closely monitor the training and development needs of our staff through annual appraisal.

Teachers have access to SEND training through weekly staff meetings and/or our staff updates. We also send Support Staff and Teachers on accredited training.

The training that took place in the academic years 22-24 was;

- Neurodiversity training (Delivered by Norfolk EPSS)
- Speech and language training (Delivered by Norfolk SALT)
- Thrive (Delivered by Thrive)
- Step on (Delivered by Norfolk Steps)
- Precision Teaching
- Cognitive science (Delivered by External Providers)
- phonics and SEND (Delivered by Wensum Hub)
- Regulating emotions. Laying the foundations, supporting self regulation. (Delivered by External Providers)
- The 3 Rs - Building Relationships, Resilience and Regulation (Delivered by External Providers)
- Attention Autism level 1-4 delivered by Norfolk Autism Team
- Blanks level questioning - in house
- Colourful semantics - in house

This year our Blossom Team will receive training every week. Training planned for the academic year 25/26 includes Manual Handling, Occupational Therapy training and specific training on supporting students with SEND including assessment and interventions.

We have support staff trained in various interventions including Neli, Pecs, Colourful Semantics. We have two Steps lead practitioners and a mental health lead.

SEND training and expertise will be sought when the needs of individual children require it, for example when there is a need to prepare for a child coming to the school or moving into a new class. This can include:

- Reading about the conditions
- Visits to other schools to see good practice
- Home visits
- Training

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15. What equipment and facilities do we have for pupils with SEND?

Chapel Break School is a single story building. There is a disabled toilet and ramps are situated around the school. We do have some steps around and we have mobile ramps to make these rooms/areas accessible for wheelchair or frame users. A variety of ICT equipment is available to support all children where needed.

Every class has a visual timetable, a calming corner and a workstation and there are a range of resources and visuals to support learning including fidget tools, sensory tools, noise reduction headphones, an independent workstation and wellbeing areas.

We have a small sensory room which is also an intervention space. ⏪

16. How do we consult with parents of children with SEND

We are a small school and encourage a family approach to supporting your child. Our values (we are kind, we work as a team, we are curious and we aim for excellence) supports collaboration and understanding. We encourage and support parents to access the many ways we communicate with you; Dojo, Tapestry, weekly newsletters, parents evenings, reading cafes, informal conservations, reports.

Last year our parental survey showed that parents were not accessing or contributing to children's learning plans in a meaningful way. We immediately rectified this by getting TES provision Map which allows parents direct access to learning plans.

We also hold a monthly coffee morning which started out at a SEND support group and opened up to include all parents.

We have parents who are happy to talk with current or prospective parents to share their experience and answer any questions you may have; if you would like to talk with one of

them please contact the Senco or come along to our coffee mornings which is a great way to meet others. ⏪

17. What are the arrangements for consulting and involving pupils with SEND in their education?

The views of the individual child and young person sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible, we include pupils with SEND in planning how best to support them, and in reviewing their progress. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon.
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views (we have done this with videos and pictures in the past)
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

All pupils with SEND will have specific goals and outcomes and they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their support. ⏪

18. What are the school's arrangements for supporting pupils with SEND when they join the school, and supporting them to move to another class or school ?

All children with SEND are afforded the same rights as other children in terms of their admission to school.

	Additional arrangements for children with SEND (examples)

From Nursery to Reception	• Swift transfer of records • Home visit • Transition meeting with the previous setting • Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book or video, social stories about 'moving on')
When moving to another school/ Year 2 to Year 3 transition	• We will contact the School Senco and share information about the special arrangements and support that has been made to help your child achieve their learning goals. • Swift transfer of records • Transition meeting with the new setting • Transition plan (as above) • New school invited to the Year 2 Annual/ Transition Review
When moving groups/ forms/ classes in school	• Transition meetings are held within school with the new class teacher and support staff. • Work with the child to prepare for the next class through: Transition books, transition programme, visual supports and visits to the next setting. This will be shared with parents and transition books that can be taken home over the holidays.

All SEND information will be passed on to a child's new school or setting and all new teachers will have handover information passed on. ⏪

19. What is Blossom Class?

Blossom Class is an Enhanced Send Provision (ESP) which supports up to 15 children and is funded by Element three top up funding. It is run by a qualified teacher and has additional adults to support children with high needs. We run a variety of interventions in this space. ⏪

20. My child also speaks another language, does this mean they have SEND?

No. Children who have another language as their main language, or mother tongue, are often referred to as having EAL (English as an additional language). This is not the same as bilingual or multilingual children whose mother tongue is also English. If a child isn't yet speaking English they may need some interventions to support them. We often start with speaking and listening interventions in multilingual groups but this doesn't mean they have a SEND. However, some children who are EAL will also have a SEND need. This would be the same in their mother tongue. To help us determine if a child has and SEND we follow the same procedure as described in section 3 but we might also spend more time talking to you about their reading/writing/speaking skills in their first language or give them more time to settle into English if we are unsure. ⏪

21. My child has medical needs, does this mean they have SEND?

No. A child with medical needs doesn't automatically have SEND needs. They might require some adaptations in school to help them manage their medical needs. Please see our medical needs policy for more information.

However, some children will have medical needs and SEND needs. Where this is the case, we will plan and deliver education provision in a coordinated way with their healthcare plan if they have one. ⏪

22. I think my child isn't coping and needs to go to a special school. What is out there and how do I get help with this?

All mainstream schools try to be as inclusive as possible and will make adaptations for children. Some children will thrive in this environment and some children, with severe and complex needs, might require more specialist support.

We will always attempt to support children with all types of need and support families with making the best choices for their child. This mainly includes supporting referrals to specialist provision if their child's needs are severe and complex and need more support than typically found in a mainstream setting.

Some parents are encouraged to try mainstream schools first or find it difficult to get specialist placements. Some parents don't know what is out there to support their child.

If you are concerned about your child, please speak with us. There is lots we can do to help, including giving you information about what other support is available.

Some of our children have attended Specialist Resource Bases and returned to us at the end of this placement and others have gone on to special schools. Please click here for more information about special schools and Specialist Resources Bases. ⏪

23. What if I am not happy with the support my child received in school or I want to complain about SEND provision at the school?

We always try our best to provide the best possible provision to all our children and their families. Sometimes things aren't perfect and we do our best to listen to your views and make improvements. We encourage you to talk to us straight away if you have a concern and not to wait for the next formal opportunity to meet. It is better to look into something as soon as possible and not let it worry you or fester for too long. Please, if you have something, whether good or bad, please talk to the class teacher or Senco informally first. Hopefully we can resolve any issues promptly.

If you do have a concern and wish to follow the formal complaint process, which you can find on our website, or via this link, please contact the following people in this order;

1. the classteacher (if you don't feel this has been resolved then contact…)
2. the Senco (if you don't feel the issue has been resolved then please contact…)
3. the Headteacher (if you still don't feel your issue has been resolved you can contact…
4. the SEND Governor (you do this by emailing the school office who will forward your complaint on to them).

You can also contact https://www.norfolksendpartnershipiass.org.uk/ for impartial advice about all issues relating to you and your child. ⏪

24. Who is the SEND Governor and how do I contact them?

Our School SEND Governor is Lucy Kemp. You can contact her via the school office. ⏪

25. What local support is there for the parents of pupils with SEND?

Information about local support in Norfolk is called The Local Offer and is located here: https://www.norfolk.gov.uk/40534

Parents can also contact SENDIASS on https://www.norfolksendiass.org.uk/ who offer free and impartial information, advice and support about special educational needs and disabilities (SEND) for children, young people, parents and carers.

Norfolk also produced padlets for parents which contain information about various themes. We add these to our school website.

We try to keep all this information on our school website and once a month we have an SEND focus on our Newsletter to give you more detailed information. This is the same focus as our monthly coffee mornings. We would love to hear more about what further support you would like. ⏪

26 Will my child always have SEND?

Some children have SEND for their entire lives and will need to have reasonable adjustments made to support them as their needs change. Other children may have a short term need only. In consultation with parents/carers, these child will be removed from our SEND list when sustained progress is made so that:

- The attainment gap has been sufficiently closed between the child and their peers.
- A child's wider development and /or social needs have improved and the progress in the targeted area is considered to be sustained.
- SEN support is no longer required to ensure progress is sustained. ⏪

27. What are the roles and responsibilities for staff in the school?

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

● Cooperate with the LA in reviewing the provision that is available locally and developing the local offer
● Do all it can to make sure that every pupil with SEND gets the support they need
● Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
● Inform parents when the school is making special educational provision for their child
● Make sure that the school has arrangements in place to support any pupils with medical conditions
● Provide access to a broad and balanced curriculum
● Have a clear approach to identifying and responding to SEND
● Provide an annual report for parents on their child's progress
● Record accurately and keep up to date the provision made for pupils with SEND
● Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
● Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
● Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
● Determine their approach to using their resources to support the progress of pupils with SEND

The SEND governor will:

● Help to raise awareness of SEND issues at governing board meetings

● Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
● Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The SEND Coordinator (Senco)

In our school the Special Educational Needs and Disabilities Co-ordinator (SENCO) is : Mrs Melanie Rymer (senco@chapelbreakinfant.norfolk.sch.uk) She is a qualified teacher (QTS) and holds
the National Award for SEND Co-ordination (NASenco). She is a member of the Senior Leadership Team.

The Senco will:

● Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
● Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
● Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
● Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
● Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
● Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
● Be a point of contact for external agencies and work with external agencies to ensure that appropriate provision is provided
● Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
● When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
● Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
● Make sure the school keeps its records of all pupils with SEND up to date and accurate
● With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
● With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
● Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
● With the headteacher and teaching staff, identify any patterns in the school's

identification of SEN,both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Class teachers are responsible for the SEN children in their class. "Every teacher is a teacher of SEN".

They plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the Senco and, where appropriate, the pupil themselves. They set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. They plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

Each class teacher is responsible for:

● Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach

● The progress and development of every pupil in their class

● Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching

● Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision

● Ensuring they follow this SEND policy and the SEN information report

● Communicating with parents regularly to:

o Set clear outcomes and review progress towards them

o Discuss the activities and support that will help achieve the set outcomes

o Listen to the parents' concerns and agree their aspirations for the pupil

The headteacher will:

● Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school

● Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

● Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress

● Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils

● Make sure that the SENCO has enough time to carry out their duties

● Have an overview of the needs of the current cohort of pupils on the SEND register

● With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

● With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

● With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

28. Documents linked to this report and policy

This Sen Information Report should be read together with other policies, which can all be found on our school website or from the school office. ;

- The statutory Special Educational Needs and Disability (SEND) Code of Practice
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- Supporting Children with Medical Conditions (2015)
- Keeping Children Safe in Education (2022)
- Working Together to Safeguard Children (2018)
- Safeguarding
- Behaviour
- Admissions
- Mental health
- Accessibility plan
- Equality statement
- Provision map
- Teaching and learning policies
- Complaints
- Intimate care policy

This information Report is reviewed annually.

Date: September 2025

Approved by Governors: September 2025

Glossary of terms

ADHD	Attention Deficit Hyperactivity Disorder
APDR	Assess, Plan, Do, Review
ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Services
C+L	Cognition and Learning
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
ESP	Enhanced SEND Provision
GD	Global Delay
HI	Hearing Impaired
ICT	Information Communication Technology
LP	Learning Plans
MLD	Moderate Learning Difficulties
OT	Occupational Therapist
Passport	a one page profile of your child and their needs
PEASS	Provision Expected at SEND Support
PD	Physical Disability/Difficulties
SALT	Speech and Language Therapy
SEMH	Social and emotional mental health
SEND	Special Educational Needs and Disability
Senco	Special Educational Needs Disability Coordinator
SLCN	Speech, language and communication needs
SpLD	Specific Learning Difficulties (e.g. dyslexia)

SRB	Special Resource Base
VI	Visual Impairment