Hemblington Primary School

Special Educational Needs Information Report

Date Reviewed: 17/10/2027

Next Review Date: 17/10/2028

Hemblington Primary School
Special Educational Needs
Information Report

School Vision

- Everyone in our community aims to be the best they can be.
- All learners make progress and are excited and passionate for their future.
- Our broad curriculum is for all to explore.
- We persevere, excited and determined to face new challenges.
- Our community forms a strong supportive bond developing resilience as we focus to achieve.
- From any starting point our learners can be guided to explore their own course, achieve their goals, and reach their destinations so they are society ready.
- All our learners will experience long term success.

School Motto



be ready
be responsible
be respectful
be resilient
be kind

Hemblington Primary School Offer

Universal Offer: **All** children will access:	• High-quality inclusive teaching and learning. Teaching techniques using Cooperative Learning Interactive Patterns to foster interactions and engagement by developing listening, speaking, questioning and response skills. • An adapted curriculum where needed. • Reasonable adjustments to the environment and equipment for pupils with additional needs. • Adapted outcome setting. • School clubs and educational visits for all.
Targeted Support: Children with additional Special Educational Needs or Disability (SEND) will access:	• Targeted interventions in small groups, support matching their need. • Access to additional adult support for specific tasks. • Adapted programmes to meet the needs of the child.
Enhanced Support children with complex or significant needs will access:	• An adapted/bespoke timetable to meet specific needs. • Access to specialist services and therapists. • High levels of adult support and small group working.

Special Educational Needs and Disability Information Report

Introduction

Welcome to Hemblington Primary School's Revised Special Educational Needs and Disability (SEND) Information Report.

This report forms part of the Norfolk Local Offer for learners with SEND.

Norfolk Local Offer

Key People in 2024/25 regarding SEND

- Executive Trust Head teacher: Mr Drew Howard, Head of School: Miss Fran Brugger office@hps-edu.uk
- SENDCO: Grace Gibson ggibson@hps-edu.uk or 01603 713243

Definition of Special Educational Needs (SEND)

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

· have a significantly greater difficulty in learning than the majority of children of the same age.
· have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
· are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them. (SEND Code of Practice 2014) SEND Code of Practice 2014

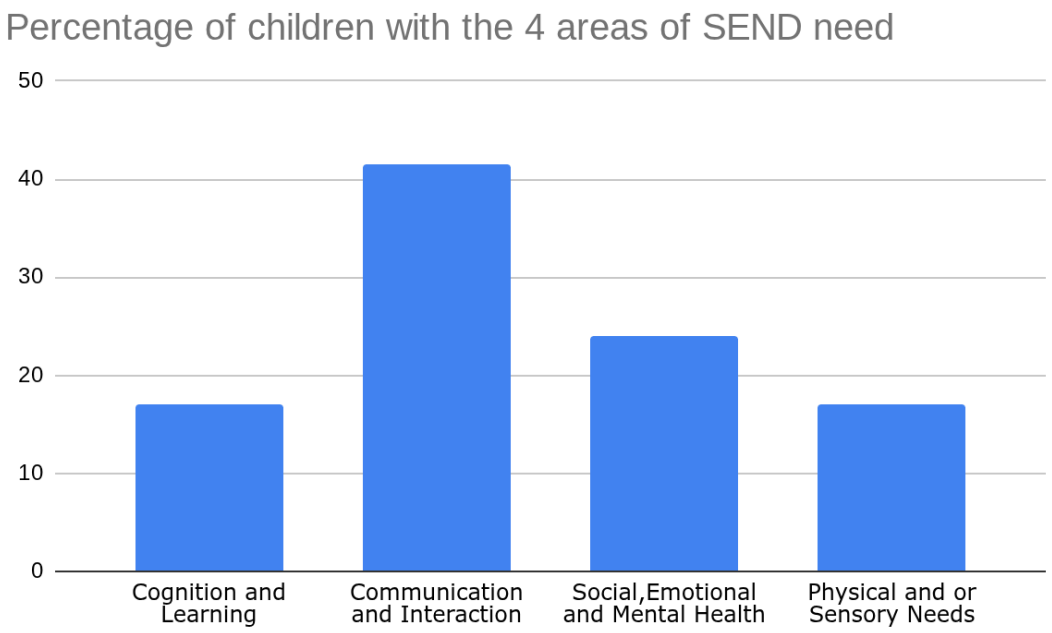
A person is disabled if they have "a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities". (Equality Act 2010) Equality Act 2010

SEND at Hemblington Primary School

Nationally 14.8% of learners in England have SEND Support (K) and 6% of learners have an EHCP (E).

Hemblington Primary School roll Key SEND data Autumn 2026	
Total percentage of children with SEND	23%
Children on SEND register at SEND support - K	15%
Children on SEND register at EHCP - E	8%
Children on roll with Cognition and Learning Needs	4%
Children on roll with Communication and Interaction Needs	9.6%
Children on roll with Social, Emotional and Mental Health Needs	5.6%
Children on roll with Sensory and or Physical Needs	4%

Percentage of SEND children with main area of SEND need



Area of need	Percentage of children with SEND
Cognition and Learning	15%
Communication and Interaction	43%
Social, Emotional and Mental Health	24%
Physical and/or Sensory Needs	17%

This data focuses on the main learning need, however, some children may have more than one need.

How does our school know if children need extra help and what should I do if I think my child has SEND?

At Hemblington Primary School pupils are identified as having SEND through a variety of ways, including the following: -

- Liaison with previous educational setting (playgroup/nursery, school)
- Concerns raised by parent/carer

- Concerns raised by teacher: for example, behaviour or self-esteem is affecting performance
- Child performing below age expected levels
- Liaison with external agencies
- Health diagnosis through paediatrician



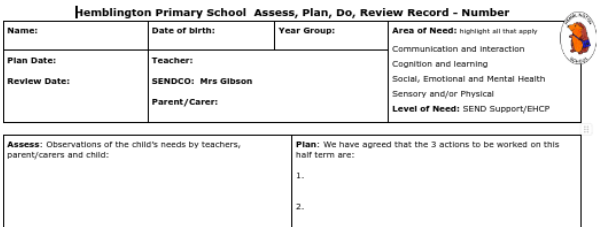
How do I raise concerns if I need to?

- Talk to us – firstly contact your child's class teacher or the SENDCo (Special Educational Needs & Disability Coordinator).
- We pride ourselves on building positive relationships with parents and working as a team.
- Our SEND policy and this Information Report will help you to understand how support for SEND is implemented at Hemblington. SEND policy
- Further information, advice and support can be found at the Norfolk SEND Partnership https://www.norfolksendpartnershipiass.org.uk
- In the event of a concern which cannot be resolved or supported by a meeting with the class teacher, or the SENDCo the next step is to speak to the Headteacher. Sometimes problems are not easily resolved if so refer to the complaints policy.
  Complaints Policy

How will Hemblington Primary School support my child?

Who will oversee, plan, and work with my child and how often?

- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress is made in every area.
- Your child will receive an Assess, Plan, Do, Review (APDR) plan which will document your child's strengths and barriers to learning and will identify specific areas of support designed to overcome and remove barriers to learning both at school and at home.



Hemblington Primary School Assess, Plan, Do, Review Record - Number

Name:	Date of birth:	Year Group:	Area of Need: highlight all that apply Communication and interaction Cognition and learning Social, Emotional and Mental Health Sensory and/or Physical Level of Need: SEND Support/EHCP
Plan Date: Review Date:	Teacher: SENDCO: Mrs Gibson Parent/Carer:		

Assess: Observations of the child's needs by teachers, parent/carers and child:	Plan: We have agreed that the 3 actions to be worked on this half term are: 1. 2.

- The SENDCo monitors the impact of all support and progress of children requiring additional or different support with learning across the school.
- Support staff may work with your child, either individually or as part of a group. The regularity of these sessions will be included in the APDR which will be shared and discussed with parents/carers at least termly.

Who will explain this to me?

- The class teacher will explain provision to parents/carers and will discuss your child's needs, support, and progress regularly.
- For further information, the SENDCo is available to discuss support in more detail.

Targeted Support

At Hemblington Primary School, we recognise that excellent, high quality, first teaching enables every child to make the best progress.
Support staff will always work under the close direction of the class teacher. All staff recognise that children need to become independent learners and therefore support staff may be assigned to more than one child.
The class teacher, alongside the SENDCo, will discuss the child's needs and what support or adaptations are appropriate.
Different children require different levels of support to bridge gaps in learning to achieve the best possible progress.

Impact

We use the Assess, Plan, Do, Review approach to monitor impact.



Assess

- Through quality first teaching all teachers are responsible for all children in their care, including those with SEND.

- Children's progress is rigorously tracked through assessment, observation and monitoring on a daily, weekly and termly basis as appropriate.
- This informs the adaptations for teaching and learning.

Plan

- Planning is based on prior attainment and according to individual need.
- Teachers plan their adapted lessons and tailor specific provision to children whose needs are identified at the assess stage.
- Children who have SEND have an APDR plan which is a personalised planning with a child centred approach.
- If a pupil with SEND needs support, then parents must be formally notified.
- The teacher and SENDCo should agree, in consultation with the parent and the pupil, the planned support and expected impact on progress, development or behaviour.
- Plans have a review date.

Do

- Children with SEND at SEND Support have an individual APDR which supports personalised learning
- The class teacher is responsible for working with the child daily even when interventions involve group or one to one teaching from a teaching assistant
- Teachers work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCo supports the class teacher in further assessment of the child's particular strengths and barriers to learning, problem solving and advising on the effective implementation of support.

Review

- The SENDCo will liaise with classroom teachers, teaching assistants and curriculum leaders, to discuss progress towards outcomes and review the child's needs.
- If more specialist support is needed, then the SENDCo will meet with parents and children to discuss referral to external agencies.
- Having consulted with children, and their parents, all our additional provision is based on an agreed outcomes approach, and these are discussed with the professionals that offer support to the child.

  We measure impact by looking at progress in any of the following areas of need:
  • **Communication and Interaction** (speech and language)
  • **Cognition and Learning** (e.g. English and maths)
  • **Social, Mental and Emotional Health**
  • **Sensory and Physical**
- Verbal feedback from the teacher, parent and pupil contributes to evidence of progress.

- Records are kept of interventions followed by children that track impact and progress. This will be discussed with parents/carers when APDRs are reviewed, and new targets set.

How are the Governors involved and what are their responsibilities?

- The Headteacher updates the Governors on SEND provision in half termly meetings as part of the School On A Page.

How will the school curriculum be matched to my child's needs? How is adaptation approached at Hemblington and how will that help my child?

- All work within each class and subject area is pitched at an appropriate level so that all children can access learning according to their specific needs. Therefore in a lesson tasks or challenges may be adapted to meet the needs of all learners.
- The benefit of this type of approach is that all children can access a lesson and learn at their own level whilst remaining within the classroom.
- Where children need specific adaptations to the classroom environment or physical supports, these will be arranged as best as can be within the constraints of the school premises.
  Single Equity Policy

Some examples of additional support include

- Speech and language sessions
- NELI
- Sounds Write
- Nessy
- 1:1 reading
- Small group reading comprehension
- Writing frames
- Small group maths catch-up sessions
- ELSA

- DESTY
- Drawing and Talking
- Social stories
- Behaviour plans
- Sensory circuits
- Attendance plans
- Personalised/adapted equipment: coloured paper, overlays, writing slopes, move-n-sit cushions, adapted writing materials (pens, pencils, grips), fidget toys.
- Adaptations for making SATs accessible are done using the guidelines provided by the Department for Education in its annual guidance to schools – e.g., large print, rest breaks, quiet areas

What opportunities will there be for me to discuss my child's progress?

You are welcome at any time to make an appointment to meet with the class teacher to discuss your child's progress. We can offer advice and practical ways that you can help your child at home.
We believe that your child's education should be a partnership between parents and school. We aim to keep communication channels open and communicate regularly, especially if your child has complex needs. For instance, discussing targets set on an APDR at least termly.
If your child has an EHCP (Education, Health & Care Plan), a formal meeting will take place to discuss your child's progress annually.

How does the school know how well my child is doing?

Class teachers regularly assess each child. They give feedback about areas where learners are improving and where further support is needed. Children's progress in learning is measured against national and age-related expectations. Assessment weeks are timetabled termly. Data is collected on pupil progress each term, alongside observations, results of interventions. Pupil Progress meetings between the Head teacher and class teacher are used to monitor and adjust provision at individual and whole school level. Appropriate interventions are then introduced to help children to reach their potential. The school tracking system Arbor enables us to look at progress alongside attainment. The Assessments used depend on the age of the child and may include

Early Years Foundation Stage Baseline

- Early Years Foundation Stage Profile
- ECAT (Every Child a Talker) - for speech and language assessment
- Sounds Write diagnostic tool

- Phonics end of phase assessments
- White Rose Maths end of unit assessments
- Salford reading check (Spelling Age)
- SATs
- Times Table test year 3 & 4
- Phonics Screening test (Year 1/2)
- Nessy Dyslexia assessment
- Three Houses - wishes and feelings
- Strengths and difficulties questionnaire

What support will there be for my child's overall wellbeing?

Pastoral, medical and social support

- We are an inclusive school: we welcome and celebrate diversity. All members of staff believe that high self-esteem is crucial to well-being. We have caring, understanding members of staff looking after our children. Two of our staff are trained to be Emotional Literacy Support Assistants (ELSA).
- A member of staff is trained in the DESTY Island Emotional Literacy Programme and Drawing and Talking therapy.
- At Hemblington Primary School we take a strong stance against bullying of all types. Our behaviour policy outlines the policy and procedures around bullying.
  Anti Bullying Policy
- The school has ramps and an adapted toilet area. Any parent concerned about adaptations is encouraged to speak to the Headteacher so that access to all areas of school life for all individuals is maximised.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore the class teacher is the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo /Headteacher for further advice and support. This may involve working alongside outside agencies such as Health and Social Care and Children's Services. In this way, the school can provide for most types of SEND; if necessary, we will signpost to other agencies or schools at an appropriate time.



Administration of medicines

- We have a policy regarding the administration and management of medicines on the school site. We are committed to helping children with medical needs stay in school. Some children with medical needs may need to have an Individual Healthcare Plan (IHP) which is an agreement between parents/carers, the school and healthcare professionals about what a child needs and how it will be carried out.
  Supporting Children with Medical Conditions

- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day, and the procedure will be explained.

- Staff with responsibility for managing medical needs will have regular training and updates of conditions and medication affecting individual children/young people. We aim to help children with specific health issues fully access schooling including trips and physical education. Schools are required by law to make arrangements for supporting pupils at their school with medical conditions. This duty is detailed in Section 100 of the Children and Families Act 2014, Children and Families Act 2014, and statutory guidance on supporting pupils at school with medical conditions. Supporting children at school with medical conditions

Behaviour

- As part of the Broad Horizons Education Trust, we promote positive behaviour. Each school in the Trust supports any child with identified behavioural needs and relevant interventions are put in place.
- Where behaviour is related to a specific need, strategies to reduce anxiety are put in place e.g., visual timetables, a particular adult to talk to, a space to come away to and refocus etc. A behaviour plan may be made in consultation with the class teacher and parent/carer outlining the behavioural outcomes expected and the support and strategies to meet these. Behaviour plans are reviewed and specialist external support may be sought according to need.
- After any incident involving unacceptable behaviour, we expect the child to reflect on their behaviour with an adult.
  Behaviour Policy
  Anti-bullying Policy

    - The safety and wellbeing of our children is of paramount importance. Very occasionally a dysregulated child may need to be held to keep them safe. Staff are trained in Norfolk Steps to keep children safe.

  Physical Intervention Policy

Attendance

Attendance of every child is monitored daily. Lateness and absence

are recorded and reported. Good attendance is actively encouraged throughout the Trust schools.
Attendance Policy

Child's views

- We value and celebrate each child being able to express their views on all aspects of school life. Individual classes are encouraged to discuss issues and give points of view on issues which are then discussed with staff.
- Pupils' views are sought regularly by staff regarding their experience of school, including the annual pupil survey.
- If your child has an EHCP, their views will be sought before any review meetings. Where children need specific support for their learning or other educational needs, an APDR will be drawn up; children's views are recorded using a One Page Profile.

Specialist services and expertise

- The SENDCos of the Broad Horizons Education Trust schools and other local schools meet regularly to share expertise and good practice.
- As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

Health	GPs, school nurse, clinical psychologists, paediatricians, speech and language therapists, occupational therapists;
Children's Services	family support workers, social workers
Virtual school for SEND	Advice on SEND: Termly Team Around the School meetings with multidisciplinary team of advisers from the Local Authority, Norfolk Educational Psychology and Specialist Support Team (EPSS) for Psychologists and Specialist Teachers, advice and assessments Virtual school for Sensory Support, SEND and Inclusion team, Child and Educational Psychology Practice (CEPP), Dyslexia Outreach Service, Norfolk Steps, School to School

Staff training for supporting children with SEND

Within the Broad Horizon Education Trust we share expertise across the schools. Mrs Gibson has completed the National Award qualification for SENDCos. Hemblington's teaching staff and support staff have benefited from specialist training in aspects of support such as:

- Dyslexia
- Speech, Language and Communication –

  Elklan Level 3 Award in Speech and Language for Under 5s (QCF)

  Nuffield Early Language Intervention

  PECS
- Sounds Write
- Nessy
- Hearing support
- Glue ear
- Epilepsy
- Diabetes management in schools
- Aspects of mental health – ELSA, DESTY, Drawing and Talking
- Trauma Informed Practices
- Safe handling Step on and Step Up training from Norfolk Steps
- All staff have annual Safeguarding training



Inclusion

All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful, from day trips to residential visits.
A risk assessment is carried out prior to any off site activity to ensure no-one's health and safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. This would always be done in consultation with the parents.
All children are welcome to attend any of the clubs on offer before or after school (according to the age group it is being offered to). Clubs change on a termly basis. Some of the clubs on offer include:

- Breakfast club
- Multi sports
- Gymnastics
- Football
- Tennis
- Art
- Chess
- Gardening

Accessibility

At Hemblington we aim to make our school as accessible as possible within the constraints of the site.
We liaise with EAL (English as an Additional Language Service) where required to assist us in supporting our families with English as an additional language.
Single Equity Policy

Transition

- We encourage all new children to visit the school prior to starting when they will be shown around the school. For children with SEND, we encourage further visits to assist with transition to their new surroundings. We also visit children in their current setting where appropriate and make home visits to all our new Reception intake each year.
- Meetings with parents / carers of children with SEND will take place with the SENDCo where appropriate to ensure useful information is shared so that transfer to the new setting is as smooth as possible.
- Transition procedures are reviewed annually, and parent / carer views sought through feedback and an annual questionnaire
- Teachers make use of a transition document to ensure all necessary steps for a successful transition have been completed; including discussions with the child, and social stories where transition may potentially be more challenging.
- When children are preparing to leave Hemblington at the end of Year 6, we arrange additional visits, in conjunction with the secondary school. At our main feeder schools, Thorpe St Andrew High School & Sixth Form and Acle Academy programmes are run specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an Education, Health and Care Plan review will be used at a transition meeting, during which we will invite staff from both schools to attend.
  Admissions Policy



Funding

- We ensure that the needs of all children who have SEND are met to the best of the school's ability with the funds available.
- We have support staff and a SENCO who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.

- Other SEND resources, training and specialist support is also funded through the SEND budget allocation including School to School Support, Educational Psychologist support and Specialist Learning Support Teachers.

- The notional SEND budget for 2024-25 is £42 586 with top up funding of £45 812. Total £88 398
- The notional SEND budget for 2025-26 is £57 911 with top up funding of £59 085. Total £116 996
- The notional SEND budget for 2026-27 is £105, 283 with top up funding of £115, 933. Total £221, 215

Admissions

- Places are allocated by the Local Authority.
- Contact the school office for an appointment at office-hps@-edu.org.uk or 01603 713243

Useful links

Click on the links below for more information

- The School's SEND policy is on our website.

- Contact Norfolk SEND Partnership – https://www.norfolksendiass.org.uk/ advice on other services available. This service provides free and impartial information, advice and support about SEND for children, young people, parents and carers. This is offered through the provision of Information Booklets, a Help Desk (accessed via telephone or email), person-centred support offered by Independent Partnership Supporters and a face-to-face Advice Clinic.
  Youth forum for 11–25-year-olds https://www.norfolksendiass.org.uk/young-people/

- https://www.familyvoice.org.uk/

- https://www.justonenorfolk.nhs.uk/

- Medical Needs

  Medical Needs Coordinator
  medicalneeds@norfolk.gov.uk
  01603 223609