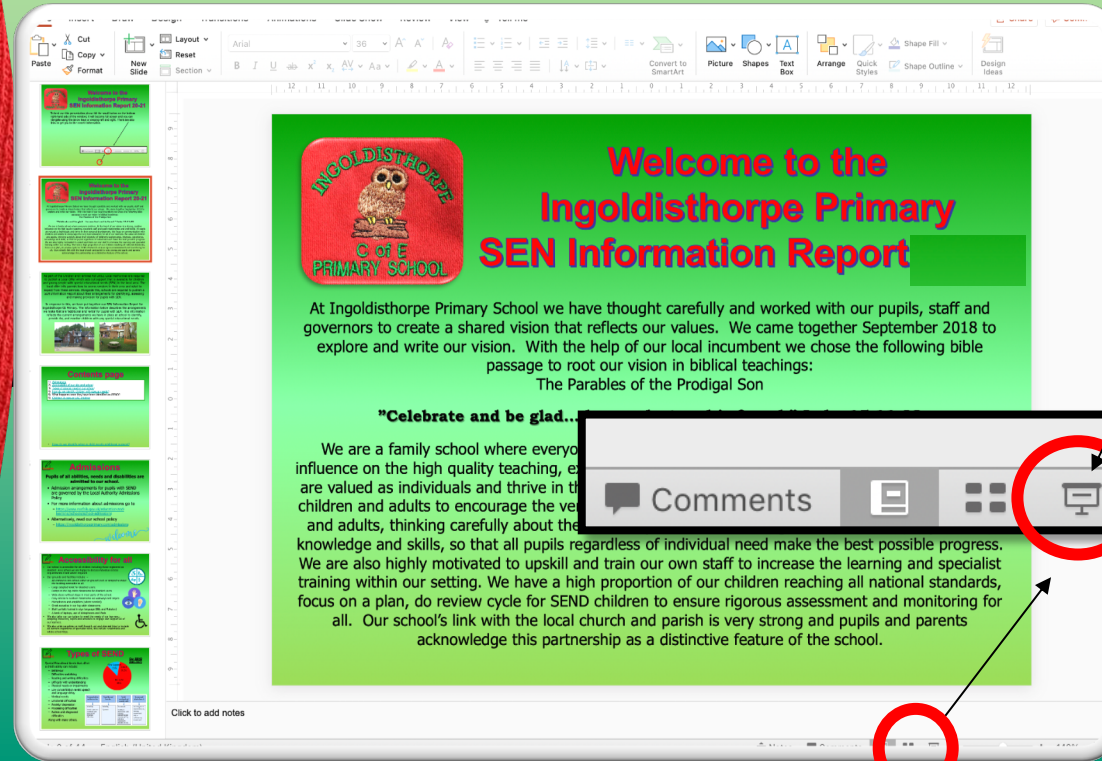


Updated November 2024
Review December 2025



Welcome to Ingoldisthorpe C of E VA Primary School SEN information report



To best use this presentation please hit the small button on the bottom right-hand side of the window; it will take over your full screen and you can navigate using the arrow keys or swiping left and right. There are also links to get you to the correct information and return to the contents page.

WELCOME TO INGOLDISTHORPE PRIMARY SCHOOLS SEN REPORT

At Ingoldisthorpe C of E VA Primary School we have thought carefully and worked with our pupils, staff and governors to create a shared vision that reflects our values. We came together in September 2018 to explore and write our vision. With the help of our local incumbent we chose the following bible passage to root our vision in biblical teachings: The Parables of the Prodigal Son

“Celebrate and be glad... he was lost and is found.” Luke 15:11-32

We are a family school where everyone matters. At the heart of our vision is a strong, positive influence on the high quality teaching, excellent staff and pupil relationships and well-being.

All pupils are valued as individuals and thrive in their personal development. We focus on communication with children and adults to encourage the very best education for all of our learners. We value all children and adults, thinking carefully about their diversity of children's backgrounds, interests, experience, knowledge and skills, so that all pupils regardless of individual need make the best possible progress. We are also highly motivated to upskill and train our own staff to increase the learning and specialist training within our setting. We have a high proportion of our children reaching all national standards, focus on a plan, do review cycle for SEND children to ensure rigorous assessment and monitoring for all. Our school's link with the local church and parish is very strong and pupils and parents acknowledge this partnership as a distinctive feature of the school.





As part of the Children and Families Act 2013, Local Authorities are required to publish a Local Offer which sets out support that is available for children and young people with special educational needs (SEN) in the local area. The local offer tells parents how to access services in their area and what to expect from these services. Alongside this, schools are required to publish a SEN For more information about local offer go to the [local offer page](#).

In response to this, we have put together our SEN Information Report for Ingoldsthorpe C of E VA Primary. The information within describes the arrangements we make that are 'additional and 'extra' for pupils with SEND.



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PART 1



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Communication and interaction needs
EAL learners

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Supporting learners with medical needs

Admissions and school places



Pupils of all abilities, needs and disabilities are admitted to our school with a warm welcome to our “family school where everyone matters.”

Admission arrangements for pupils with SEND are governed by the Local Authority Admissions Policy

For more information about admissions go to

<https://www.norfolk.gov.uk/education-and-learning/schools/school-admissions>

Alternatively, read our school policy

<https://ingoldisthorpeprimary.com/admissions>



Accessibility

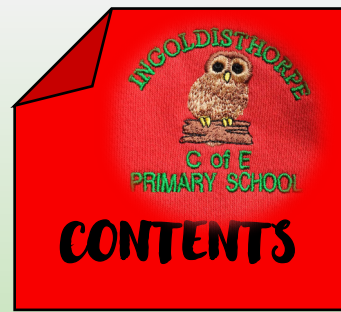
For more information please access <https://www.ingoldisthorpeprimary.com/policy> for our plan for accessibility



- Our school is accessible for all children. As a school we are happy to discuss and adapt to individual needs.
- Our grounds and facilities include: –
 - All entrances into school are ground level or ramped for ease of access
 - Large adapted toilets
 - Wide doors without steps in most classrooms
 - Easy access to outdoor classrooms via walkways and slopes.
 - Microphones and amplifiers (where needed)
 - Great acoustics in our log cabin classrooms
 - Staff partially trained in sign language (BSL and Makaton)
 - A bank of laptops, use of Dictaphones and iPads
 - Dyslexia friendly off-white-coloured whiteboards in all classrooms
- We also tailor our bespoke, topic related curriculum to meet the needs of our learners.; adapting resources, topics and activities to support and engage all of our learners.
- We pride ourselves on well thought out and planned trips to include all learners regardless of specialist need, this includes residential and whole school trips.



Looked after children (LAC) and Pupil premium (PP)



- Children who are looked after by the Local Authority are provided with prioritised care from our experienced and trained staff. Staff make communication a priority with carers of LAC.
- Teachers and the SENDCo attend regular LAC meetings with social workers, carers, parents, family support workers and the children. At these meetings we explain the children's achievements, monitor their progress and discuss how we can best meet their needs.
- The children are invited to express their wishes and feelings in these meetings and during additional sessions (where needed) with a designated adult. Many of our LAC children access Thrive sessions with our trained Thrive instructor.
- We understand that for some looked after children who have an SEND, they may need significant pastoral input as well as differentiated educational provision in order to ensure academic and emotional progress.
- We have an excellent record of working alongside the local authority, social workers and the Welfare call team to ensure the best outcomes for our looked after children, as our school is a **"family school where everyone matters."**

Pupil premium is extra funding allocated to the school for children who are eligible for FSM (free school meals), LAC (looked after children) or those from families in the forces. Funding is issued to schools to enable PP children to further their aspirations and enable them in a full curriculum including trips, extra curricular clubs, visits and residential. All PP children will have access to financial support, free school meals, interventions and extra curricular activities depending on their need, progress and interests.

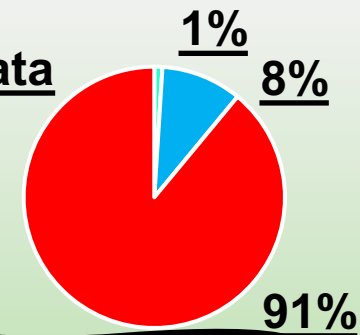


For more information and to read the Pupil Premium Impact Report please go to <https://www.ingoldisthorpeprimary.com/pupil-premium>

Types of SEND

Our SEND data

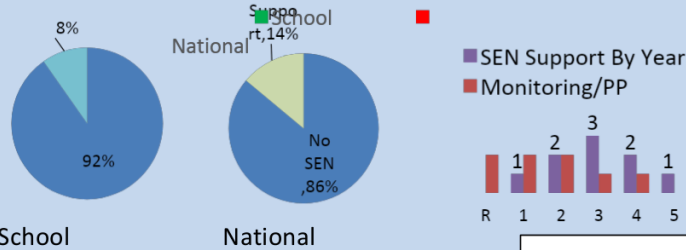
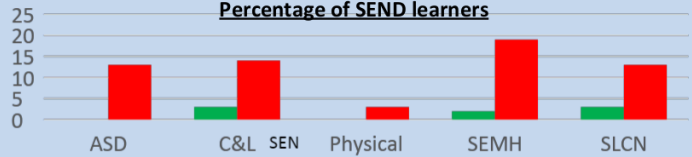
- EHCP
- SEN K
- NO SEN



Identification

SEN Support/ monitoring :12/11 EHCP/in progress:1/0 Medical:1 Of Students: 145

Percentage of SEND learners



Interventions

Cognition & Learning

Teacher written comprehension
Rapid catch up
Maths Counts/ booster
Recap sessions
1:1 reading comprehension
Vocabulary Ninja
Word/Number Shark

Sensory & Physical

Sensory Breaks
Hearing breaks/ teacher aide
Sand play / role play
Yoga, Big Blue Bubble
OT activities – midline etc.
Sensory garden time

Comm & Int

1-1 SL sessions
Time to talk
Peer time – Lego / art
Nellie assessments
Nurture Groups/pairs
School Council/mentors

SEMH

Thrive
Social Speaking/PSHE
Lego group time
Big Blue Bubble
Yoga and relaxation time
Sensory garden
Bereavement training

Attendance, Exclusions & Outcomes.

% 2023 data	EYFS expected	Year 2 Expected	Year 6 Expected
All	90% (above national average)	R: 84% W: 74 % M: 79 % Phonic 77%	R: 94% W: 94 % M: 94 % Combined 94%
SEN Support	1	0	8
EHCP	0	0	0

% 2022 data	EYFS expected	Year 2 Expected	Year 6 Expected
All	100 (above national average)	R: 89% W: 89% M: 94%	R: 85.6 % W: 95% M: 85.6 %
SEN Support	2	1	5
EHCP	0	0	1

ING SEND in a nutshell 2024-25

Attendance SEND %

Current (-Sept)

Up to date inc. EHCP

96%

One child with EHCP currently – AP in place so educated off site.

0% Fixed Term Exclusions

Key Strengths

Early Identification of SEND

Communication with parents and stake holders

Range of interventions and multi-skilled staff to run the interventions (leading to excellent results for learners with SEND)

Key Areas for Development

A consistent format for provision mapping and tracking for our SEND learners which is not onerous

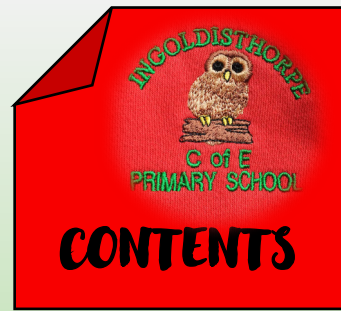
Move to online tracking and support CPD for staff on various barriers to learning

Edit and clarify the pupil passports for all pupils – following schedule for all pupils in terms of meetings, targets and parent views

Special Educational Needs that affect a child's ability can include:

- Behaviour
- Difficulties socialising
- Reading and writing difficulties
- Difficulty with understanding
- Physical needs or impairments
- Low concentration levels
- Speech and language delay
- Medical needs
- Emotional difficulties
- Anxiety/ depression
- Processing difficulties
- Autism and diagnosed difficulties
- Along with many others.

Procedure of Identification



- 1) Initial concern raised
- 2) Class teacher gathers information and assessments for the child (possibly from previous schools or providers)
- 3) Teaching is differentiated in each lesson to adapt to the children's needs and progress is monitored
- 4) Reviews and discussions in staff meetings to monitor children with SEND or concerns
- 5) Class teacher monitors progress over a few weeks and child added to monitoring list
- 6) If more support is required, teacher will discuss next steps with SENDCo
- 7) Parents meeting to discuss difficulties and next steps, with parental permission the child is placed on the SEN register.
- 8) Interventions put in place, reviewed, adapted (where needed) and continued for 6-12 weeks. Reviewed every term.
- 11) Progress is monitored and reviewed with regular parent meetings with teacher and SENDCo (at least 3 times per year or termly)
- 12) Progress reports are compiled
- 13) If extra support is needed, referrals can be made to relevant external specialists. Advice will be given by the specialists. Team around the child (parents, carers, SENDCo, teachers, specialists) create specific targets to monitor and achieve over time. Reviewed termly.

Exceptional resource funding (ERF)

Additional funding can be sought from the cluster after an assessment from an external specialist, the funding will be sought from the 'cluster' and will need to be agreed by the ERF panel. All additional funding needs to exceed the expected spend for SEND and be closely monitored.

What happens after a child is identified with a SEND?



Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level. They may have an SEND, if despite quality first teaching, they are still finding it difficult to maintain the pace of their peers or are failing to match their previous rates of progress. We aim to help them close any gaps in their learning by introducing adapted learning, interventions, programmes and support into their daily education.

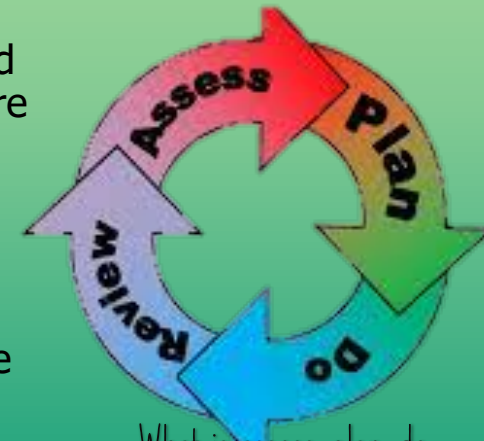
If a learner is identified as having SEND, we will work closely with the pupil and their parents to provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. At this point, with the support of the parents/carers, the child would be added to the schools SEN register.

Once a child has been identified, the teachers, parents and child will put together a plan of action to support and hopefully improve learning. The child, teachers and parents would set targets for the child's progress, making sure they are manageable goals which can be measured, achieved and assessed at the next update meeting.

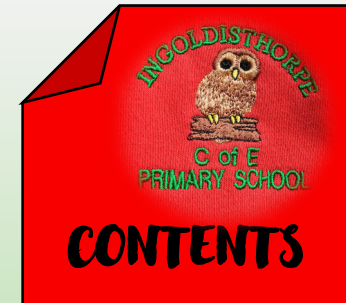
The interventions would be planned and assessed for a baseline and then continue for a minimum of 6 weeks.

After 6 weeks or a half term the interventions can be assessed for effectiveness and evaluated. This is called the assess, plan, do, review cycle which we follow in school to help all our learners.

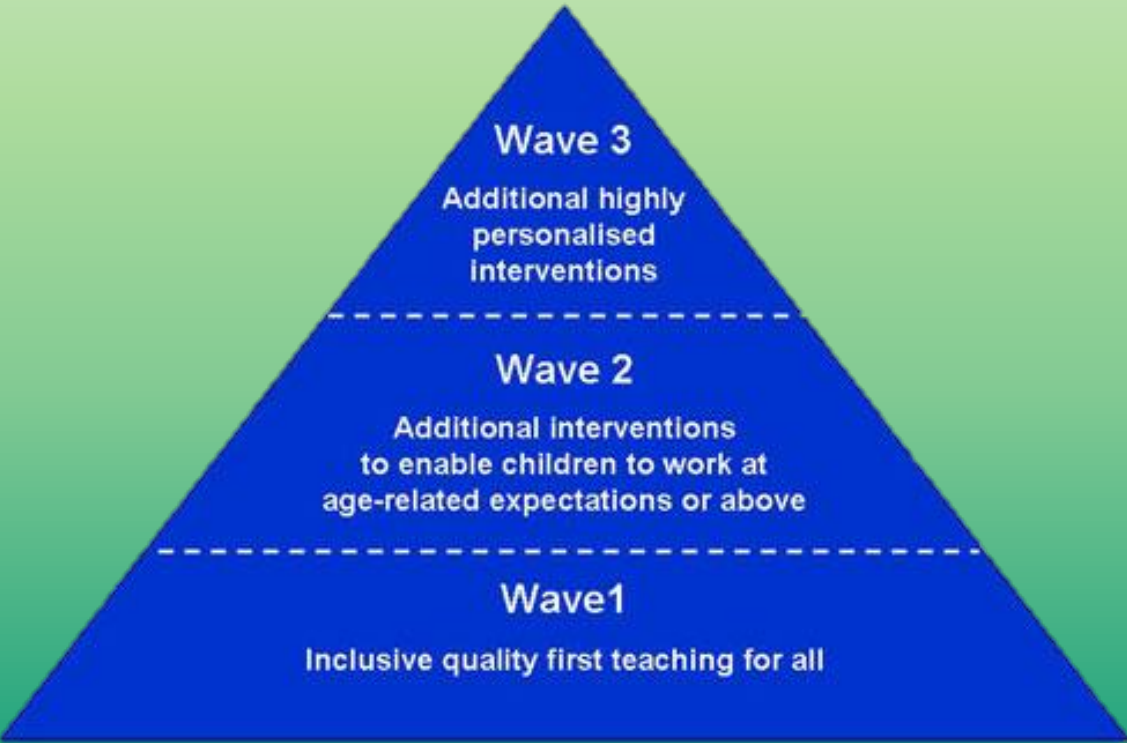
Parents will be in communication with the teachers and updated of progress or difficulties along the way. Once the assessment of the interventions have taken place, a meeting can be held to discuss the next steps for the child. On many occasions, interventions continue to enable sustained progress to be made.



What is assess, plan, do, review?



Waves of intervention



Wave 3 > 1:1 individualised sessions

This type of intervention has a high impact level and is used to ensure high quality personalised learning to bridge the gap in learning and raise attainment.

Wave 2 > Small group work

This type of intervention involves small targeted sessions in small groups to help boost learning in a specific area. The children can be grouped in social groups, academic groups or in mixed ability depending on the activities.

Wave 1 > Quality first teaching

This type of intervention is completed in class, by the teacher and by differentiation and adaptations in the classroom.

Assess, Plan, Do, Review (APDR)



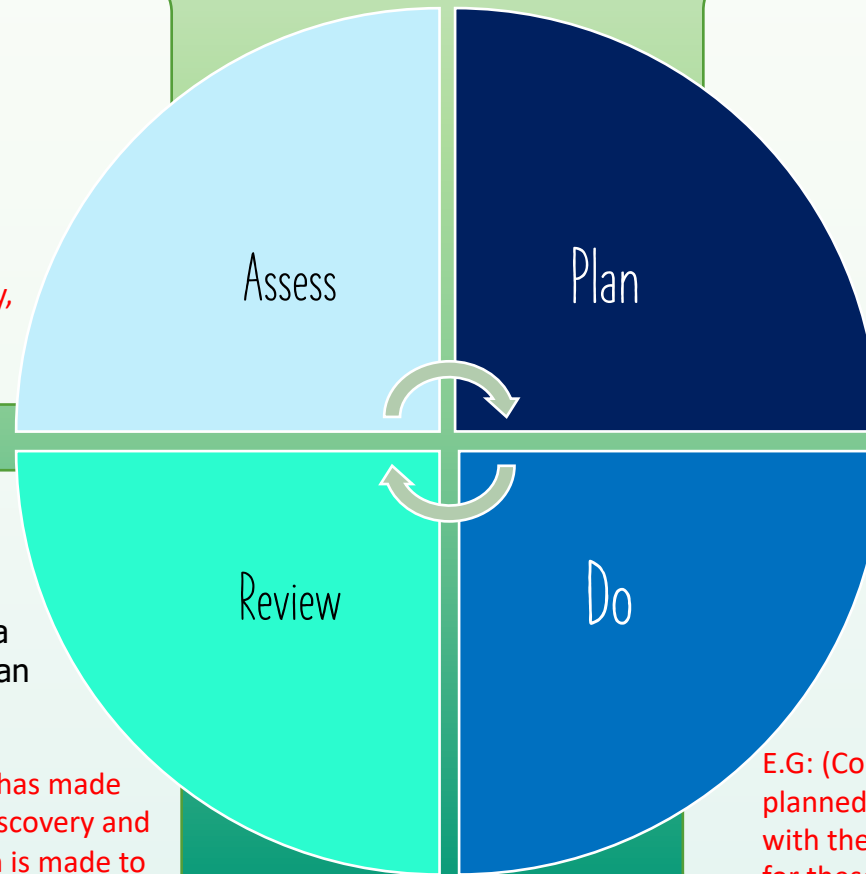
The APDR cycle is widely used in schools during normal teaching. For children with SEND, the cycle is used more regularly to track their progress towards a common goal. The APDR cycle should be completed at school with the involvement of the child and parents.

- Identify child's strengths and weaknesses
- Teacher assessments
- Data on progress, achievement, attendance
- Pupil voice and parent voice
- Work samples may be gathered
- Advice from external agencies (if involved)
- Support and guidance from SENDCo

E.G: find the concern) Johnny is finding spelling tricky, can only achieve 1/10 each week and this is causing his writing to be difficult to read.

- Are the pupils on track/ making progress?
- Has there been any improvement?
- Pupil, parent and teacher voice
- Is the pupil responding well to the plan? Data
- Does there need to be a change or should plan continue?

E.G: The actions are discussed and whether Johnny has made progress. Data shows 1 level of progress in sound discovery and weekly scores of over 4 in his spellings. The decision is made to continue intervention for 1 more cycle and assess afterwards.



- Reasonable adjustments to be made to classroom practise/ learning resources etc
- Interventions discussed and decided upon
- Decision on additional provision to be put in place/ time allowed for sessions
- SMART achievable targets set and agreed

E.G: (create an action) Johnny will complete spelling shed every morning in school for 10 minutes. He will also complete 3 x 20 minutes per week of sound discovery with an adult.

- Monitoring of progress and session completed
- Teacher to check in with named adults
- Implementation of strategies and individual sessions
- Time ring fenced for provision

E.G: (Complete the action) Johnny will need to complete the planned activities for a minimum of 6 weeks or half term with the teachers ensuring praise and regular time set aside for these sessions.

Interventions at Ingoldisthorpe



At Ingoldisthorpe Primary we pride ourselves on our provisions, interventions and support for our SEND learners. We use a variety of interventions and programmes to help all children to overcome their barriers to learning and achieve.

We may use a variety of interventions including:

Cognition & Learning

In class support
Read Write Inc
Sound Discovery
Maths Counts/ Recap sessions
Booster sessions
1:1 reading comprehension
Vocabulary Ninja
Word/Number Shark

 More info

Social & Emotional

Time to talk
Thrive activities
Thrive 1:1 sessions
Social Speaking
Show and tell in classes
PSHE sessions
Lego group time
Big Blue Bubble
Yoga and relaxation

 More info

Communication & Interaction

1-1 Speech and language sessions
Speech and language assessment from ECCH
Time to talk
Peer time - Lego /art
Nurture Groups
School Council
Captains/mentors

 More info

Sensory & Physical

Sensory Breaks
Forest school outdoor learning
Sand play
Role play
Soft play
Sensory activities
Yoga
Big Blue Bubble
Occupational therapy activities

 More info

Cognition and learning needs



Cognition and learning refers to the thought process and thinking skills a child may have. Cognition and learning needs are on a continuum and may vary depending on the subject, time and the child. Children with learning needs may progress at a slower pace than their peers and need interventions like the ones below.

All these strategies aim to improve academic achievement and progress related to learning and understanding. Some children will need top up and are able to make significant progress. If you wish to discuss any of these strategies, please contact your class teacher.



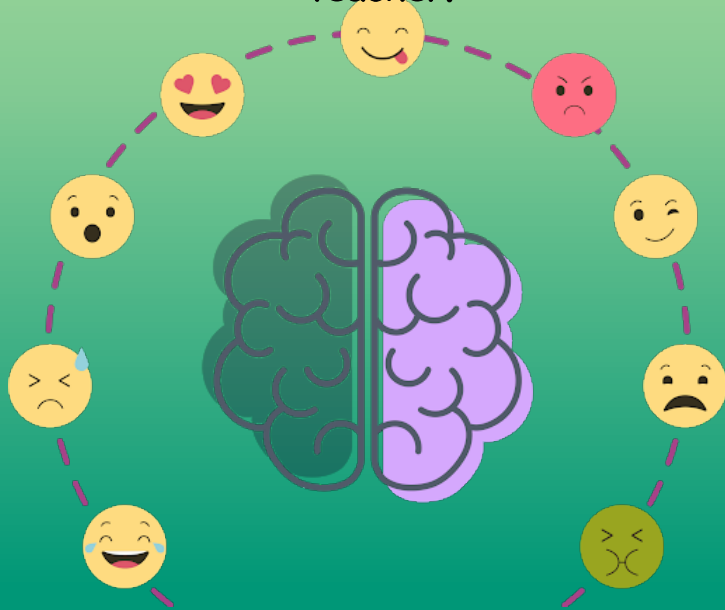
Wave 1: In class	Wave 2: Small group work	Wave 3: 1-1 sessions
<ul style="list-style-type: none"> • Differentiated curriculum • Specific groupings • Personalised resources • Booster club • Labelled resources • Maths resources for hands on learning • Modelling • Verbal feedback • Homework specific to difficulty • Personalised Learning • Spelling shed work • Questioning • Reading/ Spelling/ tests • Assessment data • Seating Plans • Tackling Tables daily and weekly tests • Visual aids & resources • Visual timetable • Dyslexia friendly classes • Writing frames • Support from peers • Vocabulary ninja 	<ul style="list-style-type: none"> • Booster groups/ clubs • Maths catch up • Maths pre teach • Number shark • Word shark • Spelling shed Hive games • G&T booster sessions • Guided Groups • Memory Groups • Multi-sensory • Numicon • Nurture Group • Paired work/peer mentoring • Sound Discovery • Assessments 	<ul style="list-style-type: none"> • 1-1 programmes • 1-1 teaching – phonics, reading, maths, writing • Building resilience work • Additional test time • Additional access arrangements • Access through technology • Catch up maths and literacy • Coloured overlays, reading rulers and exercise books • Differentiated homework • Norfolk Assessment Pathways • Pre-teaching & Over Learning • SATs arrangements • Reading comprehension work • Scribes • Educational psychologist advice • SRB input

Social and emotional needs



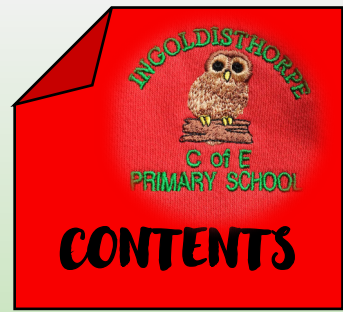
Social and emotional needs refer to the emotional wellbeing and ability to manage, understand and deal with our emotions in a healthy way, in a variety of situations. In children, SEMH difficulties may manifest themselves in a variety of ways, children's mental health is a key priority and is a whole school focus at Ingoldisthorpe Primary.

All these strategies aim to improve emotional understanding, regulation and social interactions. Some children will need regular contact with an adult in order to understand their emotions and how to cope with them. If you wish to discuss any of these strategies, please contact your class teacher.



Wave 1: In class	Wave 2: Small group	Wave 3: 1-1 sessions
<ul style="list-style-type: none"> • PSHE/ RSE activities • Outdoor learning • Time in church • Attendance stickers/ certificates • Pupil of the day/ week • Sharing assemblies • Circle time • Class rules • Communication diary • House/ table team points • Parent Questionnaires • Thrive/ rainbow room • Playground Buddy benches • Pupil Questionnaires • School Council • SEAL activities/ sessions • Seating plans • Traffic Lights • Bronze, silver, gold awards KS1 • Transition activities • Use of TA • Whole school family • Yoga/ relaxation • Breathing exercises • Big blue bubble 	<ul style="list-style-type: none"> • Breaktime play groups • Time to talk • Lego groups • Thrive group work • Newsletter groups • Cycling proficiency • Eco Team • Gardening groups • In class TA support • Librarians • Monitors/ captains • TA led sports/ activities outdoors • Forest school group • Nurture Group • Year 6 leaders • RE leaders • Small group circle time • Big blue bubble in groups • Social speaking 	<ul style="list-style-type: none"> • Additional support for transition • Behaviour Logs • Breaktime TA • Drawing and Talking • Early Help Support • Family Support Plans (FSPs) • Nursing team • Thrive sessions 1:1 • Norfolk Steps Training • Point 1 • Reward charts • Risk assessments • Sensory Circuits • SRB referral • Work with Social Care • Zones of Regulation • WIN / PACE regulation • Time to empty bucket • Emotional release work

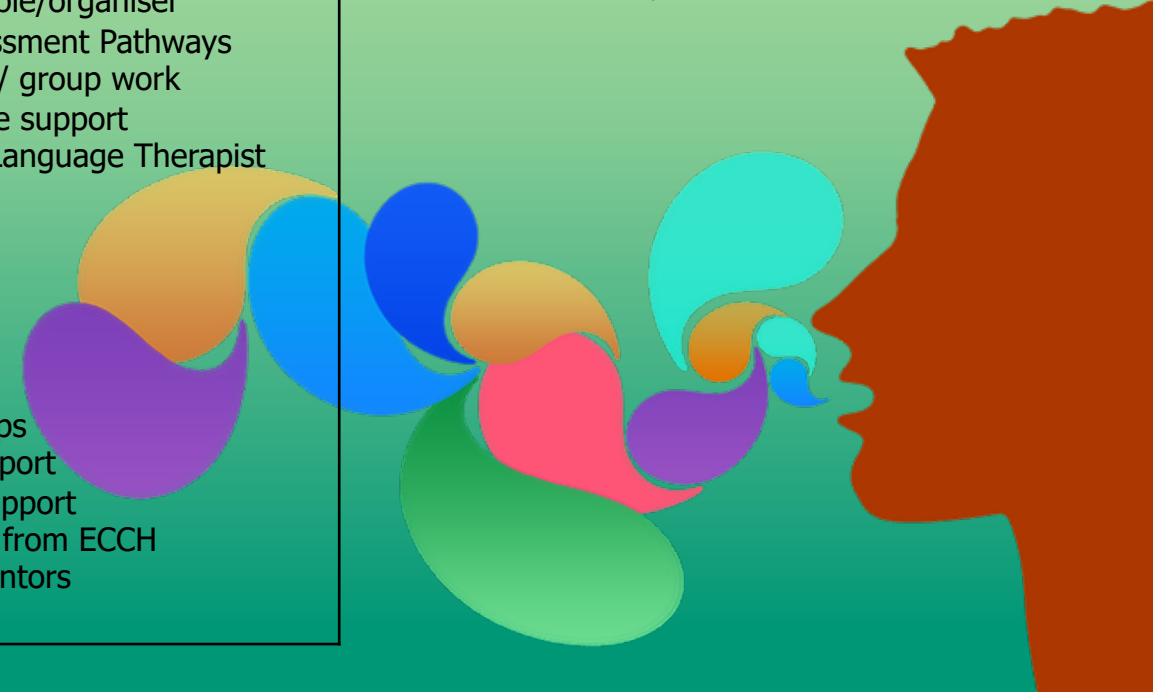
Communication and Interaction needs



Communication and interaction needs refers to children who struggle with speech and spoken language and also to those children who struggle to understand language. Children with SLCN will need regular monitoring and possibly specialist support from an SRB. However, at Ingoldisthorpe the EYFS practitioners and teachers are well trained to observe and help those with SLCN

Wave 1: In class	Wave 2: Small group	Wave 3: 1-1 sessions
<ul style="list-style-type: none"> • Peer work • Partner chat • Circle time/ SEAL sessions • Differentiation <ul style="list-style-type: none"> -delivery, pace, outcome, questioning, grouping, homework • Displays – visual – symbols • Labelled resources with pictures • Verbal feedback • Processing Time • Routines • School Council meetings • Seating plans • Check in every morning • Simplified language • Use of TA • Visual timetable • Coloured whiteboards • Writing frames • Time to talk • Speech and language sessions • Forest schools 	<ul style="list-style-type: none"> • Class laptop/ iPad time. • Clicker 8 • In class TA support • Memory work • Pre-teaching • Post lesson catch up • Quiet space for Speech therapy exercises • Reading Partners • Small group work • Speech and Language Group • Nurture groups <div data-bbox="649 1092 1116 1363" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Click here to see how we support EAL learners</p> </div>	<ul style="list-style-type: none"> • Additional test time • Access arrangements • ASD support • Access through technology • Individualised timetables • Individualised work spaces • Visual timetable/organiser • Norfolk Assessment Pathways • Lego therapy/ group work • TAs lunchtime support • Speech and Language Therapist • Clicker 8 • Signing • Social stories • SRB input • Time to talk • Peer art • Nurture groups • 1:1 adult support • Lunchtime support • Assessments from ECCH • Captains/ mentors

All these strategies aim to increase children's ability to work with others, understand social interactions and communicate emotions, feelings and needs successfully. If you wish to discuss any of these strategies, please contact your class teacher.



English as an additional language (EAL)

Any children with English as an additional language will be well supported at Ingoldisthorpe Primary school. We have recently trained staff in EAL strategies and support in schools, we have good links with the EAL teams at NCC and have worked closely to support any children recently moving from Ukraine. We have a range of EAL resources, books and support technology/ apps. We have a range of adults who have worked with children with EAL and have wide knowledge base.

We use visual supports, home language resources, 1:1 support workers, translation services for families and children as well as support from other students with EAL. Staff all speak clearly and use gestures to support understanding. All staff are aware of language demands and reduce this where possible. All staff adapt learning goals and focus on strengths to build bonds and confidence in school. All staff spend time with EAL learners in their classes to build bonds and ensure learners feel safe. Word banks, cards, flash cards, focus language cards are used in classes, as well emotions and basic needs cards to help support communication. We adapt and work with the needs of the child and family to ensure the best education possible for all EAL learners.

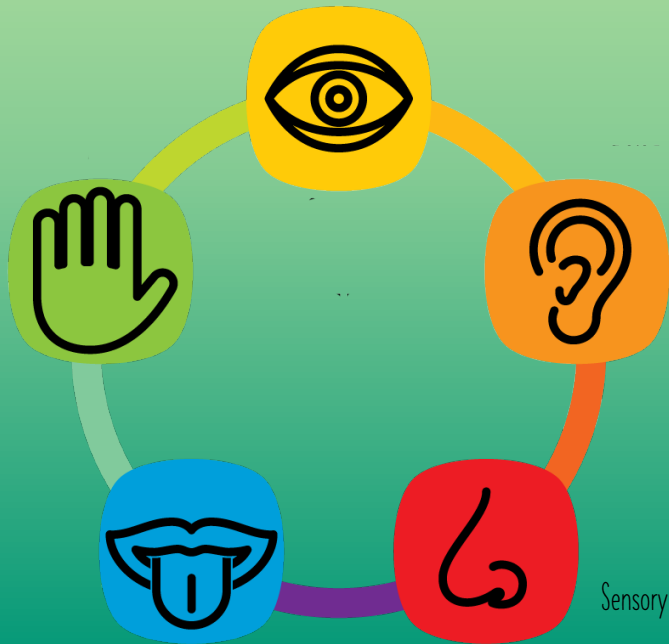


Sensory and physical needs



Sensory needs refer to the way a child understands the sensory input and how their brain interprets those senses, some children can become overloaded by sensory experiences while other may only find certain things trigger their difficulty e.g., smell only. Children with physical or sensory needs have difficulties which impact the way they experience the world. Physical needs may impact the way a child has access to the school grounds and to educational opportunities.

All these strategies aim to improve interaction, discovery, motor skills, faster learning and increased awareness of surroundings. If you wish to discuss any of these strategies, please contact your class teacher.



Wave 1: In class	Wave 2: Small group	Wave 3: 1-1 sessions
<ul style="list-style-type: none"> • Coloured whiteboard • Displays – readable font • Large copies/ modified prints • Left-handed equipment. • Left-handed seating • Matt laminates for displays • Resources in class • Seating plans – for sight, access, hearing and mobility • Water bottles on desks • Noise and behaviour management • Adapted PE sessions and access around school • Forest schools days on Wednesday • Sensory adjustments to curriculum • Adapted curriculum • Soft play • Climbing frame • Overlays, slopes, cushions • Weighted blankets • Fidget toys 	<ul style="list-style-type: none"> • Adapted PE • Brain Gym • Breaktime peer groups • Microphones • Handwriting groups • In class TA support • Modified Sports Day • OT intervention groups • Overlays • Sensory Circuits • Soft play sessions • Sports Teams 	<ul style="list-style-type: none"> • Access through Technology • Care plans • Coloured whiteboards, paper & exercise books • Ear defenders /sunglasses • Enlarged work • Equipment – scissors, slopes, pencils, cushions, footstools • Medical support • Modified equipment • Movement Breaks • Nursing support • Pencil Grip • Physio / OT and Sensory support advice • Screens for workstation • Radio Microphone • 1-1 support • Use of disabled toilet • Clicker 8

Sensory activities provide a non-threatening and relaxed environment to learn, enabling a therapeutic bond between staff and children. These interventions are vital for children who struggle with sensory overload, giving them time to calm and create positive experiences.

Supporting learners with medical needs

For children with medical needs, we ensure that all lessons, activities and needs are met during the school day. We work alongside parents, medical professionals and specialist teachers to best support our learners.

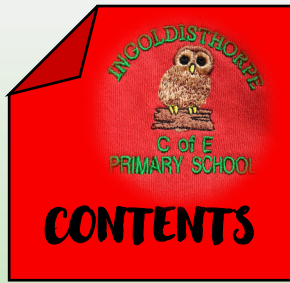
90% of school staff are first aid trained or paediatric first aid trained and medicines are administered with permission on site. We are trained to use support equipment, hearing aids and EpiPens. We have had diabetes training in school and have worked alongside many children with medical needs.

With all medical needs, we are happy to make adjustments to enable all of our school family to access learning and all our school offers. If you would like more information on how we support medical needs in school please contact the school office or the SENDCo.

If pupils were unable to attend school, appropriate alternative provision would be put in place in collaboration with parents and carers. Alternatively, we would revisit the lessons, offer online activities and work packs to ensure no learning opportunities are missed while still prioritising the health and wellbeing of our students.



Policies, equality and complaints



All of our policies can be found at <https://ingoldisthorpeprimary.com/policy> including SEND policy, safeguarding policy and our behaviour policy. If you would like copies please contact the school office.

Our schools PSED equality statement can be found at <https://www.ingoldisthorpeprimary.com/equality>

Our complaints procedure and any concerns can be raised with staff or more information can be found at <https://ingoldisthorpeprimary.com/policy>

