

Special educational needs (SEN) information report

Astley Primary School



Approved by:	Freya Anderson	Date: 19/09/2025
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Astley Primary School | Synergy Multi-Academy Trust - Our Policies](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school can provide additional and/or different provision for a range of needs, including:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

All of our teachers receive in-house SEN training, and are supported by the SENDCO to meet the needs of pupils who have SEND.

We have a team of 12 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision. We also have a member of staff who works in our Pastoral Support Team.

In the last academic year and beginning of this year all staff have been trained in Precision Teaching, ASD and Virtual schools Trauma and attachment training. We use specialist staff for Speech and Language support who work with school staff in enable them to best support and work with children at Astley Primary School.

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is: Freya Anderson

Email address: fanderson@astleyprimary.org.uk

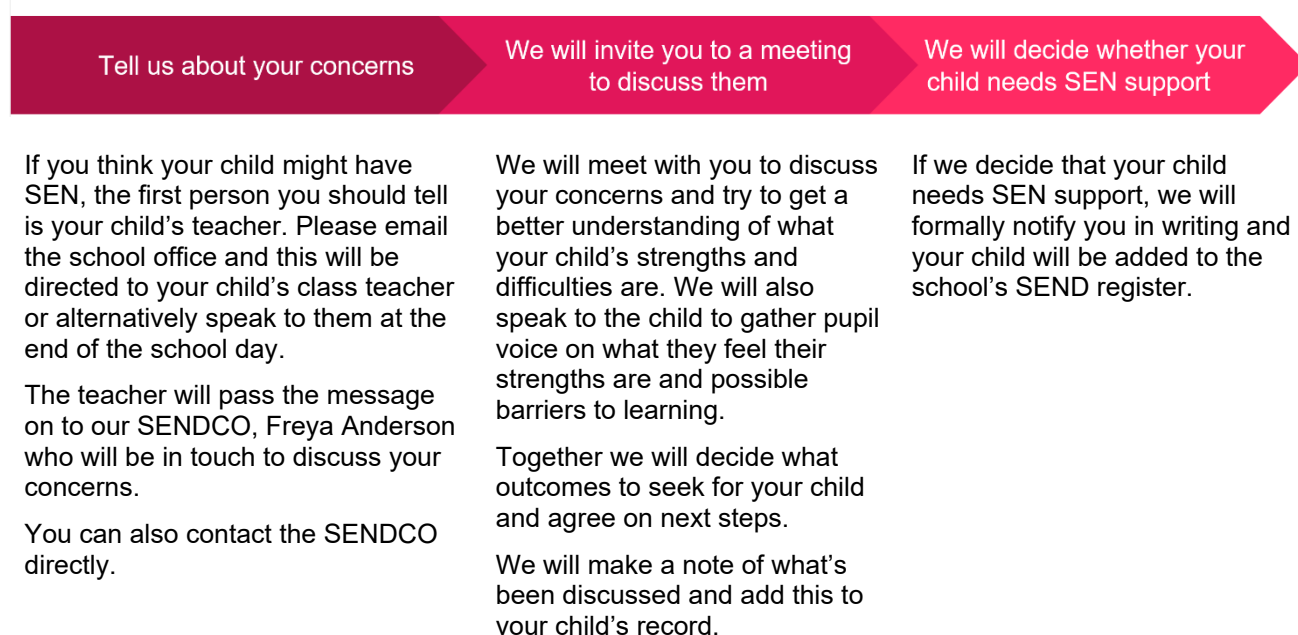
Our SENDCO has been at Astley Primary School 13 years and is new to the SENDCO role this year. They are also the Deputy head and is a qualified teacher who teaches two days a week in Year 1. At least 1 day a week is allocated to manage SEND provision. They have started the Norfolk SENDCO Now Training and work closely with Astley Primary School's SEND Governor and external professionals including Norfolk County Council Educational Psychology and Specialist Support Team.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Specialist Learning Support Teachers
- Occupational therapists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our class teachers at Astley primary School are aware of SEN and are on the lookout for any pupils who are not making the expected level of progress in their schoolwork or socially. This will include teachers identifying possible barriers to learning. This year we have introduced the 7Cs Curriculum framework which is supporting teachers and the SENDCO in identifying a child's strengths and barriers to learning. These 7 areas include Communication, Cognition, Creativity, Control, Compassion, Co-ordination and Curriculum.

If the teacher notices that a child is falling behind, they will explore what gaps the child has in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Children who do not have SEN usually make progress quickly once the gap in their learning has been filled.

Meetings with the class teacher will take place and will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist. Based on all of this information, the SENDCO will decide whether your child needs SEN support and this will be shared with you.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEND support plan for them.

5. How will the school measure my child's progress?

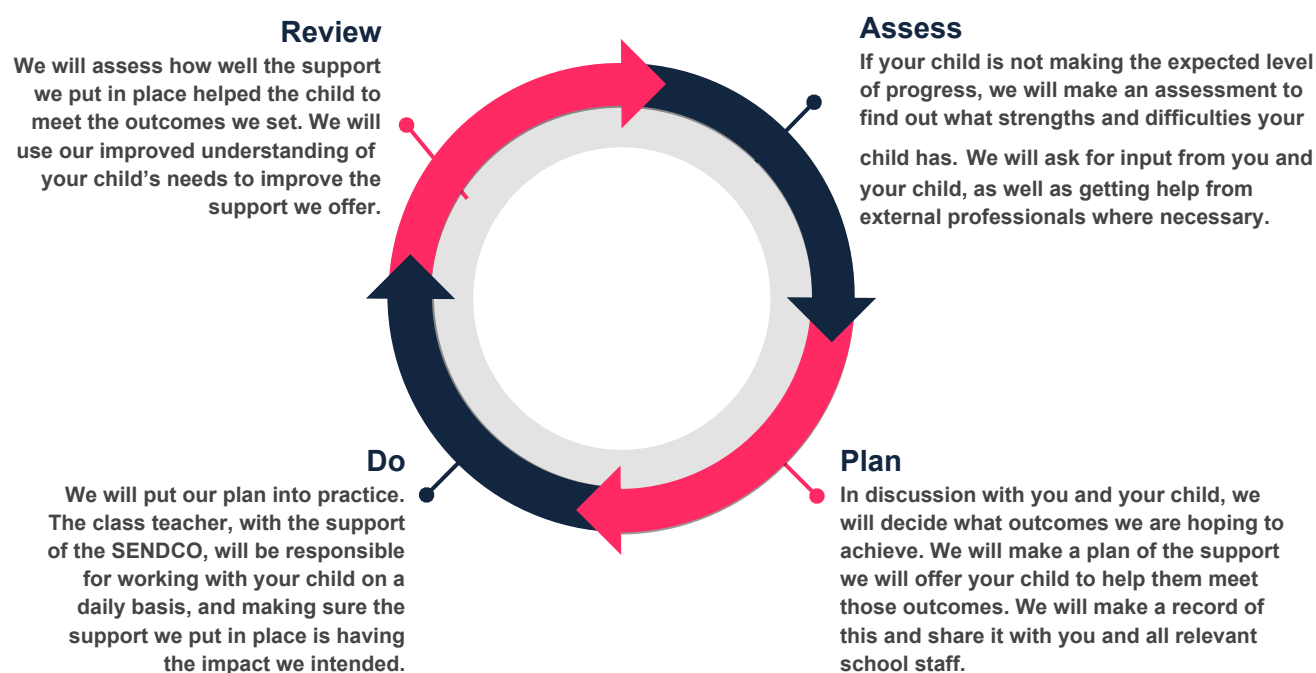
We have introduced new SEND Support plans September 2025. These are created through discussions with families, children, class teams and the SENDCO. At the end of each term the SEND support plan is reviewed by the same people who created them, with specific spaces on the document for parent and child views. As a school, we are continuously evaluating the effectiveness of our provision for pupils with SEND, equipment and facilities to support pupils

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set smart targets that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

As a school we provide to families an interim and annual report as well as regular meetings.

Your child's class teacher will meet you to:

- Set clear targets for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support when necessary.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input. School staff familiar to the child will gather their views including their interests, strengths as well as areas they find a challenge. Children will also be given the opportunity to reflect and share at the end of a half term how they feel they have got on with their targets.

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, and reading instructions aloud
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, reading windows, visual timetables and larger font
- Teaching assistants will support pupils on a 1-to-1 basis where possible
- Teaching assistants will support pupils in small groups

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their targets each term
- Reviewing the impact of interventions including Precision Teaching
- Through discussions with the child and family
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if a child has an education, health and care (EHC) plan)
- Discussions at the Team around the School (TAS) meetings with the SEND and Inclusion team and SENDCO.

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment and resources
- More teaching assistant hours or an additional member of staff
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs. All pupils are encouraged to go on our school trips, including our residential trip to Hilltop.

All pupils are encouraged to take part in Sports Day, school shows, Physical Education lesson and ACE Focus days for the different curriculum areas.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The school's arrangements for the admission of prospective children with SEN or a disability:

The arrangements for the admission of children with Special Needs or Disabilities to gain admission to Astley Primary School within our duties under the Equality Act 2010 and are the same as those applied to all children. Admission is in the first instance arranged by application to the Local Education Authority.

If the school is named in an Education, Health and Care Plan (EHCP), and the Governors and Headteacher feel that the school is able to provide for the child's needs, the child will be admitted to school as required.

For admissions please visit the Norfolk County Council Admissions website.

13. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of house team events and have the same opportunities as children without SEND
- We provide extra pastoral support for listening to the views of pupils with SEN through our Pastoral Support Team
- We run a breakfast nurture club for pupils in the morning who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

14. What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEN be prepared for a new school year we:

- Carry out an ACE Year Ahead week where each morning children go to their new classroom and meet their new teacher/teachers.
- Both the current teacher and the next year's teacher meet to discuss children with SEND and handover information.

Between schools

When your child leaves Astley Primary School and is moving to High School the class teacher provides a handover with the SENDCO.

15. What support is in place for looked-after and previously looked-after children with SEN?

Our SENDCO, makes sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

16. What should I do if I have a complaint about my child's SEN support?

Complaints or concerns about our school's SEND provision should be raised informally with the class teacher. We will try to resolve the complaint informally in the first instance. They will then be referred to the school's complaints policy.

Formal complaints about SEND provision in our school should be made to the SENDCO/headteacher in the first instance. They will be handled in line with the school's complaints policy (see school website)

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

17. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at [Health Advice & Support for Children & Families](#). The following link shares contact details for families: [Just One Number & Parentline](#).

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: [Norfolk](#)

National charities that offer information and support to families of children with SEN are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

18. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENDCO** – the special educational needs and disabilities co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages