

	Name of School	Terrington St Clement Community School
	Review Date	June 2026
	Date of next Review	June 2027
	Who reviewed this policy?	Sarah Goudie (SENCO)
	Date approved by Governing body (FGB)	July 2026

SEND (Special Educational Needs and Disability) Information Report

Introduction

Terrington St Clement Community School is a mainstream school and we welcome everybody into our community. Staff, governors, pupils and parents all work together to make the school a happy and welcoming place where everyone can reach their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children which is achieved through the attention we pay to the needs of different groups of children within our school family. We recognise the need to identify and actively cater for those children who may experience significantly greater difficulty than others by:

- Setting suitable learning challenges
- Responding to learners' diverse needs through interventions developed to personalise learning
- Overcoming potential barriers to learning

We are committed to narrowing the attainment gap between SEND and non-SEND learners and we provide a caring, supportive learning environment that enables all children to make the greatest possible progress.

Overview of SEND needs in school

	Number of Children	England	Norfolk	TSCCS
SEN Support (SEN K)	48	14.2%	13.4%	16%
EHCP (E)	8	5.3%	6.6%	2.7%
Total SEND	56	17.1%	23.8%	18.7%

Primary Area of Need	No. of CYP	England	Norfolk	TSCCS
Moderate Learning Difficulty	17	17.8%	16.7%	30.4%
Specific Learning Difficulty	3	9.9%	8.2%	5.4%
Autistic Spectrum Disorder	5	10.0%	6.6%	8.9%
Speech, Language and Communication needs	15	29.6%	29.3%	26.8%
Social, Emotional and Mental Health	14	18.6%	22.0%	25.0%
Physical Disability	3	2.5%	2.8%	5.4%

How will the school know if my child needs extra help and what should I do if I think my child may have special educational needs?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

At Terrington St Clement Community School a learner is considered to have special educational needs if he/she has significant difficulty following the National Curriculum at his/her level whilst functioning in a class appropriate to his/her age. Their provision will need to be different from or additional to that provided for the other pupils of the same age.

The school recognises the importance of early identification, as well as the assessment and provision for any learner with SEND.



Mrs S Goudie is our Special Educational Needs & Disabilities Coordinator (SENDCo). She oversees the identification of those learners with special educational needs and the provision being made for them in school.

If you are concerned that your child may have special educational needs, please speak to the class teacher in the first instance and contact Mrs Goudie, via the school office if you have further concerns. The class teacher will remain responsible for working with the child on a daily basis. Mrs Goudie will support the class teacher in the further assessment of your child's particular strengths and weaknesses and on the effective implementation of support.

In judging whether a learner has Special Educational Needs, initial information required would include:

- National Curriculum Assessments
- Individual Records of support/interventions currently provided
- Class Teacher assessment and experience of the child, and parental feedback
- Consultation with previous Class Teacher/SENDCo/Support Teacher
- Information from outside agencies (if appropriate)
- In-school tests
- Classroom observations by the SENDCo/external advisors from Norfolk Children's Services which include Educational, Clinical and Occupational Psychologists, Specialist Learning Support Teachers, Behaviour and Autism Consultants and Education Social Workers
- Liaison with, and information from, our feeder schools.
- Discussion with parents/carers on presenting needs.

How will school staff support my child?

If your child has special educational needs we will act to remove barriers to learning and put effective provision in place in the following ways:

- High quality teaching differentiated for individual pupils, is the first step in responding to pupils who have SEND. All year groups have teaching assistants (TAs) allocated to them and this resource is amended according to the needs of the particular cohort.
- If learners have not shown expected progress, then planned, targeted provision will be put in place. Interventions offered include support for reading, numeracy, spelling, social skills, emotional wellbeing and speech and language. For example, a child who experiences communication difficulties might be supported by a speech and language programme provided by our local Health Services, and a learner who finds social interactions difficult might be supported in a nurture group. There may be an additional adult available at break and lunchtimes to support play.

- Where required, learners can be supported by an adult during tests to read for them and, in some cases, extra time for tests can be requested. A provision sheet is completed, detailing what extra support each learner is receiving and showing that this is common daily practice for the child.
- Where needs are identified and learners require support in addition to the teaching assistant/learning support already in place, we aim to put additional, short term one-to-one support in place using funding from the general SEND allowance (e.g. Precision Teaching) A School Support Plan (called an Assess, Plan, Do Review) may be put in place detailing specific targets to be worked on and will be frequently reviewed to aid progress.
- Learners with greater needs may have an Education Health Care Plan (EHCP) in place, and these learners will have a range of interventions and support provided, allowing them access to the curriculum; this could be in whole class, small group or individual sessions. The vast majority of this provision is funded by the school with small additional top up grants available by application of the school to Norfolk County Council. Where the school believes that more support is needed, or for learners who need substantial support but have not progressed to the assessment for EHCP stage of the 'assess, plan, do and review' approach, we will work with parents to consider the support which the school is able to offer and together we will find an appropriate way forward.
- Miss Adams coordinates support for Children who are Looked After (LAC) and Miss Conner (Head Teacher) is responsible for those with Child Protection concerns (Miss Adams – deputy head teacher and Mrs Gascoyne also deputise in this role). LAC learners in school receive an enhanced Pupil Premium allowance to enable the school to provide inclusion (e.g. the budget may be used for the purchasing of equipment, funding to enable inclusion in activities outside of school hours and for additional adult support, if needed, to narrow any achievement gaps). We liaise regularly with Social Care and other external agencies to create meaningful support plans and to discuss any concerns.

Support is generally provided during school timetabled hours and where parents agree, learners may be withdrawn from assemblies etc. in order to work on individual targeted support. This support ensures earlier decisions/ actions are revisited, refined and revised with a growing understanding of your child's needs as we learn what supports your child in making good progress in order to secure good outcomes.

What specialist services and expertise are available at or accessed by the school?

There may be times when the school will seek assistance from a specialist outside agency in order to effectively cater for your child's special educational needs. These services include Educational Psychologist and Specialist Support Team, Speech and Language Therapy, School to School Support and Alternative Provision Placements. If your child has a special educational need that we had not encountered before, we will work with professionals to provide effective support.

We are very fortunate at Terrington St Clement to have a Specialised Resource Base (SRB) on our site with staff that have specialist knowledge enabling them to support learners with Speech and Language Communication Needs (SLCN) and as such are able to draw on their expertise in considering our provision for these needs. However, this does not mean that should your child have a need which falls under this category that they will be able to attend the base. Applicants from all schools are referred to and considered at a centralised panel meeting to ensure children with the greatest need across the county benefit.

Specialist Language and Communication Needs Resource Base (SRB) at Terrington St Clement

The following is a summary of our SRB provision:

Key aims of the service:

- To provide learners in Reception, Year 1 and Year 2 who have speech, language and communication needs who are otherwise developing within the average range with intensive speech therapy integrated into the curriculum
- To contribute to the Local Offer for learners with Speech Language and Communication needs in Norfolk through provision of specialist support within a mainstream environment
- To provide high quality, short-term inclusive education for learners who are experiencing a severe, persisting speech disorder (usually Developmental Verbal Dyspraxia/DVD) which makes speech

unintelligible out of context to most listeners, or who have a severe expressive language disorder e.g. word-finding difficulties.

- To develop an outreach service to schools who need advice and support in differentiating the curriculum and modifying the learning environment to better meet needs of learners with SLCN

What service is provided?

- A small class of up to ten learners across the four to seven age range
- Placements are offered for up to four terms
- The learner remains on the roll of their home school and spends one day a week there during the placement.
- Inclusion activities in the mainstream school of the Base.
- Staff from the Base visit the home school to offer advice and support
- Staff from the Base meet with the staff from the home school to discuss and share targets, progress and transition
- Home school staff are expected to visit the Base for in-reach support
- Access to dedicated Specialist support from a Specialist Partner and Speech and Language Therapists
- A shared contact book / home-school diary is kept to communicate with families
- Parents are invited regularly to the Base to discuss progress and for school events
- Other opportunities are provided for parents to be involved.
- A countywide outreach service to schools on a traded basis

What is the SRB learner profile?

- Proven ability to benefit from intensive, daily speech and language therapy
- Verbal comprehension within age-appropriate range; NB if outside age-appropriate range, there must be potential for the learner to make accelerated progress in comprehension due to intensive speech and language therapy, such that she / he will achieve comprehension within age-appropriate limits.
- The learner's difficulties are primarily speech / language based, rather than secondary to general learning delay, emotional or behavioural difficulties
- The impairment cannot be attributed to generalised learning difficulties and it does not resolve spontaneously

Learners with speech and language communication needs will be referred for a place in the Specialist Resource Base in our school if they are identified by their speech therapist as having communication difficulties as a primary need. Further information relating to the Specialist Resource Base can be found on the [Norfolk County Council Website](#).

What support will there be for my child's overall well-being?

We consider ourselves to be a forward-thinking school, committed to meeting the academic, physical and emotional needs of every learner. We have a medication policy and a policy for intimate care which are reviewed by a Governor Committee regularly. Health specialists are invited into school to share their expertise as needed (e.g. diabetic nurse, school nurse and occupational health). Where learners are known to have areas of need and are already known to external agencies before coming to school, these needs are fully discussed as part of a transition meeting and visit. When we receive recommendations from health professionals, we aim to provide specialist equipment such as adapted furniture which is provided by the local authority to meet Health recommendations. Other small equipment needs (e.g. writing slopes, iPads and anti-glare screens etc.) are met via the school's general budget which includes a SEND allocation. If more specialised equipment, such as touch screens, is required, it may be acquired on loan following application to Access Through Technology (ATT) a small specialist team within Norfolk County Council's Children's Service. It is important to note that the requirements for this have changed this year and to access ATT we now require a formal recommendation from an NHS professional.

The school has a pastoral lead to provide support for children with emotional needs such as building self-esteem, learning to cooperate with others and family support (e.g. when there is bereavement in the family or

a relationship breakdown). Referral for this service is via a mixed stream; either dependent upon advice from external professionals or through agreement with Miss Conner (Head teacher), Miss Adams (Deputy Head teacher) or Mrs Goudie (SENDCo).

If your child is involved with pastoral support, they will have sessions led by:



Mrs Palmer

We use Norfolk County Council’s Educator Solutions training provision to support staff and ensure they are well trained to support the needs of individuals e.g. for Positive Handling training. We also buy in advice and support from Norfolk Children’s Services which include Educational, Clinical and Occupational Psychologists, Specialist Learning Support Teachers, Behaviour and Autism Consultants and Education Social Workers. Training and advice services are funded from the school’s general budget unless a particular child receives Pupil Premium funding, some of which may be used to support individual children. Some children receiving support may have a Positive Behaviour Support Plan in place to show all adults in school how best to respond to the child and their specific needs. These plans are created in consultation with yourselves as parents and are reviewed and adapted throughout the school year, as frequently as is necessary.

A linked SEND governor regularly reviews the impact of our SEND provision and feeds this back to the wider governing body in order to provide appropriate support and challenge for the school.

How will both the school and I know how my child is doing, and how will the school involve me in my child’s learning?

We follow the assess, plan do, review model for monitoring progress:



All interventions are monitored by the class teacher and Mrs Goudie (SENDCo), and your child's progress will be regularly reviewed in consultation with Miss Conner and Miss Adams (Senior Leadership Team) to ensure that this additional support has had an impact on your child's progress. If your child is registered on the special needs register at school support level, the class teacher will review your child's targets and set new targets with you at parents' evenings in the autumn and spring terms. If you wish for Mrs Goudie to attend these meetings, email the office and this will be arranged. If you have any further concerns, you may arrange a follow up meeting one to one with Mrs Goudie (SENDCo). In the summer term, your child's teacher will review your child's spring targets and set new transitional targets for the term. The teacher will contact you via phone or invite you in to speak to them to review and inform you of the new targets. Again, if you have any subsequent concerns, you may arrange a follow up meeting with Mrs Goudie.

If your child has an EHC plan, instead of a regular parent evening appointment in the autumn and spring terms, you may request a half hour meeting with the class teacher and Mrs Goudie (SENDCo) to discuss progress, review targets and set new targets. In addition, there will be an annual review meeting between the class teacher, Mrs Goudie, parents, children and all outside agencies involved with the child, where possible. If your child is receiving support from external services, you will also receive notification of assessments, invitations to speak with advisors and reports of visit outcomes. Children with special educational needs will be expected to complete homework, differentiated if necessary, to help support their learning. Reading with your child should be completed regularly as should the learning of set spellings and number bonds/times tables; there is a home-school reading record to encourage contact between home and school.

The school will always be willing and happy to talk to you about your child but if you have any concerns or worries, please do not hesitate to speak to your class teacher, Mrs Palmer, Miss Mills (Pastoral Team) or Mrs Goudie (SENDCo) who will do their best to resolve any issues. You may also speak to the Head teacher, Miss Conner. We hope you are happy with the service you receive, but if this is not the case you may wish to follow our Complaints Procedure and a copy of our Complaints Policy is available on the school website.

How accessible is the school both indoors and outdoors?

The school is fully accessible for wheelchair users; we have disabled toilets and disabled parking available. A single upstairs room is used only by staff.

How will my child be included in activities outside the school classroom including school trips?

At Terrington St Clement Community School, there are many opportunities for extra-curricular activities and school trips. All of our clubs are open to all of our learners and any special considerations/adaptations required will be considered on the risk assessment. Similarly, all trips are risk assessed to consider any accessibility issues. Where there is a difficulty, the office will check coach availability, lunch arrangements etc. to ensure fair access for all (e.g. the implications of double decker buses, wheelchair storage). The cost for trips is the same for all learners. In many cases, especially with Reception and Key Stage One classes, parents of SEND learners with significant needs are invited along to support their child if staff, in consultation with parents, believe this is in the child's best interest.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

If your child is joining us from a different nursery setting or another school, we will set up initial meetings for a tour and short taster sessions so that your child can meet the adults with whom they will be working and their new classroom. We will liaise with staff from feeder schools and records will be handed over and discussed. Where appropriate, we will create a personalised transition pack for your child including information on:

- Class teacher
- Teaching Assistants
- Lunch Time Staff
- Spaces in school they will use regularly
- Timetables/daily routines





In addition to this, we also create transition booklets when moving year groups with information on the changes to expect (with images of their classroom and cloakrooms for the following year), a picture and personalised message from their new teacher and information on other adults they will have in their year group to support them. If appropriate, your child will be able to meet with their class teacher in addition to the whole school transition day to support your child in building a positive relationship with their teacher before the summer break.

Similarly, if your child is transferring to secondary school, as well as the Induction days, there will be opportunities for extra visits to ensure your child feels supported in their move and if available the Schools and Communities Team run transition sessions for SEND pupils. In some cases, you may be invited in for a Person-Centred Review which will also be attended by the SENDCo of the secondary school to draw up an Action Plan to ensure the smooth transition between the two schools. Again, all records will be passed on and children will be discussed at transition meetings for both SENDCos.

What is the Local Offer and where can I find it?

The local authority publishes a Local Offer, setting out in one place information about provision available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. The Local Offer provides clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and can be found on the [Norfolk SEND Information Advice and Support service \(SENDIASS\) website](#). For ease of access, there is also a link to this on our [website](#).