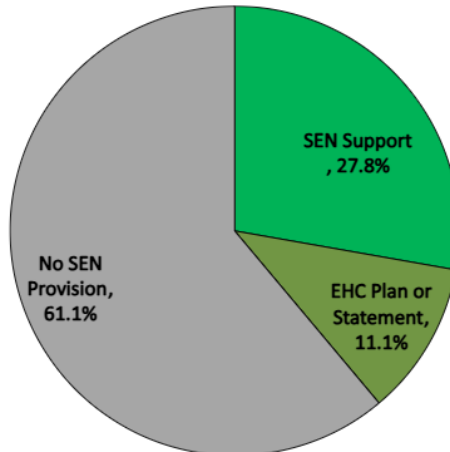


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SEND Information Report September 2025

1 Variety of Special Educational Needs that are provided for at Tivetshall Primary School.	The SEN Team provides support for pupils across the 4 broad areas of need as laid out in the SEN Code of Practice 2014 (last updated May 2015): • Communication and Interaction • Cognition and Learning • Social, Emotional, and Mental Health difficulties • Sensory and/or Physical needs Tivetshall Primary School currently has 39% of all students identified as having SEND, including 11% of students having an EHCP. SEN Support Status  <table border="1"> <caption>SEN Support Status Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No SEN Provision</td> <td>61.1%</td> </tr> <tr> <td>SEN Support</td> <td>27.8%</td> </tr> <tr> <td>EHC Plan or Statement</td> <td>11.1%</td> </tr> </tbody> </table>	Category	Percentage	No SEN Provision	61.1%	SEN Support	27.8%	EHC Plan or Statement	11.1%
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No SEN Provision	61.1%								
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2 Information about the school's policies for identification and assessment of pupils with SEND	Pupils are identified as having SEND with their needs assessed through a multi-pronged approach incorporating: • Information passed on from Pre-school/Nursery/infant/previous schools.								

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	• EYFS Early Learning Goal baseline assessments and results, baseline testing, phonics screening checks and progress data • Individual assessment using standardised score assessments including British Picture Vocabulary Scale, CTOPP2, TOMAL-2, Wellcomm Screening, GL Dyslexia Screening. • Feedback from teaching staff and observations • Feedback from specialist agencies e.g., We work mainly with CEPP (www.cepp.co.uk) securing support from specialists outside of the school and wider academy, such as Specialist Teachers, Speech and Language Therapists, Occupational Therapists and Educational Psychologist. The school also works with other specialist providers, such as the Dyslexia Outreach Service, depending on the service needed. Referrals to specialist, external support might also be made for learners with SEND as part of a graduated approach, when existing provision is not having the desired impact on pupil progress and/or interventions not showing impact. • Referrals from parents or carers • Pupil Voice • Whole School Assessment Systems • Referrals from staff • Actions from previous schools – Graduated Approach • Observations in school to look at High Quality Teaching Provision • Specialist agency input via CEPP (EP, Clinical Psychologist, SLCN Therapist, Specialist SpLD Teacher, OT), ADHD Norfolk, Paediatrician referral/NDS, NHS SLCN, CAHMS etc. • In-house educational testing and strategies – BPVS, CTOPP, TOMAL, WIIAT, WRIT, DASH. • Intervention baselines.
3c The school's approach to teaching pupils with SEND	Provision for SEND pupils includes: • High Quality Teaching, with appropriate and effective adaptive teaching in place as Every Teacher is a Teacher of SEND • Additional adult support in classrooms where appropriate to form Teaching Teams • Personalised provision through time-limited programmes • Personalised intervention programmes led by trained Teaching Assistants. • Dual Centre provision (SRB & School)

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	The sourcing of additional specialist support via external agencies e.g., Dyslexia Outreach, SEND and Inclusion, Early Help, etc.
3a Evaluating the effectiveness of the provision made for pupils with SEND	- Impact tracking is completed at least termly and adaptations to provision made considering the findings. - SEND Parent Voice Surveys. - SEND Pupil Voice Surveys. - Progress and evaluation are reported to Sapientia Education Trust's Board of Trustees and the Director of Inclusive Learning - Progress and evaluation of SEND is reported to the Education Committee via the Headteacher's report termly. - Specialist External Support is provided via the Trust Education Team. - SEND is a priority for all Quality Assurance undertaken by the Trust Education Team.
3b Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review	We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review. - Assess: when a learner is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff, and the pupil. - Plan: together we plan about what actions need to be taken and what support needs to be put in place. A date is set for review. - Do: the plan is put in place as agreed. - Review: the impact of the provision on the pupil is evaluated. The next steps are established. The cycle may begin again. These arrangements include: - Data tracking for pupil progress - Pupil progress meetings between class teacher, SLT and SENCO - Termly support plan and EHC Plan reviews - Positive Behaviour Support Plans and Risk Assessments - Observations and follow-up - Parent/Carer's meetings

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3d How adaptations are made to the curriculum and the learning environment of pupils with SEND

Our approach is inclusive and based on high-quality, adaptive teaching. This means that lessons are designed to meet the needs of all learners, including those with SEND. Teachers adjust for individual learners based on the information shared with them in their support plans, their knowledge of the pupil, expert support, and guidance. They use a range of strategies to enable access to the curriculum so that all learners know more, remember more, and can do more.

The curriculum/learning opportunities may be adapted by:

- Application of EEF High Quality Teaching Strategies including scaffolding, modelling, flexible grouping, explicit instruction, meta-cognition strategies
- Groupings and interventions that target specific levels of progress.
 - Phonics intervention following Little Wandle Phonics Scheme
 - TA / HLTA led intervention.
 - Block Therapy
 - Sensory Circuits
 - Precision Teaching
 - ELSA
 - Thrive (from January 2026)
- Adapted resources and teaching styles
- Appropriate choices of texts and topics to suit the learner.
- Access arrangements for tests and other assessments
- Additional adult support
- Allocation and adaptation of room use where appropriate including use of the sensory room.

Further Examples are:

- Clear and consistent classroom routines.
- Visual aids, checklists, timers, and manipulatives.
- Graphic organisers, mind maps, spider diagrams.
- Writing frames, sentence starters.
- Zones of regulation
- Learning aids such as overlays, laptops, pencil grips, recording devices and tablets.
- dyslexic-friendly resources

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	• Autism-friendly classroom resources (Visual timetables / staff lanyards) Now and Next, Widgit Online resources https://widgitonline.com/account/edit • Reading text/instructions aloud. • Pre-teaching vocabulary • Breaking up longer texts and tasks into manageable chunks. Additional, targeted support will be provided in the classroom, based on individual learner' needs. This could take the form of: • Specific seating arrangements to accommodate learner needs. • Use of visual timetables. • Use of larger font size. • Specific equipment, e.g., wobble cushion, writing slope. • Assistive technology e.g., reader pens, voice to text software. • Rest breaks/movement breaks. • Support from a teaching assistant as a scaffolder / prompt / scribe / note-taker. • 1:1 support or small group support for individual tasks • Extra time to complete tasks • Reasonable adjustments to rewards and sanctions issued in the context of the learner's special educational needs. Interventions • Small group and 1:1 precision teaching. • Meet and greet at the start of the day and/or decompression at the end of the day. • Provision of specific support programmes e.g. ELSA, Sensory circuits, etc • Alternative Provision – as a SHORT-TERM support mechanism.
3g Support that is available for improving the social, emotional, and mental health needs of pupils with SEND	Additional pastoral support is available through the school's Senior Leaders as well as through the SENDCo who are on call throughout the school day to provide support where needed, such as understanding emotions, self-esteem building, anger management and building positive relationships. Support in the form of small group interventions; social time support, Emotional Literacy Support Assistant, soft starts. Additionally, pupils are well supported by:

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	• Whole school Norfolk STEPS Approach for all trust schools which promotes positive behaviour and relationships through a therapeutic approach for all learners. • 1-1 and small group sessions • Block Therapy • Zones of Regulation • Just One Norfolk referrals - https://www.justonenorfolk.nhs.uk/ • Pupil Voice
4 In relation to Mainstream Schools and maintained nursery schools, the - Name and Contact details of SEND Coordinator - Name and Contact details of SEND Trustee	Katie Ward – SENDCO k.ward@shs.set.education Trust SEND Trustee: Penny Sheppard Contact Email: ea@setrust.co.uk School Telephone number: 01379 741256
5 Information about the expertise and training of relevant staff in relation to children and young people with SEND, including how specialist expertise will be secured	All staff receive training on SEND. Ongoing training is provided as needed in response to the individual needs of learners which is informed by an annual audit of staff expertise in SEND. This includes but is not limited to: • SENDCO has National SENDCO Award qualification and Level 7 CCET • Trust CPD for Teaching Assistants • Termly Trust SEND Strategy Days for SENDCOs led by the Director of Inclusive Learning • EYFS Lead Network SEND Training – Whole Class Approaches to support the 4 broad areas of need. • Specialist expertise engaged from external services – CEPP and Team Around the School meetings. • The Sapientia Gateway SEND area contains many recorded training sessions that can be accessed at any time by staff.

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6 Information about how equipment and facilities support children and young people with SEND will be secured	• Support Services including health services. • National and Local Charities • Volunteers • CADS Hub • Home Start • Just One Number • Early Help & Family Support (Norfolk County Council) • Additional specialist SEND agencies as listed above
7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	The views of parents and carers are important to us, and we will involve you in discussions about provision for your child's SEND both at the point of identification and through their termly review. • Before school, lunchtime support, afterschool support • Telephone conversations • Text • Email • Parent View • Parents Evenings • SENDCO direct contact • Face-to-face meetings • Parent SEND Survey
8 The arrangements for consulting young people with SEND about and involving them in their education	The wishes and feelings of young people with SEND are central to our provision. We involve them in discussions about the support they receive in an age-appropriate manner. We gather their views as part of the termly review of their Support Plan as well as through: • Pupil Voice • Annual Reviews for EHC Plans • Personal Interviews • Stirling Wellbeing Assessment.
9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of	Please refer to and use the school's existing complaints policy and procedure which is available directly from the school or website.

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pupils with SEND concerning the provision made at the school	
10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.	The Sapientia Education Trust is governed by a Board of Trustees who have statutory responsibility for governance. The Board of Trustees empowers the SEND Coordinator and Headteacher to use the range of support and resources required to benefit the children at Burston Primary School. This can include: • Family Support • Speech and Language therapy • MAT support and advice • Specialists e.g., Educational Psychologists, School-to-School support, SRBs etc. In its turn, through monitoring and challenge, the Board of Trustees assess the impact, costs and cost effectiveness of the support used and amends the strategy of the school appropriately.
11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.	Norfolk SEND Partnership - Telephone: 01603 704070 SEN Centre of Excellence - Telephone: 03448008020 or email send@norfolk.gov.uk Suffolk SENDIASS – Telephone 01473 265210 enquiries@suffolksendiass.co.uk https://www.suffolksendiass.co.uk/
12 The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living	Transition arrangements Moving from Nursery to School • Stay and play sessions for children. • Teacher visits of children in their settings • Discussions between nursery and Reception class teachers • Information evening for parents • Staggered start Moving within the school • Transition meetings between teachers • Parent information evening at the start of the school year

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	• Move up days to meet new class teachers and TAs. Moving to a new school • Extra visits to the new school • Discussions between SENCOs and DSLs to handover of information and strategies • SENDCo invited to Year 6 annual review • Records of achievements, attainment, progress etc shared with new school. • Meetings with parents to address concerns if necessary. • Children to attend settling in sessions. Meetings with feeder and MAT schools to ensure all appropriate information is passed on in a timely manner. • Contact and handover of information and strategies to and from receiving schools.
13 Information on where the local authority's local offer is published	SEND Local Offer - Norfolk County Council Home - Suffolk SEND Local Offer (suffolklocaloffer.org.uk)