

Norwood Primary School 2026 –2027



SEND  
INFORMATION  
REPORT

# The 4 Areas of SEND Need

Children and young people with Special Educational Needs and/or Disabilities (SEND) may have needs in one or more of the following areas.

Every child is unique – SEND looks different for everyone. 

## 1. Communication and Interaction



Children may find it difficult to communicate with others, understand what is being said, or may prefer different ways of communicating. This can affect their ability to interact with people.

### For example:

- Autism Spectrum Condition (ASC)
- Speech, language and communication needs (SLCN)
- Difficulty understanding or using language
- Finding social situations challenging

## 2. Cognition and Learning



Children may learn at a different pace or find certain areas of learning more challenging. This can affect their ability to understand, remember or apply new information.

### For example:

- Specific learning difficulties such as dyslexia, dyspraxia or dyscalculia
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Difficulty with memory, attention or organisation

## 3. Social, Emotional and Mental Health



Children may experience difficulties managing their feelings, behaviour or relationships. This can affect their emotional wellbeing and ability to take part in school life and learning.

### For example:

- Anxiety or low mood
- Difficulty managing emotions (e.g. anger, frustration, worry)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment difficulties
- Challenges with friendships or self-esteem

## 4. Sensory and/or Physical



Children may have a sensory need, physical need or a medical condition that affects their ability to access the learning environment. They may need additional support or specialist equipment.

### For example:

- Hearing impairment
- Visual impairment
- Physical disabilities (e.g. affecting mobility or motor skills)
- Sensory processing difficulties (e.g. being over- or under-sensitive to sound, light or touch)
- Long-term medical conditions (e.g. epilepsy, diabetes, asthma)



**With the right support, all children can thrive.**



Different needs. Brighter futures. 

If you have any questions about your child's needs or the support available, please speak to your child's class teacher or our SENDCo (Special Educational Needs Coordinator).

# SENDCO



The person with overall responsibility for SEND is Mrs Jane Cockerill (Special Educational Needs and Disability Coordinator- SENDCo).

The SENCo can be contacted via the school office on 01733 574717 or by email [office@norwoodschool.co.uk](mailto:office@norwoodschool.co.uk) or [senadmin@norwoodschool.co.uk](mailto:senadmin@norwoodschool.co.uk)

# SEND GOVERNOR

The governor with responsibility for SEND is Mrs Holly Kirkpatrick.

Any correspondence to governors must be in writing, addressed to the Clerk of the Governing Body. This correspondence can be passed on via the school office.

[office@norwoodschool.co.uk](mailto:office@norwoodschool.co.uk)



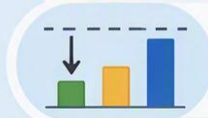
# IDENTIFYING AND ASSESSING SEN

To obtain greater understanding of a child's learning difficulties, other agencies may be contacted for further investigation i.e. educational psychologist.

## Children and young people with SEN are identified through:



**1** Discussions with parents/carers, child, class teacher



**2** A widening gap between a child's ability and their peers



**3** Lack of progress despite additional support



**4** Observation of the child in class and looking at their work

## Pupils' needs are assessed through:

**1** Observation



**2** Data collection



**3** Discussions with parent/carers and child



**4** Standardised tests such as reading, spelling and maths ages, SATs



## How Parents/Carers are Involved



1

**Parents/carers are always informed of any initial concerns regarding their child's development.**

This will usually be through discussion with the class teacher.



2

**If concerns continue and the possibility of SEND is raised, a meeting will be arranged with the parents/carers, class teacher and SENCo.**



3

**We value parent/carer views and when raising concerns about the possibility of their child having a special educational need and/or disability, arrangements are made to discuss this further and referral made where necessary.**



4

**Parents/carers are invited to support in planning, reviewing and assessing their child's needs three times per year.**



5

**Parents/carers may be invited into school to discuss their child's needs at any time during the school year and we welcome parent/carer views on their child's needs and the way in which they learn best.**



6

**When external agencies visit children in school, reports are copied to parents/carers and then a meeting is arranged with parents/carers to discuss the findings and next steps for the child.**

We work in partnership with parents/carers to support every child to thrive.

# PARENT/ CARERS

Involvement from parents/carers is key to supporting school staff to understand how to meet your child's needs.

## Understanding the Education, Health and Care Plan (EHCP)



## EHCPs – EDUCATION, HEALTH AND CARE PLANS

Further information about EHCPs can be found via the following link: [Peterborough Information Network | Assessment and Education, Health and Care plans \(Local Offer\)](#)

# Annual Reviews for pupils who have an Education, Health and Care Plan (EHCP)



The progress of children with high level needs is also discussed at the Annual Review of their Education, Health and Care plan.

During this meeting, the contents of the EHCP is reviewed to ensure that it reflects the child's current functioning, progress and long term needs.

Adults at the meeting may include:



Class Teacher



Teaching Assistant



SENCo



Parents/Carers

Other professionals who might attend include:



Speech and Language Therapist



Autism Specialist Teacher



During the child's Year 5 Annual review, a representative from the Local Authority may be requested to attend in order to support a discussion around the child's long term needs and to support requests for transition to mainstream secondary school or special school.



In the Summer Term of Year 6, a representative from the selected secondary school is invited to attend. This provides first-hand knowledge about the child and their needs and also a chance for parents/carers to discuss any queries or share concerns.



Pupil questionnaires are used to gather pupil views at the annual review of their Education, Health and Care Plan. Pupils are involved in creating a page of their learning plan to identify their likes/ dislikes, support they feel that they need and ambitions for the future.



We work together to ensure every child's needs are understood and the right support is in place for their future.



# TERMLY REVIEW MEETINGS

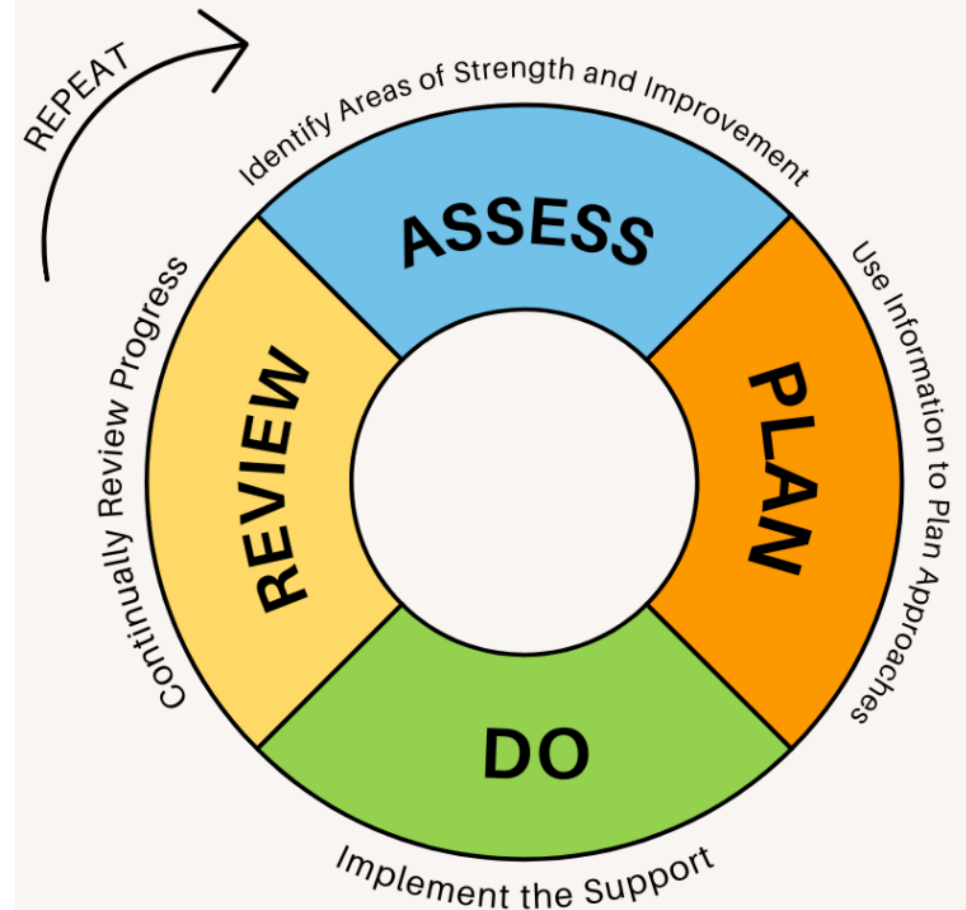
In addition to Consultation appointments with your child's class teacher, the needs of children with special educational needs are also reviewed termly with the SENCo.

The progress of children is monitored through the Assess, Plan, Do, Review cycle with input from the child, parents and school staff.

Pupil and parent discussions are utilised throughout the year to inform provision.

Parents/carers can view pupil learning plans and passports through our online SEND platform – TES Edukey App

## Assess, Plan, Do, Review (APDR) Cycle



# MOVING BETWEEN PHASES OF EDUCATION – STARTING SCHOOL



New to Reception pupils have visits to school in the Summer Term. During these visits, pupils meet:

- the adults that will be working with them,
- their Year 6 buddy,
- other key members of school staff.

Parents/ Carers visit with their child for an individual meeting with the class adults to provide parents/carers with time to share any confidential information and concerns or queries.

# TRANSITION PERIOD



Some pupils with Special Educational Needs benefit from a part-time transition period. This is completed in agreement with the parents/carers.

During the transition period the child is introduced to adults that will be working with them, other children within the class and the learning environment for increasing sessions over a short period. At the end of the transition period, adults and the child, where possible, discuss the next steps. This may be an agreement that the child is ready to start full time at Norwood or may require further transition opportunities.

# TRANSITIONING TO A NEW CLASS



All pupils experience a transition period to build exposure to their new classroom environment and class adults in July each year.

This gives pupils the chance to explore their surroundings and get to know the adults that will be working with them.

For pupils that may struggle, additional visits to the classroom as well as spending additional time with adults in their next year group, supports them in beginning the new school year successfully.

Many children benefit from seeing pictures of the new environment and knowing the routines.

Children and parents/carers can view each of our learning spaces on our website [Norwood Primary School – Transitioning to a New Class](#)

# ADAPTATIONS TO THE LEARNING ENVIRONMENT



Resources are used to enable pupils to learn best.

Weighted waistcoats, sensory circuits, coloured overlays and use of ear defenders are a few of the ways in which resources are used to ensure pupils can access their learning.

Work stations, visual timetables and furniture arrangements are all considered to support a child in their learning.

A calm learning environment is encouraged and the school stop sign is a calm quiet approach to ensuring all pupils are ready to listen.

Classrooms are inviting and supportive and set up to reduce sensory overload.

# STAFF EXPERIENCE

Staff have experience of supporting a range of needs including those with:

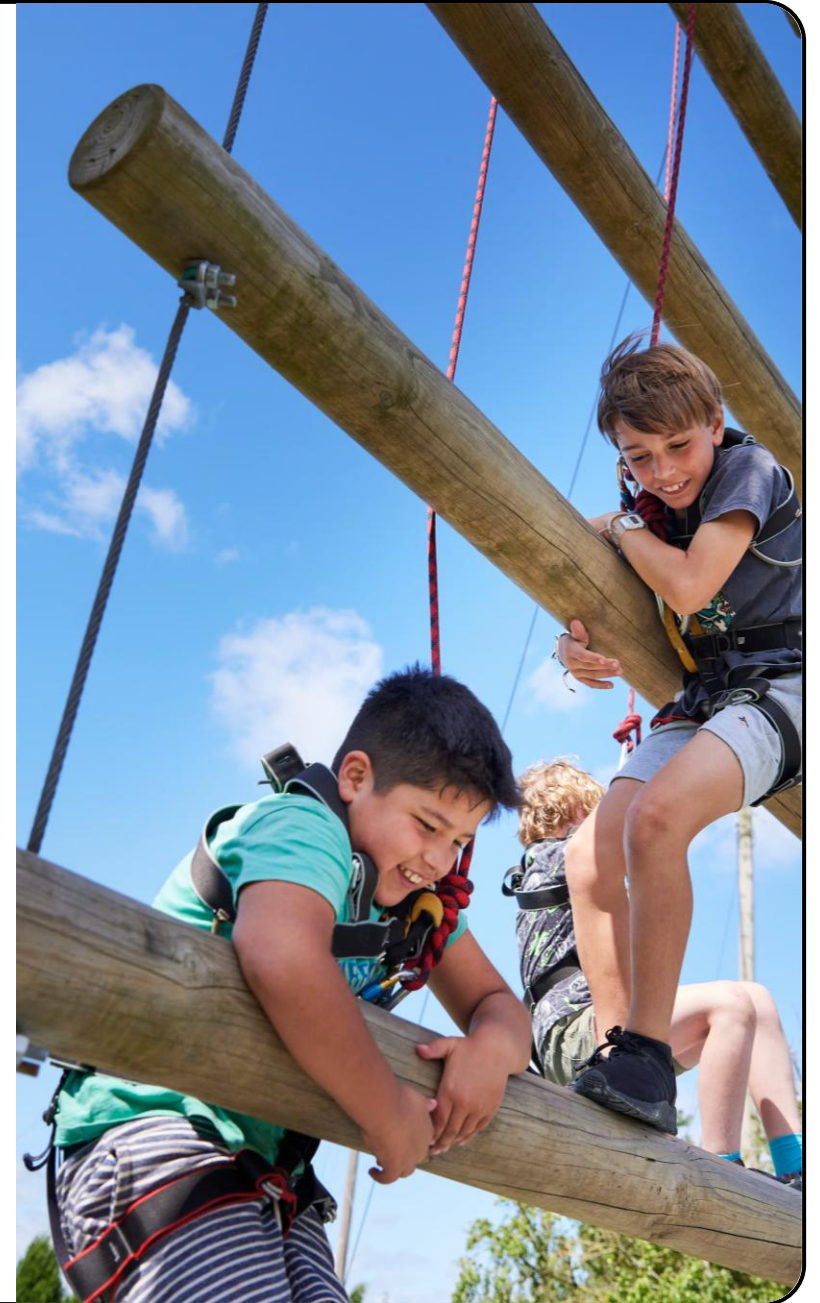
- Visual impairment,
- Autism Spectrum Disorder,
- Speech and language difficulties,
- Dyslexia,
- Down Syndrome,
- Hearing impairment.

When a child joins the school with a need with which we are not familiar, we endeavour to build knowledge through outside agency support.



# EXTRA CURRICULAR ACTIVITIES

- Where pupils with a special educational need or disability require support to access a trip, visit or activity, a familiar adult will accompany them either on a 1:1 basis or as part of a small group.
- Adults who accompany children are fully trained to understand their needs which are identified and planned for on the risk assessment.
- For residential trips, an adult is assigned to support a child with SEND, where required, and a meeting with parents/carers carried out in advance to identify how the pupil can access the trip to ensure that the pupil will have a safe and enjoyable time.





# LUNCHTIMES

- A variety of adult led activities and play resources are provided at lunchtime to support all children to have a happy and relaxing lunchtime.
- The Midday Team are made aware of key individuals who may struggle during unstructured times.
- Some pupils require high levels of supervision to ensure safe play. These individuals access lunchtime play with a higher adult to child ratio.

# MY HAPPY MIND

Our mental health programme, My Happy Mind, helps all children to develop an awareness of positive mental health.

Some pupils with additional needs, require further support to recognise, understand and manage their emotions.

There are intervention packages to develop pupils who require further support.



# FAMILY SUPPORT

Our Family Support website page details lots of charities and helplines to support families with a range of needs.

[Norwood Primary School - Family Support](#)

## SEND Information Advice and Support Service SENDIASS

Offers impartial information, advice and support to parents/carers of and children/young people with Special Educational Needs and Disabilities.

- Advises and supports parents, children and young people through the SEND processes
- Advises and supports parents/young people to use their rights to make sure the educational needs of their child/themselves are met ☑ Supports parents to work with schools, children's services, health and other professionals
- Informs parents/young people about other support services and organisations
- Advises and support parents/young people resolve disagreements
- Provides information, advice and support on Mediation and Tribunal For support contact 0300 365 1020 or email [sendiass@peterborough.gov.uk](mailto:sendiass@peterborough.gov.uk)



# SPECIALIST SUPPORT

Parents/carers can also access specialist support from the following professional services:

Autism Outreach Services [Peterborough Information Network | Autism \(Local Offer\)](#)

Educational Psychologists [Peterborough Information Network | Educational Psychology Service \(Local Offer\)](#)

Occupational Therapist – [Cambridgeshire Children's Occupational Therapy advice line](#)

School Nurse – [Cambridgeshire and Peterborough Healthy Child Programme – Health Visiting and School Nursing Service](#)

Speech and Language Therapists [Children's Speech and Language Therapy Service- Peterborough \(CPFT\) | CPFT NHS Trust](#)

## Have you heard of the **LOCAL OFFER?**

If you are 25 years or younger with special educational needs or disabilities (**SEND**), or have a child with **SEND**, the Local Offer is Peterborough's central source of information for **SEND** services and support.

[www.peterborough.gov.uk/LocalOffer](http://www.peterborough.gov.uk/LocalOffer)

Email [localoffer@peterborough.gov.uk](mailto:localoffer@peterborough.gov.uk) • Call 01733 864446

