Fairhaven C.E V.A Primary School

2025 - 2026

Special Educational Needs and Disabilities - Information Report

Introduction

Welcome to Fairhaven Primary School's Special Educational Needs and Disabilities (SEN/D) Information Report for 2025 – 2026, which is part of the Norfolk Local Offer for children with Special Educational Needs and Disabilities.

All pupils, regardless of need, are valued members of our Fairhaven family. This report sets out how we support pupils with Special Educational Needs and Disabilities (SEN/D) so that they achieve their very best educational outcomes. It is updated annually and aims to set out the vision, values and broader aims of our school's arrangements for pupils with SEN/D.

The report details how we plan to offer educational support for pupils by firstly explaining what Norfolk County Council provide and secondly by detailing how we organise our support here at school. Mrs Lake (SENCO) is always available to talk about and guide you through this information.

We welcome feedback and future involvement in the review of our offer, so please do contact us with your views via the school office.

Norfolk Local Offer

Norfolk County Council detail all their services and support for learners with SEN/D on the Norfolk Local Offer. Information about this can be found at:
www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning

The website can help parents and carers to:

- Find information on support in education
- Learn about special needs services that can help children, young people and their families
- Find a support network - parents, groups and organisations
- Get guidance and advice about how to help a young person plan their adult life

Fairhaven Primary Offer

We have the same vision for all our pupils:

Our Christian school community strives to provide a variety of learning experiences for all our young people. We are here to nurture the gifts God gives us and to celebrate our differences. We encourage our pupils to explore their interests, find their talents, flourish and live life to the full. We want our children to live great lives and ultimately make a difference in the world.

Belief – Friendship – Diversity – Achieve

"Each person has their own special gift from God."

1 Corinthians 7.7

Our Approach to Teaching Learners with SEN/D

At Fairhaven Primary we are committed to providing high-quality teaching for all our learners. We aim to create an inclusive culture in our school and we expect all children to participate in learning. We recognise that at different times in their school life, a child may require additional support, and we aim to create a learning environment which is flexible enough to meet the needs of these pupils. We are ambitious for all our learners; we do not set a limit on what pupils can do or achieve.

We follow the graduated approach to SEN/D provision. This sets out four stages:

- **Assess** – assess the child's needs
- **Plan** – discuss what steps can be taken to address the child's need
- **Do** – carry out the steps
- **Review** – what was the impact of the plan – was it successful?



The Assess/Plan/Do/Review cycle can be repeated up to three times per academic year. It is recorded on a pupil's Individual Learning Plan.

We regularly monitor the progress of all pupils. Teachers continually assess pupils' learning, ensuring progress is taking place. Our whole school system for monitoring progress includes regular discussions about pupil progress amongst staff, book looks, learning walks and moderation of work. We also closely monitor the amount of progress pupils make by analysing end of term assessments. Our governors are also involved in this monitoring process.

How do we identify Special Educational Needs and Disabilities?

Pupils whose overall attainment, or attainment in specific areas is below age related expectations may have SEN. Pupils can fall behind in school for many reasons. They may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all or they may be worried about things, and this can distract them from learning. Other pupils may have a developmental delay or a neurological disorder. Working alongside parents/carers and the views of pupils themselves, we aim to identify such children as early as possible.

The Department of Education's Code of Practice defines SEN/D as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age: or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

If a learner is identified as having SEN/D, we will provide a provision that is additional to, or different from, the normal differentiated curriculum to help them to overcome the barrier to their learning.

Our SEN/D Profile 2025/6

At the start of the academic year 16 pupils were identified as having a Special Educational Need and/or Disability. This equates to 15.5 % of our total roll. We currently have one pupil with an Educational Health Care Plan.
Nationally 17.1% of children in primary schools are identified as having special educational needs.
There are four categories of special education needs. Our current school profile shows that:
6% of our pupils have Speech and Language needs
31% of our pupils have Social **Communication and Interaction** needs
25% of our pupils have Cognition and Learning needs
38% % of our pupils have **Social, Emotional and Mental Health** needs
0% of our pupils have **Sensory or Physical** needs

(This data was gathered in September 2025. Some pupils have more than one area of need; the data may change during the year as the needs of the children change.)

How is SEN Funded?

Schools in Norfolk receive funding to meet the SEN/D needs from Norfolk County Council. During the financial year starting in April 2025, Fairhaven CE VA Primary received £30,761 in SEN funding. This money is used to provide additional support for pupils identified as having additional needs.

We also have an opportunity to apply to Norfolk County Council for additional top-up funding for specific pupils or cohorts. This is known as Element 3 funding; it is only received for pupils with an exceptionally high level of need. Applications are made via the Identification of Needs Descriptors in Educational Setting (INDES) web form, the schools Graduated Provision Map (GPM) and associated dialogue with the Local Authority (LA) during Team Around the School (TAS) meetings. The forms are moderated by the authority who decides whether the need is sufficient need to be granted additional funding. In 2025/6 we are due to received £12,265 in Element 3 funding.

At present, our SEN/D funding is used to fund Teaching Assistants (TA) support in class targeted SEN/D interventions delivered by school staff and external professional support, staff training in SEN and classroom resources to support pupils.

What should I do if I feel my child has Special Educational Needs?

Come and talk to us first. You can ask to speak to your child's teacher, or Mrs Lake, who is the Special Needs Co-ordinator (SENCo). We pride ourselves on having an open-door policy and building positive relationships with parents. You are welcome to make an appointment to meet with the class teacher to discuss your child's needs, support and progress at any time. It is always best to ask them for an appointment after school. Alternatively, an email can be sent to the class teacher using the class email address:

- sycamoreclass@southwalshamfairhaven.norfolk.sch.uk
- chestnutclass@southwalshamfairhaven.norfolk.sch.uk
- beechclass@southwalshamfairhaven.norfolk.sch.uk
- oakclass@southwalshamfairhaven.norfolk.sch.uk

We are always willing to discuss any concerns you may have, and we will share our thoughts with you about how your child's learning is progressing.

How do we go about assessing whether a child has SEN?

At Fairhaven Primary we begin the process of identifying children with SEN by:

- Assessing pupil's skills on their entry to the school
- Listening carefully to concerns raised by parents/carers
- Considering teacher's observations of pupil's learning behaviours within lessons

- Monitoring assessment data and identifying pupils that are performing below age-related expectations
- Liaising with a pre-school setting and previous schools.

If we are concerned about a child's learning, we will carry out further assessments. For some learners, we may want to seek advice from specialist teams. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website (signposted above).

Each term the school's Senco has a meeting with LA SEN Adviser. Representatives from Educational Psychology and Specialist Support Service (EPSS) and the School and Community Team (S&CT) are present. These meetings are called Team Around the School (TAS) meetings. Meetings follow the following agenda:

- School Updates
- Whole school/cohort areas for support or development
- Emerging statutory needs
- Individual request for support
- Actions from meeting
- Date for next meeting
- Links shared

Support for individual pupils or cohorts may be actioned as a result of the meeting. For example the School and Community Team are leading 6-week blocks of Sensory Circuit and Lego Therapy in school during this academic year. The school receives meeting minutes after the meeting.

What is an Educational, Health Care Plan?

If there is evidence that a child has significant SEN we will apply for an Educational, Health Care Plan (EHCP). This plan will require education, health and social care services to work together to plan the best overall support for the child.

We ensure that parents/carers are informed and involved in the assessment process. Our school SENCo will oversee this work and give support with the identification of barriers to learning. Children can have one or more barrier to learning. We define these barriers under four broad headings:

- Social Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or Physical

In-school Interventions

Each term, the SENCo assesses the needs of the pupils and supports class teachers to put specific interventions in place to meet the needs of pupils with SEN. These interventions may require the support of a highly trained professional such as an Art Therapist or Child Counsellor. Other interventions can be co-ordinated by the SENCo and delivered by the class teacher or teaching assistant. The school is committed to providing relevant training courses for all members involved in the delivery of specialist interventions. The interventions are set out in the school's Provision Map and are co-ordinated by our SENCo.

How will the curriculum be matched to my child's needs?

Under the Teacher Standards (2013) all teachers are expected to have a clear understanding of the needs of pupils with special educational needs and be able to use and evaluate distinctive teaching approaches to engage and support them.

Each teacher is responsible for planning lessons to ensure that pupils with SEN/D can access the learning. Our whole school follows the growth mind-set approach, and this means that we have no fixed level regarding what individual children can achieve.

All teachers have access to a variety of resources to use in the classroom to support learning and engagement; these might include:

- Visual resources such as visual timetables and now / next visuals
- Concrete mathematical resources, such as base ten equipment and Numicon
- Coloured writing paper and coloured overlays
- Writing frames, mind maps and word lists
- Use of small-step documentation to breakdown skills / individualised knowledge organisers or notes
- Chrome books, laptops or other recording devices
- Positive behaviour reward systems
- Pencil grips to support handwriting skills
- Writing slopes
- Talking partners / small groups work
- Break out spaces / movement breaks / sensory circuits
- Box of sensory and or calming resources, such as stress balls and bubble tubes
- Weighted should wrap and weighted lap toys
- Fidget toys and sensory cushions
- Quiet working spaces / desk dividers
- Social stories / comic strips
- Specific interventions such as Drawing for Talking, Speed Up, Numicon, Phonics and Reading Catchup
- Mental health and wellbeing activities and interventions
- Positive behaviour rewards system
- Personalised checklists

- Buddy group support systems

Consideration will be given to the best type of learning support for your child and is intended to enable access to learning and to overcome the barrier to learning identified. There may be a teaching assistant with your child, either individually or as part of a group. Your child may take part in an intervention programme, designed to cover specific areas of numeracy or literacy learning. Details of intervention programmes can be found on the school's Graduated Provision Map.

How will I know that this support is in place?

- Parents and carers receive a letter explaining that their child is on the school's SEN/D register
- A Learning Plan will be written for your child. The learning plan will describe your child's strengths and identify their main barrier to learning. It will outline how we aim to support them to overcome their barriers to learning. This may be through whole class teaching approaches or small group or 1:1 intervention
- The Learning Plan will set some targets for the child to work towards. We follow a SMART approach to these (SMART = Small, Measurable, Achievable, Realistic, Time bound)
- Parents are sent a copy of each term's Learning Plan
- During the academic year, parents/carers will be invited to a review meeting with Mrs Lake. During this meeting the targets set will be discussed, and an agreement will be made on how well the pupil has met these targets. A new Learning Plan will then be written for the following term
- For pupils in Key Stage 2, the pupil will be involved in the writing of their learning plan. Their views will be sought, and the class teacher will discuss the purpose of the Learning Plan with them
- For pupils in EYFS and Key Stage 1, pupil views will often be gained through parents and carers
- If a child has complex SEN/D needs, they may have an Education Health Care Plan. If this is the case a review meeting will take place annually to discuss the child's progress and a report will be written
- We believe that your child's education should be a partnership between parents and teachers; therefore we aim to communicate regularly, especially if a child has SEN/D
- Teachers are required to meet with parent/cares at least once a term; this could be part of a parent's evening
- You are also able to speak to the school SENCo if you would like further clarification of the support being given to your child

What is a Graduated Provision Map?

Each learner identified as having SEN/D is entitled to support which is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome barriers

to learning identified. This support takes place on a 1:1 basis or in very small groups. The support is described on a Provision Map which, although it does not detail the individual learner's name, it describes the interventions and actions which we undertake at Fairhaven Primary to support learners with SEN/D across the year groups. Our Provision Map is shared with governors who ensure that we monitor the impact of these interventions on learning across the school. Each academic year a new Graduated Provision Map is written.

How will I know how my child is doing and how will you help me to support my child?

Monitoring progress is an integral part of teaching and leadership at Fairhaven Primary School. All pupils are assessed for their reading, writing and numeracy skills at the end of each term. We measure children's progress in learning against national expectations and age-related expectations. The school tracks every pupil's progress using Sonar Tracker from Juniper Education. Teachers will discuss children's progress at parents' evenings, but parents/carers are welcome to make an appointment at any other time. Class teachers can offer advice and practical help about the ways parents/carers can support your child's learning at home. When a child's Learning Plan is reviewed, comments are made to show what progress has been made. Parent/carers will be sent a copy of this review document. If we do not feel your child is making expected progress, we will meet with parent/carers to discuss what further support can be given to aid their progression. Teachers are available to meet with parents/carers after school, at an agreed appointment time.

How is learning progress assessed?

Core Subjects – English, Maths & Science

Some pupils with special educational needs will be assessed using the school's standard assessments for their year group. If a pupil is working significantly below this standard, alternative assessments will be found; these may be from a different year group. In some instances, pupils will not be expected to complete the summative end-of term assessment. Instead the teacher will use the Pre-Key Stage 1 or 2 Assessment Standards or the Engagement Model.
https://www.gov.uk/government/publications/the-engagement-model

Foundation Subjects – Art & Design, Computing, Design & Technology, Foreign Languages, History, Geography, Music, Physical Education, PSHE, RE

Class teachers assess learning progress during lessons and at the end of a unit of learning by using a variety of methods. This can include quizzes, questioning and evidence from books. This information can inform future lesson planning.

How does the school know if the interventions are effective?

Before any additional provision is selected to help a child, the SENCo, teacher and learner agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision. Impact is measured

through both hard and soft data. Hard data includes assessment results whereas soft data includes pupil voice and opinions of class teachers. The SENCo collates the impact data of interventions, to ensure that we are only using interventions that work.
Progress data of all learners is collated by the school and monitored by the headteacher, teachers and governors. Our school data is also monitored by the Local Authority and Ofsted.

What other opportunities for learning do you offer?

All learners should have the same opportunity to access extra-curricular activities. At Fairhaven Primary School we offer a wide range of additional clubs and activities. Details of the clubs are set out in our newsletter at the beginning of each term. We are committed to making reasonable adjustments to ensure participation for all, so please contact your child's class teacher or email office@southwalshamfairhaven.norfolk.sch.uk to discuss specific requirements. The staff at Fairhaven Primary School have had training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act.

The Equality Act 2010 definition of disability is:
"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities."

Section 1 (1 Disability Discrimination Act 1995)

This definition of disability in the Equality Act includes children with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN/D, but there is a significant overlap between disabled children and young people and those with SEN/D. Children and young people may therefore be covered by both SEN and disability legislation.

More information can be found in our Equality Statement which is accessible via our website.
Information about the Equality Act, the protected characteristics or duties on public bodies can be found at www.gov.uk/equality-act-2010-guidance/

What happens when my child moves on?

Transition is a part of life for all learners. This can be a transition to a new class in school, having a new teacher, or moving on to another school. Fairhaven Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEN/D. Moving classes will be discussed with you and your child towards the end of the summer. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

SEN/D Policy

We also have a SEN/D Policy which runs alongside this information report. It is available on our school website. A paper copy can be requested from the school office.

How can I become more involved with how SEN/D is delivered at Fairhaven Primary?

This SEN/D report declares our annual offer to learners with SEN/D, but to be effective it needs the views of all parents/carers, learners, governors and staff. So if you have any suggestions as to how we can improve our offer please contact our school SENCo.

What to do if you disagree with us?

Please contact our SENCo, SEN/D governor or any member of staff in the first instance if you have a complaint. Our Complaints Policy is available to view on our website.
This report has been produced with pupils, parents/carers, governors and members of staff. It will be reviewed annually, and we welcome your involvement in the review process. If you have any feedback relating to this offer or would like to be involved in the review process, please contact one of the following people:

- Special Education Needs Coordinator (SENCo): Mrs Stephanie Lake
- SEN Governor: Ms Beth Spaul
- Chair of Governors: Mrs Rachel Whiles
- Headteacher: Mrs Stephanie Lake

Useful links

Autism.org
https://autism.org/

Calm Cats Wellbeing – Norfolk
https://www.calm-cats.com/

Just one Number – Norfolk
https://www.justonenorfolk.nhs.uk/#:~:text=Contact%20Us,support%20you%20and%20your%20family

National SEN Code of Practice
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Norfolk Family Voice
https://www.familyvoice.org.uk/

Norfolk SEN/D – Information, Advice and Support Service

https://www.norfolksendiass.org.uk/

Norfolk SEN/D Local offer
https://www.norfolk.gov.uk/children-and-families/send-local-offer

SEN/D guide for parents
https://www.gov.uk/government/publications/send-guide-for-parents-and-carers

Zone of Regulation
https://zonesofregulation.com/

https://www.norfolk.gov.uk/helpforfamilies

www.gov.uk/government/publications/send-code-of-practice-0-to-25
www.gov.uk/government/publications/send-guide-for-parents-and-carers

In some circumstances you can appeal to the SEN and Disability Tribunal.
https://www.gov.uk/special-educational-needs-disability-tribunal

IPSEA: ipsea.org.uk

https://family-action.org.uk/services/norfolk-and-waveney-autism-adhd-support/

https://www.justonenorfolk.nhs.uk/our-services/mhst/

Family Hubs Visit a family hub You can drop into any family hub without an appointment. Great Yarmouth Early Childhood and Family Service base (Get directions on Google Maps) Shrublands, Magdalen Way, Gorleston, Great Yarmouth, Norfolk, NR31 7BP Phone: 01493 448318 Great Yarmouth family hubs – Facebook https://www.norfolk.gov.uk/familyhubs

This report is updated annually and reviewed by the Governing Body.