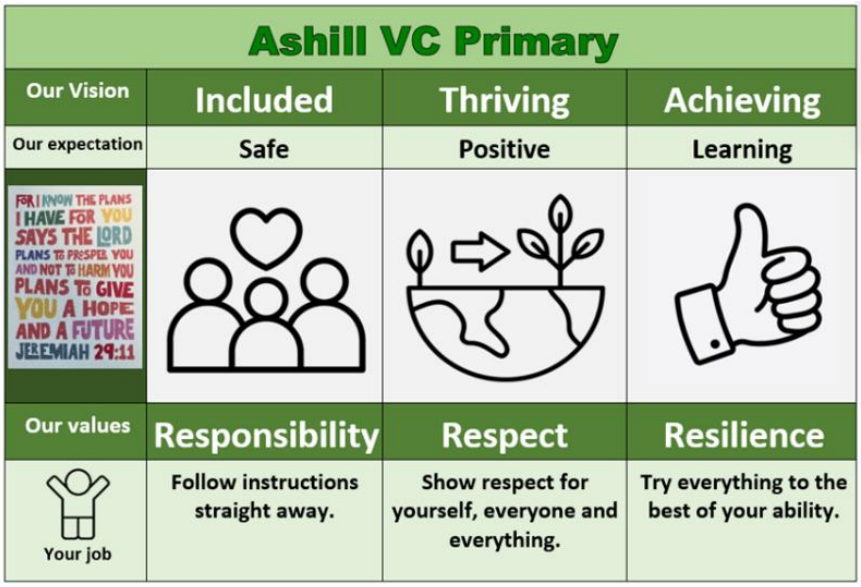

ASHILL VC PRIMARY SCHOOL

Special Educational Needs and Disabilities Report 2026

Our SENDCO

Mrs Jo Boote is the Special Educational Needs and Disabilities Coordinator (SENDCO) for Ashill Primary School and serves as the Senior Teacher, working closely with the Headteacher. She can be contacted via the School Office on 01760 440403.

Our aim

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations from everyone (teaching staff, support staff, parents and the children) involved in the process of special provision.
- To provide full access to all areas of the curriculum, whatever the special need.

We aim to be an inclusive school with support from the Local Authority as necessary to make this possible.

Identification and Provision

At Ashill Primary School, we believe that identifying additional needs as early as possible is essential to the wellbeing and achievement of all children. All children are unique and develop at different rates; therefore, it can sometimes take longer for a special educational need or disability to become evident.

We identify pupils with Special Educational Needs and Disabilities (SEND) in several ways:

• Information and concerns raised by parents or carers. We operate an open-door policy, enabling concerns to be discussed initially with the class teacher.

• Class teachers, support staff and pupils themselves may identify difficulties with learning, communication, behaviour or social interaction.

• Liaison with previous schools and pre-schools provides valuable information when children transfer to us.

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• Ongoing tracking and monitoring of progress by class teachers may identify concerns regarding a child's attainment or rate of progress.

• Information received from external agencies, including health, social care and other professionals involved with the child.

If parents have any concerns about their child's learning they should:

- Talk to the class teacher about their concerns.
- Parents can also make an appointment to phone or meet the SENDCO.

Assessing your child

We assess all children termly to monitor progress in reading, writing, mathematics, spelling, grammar and phonics. Children who are not making the progress they should be making, or who are working significantly below age-related expectations, are monitored more closely. Where appropriate, additional assessments may be carried out, such as speech and language assessments.

We use a range of assessment tools to gain a better understanding of a child's strengths and needs. These currently include:

• Early Years Foundation Stage (EYFS) Profile
• Talk Boost Assessment Tool
• WellComm Speech and Language Assessment
• British Picture Vocabulary Scale (BPVS)
• BSTS-2 Spelling Assessment
• End-of-unit phonics assessments
• Year 1 Phonics Screening Check
• PiXL assessments for reading, maths and grammar, punctuation and spelling (Years 1-5)
• SATs assessments (Year 6)
• Thrive assessments

Supporting your child in school

Support in lessons

Our experienced teachers adapt lessons and resources to meet the needs of all learners, including those with SEND. We maintain high staff-to-pupil ratios across all classes, with a minimum of one teacher and one teaching assistant working full-time in each class. Depending on the level of need within a class, additional teaching assistant support may also be provided during parts of the week.

Adaptations to the curriculum and learning environment

We strive to make our classrooms and teaching practices as inclusive as possible. A wide range of teaching approaches and resources are used to ensure that all children can access learning successfully.

We aim to make our classrooms autism-friendly through the use of visual timetables, now-and-next boards and advance verbal reminders before transitions. Children with sensory needs have access to ear defenders and alternative workspaces when a quieter environment is beneficial. Staff may also use calming music and reduce environmental stimuli, such as lowering lighting levels, when appropriate.

We aim to make our teaching dyslexia-friendly by using appropriate fonts, clear layouts and supportive colour contrasts. Coloured overlays, coloured paper and adapted exercise books are provided where required to support individual learners.

We recognise that some children with SEND find remaining seated or working at a desk for extended periods challenging. To support these children, we provide sensory resources including fiddle toys, sensory cushions and desk slopes. Sensory breaks are available throughout the school day where appropriate.

Our Whole School Provision

Universal support is accessible to all children and addresses most of our pupils needs.
Targeted support is provision that is additional to what is provided for all pupils, this is normally in the form of small group interventions.
Enhanced support is targeted and personalized teaching for children with SEND who are identified as needing additional support.

	Universal Support	Targeted Support	Enhanced Support
Communication & Interaction	• Quality first teaching • Differentiation • Transition meetings • Assessments • ASD and ADHD friendly teaching environments • Pupil progress meetings	• Talkboost • Speech and language targeted group support • Elklan Speech and language support • Lego Therapy • Visual aids and prompts • SEN provision map • School and Communities Team – group led support	• Key adult support • Individual speech and language therapy sessions • Welcomm speech and language intervention • Educational Psychologist input • Specialist Support Teacher • Speech and Language therapy (SaLT) • School and Communities Team – individual support • Neurodevelopmental Service Referral • Education, Health and Care Plans (EHCPs) • Drey (KS1 ESP) and Owls (KS2 ESP) for children with NDS/ SEMH needs which cannot be met in main class
Cognition & Learning	• Quality first teaching • Differentiation • Spelling shed spelling resources • Daily "catch-up" sessions for maths and English when needed • Transition meetings • Assessments • ASD, ADHD and dyslexia friendly teaching environments • Pupil progress meetings • Marking and feedback policy	• Precision teaching • Phonics booster groups – inc sound discovery • Adult led small group support – maths, writing, reading • SEN provision map • Catch-up reading	• Key adult support • Pre-teaching sessions • Educational Psychologist input • Specialist Support Teacher • Speech and Language therapy (SaLT) • Drey (KS1 ESP) and Owls (KS2 ESP) for children with NDS/ SEMH needs which cannot be met in main class

	Universal Support	Targeted Support	Enhanced Support
Social, Emotional & Mental Health	• PSHE sessions • Quality first teaching • Differentiation • Transition meetings • ASD and ADHD friendly teaching environments • School dog • Behaviour policy • Zones of regulation • Worry box • Forest school	• Thrive sessions • 1:1 sessions with counsellor • Lego therapy • Alternative play spaces for break and lunch • Small group pastoral sessions with school dog • School and Communities Team – group led support • SEN provision map	• Key adult support • Educational Psychologist • Child & Adolescent Mental Health Service (CAMHS) Referral • Education, Health & Care Plans (EHCPs) • Benjamin Foundation • Young Carers • Point 1 • School and Communities Team – individual support
Physical & Sensory	• Quality first teaching • P.E. • Forest School • Mindfulness • Fine and gross motor development • Disabled toilets and ramp access • First aider • Health Conditions & Allergy information	• Specialist Equipment e.g. desk slopes, sound field speaker system • Fiddle toys, chair bands, wobble cushions • Sensory Circuits • Ear defenders • Cluster sports events • SEN provision map • Care plan (medical)	• Key adult support • Educational Psychologist • Education, health & Care Plans (EHCPs) • Physiotherapy • Occupational Health Input • Hearing Impairment Teacher • Visual Impairment Teacher • School nursing team • Specialist nursing teams when needed e.g. diabetes, Cystic Fibrosis, Oncology etc

Funding support

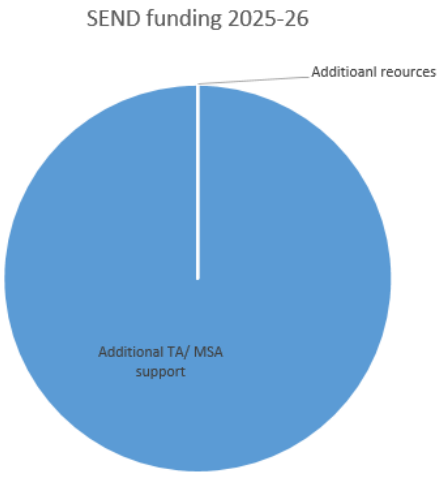
<u>How SEND funding for 2025-26 has been spent</u>

For the financial year 2025-26 we received £47, 044 in SEND funding.

It will be spent:

100% on additional TAs to support specific children of groups of children during lessons.

As a school we will then fund a further £500 on resources



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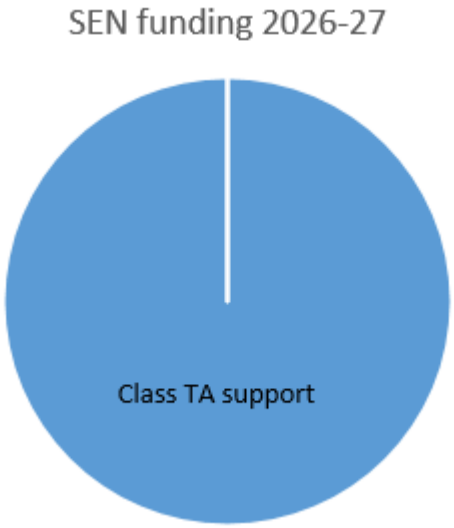
How SEND funding for 2026-27 will be spent

For the financial year 2026-27 we received £62, 144 in SEND funding.

It will be spent:

100% on additional TAs to support specific children of groups of children during lessons.

As a school we will then fund further additional resources that are needed.



How we spend additional "top-up" funding

We spend out additional top-up (Element 3) funding on additional classroom support and small group interventions. These are to support children academically, behaviourally and emotionally. Through top-up funding we are able to run Thrive sessions for the equivalent of 2 days a week which supports children with their social and emotional needs. We are able to provide additional support at lunchtimes for children with medical needs and those who struggle both behavioural and emotionally at this time.

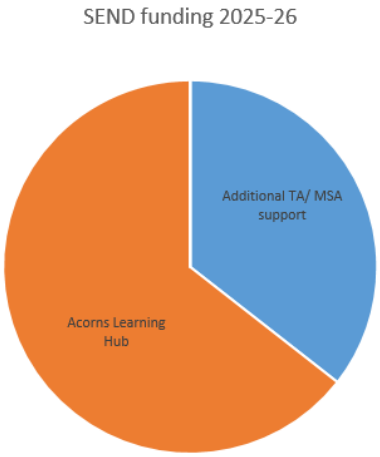
Top-up funding for 2025-26 has been spent

For the financial year 2025-26 we received £84, 292 in SEN top-up funding.

It will be spent:

63% on one additional TA and one HLTA to support specific children within our learning hub who present with a high level of neuro divergent needs.

37% on additional TAs/ MSAs across all year groups to support specific children or groups of children during lessons and at lunchtime with significant medical and academic needs.



Top-up funding for 2026-27 will be spent

For the financial year 2026-27 we received £91, 137 in SEN top-up funding.

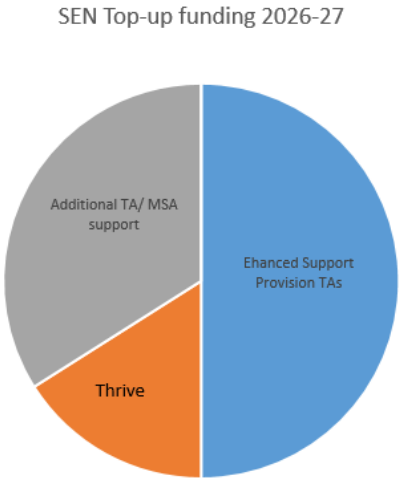
It will be spent:

It will be spent:

50% on additional TA staff supporting children in our Enhanced Support Provision in Key Stage 1 and Key Stage 2.

34% on additional TA and MSA support.

16% on additional Thrive support sessions.



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Monitoring progress

Monitoring progress is an integral part of teaching and learning at Ashill Primary School. We follow the graduated approach outlined in the SEND Code of Practice: Assess, Plan, Do, Review. When a child is identified as having SEND, a provision map or Individual Learning Plan (ILP) may be developed, depending on the child's level of need.

This process involves discussions between the child, parents/carers, class teacher and SENDCO. Agreed targets, interventions and support strategies are recorded and reviewed termly through pupil progress meetings and intervention monitoring systems.

The SENDCO and Headteacher meet termly with our Team Around the School (TAS), including colleagues from the Educational Psychology and Specialist Support Service (EPSS), to review progress, discuss referrals and evaluate support strategies.

The SENDCO monitors all the interventions used and the progress of all SEND children. Children, Parents/Carers as well as teaching and support staff are directly involved in the reviewing progress. The review is part of parent's evening meetings held once a term. The child's progress is discussed; evaluated and next steps are planned. Outside agencies are sometimes commissioned to work with individual children when the assess, plan, do, review cycles are not showing accelerated progress or further advice is needed.

If a child has an Education Health and Care Plan (EHCP) the same termly review meetings take place, but the EHCP is also formally reviewed annually. The SENDCO keeps records of every child with SEND in the school. All children are assessed once a term (3 times a year) however children with SEND may be assessed more frequently. Once an assessment has taken place the SENDCO is informed of the outcome and next steps are discussed. All interventions are recorded and monitored through the school's 'intervention folders' and 'intervention dashboard' where progress and impact is evidenced and accelerated progress is achieved. EHCP referrals can be completed by the school if we feel we are not currently meeting the child's needs and extra support is required or involvement of other health professionals is needed. Parents can also apply for an EHCP, paperwork and instructions on this can be found on the Local Offer (see below)

Joining our school

We recognise that arriving at a new school can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If a child is planning on moving to our school:

- We invite parents to visit the school with their child to have a look around and speak to staff.
- The SENDCO will attend any Annual Reviews of children transferring from pre-school and attend transition meetings.
- Additional visits are arranged as needed over an extended time to support individual need.
- If other professionals are involved with the child, a meeting of all professionals may be held to discuss the child's needs; share strategies used, and ensure provision is put in place before the child starts.
- Visits to their existing setting (e.g. pre-school) will be made by staff and SENDCO.
- We may put 'settling in' strategies in place
- If a child has moved to our school without a transition, we will contact the previous school to arrange for transfer of information as soon as possible, which will include telephone or face to face meetings if required.

- Each child will be monitored and any necessary additional support will be discussed with parents, the class teacher and other relevant professionals.
- The class teacher will endeavor to assess a child's levels of attainment in numeracy and literacy as soon as possible following their arrival at our school and will plan accordingly, with SENDCO input, as relevant.

Moving on

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We can contact the new school's SENDCO to discuss any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If needed, transition visits over an extended period of time can be arranged.

When moving classes in school:

- Information and relevant documents (including a record of support) will be passed on to the new class teacher and a 'handover' meeting with the previous and new teacher will take place.
- If your child would be helped by a book or other resource to support them understand moving on, then it may be made for them.
- There will be an opportunity for children to meet their new teacher and other adults who will be working with them, and spend time in their new classroom prior to the end of the summer term (in Summer 2021 we ran this as a whole week of transition, we plan to continue this as children and staff found this very beneficial.)

In Year 5:

- Children with EHC plans will have a 'transition review' of their progress and needs which will be an opportunity to discuss appropriate secondary school options.

In Year 6:

- The SENDCO (or inclusion manager) from our feeder High Schools meets with the SENDCO at Ashill Primary and is invited to attend Annual Review meetings.
- An enhanced transition project has been developed for SEND children in their transition to high school which has included additional visits.

External Personnel and Other Agencies

We work closely with the Educational Psychology and Specialist Support team (EPSS), Educational Psychologist, Specialist Support Teacher, GP practices, contributions to NHS referrals, the Breckland School and Communities team (SCT), professionals from the Short Stay School for Norfolk, School to School Support (S2S), Virtual School Sensory Support team, Speech and Language team (SALT), Occupational Therapists, ASD team, One2One Counselling, CAMHs, Specialist School support and the School Nursing team. We will continue to work alongside these agencies as well as voluntary organisations such as The Benjamin Foundation and Family Action over the coming year.

Staff experience, training and deployment

We have a very experienced team of teachers and teaching assistants working across all our classes. They have experience of working with and supporting children with a range of SEN needs including; ASD, ADHD, ADD, ODD, anxiety, attachment and trauma related needs, dyslexia, dyscalculia, Meares Irlen syndrome (visual stress condition), hearing loss, vision loss and a variety of medical conditions. Their previous experience allows them to adapt and differentiate both academic tasks and the learning environment for a child's individual and specific needs.

Our staff receive regular training to ensure high quality teaching and support. Staff are currently trained in:

- ELKLAN speech and language
- Talk Boost
- Speech and Language therapies
- Autism awareness training
- Dyslexia friendly teaching practice
- First Aid
- Norfolk Steps training
- Prevent Training
- Thrive

Over the next year some of our staff are also being trained in:

- Further specific Speech and Language specific therapies
- Adaptive teaching
- Supporting independent learning
- Supporting reading
- Firm foundations in writing
- New SSP phonics scheme which will soon be introduced

Support staff are deployed according to individual needs. Although some children do have 1:1 support for the school day, we work hard to ensure they are given opportunities to develop their independent skills. Teaching assistants are trained to deliver specialised interventions and work alongside teachers and the SENDCO to provide targeted support throughout the school. During the mornings support staff mainly support children within their class and during the afternoons support staff deliver specific interventions throughout the school to a range of children.

Our school's current data – October 2026

Ashill Primary school has 26 pupils (24% with SEND (accurate at time of reporting). The pupils are categorised according to the new SEND code of practice 2014. The percentage of pupils within each category is shown below;

Social, Emotional and Mental Health difficulties	1 pupil out of 107 = 0.9%
Cognition and Learning	3 pupils out of 107 = 2.8%
Communication and Interaction	17 pupils out of 107 = 15.9%
Physical/ Sensory and/ or Medical	5 pupils out of 107 = 4.7%

Whilst some children's needs cover more than one category, for the purpose of the above data only their primary need has been included. We have 5 pupils who have an Education, Health and Care Plan (EHCP).

SEND profile by year group

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Pupils identified with SEN	1	5	5	1	5	0	4	21
Pupils who have an EHCP	0	0	0	2	2	1	0	5
Pupils awaiting outcome of an EHCP	0	1	0	0	0	0	1	2

Equality

Ashill VC Primary is an inclusive school where we focus on the well-being and progress of every child regardless of SEND. We ensure all children are included and treated equally. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. All pupils are actively encouraged to take part in all parts of school life including after school clubs and trips, making adaptations where needed. Our school staff are experienced in supporting children with a wide range of needs and ensure all children are supported. Please refer to our Single Equality Scheme policy on our website. https://www.ashillschool.co.uk/policies

Our admissions policy does not discriminate against any child because of their special educational needs or disabilities. We are committed to ensuring that every pupil is valued, respected and included.
We work hard to ensure that no child experiences bullying, including those with SEND. Where concerns arise, they are addressed promptly in accordance with our Behaviour and Anti-Bullying policies.

Complaints

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Our school's Complaints Procedure can be found on our website. Any concerns should, in the first instance, be addressed to the class teacher, then the headteacher who may involve Governors as appropriate in line with the school's Complaints Procedure.

Local Offer
The Local Authority have published a "Local Offer" to outline services available to children and their families. It explains what they can expect from a range of local agencies and will signpost you to further support if needed. Information on Norfolk's Local Offer can be found on the Norfolk website:

https://www.norfolk.gov.uk/children-and-families/send-local-offer

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Written October 2026

To be updated October 2027 to ensure new policy reflects changes to arrangements and provision for pupils with SEND.

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