Happisburgh
Church of England
Primary Academy

SEND Information Report 2026/2027

Date Published: September 2026
Date to be reviewed: July 2027

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Who can I contact at Happisburgh concerning SEND?



Laura Watts
Headteacher/DSL
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Charlie Heaps
SENDCo/DSL
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Richard Barker
SEND Governor

SEND Staff and the SEND Governor meet regularly to discuss provision - individual children are not identified.

What is SEND (special educational needs and disabilities)?

The Code of Practice (2015) states that:

'A child or young person has SEND 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.'

Only those with a learning difficulty or disability will be identified as having SEND.

What is the Local Offer?

The 'Local Offer' is produced by the Local Authority and details the provision that is available and that is expected across education, health and social care for children with SEND.

The SEND Local Offer has two main purposes:

'To provide clear, comprehensive, accessible and up-to-date information about available provision and how to access it' and 'To make provision responsive to local needs and aspirations.'

You can access the Norfolk SEND Local Offer at: http://www.norfolk.gov.uk/SEND

All provision, both at local level and school level, is informed by national legislation and statutory and non-statutory related guidance including but not limited to:

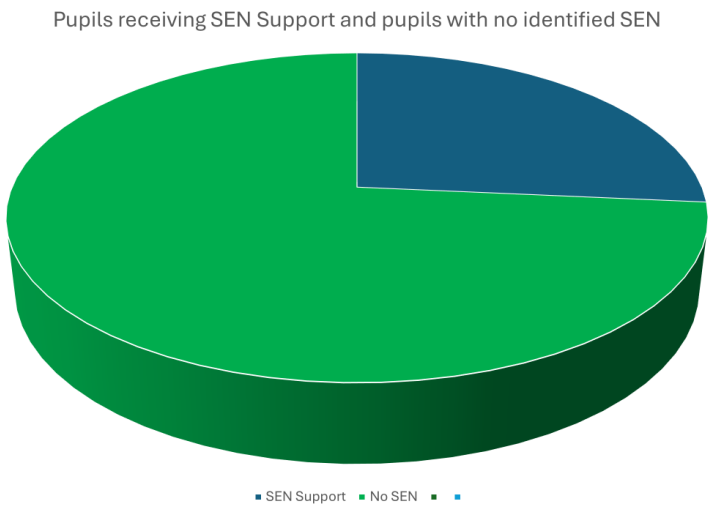
The 2015 SEND Code of Practice 0-25
The Equality Act 2010
Working Together to Safeguard Children
The United Nations Convention on the Rights of the Child
The Children's and Families Act 2014
Keeping Children Safe in Education
Health and Social Care Act 2012

What does SEND provision look like at Happisburgh?

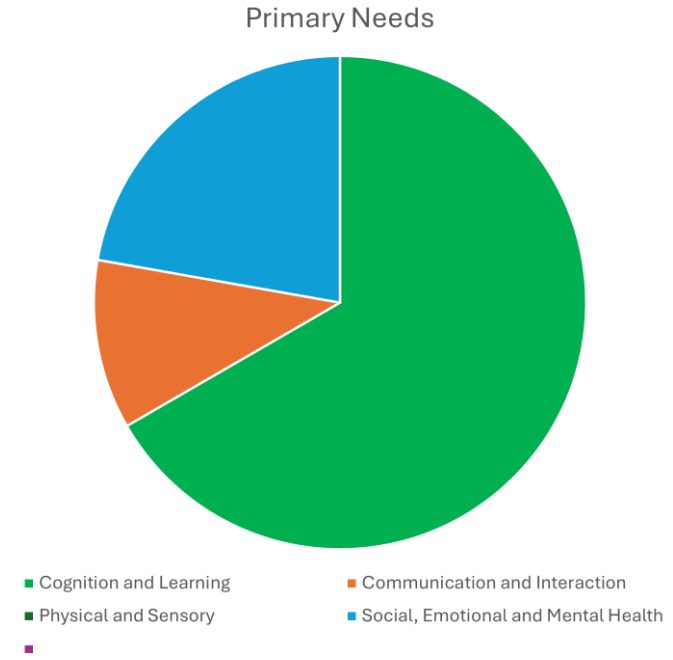
At Happisburgh we are committed to working together with all members of our school community, including families, to provide the best opportunities for all our learners. We aim to create a fully inclusive culture and we aim to be highly responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

The SENDCo oversees whole school provision- both strategically and operationally. Class teachers work to meet the individual needs of the children in their classes. Sometimes children will have the guidance of a Teaching Assistant, individually or as part of a group, to support specific interventions or learning activities.

There can be many reasons that a child falls behind or does not reach their potential. At Happisburgh we are committed to ensuring that all learners have access to learning opportunities which are appropriate to their need. For children who are at risk of not learning, we will actively intervene. This does not mean that all vulnerable children have SEND.
Happisburgh SEND profile for 2026-2027 is as follows:



SEN and support 26.5%
Social, Emotional and Mental Health - 2 pupils
Cognition and Learning - 6 pupils
Sensory and Physical - 0 pupils
Communication and Interaction 1 pupil



Happisburgh support children in accordance to the guidance in 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 and to make 'reasonable adjustments.'

The Equality Act (2010) defines disability as, 'a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities.'

This definition includes children with long term health conditions such as epilepsy, cancer diabetes and asthma. Children with such conditions do not necessarily have SEND but there is a significant overlap between disabled children and young people and those with SEND. Therefore children may be covered by both SEND and disability legislation.

For access to school polices such as Admissions, Teaching and Leaning, Equality, Behaviour and Anti- Bullying please see: https://www.happisburgh.norfolk.sch.uk/key-information/policies/

A padlet on our website highlights sources of support and guidance for parents/carers: https://www.happisburgh.norfolk.sch.uk/key-information/send/

The Primary Areas of Need

There are 4 identified Areas of Need. When a child is identified as having a Special Educational Need, their needs will be categorised into the following areas:

*Communication and Interaction
*Cognition and Learning
*Social Emotional and Mental Health
*Physical and Sensory

Children may have needs which fall into more than one category. One of these categories will be identified as the 'Primary Area of Need.'

Happisburgh utilise the Local Authority documents, PEASS (provision expected at SEN Support) in order to support children's need and implement 'reasonable adjustments' in class.

Communication and Interaction (C&I)

This area of need includes children with a speech, language and communication need. This may present as:

- having difficulty with speech acquisition- saying words clearly and formulating ideas verbally
- needing support with receptive language- understanding language and what is said
- not understanding or being able to use social rules of communication.

Children with Autism Spectrum Disorder are likely to have particular difficulties with social interaction.

<u>Possible Arrangements/Supports for Communication and Interaction:</u>

*British Picture Vocabulary Scale (BPVS)
*Time to Talk
*Educational Psychologist
*Talk Boost
*Reading Dog
*Speech and Language Service
*Seating position in class
*Lego Club
*Bricks for communication
*Memory Fix
*Worry Busters
*Socially Speaking
*Social Stories/Comic Strips
*Simple instructions which are repeated

Cognition and Learning (C&L)

This area of need relates to difficulties with learning. Children will typically learn at a slower rate than their peers despite support. Learning difficulties cover a wide range. This may present as:

- difficulties with working memory
- difficulties with organisation
- difficulties with processing information
- a specific learning difficulty relating to literacy or numeracy such as, dyslexia or dyscalculia.

Possible Arrangements/Supports for Cognition and Learning:

*Small step instructions
*PHAB assessment
*Visual prompts
*GL LASS assessment
*Use of technology- clicker7, voice pads
*Reading buddy
*Bricks for communication
*Worry busters
*Educational Psychologist
*Timed activities
*Fixed expectations
*Toe by Toe
*Concrete resource- dienes, word banks etc.

Social, Emotional and Mental Health (SEMH)

There are many ways in which social and emotional difficulties present and many underlying experiences which can contribute to them. This may present as:

*difficulties building and maintaining relationships.
*difficulties with emotional regulation
*difficulties with transitions
*behaviours which impede their learning and the learning of others

This area of need includes ADHD, ADD, attachment disorders, depression, anxiety and eating disorders.

Possible Arrangements/Supports for Social, Emotional and Mental Health:

*check ins- start of the day/mid lessons
*PATHS strategies and scaffolds
*transition objects
*Use of a concern card
*Lego club
*visual timetable
*Referrals to Point 1/CAMHS
*fixed choices
*Working Towards Boards
*Boxall Profile
*Educational Psychologist
*Inclusion Team
*Nurture Provision
*Play Therapy

Physical and Sensory

This area of need is often linked to a medical condition and/or disability which hinders a child from accessing the general facilities/ experiences provided. These difficulties can sometimes be age related and can change over time.

A physical need can include hearing impairment, vision impairment and multi-sensory impairment.

<u>Possible Arrangements/Supports for Phyiscal and Sensory:</u>

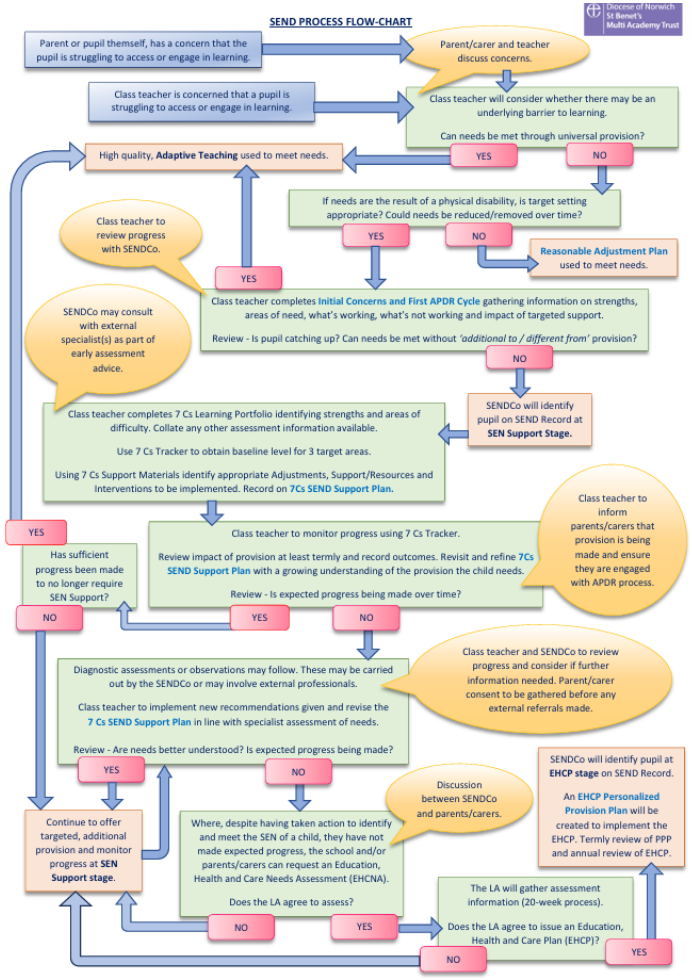
*GP referrals e.g: physiotherapy
*Occupational Therapists
*Sensory Circuits
*Sensory supports- chewy/wobble chairs/ear defenders
*Physical adaptations to the environment- ramps
*Seating position
*1:1 information/instructions
*Small group work
*Use of technology
*Size of text/colour of background *headphones

How are children identified as having SEND?

A child can be identified as having SEND at any point; the need may be present for their whole life or for a fixed term. The identification of a need can happen in a range of ways:

*Communication with previous settings
*Classroom observations
*Medical diagnosis
*Analysing progress over time
*Concerns raised by parents/carers
*Formal Assessments
*Communication with outside agencies
*Considering the impact of intervention

When a concern comes from a parent/carer or staff member the St Benet's identification of need document is used. School staff, parents/carers and if appropriate, external agencies make a decision about how to move forward. A child will not be placed on the SEN register without the agreement of parents/carers.



There are 2 categories of SEN :

SEN Support

At SEN Support level, the provision in place is implemented and monitored by the school, in close communication and in partnership with parents/carers. The provision in place is organised as part of the 'graduated approach' and the 'assess, plan, do, review' cycle.



EHCP

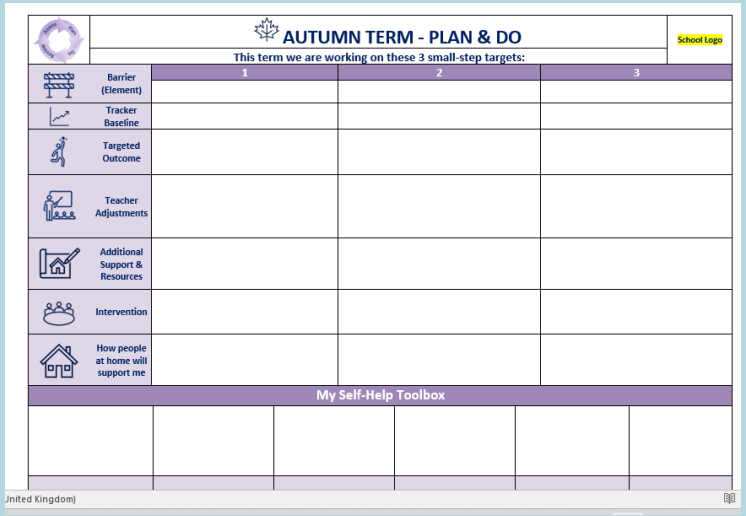
An EHC Plan is a document which sets out the education, healthcare and social care needs of a child or young person for whom extra support is required, beyond that which a school can provide.
Only a Local Authority can issue an EHC Plan or cease it. The plans identify the needs of a child and outline targets and provision that must be provided for the child, whatever the setting. These plans are reviewed at least annually, and often are supported by a range of professionals.

Applications for an EHC Plan can be made by parents/carers, education providers and health care professionals. The process requires input from all those involved with the child/young person.

How are children supported at Happisburgh?

Every teacher is required to adapt the curriculum to ensure access to learning for all children. Each learner identified as having SEND is entitled to support that is 'additional to or different from' a generally differentiated curriculum. The type of support is dependent on the individual learning needs of the child, and is intended to enable access to learning and to overcome the barrier to learning.

The graduated approach – of the Assess, Plan, Do, Review is followed and each cycle sees SMART (specific, measurable, attainable, relevant and time based) targets set for each child with SEND. These are decided in partnership with families and recorded on the IEP format. Across the year evidence is collated to record progress against the targets.



AUTUMN TERM - PLAN & DO

School Logo

This term we are working on these 3 small-step targets:

	1	2	3
Barrier (Element)			
Tracker Baseline			
Targeted Outcome			
Teacher Adjustments			
Additional Support & Resources			
Intervention			
How people at home will support me			

My Self-Help Toolbox

United Kingdom)

Each term targets are reviewed and new targets are set. The PARM form is contributed to by staff, parents/carers and children.

Progress is tracked and evidence collected to create a Support Plan for each child with SEND.



Diocese of Norwich St Benet's Multi Academy Trust

7 Cs SEND Support Plan 2026-27

Assess Plan Do Review

This plan details the graduated response of Assess, Plan, Do & Review (APDR).

Interventions are monitored closely and their impact is tracked. Interventions currently being implemented include:

*Precision Teaching – delivered by teaching staff * Socially Speaking * Bricks for Communication

*Worry Busters *Nurture Group

*Speech activities – provided by SALT

*Memory Fix * Toe by Toe

Progress data of all learners is collated by the whole school and monitored by teachers, the Headteacher and Governors.

Children are supported by staff who are committed to providing high quality provision. Staff seek to improve their knowledge and skills through accessing training and in working in partnership with external agencies. Staff within the federation work closely.

Recent Training for Individuals:

*VS SEND Forums
*EHAP Training session
*Attachment Disorders
*Meeting Unmet Developmental Needs
*STEPS approach
*Supporting Speech Sound Development
*Supporting Understanding (speech)
*Attention Autism
*Autism friendly spaces
*Zones of Regulation

Support is utilised from the following outside agencies:

*Schools and Communities Team
*Educational Psychologist
*Speech and Language Service
*S2S *Virtual School for Sensory Support
*Inclusion Support
*Alpha Inclusion * Special Resource Bases
*Early Help teams
*Autism Education Trust
*Play Therapist
*School Nursing Team
*Consultant Paediatricians

How does Happisburgh work with families to ensure best practice?

Working in partnership with families is central to Happisburgh' ethos. There is an 'open door' policy and frequent, meaningful communication is welcomed. There are set opportunities within the school year that support partnership with families e.g: termly 'Sharing and Supporting Sessions'. Individualised communication strategies are implemented when appropriate.

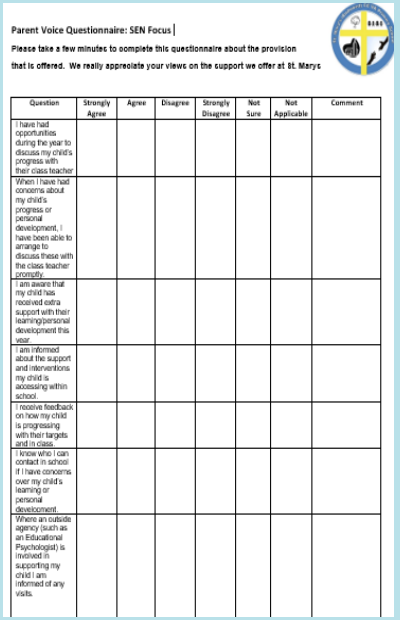
Working with families:

*Parent Consultations
*Termly APDR (assess, plan, do, review)
*Home/School Books or Tapestry
*Questionnaires/Surveys
*Phone/Email check ins

Parent: I feel that if my child or myself need to talk about their additional needs there is always someone to talk to and enough time is given so we both fully understand steps that will be taken. The school have been really supportive.

Please make use of the scaffolds to support us in providing best practice. Contact SEND staff identified at the start of this report or class-teachers to arrange meetings or share ideas.

Survey Example:



Parent Voice Questionnaire: SEN Focus

Please take a few minutes to complete this questionnaire about the provision that is offered. We really appreciate your views on the support we offer at St. Marys

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Not Applicable	Comment
I have had opportunities during the year to discuss my child's progress with their class teacher							
When I have had concerns about my child's progress or personal development, I have been able to arrange to discuss these with the class teacher promptly.							
I am aware that my child has received extra support with their learning/personal development this year							
I am informed about the support and interventions my child is accessing within school							
I receive feedback on how my child is progressing with their targets and in class							
I know who I can contact in school if I have concerns over my child's learning or personal development							
Where an outside agency (such as an Educational Psychologist) is involved in supporting my child I am informed of any visits.							

How does Happisburgh gather pupil views?

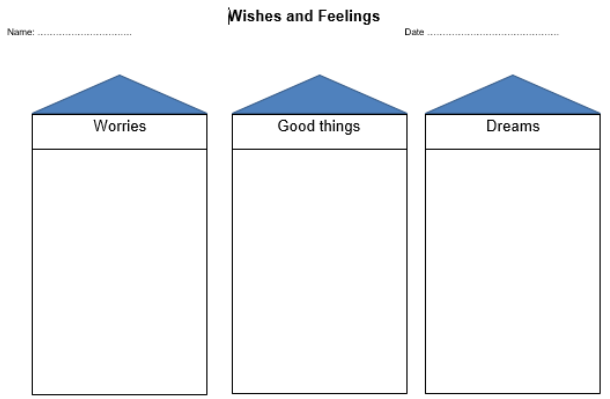
Pupil views are gathered both formally and informally. Pupil voice is collected during 'Planning and review meetings', during intervention monitoring and during informal chats. Evidence of pupil voice is collected through pupil voice surveys during the school year.
Pupil view is very important. Children are encouraged to share and see the impact of their thoughts and ideas.

…my wobble cushion helps me sit down, the writing slope helps me get my writing straighter…

The fiddle toy helps me to concentrate.

I want teachers to know that sometimes I find learning hard.

I like it when people communicate through words and pictures.



Transitions:

Transition is part of the lives of all our learners. Happisburgh is committed to working in partnership with children, families and other providers to ensure that positive transitions occur.

Planning for transition is part of our provision for all learners with SEND.

Transitioning within the school to a new class and/or teacher will be discussed with families in the Summer Term. Social stories are used to support children in preparing for the change ahead. Key language/symbols used are shared so that children can begin to familiarise themselves ahead of the change.

Where children are transitioning into or out of school -entering Reception, preparing for secondary school or during a Key Stage, the school SENDCo will communicate with colleagues from other settings to ensure that all information is shared and so that a smooth, well supported transition can occur. We work alongside the Schools and Communities Team as well as the Mental Health Support Team to ensure transition is as supportive as possible.

Staff may visit other settings or children may make visits in preparation.

How can parents/carers share their views and/or concerns?

At Happisburgh we aim to offer the best possible provision for children with SEND.
As outlined, we seek to work in partnership and offer various ways to engage in decision making and in implementing provision.
Parents/carers are able to challenge the school if dissatisfaction arises through the school's complaint procedure which can be found at:
https://www.happisburgh.norfolk.sch.uk/key-information/policies/

Free, impartial information and advice can be accessed from
Norfolk SEND Information and Support Service - Telephone: 01603 704070
Email: norfolksendiass@norfolk.gov.uk
https://www.norfolksendiass.org.uk/