

Special Educational Needs & Disabilities (SEND)

School Information Report

Suffield Park Infant and Nursery School

October 2024 - October 2025



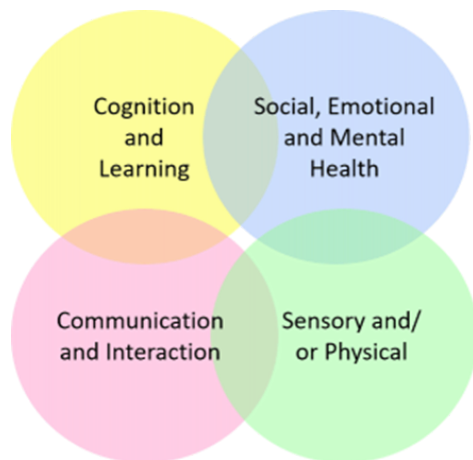
Confident Resilient Ambitious Brilliant

Last reviewed on: September 2024

Next review due by: October 2025

1. What are the areas of SEND that are supported at our school?

We provide for all 4 areas of need:



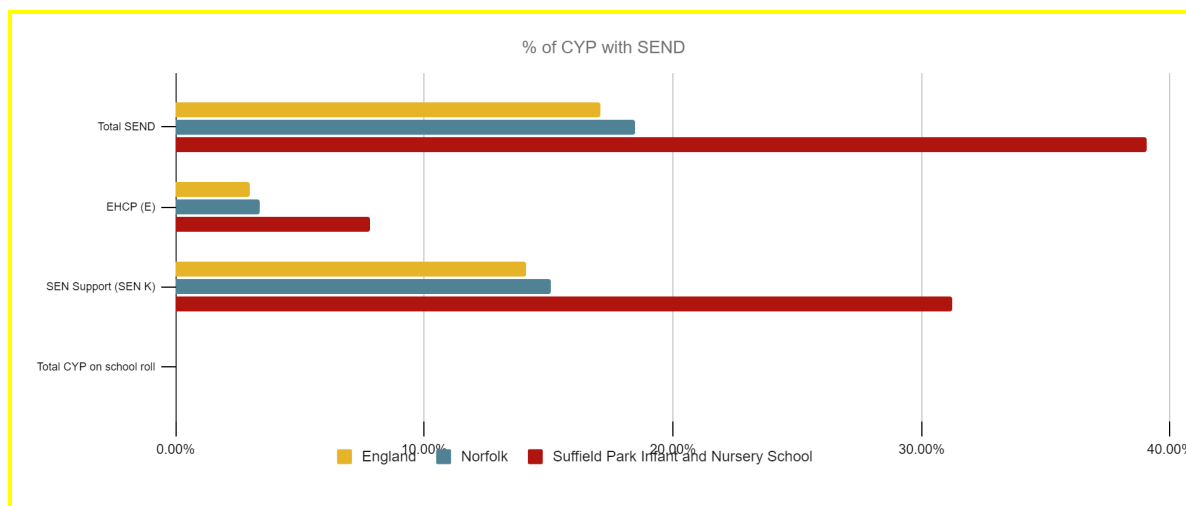
These are the 4 areas of need identified and described in the Special educational needs and disability code of practice: 0 to 25 years: January 2015. A child who requires SEND support will have needs that fall into one or more of these categories.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

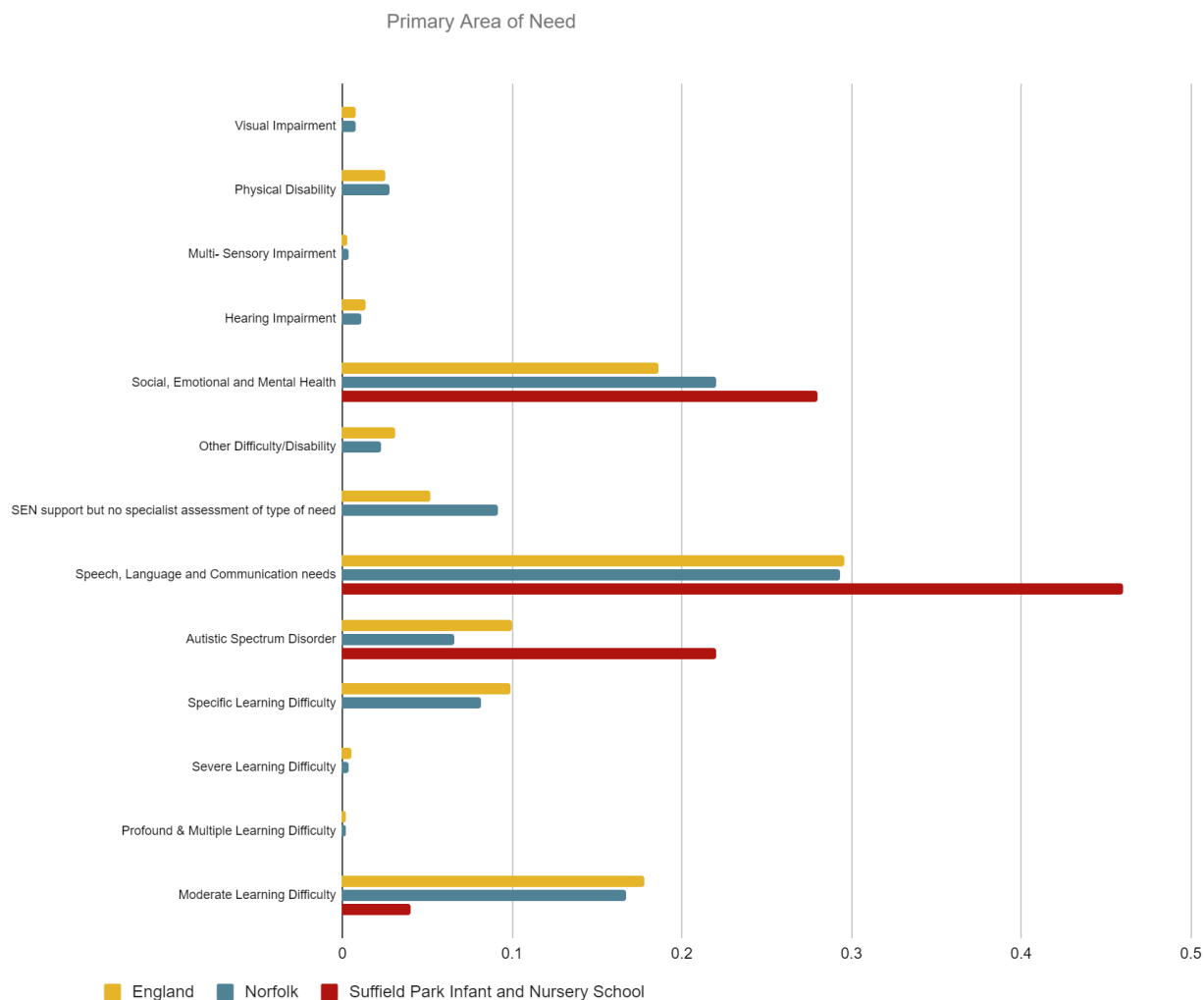
Our SEND profile

At Suffield Park we have a 39% SEND profile, with the national average being 14.1%.

% of CYP with SEND	No. of CYP	England	Norfolk	Suffield Park
Total CYP on school roll	128			
SEN Support (SEN K)	40	14.1%	15.1%	31.3%
EHCP (E)	10	3.0%	3.4%	7.8%
Total SEND	50	17.1%	18.5%	39.1%



The distribution of our main areas of need are below.



2. How we identify SEND at Suffield Park

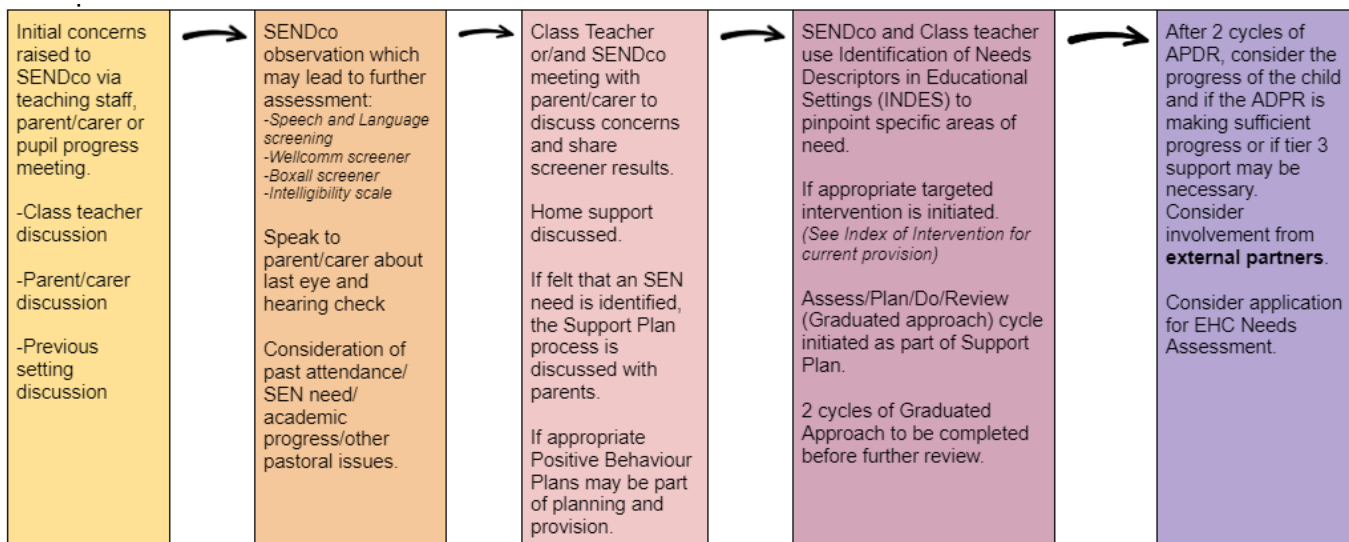
We will assess each pupil's current skills and levels of attainment on entry, which will build on information from any previous setting. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Learners can fall behind in school for lots of 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 different things that distract them from learning. At Suffield Park Infant and Nursery School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

We use Norfolk County Council's 'INDES' (Identification of Needs Descriptors in Educational Settings), which supports accurate identification of needs and allows us to effectively work with external colleagues and other professionals.

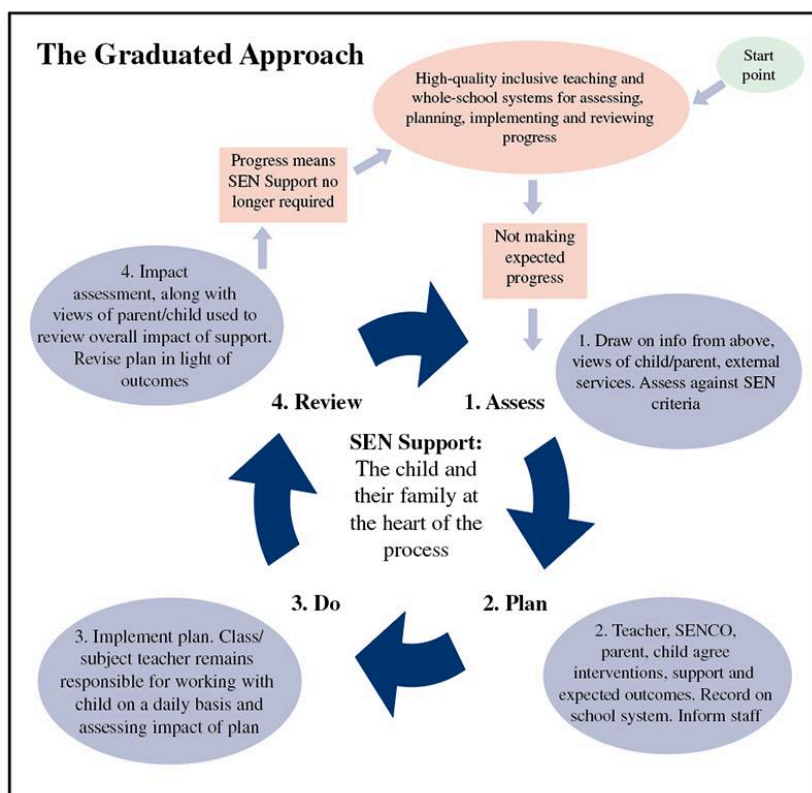


We have a range of assessment tools available within school and through our external partners that we can employ to support our identification of any SEND need.

We use the following assessment tools where deemed appropriate and necessary:

- NAPS - Norfolk Assessment Pathway
- Unlocking Letters and Sounds phonics assessment
- Boxall Profiling
- WellComm Speech and Language Screening
- Speech Sound Screening
- Sandwell Early Numeracy test
- Maths Whizz screening

3. How do we assess and review progress and effective provision of SEND children?



Each learner identified as having SEND is entitled to support that is 'additional to or different from'. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome or eradicate the barrier to learning identified.

This support is planned and delivered using the continuous Graduated Approach of: Assess, Plan Do and Review.

The Graduated approach is followed through using support plans.

We meet/discuss this with pupils and parents 3 times per year to gain their input into each pupil's plan.

Our SENDCo continuously monitors and reviews the provision that we undertake at Suffield Park Infant and Nursery School to support learners with SEND across the year groups. We modify the provision regularly, as our learners and their needs change.

At Suffield Park Infant and Nursery School we discuss and share the provision information with our colleagues from the local area and similar cohort of schools so we can learn from each other, and demonstrate what we offer for learners with SEND. Our provision information is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

We repeat this cycle with new targets to build on progress already made. If, after review, there are concerns that this process isn't supporting the child and we aren't seeing the expected progress, then we would have conversations about involving specialists in your child's area of need. These conversations would always involve you from an early stage.

If specialist support is needed we can access external services such as:

- Louise Cross - Seahorse Support (emotional and wellbeing practitioner)
- Early Help Consultants/Schools and Community Team
- Mental Health Support Team in Schools (MHSTS)
- Children and Adolescent Mental Health team (CAMHS)
- SENDIAAS
- EPSS: Educational Psychologist or Specialist Support Teacher/ Core consultation
- Speech and Language Therapy Services
- School to School Support
- Access through technology
- Norfolk County Council's SEND and Inclusion Team
- Norfolk Specialist Resource Bases (SRBs)
- Early Childhood and family services
- Just One Number / Just One Norfolk: Health Visiting Team and Community nursing

4. How is teaching, the curriculum and environment adapted to support all SEND children?

Suffield Park Infant and Nursery ensures that all of our extra-curricular activities and school visits are available to all our pupils, including our breakfast and tea clubs. Pupils are supported to go on our trips and we ensure appropriate risk assessments of the site and activity enable all to be included.

All pupils are encouraged to take part in all aspects of school life: sports day/school plays/school council/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

For further information please see our Accessibility policy which details our approach to:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

We also ensure we are up to date on the [Norfolk accessibility strategy](#).

We ensure that all spaces around school are mindful of the sensory input needs of our children and we complete a sensory environment checklist to ensure that all spaces are supporting children with any sensory or physical needs. We also follow speech and language good practice by ensuring all spaces

are 'word rich' and by using clear, simple labels to support the speech and language needs of our children.

The curriculum is adapted in a number of ways. All staff have highly ambitious expectations for all children, including all children identified with SEND. This is achieved through Quality First Teaching and adaptations of regular classroom practice that may support a child in accessing the curriculum.

The table below is a list of adaptations regularly used in school. Additionally, each curriculum subject leader has compiled a 'Menu of adaptations' to support the inclusion and challenge of all pupils in all subject areas.

Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Physical &/or Sensory
<ul style="list-style-type: none"> ● Alternative means of recording (voice recorder, type, film, picture) ● Sufficient time for task ● Short 'bursts' of work ● Step by step instructions ● Visual prompts (youtube clip, model example, photos or picture cards) ● Pause to ask questions ● Limited choices ● Now & next structure ● Model to learners that mistakes are ok. 	<ul style="list-style-type: none"> ● Use concise language and visual prompts or models ● Summarise key points ● Pre teach key words ● Check understanding by asking questions ● Explicit beginning and ending of task within agreed time limit ● Advanced warning of change ● Explain purpose of task ● Activities related to real-life where appropriate 	<ul style="list-style-type: none"> ● Agree start and finish time ● Agreed school scripts of low demand high expectation. ● Make explicit task relevance ● Praise effort & engagement ● Learner & adult identifies success each day ● Set own goal for the week/ day/session ● Ask questions to encourage self reflection ● Learner selects task order ● Share 'I can' statements 	<ul style="list-style-type: none"> ● Adapt materials for accessibility ● Scaffold tasks so skills broken into small steps ● Adapt working position ● Reduce environmental noise and sufficient light ● Pre-prepare resources to support access ● Promote regular movement and posture change

The table below is a menu of resources available for use in school.

Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Physical &/or Sensory
<ul style="list-style-type: none"> ● Electronic tablet, voice recorder, camera, laptop ● Cubes, counters, numicon ● Writing boards, pencil grips, triangular pens 	<ul style="list-style-type: none"> ● Social stories ● Reading comprehension cards for discussion ● Story books, film clips ● Word lists 	<ul style="list-style-type: none"> ● PATHs emotional indicator cards ● 'Today book' identifying highlights from the day and next steps. (Nurture) 	<ul style="list-style-type: none"> ● Headphones or ear defenders ● Weighted cushion or blanket ● Inflatable ball, wedge cushion, ● Wobble board

<ul style="list-style-type: none"> • Post its, notebook, whiteboard, working wall • Sentence starters, word sheets, phonic cards • Story books, tv programmes, websites • Rehearse vertical, horizontal & circular shapes • Writing path cue cards: think it, say it, write it, read it 	<ul style="list-style-type: none"> • Social interaction focused activities and game • 'My turn, Your turn' games • Visual cards for reference 	<ul style="list-style-type: none"> • Positive rewards programme: stickers. • Visual or photographic timetable/ now and next board with 'oops' cards to manage unplanned events • Use of Widgit cards for visual reminders • Fix it folder 	<ul style="list-style-type: none"> • PE equipment, skipping rope, ball, bean bag • Accessible scissors, pencils, pens • Sensory circuits • Sensory considered environment: soft furnishings/ fidget toys/ bubbles/ lava lamps/ rainsticks/ sand timers
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As a school we also follow the documents outlining [Provision expected in Norfolk schools](#)

5. How do we support emotional and social development?

At Suffield Park Infant and Nursery school we place a high importance upon the emotional wellbeing of all members of our school community, including staff, community partners, families and pupils, which has been recognised through accreditation with the **National Nurturing Schools Award** (November '23)

We follow the PATHS program (Promoting Alternative THinking strategies) which:

“Is a programme for educators and counsellors designed to facilitate the development of self-control, emotional awareness and interpersonal problem-solving skills. The programme consists of a variety of lessons, and additional materials and charts.”

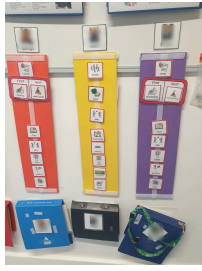
Further information is available [here](#).

We also use Boxall profiles to ensure accurate screening and targeting of our children needing Social, Emotional and Mental Health support and staff are trained in Trauma Informed Practice and Drawing and Talking Therapy.

Additionally, pupils with SEND are encouraged to be part of the school council. We have a zero tolerance approach to bullying, further information available in our Behaviour Policy.

6. What additional support is available for children?

As a school we have a number of physical resources that can support children within their classroom, in addition to intervention provision that supports their specific area of need. Below are some examples:



Ear defenders	Same visual timetable in each class	Weighted blankets or cushions	Sit 'n' move cushions or core balance resources	Desk slope for favourable writing positions	Pencil/pen grips and handwriting supports.
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We also work with a number of specialist organisations to support our children's Social, Emotional and Mental Health across the school. We follow the PATHS curriculum (Promoting Alternative THinking Strategies). Additionally, we follow a Nurture UK approach, based on the Six Principles of Nurture.

This is the school Intervention Index 2024/2025. It outlines what additional interventions we may choose to use with children.

Intervention Index Cognition & Learning

Intervention	What is it?	Why use it?	With Whom?	How often?	Anticipated Impact
Oral Blend	ULS Ambitious expectations intervention	To support a child who can not blend sounds	Small group or 1:1	2 weekly	Children are able to blend sounds depending on phase. Progress reflected in ULS individual assessment
Spot it	ULS Ambitious expectations intervention	To support a child to recognise a give GPC	Small group or 1:1	2 weekly	Child able to recognise grapheme depending on phase. Progress reflected in ULS individual assessment
Blend and find	ULS Ambitious expectations intervention	To support a child that is beginning to blend some sounds	Small group or 1:1	2 weekly	Child able to blend appropriate sounds, depending on phase. Progress reflected in ULS individual assessment
Precision Grid	ULS Ambitious expectations intervention	To support a child to recognise a given GPC	Small group or 1:1	2 weekly	Child able to recognise appropriate GPC depending on phase. Progress reflected in ULS individual assessment
Mix it up	ULS Ambitious expectations intervention	To support a child to blend	Small group or 1:1	2 weekly	Child able to blend given sounds depending on phase. Progress reflected in ULS individual assessment
Digraph and Trigraph spotter	ULS Ambitious expectations intervention	To support a child to spot and read	Small group or 1:1	2 weekly	Child able to identify appropriate digraphs or trigraphs.

		digraphs or trigraphs in words			Progress reflected in ULS individual assessment
ULS Ambitious Expectations +	ULS Ambitious expectations intervention	Multisensory and repetitive approach to using ambitious expectations for those advised to use multi sensory approach.	Small group or 1:1	2 weekly	Progress reflected in ULS individual assessment
Number fluency sessions	Repeated rehearsal	To reinforce key learning and provide repeated rehearsal opportunities	Small group or 1:1	2 weekly KS1	Increased familiarity to key knowledge.

SPI Intervention Index Communication & Interaction

In addition to the following interventions children with SALT goals will have regular 1:1 or small group sessions focus on their SALT therapy goals

Intervention	What is it?	Why use it?	With Whom?	How often?	Anticipated Impact?
The Ultimate Guide to Phonological Awareness	Adults use relevant sections to support speaking and listening of phonetic sounds. Focus often based on Speech Sound screener.	Phonological awareness and production	Group of up to 6 pupils	3x weekly for 15 minutes	Increased awareness of phonological sounds and production of some sounds.
WellComm groups	Adults use Wellcomm 'Book of little ideas' relevant activities based on child's assessment section	Expressive or receptive language	Group of up to 6 pupils	3x weekly for 15 minutes	Increased development of expressive and receptive language.
Attention Autism	-Include activities which are motivating, a shared experience and worth communicating about. -Give children an irresistible invitation to engage in an adult directed activity	Attention, listening and adult-directed focus.	1:1 or 2:1 basis	Daily for 10 minutes	Increased understanding of a structured, adult directed routine -Build attention and listening skills -Develop social communication skills e.g. taking turns, using vocalisations.
Speech sound fluency and intelligibility	Support for individuals with accuracy in word	Speech sound production and fluency	Class based support or small group	2x weekly	To build fluency as assessed on the intelligibility scale

	level speech sounds but developing sentence level fluency		of colourful semantics		
Complex needs ESP- Autism focus	Intensive support for children with complex needs	To support the inclusion and effective provision of children with complex needs	Teacher led with 2 specialist TAs	Daily or on child's own transition timetable	To progress in line with child's personal targets and development.

SPI Intervention Index Social, Emotional and Mental Health

Intervention	What is it?	Why use it?	With Whom?	How often?	Anticipated Impact?
Fix it folder	Restorative discussion aid	To support a child with visual cues for a restorative approach to self-regulation and emotional regulation	1:1	5 x weekly 10 minutes	To develop emotional self-awareness and structure discussion for self-regulation
Nurture ESP	Intensive support for children with a range of SEMH needs	To support the inclusion and transition of children with severe SEMH or secondary needs.	Teacher led with 3 specialist TAs. Up to 8 children	Daily or on child's own transition timetable	To develop developmental and diagnostic skills as outlined in individual Boxall profiles
DESTY	Emotional resilience intervention	to support the emotional regulation and resilience skills of children experiencing adverse childhood experiences.	TA led- Jess Beyton trained.	Weekly sessions	To support emotional resilience and appropriate expression.
Co-regulation and modelled regulation strategies	Adults modelling regulation or supporting co-regulation strategies. This may include: feather breathing, core-stem regulating activities puzzles/threading/	To support emotional well-being and develop pupils self-regulation	Catherine Howard Kelly Payne Sam Dack Kelly Kelly Tina Hudson	Daily	To support Pupil's development of self-regulating strategies and develop independence in managing emotions appropriately.
Drawing and	The child or	The Drawing and	Becky	12 week x30	

Talking Therapy	adult utilises drawing as a way to help them express their feelings differently from ordinary verbal language.	Talking therapeutic intervention allows individuals to discover and communicate emotions through a non-directed technique.	Wilson Kelly Payne Bella Allen	min sessions	
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SPI Intervention Index Physical and Sensory

Intervention	What is it?	Why use it?	With Whom?	How often?	Anticipated Impact?
Sensory Circuits	Sensory integration activities: Alerting activities, Organising Activities and Calming activities.	Sensory processing/dysfunction, attention, concentration, overwhelm at home	Adult led with group up to 6 pupils	Daily	To promote sensory integration, concentration and support 'overwhelm' negative behaviour at school.
Letter formation	Targeted support for children learning letter formations.	Repeated practice. Repetition and finger strengthening activities	Jessie	weekly	To strengthen fine motor skills to enable letter formation accuracy

How do we know if this is effective?

Monitoring progress is an integral part of teaching and leadership within Suffield Park Infant and Nursery School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the graduated approach and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCo, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. Each SEND pupil has a One Page Profile and an Individual Support Plan that outlines their needs and the support they will receive. The current level of achievement will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their teaching/support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHCP) the same review procedures take place, but the EHCP will also be formally reviewed annually.

Members of the Leadership and Management Team collate the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. Our school data is also monitored by the Local Authority and Ofsted.

7. Funding

Suffield Park Infant and Nursery School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum. The amount of funding we received in total for SEND for 2024-25 was £483,697 Our SEND budget share for 2024-2025

totals £77,436 with an additional £113,507 allocated to the SLCN SRB hosted on site. In addition to this we received £327,639 high needs funding to support children in our Enhanced SEN Provision classes (ESPs) for Summer 2023/24 and Autumn/Spring 2024/25 with £45,405 for high needs in out mainstream classes.

Norfolk County Council utilises a banding system for high needs funding, which is funding for learners who require additional support that exceeds that usually available within the school. For the academic year 2024-25 this funding has been significantly reduced. At present there are no further funding applications possible for the current academic year.

8. Staffing and training

We employ 10 full-time equivalent TAs to support the learning of all children across the school. Some of these are allocated for provision for specific children, while others implement screening or assessments, interventions and adapted curriculum offers for our SEND children.

As a school we value the importance of CPD to ensure effective practice. Recently our staff have completed training in the following areas.

- TIS UK Trauma Informed practitioner
- Foundation to Drawing and Talking Therapy
- Norfolk County Council's SEND Funding update, termly SEND Forums, and training on PEASS
- Participated in INDES moderation panel
- Essential SENDCo Network with Willow Tree Learning
- Boxall competency training
- Safeguarding annual update
- SENDCo delivered a review of intervention recording documents with TAs, and behaviour management strategies for leading interventions, ahead of September
- Whole staff training on Speech, Language and Communication Needs
- Selected members of staff completed Autism Education Trust (AET) 'Making sense of Autism' online training
- AET Framework for Leaders of the Early Years
- Attention Autism training for pupil-specific from Speech and Language Therapists
- Relevant staff attended training on Signalong
- Class Teachers, TAs and SLT have training in Norfolk's STEPs approach to support early intervention and prevention through a whole-school approach, including managing behaviours that challenge or harm
- All staff have supported the audit element of the Balanced System by auditing classroom provision for SLCN
- Nurture Uk training including the 6 principles of Nurture
- Individual staff completed DESTY training

Impact:

Staff are trained appropriately in the interventions they are being asked to implement and develop a greater understanding of specific areas of need and relevant approaches and resources for our children. All staff have received safeguarding training appropriate to their roles and know how to report any safeguarding concerns.

9. Preparing for the Next Step

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, training provider or moving into employment. Suffield Park Infant and Nursery 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 SEND. Moving classes will be discussed with the parents and child at their summer term review meeting.

We carefully plan for transition for our children with EHCPs, inviting future providers to Annual Reviews and ensuring that supportive transition plans are in place.

10. Who is the SENDCo? Who else can you contact?

At Suffield Park Infant and Nursery School we are committed to working together with all members of our school community. This document has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer.

The best people to contact this year are:

Mrs Nichola Stewart – Head Teacher



office@suffieldpark.norfolk.sch.uk

Mrs Sophie Sanders – SENDCo



sendco@suffieldpark.norfolk.sch.uk

Mrs Alyson Appleyard - SEND Governor office@suffieldpark.norfolk.sch.uk

If you have specific questions about the Norfolk Local Offer please look at their website:
<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Alternatively, if you think your child may have a Special Educational Need please speak to their Class Teacher, or contact Mrs Sophie Sanders our SENDCo on 01263 513296 (Monday-Wednesday) or via email to: sendco@suffieldpark.norfolk.sch.uk

Our SENDCo holds a Postgraduate certificate in Special Needs and Inclusion: National award for SENDCos and BA (Hons) + QTS and is working towards the Diploma as Trauma Informed Practitioner.

At Suffield Park Infant and Nursery School, we also have a Specialist Resource Base for Speech and Language, where children from schools across Norfolk are placed via an application and panel process operated by the Local Authority.

For further information please contact Rebecca Cooper, Lead Teacher, via the school office or <http://www.suffieldparkinfantschool.co.uk/special-resource-base-srb/contact-us/>