



Welcome to St Mary's SEN Information Report

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Next Review: Sept 2025



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What will I find in this SEN Information Report?

This should help children and families understand the support and provision available to children and young people with Special Educational Needs and/or Disabilities (SEND).

All schools have a legal duty to make available their **Local SEND Offer to families.**

It is a requirement that this is published, and **reviewed annually.**

The required information is set out in the SEN regulations, which can be found in the [SEND Code of Practice](#). We hope this report is **easy to read** and **family-friendly**, your feedback is welcome 😊



***Click on our school logo on each page
to take you back to the main menu***





What is a Special Education Need?

The SEN Code of Practice (2015) states:

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

- a significantly greater difficulty in learning than the majority of others the same age,
- a disability which prevents or hinders them from making the use of facilities of the kind generally provided for others the same age in mainstream schools or mainstream post-16 institutions.



What are the Categories of Need?

COGNITION AND LEARNING

Children might;

- learn at a slower pace
- find the curriculum difficult
- struggle with organisation and memory
- have a specific difficulty in literacy or numeracy

COMMUNICATION AND INTERACTION

Children might;

- struggle to talk or say what they want to
- find it hard to understand what others are saying
- find conversations and play confusing and challenging
- have a diagnosis of ASD

SOCIAL, EMOTIONAL & MENTAL HEALTH DIFFICULTIES (SEMH)

Children might:

- find relationships difficult, appear withdrawn or isolated
- behave in ways that affect their learning eg. being disruptive or challenging
- do things that impact on their health and wellbeing
- have underlying mental health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- have disorders eg. ADD, ADHD, attachment disorder that could negatively impact on their SEMH

SENSORY AND / OR PHYSICAL

Children might;

- have a disability such as a visual or hearing impairment
- a physical difficulty
- a multi-sensory impairment
- a medical need which requires adaptations to be made in order to access education



What is the SEND profile at St Mary's?

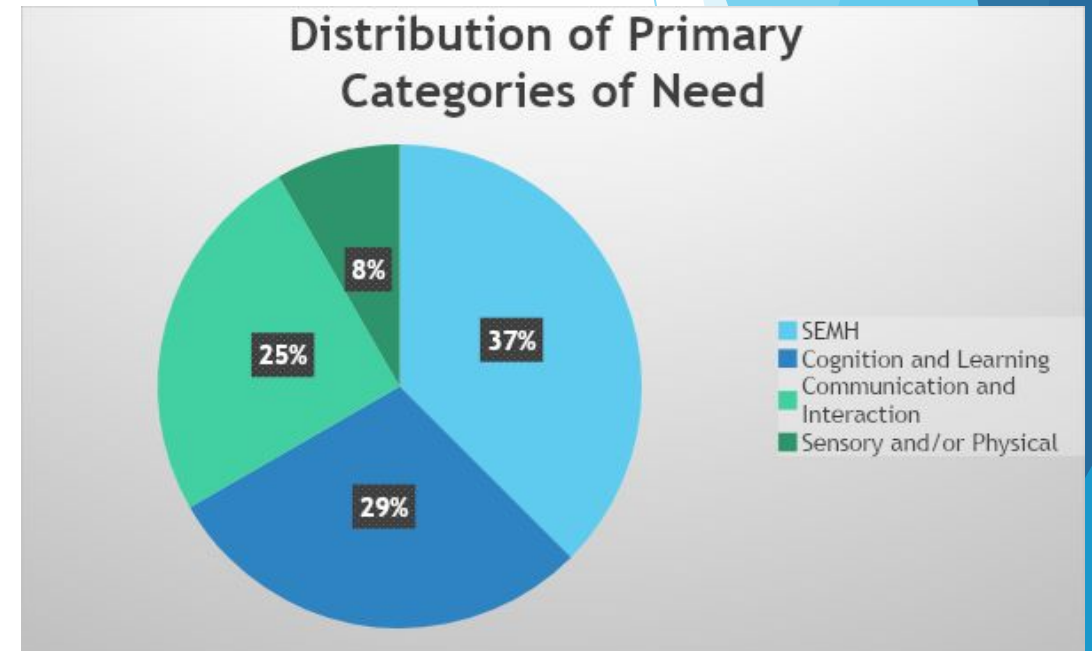
The below table shows percentages of pupils within our school with SEND.

School Compared to Local & National Data % (Jan 2024)

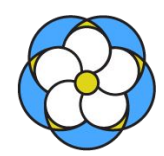
	School	Trust*	Norfolk*	England*
SEN Support	22.8	17.8	13.9	13.0
EHCP	6.3	3.0	4.7	4.3
Total SEND	29.1	20.8	18.6	17.3

* Primary & Secondary Schools combined data. See Figure 2

Broad category of need	% of pupils within our school
Social Emotional Mental Health	38 %
Cognition and Learning	29 %
Communication and Interaction	25 %
Sensory and/or Physical	8 %



Some children may have needs in more than one category which are not represented in this data.



What do I do if I think my child has a special educational need or disability?

If you think your child may have special educational needs, please speak to their **class teacher in the first instance**, then contact Mrs Laura Ketley, our SENDCO.

Contact details are:

- ☎ Telephone: **01508 530459**
- ✉ Email: lketley@stmarys.stbenets.org
- 📍 Address: St. Mary's Church of England Junior Academy, Swan Lane, Long Stratton, NR15 2UY

Watch this video for more information on SEN Support in schools.



If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions.



SENDCO - Mrs
Laura Ketley





Where can I find SEND related policies?

- SEND Policy
- SEND Key Information
- Accessibility plan
- Safeguarding policy and procedures
- Behaviour policy
- Complaints procedure
- How we support pupils with medical conditions
- Admission arrangements
- Equality information and objectives





How do we identify and assess pupils with special educational needs at St Mary's?

Our learners with SEN are entitled to an education that meets their needs, promotes high standards and helps them to achieve their best. Teachers make adaptations to ensure access to a broad and balanced curriculum for all children in their class through quality first teaching.



Our identification process is illustrated in our [Identifying SEND using 7C Flow Chart](#).

Once a child with SEND has been identified, St Mary's uses the **graduated approach (Assess/Plan/Do/ Review)** to meet individual needs by:

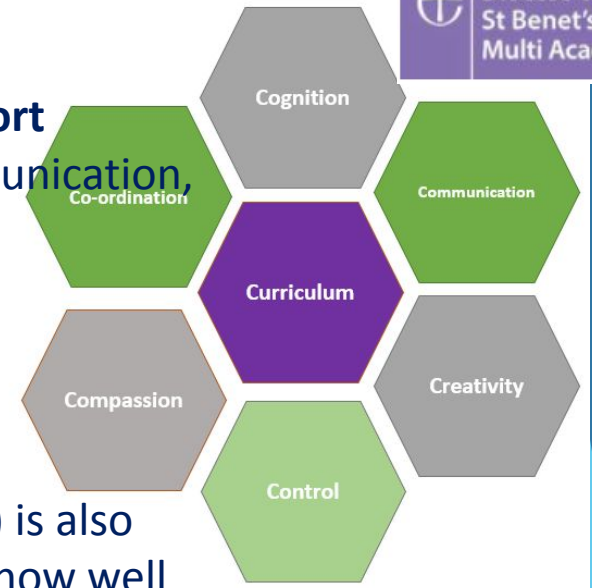
- Clearly **assessing each child's needs every term** using the **7Cs approach**.
- Working with your child's teacher, SENDCO, parents and **listening to your child**, in order to assess their needs.
- Together, creating an **Individual SEN Support Plan** which outlines **support, adjustments and interventions** to help your **child make progress**.
- **Parent/ Teacher/ Pupil SEN meetings every term** to **together review how provision is meeting needs**, and making any necessary changes.

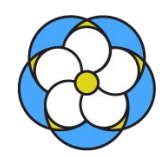


St Mary's Church of England Junior Academy



















- At St Mary's, we use the **7Cs Strengths based approach** which aims to **target and support underlying barriers to learning**. The 7Cs broad areas of need include: Cognition, Communication, Creativity, Control, Compassion, Co-ordination and Curriculum.
- **Impact of SEN provision is measured** using a **7Cs tracker** which enables us to **capture small steps of progress and to plan for next steps and future provision**.
- Every child's progress in English and maths (including children with SEN where possible) is also assessed and measured using **PiXL** and recorded on **Pupil Asset**. This helps us to check how well we are supporting your child's progress and to **draw comparisons with other schools**.
- We also make use of specialist SEN assessment tools such as the **Salford Sentence and Reading Comprehension Test**, **Sandwell Maths**, **PhAB 2** (phonological awareness assessment) and the **British Picture Vocabulary Scale** (BPVS) to assess language needs.
- These tools also help us to **identify gaps in knowledge and understanding** and plan **focus groups for targeted interventions**.
- Our teachers also use various strategies to adapt access and remove barriers to learning using guidance from the Norfolk Provision Expected At SEN Support (PEASS) document.





What does a 7Cs SEND Support Plan look like?

- An example of what a 7Cs SEND support plan may look like for your child.

		PLAN & DO			
		I have got many strengths and some areas I find more difficult. This term we are going to work on these 3 areas:			
Barrier		1	2	3	
7 Cs Tracker		Cognition: Working Memory	Communication: Listening	Control: Resilience	
Targeted Outcome		EMERGING 2	EVOLVING 5	EVOLVING 4	
Adjustments		Joe will remember 3 parts of an instruction so he can follow requests in school and at home. <ul style="list-style-type: none"> Adults will remain mindful of the amount of information Joe is asked to 'hold' and will check his understanding at the start of a task. Where possible, adults break instructions down into numbered steps or stages combined with a visual prompt or memory-prompt. 	Joe will follow the actions integrated into a series of instructions, to demonstrate his effective listening skills. <ul style="list-style-type: none"> Adults will ensure that information is presented in a clear and accessible way, using precise language. Adults will use Joe's name to gain his attention at the start of verbal instructions. 	Joe will identify 3 positive comments about himself during his Friday Reflection Time with Mrs Fabulous so he can start to recognise his strengths. <ul style="list-style-type: none"> Adults model perseverance by demonstrating uncertainty and sustained effort. Adults will remain mindful of Joe's low resilience and will highlight his successes from perseverance. Star of the week will be awarded for 'try and try again'. Effort and resilience will be praised. 	
Support		<ul style="list-style-type: none"> Joe will use a task planning sheet or note taking to help recall or records instructions and to play back to himself. 	<ul style="list-style-type: none"> Adults will provide visual prompts or reminders of key information and 'good listening' skills. Adults will regularly check out Joe's understanding by asking him to repeat-back / explain to a peer what needs to be done. 	<ul style="list-style-type: none"> Time to work with peers engaging in 'tricky' activities that will lead to success and enjoyment. Promote opportunity for Joe to apply strengths and to talk about the skills he is developing. 	
Interventions		<ul style="list-style-type: none"> Mrs Helpful will spend some time with Joe teaching him how to take notes effectively and how to break tasks down into clear steps/stages. 	<ul style="list-style-type: none"> WellComm Language group x 3 per week, including 'Simon Says' and 'Listen and do' warm-up games. 	<ul style="list-style-type: none"> Weekly Reflection Time with Mrs Fabulous. Pastoral check-ins and Zones of Regulation. 	
How people at home will support me:			Other people who might give us ideas to try (Specialist support):		
 <ul style="list-style-type: none"> Break instructions down into clear numbered steps or stages. Play games such as snap, pairs, missing objects, jigsaws, spot the difference etc. Play listen and do games, such as Simon Says. Celebrate Joe's successes and perseverance when he finds things difficult. 			 See Educational Psychology Report – October 2021		
My Strategies Toolbox					
					
Break things down into steps or stages	Task planner	Note-taking	Talking Tin	Zones of Regulation	Self- belief – I know I can do this!



An integral part of the assess, plan, do, review process is gathering pupil voice and parent views so that we can all work together to plan for the needs of your child.

Provision Review		
	What's going well / What's working?	What's not going well / What's not working?
Pupil Voice		
Teacher Voice		
Parent / Carer Voice		
Important dates or other updates since last review meeting		
What will we change?		
Focus elements agreed for Spring		

Plans are updated termly and you will be invited to attend a review meeting with the teacher and your child at the end of each term.

One Page Profile – Autumn Term Pupil Voice				
Name	Age	Class		
This is me!	My hobbies, interests and things that are important to me	My strengths, skills and talents	What school is like for me	How to communicate with me
<div>INSERT PHOTO HERE</div>				
My fears, worries or things I don't like	What people can do to help me	What I want my teachers to know and understand about me	My dreams and goals for the future	One thing I would like to change about school
One Page Profile written by			Date	



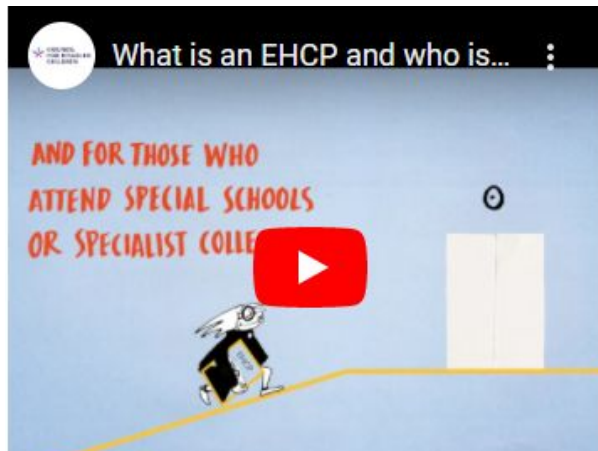
What is an Education Health and Care Plan?

Most children and young people with special educational needs (SEN) will have their needs met with **SEN Support** in our setting. Some children may require an Education, Health and Care needs assessment in order for the local authority to decide whether it is necessary for them to make a higher level of provision in accordance with an Education Health and Care Plan (EHCP) to secure the best possible outcomes for a child's future. An **EHCP** is for under 25s with **complex** special educational needs and disabilities (SEND).

The two videos here help to explain the purpose and the process in more detail.

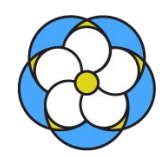


What is an EHCP?



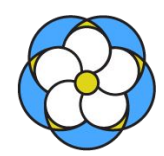
The Person - Centred Approach





How do we provide for children with Educational Health and Care Plans (EHCPs)?

- We use our best endeavours to follow **advice from relevant professionals, as set out in the EHCP**. We take information from the needs, provision and outcomes sections of the EHCP and use these to compile an Assess/Plan/Do/Review (APDR) plan each term with some smaller stepped, achievable targets.
- Each child has an EHCP Learning Portfolio so that we can collect evidence of progress towards targets. Children with EHCPs may receive specific intervention as well as provision within the classroom to meet their needs.
- **All adults** working with any children with an EHCP are **made aware of the pupil's needs** and that **all reasonable provisions** are put in place to meet them. We review the EHCP APDR plans termly just like our SEND Support plans.
- ☎ **Call the SEND and inclusion support line to see if an EHCP is appropriate for you child on 0333 313 7165 or the Norfolk EHCP family advice line on 01603 679183**



How are Education Health and Care Plans reviewed?

If a child in our school has an EHCP, the local authority must review it at least once a year. An annual review meeting will take place which requires everyone involved with the child to meet together.

It will consider:

- The progress towards achieving the outcomes written in the EHC plan
- the views, wishes and feelings of children and their parent carer
- Whether anything has changed

We will arrange the annual review on the local authority's behalf and send out invitations to those who should attend. Professionals from external services may also attend the review meeting. If there is concern about progress of a child, the parent carer or school may request that the review be arranged sooner than planned.

If your child or young person has an EHCP and is due to move from one stage of schooling to another; early years to school, primary to secondary, then the local authority (LA) has a legal duty to review and amend your child's EHCP to name the new education setting. This is called 'Phase Transfer' and will happen in the autumn term the year before your child is due to move to a new phase of education.

What happens at an EHCP annual review?





How does St Mary's approach teaching pupils with special educational needs?

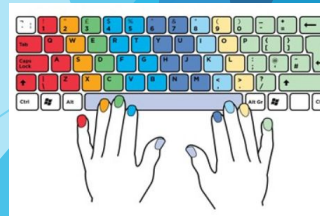
- We strive to be an **inclusive school** and want **all children to participate in all areas of learning**.
- We have **high aspirations** for all children and aim to create a **learning environment which is flexible** in meeting the needs of all children and which supports them to make the **best possible progress**.
- We offer a **broad and balanced curriculum** and aim for a **high quality teaching approach**.
- We aim to include all children by **adapting 'the learning journey'**.
- All children on the SEN record have an **Individual SEN Support Plan** which outlines **adaptations** in teaching strategies and support such as small step instructions, visual aids and additional adult check ins.
- Lesson transitions are supported through **every classroom having a consistent visual timetable** with consistent symbols used throughout the school. We use Widget symbols which are available online.





How does St Mary's adapt the curriculum and learning environment for children with special educational needs?

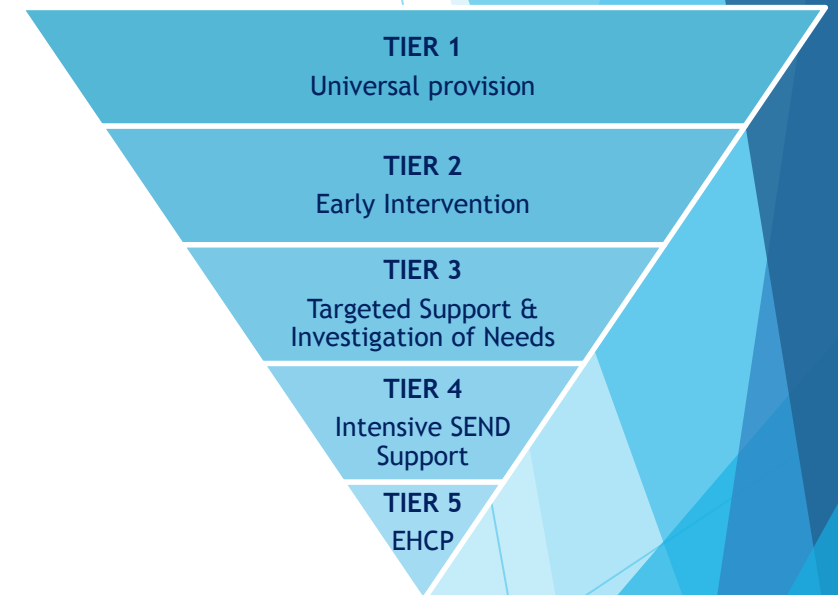
- **Written information is made more accessible** through using **larger text**, **visual aids** and **key vocabulary lists**.
- The **curriculum is adapted** through changes to classroom organisation including **seating plans**, **timetabling** 'catch up groups' and providing **additional time**.
- **Technology** is used to make **the curriculum more accessible** including access to **Chromebooks** to aid longer pieces of writing, **alternative recording devices** and **talking tins**.
- The curriculum is adapted for children with **ongoing medical or health needs**, such as vision impairments, such as providing **enlarged text**, **own desk copies**, **desk slopes** and **rest breaks**.
- The **physical environment is adapted** through tailored **seating arrangements**, **signage**, **lifts** to aid movement across the school, **accessible and adapted toilets**, **walkways** and **specific spaces for quiet or small group learning**.





What additional support is available to pupils?

- **Support:** Talk partners, modelled language skills, implicit made explicit, specific responsibilities.
- **Therapies and interventions:** Speech and Language therapy, Benjamin Foundation Time For You sessions, specific learning learning interventions, SEMH support.
- **Specialist equipment:** sensory aids (e.g. noise cancelling headphones), chew bracelets, assistive technology such as touch typing key boards.
- **Physical environment:** quiet areas to minimise environmental distractions, The Temple break and lunch time nurture space, personalised learning space with a smaller class size.



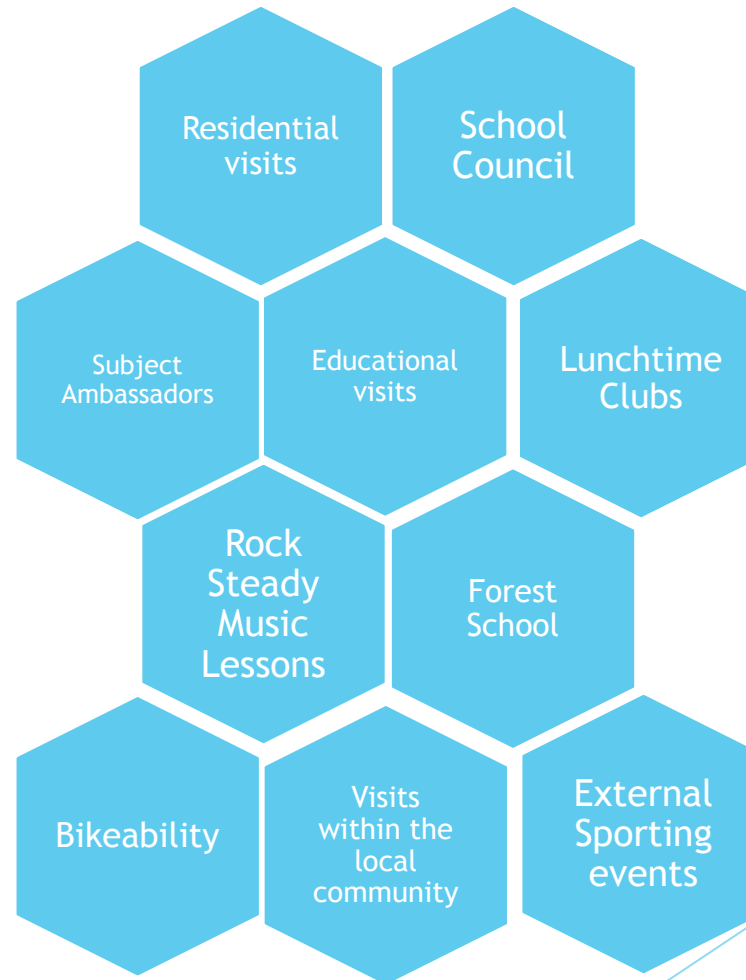
Click on [here](#) to view our whole school provision map on our website. Here you will find details of specific support, resources and training to meet the needs of our pupils with SEND.



How does St Mary's enable pupils with special educational needs to engage in activities of the school together with children who do not have special educational needs?

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

These are *some* examples of the opportunities available at St Mary's:





What support is available for improving Social, Emotional and Mental Health development of pupils with special educational needs?

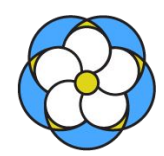
- We strive to be an **inclusive** and **nurturing** setting with **caring staff** who build **positive relationships** with all children. Mental health and wellbeing is taught throughout our PSHE curriculum.
- We have **Three Full-Time Pastoral Support Officers** who are dedicated to supporting families and children's pastoral needs through 1:1 sessions, check ins, additional support, lunchtime nurture clubs, forest school sessions and completing 'wishes and feelings'. More information can be found on the next slide.
- 'The Wellbeing Hub', a **lunchtime Nurture space**.
- We have a **Mental Health Champion**.
- **Zones of Regulation** is used through the school and there are displays in every classroom.
- **The Benjamin Foundation** are commissioned to run 'Time For You' sessions for one full day per week for targeted pupils.



ZONES OF REGULATION!			
Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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What Pastoral Support is available?



Mrs Dale is our **Pastoral Lead, Safeguarding Lead and Mental Health Champion**. The team are available to work with pupils and families to support a whole range of areas including mental health support, financial guidance, family support and sign-posting to other support services. She can be contacted by email: tdale@stmarys.stbenets.org or via the school Office (01508 530459).



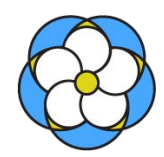
Miss Maher runs our lunchtime nurture clubs. Each day focuses on a different need such as bereavement, friendships, bullying, social and emotional and Young Carers.



Mr Leek runs our afternoon Forest School nurture sessions in wildlife area. Each day also focuses on a different need.

All three officers are ELSA trained. <https://www.elsa-support.co.uk/>





Mental Health Support Team in Schools (MHSTS)



Your Mental Health Support Team



Claire



Lisa



Alyssa



Chloe



Kirsty



Caitlin



Ruby

Who are we?

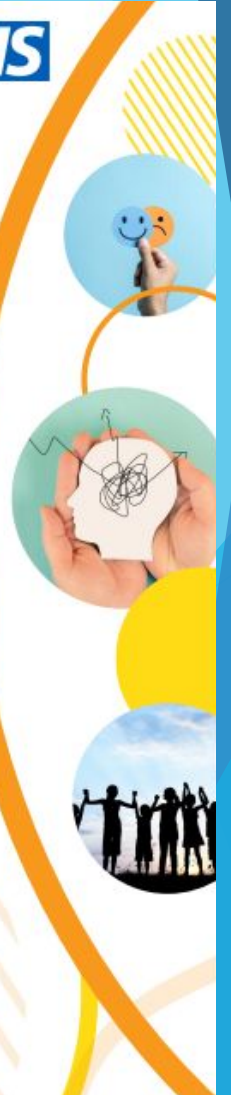
Mental Health Support Teams (MHST) are an early intervention service across Norfolk and Waveney, working with some schools and their pupils. We can offer support to children and young people, their families, and their school community to help manage emerging mild to moderate mental health difficulties.

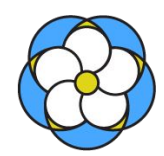
What do we do?

We provide brief, low intensity, evidence-based support for mild to moderate mental health difficulties. We support schools in developing their whole school approach to ensure that all the children, young people and staff work together to understand and support mental health and wellbeing.

If you would like to know more information about our team and how we can help you and your family, please contact your school SENCO or Mental Health Lead

- ▶ We work closely with the Mental Health Support Team in Schools (MHSTS) who provide workshops on a whole school level and also targeted support for parents so that they can support the mental health needs of their children.
- ▶ At a whole school level, transition workshops are planned in for the Summer term for our Y6 pupils. Workshops on feelings and emotions and friendships are also on offer.





What expertise and training have staff had in relation to supporting children with special educational needs?

SENDCO Professional Links and Training

Our experience SENDCO began the role in September 2018 in two other St Benet's schools. She has completed the National Award for SEN Coordination as well as the National Professional Qualification In Headship.

She attends termly Norfolk SEND Forums to ensure up-to-date knowledge of SEND policy and practice.

As part of multi-agency approaches to SEND, she attends termly Core Consultations and NHS Speech and Language Link meetings.

Our SENDCO's other responsibilities include:

Medical Needs

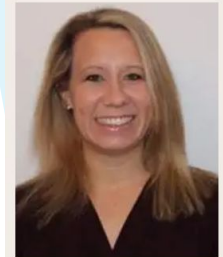
Designated Teacher for Looked after Children

Mental Health Champion

Deputy Designated Safeguarding Lead (DSL)

- The SENDCO attends half-termly SEND Network meetings where we benefit from the **expertise of (Mrs) Nadine Avenal, Trust Improvement Lead for SEND**, St Benet's Multi Academy Trust. These are cascaded back to school staff. There are also opportunities to visit other mainstream and complex needs settings in order to develop our practice back at St Mary's.
- **Teachers attend termly SEND training sessions**, led by the SENDCO which focus on embedding the 7Cs Graduated Approach, whole-school SEND priorities as identified in our Academy Improvement and Development Plan (AIDP) and the needs of our cohort through continuously striving to drive SEND inclusive practice.

Nadine Avenal
Trust Improvement Lead for SEND





Recent SEND training opportunities - in the last 2 years

Cognition and Learning	Communication and Interaction
Clicker 8 training – on-going through Access Through Technology Dyslexia Awareness training by the Dyslexia Outreach Service Adaptive teaching – SEND Station 10.7.24	Making Sense of Autism - November 2024 Blank Level Questioning – November 2024 Social Stories and Comic Strip Conversations – The Wherry School Nov 2024
Social, Emotional and Mental Health	Physical and Sensory
ACES and Trauma Informed Practice Strategies to support trauma – Beacon House Emotional Literacy Support (ELSA) Play Therapy – 25.3.25 Domestic Abuse Champion Mental Health Champion – Senior Leadership Early Help Assessment Plans (EHAP) Norfolk Steps –Positive Behaviour Management – 13.4.24 Norfolk Steps Tutor Training - Nov 2024 Designated Safeguarding Lead Refresher Training – Jan 2025 Zones of Regulation – 4.7.24	Sensory Circuits 14.9.23 and 3.3.25 First Aid Anaphylaxis and Allergy Awareness – Jan 2025 Adrenaline Auto injector Training - Jan 2025 Diabetes Training

Future scheduled training

Practical ideas to support Cognition and Learning needs - Parkside School
June 2025

WellComm - Introduction to WellComm Digital to support speech and language needs

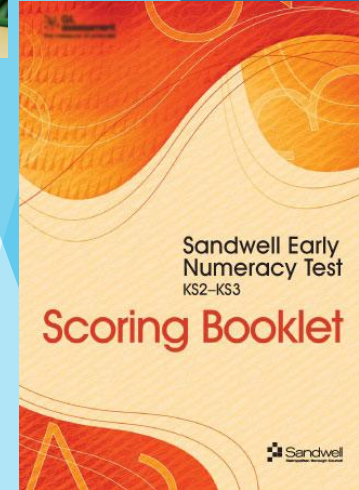
Lego Therapy - training for staff who are new to the programme.



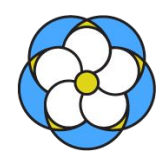
How do St Mary's use their SEND funding?

Our current SEND Funding information can be seen on our SEND Memorandum 2025/2026 [here](#)

- **SEND funding from last academic year** was used to: creation of a Personalised Provision smaller classroom and SEMH Nurture provision, additional adult support especially for children with emerging SEN needs, break and lunch time support provided in the Nurture Room, Respectrum Advisory Service, Communicate commissioned service, Benjamin Foundation service, new Salford Sentence Reading Assessment. We also purchased a range of equipment to support Sensory Circuits/movement breaks.
- **SEND funding this current year** is being spent on: sustaining the Personalised Provision Room (smaller classroom for children with high level SEN needs), interventions for those with EHCPs and resources to support in-class provision such as move and sit cushions, writing slopes, coloured overlays etc.
- **SEND funding next year** will be used to maintain our Personalised Provision Room and will provide resources for pupils to access in class to support their cognition and learning needs such as Clicker 8 and Literacy Gold. Wellcomm will be introduced to screen speech, language and communication needs.
- **Top-up funding (Element 3)** is used to provide additional adult support for children with high SEN needs and to support especially with emotional regulation strategies.



Diagnosis



How will parents be consulted and involved in arrangements for children with special educational needs?

We value working with families and listening to parent and child views. This is how we collect your views:

- **Termly Parent/ Teacher / Pupil SEN meeting**, where together you review SEN provision and children's SEN Support Plans every term. This is in addition to two Parent Teacher meetings.
- Parent Surveys are sent to parents every term with SEND forming part of the survey.
- Children's class teachers and the SENDCO are available before school on the playground on a **day-to-day** basis for **face-to-face conversations** (8:40-8:50am) and there are always two members of staff on the gate at drop off and pick up times.
- You are welcome to arrange a longer conversation by **emailing the class teacher, SENDCO or School Office**.
- The **School Office contact details** are: ☎ Telephone: **01508 530459**
Email: office@stmarys.stbenets.org



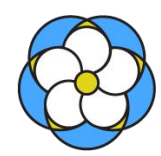


What are the arrangements for complaints from parents of pupils with special educational needs concerning provision made at school?

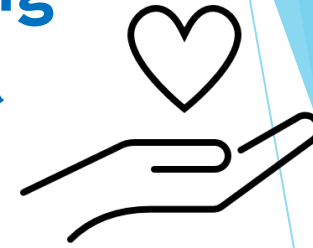


- If parents are not happy with the provision made available for your child, we encourage you to **bring this to our attention** and so we can **work together** to **listen to your concerns** and make **reasonable adjustments**.
- If after consultation with the class teacher and SENDCO, the concern has still not been resolved, you may wish to **contact the Head Teacher Miss Laura Richardson**.
- Miss Richardson: lrichardson@stmarys.stbenets.org
- If you are still not happy, you may wish to make a formal complaint. Here is the hyperlink: [St Mary's Complaints Procedure](#)
- If you would like support with making a formal complaint to the school, you may contact Hannah Monk, Head of Governance by emailing: hannah.monk@donesc.org





Which other services are involved in meeting the needs of pupils with special educational needs and in supporting families?



- **Educational services include:** Virtual School Sensory Support (who support and provide equipment for children with visual or hearing impairments), Educational Psychology Specialist Support, SEND and Inclusion Team, School and Community Team, Access Through Technology, Medical Needs team, and Dyslexia Outreach Service.
- **Health Services:** Just One Norfolk, Speech and Language Therapy Service, Occupational Therapy.
- **Social Care Services:** Early Help, Family Support Service.
- **Third Sector Services:** Benjamin Foundation, Nelson's Journey for support with bereavement, Carers Matter Norfolk





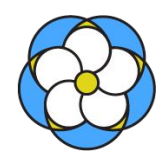
Contact details of support services for parents of pupils with special educational needs.

- **Norfolk SEND Information - SENDIASS** offer free and impartial information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers.
- If your child is struggling at school and you need help and advice to get the right support, contact our **SEND and Inclusion Support Line on 0333 313 7165**. The friendly team of knowledgeable advisers can give you guidance and help you get support. This includes advice and guidance if you're considering applying for an Education, Health and Care Plan (EHCP), and help if you're concerned your child is at risk of exclusion from school. The SEND and Inclusion Support Line is open Monday to Friday, from 9am to 5pm, excluding bank holidays.
- **The Norfolk Community Directory** contains activities, services and groups to help all Norfolk residents live healthy, active and fulfilling lives. You should find something to help you, whether you want to: keep healthy, be sociable, physically active, mentally active, raise your aspirations for educational achievement, help your community, stay independent, feel included, get involved, improve your well-being, stay safe, find suitable care and support, find help to look after your children, or get family support.

☎ 01603 704070

✉ norfolksendiass@norfolk.gov.uk





Online Parent Courses

online Learning - Solihull Approach

Save Page

The Solihull Approach 'Understanding Your Child' is a free online course available for everyone who cares for children aged 0-18 years. It's there to help you recognise emotions in yourself and your child, and helps you to see how these emotions can impact on behaviour.

The course can help increase your confidence as a parent or carer, so that difficulties encountered in everyday life are reduced by seeing a child's behaviour from their point of view. A closer relationship between you and your child can develop, resulting in a calmer and happier household for everyone.

Learning is split up into sections and you can drop in and out of the course as you need to.

Course Modules

- ✓ Understanding pregnancy, labour, birth and your baby
- ✓ Understanding your baby
- ✓ Understanding your child
- ✓ Understanding your teenager's brain
- ✓ Understanding your brain (for teenagers only!)
- ✓ Understanding your child with additional needs
- ✓ Understanding your child's feelings (a taster course)
- ✓ Understanding your child's mental health and wellbeing
- ✓ Understanding your relationships.

UNDERSTANDING YOUR CHILD



SOLIHULL APPROACH

Access the FREE courses

Available to
download for
FREE using
code: JON70

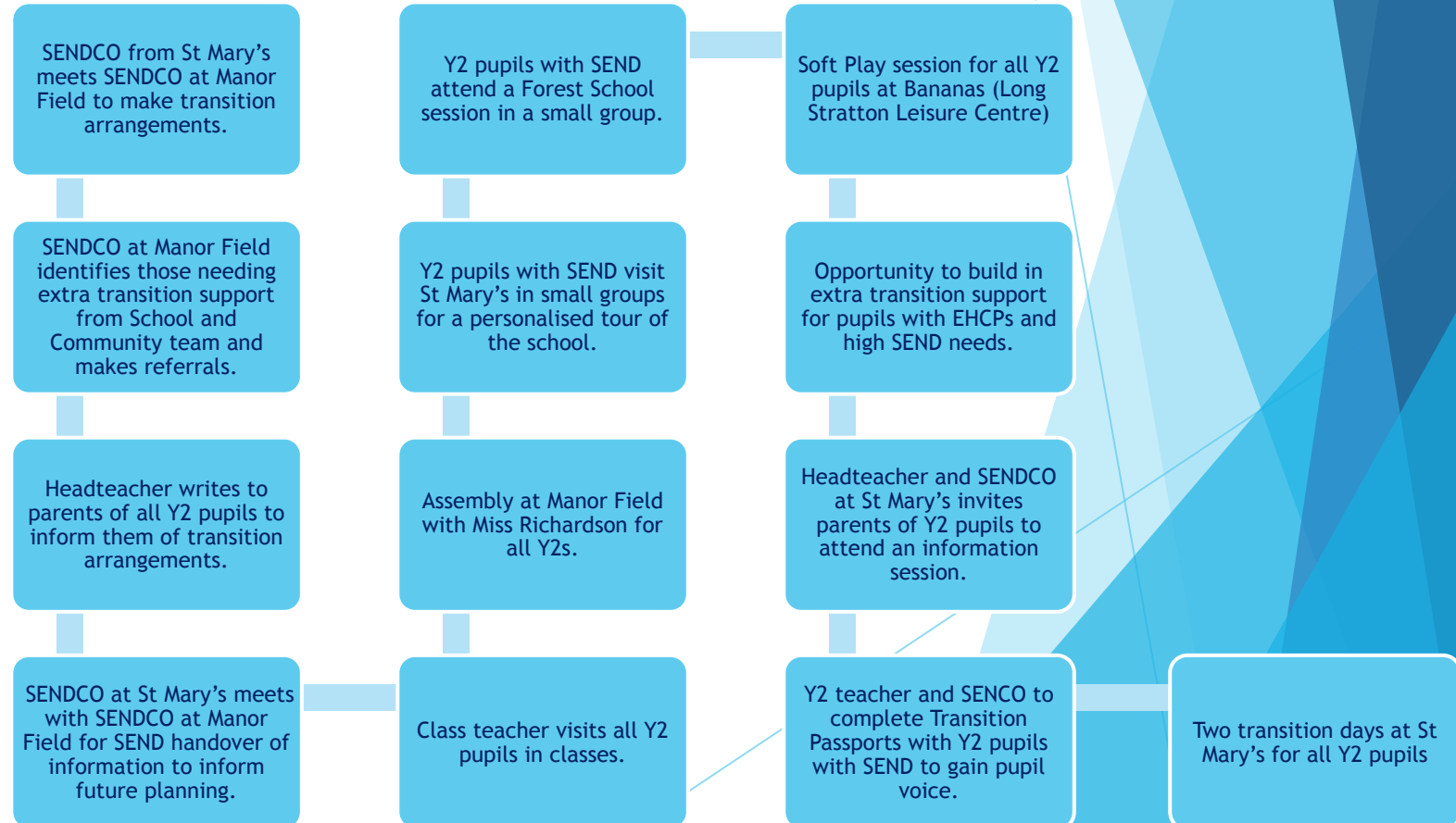
www.justonenorfolk.nhs.uk/online-learning

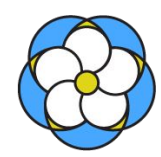


How does St Mary's support children with special educational needs in their transitions between settings?

Transition to Year 3:

Our main feeder school is Manor Field Infant and Nursery School. Children at the Infant School with special education needs benefit from **an enhanced transition package**, before attending their first day in September in Year 3. St Mary's SENDCO **works closely with the Infant School SENDCO**, to begin preparing for upcoming needs, 6 months or more beforehand. The SENDCO also holds an event for perspective parents in June/July, in order to meet staff and to begin building a relationship and sharing key information. See the flow chart for further information on the transition process for Y2 pupils with SEND.





How does St Mary's support children with special educational needs in their transitions between settings?

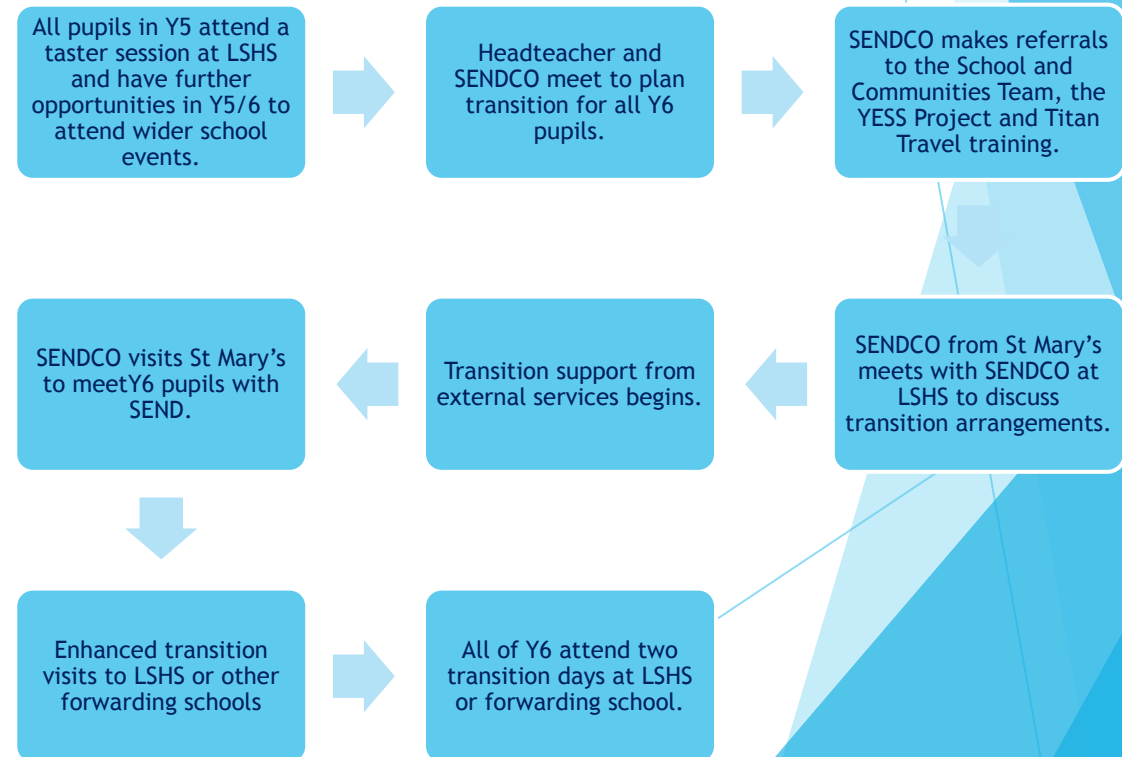
Transition to High School:

Our main feeder school, Long Stratton High School holds **additional transition sessions** specifically for children with SEN or other children who may benefit from **extra visits**. Children with SEN benefit from **additional visits in a smaller group**. St Mary's SENDCO also **works closely with Long Stratton High School SENDCO**, and attends regular SENDCO Network meetings in order to work together and continue enhancing this process, for the benefit of the children.

We also work with external services to provide enhanced transition activities for pupils with SEND including the [YESS Project](#), and the School and Community Team. [TITAN](#) (Travel Independence Training across Norfolk) offers young people with special educational needs and disabilities (SEND) support to help them to become confident independent travellers.





Flow Chart to show transition process to High School






SEND Local Offer


 Services ▾ Sign in

Find services and information...  Search

Home > Children and families > SEND Local Offer



Advice and support Education Health and social care Adult life About the SEND Local Offer



Welcome to Norfolk SEND Local Offer website

This website is for anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk.

The website can help you:

- 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

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



Advice and support

Common concerns, local and national services, organisations and parent groups

[Get advice and support >](#)



Education

Support in education for children and young people with SEND

[Learning and education >](#)



Health and social care

Health and social care services for children and young people with SEND

[Health and social care support >](#)



Adult life

Planning ahead for adult life, independent living, training for work and getting a job

[Life from age 14-25 >](#)



About the SEND Local Offer

Who we are and what we do - policies and strategies, how we plan, commission and deliver services

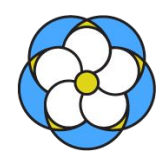
[How we support Norfolk families >](#)



Guidance for education professionals

Visit our sister website for SEND guidance for education providers in Norfolk

[Schools and learning providers website >](#)



Where can I find out more?



www.stmaryscoejunior.co.uk

Jargon Buster

APDR - Assess/Plan/Do/Review

EHCP - Education, Health and Care Plan

LA - Local Authority

MHSTS - Mental Health Support Team in Schools

Pastoral Team - Responsible for support with personal problems

PEASS - Provision Expected at SEN Support

PiXL - As assessment tool used for reading, writing and maths

SCT - School and Community Team

SEMH - Social, Emotional and Mental Health Needs

SEN - Special Educational Needs

SEND - Special Educational Needs and Disabilities.

SENDSCO - Special Educational Needs Co-ordinator

Universal Provision - support and resources available to all pupils

Zones of Regulation - A system used to support understanding of feelings and emotions and what to do to help yourself