



# Denver VC Primary School

## SEN Information Report

### Introduction

As a church school, our values are based on Christian principles, and we have an ethos of hard work and mutual respect.

Our shared Christian vision seeks to recognise whatever is good in each individual through the way we Discover, Value, Celebrate and Praise each other.



Let your light shine (Matthew 5:16)

Our vision is lived out through our exploration of our Christian values: thankfulness, peace, wisdom, hope, tolerance, perseverance, friendship, generosity, justice, compassion, forgiveness and love.

**We aim to** develop the whole school community, promoting the academic, social, emotional, physical, spiritual, and aesthetic aspects of the individual.

This is the starting point of all our policy writing so that we can encourage all members of our community to 'Let their light shine' surrounded by a safe, enabling and encouraging environment.

|  |                                       |
|--|---------------------------------------|
| <b>Formally adopted by the Governing Board of:</b> | <b>Denver VC Primary School</b>       |
| <b>On:</b>   | <b>29<sup>th</sup> September 2025</b> |
| <b>Chair of Governors:</b>                         | <b>Carole Reich</b>                   |
| <b>Last updated:</b>                               | <b>18<sup>th</sup> September 2024</b> |

## Introduction

Each year, schools must publish a SEND policy and Information Report on their website. Welcome to our SEN Information Report for 2025/26. The aim of this document is to set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND).

This SEN Information Report is a working document. We will make changes to this document based on suggestions from parents and carers.

If you think you might like to offer any ideas for ways in which our SEN Information Report could be improved, please contact our SENDCo, Mrs Louise Jones, using the details below.

Our SEND policy can be found [here](#).

The following policies are also available on the policies tab on our website: [Denver VC Primary School - Policies](#)

Accessibility  
Safeguarding and Child Protection  
Positive Behaviour  
Complaints  
Admissions  
Supporting Children with Medical Conditions  
Single Equality Scheme

## Our SENDCo Team

Our SENDCo (Special Education Needs and Disability Coordinator) is **Mrs Louise Jones**, who is also the Headteacher. Mrs Jones achieved the National Award for SEN Coordination in 2018. She can be contacted via the school office on 01366 383272 or [office@denver.norfolk.sch.uk](mailto:office@denver.norfolk.sch.uk)



**Mrs Louise Jones**

Our SENDCo Assistant is **Mrs Lorraine Wright**. She can be contacted via the school office on 01366 383272.



**Mrs Lorraine Wright**

### **Other Key Adults**

- Our SEND Governor is **Mrs Janet Wilde**
- Our Chair of Governors is **Mrs Carole Reich**
- Our Mental Health Lead is **Mrs Louise Jones**
- Our Mental Health Champions are **Mrs Louise Jones and Mr Ashley Cawley**

### **Our Aims**

Our shared Christian vision seeks **to recognise whatever is good in each individual** through the way we **Discover, Value, Celebrate** and **Praise** each other.

**Let your light shine (Matthew 5:16)**



We aim to create an inclusive culture in our school, where all our children can participate fully in their learning and achieve success. This includes being responsive to the diversity of children's backgrounds, interests, experiences, knowledge and skills.

We value high quality teaching for all of our learners, including those identified with SEND, and are committed to providing them with full access to all curriculum areas.

We are committed to creating a learning environment which is flexible enough to meet the needs of each child in our school community.

We aim to ensure that the special educational needs of our children are identified, assessed, provided for and monitored closely.

### **How we Identify Children with SEND**

At different times in their school career, a child or young person may have a special educational need. The 2014 Code of Practice [SEND Code of Practice](#) defines SEND as follows:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from** or **additional to** that normally available to pupils of the same age.

#### **A pupil has a learning difficulty or disability if they have:**

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

Learners can fall behind in school for many reasons. They may have been absent from school, they may have attended many different schools and not had a consistent opportunity to learn. They may not speak English very well or they may be worried about different things that distract them from learning.

At Denver VC Primary 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 as soon as possible.

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. A child may arrive in school with a particular need already identified or it may be identified in school.

We recognise that all children are unique and develop at different rates, therefore it can sometimes take longer for a special educational need to become evident.

As a school, we identify children with SEND in a number of ways:

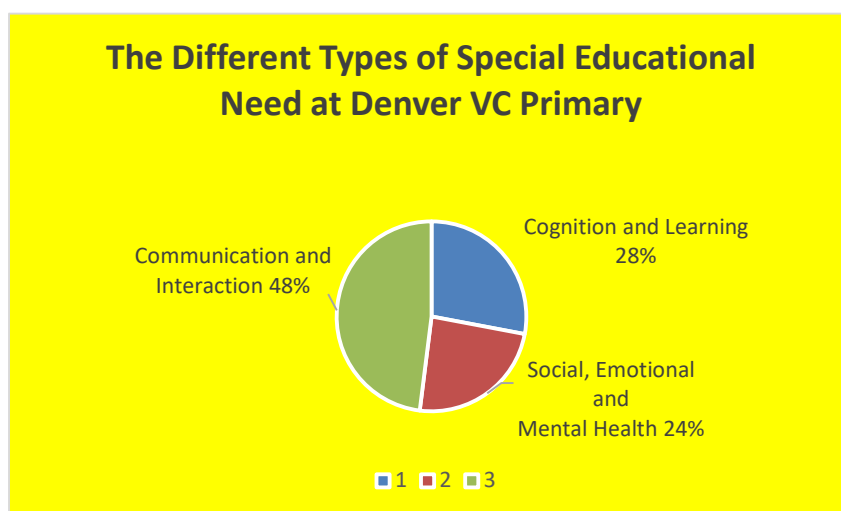
- Information and concerns raised by parents or carers
- Class teachers and support staff notice a difficulty with learning
- Learners themselves may notice a difficulty with their learning
- Information from a previous school when a child transfers to our school, either in Reception or at any point during their time in primary school
- Monitoring of progress by class teachers may identify concerns
- Progress measured in assessments
- Information from external agencies e.g. social workers, health.

If parents are concerned that their child may have a special education need, in the first instance it is always best to discuss these concerns with their class teacher. Parents can also make an appointment to speak to Mrs Louise Jones, our SENDCo.

### Our SEND Profile

Denver VC Primary has 25 children (23%) with SEND (accurate at time of reporting). The pupils are categorised according to the SEND Code of Practice 2014. The percentage of children within each category is shown here:

| Primary area of need                             | Number of pupils     | Percentage |
|--|----------------------|------------|
| Communication and Interaction                    | 12 out of 109 pupils | 11.9%      |
| Cognition and Learning                           | 7 out of 109 pupils  | 6.4%       |
| Social, emotional and mental health difficulties | 6 out of 109 pupils  | 5.5%       |
| Sensory and/or physical needs                    | 0 out of 109 pupils  | 0%         |



The data above is based on the children’s primary need, although some children will have more than one area of need.

### Our SEND Profile by Year Group

We have 18 children at SEN Support and 7 children with an (EHCP) Education and Health Care Plan (accurate at time of reporting).

|   | Reception | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
|---|-----------|----|----|----|----|----|----|-------|
| <b>Pupils identified with SEN</b>         | 2         | 3  | 3  | 4  | 1  | 4  | 1  | 18    |
| <b>Pupils who have an EHCP</b>            | 0         | 1  | 1  | 0  | 2  | 0  | 3  | 7     |
| <b>Pupils awaiting outcome of an EHCP</b> | 0         | 0  | 1  | 0  | 0  | 0  | 0  | 1     |

### Current Provision

At Denver VC Primary School we currently provide additional and/or different provision for a range of needs, including:

- Speech, language, communication and interaction needs
- ASD (Autism Spectrum Disorder)
- ADHD (Attention Deficit Hyperactivity Disorder)
- Social, emotional and mental health difficulties
- Cognition and learning, including Specific Learning Difficulties such as Dyslexia and Dyspraxia

Some children may have a specific medical need, although this does not necessarily mean that they have SEND.

### Assessing a Child’s Needs

Class teachers, support staff, parents/carers and, of course, children themselves, may be the first to notice a difficulty with learning. At this point, the SENDCo will explore these barriers to learning using a range of assessments to gain a better understanding of a child’s abilities and needs, depending on the child’s age and understanding. The assessments we use in school include:

- Reception Baseline Assessment

- Little Wandle Letters and Sounds Phonics assessments
- Salford reading test
- NGRT (New Group Reading Test) reading test
- Blackwell spelling test
- Power Maths assessments
- NFER (National Foundation for Educational Research) assessments for maths, reading and SPaG (years 3-5)
- SATs assessments (Y2 and Y6)
- YARC (York Assessment of Reading and Comprehension)

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments (including termly formal assessments) of progress for all children 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 child is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

When a child is recognised as needing special educational provision, a support plan will be implemented in consultation with both the child and their parents/carers. Those learners will be categorised as requiring SEN Support and will be placed on the school's SEND register. Pupil progress meetings to discuss assessment data and progress towards objectives take place termly and all support plans are reviewed and updated each term.

### **How we Support Learners with SEND**

We aim to provide high quality first teaching in every year group which is properly differentiated for the needs of all children and monitored by the Headteacher. This is the first step in responding to possible special educational needs.

For those with a recognised SEND, the provision will be different from or additional to the normal classroom differentiation.

Every teacher is trained to adapt their classroom, teaching and resources to help children with SEND make the best progress they can. Lessons are planned, structured and delivered and differentiated to meet the needs of all learners and are fully inclusive to those with SEND.

The SENDCo supports staff by providing advice and training opportunities. Regular monitoring identifies teachers who may need more help supporting SEND children in their class. Additional support is offered through training, sharing good practice and inviting in outside professionals.

The Teacher Standards 2012 detail the expectations of all teachers for supporting children with SEND. The Teacher Standards are available [here](#).

Teachers may use a variety of strategies to adapt the curriculum and learning environment to help learners with SEND join in.

These might include:

- writing frames
- visual timetables to aid with transitions
- predictable starts and ends to activities
- overlearning
- breaking down instructions
- reiterating instructions to check understanding
- checking in to ensure engagement in learning
- careful grouping of children
- peer support
- chunking tasks
- key adults
- using overlays
- i-pads, laptops and other recording systems
- peer buddy systems
- positive reward systems
- use of overlays
- making written information more accessible through coloured paper, large text etc.

Learning for children with SEND is often supported by additional adults (Teaching and Learning Support Assistants).

Classroom organisation, changes to teaching and learning arrangements and exam access arrangements are also ways in which the curriculum is adapted for learners with SEND.

Technology is often used to help the curriculum more accessible for children with SEND, for example through the use of laptops with SEND specific software and text-to-speech software.

We provide the following interventions to support cognition and learning:

- Precision Teaching
- Colourful Semantics
- Onset and Rime
- Little Wandle Letters and Sounds Catch up
- Catch Up Literacy
- Reading Fluency

We provide the following interventions to support communication and interaction:

- Lego Therapy
- Social Stories
- Socially Speaking
- Speech and Language Therapy (SALT)
- Attention Autism
- Blank Levels

The following strategies/interventions are used to support social emotional and mental health:

- Wellbeing Gardening
- Zones of Regulation Curriculum
- Yoga
- Mindfulness Activities
- Nurture Groups
- PATHS
- Talk and Toast
- Desty
- Working on Worries

Interventions to support physical/sensory needs include:

- Sensory Circuits
- Sensory Diets
- Movement Breaks

The physical learning environment will be adapted for those children who need it. This includes different seating arrangements, signage, ramps, accessible and adapted toilets, access to quiet spaces. Sometimes children may visit other parts of the school away from their own classroom to access outside learning or ICT equipment. Children may also have timetable variations and time to transition between different lessons and activities.

The curriculum is also adapted for pupils who have ongoing medical or health needs to ensure that learning is accessible to all. Curriculum plans and lessons are adapted and tailored to the needs of individual children. When a child cannot attend due to an ongoing

medical or health need, we work with both the child and the parents/carers to devise an individual plan, which may include remote learning tasks.

The school's policy for supporting children with medical needs can be found [here](#).

We use the Bell Foundation resources to support SEND learners with English as an Additional Language (EAL). More information can be found [here](#).

The type of support offered to any children with SEND is dependent on the individual's needs. The support is recorded on a whole school Graduated Provision Map. The school's Graduated Provision Map does not detail the individual learner names, but describes the support and interventions we offer at Denver VC Primary for our learners with SEND. This Graduated Provision Map changes every year as our learners and their needs change. Our provision map can be found [here](#).

Our provision map is shared with our Governors. It is their role to ensure that it is making a difference to the progress of our children with SEND.

Parent and carers are informed of the interventions and support their child is receiving, including progress and attainment, through their individual support plan. These support plans are reviewed termly.

We measure and assess the progress of pupils with SEND through whole school tracking grids, Analyse School Performance and the IDSR (Information Data Summary Report). This data helps us to evaluate how well we are supporting the progress of pupils with SEND in comparison to other schools (locally and nationally) and how we can improve future provision.

## Reviewing and Monitoring Progress

When a support plan is implemented, this will be monitored, reviewed and revised in consultation with parents/carers. We follow the graduated approach: **assess, plan, do** and **review**.



The SENDCo, class teacher, parent/carer and learner will discuss the type of support needed when a support plan is written. The progress expected following any intervention will be discussed and agreed. Children's levels are recorded before and after interventions to see if the extra support has made a difference to their learning or need.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

An INDES (Identification of Needs Descriptor in Educational Settings) form will also be completed (and will be reviewed annually). INDES are a framework of standardised terms, co-produced and facilitated by Norfolk's Inclusion and SEND team, breaking down the broad areas of SEND into seven specific sections which describe need:

- Physical disability (including physical and neurological impairment, medical, independence and sensory)
- Deafness
- Visual impairment
- Speech and language
- Social communication and interaction
- Social, emotional and mental health
- Learning and cognition difficulties (including behaviour for learning)

When identifying a child or young person's needs as part of the assess, plan, do, review process, we use statements within the above that best describe presentation of need from typically developing to complex.

The use of INDES means educational settings and all other SEND professionals in Norfolk use a common language and terms of reference which give an "at-a-glance" high context presentation of need.

Information about the INDES can be found [here](#).

Children, parents/carers, teachers and support staff are directly involved in reviewing the effectiveness of the support and interventions and their impact on the child's progress. Progress is formally reviewed on a termly basis and recorded on the support plan. Often interventions are successful in ensuring that the child is making appropriate progress, however if this is unsuccessful, we will seek advice from relevant outside agencies and integrate more specialised interventions recommended to us. The child will be central to developing and understanding their plan, as appropriate for their age.

Where a child's needs require additional support beyond what is usually available and funded within the school's existing budget, the school may apply for an Education and Healthcare Plan (EHCP). Sometimes, this is already in place when a child reaches statutory school age.

Initially, an Education Health and Care (EHC) needs assessment will be submitted. For this to happen, two cycles of the Assess, Plan Do and Review should have been completed. An EHC needs assessment can be requested by school or parents/carers.

Following an EHC needs assessment, a decision will be made to make an EHC plan (EHCP). Feedback is provided to parents/carers about the decision made with the right to appeal.

An EHC plan outlines that the provision required by the child is more than, and different to, the provision that is usually available. The Local Authority expect mainstream places of learning to meet needs with the additional resources and support that the EHC plan identifies, and the use of reasonable adjustments.

If a child has an Education Health and Care Plan (EHCP), this is formally reviewed annually, as well as through the termly support plan reviews. Pupils and their families are at the heart of these reviews and their views are always captured.

More information about EHC Plans can be found [here](#).

### **Funding for SEND**

Denver VC Primary receives funding directly to the school from the Local Authority to support the needs of learners with SEND. The amount provided is called the SEN memorandum. In 2025/26 our SEND budget is £55,516. Our SEN Budget Share can be found [here](#).

The Graduated Provision Map for this current academic year, 2025/26 can be found [here](#).

All pupils with SEND will have access to additional support from the school's budget and core funding (elements 1 and 2), which will be used to provide additional equipment, facilities and support. The allocation of these additional resources is prioritised according to need.

Additional funding (Element 3 Funding), sometimes referred to as 'top-up' funding, is the funding required over and above the core funding (elements 1 and 2) that a school receives to enable a pupil with high needs to participate in education and learning.

Through a Graduated Provision Map (GPM), schools are asked to identify provision across three categories: Universal provision (available to all as needed, i.e. ordinarily available provision), Targeted provision (small group interventions and the support that would be expected to be funded from Element 2 funding either for children and young people identified as having SEN support needs or with an EHCP) and Enhanced provision (bespoke provisions for a small number of children and young people with the highest levels of SEN).

The Local Authority uses a relationships-based approach with schools that links needs assessment (Identification of Needs Descriptors in Education Settings, INDES), the school's Graduated Provision Map (GPM), self-evaluation of a setting's preparedness to meet need (Inclusion and Provision Self-Evaluation Framework, IPSEF), and 'assess, plan, do, review' approach to child-level provision. Funding is considered for the whole school, considering particular cohorts and individuals within the school, to ensure that schools are adequately and appropriately funded to meet the needs of children with high-level SEND.

The school will work with parents at all times to make the most appropriate use of funding and seek further support if necessary.

For 2025/26 we will receive an additional £54,633 in additional Element 3 funding.

In the year 2024/25, additional Element 3 funding was used to provide 1:1 support for individual children and support for small groups, to lead Attention Autism interventions, to run the Reading Fluency Project, to provide SEMH support, provide 1:1 support and to access STEPS training.

In this academic year, 2025/26, additional Element 3 funding will be used to fund Colourful Semantics interventions, 1:1 support for individual children, small group support, support from Dyslexia Outreach, Attention Autism interventions, Sensory Circuits, STEPS training and development of a sensory room.

### **Pupil Engagement**

Each child with SEND has a one-page profile which helps all staff to gain an understanding of their needs. These are updated regularly.

We encourage children with SEND to give their views and be involved in making decisions about their support by gathering their pupil voice when reviewing termly support plans. Children's views are always gathered in EHCP applications and annual review meetings.

Children are also encouraged to give their views through questionnaires, surveys and through the School Council.

Children with SEND are made aware of opportunities to participate in groups and organisations outside of school and are encouraged to access these. These include the local Youth Club, The Workshop, Swan Youth Project and the SEND Youth Forum.

### **Staff Training and Continuous Professional Development**

Staff have experience of many different types of SEND and ongoing professional development occurs for all staff in school to ensure knowledge and understanding of how we can best support our SEND learners. Staff also attend training to meet the needs of individual pupils within the school. Training is provided when appropriate and as resources allow. Recent staff training includes:

- ASD (Autistic Spectrum Disorder)
- Speech and Language courses
- Social Stories
- Lego Therapy
- NAP (Norfolk Assessment Pathway) training
- Access Through Technology training
- Dyslexia Outreach
- Little Wandle Letters and Sounds Revised
- STEP On

- Step Up
- Mental Health Champion
- Mental Health Lead
- Blank Levels
- Attention Autism
- PATHS
- Trauma Informed Practice
- Engagement Model

Agencies commissioned to provide specialist expertise in school include SALT (Speech and Language Therapists), EPSS (Education Psychology and Support Service) and the Schools and Community Team.

Training for this academic year includes:

| <b>Training</b>                            | <b>Provider</b> | <b>Date</b>   |
|--|-----------------|---------------|
| Trauma Informed Practice                   | Virtual School  | October 2025  |
| Engagement Model                           | Norfolk LA      | October 2025  |
| SALT Vocabulary Training                   | SALT Therapist  | October 2025  |
| SEND Forum                                 | Norfolk LA      | Termly        |
| Norfolk STEP On Lead Professional Training | Norfolk LA      | November 2025 |
| Norfolk STEP Up Lead Professional Training | Norfolk LA      | November 2025 |

The SENDCo regularly attends briefings from County, SEND Forums, the Essential SENDCo Network, Cluster SENDCo and TAS (Team Around School) meetings.

The SENDCo also regularly attends Communication Hub training events.

### **Learning Opportunities for Children with SEND**

All children should have the same opportunity to take part in learning and extra-curricular activities at Denver VC Primary School. We ensure that children with SEND have the same opportunities as other children and take their needs into account when planning school visits, clubs and special events. No child is ever excluded from taking part in these activities because of their SEN or disability.

Adaptations to the physical environment, the use of specialist equipment, support for learners and therapies such as speech and language therapy are all used to ensure that pupils with SEND can engage in all activities.

We are committed to making reasonable adjustments to ensure participation for all our children to let their light shine. If you have any specific concerns or requirements, please contact Mrs Jones, the SENDCo.

Our accessibility policy and plan can be found [here](#).

## **Supporting Emotional and Social development**

We understand that in order to make good progress children need to be happy, secure and ready to learn and try to ensure that the ethos of the school supports this. Staff have been trained in aspects of emotional development and where children need help with areas of social or emotional development, TAs are allocated to support them, and special interventions may be implemented.

All children are taught regularly about tolerance, respecting difference and bullying through our RSHE curriculum and in whole school collective worship.

In school, we follow PATHS, an evidence-based social and emotional literacy programme which supports children to develop social and emotional skills (self-awareness, self-management, social awareness, responsible decision making and relationship skills).

We teach relaxation techniques through yoga and mindfulness activities. Yoga is also taught as part of our Get Set for PE curriculum.

Where needed, we also access expert advice and support through Just One Norfolk, GPs and the Swan Youth Project.

Mrs Louise Jones is our Senior Mental Health Lead. If you would like to speak to her, please arrange an appointment through the school office on 01366 383272 or [office@denver.norfolk.sch.uk](mailto:office@denver.norfolk.sch.uk)

Mrs Louise Jones and Mr Ashley Cawley are both Mental Health Champions. If you would like to speak to either of them, please contact the school office on 01366 383272 or [office@denver.norfolk.sch.uk](mailto:office@denver.norfolk.sch.uk)

Our staff receive training to support children's social, emotional and mental health, including:

- Attachment and trauma
- Emotionally Disturbed Children
- Mental Health Champion qualification
- Senior Mental Health Lead qualification
- RSHE (Relationship, Sex and Health Education) curriculum
- Emotionally Based School Avoidance
- PATHS

## **Working with Outside Agencies**

Specialist expertise to support our children with SEND is secured when necessary. We

work closely with the following agencies and will continue to do so this year:

- Educational Psychology and Specialist Support team (EPSS)
- Educational Psychologists and Specialist Support Teachers
- Schools and Community Team (SACT)
- Speech and Language Therapists (SALT)
- Virtual School for SEND
- Virtual School for Looked After Children
- Norfolk SEND and Inclusion Team
- Occupational Therapists
- CAMHS (Children and Adolescent Mental Health Services)
- Supporting Smiles
- Just One Norfolk
- Family Action
- ASD Team (Autistic Spectrum Disorder)
- Core Consultation Meetings
- Virtual School
- Dyslexia Outreach
- Access Through Technology
- Specialist Resource Bases
- Young Carers
- Swan Youth Project

### **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. For a child planning to start at our school we:

- Invite parents to visit our school with their child to have a look around and speak to school staff
- Arrange additional visits as needed
- The SENDCo will attend any Annual Reviews of children transferring from nursery/pre-school settings and attend transition meetings
- Contact transferring schools to arrange for the transfer of information as soon as possible
- Arrange visits to existing settings by staff and/or the SENDCo
- If other professionals are involved with the child, a meeting of professionals may be held to discuss the child's needs
- Assess the child's levels of attainment as soon as possible on their arrival at our school and plan accordingly
- Monitor the child closely and discuss any additional support with parents, the class teacher and relevant professionals

## **Moving On**

We recognise that 'moving on' can be difficult for a child with SEND and take steps to make any transition, whether it be to a new class, having a new teacher or moving to another school, as smooth as possible. We work in partnership with children, families and external providers to plan for and provide positive transitions for our children with SEND.

Moving classes will be discussed with children and parents at support plan reviews in the spring and summer term. We ensure that all review meetings are child-centred and listen to the voice of the child.

We have 'move up' afternoons where children visit their new classes for several sessions at the end of the term prior to transition. These sessions are an opportunity for children to meet their new teacher and other adults who will be working with them.

When new children with SEND join us, we create a one-page profile for them which helps all staff to gain an understanding of their needs. We will identify a trusted adult for the child who will help them to settle in.

For our older children, our one-page profiles also include a section on future goals and preparing for future learning and adult life.

For those moving to secondary education, we contact the new school's SENDCo to discuss any special arrangements or support that need to be made for your child. We make sure that all records are passed on as soon as possible and within required time frames. Extra visits may be arranged according to the needs of your child. All children transferring to secondary school receive some form of appropriate transition before the end of the summer term in Year 6. Last year, transition support was provided by the Swan Youth Project and the Schools and Community Team.

In Year 5, children with EHCPs will have a transition review of their progress which provides an opportunity to discuss appropriate secondary school options. In Year 6, we communicate with the SENDCos from our feeder high schools and invite them to annual EHCP review meetings.

We review our transition processes by gaining views from children and parents/carers through surveys, questionnaires and feedback from SEND coffee mornings.

## **Parental Engagement**

At Denver VC Primary, we welcome everyone's help in shaping and developing our provision for all our learners to ensure that they all can let their light shine.

We encourage positive communication with our parents/carers of children with SEND. Parents/carers can communicate with teachers and the SENDCo on a day-to-day basis through informal conversations or email. They are also invited to give their views and

opinions in termly support plans, review meetings, parent consultation evenings and in some cases home-school communication books.

Our school website has a SEND page to support parents/carers and signpost them to a range of useful resources and websites. This can be accessed [here](#).

Parents/carers of children with SEND are also invited to attend a termly SEND coffee morning.

Views and suggestions from parents and carers are used to inform the review and development of school policies. We also encourage parents to join our Governing Body to help guide the strategic direction of the school.

### **Support for Parents**

Norfolk SENDIASS (SEND Partnership Information, Advice and Support Service) provides free and impartial information, advice and support about special educational needs and disabilities (SEND) for children, young people, parents and carers. Information about Norfolk SENDIASS can be found at:

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



They can also be contacted by telephone on 01603 704070 or by email at [norfolksendiass@norfolk.gov.uk](mailto:norfolksendiass@norfolk.gov.uk)

The Norfolk SENDIASS produce a monthly e-newsletter giving regular updates on training, news, articles and information on how they are supporting children and young people with SEND and their parents/carers in Norfolk. If you would like to access the e-newsletters, please use the following link:

[Newsletters | Norfolk SENDIASS](#)

### **Local Offer**

The Norfolk Local Offer brings together information that is helpful to children and young

people with special educational needs and/or disabilities (SEND) and their families. It is intended to make it easier to find information about the support and services available in Norfolk. Information on Norfolk's Local Offer can be found on the following website:

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



### **SEND and Inclusion Line**

If you have a question about anything related to SEND, you can contact the SEND and Inclusion Line on **0333 313 7165**. This phone line is open Monday to Friday, 9am-5pm, excluding bank holidays.

### **Evaluating the Effectiveness of our Provision**

Senior Leaders in school closely monitor outcomes for all children and for those with SEND. School data is scrutinised and areas for staff development are identified.

We evaluate the effectiveness of provision for children with SEND by:

- Reviewing pupils' individual progress
- Analysing data for children with SEND
- Using Analyse School Performance (ASP)
- Comparing progress for children with SEND to other schools, both locally and nationally
- Reviewing Support Plans
- Reviewing the impact of interventions
- Monitoring by the SENDCo
- SEND monitoring reports to the Governing Body
- Using provision maps to measure progress
- Holding annual reviews for children with EHC plans
- Consulting with children and parents/carers

### **Complaints**

If you have a concern about your child or the school's provision for their special educational need, you should speak to the school's SENDCo, Mrs Louise Jones, who is also

the Headteacher. Usually this will be sufficient in solving any problems. The school's complaints procedure is also available on our school website [Complaints Procedure](#).

Mrs Louise Jones can be contacted on 01366 383272 or [office@denver.norfolk.sch.uk](mailto:office@denver.norfolk.sch.uk)

You can also contact our SEND Governor, Mrs Janet Wilde, at [jwilde@denver.norfolk.sch.uk](mailto:jwilde@denver.norfolk.sch.uk)

## **Review**

This SEN Information Report was updated in September 2025 and will be reviewed by the SENDCo, Louise Jones, and updated regularly, at least annually.

## **Have your say**

At Denver VC Primary, we welcome everyone's help in developing our provision for all of our learners to ensure that they all can **let their light shine**. We welcome your involvement in the process for next year's SEN Information Report. Come and help us make a difference for your child and others.

## **Useful Links**

### **Local Links**

[Just One Norfolk](#) – Health Advice and Support for Children in Norfolk

[Virtual school for looked after and previously looked after children - Norfolk County Council](#)

[Virtual School Sensory Support - Norfolk County Council](#)

[Educational Psychology & Specialist Support](#)

[Swan Youth Project](#) – Provides support for young people in Downham Market

[Nelson's Journey](#) – Child bereavement help for families in Norfolk

[adhdnorfolk.org.uk](http://adhdnorfolk.org.uk) - supports families, schools and other organisations to improve the lives of those with Attention Deficit Hyperactivity Disorder (ADHD) & Autism Spectrum Disorder (ASD)

[Carers Matter Norfolk](#) – support for young carers in Norfolk

[benjaminfoundation](#) - supports children, young people and families to overcome big big

challenges

[Mancroft Advice Project](#) - provides information, advice, advocacy and support for young people aged 11-25 across Norfolk

[Short Breaks - Norfolk County Council](#) - provides information short breaks for children and young people aged 5-17 with disabilities

[Early help in Norfolk - Norfolk County Council](#) - provides support for families experiencing difficulties in Norfolk

[ASD Helping Hands](#) – support for autistic children and adults

### **Useful SEND Websites**

[www.ipsea.org.uk](http://www.ipsea.org.uk) – A useful site for free, legally based Special Education advice

[www.autism.org.uk](http://www.autism.org.uk) – The National Autistic Society website, the main UK charity for supporting people with ASD and their families (contains lots of useful advice and resources)

[www.attentionautism.com](http://www.attentionautism.com) – For more information on Attention Autism and how you can support your child to develop attention and turn-taking skills

[www.special-needs-kids.co.uk](http://www.special-needs-kids.co.uk) – An information directory for parents and carers

[www.iassnetwork.co.uk](http://www.iassnetwork.co.uk) – Advice and support for parents of children with SEN

[www.autismuk.com](http://www.autismuk.com) – Lots of information on ASD

[www.autismspeaks.org](http://www.autismspeaks.org) – A comprehensive site, with a useful resource library

<http://www.ican.org.uk> - I CAN is the charity that helps children with speech and language difficulties across the UK. The charity works to create a society where their special needs are recognised, understood and met, so that they have the same opportunities in life as other children

<http://hypermobility.org/about-us> - Hypermobility Syndrome Association provides specific information for children and their parents to help families who often just don't know where to turn

<http://www.bdadyslexia.org.uk> - The BDA is the voice of dyslexic people

<https://www.specialneedsjungle.com> - Special Needs Jungle provides parent-centred information, news, special needs resources and informed opinion about *SEND*

<https://www.sendgateway.org.uk> - The home of Whole School *SEND* - hosted by nasen

