



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.

Formally adopted by the Governing Board of:	Denver VC Primary School
On:	12th October 2026
Chair of Governors:	Carole Reich
Last updated:	29th September 2025

Welcome to our SEN Information Report for 2026/27

At Denver VC Primary School, we believe that every child is unique and should have the opportunity to flourish, achieve success and "Let their light shine" (Matthew 5:16). Our Christian vision reminds us that every child is valued and deserves to feel happy, safe and supported throughout their time with us.

We are committed to creating an inclusive school where all children can participate fully in school life, make good progress and develop the confidence and skills they need for the future. This includes children with Special Educational Needs and Disabilities (SEND).

This report explains:

- How we identify SEND
- How we support children with SEND
- How we work with families
- How we monitor progress
- Where you can find additional help and advice

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](#).

If you have any concerns about your child, please contact us. We are always happy to listen and work in partnership with families.

Who can I talk to about SEND?

Our **SENDCo (Special Educational Needs and Disabilities Coordinator)** is **Mrs Louise Jones**, who is also our Headteacher. She achieved the National Award for SEN Coordination in 2018. Parents are welcome to contact Mrs Jones through the school office to discuss any concerns about their child.



Contact details:

Mrs Louise Jones

SENDCo and Headteacher

☎ 01366 383272

✉ office@denver.norfolk.sch.uk

Our **SENDCo Assistant** is **Mrs Lorraine Wright**. She achieved her NPQ SENCo award in 2026. Parents are welcome to contact Mrs Wright to discuss any matters regarding to SEND.



Contact details:

Mrs Lorraine Wright

Assistant SENDCo

☎ 01366 383272

✉ sendco-assist@denver.norfolk.sch.uk

We believe that working closely with families is one of the most important ways we can support children successfully

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 Emotional Literacy Support Assistant (ELSA) is **Mrs Rachel Blount**

Our SEND promise

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)



At Denver VC Primary School, we believe that every child is special, valued and capable of success. We are committed to creating an inclusive environment where all children feel safe, supported and able to thrive.

We are committed to:

- Knowing every child as an individual
- Identifying needs as early as possible
- Working closely with families and listening to their views
- Providing high-quality teaching and support
- Celebrating strengths, achievements and progress
- Helping children develop confidence, independence and resilience
- Ensuring every child has the opportunity to **let their light shine**

We understand that children can face challenges in learning for many different reasons. For example, they may have missed schooling, attended several schools, be learning English as an additional language, or be experiencing worries or difficulties that affect their learning.

Not all children who need additional support have SEND. However, when a child has a learning difficulty or disability that requires provision that is different from, or additional to, what is ordinarily available, they may be identified as having SEND.

Some children join us with their needs already identified, while for others these needs may become apparent during their time at school. We recognise that every child develops at their own pace and that some needs can take time to emerge.

We strive to create a school where every child can participate fully in learning and school life, regardless of their background, experiences or needs. We value high-quality teaching for all children and are committed to ensuring that pupils with SEND can access a broad, balanced and ambitious curriculum.

Our learning environment is flexible and responsive to individual needs, enabling children to feel supported, make progress and reach their full potential. We work hard to identify, assess, support and monitor special educational needs so that every child receives the help they need to succeed both academically and personally.

Through our Christian vision, we aim to nurture the whole child and ensure that every member of our school community feels valued, included and able to flourish.

What is SEND?

A child may be identified as having SEND if they need support that is different from, or additional to, that normally available for children of the same age. The 2014 Code of Practice [SEND Code of Practice](#) breaks down SEND into four broad areas:

Communication and Interaction

For example:

- Speech and language difficulties.
- Autism.

Cognition and Learning

For example:

- Dyslexia.
- Difficulties with reading, writing or maths.

Social, Emotional and Mental Health

For example:

- Anxiety.
- Difficulty regulating emotions.
- Attention difficulties.

Sensory and Physical Needs

For example:

- Hearing or visual impairment.
- Physical disabilities

Our SEND profile

We currently have 28 children (25%) 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 112 pupils	10.7%
Cognition and Learning	11 out of 112 pupils	9.8%
Social, emotional and mental health difficulties	5 out of 112 pupils	4.5%
Sensory and/or physical needs	0 out of 112 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 currently have **21 children at SEN Support** and **7 children with an Education, Health and Care Plan (EHCP)**.

	Reception	Y1	Y2	Y3	Y4	Y5	Y6	Total
Pupils identified as SEN Support	2	1	5	4	2	2	5	21
Pupils who have an EHCP	0	1	0	2	2	2	0	7
Pupils awaiting outcome of an EHCP	0	1	0	0	0	0	0	0

This table compares our school SEND with national figures

	Nationally	Denver
Pupils with SEND		25.0%
Pupils at SEN Support	14.8%	19.0%
Pupils with an EHCP	6.0%	6.3%

(Data published by the DfE in June 2026)

How do we assess a child's needs?

At Denver VC Primary School, we know that every child is unique and develops at their own pace. Sometimes parents, teachers, support staff or children themselves may notice that a child is finding learning, communication, social situations or emotional wellbeing more challenging than expected.

If concerns arise, we will work together to build a clear picture of your child's strengths, needs and the support that may help them succeed.

To help us understand a child's needs, we use a range of information, including:

- Discussions with parents and carers
- Teacher observations and classroom assessments
- Information from previous schools or nurseries
- The child's own views and experiences
- Advice from health and other professionals where appropriate

We also use a range of assessments in reading, writing, maths, phonics and language development, including:

- 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)
- Wellcomm (Speech and Language Screen)

All children are assessed regularly throughout their time at school. We carefully monitor their progress and may investigate further if a child:

- Is making slower progress than expected
- Is finding it difficult to keep up with learning despite support
- Is not making the progress we would normally expect from their starting point
- Is experiencing difficulties with communication, social interaction, emotional wellbeing or independence

We also recognise that some children may need support in areas beyond academic learning, such as social skills, emotional regulation, confidence, resilience or managing friendships.

It is important to understand that slower progress does not automatically mean that a child has SEND. There can be many reasons why a child may need additional support at different points in their education.

If we feel that a child may need SEND Support, we will always discuss this with parents and carers and seek the child's views wherever possible. Together, we will consider:

- What is working well
- Any barriers to learning
- The outcomes we would like your child to achieve
- The support that may help them be successful

This support may be provided through adaptations to classroom teaching, targeted interventions, additional resources or specialist advice.

If a child requires SEND Support, they will be added to the school's SEND Register and a SEND Support Plan will be created in partnership with parents and carers. The plan will include:

- Your child's strengths and interests
- Areas where they need support
- Agreed outcomes and targets
- The support and strategies that will be provided
- How progress will be monitored and reviewed

SEND Support Plans are reviewed termly with parents, carers, staff and, where appropriate, the child. These reviews help us to celebrate successes, monitor progress and ensure that the support in place continues to meet your child's needs.

Our aim is to identify needs early, provide the right support at the right time, and work closely with families to help every child thrive and **let their light shine**.

How do we understand a child's needs?

As part of the identification process, we use the Norfolk **Identification of Needs Descriptors in Educational Settings (INDES)**. This helps schools and professionals across Norfolk use a consistent approach when identifying and describing children's needs.

INDES looks at seven broad areas:

- Physical and sensory needs.
- Hearing impairment.
- Visual impairment.
- Speech and language needs.
- Social communication and interaction.
- Social, emotional and mental health.
- Learning and cognition.

Using this shared framework helps us to clearly identify needs, monitor progress and ensure children receive the right support.

What support do we offer children with SEND?

At Denver VC Primary School, we believe that the best way to support children with SEND is through **high-quality teaching in every classroom**. Our teachers have high expectations for all children and adapt lessons so that every child can learn, participate and achieve success.

Every teacher is responsible for supporting the children in their class, including those with SEND. Teachers work closely with the SENDCo and support staff to ensure that children receive the right support at the right time.

No two children are the same, so the support we provide is tailored to each child's individual needs.

Support in the Classroom

Teachers use a range of strategies to help children access learning and make progress. These may include:

- Visual timetables and picture prompts
- Breaking learning into smaller, manageable steps
- Repeating and clarifying instructions
- Providing additional examples and practice opportunities
- Using writing frames and vocabulary support
- Adapting resources and learning tasks
- Strategic seating arrangements.
- Peer support and buddy systems.
- Positive reward systems.
- Assistive technology such as laptops, iPads and text-to-speech software.
- Coloured paper, enlarged text or other adaptations to improve accessibility.

Many children with SEND are also supported by Teaching and Learning Support Assistants, either within the classroom or through targeted interventions.

Additional Support and Interventions

Some children may benefit from additional support alongside their classroom learning. The type of intervention offered will depend on the child's individual needs.

Support for Reading, Writing and Learning

Examples include:

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

Support for Communication and Interaction

Examples include:

- Speech and Language programmes
- Lego Therapy

- Social Stories
- Socially Speaking
- Attention Autism
- Blank Levels

Support for Emotional Wellbeing and Mental Health

Examples include:

- ELSA (Emotional Literacy Support Assistant)
- Zones of Regulation
- Wellbeing Gardening
- Nurture Groups
- Talk and Toast
- PATHS
- Yoga and Mindfulness

Support for Physical and Sensory Needs

Examples include:

- Sensory Circuits
- Sensory Diets
- Movement Breaks
- Access to our Sensory Room

Adapting the Environment

We aim to remove barriers to learning wherever possible. This may include:

- Providing access to quiet working spaces.
- Alternative seating arrangements.
- Accessible facilities and toilets.
- Additional time for transitions between activities.
- Adapted timetables where appropriate.
- Access to specialist equipment and technology.

Supporting Children with Medical Needs

We work closely with families to ensure that children with medical or health needs can fully access school life and learning. Where necessary, individual plans are created to support attendance, participation and learning. This may occasionally include remote learning arrangements.

How do we support wellbeing and mental health?

At Denver VC Primary School, we know that children learn best when they feel happy, safe and understood. We place a strong emphasis on emotional wellbeing and helping children develop confidence, resilience and positive relationships.

Zones of Regulation

All children are taught the **Zones of Regulation** curriculum. This whole-school approach helps children understand their emotions and learn strategies to manage them successfully.

Children learn to:

- Recognise their feelings.
- Understand how emotions affect learning and behaviour.

- Develop strategies to help themselves feel calm and ready to learn.
- Build confidence in talking about their emotions.

The Zones of Regulation approach is used consistently throughout the school and provides a common language for discussing emotions and wellbeing.

Emotional Literacy Support Assistant (ELSA)

We have a trained **ELSA (Emotional Literacy Support Assistant)** who provides targeted support for children experiencing social, emotional or mental health difficulties.

ELSA support may help children with:

- Anxiety and worries.
- Self-esteem and confidence.
- Friendships and social skills.
- Managing emotions.
- Bereavement.
- Family changes.
- Developing resilience.

Support may take place individually or in small groups and is carefully tailored to meet the needs of each child.

Our ELSA is Mrs Rachel Blount. She can be contacted via the school office on 01366 383272 or office@denver.norfolk.sch.uk

Mrs Paige Barrett is completing ELSA training this academic year.

Other Wellbeing Support

We also provide:

- Wellbeing Gardening
- Nurture Groups
- Talk and Toast
- Yoga and Mindfulness

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

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

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

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

- PATHS
- Zones of Regulation
- ELSA

How do we decide what support a child receives?

Support is always based on a child's individual needs and reviewed regularly. If we feel your child needs support, we will create a SEND Support Plan in partnership with you and your child. We follow a four-stage **Graduated Approach** process known as **Assess, Plan, Do, Review**:

- **Assess** – We identify your child's strengths, needs and any barriers to learning.
- **Plan** – We agree the support, strategies and outcomes we are aiming for.
- **Do** – The agreed support is put in place.
- **Review** – We evaluate whether the support is making a difference and decide on any next steps.



When a Support Plan is written, the SENDCo, class teacher, parents/carers and, where appropriate, the child will discuss the support needed and agree the outcomes we are working towards. Progress is monitored throughout the term and formally reviewed at least termly.

How do we know the support is working?

We work closely with children and their families to carefully monitor the progress, wellbeing and engagement of children with SEND. This includes:

- Reviewing individual progress and outcomes
- Monitoring support plans and interventions termly
- Collecting views from children and parents
- Assessing academic progress
- Tracking attendance and wellbeing
- Reviewing SEND provision with governors
- Comparing outcomes with local and national information

All staff working with your child will be made aware of the support in place and the strategies that help them to succeed.

By regularly reviewing and adapting support, we can ensure that every child receives the help they need to thrive, grow in confidence and **let their light shine**.

What happens if additional support is needed?

Most children make good progress through high-quality teaching and SEND Support. However, if a child continues to experience significant difficulties despite additional support, we may seek advice from specialist services or introduce more specialised interventions.

We work closely with:

- 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
- Swan Youth Project
- Young Carers

If a child's needs are significantly greater than can normally be supported through school resources, an Education, Health and Care Needs Assessment may be requested.

For a small number of children with more complex or long-term needs, an **Education, Health and Care Needs Assessment** may be requested. This can be requested by either the school or parents/carers.

If the Local Authority agrees that an assessment is needed, they will gather information from parents, the child, school and other professionals before deciding whether an **Education, Health and Care Plan (EHCP)** is required.

An EHCP is a legal document that describes a child's needs, outcomes and the additional support they require. It is intended for children whose needs cannot be met through the support normally available in school.

If your child has an EHCP:

- A formal Annual Review meeting will take place each year
- Progress and provision will continue to be reviewed termly through SEND Support Plan meetings
- Parents, carers and the child will be fully involved in the review process
- The child's views and aspirations will always be considered when planning future support

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

Our aim is to work in partnership with families to ensure that support is continually reviewed, adapted and improved so that every child can make progress, develop confidence and **let their light shine**.

Staff training and expertise

Supporting children with SEND is everyone's responsibility at Denver VC Primary School. Our team has experience supporting children with a variety of SEND needs, including autism, speech and language difficulties, dyslexia, social communication differences, and social, emotional and mental health needs. Staff regularly take part in training and professional development so that they can continue to develop their expertise, keep up to date with current best practice and provide the best possible support for every child.

Recent staff training has included:

- Autism Spectrum Disorder (ASD)
- Speech and Language Development
- Dyslexia Support
- Little Wandle Letters and Sounds Revised
- Attention Autism
- Lego Therapy
- Social Stories
- Blank Levels
- PATHS
- Trauma and Attachment
- STEPS Behaviour Support
- Mental Health Champion Training
- Access Through Technology
- ELSA
- Zones of Regulation
- Norfolk Assessment Pathway (NAP)
- Engagement Model
- Colourful Semantics

We also work closely with external specialists who provide advice, training and support when needed.

These include:

- Speech and Language Therapists (SALT)
- Educational Psychology and Specialist Support Service (EPSS)
- Schools and Community Team (SACT)
- Dyslexia Outreach
- Access Through Technology Services

Training for this academic year includes:

Training	Provider	Date
Trauma Informed Practice	Virtual School	October 2026

Colourful Semantics	SALT Therapist	October 2026
Vocabulary Training	SALT Therapist	November 2026
SEND Forum	Norfolk LA	Termly
Norfolk STEP On Lead Professional Training	Norfolk LA	November 2026
Norfolk STEP Up Lead Professional Training	Norfolk LA	November 2026
ELSA	Norfolk LA	Autumn term 2026
L5 Specialist TA in SEMH	Norfolk LA	2026/27
L4 SLCN	Norfolk LA	2026/27

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.

By investing in ongoing staff training and working closely with specialist professionals, we aim to ensure that every child receives the support they need to thrive, achieve success and **let their light shine**.

How do we work with children with SEND?

At Denver VC Primary School, we believe that children should be involved in decisions about their learning and support. We take time to listen to their views, understand what is important to them and help them develop confidence, independence and self-advocacy skills.

Every child with SEND has a **one-page profile** which helps staff understand their strengths, interests, needs and the strategies that support them best. These profiles are updated regularly and shared with relevant members of staff.

We encourage children to have a voice in their education by:

- Sharing their views when their SEND Support Plan is reviewed
- Contributing to EHCP applications and Annual Review meetings where appropriate
- Taking part in pupil questionnaires and surveys
- Sharing their ideas through the School Council and other pupil leadership opportunities
- Discussing what is working well and what additional support may help them to succeed

We also help children and families to access support and opportunities beyond school. Where appropriate, children with SEND may be encouraged to take part in local groups and organisations such as the Youth Club, The Workshop, Swan Youth Project and the SEND Youth Forum.

By listening to children and working in partnership with them, we aim to ensure that every child feels valued, supported and able to **let their light shine**.

How do we work with parents?

Parents know their children best and are a vital part of the SEND process.

We work closely with families through:

- Daily conversations.
- Telephone calls and emails.
- Parent consultation evenings.
- Termly support plan reviews.
- Annual Review meetings for children with EHCPs.
- SEND Coffee Mornings.
- Home-school communication books where appropriate.

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](#).

We listen carefully to parents' views and involve them in decisions about support. We also encourage parents to join our Governing Body to help guide the strategic direction of the school.

How will we keep you informed about progress?

Children receiving SEND Support have an individual support plan.

These plans:

- Identify strengths and needs
- Set clear outcomes
- Outline support being provided
- Are reviewed termly with parents and carers

We follow the **Assess, Plan, Do, Review** process to ensure support is effective and adapted when necessary.

Support plans are reviewed termly and the views of children and parents gathered as part of this process.

How do we help children feel included?

At Denver VC Primary School, we believe that every child should have the same opportunities to learn, participate and succeed. We are committed to ensuring that children with SEND are fully included in all aspects of school life and are able to **let their light shine**.

Children with SEND are encouraged and supported to take part in:

- Classroom learning
- Educational visits and residential trips
- Extra-curricular clubs
- Sports activities and competitions
- Music lessons and performances
- School productions, celebrations and special events

No child is excluded from an activity because of their SEND or disability. We carefully consider each child's individual needs when planning learning opportunities, visits and events, and make reasonable adjustments wherever necessary.

Support may include:

- Adaptations to the learning environment
- Specialist equipment or technology
- Additional adult support
- Sensory resources
- Speech and language therapy programmes
- Individualised strategies recommended by external professionals

Our aim is to remove barriers to learning and participation so that every child can enjoy school, develop their talents and achieve their full potential.

If you have any questions about how we can support your child to access learning or extra-curricular activities, please contact **Mrs Louise Jones, SENDCo**, who will be happy to discuss your child's individual needs.

Further information can be found in our Accessibility Policy and Accessibility Plan which can be found [here](#).

How do we know our support is making a difference?

We regularly check that the support we provide is helping children to make progress, feel confident and achieve their full potential.

Children's progress is carefully monitored by class teachers, the SENDCo and school leaders. We look at how well children are doing academically, socially and emotionally, and use this information to plan next steps and make any changes that may be needed.

We evaluate the effectiveness of our SEND provision by:

- Monitoring each child's individual progress and achievements
- Reviewing SEND Support Plans and agreed outcomes every term
- Measuring the impact of interventions and additional support
- Listening to the views of children and their parents or carers
- Tracking attendance, wellbeing and engagement in learning
- Analysing assessment information and whole-school SEND data
- Comparing outcomes for pupils with SEND with local and national information
- Monitoring provision through the SENDCo and Senior Leadership Team
- Reviewing our Graduated Provision Map to ensure support meets children's needs
- Holding annual reviews for pupils with Education, Health and Care Plans (EHCPs)
- Reporting regularly to governors, who help monitor and challenge the effectiveness of our SEND provision

By working closely with children, families, staff and external agencies, we continually review and develop our provision to ensure that every child receives the support they need to thrive and *let their light shine*.

How is SEND funding used?

Denver VC Primary School receives funding from the Local Authority to help us support children with SEND. This funding is used to provide additional resources, specialist support, interventions and staff

training to help children access learning and make progress.

Some children with more complex needs may receive additional funding which allows us to provide more specialised support tailored to their individual needs.

We carefully plan how SEND funding is used and always aim to ensure that resources are directed to where they will have the greatest impact for children. Decisions are based on individual needs and are reviewed regularly.

SEND funding may be used to provide:

- Additional adult support for individual pupils or small groups
- Specialist interventions to support learning, communication and emotional wellbeing
- Specialist equipment, technology and resources
- Training for staff
- Advice and support from external professionals
- Adaptations to the learning environment
- Therapies and targeted provision to meet individual needs

Examples of support funded through our SEND budget include:

- One-to-one and small group support.
- Attention Autism interventions
- Reading Fluency and literacy interventions
- Colourful Semantics programmes
- Dyslexia Outreach support
- Sensory Circuits
- STEPS training and implementation
- Development of our Sensory Room
- Support for children's social, emotional and mental health

We work closely with parents, carers and external agencies to ensure that funding is used effectively and that children receive the support they need to thrive, achieve success and **let their light shine**.

Further information about the school's SEND funding and Graduated Provision Map can be found on our website.

What happens when a child starts our school?

We know that starting a new school can feel exciting but also a little worrying, especially for children with SEND and their families. We will work closely with you to make sure your child settles in happily and feels safe and supported.

When your child joins Denver VC Primary School, we may:

- Invite you and your child to visit the school and meet key staff.
- Arrange extra visits if these would help your child feel more confident.
- Speak to nursery, pre-school or previous school staff to learn about your child's strengths, interests and support needs.
- Meet with any professionals already involved with your child.

- Visit your child's current setting where appropriate.
- Ensure important information is shared with relevant staff before your child starts.
- Monitor your child's transition carefully and provide additional support if needed.

Our aim is for every child to feel welcomed, valued and ready to learn from their very first day.

How do we support transitions?

We understand that changes, such as moving to a new class, having a new teacher or transferring to secondary school, can sometimes feel challenging. We work closely with children and families to make these transitions as smooth and positive as possible.

To support transitions, we:

- Discuss upcoming changes with children and parents during support plan reviews.
- Listen carefully to children's views, concerns and aspirations
- Arrange 'Move Up' sessions where children can spend time in their new classroom and meet their new teacher
- Share important information with new staff so they understand how best to support your child
- Update one-page profiles so that staff are aware of your child's strengths, interests, needs and successful strategies
- Identify trusted adults who can provide reassurance and support during times of change

We work closely with secondary schools to ensure they understand your child's needs and the support that helps them succeed.

This may include:

- Meetings between SENDCos
- Sharing SEND records and support plans
- Additional visits to the new school
- Transition activities with secondary school staff and external agencies
- Involving secondary school staff in EHCP Annual Reviews where appropriate
-

Children with EHCPs begin planning for secondary school during Year 5. Throughout Year 6, we continue to work with families and the receiving school to ensure a successful transition.

We regularly ask children and parents for feedback so that we can continue to improve our transition arrangements and provide the best possible support.

Support for parents/carers

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

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.

Concerns and Complaints

At Denver VC Primary School, we value positive, open communication with parents and carers and encourage any concerns to be raised as early as possible. In most cases, concerns can be resolved quickly through discussion and partnership working.

If you have any concerns about your child's needs, progress or the support they are receiving, please speak to your child's class teacher in the first instance. You may also contact our SENDCo and Headteacher, **Mrs Louise Jones**, who will be happy to discuss your concerns and work with you to find a positive way forward.

If, after speaking with school staff, you feel that your concern has not been resolved, you may follow the

school's formal complaints procedure, which is available on our website.

Contact details:

Mrs Louise Jones

SENDCo and Headteacher

☎ 01366 383272

✉ office@denver.norfolk.sch.uk

You may also contact our SEND Governor, **Mrs Janet Wilde**, at:

✉ jwilde@denver.norfolk.sch.uk

We are committed to listening to the views of pupils and families and continually improving our provision to ensure that every child is fully supported and able to *let their light shine*.

Related policies

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

Review process

This SEN Information Report was updated in September 2026 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

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](#) - 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](#) – A useful site for free, legally based Special Education advice

[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](#) – 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](#) – An information directory for parents and carers

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

[www.autismuk.com](#) – Lots of information on ASD

[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