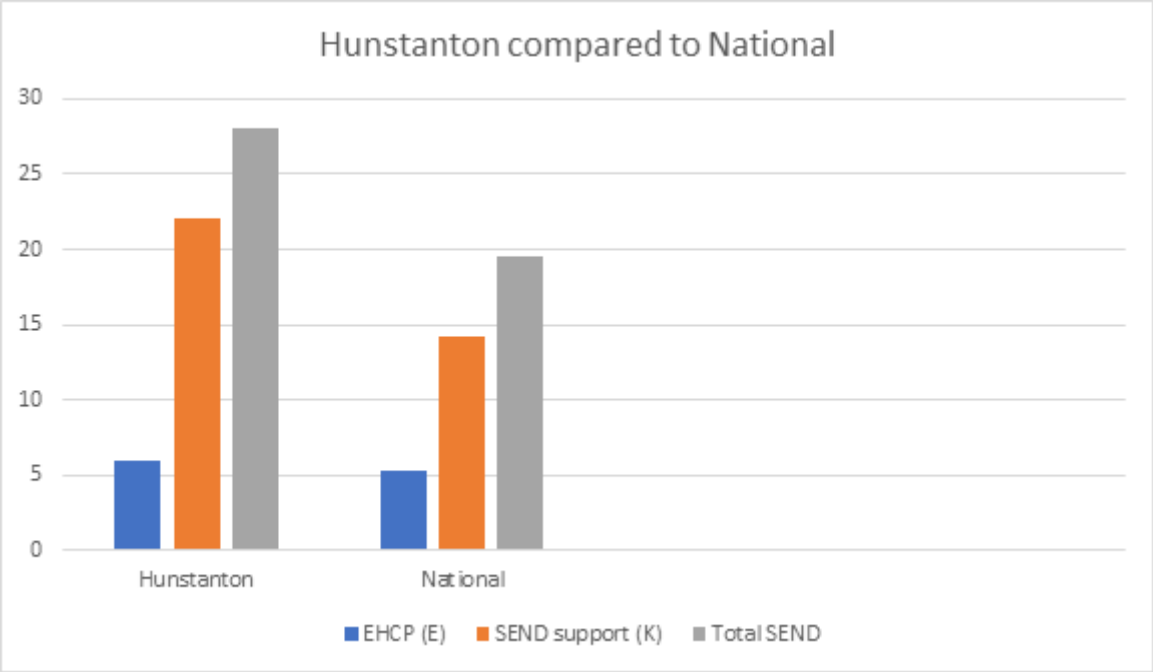
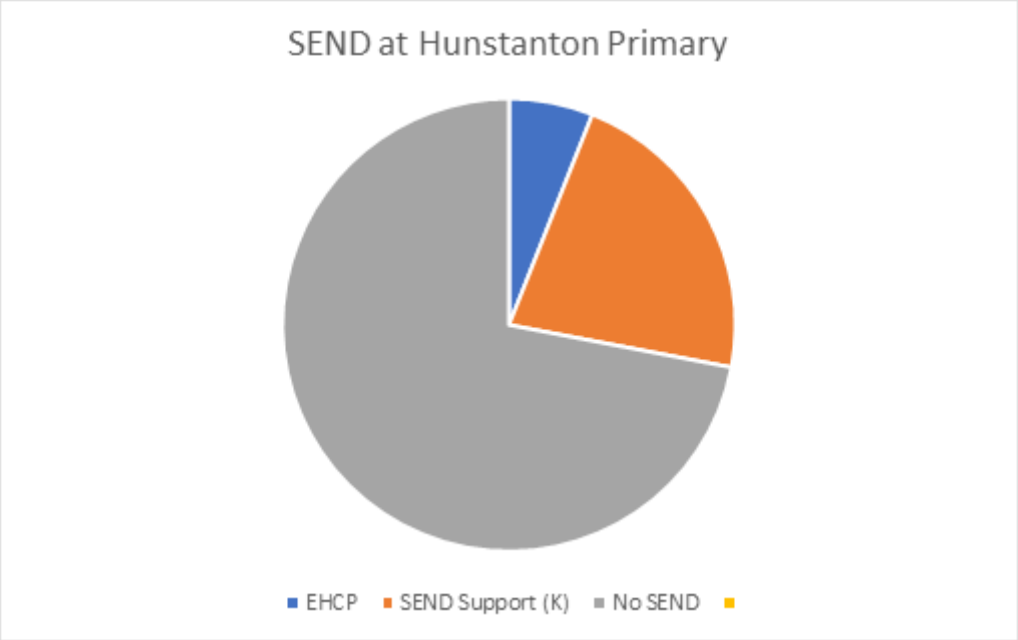
Special Educational Needs Information Report for Hunstanton Primary School
2025-26 (September 2025)
Part of The Norfolk Local Offer for learners with SEND

Our SEND Profile at the beginning of 2025-26 compared to National:

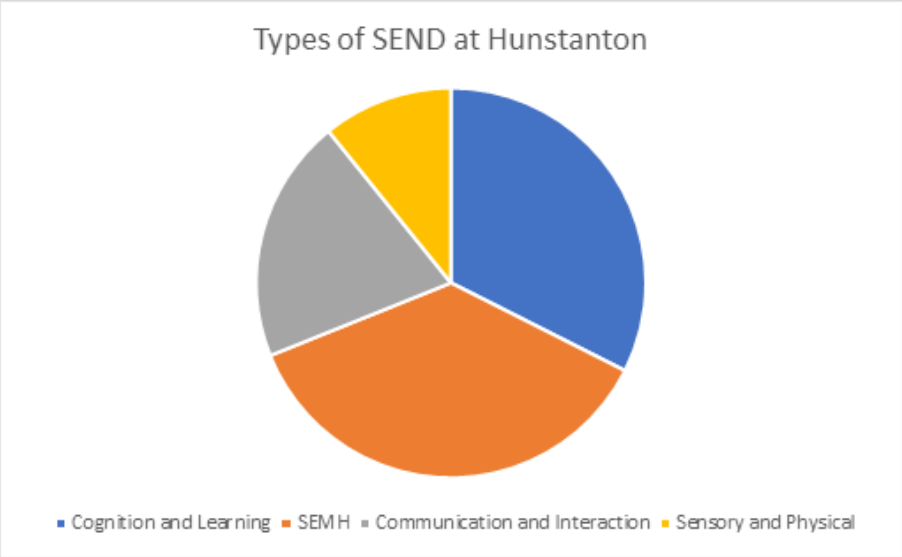
	Hunstanton Primary	National
% of children at SEND support	22%	14.2%
% of children with an Education Health Care Plan (EHCP)	6%	5.3%





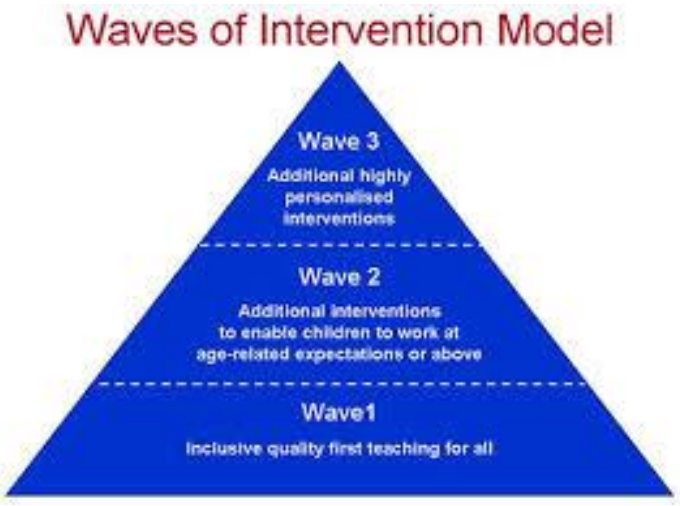
We have an above average percentage of pupils with SEND (Special Educational Needs and Disabilities) compared to National.

What types of SEN do we provide for? 	Hunstanton Primary School can provide support across the four areas of need defined in the SEN Code of Practice 2015 • **Communication and Interaction-** Speech, language and communication difficulties, Autism (ASD) • **Cognition and learning-** learning difficulties, such as Literacy and Maths difficulties, issues with memory. • **Social, emotional and mental health difficulties (SEMH)**- difficulties managing emotions and behaviour • **Sensory and/or physical needs-** difficulties children experience with their senses (hearing, vision, etc), mobility issues

	 This data gives the proportion of pupils within each need at Hunstanton Primary School. Some pupils may also have secondary needs which are also represented in this data.
How do we identify and assess children with SEN?	A child is identified as having SEND when their needs require support that is ***additional to and different from*** mainstream support. We know that pupils need more support if: • Concerns are raised by parents/carers, teachers or the child • Screening, such as that completed on entry (EYFS Baseline Assessment) or as a result of a concern being raised, indicates gap in knowledge and/or skills. • Whole school tracking of attainment outcomes indicates lack of expected rate of progress. • Observation of the pupil indicates that they have additional needs • There is a change in the pupil's behaviour or progress For some learners we may want to seek advice from specialist teams. We have access to advice and support from a 'Team Around the School' (Educational Psychologist, SEMH Advisor, Specialist Learning Support Teacher and SEND and Inclusion Advisors). If you think that your child has a special educational need then you can contact your child's class teacher for an initial discussion.
How will school staff support my child?	Each pupil's education/behaviour support programme will be planned by the class teacher with support from the SENDCo. It will be planned to suit each pupil's needs. This may include:

	-additional general support by the teacher or teaching assistant in class. -a small intervention group run by the teacher or a teaching assistant. The length of time of the intervention will vary according to need but will generally be for half a term. The interventions will be regularly reviewed by all involved to make sure they are effective and to inform future planning. Pupil progress meetings are held each half term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems and enable further effective support to be planned. Children with emotional needs will be offered regular check-ins with a Teaching Assistant and support from our Pastoral Manager, Hollie Anderson. We use in-house expertise to manage a wide range of needs. Staff have been trained in supporting children with SEND. Staff have had training on: • Trauma informed training • Little Wandle Phonics • Pixl interventions • STEPs Positive Behaviour Strategies • Precision Teaching • Autism • Zones of Regulation
Key staff	Head Teacher: Mrs Jo Sullivan head@hunstanton.norfolk.sch.uk SENDCo: Miss H Winnington (NASENCO Qualification 2022), PGCE (2006) hwinnington@hunstanton.norfolk.sch.uk Pastoral Support: Miss H Anderson handerson@hunstanton@norfolk.sch.uk SEND Governor: Mr J Ward jward@hunstanton.norfolk.sch.uk Chair of Governors: Mrs J McGee Butler jmcgeebutler@hunstanton.norfolk.sch.uk
What is our approach to teaching pupils with SEN?	As far as possible children spend most of the day in their class base receiving varying levels of support from their class teacher and/or teaching assistant and depending on their needs, differentiated work. They can be withdrawn for interventions, such as: -Little Wandle Phonics -Precision Teaching -Maths -ELSA (Emotional Literacy Support) -Speech and Language -Sensory Circuits (Movement breaks)

Waves of Intervention



Wave 1- Quality First Teaching available to all.
Wave 2- Small group work. Small targeted group sessions, for example, Little Wandle Phonics Catch up, Maths. These are interventions to help a child make expected progress. A child is typically placed on the SEND register if they continue to show significant difficulty and fail to make progress even after receiving Wave 2 and Wave 1 support.
Wave 3- Highly individualised support for those with complex needs.

We make reasonable adjustments in class, such as:
-Visual Timetables -First and Then boards -Fidget toys and calm areas -Regular movement breaks -Scaffolded writing frames -Specialist resources, such as laptops and IPADs -Practical tasks -Questioning techniques -Social stories -Writing slopes -Wobble cushions -giving instructions in small steps/chunks -regular check ins to check for understanding -task boards -link learning to children's interests -engagement with learning is supported through personalised feedback, think-pair-share, show me boards, questioning techniques

At Hunstanton Primary School, we have a range of assessment tools available, including:

	EYFS Baseline Little Wandle Phonics Pixl Educational Psychology Support SEND and Inclusion Advisor Specialist Resource Base Outreach Support Emotional Literacy Support (ELSA) Children and Young People Mental Health Support (CAMHS) Supporting Smiles Speech and Language Therapist Nuffield Early Language Intervention (NELI) Progress is measured and assessed in Little Wandle using an online assessment tracker. NELI assessments are done online at the start and end of intervention to show progress. All pupils are encouraged and supported to give their views on their Learning Plans/Positive Behaviour Plans/Education Health Care Plans (EHCPs), verbally or through the use of visuals.
How will we secure specialist expertise?	• The school has a termly 'Team Around the School' meeting with professionals from the Local Authority (Educational Psychologist, SEMH Advisor, Specialist Learning Support Teacher and SEND and Inclusion Advisors). • Technology advice (Access Through Technology) and support is available from county where the threshold of need is met and a medical professional supports the application. • Advice will be sought from Speech and language if parents are happy for this to happen. • CAMHS (Children and Adolescent Mental Health Service) referrals. Supporting Smiles referrals. • Just One Norfolk- for Health Advice. • School and Community TEAM (SACT) can work with families to support routines and behaviour. • Virtual School for Sensory Support and Looked After Children, Post Looked After Children • Specialist Resource Bases (SRBs)- Outreach Support.
How are the school's resources allocated?	The SEN budget is allocated each financial year. The money is used to provide additional support and resources depending on an individual's needs. The additional provision may be allocated after discussion with the class teacher or if a concern has been raised at another time during the year. Resources may include the deployment of staff depending on individual circumstances, as well as making reasonable adjustments to the environment.

How will we secure equipment and facilities to support pupils with SEN?	We buy resources such as pencil grips, writing slopes, wobble boards and headphones from the school budget. Occasionally we request larger items such as specialist chairs from Occupational Therapy or laptops from Access Through Technology. We also have 2 lifts in school, so are accessible to all. All pupils have the opportunity to access extra-curricular clubs which the school offers.
How do we evaluate the effectiveness of our SEN provision?	We communicate with parents and children termly to assess progress and discuss new targets through the Graduated Response approach - Assess, plan, do, review. **Assess:** The Class Teacher and Special Educational Needs and Disabilities Coordinator (SENDCo) will identify a child's needs and what they need support with. **Plan:** Plan the support needed by school staff and other professionals. Targets will be SMART (Specific, Measurable, Achievable, Relevant and Timed). Class Teachers will write an Individual Learning Plan or Positive Behaviour Support Plan (PBSP) to support the pupil in school. **Do:** The planned intervention is put into practice. **Review:** The child's progress is reviewed to see if the interventions are effective We are just moving to a new system of sharing Learning/Positive Behaviour plans with Parents/Carers: EduKey. This is an online system, which Parents/Carers will have access to online to read the plans, add comments and communicate with Class Teachers. The SENDCO spends time in classes alongside SEND pupils to monitor the provision in place and spends time with Class Teachers to discuss individual pupils. • All parents are welcome to book appointments with appropriate staff at any time • Data is tracked and monitored regularly • The impact that intervention activities have is collected and given to the SENDCo and Teaching and Learning Lead • Observational data is recorded • Education, Health and Care plans (EHCPs) will be reviewed at least annually • The SENDCO is available to meet with parents by appointment to discuss their child's progress. When should you get an EHCP?

	An Education, Health and Care Plan (EHCP) is a way of getting your child specific support at school. Legally, local authorities must provide the support in a child's EHCP. Children should get an EHCP if Special Educational Needs (SEN) support cannot meet their needs.
How can parents be involved?	• Transition meetings • Information meetings • Newsletters • Telephone • Emails • Parents evenings • Class Dojo • Informal chats at pick up • Home school contact books • Liaising about homework • Learning Plans- EduKey
How will the school prepare and support my child to join the school or transfer to a new school?	Many strategies are in place to enable the pupil's transition to be as smooth as possible. • Discussions take place between the previous or receiving schools prior to the pupil joining or leaving. • Class teachers meeting with new parents when they join our school to discuss any potential SEND needs. • Where the schools are in the Smithdon cluster group children will be discussed with the Smithdon SENDCO. • For SEND children transitioning from Nursery, visits are made to the Nursery by the class teacher/SENDCo as well as Home Visits. • For SEND children in Year 6, additional visits are arranged for pupils who would benefit from extra time in the new school. • Where SEND pupils are transferring mid-year or Key Stage we communicate with the previous school to discuss SEND needs.
How will the school prepare and support my child when they are changing classes?	All pupils attend a transition session where they spend some time with their new class teacher. Discussions take place between both class teachers and the SENDCO will liaise with the receiving class teacher. Children with SEND may need extra time in new classes or visuals (such as photos of their new classroom and key adults) to support transition.
Who can parents	If you are concerned about any aspect of your child's education or experience at Hunstanton, you should first make an appointment to see the class teacher.

contact if they have concerns?	If the matter is unresolved you should make an appointment to see the SENDCO and/or headteacher. If you are still unhappy you can ask for a copy of the complaints procedure which explains how to make a formal complaint.
What support services are available to parents?	We have a Pastoral Worker, Miss Hollie Anderson who works full time at Hunstanton Primary School. She offers support for families. Handerson@hunstanton.norfolk.sch.uk 01485 533373 SENDIASS- stands for Special Educational Needs and Disabilities Information, Advice, and Support Service. It provides free, confidential, and impartial support to children, young people (0-25), and their parents regarding education, health, and social care https://www.norfolksendiass.org.uk/ **01603 704070** **norfolksendiass@norfolk.gov.uk** SEND Code of Practice https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 Just One Norfolk https://www.justonenorfolk.nhs.uk/ Our School Policies and information: https://www.hunstantonprimaryschool.co.uk/docs/SEN/SEND_Policy_March_2025.pdf https://www.hunstantonprimaryschool.co.uk/docs/SEN/SEND_Curriculum_Statement.pdf https://www.hunstantonprimaryschool.co.uk/docs/policies/Behaviour_Policy_October_2025.pdf https://www.hunstantonprimaryschool.co.uk/docs/policies/Supporting_Pupils_with_Medical_Needs_Policy_July_25.pdf https://www.hunstantonprimaryschool.co.uk/docs/policies/Intimate_Care_Plan_Policy_May_25.pdf https://www.hunstantonprimaryschool.co.uk/docs/policies/Admissions_Policy_Jan_25.pdf https://www.hunstantonprimaryschool.co.uk/docs/policies/Accessibility_Policy_and_Plan_May_2024.pdf

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Where can the LA's local offer be found	www.norfolk.gov.uk/children-and-families/send-local-offer The Norfolk SEND Local Offer is a comprehensive online resource providing information, support, and services for children and young people aged 0-25 with special educational needs and/or disabilities (SEND), their families, and professionals. It acts as a single point of access for educational, health, and social care information.
Other useful links	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.widgit.com/resources - Symbolled resources for different topics and areas of life, including resources for fire safety and about visiting the doctors/dentists www.autismuk.com – Lots of information on ASD