SEN Information Report for St John's Community Primary School (2026-27)

Part of the Norfolk Local Offer for Learners with SEN

Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). The Norfolk Local Offer outlines the provision available in our area across education, health and social care for children with SEN. It can be found by clicking on the image below.

All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN.

The information published must be updated annually. The required information is set out in the SEN regulations which can be found here.

Who to contact

St John's Community Primary School is a mainstream 3- 11 primary school, which admits pupils to the school in line with the school's admissions policy. The school believes that all children and young people are entitled to an education that enables them to achieve their potential. The school has a strong commitment to working in partnership with pupils, parents, carers, governors, our cluster schools and the local community. Together we afford our pupils the opportunity to make progress in all areas and fulfil their potential and expectations. This report has been produced with involvement from these stakeholders.

We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

SENCO

Sharon Medler



SEN Governor

Dawn Kightley



Headteacher

Rebecca Quinn



If you think your child may have SEN please speak to their class teacher in the first instance or contact Sharon Medler, our SENCO, on 01603 782520 or email senco@greenshoots.norfolk.sch.uk. Our SENCO is in school Monday and Thursdays.

Our approach to teaching learners with SEN

At St John's Community Primary School we value learning for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our Teaching and Learning policy on the school website.

Our School Improvement and Development Plan is about developing learning for all and details our planned continued professional development (CPD) opportunities for all staff. We have highly trained staff across the area who are accessible to support our school for pupils with specific need, if appropriate.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

What do we mean by SEN?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

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

(a) Have significantly greater difficulty in learning than the majority of others of the same age: or
(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions."

If a learner is identified as having SEN, we will provide provision that is **'additional to or different from'** the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in schools for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well, or at all, they may be worried about different things that distract them from their learning. At St John's Community Primary School, we are committed to ensuring that all learners have access to learning opportunities, and for those that are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

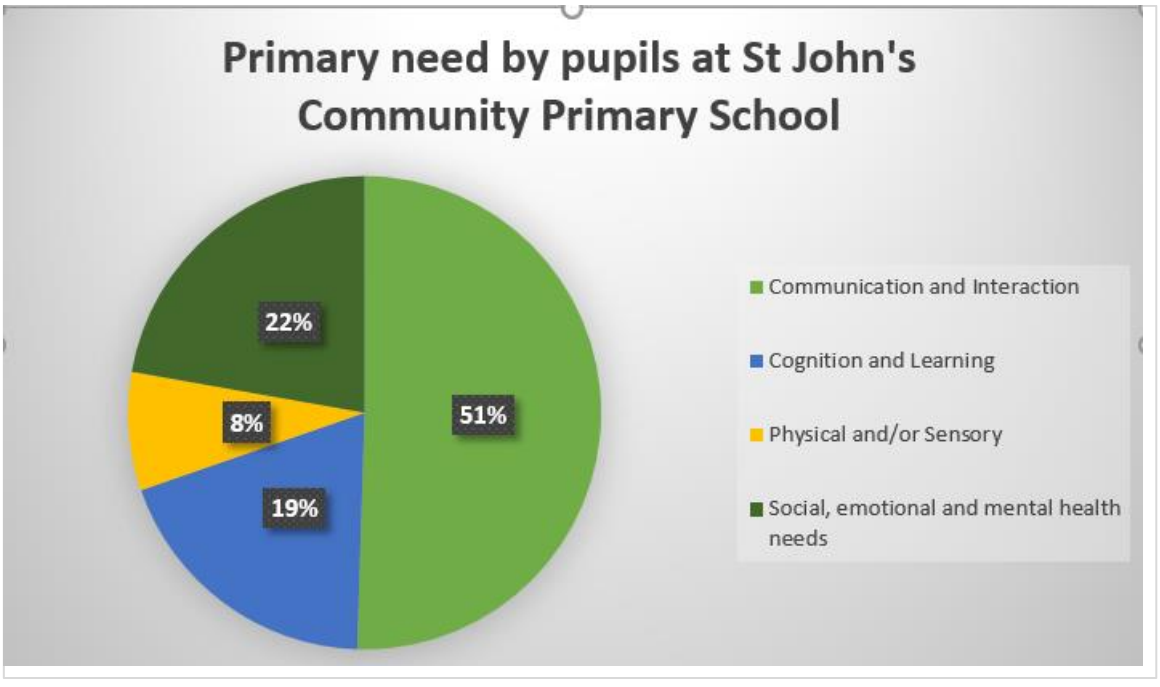
The kinds of SEN for which provision is made at St John's Community Primary School

Our SEN profile for 2026-27 shows that we have 17% of children identified as having SEN. 3.4% of those have an Education Health and Care Plan and 14% require in-school SEN support.

All staff are aware of the SEN Code of Practice 2015 and that special education needs and provision can be considered as falling under four broad areas:

1. Communication and Interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

At St John's Community Primary School, the four broad areas are used to identify children's needs. We record their SEN according to their primary need in order to work out what action the school needs to take, rather than fitting a pupil in to a category. In practice, individual children often have needs that cut across all areas and their needs may change with time. These secondary needs are not recorded in this data but are still supported.



National data for 2025/26 can be found here.

How are pupil's SEN needs identified?

For some children, SEN needs are identified at an early age, for example through parental concerns, a health professional or a pre-school setting. However, for other children and young people, difficulties become evident only as they develop and grow.

At St John's Community Primary School, teachers and support staff work closely with learners and their parents/carers to identify any barriers to learning and to understand why a pupil may not be making progress.

In school, children may be initially identified as having a possible SEN through:

- Teachers making termly assessments of all children's progress. Children may be identified as having a SEN if they are performing below age expectations despite high quality teaching and additional support
- Concerns being raised by a staff member or parent about a child's behaviour, self-esteem or levels of anxiety about school which are affecting performance
- Staff recognising indicators of SEN in children's learning and behaviour through their observations in the classroom or at social times
- Looking at work and progress over time
- Using checklists to identify strengths and difficulties
- Discussions with the senior leadership team during pupil progress meetings

If a child continues to have difficulties with their learning despite intervention and support, our SENCO is able to use a range of assessments to further assess barriers to learning.

We have a range of assessment tools available including:

- British Picture Vocabulary Scale (BPVS)
- Salford Reading Test
- Schonell Reading Test
- Wellcomm Speech and Language Assessment
- Speech Link

For some learners we may want to seek advice from specialist teams. In our school, we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on their local offer website.

St John's Community Primary School is able to access, for 2026-27, support from a number of organisations and individuals. Although not all of them are SEN-specific, they are able to offer parents and pupils a range of support:

Virtual School for Sensory Support – advice about supporting children with visual, hearing or multi-sensory impairment
Virtual School for looked After Children – advice about supporting children who are or have been looked after
Medical Needs Team
Occupational Therapy
Norfolk County's Inclusion and SEND Team
Norfolk EPSS – Educational Psychology and Specialist Support

If we have children with specific needs in school that require further expertise, we have the opportunity to request/access as necessary support from:

Just One Number – a one stop service for advice such as sleep, toileting, speech and emotional health
Speech and Language Therapy – After school based initial intervention, referrals can be made for difficulties with speech production, stammers or difficulties with expressive and receptive language
Access through Technology - referrals can be made for children who might benefit from having communication technology to help them learn and communicate
Specialist Resource Bases – Provide outreach or short term placement for pupils in specialist classes within mainstream schools
Occupational Therapy – After school based initial intervention, referrals can be made for difficulties with co-ordination
https://www.ormiston.org/ - support to children experiencing mental health and emotional difficulties that are causing them distress
CAMHS – provide support and advice for children with severe or moderate mental health difficulties

We also employ eighteen Teaching Assistants, who support pupils and deliver the interventions in the provision map as coordinated by our SENDCo.

Our team has highly qualified staff with a broad range of experiences and qualifications.

What we do to Support Learners with SEN

High Quality Teaching, Differentiation and Personalised Teaching Approaches

The SEND Code of Practice (2015) is clear that special educational provision is underpinned by high quality teaching. Differentiated and personalised teaching approaches, often referred to as Quality First Teaching (QFT) or universal approaches, benefit all children /young people as well as those also with special educational needs. Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 (Updated 2013 and 2021) detail the expectations on all teachers, and we at St John's Community Primary are proud of our Teachers and their developments.

In their day to day teaching, our Teachers will use various strategies to adapt access to the curriculum and environment. This might include using:

- Visual timetables to support children with transitions
- Writing frames and word banks, e.g. Widgit
- Use of ICT

- Talking Tins
- Peer buddy systems – grouping children together so they can support each other
- Zones of Regulation
- Sensory circuits/sensory diet
- Positive behaviour rewards system
- Coloured overlays or coloured paper can be used to reduce visual stress
- Practical apparatus to support learning
- Access arrangements for KS2 SATs
- Talk Partners – giving children time to talk through their ideas with a partner before answering a question
- Visual prompts such as sand timers
- Checklists so children know what they have to do
- Allowing children to record their understanding in different ways such as mind maps or drawings
- Pre-teaching new concepts of vocabulary
- Allowing children to use quiet spaces to study
- Giving children access to 'calm' or 'safe' spaces
- Accessing the sensory room













SEN Support

Some children / young people will require support that is additional to universal High Quality First Teaching. Each learner identified as having SEN is entitled to support that is 'additional to or different from' a normal differentiated curriculum. **This is known as SEN Support**. The support that might be offered at SEN Support can be found on the local offer. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified.

We offer a range of interventions to support the four areas of need which include:

Cognition and Learning	Communication and Interaction	Physical and Sensory	Social, Emotional, Mental Health
• Little Wandle (Phonics KS1 and KS2) • Personalised Phonics support • Precision Teaching • Rapid Writing • Personalised Maths intervention • Auditory Memory activities • Bridge to Spelling	• Wellcomm Speech and Language Intervention • Speech Link • Socially Speaking • Speech and Language intervention programmes directed by speech and language therapists • Attention Autism • Intensive Interaction	• Write from the Start Handwriting Intervention • Access through technology • Sensory Circuits • Sensory room • Fine motor skills	• Specific intervention from our SEMH and Nurture team • Thrive • DESTY • Therapy dog

The support currently offered is described on our provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at St John's Community Primary School to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

Supporting children's emotional, mental and social development

At St John's Community Primary School, we pride ourselves on having inclusivity embedded throughout our school and we recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum (Jigsaw) to support this development. We use a "Thrive Approach"; each class will be assessed twice a year and the whole class curriculum will be enhanced to ensure every child's social and emotional needs are best supported.

However, for those children who find aspects of this difficult we offer additional support. Occasionally we may wish to work more closely with individual children. If we do, we will contact parents to seek consent and also to engage parents in the process. This support may be delivered through:

- Class TAs or Teachers
- Our SEND and Inclusion Team
- Forest Schools

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If a child's social and emotional needs cannot be met by the support offered in school, our SENCO and Wellbeing mentor are able to signpost to other professionals for help and advice. Just One Number Norfolk is a great source of information and support.

Families can also access the Inclusion Team's padlet which is available on the school website and below:

https://padlet.com/inclusion30/wellbeing-and-inclusion-supports-for-families-bcq8nyai672thd

How accessible is St John's Community Primary School?

St John's Primary School was built in 1972 with a new extension in 2020. The school is mainly on one level with five steps to the main hall from the classrooms. A stair lift is here if needed. The front door is wide enough for wheel chair access and there are ramps at the outside entrances. All areas of the school, including the playground are accessible by wheelchair.
The disabled toilet has a door width suitable for wheelchair access. There are rails and handles within the toilet and a low-level basin is provided for washing. The door opens outwards, enabling easier wheelchair access.
All classrooms are fitted with blinds so that excessive glare can be excluded from the rooms and are also carpeted thus reducing noise levels.

What happens if my child's needs are complex and cannot be met at SEN Support?

Most children at St John's Community Primary School have their needs met with **SEN Support**. However, if a pupil has complex and significant special educational needs that cannot be met through the provision that is available through SEN support, it may be appropriate to request an EHC (Education, health and care) needs assessment from the local authority. This can only happen once all avenues of SEN support have been investigated. More information about **Education Health and Care plans** can be found here.

Funding for SEN

St John's Community Primary School receives funding directly to the school from the Local Authority to support the needs of the learners with SEN. This is described in the SEN memorandum. The amount of funding we will receive for 2026-27 is £143382.
We are also able to request 'High Needs Support and Top-Up Funding' direct from the local authority. This money is not guaranteed and is allocated according to need.

The funding we receive is used to provide interventions, resources, outside professional advice and additional support as described on our Provision Map.

Professional development for staff at St John's Community Primary School

The School recognises that high-quality training is vital for all staff. In 2026-27, there continues to be, as a minimum, a termly staff meeting devoted to SEN. In 2025-26, staff had CPD relating to Speech and Language (individual to a variety of children's needs), Trauma Informed Practice, Precision Teaching, DESTY, Thrive, Fine motor skills, Diabetes awareness, moving and handling, Epidermolysis Bullosa, STEPs,

the Engagement Model, sensory circuits, selective mutism and Autism Staff have also visited other settings, and had specialist teachers in, to learn about and share best practice.

Issues relating to SEN are discussed and shared in weekly meetings as necessary, for example, the introduction of new documents and any proposed changes to practice.
Mrs Quinn, Mrs Matson and Mrs Ratcliffe are also Thrive accredited.

Our SENCO has successfully completed the postgraduate National SENCO Award (Level 7) and has previously studied Inclusive Education through the Open University. She has also had recent training which includes: SEND Law awareness (IPSEA), Allergy and Anaphylaxis, Precision Teaching, Dyslexia Awareness, Diabetes in Schools, Visual Stress, Adaptive Teaching and reading and spelling strategies and resources for dyslexic learners.
She attends regular, termly SENDCo briefings and keeps updated with the latest developments within SEND provision, as well as CPD related to SEN.

How do we find out if this support is effective?

Monitoring children's progress is an integral part of teaching and leadership within St John's Community Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions and support for learners with SEN. We follow the 'assess, plans, do, review', graduated approach model and aim to involve parents/carers and children in each step.



Step 1. ASSESS
Children are assessed and a baseline is recorded. For example:

- An assessment of the phonic sounds children can read or write
- An assessment of how many high frequency words a child can read on sight
- A reading age or spelling age assessment may be completed
- A Wellcomm speech and language assessment may be used to identify gaps in vocabulary

Step 2. PLAN
Teachers, in conjunction with the SENCO, select some additional provision to help the child. The teacher, parent/carer and learner have a termly meeting where they agree what they hope will be different following this intervention or support. This meeting is an opportunity for everyone to work together to make decisions about a child's support. This is recorded on the pupil's **IEP (individual education plan)**.

The IEP records features of the child's learning such as aspects that they enjoy or find difficult, as well as the support that they feel is effective. It also details any additional intervention provided. Included in the IEP are 2 or 3 realistic targets. They are measureable and achievable.

Pupil and parent/carer voice form a vital part of the IEP and are recorded on the front page. This enables pupils and parent/carers to be able to participate, understand and give their views on their education.

Step 3. DO
Interventions, adjustments and support are carried out over a period of time, usually a term.

Step 4. REVIEW
After a period of intervention, the child is re-assessed to find out whether they have made progress and a decision is made whether to continue with, stop, or change the support offered. Children, parents/carers and their teaching and support staff should be directly involved in reviewing progress.

How does the school know that the interventions they use are effective?

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Regular meetings take place throughout the term, with teachers and teaching assistants, to offer advice and support in implementing these.

Progress of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. Termly progress meetings take place with SLT to look at how all children are progressing against their targets to see if interventions need to be adapted, continued or changed.

Our school and cluster data is also monitored by the Local Authority and Ofsted.

What do OFSTED say?

Further to the OFSTED inspection in May 2025, the following comment regarding SEN provision was included within the full report:

The school is inclusive. Staff identify pupils with special educational needs and/or disabilities (SEND) quickly. Extra support is effective and tailored to meet individual pupils' needs. This enables pupils with SEND to access the full curriculum and achieve similarly to their peers. The school's inclusive approach contributes to a supportive and respectful learning environment for all pupils.

Looked After Children and Previously Looked After Children

The designated teacher for Children in Care and previously Children in Care is our head teacher, Rebecca Quinn. The CIC designated teacher attends CIC designated teacher network meetings and other training offered by the Virtual School for CIC and Post CIC. Our designated teacher liaises with carers and social workers and will attend PEP and CIC Review meetings as required.

Young people who are in the care of the local authority and who also have a special educational need will receive support appropriate to their specific need. They may have an IEP or EHCP in addition to their PEP (personal education plan).

Other Opportunities for Learning and Extra Curricular Activities

All learners should have the same opportunity to access extra-curricular activities. At St John's Community Primary School we offer a range of additional clubs and activities. These are detailed in the school newsletter.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our school SEN co-ordinator to discuss specific requirements. Please email the Office for support: office@hoveton-st-johns.norfolk.sch.uk

Equality

All staff at St John's Community Primary School work within the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:
"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities."

Section 1 (1) Disability Discrimination Act 1995:

This definition of disability in the Equality Act includes children with long term health conditions such as Asthma, Diabetes, Epilepsy and Cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please see the school website for our Single Equality Scheme.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. St John's Community Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with you and your child during the summer term.

Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. During Year 6, there are a number of opportunities for all children to visit the high school.

If required, additional visits can be arranged, prior to the general transition day. These visits can be on an individual basis (with a member of St John's staff) or as a small group.

Key members of staff from Broadland High School, including the SENCo, visit St John's Community Primary School in the summer term. They meet with Year 6 staff and the SENCo, who pass on information relating to children's specific needs. Where children are accepted into other schools, the SENCo liaises directly with their SEN team to ensure a smooth transition of support and information.

We include One Page Profiles within our IEPs which give useful information about a child's interests, strengths and difficulties. One Page Profiles are shared with all staff working with the children.

Where can Parents get free impartial advice and support about SEN?

Norfolk SENDIASS can offer information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND). This includes health and social care where it is linked to education.

They can be contacted by phone on 01603 704070 or by email norfolksendiass@norfolk.gov.uk

Have your say

St John's Community Primary School is a part of the Green Shoots Federation. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN but to be effective it needs the views of all parents/carers, learners, governors and staff.

Please get involved by attending SEN coffee mornings, responding to any surveys, talking to your child's class teacher at parents' evening or making an appointment with our SENCo.
The SENCo regularly updates the SEND section of the 'Our School' page of the school website with the latest information, support, ideas, resources and outside organisations who can support all areas of special needs. Please regularly visit us here:

https://www.hovetonstjohn.co.uk/our-school/send/

There is also a SEND padlet available through our website that provides up to date information:

https://padlet.com/senco148/send-supports-for-families-dnompff090jyobt9

Appointments to talk to your child's class teacher or the SENCo can be made through the school office or by contacting the SENCo on senco@greenshoots.norfolk.sch.uk

How Complaints will be dealt with

As a school, we work hard to be in effective communication with students and parents/carers, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with relatively calmly and quickly.

If the situation arises where parents have a concern about the provision being made for their child or the impact on that provision and feel that the SENCO has been unable to reassure them that needs are being met effectively, then the school's Complaint Procedure – which is available on our website or by request, sets out clearly what the steps are to draw these concerns to the school's attention.

Useful links
www.norfolk.gov.uk/SEN
NorfolkSENDIASS
https://www.justonenorfolk.nhs.uk
Family Voice Norfolk

https://www.asperger.org.uk/
https://www.autism-anglia.org.uk/

Parent/carer Guide by DfE:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf

Related policies (can be found on our website under 'Policies'):
Accessibility Plan
Admissions Policy
Anti-bullying
Behaviour for Learning Policy
Complaints Procedure
Equality Information and Objectives Policy
Medical Conditions Policy
Policy for children who are looked after

Reviewed: October 2026 Review date: October 2027