



West Winch Primary School SEN Information Report 2025 - 2026

Part of the Norfolk Local Offer for Learners with SEN

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Introduction

Welcome to our SEN Information Report (SIR) which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). The Local Offer is a resource designed to support children and young people aged 0-25 with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Norfolk who have children with an Education, Health and Care Plan (EHCP) and those who do not have a plan but who still experience some form of SEN.

The Norfolk Local Offer can be found by clicking here: <https://www.norfolk.gov.uk/send>

Our SEN Information Report is reviewed annually and should be read in conjunction with our SEN Policy and Accessibility Plan. These can be found on our school website (www.westwinchprimary.co.uk):

<https://www.westwinchprimary.co.uk/information/school-policies>

<https://www.westwinchprimary.co.uk/information/special-educational-needs>

At West Winch Primary School, we are committed to working together with all members of our school community. This local offer has been produced in consultation with pupils, governors, members of

staff, and parents/carers were invited to help us to review this information. We would welcome your feedback and future involvement; please do contact us.

The best people to contact this year are:

 Mrs Lauren Wiltshire SENCo senco@westwinch.norfolk.sch.uk	 Mrs Amy Chatzidimitriou Deputy SENCo Contact via Mrs Wiltshire senco@westwinch.norfolk.sch.uk	 Ms Jenny Hill Assistant SENCo, Dyslexia Champion and Young Carers Lead Contact via the school office office@westwinch.norfolk.sch.uk youngcarers@westwinch.norfolk.sch.uk	
 Miss Keelen Todd Headteacher head@westwinch.norfolk.sch.uk	 Mrs Vikki Turner Pastoral lead and Attendance Officer psa@westwinch.norfolk.sch.uk or attendance@westwinch.norfolk.sch.uk	 Mrs Heather HabbinChair of Governors chair@westwinch.norfolk.sch.uk	 Mrs Gail Calvert School Governor (SEN) Contact via the school office office@westwinch.norfolk.sch.uk

If you think that your child may have SEN or you have a question or concern, your child's class teacher is good first point of contact. You can contact them using their class email addresses or by phoning the main school office on 01553 840397. You can also contact Mrs Wiltshire using the email address above.

Mrs Wiltshire holds the National Professional Qualification for Leading Behaviour and Culture (NPQLBC) and is completing her final cycle of her National Professional Qualification for Special Educational Needs (NPQSENCO). Mrs Chatzidimitriou is also beginning her National Professional Qualification for Special Educational Needs. We are committed to developing the knowledge and skills of all staff to manage and effectively support the range of needs in our school.

We have been developing additional roles to give support and advice within specific areas of Special Educational Needs. This includes Ms Hill as our Dyslexia Champion, Mrs Turner as our ADHD Champion and Miss Taylor as our Speech and Language Champion.

During this academic year, all staff have (or will receive) training for:

- Norfolk Steps (promoting positive behaviour strategies). This will be refresher training for Step On techniques and new training for Step Up techniques
- Evacuation with Dignity
- Zones of Regulation – to support emotional literacy

This training has been/or will be provided by Norfolk County Council Local Authority teams (for example Norfolk Steps and Zones of Regulation), Nessy online (dyslexia) and Epilepsy Action (online). Additional training is also likely but may not be included in this list.

Our Approach to teaching learners with SEN

At West Winch Primary School we believe in participation 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 involve parents and families at all stages of their child's education and have successful and meaningful communication between pupils, parents/carers, school staff and outside agencies.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. We aim to create a learning environment which is flexible enough to meet the needs of all learners and we monitor the progress of all pupils to ensure that effective learning is taking place. We ensure that all pupils in our school are equally valued by having access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

For more information on our approach, please see the following policies:

- Teaching and Learning Policy
- Positive Behaviour Policy
- Safeguarding, Prevent and Operation Encompass Policy
- Admissions Policy
- Inclusion Policy
- Equal Opportunities Policy
- Accessibility Plan
- Complaints Policy and Procedures
- Administration of Medicines Policy

These are available on our school website (www.westwinchprimary.co.uk)
<https://www.westwinchprimary.co.uk/information/school-policies>

We value learning for all.

Specialist equipment and facilities

We are proud of the areas in school that can help support children, parents, visitors and staff with SEN or disabilities. Although our school site is largely flat, provision is made for those who need additional assistance.

The Nest



Disabled/Accessible toilet



Platform lift



Hand rail where there are steps



What is SEN and how do we identify it?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) defines SEN in the following way:

“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 if they:

- **have a significantly greater difficulty in learning than the majority of others the same age; or**
- **have a disability which prevents or hinders them from making use of the 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, intending to overcome the barrier(s) to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school or 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 or they may be worried about different things that distract them from learning. We may also need to provide social and emotional support for our pupils. We use a wide range of strategies to do this, including support from peers, our pastoral lead, teaching assistants or outside professionals such as staff from the Benjamin Foundation or School and Community Team.

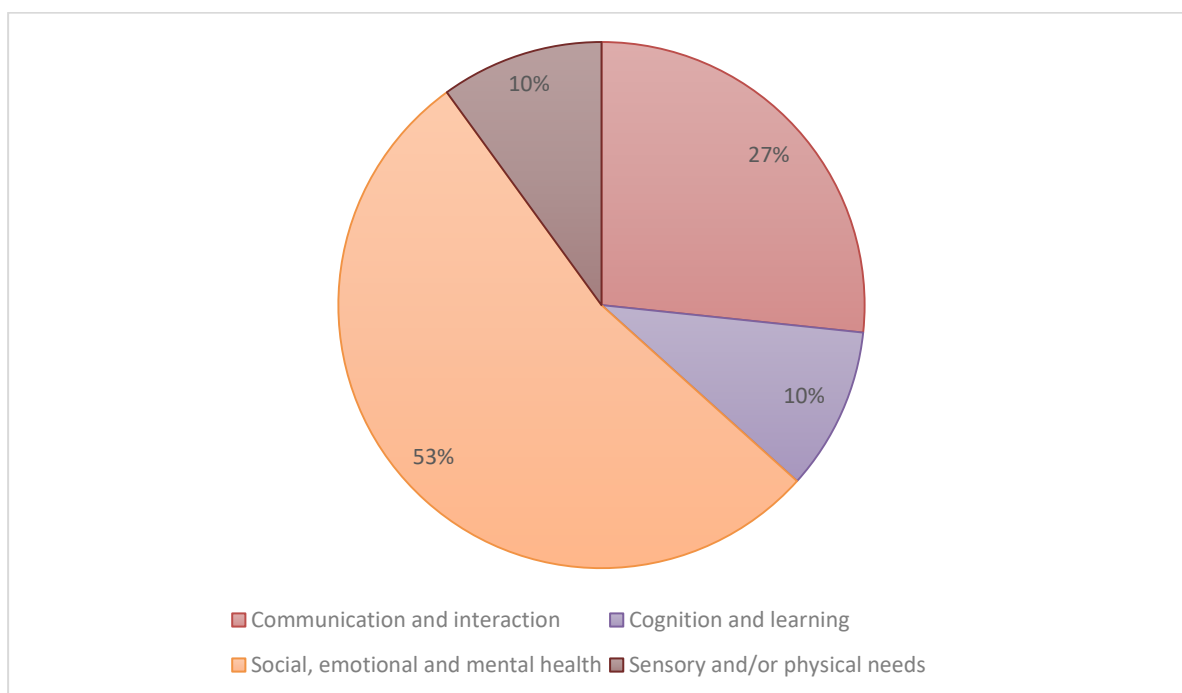
We are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not making progress, we will intervene. This does not mean that all vulnerable learners will have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

The SEN Code of Practice identifies four areas of SEN:

- Communication and interaction (these can include Autistic Spectrum Disorder (ASD) and speech and language difficulties)
- Cognition and learning (these can include dyslexia, dyscalculia and dyspraxia)
- Social, emotional and mental health (these can include Attention Deficit Hyperactivity Disorder (ADHD), attachment disorder and Attention Deficit Disorder (ADD))
- Sensory and/or physical (these can include visual or hearing impairments and physical disabilities)

Our SEN profile for 2025 – 2026 currently shows that 14.42% of children on the school roll are identified as having SEN. Of the pupils with SEN, 30% have an EHCP and 70% come under the ‘SEN support’ category.

Our pupils have the following identified primary area of need:



Our pupils with SEN may also have other additional needs that are not represented in this data.

Assessing SEN

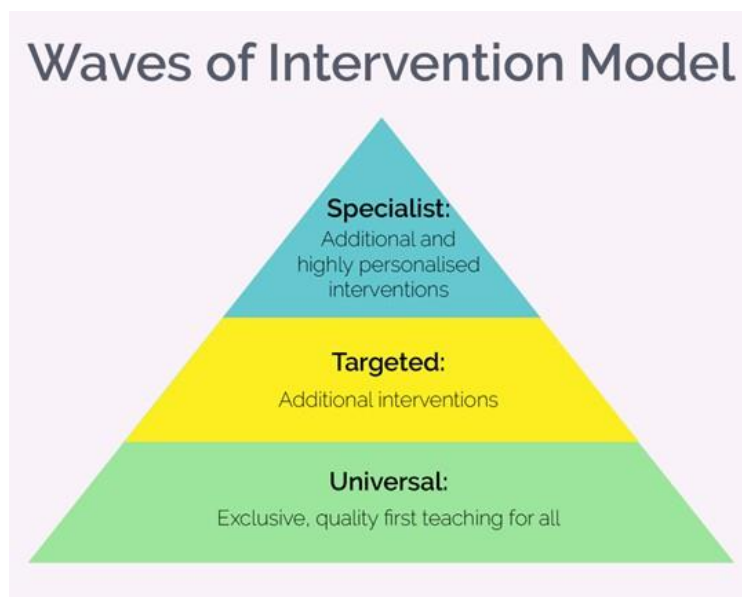
Class teachers, support staff, parents/carers and the pupils themselves will usually be the first to notice a difficulty with learning. At West Winch Primary School, we ensure that any assessment of SEN directly involves the learner, their parents/carers, school staff and other professionals and specialists where relevant. Children may be identified as having SEN using a range of strategies, including the following:

- Liaison with previous schools or settings
- Conversations with parents/carers, pupils and school staff
- Pupil progress and attainment data analysis, including a comparison with local and national data where appropriate
- Liaison with external agencies and other professionals, e.g. Health professionals
- Discussions during regular pupil progress meetings
- Identifying areas of need using Identification of Needs Descriptors in Education Settings (INDES) - these are a framework of standardised terms, co-produced and facilitated by the Inclusion and SEND team, breaking down the broad areas of SEND into seven specific sections
- Sen concern forms completed by school staff and passed to the SENCo
- Observations by the SENCo or other appropriate school staff

For some learners, we may want to seek advice from specialist teams. These may include Educational Psychologists or Speech and Language Therapists. Any decisions, plans or referrals made will always be in consultation with parents/carers.

What we do to support learners with SEN

High quality teaching is the first step in supporting all pupils. Every class teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Teachers use a range of strategies to do this. These may include changing the structure of their lessons, the resources used, the level of support provided or the task itself. They may introduce visual timetables, 'first and then', or 'now and next' task cards, individual reward systems or technology to support the child with their learning.



There are three stages that outline the provision and support for our pupils.

Targeted interventions take place where additional support is needed, and specialist interventions are identified where children require something different from the normal differentiated curriculum.

Each learner identified as having SEN is entitled to support that is 'additional to or different from' the usual provision. The type of support is dependent on the individual learning needs. This support is described on a provision map, which describes the interventions and actions that we undertake to support learners with SEN across the year groups. This provision map is also used as additional information for funding purposes.

The interventions or strategies in place for use this year may include individual reading, Toe-by-Toe, Phonics Decoders, Nessy Reading and Spelling, Attention Autism, Precision Teaching, speech and language sessions, pre-teaching, a range of nurture groups, Lego Therapy, Play Therapy, Benjamin Foundation sessions and Sensory Circuits. School staff receive additional training where needed in order to deliver these interventions in the most successful way. Benjamin Foundation sessions and Play Therapy sessions are provided weekly by a visiting professional.

The children that are involved in these interventions do not necessarily have SEN but have been identified as we feel that they would benefit greatly from additional opportunities to develop their skills and understanding.

Where there are concerns about a child's progress we may create an Individual Education and Support Plan (IEP) to identify key areas and specific targets to work on. These are written termly in collaboration with the child and their parents/carers and follow the 'assess, plan, do, review' cycle.

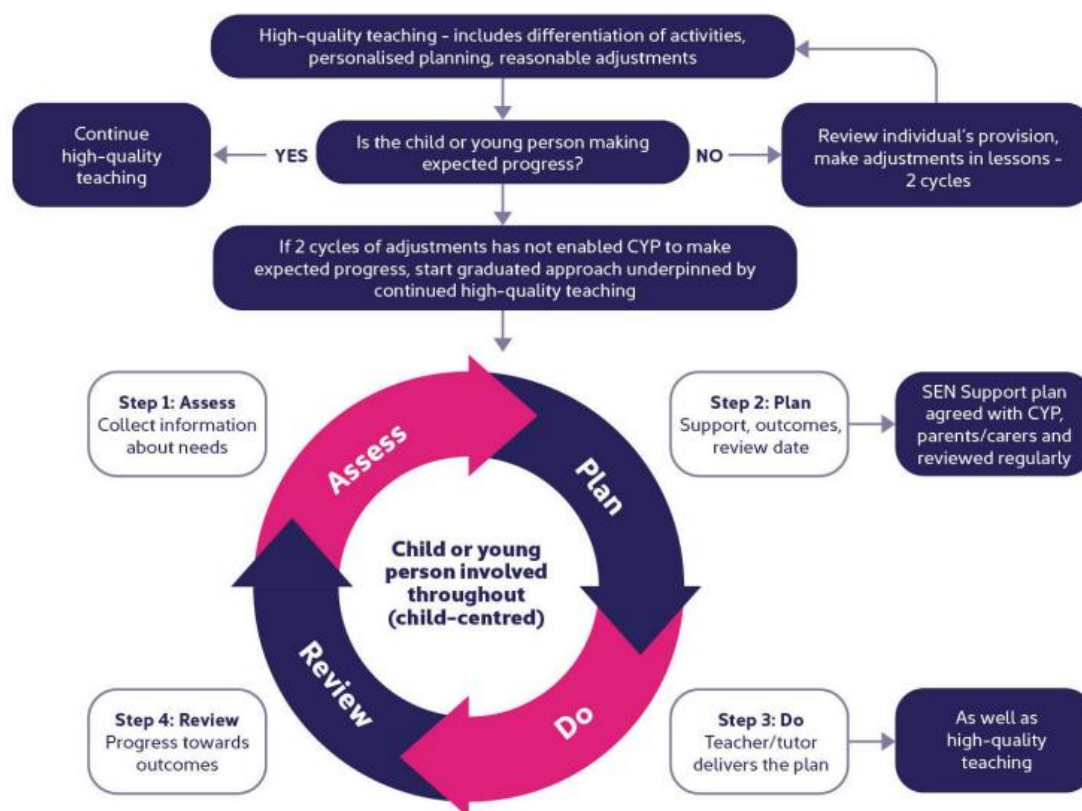


Image taken from: SEND Norfolk Provision Expected at SEN Support (PEaSS)

If a child has a significant and long term need they may have an Education, Health and Care Plan (EHCP). These set out specific targets and detail provision for a child and are reviewed each year with the child, parents/carers, school staff and any other relevant professionals where possible.

Funding for SEN

We receive funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described in an SEN memorandum. The amount of funding we have received for 2025 – 2026 is £184,554.

Additional high needs 'top up' funding (Element 3) may be allocated by the Local Authority. Money that is allocated in this way may be used to purchase specialist resources, provide additional teaching assistant support or provide other appropriate support for a child or number of children.

Our SEN memorandum can be found here:

<https://csapps.norfolk.gov.uk/BudgetShare/pdf/25/SENMemorandum/2118.pdf>

How do we find out if our SEN support is effective?

Monitoring progress is an integral part of teaching and leadership at West Winch. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We involve parents/carers at each step and invite them to regular meetings to discuss the provision (and next steps) for their child. Children are also asked for their views so that provision can be tailored more specifically to their needs and interests.

The SENCo collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data for all learners is collated by the whole school and monitored by teachers, senior leaders and Governors. A baseline is often recorded, which can then be used to identify the impact of the provision.

Many children working at SEN support have an IEP that identifies small step targets that are then reviewed at the end of each term in consultation with the child and their parents/carers. This follows the 'assess, plan, do, review' cycle which can then be used as evidence when applying for additional support or completing other referrals.

If a learner has an EHCP, a formal review is held annually, in addition to regular meetings throughout the year.

Equal opportunities

All staff at West Winch Primary School are aware of the importance of 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 her/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.

More information about the Equality Act can be found here:

www.gov.uk/equality-act-2010-guidance

Our school is fully wheelchair accessible, with a lift and designated toilet, which includes a changing table.

Some children with SEN may require additional support, such as physiotherapy sessions or specific speech and language sessions. Where needed, we create a support plan signed and agreed by all involved, and sessions take place following the guidance of other professionals.

Some children with SEN may require the administration of medication. This is stored securely and parents are asked to complete relevant consent forms. Staff are regularly updated on conditions and medication affecting individual children and participate in training where appropriate. Some children have a healthcare plan in place and information about these, along with a list of allergies and children with other medical conditions is made available to staff for their reference in school.

More information on supporting children with medical conditions can be found here:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

All learners should have the same opportunity to access extra-curricular activities and we aim to offer a wide range throughout the year. We make reasonable adjustments where needed so that all children can access

these clubs, regardless of their need.

Written information for parents/carers can be provided in a variety of ways to make it more accessible. Please contact the school office or SENCo if you would prefer to receive information in a different format.

Admissions

No pupil will be refused admission to the school on the basis of his or her special educational need. In line with the SEN and Disability legislation, we will make all reasonable adjustments to provide effective educational provision. We welcome all applications.

Any parent of a child with SEN wishing to join our school is encouraged to make contact with the SENCo to discuss the needs of the child and what we can offer. The child may be invited to take a tour of the school, which can be adapted according to their needs. Photographs of people or places of importance can be taken and sent to parents/carers or the child's previous setting so that they can be better prepared for starting at our school.

Pupils with SEN who are new to the school are welcomed by staff and pupils. They may be allocated a 'buddy' to show them around the school and help them settle in. Relevant staff will always be made aware of the child and their needs so that we have a consistent and successful way of supporting them with their transition to West Winch.

The SENCo or class teacher will liaise with the previous setting where possible to ensure that we have useful and up-to-date information to prepare for the child's move to our school. Any paperwork or records are transferred securely.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class within school, having a new teacher or moving on to another school, training provider or employment. We are committed to making these transitions as smooth and positive as possible.

Planning for transition is a part of our provision for all learners, including those with SEN. Transition arrangements to KLA (King's Lynn Academy) or other high schools begin during Year 5, so that there is sufficient time for planning and preparation. Information about specific children with SEN is shared at Year 6 transition meetings and paperwork and files are transferred securely. When a child transfers from our school to another that may provide specialist support, such as Churchill Park Academy in King's Lynn, transitions are very carefully planned so that the move is as smooth as possible for both the child and their family. Sometimes children may require enhanced transition support; this is something Mrs Turner can support with, in school, or a professional from our Schools and Community Team can provide support in school and even at home, during the summer holidays before starting high school. This is something that can be discussed with the SENCo.

Have your say

For this local offer to be effective, it needs to consider the views of all those involved. By contacting us or by taking part in questionnaires, parents/carers can help to shape future provision for all of the learners in our school. If you have any concerns or anything you would like to discuss about your child, please speak first to their class teacher. Other key members of staff to talk to, are shown on page 2 of this report.

Any complaints about the school should be made in accordance with our Complaints Policy, which can be found here:

<https://www.westwinchprimary.co.uk/information/school-policies>

Useful contacts

Norfolk SEND Information, Advice and Support Service (SENDIASS) – providing free and impartial information about SEND for children, young people, parents and carers

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

Email: norfolksendiass@norfolk.gov.uk

Phone: 01603 704070

Family Voice

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

Just One Norfolk

<https://www.justonenorfolk.nhs.uk/>

0300 300 0123

SEND Youth Forum (for children and young people aged 11-25)
<https://www.norfolksendias.org.uk/young-people/youth-forum/>

Early Help and Family Support
<https://www.norfolk.gov.uk/children-and-families/early-help-and-family-support>

Class email addresses:

Reception (Miss Austin) - reception@westwinch.norfolk.sch.uk

Year 1 (Mr Little) - year1@westwinch.norfolk.sch.uk

Year 2 (Mrs Wright) - year2@westwinch.norfolk.sch.uk

Year 3 (Mrs Clow) - year3@westwinch.norfolk.sch.uk

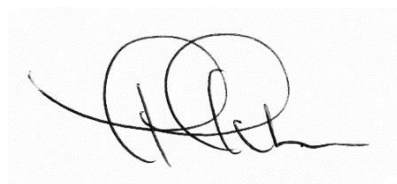
Year 4 (Miss??) - year4@westwinch.norfolk.sch.uk

Year 5 (Mrs Chatzidimitriou) - year5@westwinch.norfolk.sch.uk

Year 6 (Mrs Guy) - year6@westwinch.norfolk.sch.uk

Information Report Updated: October 2025

Information Report Review: October 2026, with additional amendments, as required, throughout the year.

A handwritten signature in black ink, appearing to read 'Heather Habbin', with a stylized flourish at the end.

Heather Habbin - Chair of Governing Body