



Heartwood CE VC Primary and Nursery School

SEN Information Report

Date: September 2025

Review Date: September 2026

Introduction

Our SEN Information Report outlines how Heartwood CE VC Primary and Nursery School supports children with Special Educational Needs (SEN). It complies with the **Children and Families Act 2014**, the **SEND Code of Practice (2015)**, and links to our school's SEND Policy and the Local Offer provided by Norfolk County Council. The local offer is where parents can find information on services and support available in Norfolk for their child.

All schools have a legal duty to publish on their website how they support pupils with SEN in their school and this must be updated annually.

At Heartwood we are committed to working together with our school community and would welcome your feedback and future involvement in the review of our offer.

Our SEND Coordinator and Inclusion Lead

Our SEND Coordinator is Miss Marie Compton. She will be liaising with the families of pupils on our SEND register and have the day to day responsibility for the operation of the SEN policy and coordination of specific provision in the school. The SENDCo works with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision at Heartwood.

The SENDCo will advise on the graduated approach to providing SEN support and ensure records of all pupils with SEN are up to date. She will advise on the school's SEND budget and other resources to effectively meet pupil's needs. The SENDCo will liaise with external and support agencies and future providers of education to ensure a smooth transition for pupils.

E: senco@heartwood.norfolk.sch.uk T: 01760 721357

Working days are Monday, Tuesday and Wednesday

Headteacher – Rebecca Starman E: head@heartwood.norfolk.sch.uk T: 01760 721357

Special Education Needs Governor – Lee Stevens E: lee.stevens@dioceseofnorwich.org T: 01760 721357

Learners at Heartwood

At Heartwood we have developed a calm, nurturing and inclusive environment for all. We pride ourselves on our Hygge learning environment which supports the learning of all pupils. We want all children to engage in learning and we celebrate all members of our community. We foster an inclusive culture in school and 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. We monitor the progress of all learners through regular pupil progress meetings and share good practise within the school.

All children have Forest School lessons and participate in outdoor learning. This 'hands on' and practical curriculum supports a range of learning styles. We ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum, which is adapted to meet individual needs and abilities.



Special Educational Needs Provision

At different times in their education, a child or young person may have a special educational need (SEN). The Code of Practice defines special education need 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 a 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.”

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

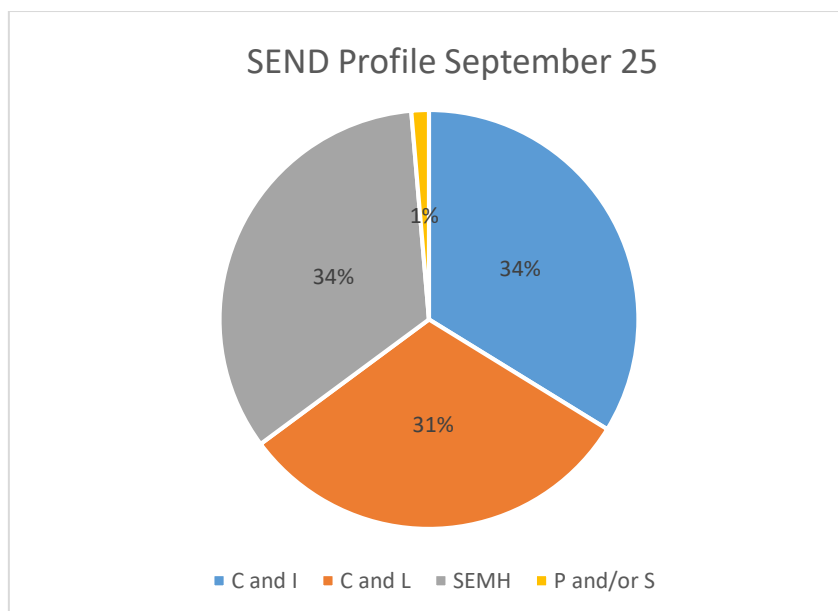
We categorise SEND under four broad areas of need:

- Communication and Interaction- speech and language difficulties, autism spectrum conditions
- Cognition and Learning- dyslexia, dyspraxia, moderate/severe learning difficulties
- Social, emotional and mental health difficulties- ADHD, anxiety, behavioural challenges
- Sensory and or physical needs- visual or hearing impairments, physical disabilities

Profile of Special Educational Needs at Heartwood CE VC Primary and Nursery School

Data is current from September 2025 but figures may change throughout the year. Data is based on a pupils' primary area of need. However, some pupils have a secondary area of SEN.

	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and or Sensory
Number of pupils	25	23	25	1
Percentage of SEND	34%	31%	34%	1%



SEND Profile per Year Group – September 2025

	Social, emotional and mental health	Cognition and learning	Communication and interaction	Sensory and physical	EHC Plans	Total on SEN register
Nursery	0	0	4	0	1	4
Reception	1	0	5	1	1	7
Year 1	3	2	3	0	2	8
Year 2	5	4	4	0	3	13
Year 3	4	5	2	0	0	11
Year 4	5	3	3	0	1	11
Year 5	3	4	1	0	0	8
Year 6	4	5	3	0	2	12
Total	25	23	25	1	10	74

Policies for Identification and Assessment

The SEND Information Report links to our school policies on:

- SEND policy- [Click link for Policy](#)
- Anti-Bullying Policy- [Click link for Policy](#)
- Relationships and Behaviour Policy- [Click link for Policy](#)
- Equality Policy- [Click link for Policy](#)
- Safeguarding Policy- [Click link for Policy](#)
- Supporting Children with Medical Needs Policy- [Click link for Policy](#)
- Intimate Care Policy- [Click link for Policy](#)
- Complaints Procedure- [Click link for Policy](#)
- Accessibility Plan- [Click link for Policy](#)

Identifying Pupils with SEN

1) Initial concern

Depending on who raises the initial concern, the following process is followed to identify pupils with SEN:

Class teacher raises a concern- If the class teacher has concerns they will complete an internal referral form and discuss with the SENCO.

Member of staff has a concern- if any member of staff including support staff or midday supervisors have a concern they will speak to the class teacher in the first instance. If the class teacher agrees or has concerns they will complete an internal referral form for the SENCO.

SENCO raises a concern – through learning walks, pupil progress meetings, book looks and observations the SENCO will identify behaviours or needs of a child that require further investigation.

Parents/carer raises a concern - please speak to your child's class teacher or the Key Stage Lead regarding your thoughts in the first instance. This information will be passed to the SENCO and Family Support Worker where necessary.

2) Next step following an initial concern

The SENCO will look at the child's attainment and progress data then have a conversation with the class teacher and or parents/carer about the child. Afterwards, the SENCO will complete an in-class observation of the child and the class teacher will complete an INDES form.

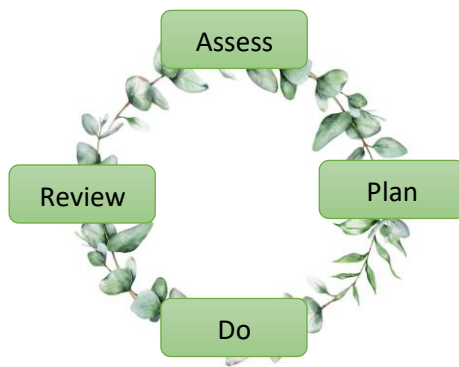
3) Final step

Once all the information is gathered, the SENCO will discuss findings with the teacher, parents/carers to make an informed decision about whether their child's needs require them to be added to the school's SEN register. The SENCO may decide that the child would benefit from being closely monitored for a period of time before going on to the SEN register. Where it is necessary, external services such as Educational Psychology and Dyslexia Outreach are used to complete further assessments.

Supporting pupils with SEN

The SEND Code of Practice states that, for learners identified as having additional needs, teachers are required to remove barriers to learning and put effective special educational provision in place through SEN support. The effectiveness of provision for SEN is evaluated through the graduated approach (assess, plan, do, review).

The SEN support plan is drafted by the class teacher, with support from the SENCO. Support plans are then discussed and edited with parents/carers and pupils before they are finalised. The targets on the Support Plan are reviewed termly, with involvement from the class teacher, pupils, parents/carers and any other relevant professions detailed on the plan.



Assess - we assess the children's academic attainment termly using our school tracking systems. Intervention assessments are completed at the beginning and end of each term, or when the intervention program finishes. The children's assessment data is analysed termly during pupil progress meetings.

Plan - Evidence-based interventions are used throughout the school and the SENCO and SLT will support class teachers to implement these. The appropriate intervention will depend on the data provided by teachers in pupil progress meetings.

Do - This is the time allowed for the interventions to take place. It will include the frequency and duration of the intervention.

Review - The impact of the interventions are evaluated through assessment tools and evidence in books. Children's provision is reviewed with involvement from the class teacher, pupils, parents/carers and any other relevant professions. Provision will then be adapted where appropriate.

The SENCO reviews the school's graduated provision map regularly to evaluate the quality of provision and adapt to meet changing need in the school.

Assessing and Reviewing Progress

For pupils with a support plan staff assess the children's academic attainment termly using some of the assessments below. Intervention assessments are completed at the beginning and end of each term, or when the intervention program finishes to have up to date knowledge of the child's need and next steps in their learning. These assessments will inform reviews of the APDR cycle and the provision that is put in place. If a child is not making progress then the provision will be adapted to meet their need. Provision at Heartwood is shown on our Graduated Provision Map.

- Just One Norfolk NHS Speech Sound Screen
- Talk Boost Assessment Tool – EYFS communication
- Wellcomm Assessments
- Medium/High frequency word checklists
- Precision teaching trackers
- THRIVE Profile – social, emotional, mental health
- Pixl Therpies
- RWI Phonics Assessments
- Lego Therapy tracker

Pupils with EHC Plans

Requesting EHC needs assessment - If a child's needs cannot be met through SEN support, the SENCO, in collaboration with parents/carers and will apply for an EHC Needs Assessment. The Local Authority will determine if the child needs an EHC Plan.

Parents can also independently apply for an EHC Plan and more information about this can be found on the LA website <https://www.norfolk.gov.uk/article/57629/Who-can-request-an-EHC-needs-assessment>

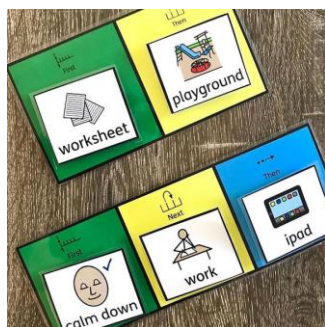
EHC Plans – For children with EHC Plans the SENCO will lead EHCP Annual Reviews, involving the class teacher, EHCP coordinator, pupil, parents/carers and any other professionals known to the child. The child's support plan will be written by the SENCO and class teacher, with specific targets relating to the Outcomes in Section E of the child's EHCP. The targets on the Support Plan are reviewed termly, with involvement from the class teacher, pupils and parents/carers. They will be used to inform the annual review.

The Teaching Approach at Heartwood

High quality teaching strategies are used to support all learners, including those with SEN. These strategies are part of our universal offer and include:

- Communication Aids
- Dyslexia, ADHD and Autism friendly classrooms
- Visual timetables
- 'My turn your turn' vocabulary recall
- Widget Symbols to support learning and teaching new vocabulary
- Manipulatives and physical representations in maths
- Chunking of learning, over-learning facts, concepts and vocabulary
- Exit questionnaires are used to check understanding
- Using short, clear instructions
- Talk partners and used to share ideas
- I-pads, laptops or other alternative recording devices
- Positive behaviour rewards system

Our schools **Graduated Provision Map** outlines more of the quality-first teaching strategies used in our school.



Adaptions to the Curriculum and Learning Environments

Staff adapt the curriculum and learning environments to help children with SEN thrive. This allows for a wide range of learning styles, abilities and individual needs. These adaptations include:

- Making written information more accessible- coloured overlays, coloured paper, large text, dyslexia friendly font, large spacing, Widget symbols, chunking of tasks, writing frames, task boards.
- Adapting the curriculum- access to our nurture classrooms, sensory breaks, chunking learning, changes to teaching and learning arrangements, classroom organisation and timetabling.
- Using assistive technology- text-to-speech software, SEN specific software, laptops/ipads, recording tins.
- Supporting pupils who have ongoing medical or health needs- lessons are adapted, use of Seesaw online learning platform, Individual Health Care Plans, Intimate Care Plans and liaison with NHS professionals.
- Adapting the physical environment- seating arrangements, ramps, signage, work stations. This is outlined further in our **Accessibility Policy**. [Click link for Accessibility Policy](#)

In our recent Ofsted Report, July 2023, it was noted that:

'Pupils with special educational needs and/or disabilities (SEND) are supported effectively. A small number of pupils benefit from a well-designed nurture provision. This provides them with the help they need to access the curriculum. Staff are trained to use strategies that support pupils with SEND to complete work appropriate to their stage of learning. This ensures that pupils with SEND learn well across the curriculum and alongside their classmates.'

Additional Support for Learning

Children on the SEN register need different amounts of support in order to make good progress. This additional support includes the interventions below:

Interventions to support Social, emotional and mental health	Interventions to support Cognition and learning	Interventions to support Communication and interaction	Interventions to support Sensory and physical
Nurture Classrooms Forest School sessions Play Therapy Thrive Therapy Time to Talk Yoga and Mindfulness	RWI 1:1 Tutoring Precision Teaching Beat Dyslexia	Wellcomm Attention Autism Talk Boost Speech and Language Therapy Lego Therapy	Nurture Classrooms Sensory Circuits Just One Norfolk- occupational therapy Yoga sessions

Enabling Participation in School Activities

All staff at Heartwood CE VC Primary and Nursery School follow the Equality Act 2010 which 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.”

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. We are committed to inclusion and equal access for all children regardless of SEND. All pupils with SEND are actively encouraged and supported in taking part in all aspects of school life. Our school’s admission policy does not discriminate against any child because they have a SEND and we work hard to ensure that any child in our school is not subject to bullying.

A variety of strategies are used to make sure that pupils with SEN can engage in all activities in the school. This includes both learning and extra-curricular activities in the school:

- Adult or peer support e.g. talk partners, support from an adult
- 1-1 or small group therapies e.g. speech and language therapy, occupational therapy, play therapy, Thrive
- Specialist equipment e.g. sensory aids, communication aids, movement aids, assistive technology, sport and playground equipment, classroom chairs and tables
- Physical environment e.g. Bears and Moles nurture provision, quiet areas for learning, The Nest, Hygge learning environments, Dyslexia friendly and Autism friendly classrooms, ramps, doorways, clear corridors, non-slip flooring, accessible toilets, handrails, changing facilities, soft lighting, clear and visual signage, edge of steps/ramps highlighted, natural light.

The SENCO monitors pupil engagement in extra-curricular clubs to ensure inclusivity and adaptations to clubs are made where necessary.



Emotional, Mental and Social Development Support

Our Heartwood vision is **to nurture and grow hearts and minds, today, tomorrow and for life**. We have developed an inclusive culture where we value ourselves and others. We delight in our differences. We stand up for what is right.

We provide a rich variety of experiences so that all pupils are able to flourish and discover their unique strengths and talents in a safe environment. Through our Christian values we grow hearts that Make a Difference.

- Talk Boost
- Precision Teaching
- Dyslexia Friendly Classrooms
- Trauma and Attachment
- ADHD and emotional regulation strategies
- Colourful Semantics

This year we have training planned for ASD and early communication skills, emotional regulation strategies and Trauma and Attachment. Future training will continue to be linked to the emerging needs of the school.

To support the high percentage of Special Educational Needs in our school we have made the following adaptations:

- Social, emotional and mental health - we have expanded our nurture provision and now have two nurture classrooms with outdoor space. All teachers have THRIVE training and we have two trained THRIVE practitioners who provide support to the wider school. We have a morning Sensory Circuit intervention to support children with regulation and provide a calming intervention at the start of the day.
- Communication and interaction - we use Talk Boost and Early Talk boost for children in the Early Years and work closely with speech and language therapists. We have a lead Teaching Assistant who works alongside the SENDCo and delivers speech and language therapy across the school.
- Cognition and learning - we have bought into the Dyslexia Outreach service and adapted our classrooms to ensure they are dyslexia friendly.
- Physical needs- we are working closely with the Virtual School (VSSS) to support children with sensory needs.

External agencies

The SENCO liaises with professional from outside agencies regularly, for advice and support. Over the last year these have included:

- **Education services:** Virtual School Sensory Support, Virtual School Looked After Children, Educational Psychology Specialist Support, SEND and Inclusion Team, Dyslexia Outreach Service, Specialist Resource Base outreach services, Access Through Technology, Schools and Community Team.
- **Health services:** Just One Norfolk, NHS Speech and Language Therapy Service, Occupational Therapy, Supporting Smiles, Ormiston Families, Mental Health Support Teams.
- **Social care services:** Early Help, Early Childhood and Family Support Service, Family Support Process
- **Third sector services:** Benjamin Foundation, Nelson's Journey, The Matthew Project, Family Action.

Equipment and Facilities

In the last academic year, SEN and Element 3 funding has been used to purchase resources, deliver training and employ members of staff to support pupils with SEN. This includes the running of our two nurture provisions. The SENDCo updates the schools Graduated Provision Map and submits an INDES for pupils who require additional funding, where appropriate. The [INDES data collation tool](#) and web form is used (from Reception up) to aid the collection of information about a cohort of children and young people from a variety of sources and apply for extra support and funding.

The Inclusion and SEND team oversees the allocation of Element 3 SEN funding for schools from the high needs block (HNB). For children in our Nursery school can apply for EYFS SENIF funding on a termly basis. Funding will be allocated depending on the need of the child.

Working with Parents and Carers

Parents/carers can communicate with the class teacher on a day-to-day basis. This can be via the school office or speaking to staff at drop off/pick up. They can also email or telephone the SENDCo to speak with her. The SENDCo's working days are Monday-Wednesday.

Parents/carers of children with SEN are supported and encouraged to give their views and participate through:

- Support Plan and EHCP Annual Review meetings
- Parents' evenings
- Meetings with the SENDCo
- Parent voice questionnaires on SEND provision
- Parent governors
- Attending SEND and Inclusion cafes
- Half-termly work shares

Involving Pupils with SEND

Pupils with SEN are supported to give their views and participate through:

- Support Plan and Positive Behaviour Plan pupil voice
- EHCP Annual Review pupil voice
- Pupil voice is captured using questionnaires
- School council and ambassadors
- Wishes and feelings with Family Support Worker

All pupils have the opportunity to attend in school extra-curricular clubs led by members of staff and/or outside organisations. All pupils are encouraged to go on our residential trip(s) and these trips can be adapted to meet their needs if necessary. All pupils are encouraged to take part in sports day, school performances and enrichment opportunities.

Complaints Procedure

Concerns about SEN provision at Heartwood should be made to the class teacher in the first instance. This can be done in person, in writing or by telephone. If the issue remains unresolved, then the following steps should be followed. These steps must be followed in order.

1. Meet with the class teacher to discuss the concern
2. Meet with the SENDCo
3. Meet with the Deputy Headteacher
4. Meet with the Headteacher
5. Meet with the chair of governors

If all steps do not produce a resolution, parents/carers may then be referred to the school's complaints policy. Further information about the complaints procedure can be found here. [Click link](#)

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEN tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

In accordance with equality law, we will consider making reasonable adjustments if required, to enable complainants to access and complete this complaints procedure. For instance, providing information in alternative formats, assisting complainants in raising a formal complaint or holding meetings in accessible locations.

Phase Transfers and Transitions

Planning for transition is a part of our provision for all learners with SEN. This can be transitioning to a new class in school, having a new teacher, or moving on to another school. We are committed to working in partnership with families and other providers to ensure positive transitions occur.

New to Heartwood- Please notify the school if your child has a SEND need. If a pupil is new to the school and has SEN, the SENCO will contact the previous setting to gain an understanding of the pupils needs and provision required to support them. This information is then shared with relevant staff to support a smooth transition. The SENCO or class teacher may also contact the parents/carers and arrange a visit to the school and liaise with them to ensure the child's transition is positive.

Transition to high school- For pupils with an EHCP an annual review will be held in the summer term of Year 5, to ensure time for planning and preparation for high school. For all pupils with SEN we will share information with the high school or specialist provision the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Pupils will be supported to attend transition sessions at the high schools and the SENCO and Year 6 teacher will meet with relevant members to staff to support transition. Our Family Support Worker will also work with some children and families to support a smooth transition.

For some pupils with SEN or emerging SEN, the Schools and Community Team also run transition workshops in the Summer term focussing on strategies to manage anxieties and preparing for high school.

Moving to a new school- The SENCO and Headteacher will work together to ensure a secure transfer of relevant documentation and information when a change of school occurs. When transferring to another setting, there will be a discussion between the appropriate staff, usually between the SENDCo and class teacher or Key Stage Lead.

Moving classes- When transferring between year groups within our school, class teachers will meet and discuss the needs of every child. The SENCO may also attend these meetings to discuss children with specific needs and the strategies and support required for them. In Summer 2 the children have transition days, where they spend time in their new class with their new class teacher. Children with SEND may have additional transition so they have time to adjust to the new adults and environment. In the summer term we will also provide a transition document for pupils to take home and share with their parents.

Useful Information for parents

Norfolk SEND Partnership Information, Advice and Support Service (IASS)

Norfolk SENDIASS provides free and impartial information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers.



E: sendpartnership.iass@norfolk.gov.uk T: 01603 704070

[SENDIASS Home - Kids](#)

The Norfolk SEND Local Offer

The Norfolk SEND Local Offer website is for anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk. It can help with finding special needs services to support children and support networks available for parents.



[SEND Local Offer - Norfolk County Council](#)

Just One Norfolk

The Just One Norfolk website provides a wealth of information about supporting children with SEND. Contact Just One Number on 0300 300 0123 or scan the QR code to access Norfolk & Waveney Children and Young People's Health Services.

[JustOneNorfolk.nhs.uk](https://www.justonenorfolk.nhs.uk)



Scan here

The 'go to' health website for Norfolk families with information and advice on staying safe, childhood illness, healthy lifestyles, child development and much much more...

[Health Advice & Support for Children & Families](#)

Hungry Little Minds

Provides advice and ideas for parents and carers who are looking to boost children's communication, language and literacy development.



SEND and Inclusion Support Line

The advisors can help with:

- How to access support for children and young people
- Information about how to support children and young people
- Advice and guidance for families seeking support
- Advice, guidance and support for children at risk of imminent permanent exclusion
- Advice and guidance about when it is appropriate to request an Education, health and Care needs assessment



[The SEND and inclusion team - Norfolk Schools and Learning Providers - Norfolk County Council](#)

T: 0333 313 7165

Glossary of Terms

- SEN/SEND: Special Educational Needs and Disabilities
- SENDCo: Special Educational Needs Co-ordinator
- EHCP: Education and Health Care Plan
- LA: Local Authority
- CAMHS: Child and Adolescent Mental Health Service
- INDES: Identification of Need Descriptors in Educational Settings

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