SEND Information Report for Parents and Carers September 2026/2027



Published: September 2026

Review Date: July 2027

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Welcome to the SEND Information Report for Browick Road Primary and Nursery School

At Browick Road Primary and Nursery School, we are committed to ***'Achieving Success Together'*** and working with all members of our school community. We aim to create an inclusive culture that recognises all our children as individuals. We are proactive in supporting and celebrating the diversity of culture, experiences, skills and knowledge of our children, as well as their backgrounds. This will ensure all children have the best possible chance to make progress and reach their potential.

The SEND Information Report details the range of support and provision available for children with SEND and how these children are identified. This report is regularly reviewed along with provision and may change as a result of staff availability, changes in policy and budget.

Below is a link to our SEND Cluster Policy:

SEND Cluster Policy

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SEND Governor: Richard Goodenough

To contact anyone above, please telephone the school on 01953 603061.

Glossary of Terms

ADD – Attention Deficit Disorder

ADHD – Attention Deficit Hyperactivity Disorder

ASD – Autistic Spectrum Disorder

ATT – Access Through Technology

CAMHS – Child & Adolescent Mental Health Service

C&L – Cognition & Learning

C&I – Communication & Interaction

DLD - Developmental Language Disorder

EHCP – Education & Health Care Plan

ELSA – Emotional Literacy Support Assistant

EP – Educational Psychologist

EYFS – Early Years Foundation Stage

HI – Hearing Impairment

LAC – Looked After Child

LP – Learning Plan

MLD – Moderate Learning Difficulties

MSI – Multi-Sensory Impairment

ODD – Oppositional Defiance Disorder

PD – Physical Disabilities

PD – Professional Development

PEP – Personal Education Plan

PMLD – Profound & Multiple Learning Difficulties

PP – Pupil Premium

QFT – Quality First Teaching

SEMH – Social, Emotional & Mental Health

SEND – Special Educational Needs

SENDCo – Special Educational Needs & Disability Co-ordinator

SEND – Special Educational Needs & Disabilities

SLCN – Speech, Language & Communication Needs

SLD – Severe Learning Difficulties

SPD – Sensory Processing Disorder

SpLD – Specific Learning Difficulties

SST – Specialist Support Teacher

TA – Teaching Assistants

VI – Visual Impairment

VS – Virtual School for LAC

What is SEND?

The Code of Practice defines SEND as:

"A child or young person has SEND 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."

If a child is identified as having SEND, we will provide provision that is in addition to, and different from, the school's curriculum. This provision will support the child's need, with the intention of overcoming their barriers to learning, enabling learning and progress to continue.



What are the categories of SEND that we support?

Four areas of need are detailed in the SEND Code of Practice and are the SEND needs we support at Browick Road Primary and Nursery School

- **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand, or use, social rules of communication.

- **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptations.

- **Social, Emotional and Mental Health**

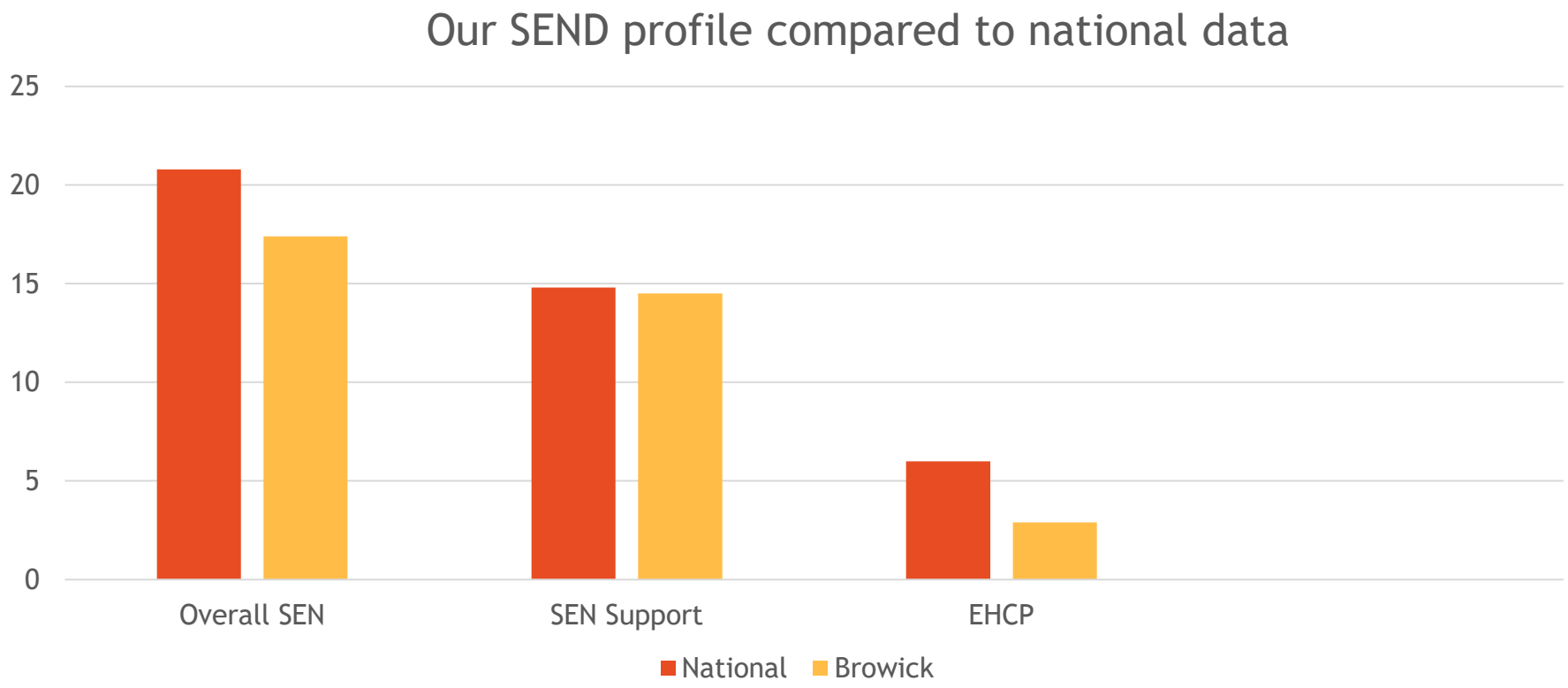
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying behaviours that challenge or harm, or disturbing behaviour.

- **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time.



School and National Figures



National data can be found here:
Special educational needs in England - Explore education statistics - GOV.UK

Our SEND Profile (2026-2027)

Register	No. of children	Boys	Girls	No. of Pupil Premium	Number of children under each SEND category			
					Social, Emotional and Mental Health	Cognition and Learning	Communication and Interaction	Physical and Sensory
SEN Support	30	21	9	11	4	13	12	1
EHCP	6	3	3	4	2	2	2	0
Medical	13	7	6	4	-	-	-	-
Disability	13	7	6	2	-	-	-	-

There are 36 children on the SEND Register:

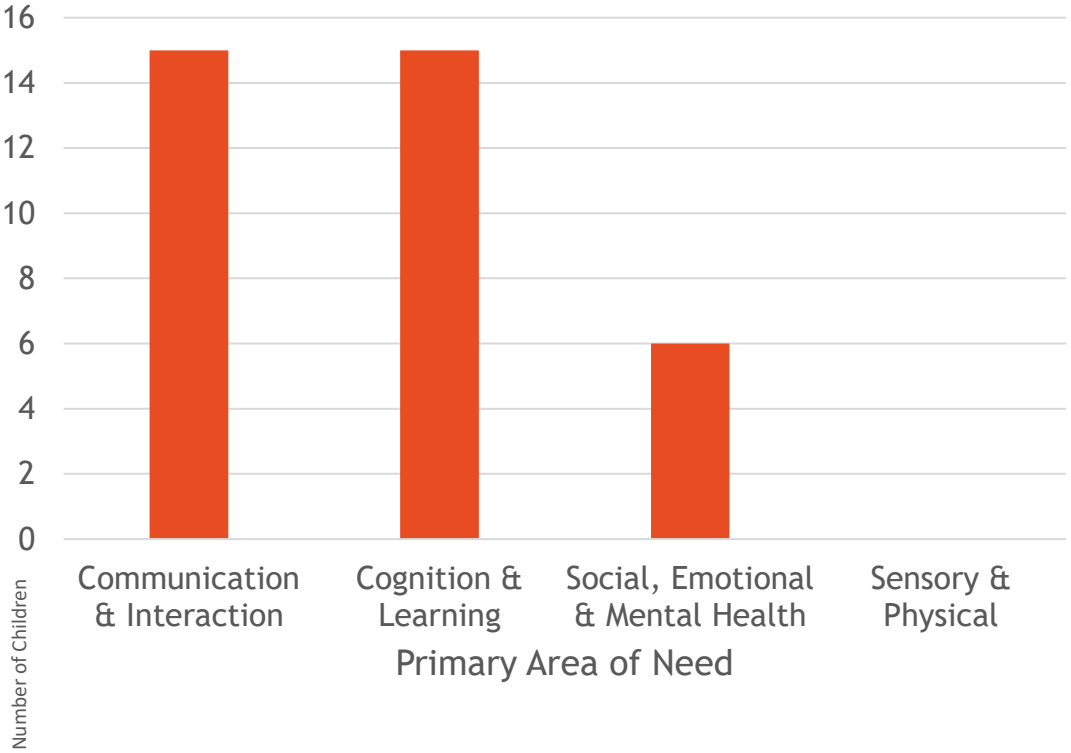
30 at SEN Support and 6 children with EHCPs.
This forms approximately 17% of the school population.
These figures are based on the primary needs of the children.



Our SEND Profile (2026-27)

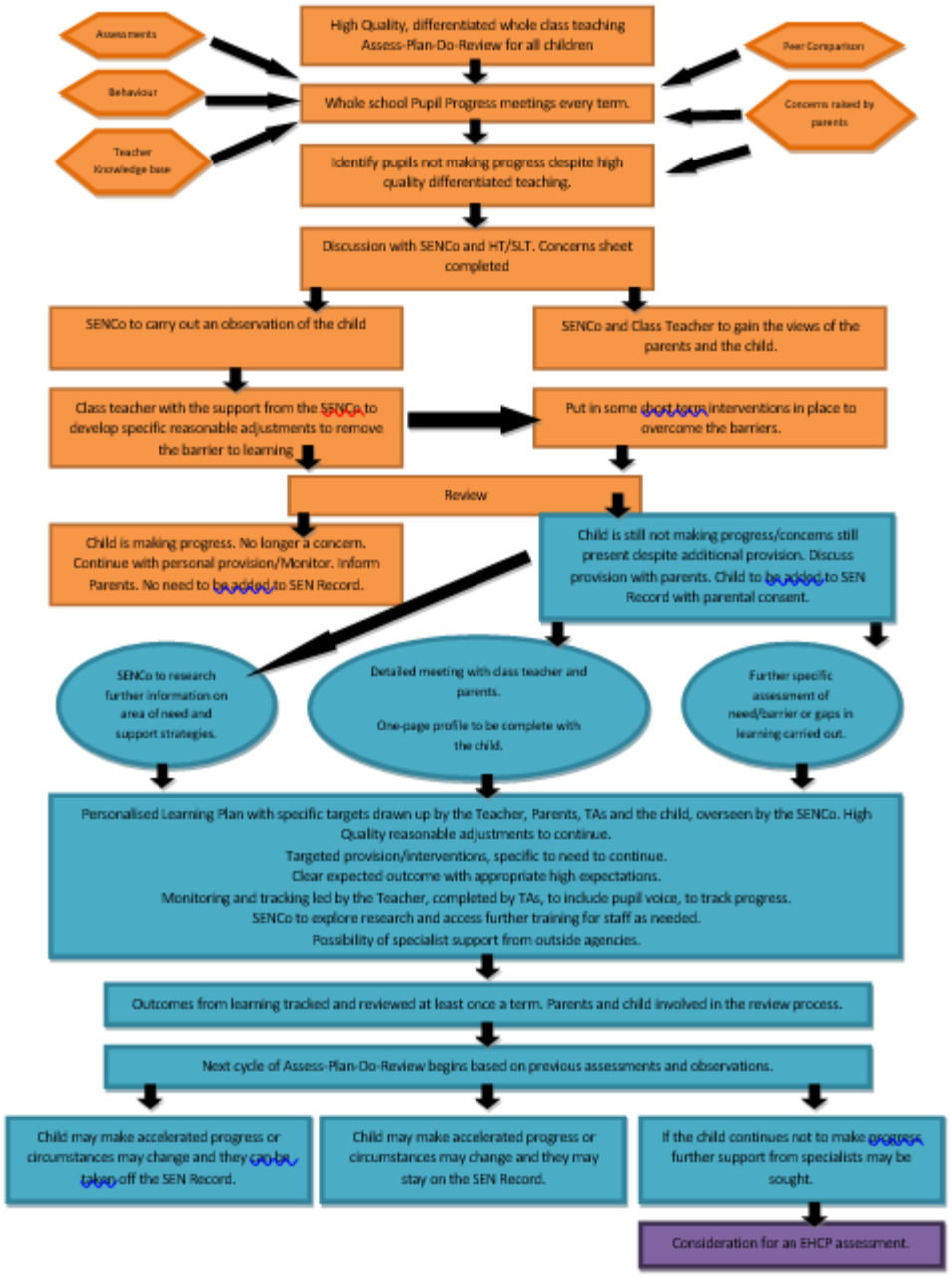
We currently have 17.4% of pupils on the SEND Register.14.5% of pupils are receiving SEN support and 2.9% of pupils have an Education, Health & Care Plan. Focusing on the primary needs of the children:

- 15 children have been identified as having SEND linked to Communication and Interaction (7.2% of the whole school)
- 15 children have been identified as having SEND linked to Cognition and Learning (7.2% of the whole school)
- 6 children have been identified as having SEND linked to SEMH (2.9% of the whole school)
- 0 children have been identified as having SEND linked to Physical/Sensory needs (0% of the whole school).



These figures are based on the primary needs of the children. Many of our children have needs in more than one area.

How do we identify the special educational needs of our children?



Initial Stage

SEN Support

EHCP

Browick Road Primary and Nursery School

Achieving Success Together

Our approach to teaching pupils with special educational needs

At Browick Road Primary and Nursery School, we are committed to ***'Achieving Success Together'*** and working with all members of our school community. We aim to create an inclusive culture that recognises all our children as individuals. Teachers are responsible for ensuring that all children make progress, including those with SEND. Staff have high expectations for all learners and all learners have opportunities to reach the same end points, through the use of adaptations, support and scaffolding. Teaching builds upon what the children already know.

Quality First Teaching (QFT)

- The first step in supporting pupils with SEND is 'Quality First Teaching'; a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class.

What will you see in the classroom?

- Adaptive teaching/differentiated learning
- Strategies to support SEND pupils' learning in class
- Ongoing formative assessment
- Modelling tasks and activities
- Scaffolding work
- Staff supporting pupils in lessons
- Use of resources to support their knowledge and understanding
- Targeted questioning
- Pre-teaching of new learning
- Use of seating plans and movement breaks
- Resources such as fiddle toys, writing slopes and pencil grips



Our approach to teaching pupils with special educational needs

Targeted Interventions

Where a teacher identifies a specific learning need or a gap in learning, that is particular to a child, they may put a targeted intervention in place for the child.

What does this look like in school?

- Same day or next day intervention
- Intervention delivered by the class teacher or teaching assistant
- May take place within a lesson or in a separate session
- Takes place regularly and for several weeks
- Delivered 1:1 or in a small group
- Focuses on specific targets
- Progress reviewed by the teacher

Our approach to teaching pupils with special educational needs

Individual Interventions

Some children may need individual support at some point along their educational journey. This may have to be bespoke to meet their needs.

This may be:

- A specific 1:1 intervention programme, for example, precision teaching or a speech and language programme
- Support from an external professional such as an Educational Psychologist or a Specialist Support Teacher
- Specific aids or resources, for example, a wobble stool or ear defenders
- SEMH support provided through 1:1 weekly sessions with our Emotional Literacy Support Assistants (ELSA)
- Through an Education, Health & Care Plan (EHCP).



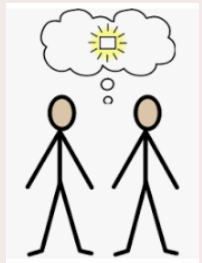


Our approach to teaching pupils with special educational needs

Cognition and Learning				
Possible needs/difficulties	Provision		Specific Interventions and Support	External Support
• Reading and spelling • Learning new information and concepts • Working with numbers • Working memory • Concentration • Specific diagnosis, e.g. dyslexia, dyscalculia • Organisational skills 	✓ Quality First Teaching ✓ Broad & balanced curriculum ✓ Adult support ✓ Scaffolding ✓ Modelling ✓ Movement breaks ✓ Visual aids ✓ Specific resources ✓ Access arrangements for testing	✓ Clear, short instructions ✓ Technology ✓ Celebrating mistakes ✓ Questioning ✓ Seating plan ✓ Wall displays	➢ Literacy Gold ➢ Precision teaching ➢ Read Write Inc. interventions ➢ PiXL interventions ➢ Times Tables Rock Stars (TTRS) ➢ Pre-teaching ➢ Same day/next day interventions ➢ Coloured overlays ➢ PIVATs assessments ➢ Clicker 8 software ➢ Touch typing ➢ Referrals to specialist services ➢ SuperSpeed 1000 ➢ Spelling Frame	Norfolk Educational Psychology Service (EPSS) School and Community Team Dyslexia Outreach Service British Dyslexia Association Norfolk Cognition and Learning SRBs Access Through Technology (ATT)

Our approach to teaching pupils with special educational needs

Communication and Interaction

Possible needs/difficulties	Provision		Specific Interventions and Support	External Support
• Using language (expressive) • Understanding language (receptive) • Understanding how to communicate socially with other people • Stammering • Attention and listening • Conditions include: Developmental Language Disorder (DLD), Autism Spectrum Condition (ASC), Speech sound disorders/delay	✓ Quality First Teaching ✓ Adult support ✓ Scaffolding ✓ Modelling ✓ Movement breaks ✓ Visual aids ✓ Visual timetables ✓ Clear and consistent routines ✓ Specific resources ✓ Thinking time ✓ First/Then boards ✓ Checking for understanding	✓ Clear, short instructions ✓ Recording devices ✓ Celebrating mistakes ✓ Questioning ✓ Opportunities for speaking ✓ Paired work ✓ Social stories 	➢ WellComm assessment and intervention ➢ Referrals to specialist support ➢ Specialist Speech and Language Teaching Assistant ➢ Speech and language programmes ➢ Attention Autism ➢ Lego Therapy ➢ Enhanced transition ➢ Social skills intervention ➢ Personal workstation ➢ ELSA intervention	Norfolk Educational Psychology Service (EPSS) School and Community Team Speech and Language Therapy Speech and Language or Autism SRBs Just One Norfolk Speech and Language Digital Library Speech and Language Link Therapist

Our approach to teaching pupils with special educational needs

Social, Emotional and Mental Health

Possible needs/difficulties	Provision		Specific Interventions and Support	External Support
• Forming and maintaining relationships • Bereavement • Low self-esteem • Withdrawn and/or isolated • Anxiety • Behaviours that pose a risk to themselves or others • Disorders such as ADHD, ODD, ADD • Trauma and attachment difficulties • Eating disorder	✓ Quality First Teaching ✓ RSHE curriculum ✓ Adult support ✓ Nurturing school ethos ✓ Positive behaviour approach ✓ Clear routines and expectations ✓ First/Then boards ✓ Visual timetables ✓ House points ✓ Movement breaks ✓ PACE approach ✓ Trauma informed approaches ✓ Forest School	✓ Mental Health Champion ✓ Mental Health Week ✓ Anti-Bullying Week ✓ Online safety ✓ Assemblies ✓ School Council 	➢ ELSA intervention ➢ Sensory intervention ➢ Enhanced transition ➢ Positive behaviour plans ➢ Social stories ➢ Referrals to specialist support ➢ Reward charts ➢ Individual timetables ➢ Access to quiet space ➢ Nurture groups ➢ Kooth	Norfolk Educational Psychology Service (EPSS) School and Community Team Norfolk SEMH SRBs Norfolk Early Help CAMHS Ormiston Families Norfolk Inclusion/Medical Team Nelson's Journey Benjamin Foundation Young Carers The Matthew Project Virtual School for Children in Care and Previously in Care

Our approach to teaching pupils with special educational needs

Sensory and/or Physical Needs

Possible needs/difficulties	Provision		Specific Interventions and Support	External Support
• Visual impairment • Hearing impairment • Multi-sensory impairment • Gross motor difficulties • Fine motor difficulties • Self-organisation for daily living • Diagnosed conditions such as cerebral palsy, dyspraxia 	✓ Quality First Teaching ✓ RSHE curriculum ✓ PATHS ✓ Adult support ✓ Nurturing school ethos and an approach that values diversity and encourages awareness/respect ✓ Specific resources, furniture or equipment ✓ Sensory resources ✓ Large text ✓ High contrast resources	✓ Assemblies ✓ Left-hand seating and equipment ✓ Environmental sensory audits ✓ Seating plans ✓ Accessibility plan/policy ✓ Accessible toilets available ✓ Modified test papers as required	➢ Physiotherapy programmes ➢ Sensory circuits ➢ Dough disco ➢ Referrals to specialist support ➢ Write from the Start programme ➢ Fine/gross motor interventions ➢ Access Through Technology (ATT) ➢ Care Plans ➢ Risk assessments ➢ Occupational therapy 12-week programme	Norfolk Educational Psychology Service (EPSS) School and Community Team Norfolk Deaf SRBs Norfolk Early Help Just One Norfolk Occupational Therapy Digital Library Occupational Therapist Physiotherapist Norfolk Inclusion/Medical Team Virtual School Sensory Support (VSSS) Access Through Technology (ATT)

Specialists and External Agencies

At Browick Road Primary and Nursery School, we value the support and advice we receive from a variety of external agencies. Following their involvement, we aim to implement the suggestions and recommendations made.

Access Through Technology
Will provide equipment to support children to access the curriculum

Dyslexia Outreach
Provides dyslexia friendly support and strategies

Early Help Hub
Support for families to prevent situations and worries escalating

Educational Psychologists/Specialist Support Teachers (EPSS)
Will identify barriers to learning and underlying need, through assessments and observations

SEND & Inclusion Team
Advice and support for children who are finding it difficult to access mainstream provision

Just One Norfolk
Supports a range of health needs

Nelson's Journey
Supporting children and families with bereavement

School and Community Team
Advice and support for families and children with emerging SEND

Mental Health Support Team
Offering support to help manage emerging mild to moderate mental health difficulties

Paediatricians
Health needs and neurodevelopment concerns

Physiotherapists and Occupational Therapists
Specialist assessments and intervention for children with physical difficulties

Ormiston Families & CAHMS
Supporting children with their mental health

Virtual School Sensory Support
Support for children with sensory loss

Speech & Language Therapists
Assessments, support and intervention for children with speech, language and communication difficulties

Norfolk Virtual School
Support for Children In Care, Previously in Care, under a Kinship Order or with a Social Worker

Young Carers
Offering support for young people who have a relative with SEN or a disability

SEND and EAL

"Identifying and assessing SEND for young children whose first language is not English requires particular care" (SEND Code of Practice, 2015)

At Browick Road Primary and Nursery School, we will look at all areas of learning and progress for any child who is considered to have SEN.

We will identify if the learning difficulties are due to the child's limitations in their English language or if this could be due to SEN (or both).

We will work closely with Norfolk's EAL Advisory Service when necessary for support and advice.

Children with limitations in English as an additional language only do not have SEN.

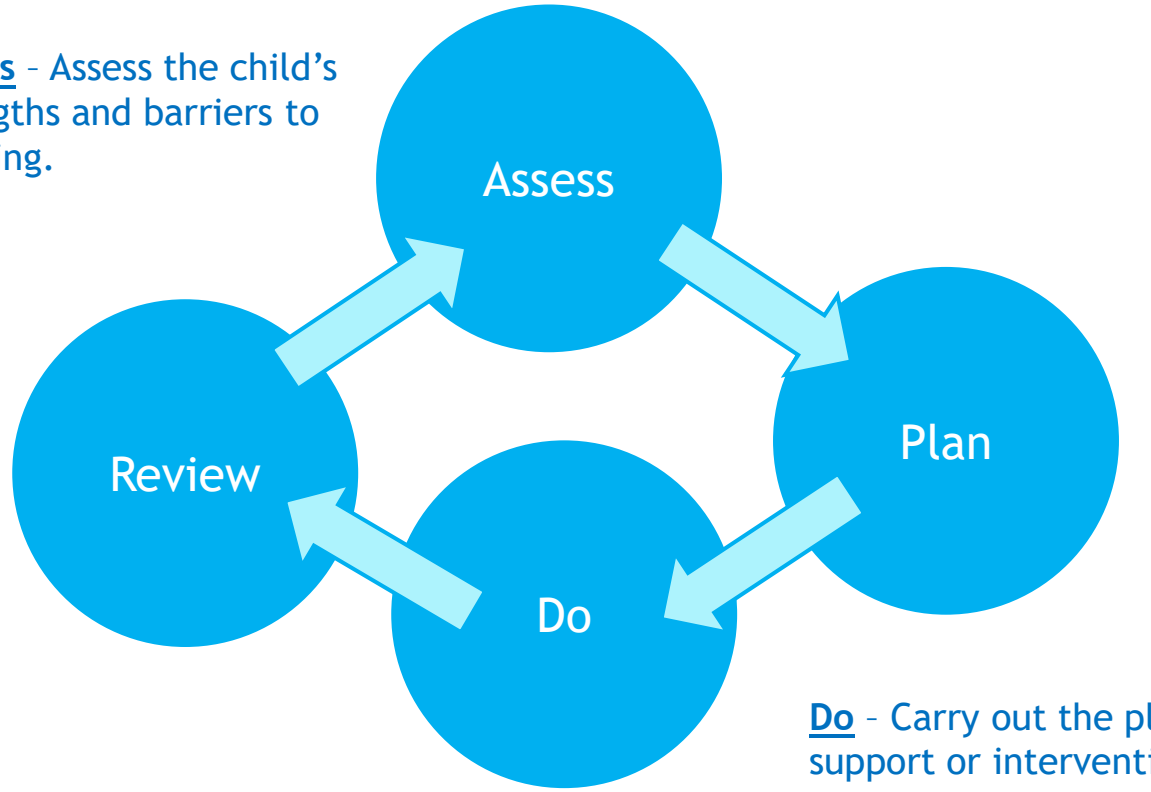


How do we assess and review children's progress?

The Graduated Approach

Once a child has been identified as having SEN, we use the four-stage graduated approach (Assess, Plan, Do, Review) to assess and review their progress. This helps us ensure their individual needs are being met. This cycle is a holistic approach and involves the child, parents and the school.

Assess – Assess the child's strengths and barriers to learning.



Review – Evaluate the effectiveness of the support and consider next steps.

Plan – Decide on the support needed to remove the barriers and plan the implementation.

Do – Carry out the planned support or intervention and monitor.



Learning Plans and One Page Profiles

As part of our Assess, Plan, Do, Review cycle, the children on the SEND Register have a learning plan with specific targets that will support their learning needs. They also have a profile (All About Me) that details further information about themselves that may inform their provision. Parents and children contribute to learning plans. These are reviewed termly.

Browick Road Primary and Nursery School
My Learning Plan

Name:		Class:		Date:	
		Teacher:		Review by:	
D.O.B:		SEN Stage	EAL: ☐ YES ☐ NO	Access arrangements: ☐ YES ☐ NO	
Year Group:		SEN Support ☑ EHCP ☐	Home Languages:	Details:	E.g. reader, scribe, prompt, extra time, rest breaks, adapted paper, use of technology, other (as part of normal classroom practice)
Correct year for chronological age: ☐ YES ☐ NO		Date support began:	PP: ☐ YES ☐ NO		
Academic year child joined school:		Plan Number:	CIC: ☐ YES ☐ NO		

INDES
(1 is a low level of need and 7 is a high level of need)

Speech and Language	Social Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Deafness	Visual Impairment	Physical disability, physical and neurological impairment, medical, independence and sensory

External agencies involved (include dates of specialist reports or support):	Ongoing provision (include interventions, reasonable adjustments):

My Targets:	Area of Need	What do I need to do?	Who and what are going to help me and when?	Review

For the Review: 0 = no progress; 1 = partially achieved; 2 = achieved; 3 = exceeded; 4 = outcome not implemented, include a comment

How well have I done?

My Targets:	My Score
	0 1 2 3 4 5 6 7 8 9 10
	0 1 2 3 4 5 6 7 8 9 10
	0 1 2 3 4 5 6 7 8 9 10

How well has my child done?

All About Me!

My name is:		I am in Year:		My birthday is:	
People I live with:		Important things to know about me at home:		Important things to know about me at school:	
What people like and admire about me:		Things I am good at:		Things I find difficult:	
How people can help me at school:		The person I can talk to at school is:		My aspirations for the future:	
What's important to me:			Who is important to me:		
My favourite things:			My fears/worries/things I don't like:		

Assessment Tools

We use a range of assessment tools to help identify need and measure progress.

- Boxall Profile (SEMH)
- PiXL Assessment and Therapies (C&L)
- PiXL Reading Speed Assessments (C&L)
- Strengths and Difficulties Questionnaires (SEMH)
- Sandwell Maths – Number Knowledge
- WellComm Primary Toolkit - Speech and Language
- PIVATs
- Dyslexia/Dyscalculia Screener (C&L)
- Specific Learning Difficulties checklists

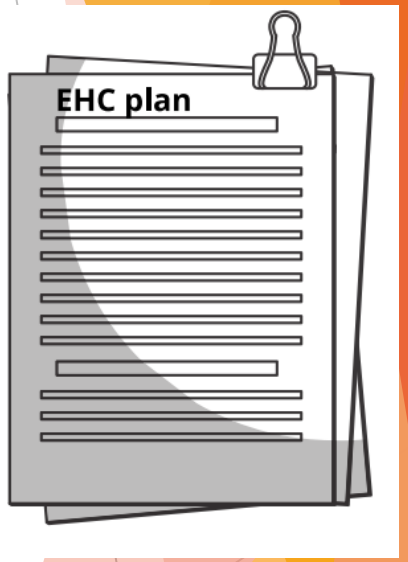


If further assessment is needed to support our children, we will use external professionals (such as a Specialist Support Teacher, Educational Psychologist, Dyslexia Outreach Service) to complete more specialised assessments.

Education, Health and Care Plans (EHCPs)

Where a child has specific SEND, they may benefit from an Education, Health and Care Plan.

"The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provisions in accordance with an EHC plan" (SEND Code of Practice, 2015).



The following people can request an Education, Health and Care needs assessment for a child:

- The child's parent
- A young person between the age of 16 and 25
- A person acting on behalf of a school.

Where a child has an EHCP, there will be an Annual Review which will evaluate the progress towards the targets set and discuss current provision and need. This review will take into account the views of the child, parents and any other professional involved with the child.

Further information can be found here:
https://www.norfolk.gov.uk/article/40673/Education-health-and-care-EHC-plans

What are our roles and responsibilities?

The Headteacher should:	The SENDCo should:
• Manage the day-to-day aspects of school life, including the support for children with SEND. • Oversee the work of the school SENDCo and class teachers to ensure that children's needs are met. • Ensure the school adopts a broad and balanced curriculum that includes all learners. • Make sure that the Governing Board is kept up-to-date about issues relating to SEND. • Appoint a Designated Teacher for Looked After and Previously Looked After Children who will then work with the SENDCo and staff to promote educational achievement of LAC pupils with SEND. • Support the SENDCo to ensure all duties from the Code of Practice are being fulfilled.	• Ensure staff are aware of the individual needs of the children and that reasonable adjustments are made so they can access the curriculum. • Advise staff on the Assess-Plan-Do-Review model and Norfolk Inclusive Practice Framework. • Coordinate all the support for children with special educational needs or disabilities (SEND). • Liaise with outside professionals to ensure appropriate support is in place. • Liaise with other schools about transition to and from the school. • Provide specialist support and training for teachers and support staff so that they can help children with SEND in the school to achieve the best progress possible. • Review and update the school's SEND Policy and SEND Information Report on an annual basis. • Write an annual SEND Report for governors. • Update the school's SEND records, ensuring that all the SEND needs of pupils are known and making sure that records of progress and needs are kept. • Manage the SEND budget and buy resources to meet individual needs. • Maintain the school's SEND Register. • Monitor Learning Plans. • Attend meetings and reviews.

What are our roles and responsibilities?

The Class Teacher should:	The Teaching Assistant should:
• Monitor the progress of the children with SEND and plan any additional support they may need or make reasonable adjustments as required. • Use ongoing assessments to write and review Learning Plans with parents/carers and pupils. • Plan and assess the impact of interventions. • Use the Norfolk Inclusive Practice Framework tool to inform practice. • Work with parents/carers, pastoral staff, the SENDCo and outside agencies to support each child's individual needs. • Discuss individual progress in termly pupil progress meetings. • Ensure that the school's SEND Policy, SEND Information Report, Anti-Bullying Policy, Accessibility Policy, Promoting Positive Behaviour & Relationships Policy and Equality Policy are followed in their classroom and for all the pupils they teach with SEND. • Attend SEND training as required.	• Work with, and as directed by the class teacher, to ensure the needs of children with SEND are being met. • Ensure children with SEND can access the curriculum. • Deliver high-quality interventions and keep records as appropriate. • Liaise with the class teacher about the progress of the children they work with. • Pass intervention data to the SENDCo for monitoring every half-term. • Observe and record achievements and concerns. • Support and encourage children to use and develop strategies that promote independence. • Support the implementation of strategies within the classroom. • Help children remain on task and focused on their learning tasks.

What are our roles and responsibilities?

The SEND Governor should:

- Make sure that the necessary support is given for any child with SEND who attends the school.
- Meet regularly with the SENDCo to evaluate the effectiveness of the school's work with SEND pupils and their families.
- Look at school data to measure and assess the progress of pupils with SEND.
- Raise awareness of SEND at governors' meetings.
- Review the policies and SEND Information Report to ensure the report is compliant.



How do we involve our children, parents and carers in their education?

We understand the importance of working in partnership with parents/carers in order to achieve the best outcomes for our children. As a parent/carer of a child with SEND, you and your child will be involved in the following ways:

Parents/Carers are:	Children should:
• Invited to attend parent consultations twice a year, in addition to termly meetings to review Learning Plans. • Encouraged to contribute towards Learning Plans and Annual Reviews of EHCPs. • Encouraged to communicate with teachers via their class email, contact book, planner or by telephone, as necessary. • Where relevant, meet with external professionals that are involved in supporting their child. • Invited to attend meetings with the SENDCo. • Asked to contribute to SEND documents, including the SEND Information Report.	• Contribute towards Learning Plans and meetings as appropriate. • Share their views for their EHCP Annual Review. • Take part in interventions. • Use their resources as directed by the adults supporting them. • Talk to the adults about worries, concerns or how the adults can support and help them. • Take part in questionnaires as required. • Talk to the SENDCo about what's working well and suggest any improvements that need to be made.



What additional support is available for children with SEND?

Access Arrangements

Children with SEND may benefit from, and be entitled to, extra support during tests. This could include having a reader or extra time. Any agreed support will be based on normal classroom practice and will be applied for/agreed by the school.

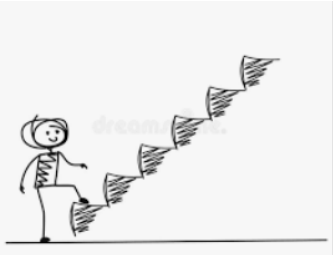
Extra-Curricular Activities

We have many opportunities for children to take part in extra-curricular activities and believe that all children should be entitled to this. We make reasonable adjustments to ensure participation is achievable. This may include organising specialist equipment or arranging for an adult to support a child.

Medical Needs

Any child that has a medical need will have a care plan and/or a risk assessment. These are generally written by a medical professional and will be regularly reviewed. If a child is unable to attend school due to their medical condition, they will be referred to the medical needs team for support and advice.

Further advice can be found at: https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/how-education-providers-support/medical-needs-education-provision



How do we prepare our children for their next steps?

Transition from Nursery to Reception

- Meetings between pre-school/nursery staff and the Reception teacher
- Reception teacher visits the children in their pre-school setting
- Children are invited into school in the summer term to become familiar with the school environment
- 'Stay and Play' session takes place in September
- Phased start into the Reception class

Transition within school

- Transition meetings between current and new teachers to discuss strategies used to support the child
- 'Move Up Day' in July
- Extra transition activities planned as required, including story swaps, visits to the classroom etc.
- Social stories and additional resources sent home over the summer as required
- Meeting between SENDCo and new class teachers to discuss provision and needs in September

Transition to a new school

- Transition conversation/meetings between SENDCos
- Visits to the school where possible
- 'Move Up Days' in July
- Records shared with the new school
- Where possible and appropriate, new staff will visit the child's current setting

What SEND training have staff received?

Training for staff during the academic year 2025-26 included:

- First Aid
- Behaviour, Theory of Mind and Neurodivergence
- Diabetes
- Epilepsy
- Norfolk Steps (Step On/Step Up)
- Creating a Dyslexia Friendly Classroom
- Transforming Behaviour project
- Working memory training
- Sensory Processing
- Social Stories/Comic Strip Conversations
- Making Learning Stick with Words and Images
- Psychological trauma – children and young people
- NPQ SENCo training
- SEND and Inclusion training
- SENDCo and Headteacher meetings with the Educational Psychology Specialist Service (EPSS) every term to discuss the needs within the school
- SENDCo attends SENDCo cluster meetings termly
- SENDCo attends SEND forum termly which provides updates from Local Authority SEND advisors



What SEND support services are available for parents/carers?

Organisation	What do they do?	Contact details
Norfolk SEND and Inclusion Support Line	The SEND and Inclusion Support Line is for families looking for support and advice.	Telephone: 0333 313 7165 (Monday - Friday 9am - 5pm)
Norfolk SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)	They provide free and impartial information, advice and support about special educational needs and disabilities (SEND) to children, young people and parents/carers.	https://www.norfolksendiass.org.uk/ Telephone: 01603 704070 Email: norfolksendiass@norfolk.gov.uk
Just One Norfolk	Just One Norfolk is a service that provides health and wellbeing support and advice to families, children and young people in Norfolk. It's a single point of access for health information and services for children and families in the area.	https://www.justonenorfolk.nhs.uk/ Telephone: 0300 300 0123
Norfolk Early Help and Family Support	Providing a range of help and support for families and parents who are worried about their children.	https://www.norfolk.gov.uk/children-and-families/early-help-and-family-support
Ormiston Families	Providing a range of services to support positive mental health.	https://www.ormiston.org/ Telephone: 01473 724517 Email: enquiries@ormistonfamilies.org.uk

How has the school used funding to support SEND provision?

In the financial year 2025-26, our SEND budget was £141,056. This included £44,182 of Element 3 (High Needs Funding).

The **notional funding** has been used to support SEND in the following ways:

- To fund additional support staff
- To purchase specialist resources
- To access specialist services including Educational Psychologists, Specialist Support Teacher and Dyslexia Outreach
- For interventions
- Staff training and professional development



Element 3 funding has been used to support children whose needs cannot be met within the school's notional budget allocation.

What is the Norfolk Local Offer?

The Norfolk Local Offer contains information of the services available to children, young people and their families.

See their website for more information:
https://www.norfolk.gov.uk/children-and-families/send-local-offer

"Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their areas which have SEN or are disabled, including those who do not have Education, Health and Care Plans"

Browick Road Primary and Nursery School's SEND Information Report forms part of the Norfolk Local Offer for learners with SEND.

How do we keep our children safe?

The safeguarding of our children is paramount at Browick Road Primary and Nursery School.

We know that children with complex special educational needs and/or disabilities are vulnerable and more likely to be victims of abuse.

If you have concerns about a child, you can contact one of our Designated Safeguarding Leads (DSLs):

- Miss Helen Laflin (Headteacher and Lead DSL): head@browickroad.norfolk.sch.uk
- Miss Vicki Wild (Deputy Headteacher and Deputy DSL): deputyhead@browickroad.norfolk.sch.uk
- Mrs. Nicola Barber (Senior Teacher and Deputy DSL): n.barber@browickroad.norfolk.sch.uk
- Miss Paula Bilverstone (School Administrator and Deputy DSL): office@browickroad.norfolk.sch.uk

Alternatively, you can contact the Norfolk Children's Advice and Duty Service (the CADS team) on 0344 800 8021. You may also wish to contact the NSPCC on 0800 800 5000.

Our Safeguarding and Child Protection Policy can be found here.



Links to School Policies

- Accessibility Plan
- Admissions Policy
- Promoting Positive Behaviour and Relationships Policy
- Equality and Diversity Policy
- Safeguarding and Child Protection Policy
- SEND Policy

Useful Links

- Autism Education Trust: https://www.autismeducationtrust.org.uk
- ASD Helping Hands: https://www.asdhelpinghands.org.uk
- Benjamin Foundation: https://benjaminfoundation.co.uk
- British Dyslexia Association: https://www.bdadyslexia.org.uk
- Down's Syndrome Association: www.downs-syndrome.org.uk
- East Coast Community Healthcare (ECCH): www.ecch.org
- SEND Code of Practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Have your say

This SEND Information Report declares our annual offer to learners with SEND, but to be consistently effective, it needs regular input from parents/carers, pupils, governors and staff.

Please do not hesitate to discuss your thoughts, opinions and ideas with us; we want to hear them!

What can I do if I am not happy with the SEND provision for my child?

We try our best to support all our children at Browick Road Primary and Nursery School. However, if you have any questions of concerns about the provision or support your child is receiving, please discuss these with the class teacher in the first instance.

If you are still concerned, please arrange a meeting with the SENDCo, Miss Vicki Wild.

Further information about our Complaints Policy and Procedure can be found here.

