Special Educational Needs and Disabilities Information Report

9th June 2026

Aldborough Primary School



SEND Co-ordinator: Mrs Rebecca Gale

To contact Mrs Gale, please use school contact details: 01263761264 / office@aldborough.norfolk.sch.uk

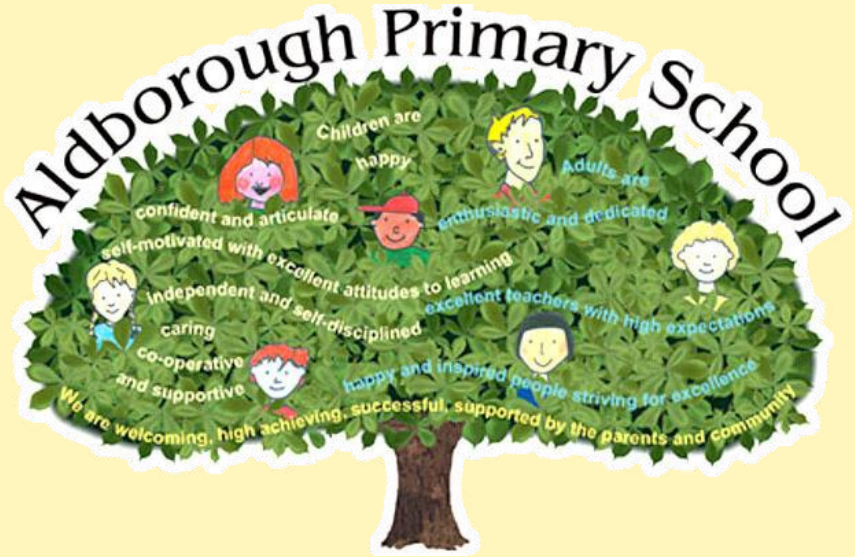
If you would like a printed copy of this report, please ask at the office.

Please note, Mrs Gale is a part-time member of staff and has additional teaching commitments. However, she will get back to you as soon as possible.

Our Approach

At Aldborough 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 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 through the use of learning walks, lesson observations, book looks and most importantly pupil voice. This monitoring is carried out by all teachers and by governors to enable constructive feedback, problem-solving, and joint planning and progression.



At Aldborough School our vision is:

- To energise everyone to take responsibility for their learning.
- To inspire each other to be the best we can be.

Our vision is underpinned by our core values:

- Individuality
- Respect for each other
- Pride in our school
- Community and Collaboration

For more information on our approach, please see our Curriculum vision on the school website. Our Curriculum Vision – Aldborough Primary School



Our Policies and Procedures

Our relevant policies and procedures are hyperlinked below:

- **SEND policy -** SEND-Inclusion-Policy-2026.pdf
- **Accessibility plan -** Accessibility-Plan-November-2025-28.pdf
- **Safeguarding policy and procedures -** APS-KCS-policy-September-2025.pdf
- **Behaviour policy –** Education and Libraries
- **Complaints procedure -** Model complaints procedure
- **Support for pupils with medical conditions -** School Policy Statement
- **Admissions policy -** Admissions-Procedures-2026.Pdf
- **Equality information and objectives -** APS-Equality-Objectives-2026-to-2030.pdf

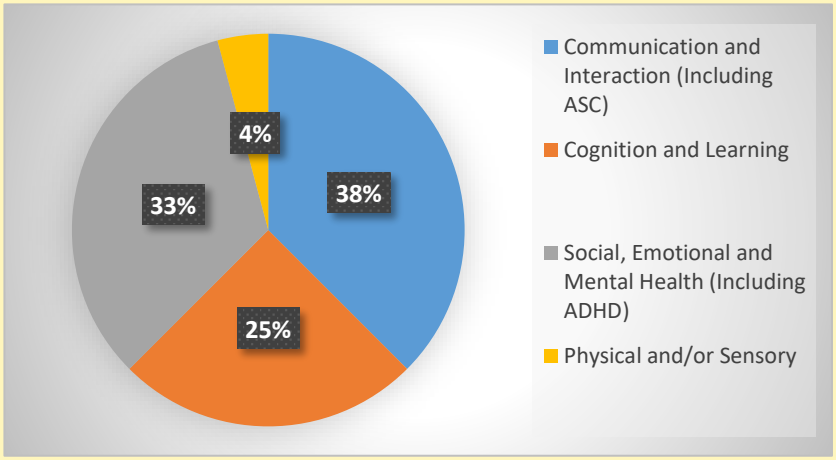
Special Education Needs and Disabilities at Aldborough

At different times in their school career, a child or young person may have a special educational need. The SEN 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. This is provision which is "additional to or different from" the usual provision available to other children and young people of a similar age. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age;
- Or 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."

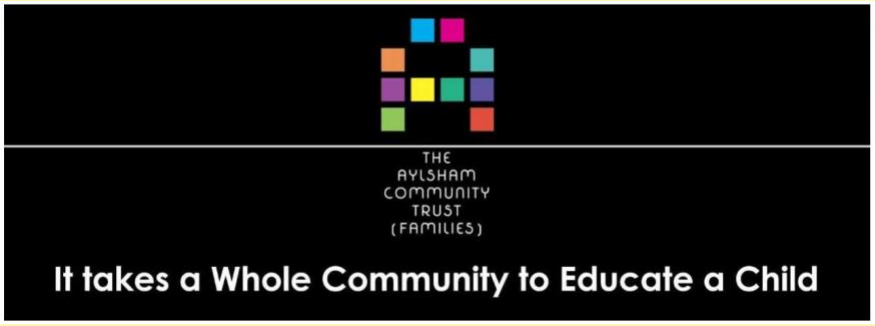
At Aldborough, we currently have 18% of pupils identified as SEND. The pie chart below shows the proportion of these pupils in each of the four broad areas of need. This only represents the learners' primary area of need, and some learners may have secondary needs in another category.



Special Educational Needs Funding and Provision

As a school, we constantly monitor the changing needs of our school population and use this information to adjust the provision we have in place. To do this, we use the data from the ASP (Analysis of School Performance) and the IDSR (Inspection Data Summary Report), along with formal and informal data on individual performance and exit and entry data for interventions etc.

As part of the Aylsham Cluster Trust, we also benefit from a close relationship with several schools in the area with whom we can share expertise and seek advice.



TACT Families – Aldborough Primary School

Our latest costed provision map can be found in the SEND section of our website.

This provision map also shows how the school has used and will be using the Element 3 (Top-up) funding we have received.

For information on our current SEND budget, please see the Budget Share Tracker. Childrens Services ICT Solutions (norfolk.gov.uk)

Inclusivity

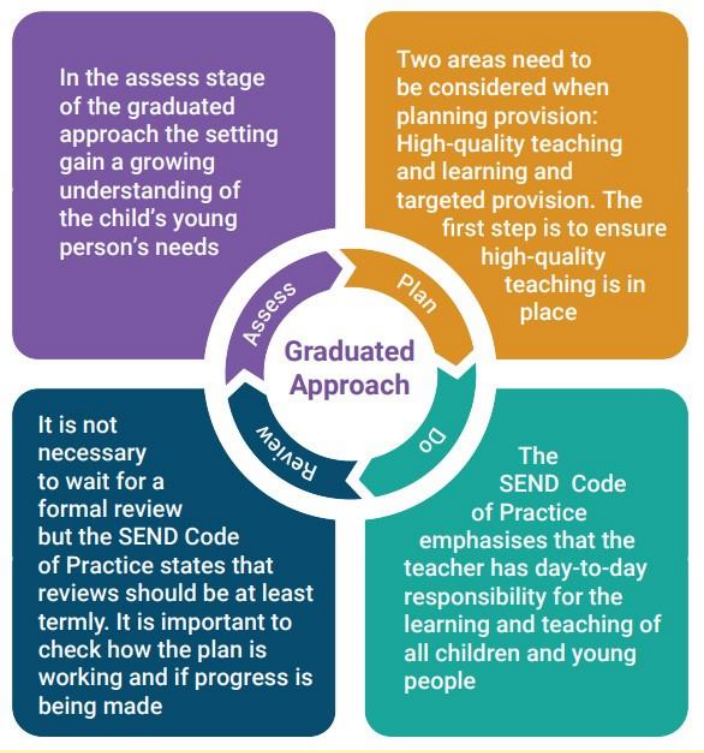
Additional funding is also used to support all children to assess all aspects of school life in line with our inclusivity principles of celebrating difference and encouraging independence and responsibility.

Assess, Plan, Do, Review

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

In addition, we recognise that children can experience a range of barriers to learning: they may have poor attendance; they may have experienced changes in school or at home; or English may be their second language. At Aldborough School, we are committed to ensuring that all learners have access to learning opportunities, so for those experiencing barriers, we will work with the families and pupils to explore ways to overcome these. However, this does not mean that all learners with challenge have SEND.

In line with the SEND Code of practice, we use the graduated approach here at Aldborough. This is also known as the Assess, Plan, Do, Review cycle (APDR).



The next few pages of this report will outline more details of what each of these stages looks like here.

Assess

Pupils at Aldborough School undergo continuous informal teacher assessment throughout their lessons. In addition, once each term, pupils undertake a series of more formal assessments looking at all areas of the curriculum, but particularly focusing on their progress in maths, times tables, phonics, reading, spelling, grammar and writing. These assessments are combined with the teacher's ongoing assessments to produce a level for each child. All data is stored securely on our systems for all staff to access and monitored regularly to ensure all pupils are making the progress that is expected. These assessments then feed into pupil reports and pupil progress review meetings.

(For more precise details of how each subject is assessed, please see subject pages on the school's website).

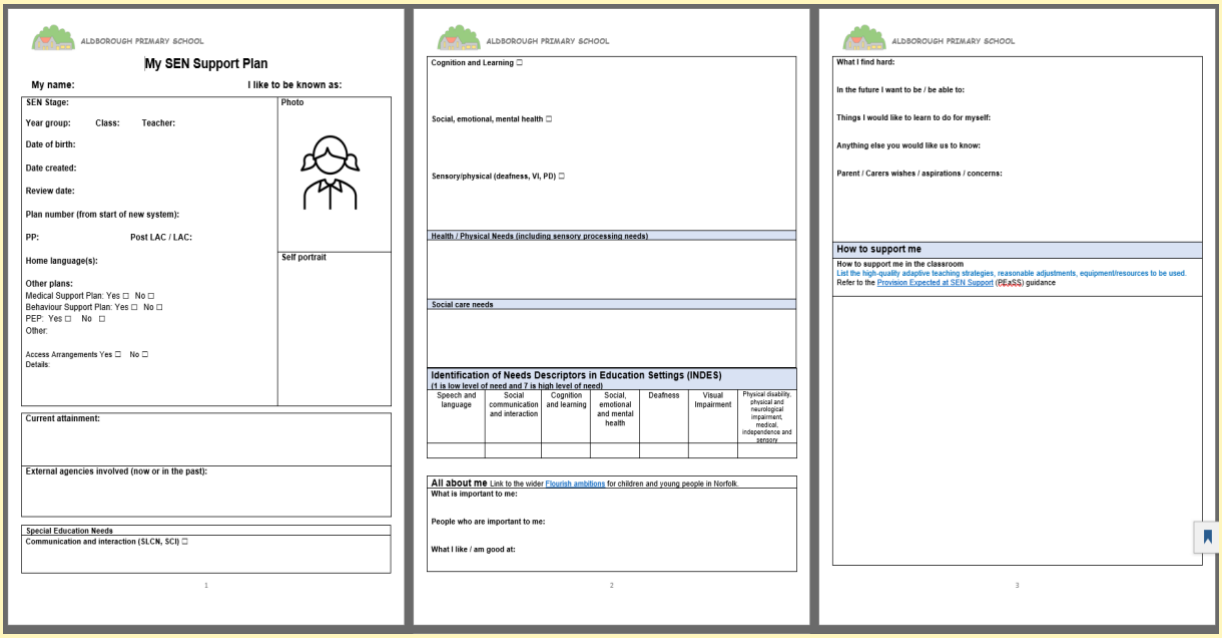
Further Assessments

If concerns are raised about a pupil either as a result of these assessments, or from informal observations by staff or parents, we may run a series of further assessments to attempt to identify barriers to learning. These may include more formal observations by additional staff, checklists to identify areas of need completed by home and school, meetings and discussions with the family and pupil, informal assessments designed to indicate possible dyscalculic or dyslexic traits, assessments of receptive language, and assessment of speech and language against expected age-related progress.

Plan

Once the assess stage is complete, a plan can be produced to support the learner. This may be an informal plan, where the assess stage suggested only mild short-term changes would be sufficient, or formally in a support plan, where the additional support required is more significant or likely to be longer term in nature.

At Aldborough, we place the pupil at the heart of the support plan process and, along with the family, we work together to produce a plan which everyone is happy with.



ALDBOROUGH PRIMARY SCHOOL

My SEN Support Plan

My name: I like to be known as:

SEN Stage:

Year group: Class: Teacher:

Date of birth:

Date created:

Review date:

Plan number (from start of new system):

PP: Post LAC / LAC:

Home language(s):

Other plans:
Medical Support Plan: Yes ☐ No ☐
Behaviour Support Plan: Yes ☐ No ☐
PEP: Yes ☐ No ☐
Other:

Access Arrangements Yes ☐ No ☐
Details:

Photo

Self portrait

Current attainment:

External agencies involved (now or in the past):

Special Education Needs
Communication and interaction (SLCN, SCI) ☐

1

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Cognition and Learning ☐

Social, emotional, mental health ☐

Sensory/physical (deafness, VI, PD) ☐

Health / Physical Needs (including sensory processing needs)

Social care needs

Identification of Needs Descriptors in Education Settings (INDES)
(1 is low level of need and 7 is 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

All about me Link to the wider Flourish ambitions for children and young people in Norfolk.
What is important to me:

People who are important to me:

What I like / am good at:

2

ALDBOROUGH PRIMARY SCHOOL

What I find hard:

In the future I want to be / be able to:

Things I would like to learn to do for myself:

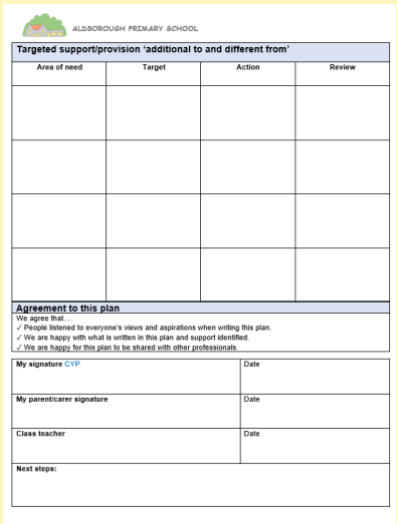
Anything else you would like us to know:

Parent / Carers wishes / aspirations / concerns:

How to support me

How to support me in the classroom
List the high-quality adaptive teaching strategies, reasonable adjustments, equipment/resources to be used.
Refer to the Provision Expected at SEN Support (PEaSS) guidance

3



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Targeted support/provision 'additional to and different from'

Area of need	Target	Action	Review

Agreement to this plan
We agree that...
✓ People listened to everyone's views and aspirations when writing this plan.
✓ We are happy with what is written in this plan and support identified.
✓ We are happy for this plan to be shared with other professionals.

My signature CYP	Date
My parent/carer signature	Date
Class teacher	Date
Next steps:	

Do

Once the plan is set up, it is implemented for approximately one term, or until the next formal assessment period.

The 'Do' section falls roughly into three sections: High Quality Teaching, adaptations and interventions.

High Quality Teaching

In line with research, at Aldborough we believe the most effective way of removing the majority of barriers to learning is High Quality Teaching.



This includes:

- Well planned and engaging lessons where pupils revisit and build on previous learning;
- A clear structure to lessons which the children are made aware of;
- Clear and concise instructions given in small chunks and one at a time;
- Lots of opportunities to check learning and expectations;
- A well organised routine and clear visual timetable;
- Explicit teaching of vocabulary;
- Appropriately differentiated learning options that remain ambitious for all;
- Supporting engagement through the use of appropriate groupings, positive language and scaffolded support.

Adaptations

In addition to high quality teaching, pupils can be supported with adaptations within the classroom.

These can include:

- Making written information more accessible through the use of coloured paper or overlays, audio, dual coding and RNIB Bookshare scheme.
- The use of technology e.g. laptops, clicker, voice to text etc.
- Physical adaptations such as changes to seating or table arrangements, ramps, quiet areas or calm zones, equipment to support the learner within the classroom such as kick bands, fidget toys, wobble cushions, writing slops, pencil grips etc.
- Additional / different arrangements for exams.
- Curriculum adaptations such as group or class size, recapping missed learning, adaptations to lessons.
- Norfolk Steps Positive Behaviour Plans.



Interventions

If it is felt that it would be beneficial to close gaps in learning, a pupil, with or without SEND, may take part in targeted, short-term, one-to-one or small group interventions outside of the classroom. As these interventions are targeted, what takes place alters according to need, but as a guide we often offer Little Wandle Rapid Catch-Up, Power of Two / Times tables, Socially Speaking, Maths Seeds, Times Tables Rock Stars, Numbots, ELSA, SEMH support from the Aylsham team, along with our priority reading scheme, where readers requiring additional practice are given a phonetically appropriate book to read three times in a week.

(The graduated provision map in the SEND section of our website lists the provision we offer for each of the four areas of need.)

Review: Pupils, Parents and Carers

At Aldborough, we believe that parents play a vital role in understanding and supporting the education of all children, but especially children who have SEND, as they can help us to see the full picture for the children we are working with. Equally, the pupil themselves must always be at the centre of the support process giving their voice and sharing their goals.

In order to achieve this, we always aim to hold termly meetings with parents/ carers and pupils as part of the review of the support plans, in order to assess what has been working well, what support may need tweaking and where we need to think again and try something different. These meetings are in addition to normal parents' evenings, questionnaires etc., and supplement the ways parents can be involved in the education of their child.

Where necessary, we can also implement a home-school contact book.



Having said this, we would not want anyone involved to wait until the review meeting if there was something they would like to discuss with us. Pupils are aware that they can always speak to their classroom staff or to Mrs Gale at any time. Similarly, parents/carers are always welcome to discuss concerns. We ask parents to do so in the following order:

1) Initially discuss concerns with the class teacher, either face-to-face or via email.
2) If unresolved, contact the office and request an appointment with Mrs Gale.
3) If still unresolved, please then request an appointment with our head teacher, Mrs Bearman.
4) If concerns still remain, follow the formal complaints procedure detailed on our website.

Model complaints procedure

For support with making a formal complaint and for advice before this point, please contact Norfolk SENDIASS. Norfolk SENDIASS Home Page

Please rest assured that we always appreciate parent/carers' and pupils' views and use these to inform and review the development of the school offer and policies.

SEND Local Offer

SEND Local Offer - Norfolk County Council

The Local Offer is an information directory where individuals with SEND aged 0-25, as well as their parents or carers, can go to find out what support or provision they can expect to be available in their local area.

It covers a range of local agencies, including education, health, and social care services – such as childcare, independent schools or colleges, care placements, apprenticeships, transport arrangements between home and education settings, specialist teachers, therapy services, and other specialist support. It should also include relevant regional and national specialist provision, such as provision for children and young people with rare and more complex SEND.

The Offer should detail support for both those with Education, Health, and Care (EHC) plans and those without. It must include arrangements for:

- Identifying and assessing individuals' SEND, including in the early years.
- Requesting an EHC assessment.
- Consulting parents.
- Securing services, provision, and equipment required
- Funding and allocation of budgets, including top-up high-needs funding.
- Supporting transitions between phases of education, plus preparations for adulthood and independent living.
- Appealing decisions, making complaints, and resolving disagreements with regards to provision.

The two key purposes of the Local Offer are:

1. To provide clear, detailed, accessible, and up-to-date information about the provision available and how it can be accessed (including eligibility criteria). It must be easy to understand and well-signposted.
2. To respond to local needs and see where gaps in the provision are by directly involving children and young people with SEND and their parents or carers – in addition to service providers – in its development and review. In other words, the Local Authority must ensure that comments can be made about the Local Offer, and they must take these comments into account.

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

Norfolk SENDIASS Home Page

This excellent support service gives free, confidential and impartial advice and support to children and young people and their families/carers about anything to do with Special Education Needs and Disabilities. They can give advice on how to find, understand and interpret information and with what to do when things go wrong.

They can be contacted by phone, email, or text at the contact details given below:

01603 704070
norfolksendiass@norfolk.gov.uk

We would also recommend that you have a look at these two particular sections of the SEND Local Offer for extra information and advice about the provision you should expect and what to do when you do not agree with the support your child is receiving:

- Provision expected at SEN support (PEaSS) - Norfolk Schools and Learning Providers - Norfolk County Council
- Reaching agreement about SEN Support - Norfolk County Council

External Services and Further Advice

As a school we use a number of external support services according to the needs of our pupils. These include the Educational Psychology Specialist Support, Dyslexia Outreach Service, School Sensory Support, Autism Support Team, Speech and Language Therapy Service, Early Help and Early Childhood and Family Support.

Many of these services and many more can also be accessed by parents via the Just One Norfolk Website.

Health Advice & Support for Children & Families (justonenorfolk.nhs.uk)

Staff Training

On top of external services, we are also committed to ensure that all staff receive appropriate training. Below is a list of some of the training staff have completed recently:

- CPD Record 25-26 SEND
- Whole staff safeguarding training – all staff 1.9.25
- Trauma and Attachment Aware Practitioner – all classroom based staff + kitchen staff 2.9.25
- VNET Adaptive Teaching – RG 19.9.25
- VNET – Managing Change HB 24.9.25
- COM Network Safeguarding Partnership – HB 7.10.25 (+DDSLs 20.10.25)
- Epi Pen + JEXT pen training (NNUH) – All staff twilight 9.10.25
- Adaptive Teaching – RG delivered to all staff twilight 15.10.25
- Step On Lead Professional Training RG 22.10.25
- Good Autism Practice RG 10.11.25
- Effective Use of TAs for SEND in mainstream settings VNET – all teaching staff twilight 17.11.25
- Misogyny and Incel Culture; Support for Schools – HB 19.11.25
- Difficult Conversations VNET RG + HB 20.11.25
- SEND Voices through Art (Resilience is Brilliance NCC HB 24.11.25)
- Autism and Anxiety (NCC) RG 26.11.25
- Resilience and SEND (Resilience is Brilliance NCC HB 26.11.25)
- Building Friendships, Respect and Belonging (Resilience is Brilliance NCC HB 26.11.25)
- Norfolk Steps Behaviour training – All staff 5.1.26
- Teaching in Small Steps – Reducing cognitive overload. All teaching staff twilight 14.1.26
- SEND VNET Conference – HB + RG 23.1.26
- Protect School Reputation (Avoiding Parent led Social Media Crisis) All teaching staff 28.1.26
- Behaviour 360 –Growing the Positives (All LSAs) 9.2.26
- Making Sense of Autism – all staff twilight 9.2.26
- Demand Anxiety Training – HB + RG 5.3.26
- PDA training – RG (All LSAs 11.3.26)
- Behaviour Project VNET – HB, RG + NC 10.3.26
- Changes to the RSE curriculum (Kapow) 18.3.26 All teaching staff
- Step Up Training – NCC – RG – 29.4.26 + 30.4.26
- Prevent Webinar – NCC – HB 20.5.26
- Restrictions and Interventions (new guidance) RG – All staff 3.6.25
- Adaptive Teaching (Lisa Herron Specialist Teacher) All teaching staff 10.6.26
- Early Help Assessment Plan training – HB + RG 23.6.26 + 24.6.26
- Building Tasks for Essential Knowledge VNET – All teaching staff 24.6.26

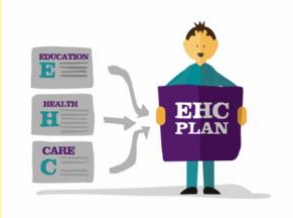
Education, Health Care Plans

The information below is from the EHCP team at Norfolk County Council:

Most children and young people with special educational needs (SEN) will have their needs met with SEN Support in a mainstream place of learning.
An EHC plan is for under 25s with complex special educational needs and disabilities (SEND).
An EHC plan:

- ***Is for children and young people with complex needs which cannot be met with SEN support***
- ***Identifies educational, health and social needs. It sets out the additional support to meet those needs for a child or young person to achieve their best possible outcomes.***
- ***Is based on a child or young person's needs and aspirations***
- ***Specifies how services will work together to meet a child or young person's needs and achieve agreed outcomes***
- ***Is a legal document***
- ***Can start from a child's birth and can remain in place until a young person is 25***
- ***Is used to secure the provision which is assessed as being necessary***

If an EHCP is put in place, this is then reviewed at least yearly with all parties involved and with the pupil at the centre and parent/carers fully involved.



Although parents can apply for EHCPs, it is usually more appropriate for schools to do this due to the amount and type of evidence needed. Parents are asked to make an appointment with Mrs Gale to discuss the next steps.

Transition

New pupils

At Aldborough, we have pupils join us from a wide variety of settings and at many points through the school. At whatever time children join, they would always be invited to attend a transition session prior to their arrival. This would give both them and us an opportunity to get to know one another. In addition, we would request information from their previous setting, and in the case of a child with known or possible SEND, our SENDCo would also seek additional information from the previous setting's SENDCo and request a meeting with the family and child.

Additionally, we hold many events through the year to which parents are invited, send out monthly newsletters and regularly update our website and Facebook page so that new parents can get to know us better.



Moving Classes

Our unique class system here at Aldborough gives us lots of flexibility to allocate pupils to the most appropriate setting for them and at the most appropriate time. As a small, tightly knit staff team, we are always aware of the needs of each child and the best ways to support them as all staff work throughout the school at different points.

Similarly, the children know all of the staff and classrooms, and we have many school events which involve moving around the school and working with staff that are not normally in their class.

We also hold whole school transition sessions in June and at one of these sessions, pupils produce a one-page profile which their new teacher can then read to get to know them even better.

Transfer to High School

Discussions around transition to high school for children with SEND often begin in year 5 as it is helpful for us to know possible destination schools so that we can begin to think about the support that may be necessary.

These discussions will often take place during review meetings or may be part of a separate meeting with Mrs Gale. We would normally recommend that parents also make an appointment to see the SENDCo of the new school themselves (armed with copies of the pupil's current support plan and any supporting paper work from specialists etc.) This ensures information is passed on from as many channels as possible, so there can be no reason for the support to be put in place from the very beginning of their school career.

Children also receive visits in schools by staff from their new schools and go on transition visits. Mrs Gale is normally part of these meetings with new school staff, along with the class teacher to ensure all information is passed on.

