Great Massingham & Harpley CE Primary Schools Federation

United. Resilient. Respectful.

Great Massingham & Harpley CE Schools Federation

SEN Information Report and Policy

2026 - 2027

Introduction

Welcome to Great Massingham & Harpley CE Schools Federation's SEND Information Report. This document forms part of Norfolk's Local Offer for learners with Special Educational Needs and Disabilities (SEND). The local offer outlines services and support available for children and their families. All governing bodies of maintained school and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This report is a working document; if you have suggestions about how this report can be improved, please contact us. Our SEND Information Report will be updated annually and published on our school website.

Contact information

At Great Massingham & Harpley CE Schools Federation we strive to support all children to enable them to achieve at school. We use a whole-school inclusive approach to ensure children are supported throughout their learning journey. This includes involvement from the Headteacher, SENDCo, class teachers, support staff, parents and pupils.

If you think your child may have SEND, please speak to their class teacher in the first instance.



The SENDCo for Great Massingham & Harpley CE Schools Federation is Mrs Alex Steel. Mrs Steel has the National Award for SEN Coordination (NASENCO).

She can be contacted on sen@harpley.norfolk.sch.uk. Her working days across the federation are Monday, Tuesday and Wednesday.

Alternatively, you may wish to contact our Executive Headteacher, Mrs Hilary Myhill on:



- head@gmhfed.norfolk.sch.uk or 01485 520362 (Great Massingham CE Primary School) or 01485 520274 (Harpley CE Primary School)

Mrs Steel is the Federation's Senior Mental Health Lead and both Mrs Steel and Mrs Myhill are the Federation's Norfolk Steps Lead Professionals.

Our governor with responsibility for SEN is Suzie Allen.

Our School Vision and Our Approach to Teaching Learners with SEND

Our theologically rooted vision statement comes from the role schools play in guiding and supporting children and their families. Everyone needs guidance at times to enable them to live *'life in its fullness' (John 10:10)*, and as a federation our mission statement sets out how we aim to do this:

'I will instruct you in the way you should go; I will counsel you with my loving eye on you.' Psalm 32:8

How we live this is demonstrated through our school mission statement:

Proud to belong, determined to succeed, kind to all.

This is supported by 3 core values: Unity - Resilience - Respectfulness

Through a positive, safe and caring environment, we provide the opportunity for every child to thrive. Our school values reflect our commitment to ensuring **all** learners are given the opportunity to succeed, make progress and reach their full potential.

We value high quality teaching for all learners, and actively monitor teaching and learning in the school. We use The Norfolk Inclusive Practice Framework (NIPF) to ensure children with additional needs can be supported to learn within an inclusive whole class setting and we adapt our teaching accordingly, ensuring high quality first teaching strategies are at the forefront. This provision is outlined in our School Provision Map under Universal Provision.

Our School Provision Map can be found on our federation website:
https://www.gmhfed.norfolk.sch.uk/learning/send/

For more information on NIPF visit: https://www.schools.norfolk.gov.uk/article/79254/Norfolk-Inclusive-Practice-Framework-Consultation-version

We monitor the progress of all learners, and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes termly pupil progress meetings, lesson observations, lesson drop-ins, book looks and the collection of pupil voice.

Identification

At different times in their school career, a child or young person may have a special educational need (SEN). There may be a variety of reasons why a child may need additional support. The Code of Practice (2015) defines SEN as:

'a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or 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.'

At Great Massingham and Harpley CE Schools Federation we are committed to identifying any additional needs as early as possible. However, all children develop at different rates and so it may be that they are in school for some time before a special educational need becomes evident. In addition, there can be many reasons for learners not making expected progress. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. This does not mean

that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND. However, we would still provide additional support to help the child reach their potential and will always communicate any additional support being provided to parents/carers.

We identify children with SEND in a variety of different ways:

- Concerns may be raised by parents/carers, teachers or the child.
- Tracking and monitoring may show that limited progress is being made.
- A child may have been having an intervention and/or reasonable adjustment/s in class but is still not making expected progress. **If a child is receiving an intervention, parents will be informed.**
- There may be a change in the pupil's behaviour or progress.
- Liaison meetings with previous schools and pre-schools/nurseries give us valuable information about children transferring to us.
- Information or diagnoses received from external professionals such as speech and language, educational psychologists, paediatricians, health visitor, etc.

What should I do if I think my child may have special educational needs?

If you have any concerns regarding your child's progress or well-being, please speak initially to your child's class teacher to discuss your concerns.

Appointments can be made with the SENDCo via email or by contacting the school office.

SEND Profile

The SEN Code of Practice recognises four broad areas of need:

● Communication and Interaction

● Cognition and Learning

● Social, Emotional and Mental Health Difficulties

● Sensory and/or Physical Needs

Great Massingham CE Primary School

Great Massingham CE Primary School has 11 children with SEND. This is 27.5% of children on our roll (accurate as of September 2026). There are two children who have an EHCP which is 5% of children on roll.

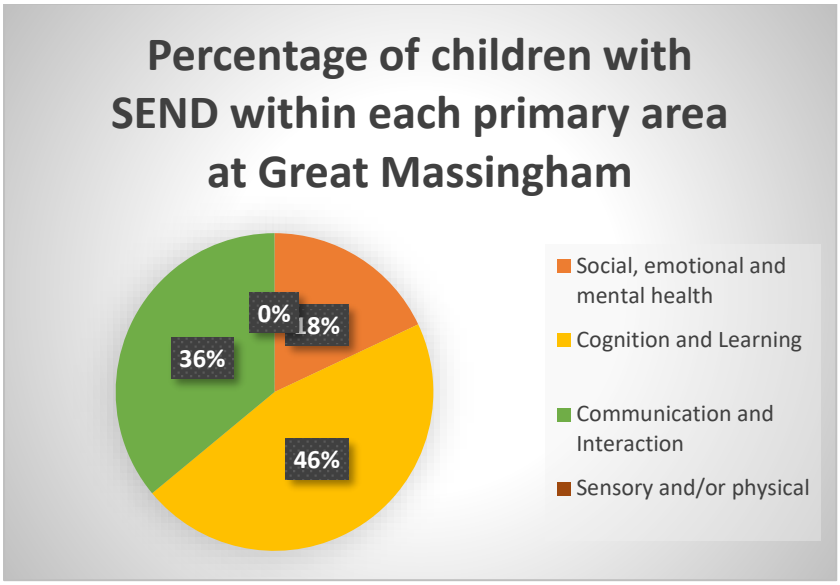
The primary SEND needs for these pupils are:

● 46% are identified as having SEND linked to Cognition and Learning (including maths, reading, writing and spelling etc.)

● 36% are linked to Communication and Interaction (including speech and language difficulties and problems with social interaction)

● 0% are linked to Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing)

● 18% are linked to Social, Emotional and Mental Health difficulties (which can include anxiety, depression, ADHD and attachment issues)



This data only gives the percentage of pupils within their primary need and does not represent the fact that many pupils will have one or more secondary need, which we will recognise and support.

Harpley CE Primary School

Harpley CE Primary School has 11 children with SEND. This is 26% of children on our roll (accurate as of September 2026). There are three children with an EHCP which is 7% of children on roll.

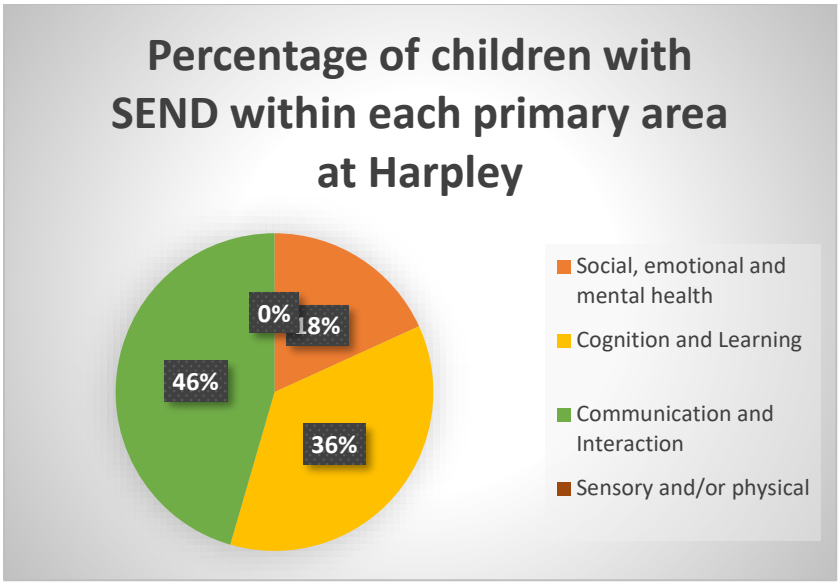
The primary SEND needs for these pupils are:

● 36% are identified as having SEND linked to Cognition and Learning (including maths, reading, writing and spelling etc.)

● 46% are linked to Communication and Interaction (including speech and language difficulties and problems with social interaction)

● 0% are linked to Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing)

● 18% are linked to Social, Emotional and Mental Health difficulties (which can include anxiety, depression, ADHD and attachment issues)

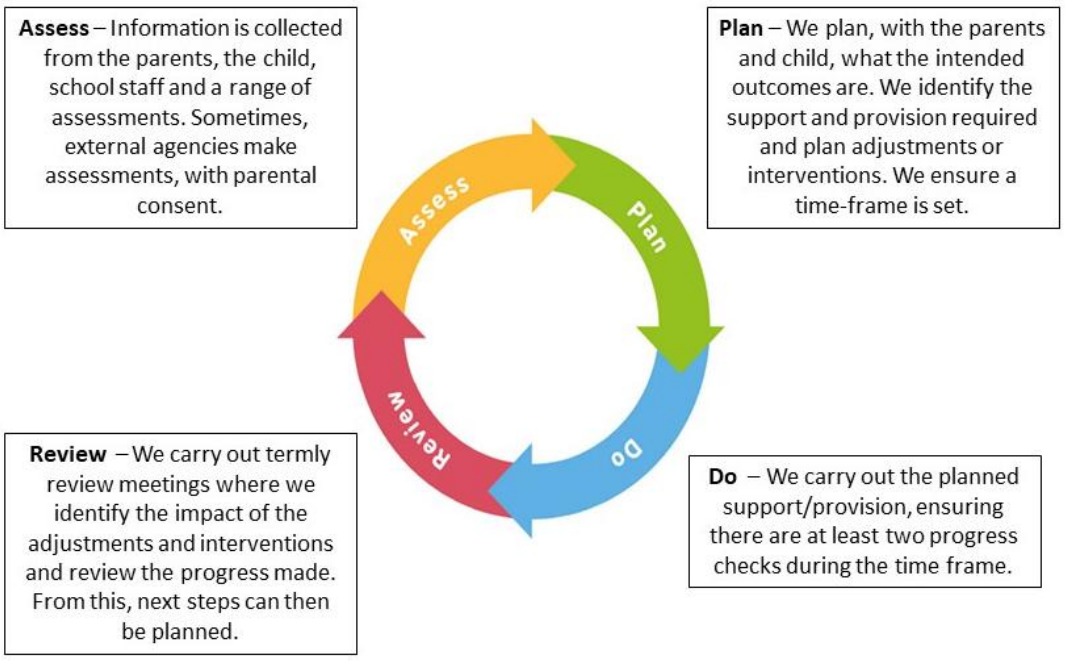


This data only gives the percentage of pupils within their primary need and does not represent the fact that many pupils will have one or more secondary need, which we will recognise and support.

Provision

If a child is identified as having SEND, we will identify and deliver effective provision that is **additional to**, or **different from**, the normal differentiated curriculum so that barriers to learning can be removed.

This support follows a four-part graduated approach: **assess, plan, do, review**.



A meeting will be arranged between the class teacher and the parents/carers. The SENDCo may attend if necessary. Prior to the meeting, the child's teaching team will use an INDES (Identification of Needs Descriptors in Education Settings) to support them in identifying a child's specific needs. This framework breaks down the four main areas of SEND into seven specific sections which describe need:

- Physical disability
- Deafness

- Visual impairment
- Speech and language
- Social communication and interaction
- Social, emotional and mental health
- Learning and cognition difficulties.

The INDES will be sent to the Norfolk SEND and Inclusion team who may be able to provide support with provision, funding and other services. For more information on the INDES, please visit: https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/identification-of-need-and-inclusive-provision/identification-of-needs-descriptors-educational-settings . Our schools take part in both internal and external INDES moderation to ensure consistency of use and alignment with our SEND Support Plans.

During the meeting, a SEND Support Plan will be created collaboratively. The child may be present at the meeting or they will have been asked their thoughts before the meeting and these are recorded in the child's one-page profile. The SEND Support Plan is split into two parts:

- The first part focuses on support within the classroom which includes high quality first teaching strategies and reasonable adjustments. Our schools use the Norfolk Inclusive Practice Framework (NIPF) to support with selecting appropriate provision (https://www.schools.norfolk.gov.uk/article/79273/Broad-Areas-of-Need). The provision may include in-class additional support and/or adjustments specific to the child e.g. coloured overlays, ear defenders, specific adult support etc. In addition, a teacher will always consider what high quality first teaching strategies can be introduced for the whole class which support the needs of all learners and this may be listed within this section on the plans too.
- The second part of the SEN Support Plan contains the targeted support which is additional to and different from the provision detailed in the first part of the plan. Short term (termly) outcomes will be agreed and the provision may include interventions if the pupil has needs related to more specific areas of their education, such as spelling, handwriting, maths or social, emotional and behavioural needs. These will be run by the teacher, teaching assistant or SENDCo.

The provision and outcomes on the SEND Support Plan will be reviewed termly by the child, class teaching team and parents/carers. The plans are created on *Edukey Provision Map* and parents are given access to view the plans.

Our Federation Provision map details the provision available to a child if they are receiving targeted or specialist support. https://www.gmhfed.norfolk.sch.uk/learning/send/

Monitoring

As mentioned above, we follow the assess, plan, do, review model cycle from the SEND Code of Practice. The outcomes and provision from the SEND Support Plans are reviewed termly. Teaching Assistants, who are running a specific intervention, are given weekly review time to add monitoring notes to *Edukey Provision Map* so that attendance and progress can be regularly monitored by the class teacher. In addition, the SENDCo monitors the provision and adjustments which are on the SEND Support Plans and has a record of all children with SEND. We use both quantitative assessments (such as reading/spelling age tests) and qualitative assessments (such as scaling and pupil voice) to identify a start point and an end point so that the impact of an intervention can be assessed.

If there is little progress following a cycle of assess, plan, do, review, then provision will be adapted during the next cycle. Advice and support from external agencies and Specialist Resource Bases (SRBs) may be

sought. At least two cycles of the assess, plan, do, review model will be required as evidence if it is decided that a child may require an Education, Health and Care Plan (EHCP). In addition, these children are discussed in Team Around the School meetings with external professionals who can offer advice and guidance. Children in our school with an EHCP will receive termly review meetings and a formal annual review. The termly meetings will follow the same process as our SEND Support Plan review meetings as children with an EHCP will also have a SEND Support Plan which details the termly outcomes being worked on. An EHC Needs Assessment can be made by the school if we feel that the provision and adaptations that we can provide do not meet the needs of the child. Parents can also apply for a needs assessment. More information about this, and the criteria for applying for an EHCP, can be found on the Norfolk County Council Local Offer website: Education, health and care (EHC) needs assessment requests - Norfolk County Council

Assessment

We use a wide range of assessments to help us understand each child as a whole. Assessments used will depend on a child's age and understanding. These include:

- Early Years Foundation Stage Profile
- Reception Baseline Assessment
- Salford Sentence Reading Test
- Single Word Spelling Test
- British Picture Vocabulary Scale
- Nessy reading and phonics assessment
- Twinkl phonics assessments
- White Rose end of unit maths assessments
- NFER assessments for maths, reading and grammar, punctuation and spelling
- SATs assessments for maths, reading and grammar, punctuation and spelling
- Year 1 Phonics Screening Check
- Year 4 Multiplication Tables Check
- Identification of Needs Descriptors in Educational Settings (INDES)
- Universally Speaking
- Wellcomm
- Wellbeing Index WHO 5

In addition, we use the IPSEF to evaluate our provision to ensure inclusive practice and to demonstrate our compliance against the Ofsted framework, legal requirements and Norfolk County Council's Norfolk Inclusive Practice Framework. For more information, please visit: https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/identification-of-need-and-inclusive-provision/inclusion-and-provision-sef

External agencies

At times, it may be necessary to consult with outside agencies to receive their specialist expertise for a child with SEND.

The agencies used by the school include:

- CAMHS (Child and Adolescent Mental Health Team)
- Support for emerging Mental Health needs (Ormiston Families: Supporting Smiles)
- The Norfolk Healthy Child Programme
- Virtual School – for sensory support for pupils with hearing/visual impairment

- Children's Advice and Duty Service (CADS)
- Norfolk and Waveney Children's Speech and Language Therapy
- Occupational Therapy
- Norfolk Send and Inclusion Advisors
- Autism Support Team
- Inclusion Support Team
- Educational Psychology and Specialist Support (EPSS) Team
- Medical Needs Team
- Neurodevelopmental Service (NDS)
- School and Community Team

Within our federation, we also have two members of staff who have undertaken Early Help and Assessment Planning (EHAP) training: Hilary Myhill (Executive Headteacher) and Ali Fisher (Teaching Assistant). Parents can request support if they are having difficulties within their family, or are worried about their children. Through an EHAP, information, advice and guidance can be given to families. For more information, visit https://www.norfolk.gov.uk/children-and-families/early-help. Ali Fisher has also received Working on Worries training and will be continuing to offer this intervention for parents over this academic year (https://arc-eoe.nihr.ac.uk/research-implementation/research-themes/mental-health-over-life-course/working-worries-wow)

In addition, for the academic year 2026 – 2027, the federation schools will continue to engage in Team Around the School (TAS) Meetings. The services of the EPSS team are now free and support and assessments from this team will be discussed and planned for during the TAS meetings. These meetings will take place termly providing the school with advice and support for whole school SEND as well as SEND support for specific children.

If the school feel input from an outside agency is necessary, parents will be consulted.

Specialist Provision

Very occasionally, it may be felt that, based on the recommendations of external professionals, pupils require more specialist provision than Great Massingham or Harpley Primary School can offer. In this situation, in consultation with the pupil's parents or carers, we may apply for a place in a Norfolk County Council Specialist Resource Base (SRB). See https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/schools/specialist-resource-bases-srbs for more details.

Staff Training

We believe that all the teachers working in our federation are teachers of SEND and all leaders are leaders of SEND. The SEN Code of Practice states that 'high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.' We regularly review the quality of teaching for all pupils and put in place support and training as part of professional development.

Members of staff have received a variety of training to ensure high quality teaching and support as well as training related to specific additional needs and disabilities. These have included sessions on:

- Norfolk Steps refresher for all staff – September 2026
- Adaptive teaching with Gill Malcom, Specialist Learning Support Teacher – June 2026
- Trauma informed and therapeutic approach to behaviour – tracking and analysing for planning purposes with Angela Wadham from Therapeutic Thinking – March 2026
- Vocabulary training with Molly Lucas – November 2025

- Trauma and Attachment Aware Practice – September 2025
- High quality first teaching and reasonable adjustments – Staff Inset: September 2025
- Safeguarding training, including Prevent – all staff received this training in September 2025
- Effective use of Teaching Assistants – July 2025
- *Provision Map* training – June 2025
- Norfolk Step On training – nearly all staff received the full training in September 2024. In addition, regular updates were given to all staff throughout 2024-2025.
- Inclusive Practice with our Specialist Learning Support Teacher, Sam Hearn – March 2025
- Making Sense of Autism – October 2024
- Norfolk Step on and Step Up Lead Professional training for HT and SENDCo – Summer term 2024
- Senior Mental Health Lead training for SENDCo – Spring and Summer 2024
- Communication friendly classrooms – all teachers in Spring 2024
- Behaviour as communication CPD with Tom Bassett from the School and Community Team – all staff in Spring 2024
- First Aid training – staff refresh in January 2024 for some staff and Spring 2025 for other staff.
- Specific medical needs training e.g. epilepsy training in both September 2023 and September 2025
- Wishes and feelings training – Autumn 2022
- Identification and provision
- Autism and Anxiety – Summer 2023
- Nessy Dyslexia training – Autumn 2022
- Mental Health Champion training
- High quality first teaching and using the PEaSS documents – Spring 2023
- Using the INDES
- Norfolk SENDCo Now – 2022-2023

Should a need arise, training would be sought for staff working with pupils with specific additional needs.

This academic year, the SENDCo will also attend training and updates provided by Norfolk's SEND and Inclusion team and communication hub meetings, in addition to Zone Inclusion Partnership meetings and Team Around the School meetings.

School resources

The SEN budget is allocated each financial year. This information can be found in each school's SEN Memorandum by following this link: https://csapps.norfolk.gov.uk/BudgetShare/default.aspx.

Additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised at another time during the year. Where children have high level needs the school may receive additional funding. This high-needs funding is allocated by Norfolk County Council via a triage process which is engaged once an INDES has been submitted, alongside a SEND Support Plan. The money is used to provide additional support or resources depending on the identified needs, the school's graduated provision map and the school's IPSEF. High-needs funding, which used to be 'pupil specific', is now no longer allocated specifically to a child and is instead allocated as 'cohort specific funding' which enables us to use the funding flexibly across our high SEND cohorts. For more information around SEN funding in schools, please click on the following link: Element 3 funding - Element 3 Guidance: 2025/26 Academic Year - Norfolk Schools and Learning Providers - Norfolk County Council

Transition

Many strategies are in place to enable a pupil's transition to be as smooth as possible. If a pupil is joining our school, or leaving our school, discussions take place between the previous or receiving schools and relevant documentation shared. All pupils joining our school are welcome to attend at least one transition session where they spend some time with their new class and class teacher. Additional visits are arranged for pupils who would benefit from extra time in the new school. Mrs Steel is always willing to meet with parents prior to their children joining Great Massingham or Harpley. Secondary school staff visit named pupils prior to them joining their new school. In addition, secondary staff speak with our federation staff to ensure information is passed on. Where a pupil has more specialist needs, a separate meeting may be arranged with Mrs Steel, the previous or receiving school's SENDCo, the parents/carers and where appropriate the pupil. Special arrangements may then be made to support pupils joining our schools or a new school. This might include transition books with pictures of staff, the new building etc. For specific Year 6 pupils we arrange an enhanced transition to their secondary school if we, and the receiving school, feel this will benefit the pupil.

Transition also includes within school transition. We ensure that the children have had the chance to meet their new teachers in the summer term and class teams will meet to ensure information is passed on to the next teaching team. This includes going through a child's SEND Support Plan. The SENDCo ensures that teaching teams received an updated SEND register at the start of every term. Teachers are made aware if a child has received a specialist assessment and the reports associated with these assessments are made available for teachers to read to ensure they are following the recommendations outlined.

Equality and Accessibility

Great Massingham & Harpley CE Primary Schools Federation is committed to providing fully accessible environments which value and include all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

The majority of the school buildings at both Great Massingham and Harpley are accessible by all children and adults. If there are individual access or medical requirements, we discuss these with families. The school is all on one level. Both schools have an accessible toilet and ramps to allow step free access into the buildings.

Great Massingham and Harpley Primary Schools Federation recognises the importance of ensuring that the needs of EAL pupils with SEND are met and consequently will provide telephone interpretation services and face to face interpreters for meetings with parents who require translation, to ensure that there is clear communication and joined up working between home and school. Whenever possible we will endeavour to have correspondence, reports etc. translated into the home language if required.

We are an inclusive school where we focus on the well-being and progress of every child. **All** pupils have access to a broad and balanced curriculum and **all** children are actively encouraged to take part in all aspects of our wider school curriculum including after school and lunchtime clubs, off site visits and residential trips.

Useful policies detailing our safeguarding procedures, equal opportunities, accessibility and admissions policy can be found on our website by visiting https://www.gmhfed.norfolk.sch.uk/federation/policies/.

How we improve the emotional, mental and social development of pupils with special educational needs

The emotional, mental and social development of all the pupils in our federation is of paramount importance. Following on from the SENDCo completing the Senior Mental Health Lead training, an action

plan was produced to further develop our SEMH provision for all pupils. This has involved the federation taking on a new PSHE curriculum using the PSHE Association resources. We have named this curriculum Skills for Life. In addition to our Skills for Life curriculum, the federation are running Mindfulness Monday sessions in classrooms every Monday. Our Positive Mental Health Policy can be read by visiting: https://www.gmhfed.norfolk.sch.uk/federation/policies/ .

Previously, we have received training and advice from the School and Community Team. This has provided us with targeted support for some of our pupils with SEND through the use of Zones of Regulation (https://zonesofregulation.com/) and body-mapping. We have continued to learn about the Zones of Regulation within our Mindfulness Monday sessions as part of our universal provision.



In addition, last academic year, we began to explore a wider range of emotions using The Emps: https://www.the-emps.com/. We will continue this work this year.

How we ensure parents are kept informed

In addition to the termly SEND Support Plan meetings and annual review meetings for those children with an EHCP, parents can request to meet with the class teacher or SENDCo whenever necessary. If you have a concern or want to find out more, please don't wait until the termly meeting. We are always more than happy to speak with you.

Occasionally, we are able to offer parents the opportunity to attend meetings with the School and Community Team and an Early Help Community Worker, as well as the SENDCo and Mrs Fisher, who leads Working on Worries. These meetings are to give parents the opportunities to share any concerns they have about their child and the team can discuss appropriate support which may include group interventions, 1:1 sessions or further signposting to other support services. Parents are asked to attend on an 'invite only' basis. Please speak with the SENDCo if you would like to attend one of these meetings.

To support families to access support and advice from external agencies, we have parent marketplace sessions and this year, the School and Community Team will be present with a stand at some of our church events.

We use Class Dojo to share regular updates with parents and carers. Information and advice related to SEND is posted on Dojo. In addition, information about SEND specific clubs and activities run by external organisations, is also shared.

Surveys are sent out to collect the views of parents/carers. Please take part in these; it is always so useful to have your feedback.

For the academic year 26-27, parents will continue to have access to *Provision Map* so that they are able to view their child's SEND Support Plans.

How we ensure pupils are kept informed

As mentioned above, pupils are asked to share their views about their progress and how they like to be supported before, or during, the termly SEND Support Plan review meetings. We also take the time to celebrate their achievements with them and ensure we are asking children about their futures so that we can support them in working towards their goals.

If a professional from an outside agency (e.g. an Educational Psychologist or Specialist Learning Support Teacher) will be coming in to work with a child, we ensure we have spoken with the child about this and encourage parents/carers to do so too.

External advice and support

The SEND and Inclusion support line is for families and professionals looking for support and advice. The advisors can help you:

- access support for children and young people;
- learn about the support available for your child;
- get guidance and support if your child is at risk of being permanently excluded from their place of learning;
- get guidance and advice if you are considering applying for an education, health and care plan (EHCP).

Call **0333 313 7165**. The phone line is open Monday to Friday 9am - 5pm, excluding bank holidays.

In addition, Norfolk's SENDIASS provides free and impartial advice, information and support about SEND for children, young people, parents and carers. Their website is: https://www.norfolksendiass.org.uk/ or they can be contacted on 01603 704070 or **norfolksendiass@norfolk.gov.uk**.

A further place for support is: https://www.justonenorfolk.nhs.uk/ . This website contains a wealth of information for parents including advice and guidance about childhood illnesses, child development and additional needs, emotional health, staying safe and speech and language.

Parents can also access support from organisations and groups both locally and nationally. More information on this can be found by clicking on: https://www.norfolk.gov.uk/article/52937/Introduction

Complaints procedure

Step 1: Find out more about whether your concerns are justified:

- Read the SEN Information Report to understand the SEND Policy and how this is implemented
- Refer to The Norfolk Inclusive Practice Framework Norfolk Inclusive Practice Framework - Norfolk Schools and Learning Providers - Norfolk County Council

Step 2: Talk about your concerns:

- Talk to your child's class teacher
- Discuss your concerns with the SENDCo.

- Visit this website for support: https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/support-for-learning/special-educational-needs-sen-support/reaching-agreement-sen-support

Step 3:

- Visit https://www.gmhfed.norfolk.sch.uk/federation/policies/ to read our formal complaints procedure

Norfolk's Local Offer

Norfolk have published a Local Offer detailing services available to children, young people, parents and carers as well as advice and support. Information can be found here: https://www.norfolk.gov.uk/children-and-families/send-local-offer.

Written: September 2026

Review date: September 2027