



SEND INFORMATION REPORT NORMANBY PRIMARY SCHOOL

Ironstone Academy Trust
“Enjoy, Believe, Achieve”

Type of school	Mainstream
Admission	Local Authority Admissions Panel

Normanby Primary School meets the needs of pupils with Special Educational Needs and Disabilities and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We are an inclusive school as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen. We want all our children to feel that they are fully included and a valued member of our school community.

Who to contact at Normanby Primary School regarding Special Educational Needs:

If you would like to know more about what we offer, contact us on 01642 469529 or email us at office@normanby.org.uk

Mr C Faulkner CEO Ironstone Academy Trust

Mrs K Pentney Headteacher

Mrs J Miller SEND Leader

Miss K Lawrence Early Help Intervention Practitioner

Mrs. K Birkett/Miss Hodgson SEND Leader support/Mental Health

Identification of Needs

How do Normanby Primary identify children with Special Educational Needs and/or disabilities in this school?

- On entry to Normanby Primary School, children are assessed upon a National baseline and the information is recorded and stored. Formal assessments are then carried out at regular intervals, to track children's progress as they move through school.
- If a teacher has concerns about a child's progress, and targeted quality first teaching had not met the child's needs, the teacher will discuss further options with the SEND Leader.
- If a parent/carer has concerns about a child's progress, they may approach their child's teacher or SEND leader for further advice.
- If children are identified by their teacher and the SEND Leader as not making expected progress, parents/carers are informed, and a graduated approach is put into place. Staff will complete:
- Inclusion note which is updated every 4 working weeks, if further support is required then •
- Inclusion plan which is updated every 4 working weeks, if further support is required then • A joint decision is made to create a **SEND Support Plan** to support their learning.
- If children have severe learning/physical needs and/or health care needs, a referral for an assessment for an **Educational Health Care Plan** will be completed for them.
- If your child has health needs, they will be given a **Health Care Plan**.
- Their support plan may include: areas of concern, regular and current targets, strategies in place to ensure progress and outside agencies involved with the child.
- Teachers have regular meetings (every half term) within their year group team to ensure all children are making expected progress.
- Teachers and parents/carers also meet once a term to review the child's current attainment, and to set new targets for the upcoming term.
- You can also chat about any concerns directly with teachers during: Nursery home visits, termly consultation evenings or weekly 'drop in' sessions (dependent upon year group).
- We regularly monitor your children's behaviour, social and emotional well-being.
- If children have joined us from a different school, we will receive their information.
- If required, Normanby Primary School have a Specialised Early Help Worker, Kelly Lawrence, who works with children and their families to support their journey through school.

How do we involve parents in planning for those needs?

- An initial meeting during a consultation evening or 'drop in' session.
- A parent meeting after a home visit.
- For pupils with additional needs the school will share information and progress through termly review meetings.
- For pupils with an EHC plans the school will meet with parents at annual reviews and termly review meetings.
- If you have concerns then contact your child's teacher, Mrs Miller, the SEND Leader, Mrs K Pentney, Headteacher, or Mr Faulkner, the CEO of the Ironstone Academy Trust.

Support

Who in school will support my child, and how will this be monitored and evaluated?

Teacher – he/she is responsible for:

- Ensuring that all children have access to quality teaching and that the curriculum is adapted to meet children's individual needs.
- Monitoring the progress of children and identifying, planning and providing any additional help they may need.
- Creating and including targets in a SEND Support Plan, sharing and reviewing these with parents/carers termly.
- Ensuring that all staff working with children are aware of their individual needs and/or conditions, along with any specific adjustments required to enable them make progress.
- Ensuring that all staff working with your child are supported in delivering the planned/programme for your child. This may involve the use of additional adults, outside specialist agencies and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed.

SEND Leader – Mrs Miller is responsible for:

- Coordinating all the support for the children with Special Educational Needs and Disabilities
- Updating the school's SEND Policy to ensure all children get a consistent, high-quality response to meeting their needs in school.

Ensuring that parents/carers are:

- Involved in supporting children's learning.
- Kept informed about the support offered to children.
- Involved in reviewing their progress.
- Involved with termly target setting.
- Liaising with outside agencies visiting school to help support children's learning, e.g. Speech and Language Therapy, Educational Psychologist etc.
- Providing specialist support and training for staff.

Headteacher – Mrs K Pentney is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- Providing regular updates for the Governing Body, to inform them of any issues in the school relating to SEND.

SEND Link Governor – is responsible for:

- Confirming that the school has appropriate provision and has made adaptations to meet the needs of all the children in the school.

- Confirming that the necessary support is made for any child who attends the school who has SEND.
- To understand and monitor the support given to children with SEND in the school.

How are decisions made about the type and amount of provision a young person will need?

- Once the child's needs have been identified, teachers and SEND Leader will make a decision about the support they require.
- The amount of support they require will be dependent upon their primary needs.
- They may receive focus group or 1:1 support from school staff such as Teachers or Teaching Assistants.
- External agencies may also be identified as a source of support.
- If external agencies are contacted for involvement, teachers will involve parents with any referrals made.

The school recognise effectiveness and impact of arrangements by:

- Close monitoring of children's academic progress through assessment tracking
- Regular contact with parents
- Termly reviews of targets
- SEND pupils are specifically identified and encouraged to take an active role in pupil voice groups focusing on behaviour, safety, and curriculum development. Termly pupil questionnaires gather pupils' views on the level of support they receive, and areas where they would like additional help. These questionnaires also provide an opportunity for pupils to reflect on their progress, share their achievements, and express any concerns they may have, supporting school in shaping practice and improving provision.

Curriculum

How will the curriculum be matched to the needs of the young person?

Our curriculum is creative and stimulating. We acknowledge that children:

- Have different strategies for learning
- Grasp and communicate information at different levels and rates
- Require different teaching approaches and experiences, for a broad and balanced curriculum
- School enters any competitions/events for SEND children arranged by the Local Authority
- We ensure that provision for all pupils supports them to access all areas of the curriculum including Physical Education, outdoor education and afterschool activities.

Accessibility

- Normanby Primary School is fully wheelchair accessible.

- Disabled toilets are available in both buildings
- Computing is used to help some of our pupils access the curriculum via interactive whiteboards, iPads and laptops.
- Normanby Primary Academy work closely with EMAT (Ethnic Minority Achievement Team) where necessary to support children and their families whose first language is not English.

Parental involvement

How will both the school and parent know how the young person is doing and how will the school support the young person's learning?

- Parents/carers are encouraged to support their child's learning at home. Homework and reading is provided weekly for your child to complete.
- Teachers may suggest ways of supporting children's learning at home, by giving them additional work or meeting with you to discuss their needs.
- Outside agencies may suggest advice or programmes of study that can be used at home.
- Parent/Carer workshops are held for parents/carers to support children with various issues, such as: Phonics and Early reading, E-safety, sex and relationships, iPads.
- If children have an Educational Health Care Plan, parents/carers are invited to an annual review with their teacher, SEND Leader and Local Authority SEND Officer.
- Parents/Carers are invited termly to review their child's SEND Support Plan with their Class Teacher.
- Consultation Evenings are held every term, so parents can meet teachers and Year group staff, look at their child's work and discuss progress with their child's teacher.
- Parents/Carers are invited into school regularly to share in a range of activities, which include: performances, special themed days, assemblies and working alongside their child.
- Reading records and Seesaw are used to support communication between home and school and parents are encouraged to use these where appropriate.
- Parents can attend weekly year group 'drop in' sessions to discuss any matters with their child's Year group team.
- Normanby Primary has a regular pattern of surveys for parents to complete.
- We have a number of Parent Governors within our Local Academy Committee at Normanby Primary School

If parents wish to make a complaint please refer to our school complaint's policy. Initial contact could be to:

- Mrs J Miller (SEND Leader)
- Mrs K Pentney (Headteacher)

Overall Well Being

What support will there be for the young person's well-being?

- Normanby Primary School offers a wide variety of pastoral support for our children who are encountering emotional, social or behavioural difficulties.
- Mrs V Roberts, our Emotional Literacy Support Assistant, has weekly groups to support children who may need additional emotional and social support.
- Miss K Lawrence and Mrs V Roberts are trained to deliver Drawing and talking therapy.
- Normanby Primary School has an allocated Educational Mental Health Practitioner, Mr S Ridgeway, through 'Inside Out'. Lunchtime 'drop-in' sessions are available for all KS2 pupils to access and pupils may also be referred for regular sessions.
- Pupils who find lunchtimes a struggle are able to access support from Miss Lawrence.
- Lunchtime supervisors support children emotionally, developing social skills by building confidence and encouraging friendships.
- Circle Time – weekly sessions allow children to discuss concerns and problem solve worries.
- School Council – providing a pupil voice where children are involved in decision making.
- Weekly Celebration Assemblies – positive praise and other achievements.
- Our school have 5 coloured sports teams, which encourage healthy competition throughout the year, and provide an opportunity for children to work collaboratively.
- Children regularly take part in Educational Residentials from Years 4 to 6, where children take part in exciting team building activities, which promote confidence, self-esteem and independence.
- School Clubs – our school provides a range of fun and interesting activities before school, during lunchtimes and after school.
- Normanby Primary Academy regularly accesses support from the Health Service, School Nurse, CAMHS, Time 4 You counselling.
- Children who have a medical need have a detailed Health Care Plan, which is compiled by Mrs Hart (office staff), in consultation with parents/carers. Health Care Plans are discussed with all staff that involved with the child and are updated annually.
- Where necessary, and in agreement with parents/carers, medicines are administered in school (at the school office) where a signed medical form has been completed.
- Trained first aiders are available in school.
- Normanby Primary School works closely with Social Services and other care providers to support the welfare of pupils.
- Early Help Support, Miss Lawrence, offers support to families and children.

Specialist Services

What specialist services and expertise are available at or are accessed by the school?

Specialist services are often used when the need arises and the school feels it needs more support or advice to ensure a child makes the best progress. Some of these services provide children with:

- Speech and Language Therapy (SALT)
- Specialist Teaching Service (STS)
- Educational Psychologist Service (EPS)

- Early Intervention Support Bases
- School Nurse
- Visual and Hearing impaired Service.
- CAMHS (Child & Adolescent Mental Health Service)
- Occupational Therapy (OT)
- Physiotherapy
- Parent Partnership Service (PPS)
- Attendance and Welfare service
- Social Services, including Child Protection Service
- Counselling Services such as The Link or Time 4 You
- EMAT - Ethnic Minority Achievement Team
- Local GP

Staff Training

Normanby Primary School has a development plan, including training needs for all staff to improve the teaching and learning of children, including those with SEND. This may include whole school training on SEND issues, or to support identified groups of learners in the school.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs to specific children in their class e.g. Speech and Language, health and medical training to support staff in implementing care plans.

Staff training is ongoing, relevant to the children in the school and in response to current national developments in SEND provision.

Activities outside the school

How will the young person be included in activities outside of the classroom including school trips?

- School trips and activities are available to all of our pupils.
- Risk assessments are carried out and procedures are put in place to enable your child to participate. These may include parental meetings, and for all residentials, parent or carer attendance at a pre residential briefing is mandatory.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent or carer may also be given the opportunity to accompany their child during the activity in addition to the designated staff.
- A member of the Senior Leadership Team, acting as Educational Visits Leader, oversees all educational visits to ensure students are safe and the needs of individual children provided for as appropriate.

Transition

- Normanby Primary School understands times of transition may be challenging; therefore many strategies are in place to enable our children's transition is as smooth as possible.

On entry:

- Parents/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- Nursery children work in both the Nursery and Foundation environment throughout their time at school.

Between Year Groups:

- Parents are invited to meet their current teacher and future teacher to discuss any concerns
- Towards the end of Summer Term, children are able to visit their new classroom and year group during a number of transition activities.
- Support plans and Educational Health Care Plans are discussed with targets agreed in advance of a child starting a new academic year.

Secondary Transition:

- The Year Six team/SEND Leader work carefully with any children who may be anxious about the move to Secondary School.
- The Year Six team/SEND Leader liaise with Secondary Schools to pass on information regarding SEND children.
- Children attend transition days/weeks dependent upon the school they will be moving to.

SEND Resources

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on the individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings, or if they have raised a concern at another time during the year. Further support or resources may be allocated to your child following assessments by school staff or outside agencies. Normanby Primary School may be allocated an additional amount of funding for pupils with higher level needs.
- Normanby Primary School has regular meetings to discuss the allocation of staff and resources. The funding we receive provides support for children through individual or small group work, through the purchasing of specialist equipment or provision from external support agencies. This will ensure the needs of our children are appropriately met.

Supporting children with SEN – Covid-19 Addendum

- Support for children with additional needs continues to be a priority at Normanby Primary School following the Covid-19 pandemic.
- Quality-first teaching will continue to be the most important support for children with additional needs. Where children have a SEN support plan or an EHCP, staff will use this to inform planning and outcomes will be adhered to wherever possible, through making reasonable adjustments to teaching and learning for individual children.

Normanby Primary School's SEND information report can be found on the Local Authorities Local Offer Website.

This document was compiled using Local Offer Standards Guidance document issued by the Local Authority, outlining the information required to meet new legislation regarding the provision of information about services for pupils with SEND.

<https://informationdirectory.redcar-cleveland.gov.uk/>

Further Information

Glossary of Terms	
SEND	Special Educational Needs and Disabilities
SEND Code of Practice	The legal document that sets out the requirements for SEN
EHCP	Education, Health and Care Plan
SEND	Special Educational Needs and/or disabilities
SALT	Speech and Language Therapy
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
STS	Specialist Teaching Service
SEND Leader	Special Educational Needs and Disability Leader
ASD	Autistic Spectrum Disorder
SEMH	Social, Emotional and Mental Health
EISB	Early Intervention Support Base
STS	Specialist Teaching Service
ELSA	Emotional Literacy Support Assistant
OT	Occupational Therapy
PPS	Parent Partnership Service
EMAT	Ethnic Minority Achievement Team

JM and KB September 2025