Special Educational Needs(SEN)
School Information Report

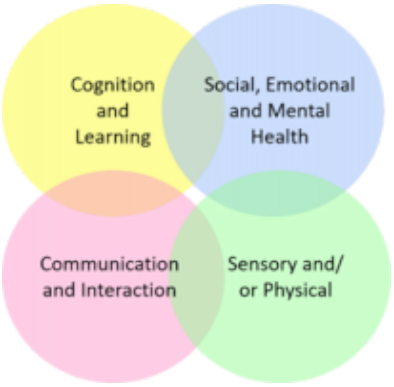
Suffield Park Infant and Nursery

School October 2026- October 2027

Approved by:	Governors October 2026	**Date:** 22/09/2026	
Last reviewed on:	October 2026		
Next review due by:	October 2027		

1. **What are the areas of SEN that are supported at our school?**

We provide for all 4 areas of need:



These are the 4 areas of need identified and described in the Special educational needs and disability code of practice: 0 to 25 years: January 2015. A child who requires SEN support will have needs that fall into one or more of these categories.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Our SEND profile.

Setting: Suffield Park Infant and Nursery

Date: 22.09.2026

% of CYP with SEND	No. of CYP	England	Norfolk	Suffield Park Infant and Nursery
Total CYP on school roll	128			
SEN Support (SEN K)	43	14.8%	15.3%	33.6%
EHCP (E)	9	3.5%	4.1%	7.0%
Total SEND	53	18.3%	19.4%	40.6%

This shows that in our school we support a higher than national average amount of children needing SEN support for a range of reasons.
The break down of the needs supported as below:

Broad Area of Need	England	Norfolk	Suffield Park
Communication and interaction	48.4%	38.5%	54.7%
Sensory and physical	4.9%	4.2%	0.0%
Cognition and learning	20.3%	25.0%	0.0%
Social, Emotional & Mental	19.2%	22.8%	37.7%
Other	2.5%	1.9%	0.0%
No Specialist Assessment	4.8%	7.2%	0.0%

This echos previous profile of our school with Communication being our highest area of need followed by Social, Emotional and Mental Health needs. Communication and Interaction needs is an area comprised of speech, language and vocabulary needs in addition to social interaction and communication needs. Although the school shows no children with cognition and learning as a prime area of need, for some children this will be a secondary area of need where Speech, Language and Communication are their Prime area at this age.

2. How we identify SEN at Suffield Park.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than academic attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Learners can fall behind in school for lots of reasons including attendance, vulnerabilities and safeguarding concerns outside of school.

We use the 'INDES' (Identification of Needs Descriptors in Educational Settings) from Norfolk Inclusion and SEND team which supports accurate identification of needs and allows us to effectively work with external colleagues.

Our identification of SEN model:

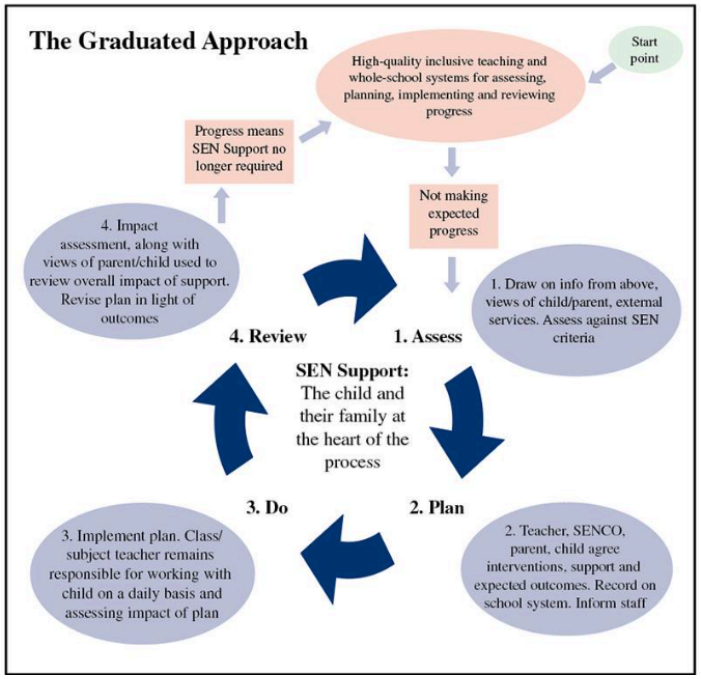
Initial concerns raised to SENDco via teaching staff, parent/carer or pupil progress meeting. -Class teacher discussion -Parent/carer discussion -Previous setting discussion	→	Gathering of information which may lead to further assessment: *-Speech and Language screening* *-Wellcomm screener* *-Boxall screener* *-Intelligibility scale* *-sensory audit* *-SPLD checklist* *-Coventry grid* Speak to parent/carer about last eye and hearing check Consideration of past attendance/ SEN need/ academic progress/other pastoral issues.	→	Class Teacher or/and SENDco meeting with parent/carer to discuss concerns and share screener results. Home support discussed. If felt that an SEN need is identified, the Support Plan process is discussed with parents. If appropriate, Positive Behaviour Support Plans may be part of planning and provision.	→	SENDco and Class teacher use Identification of Needs Descriptors in Educational Settings (INDES) to pinpoint specific areas of need. If appropriate, targeted intervention is initiated. *(See Index of Intervention for current provision)* Assess/Plan/Do/Review (Graduated approach) cycle initiated as part of Support Plan. 2 cycles of Graduated Approach to be completed before further review.	→	After 2 cycles of APDR, consider the progress of the child and if the ADPR is making sufficient progress or if enhanced/specialist support may be necessary. Consider involvement from **external partners**. Consider application for EHC Needs Assessment.

We have a range of assessment tools available within school and through our external partners that we employ to support our identification of any SEN need.

We use the following assessment tools where deemed appropriate and necessary:

- NAPS- Norfolk Assessment Pathway
- Unlocking Letters and Sounds phonics half termly assessment
- Boxall Profile
- Wellcomm Speech and Language Screening
- Speech Sound Screening
- Sandwell Early Numeracy test
- Maths Whizz screening
- EY SEND Assessment Tool (Dingley's Promise)

3. How do we assess and review progress and effective provision of SEN children?



(https://www.sec-ed.co.uk/best-practice/assess-plan-do-review-the-graduated-approach-to-sen/)

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' support for their peers. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome or eradicate the barrier to learning identified.

This support is planned and delivered using the Graduated Approach of:
Assess, Plan Do and Review.

The Graduated approach is followed through using the Support plan and Pupil Passport.

We meet and discuss this with pupils and parents to gain their input into each pupil's plan.

Our SENDCO continuously monitors and reviews the provision that we undertake at Suffield Park Infant and Nursery School to support learners with SEND across the year groups. We modify the provision regularly, as our learners and their needs change.

At Suffield Park Infant and Nursery School we discuss and share the provision information with our colleagues from the local area and similar cohort of schools so we can learn from each other, and demonstrate what we offer for learners with SEND. Our provision information is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

We repeat this cycle with new targets to build on progress already made. After review, if there are concerns that this process isn't supporting the child and we aren't seeing the expected progress we would have conversations about involving specialists in your child's area of need. These conversations would always involve parents/carers from an early stage.

If specialist support is needed we access external services such as:

Louise Cross- Seahorse Counselling
Schools and Communities Team
Early Childhood and Family Services
Mental Health Support Team in Schools (MHSTS)
EPSS: Ed Psychologist or Specialist Support Teacher
EPSS ASD or SEMH team
Norfolk and Waveney Speech and Language Therapy Services
SOAS: Specialist Advisory Service
Access Through Technology
SEND and Inclusion Team from our Local authority
Norfolk Specialist Resource Base (SRBs)
Just One Number/ Just One Norfolk: Health Visiting Team and Community nursing

4. How is teaching, the curriculum and environment adapted to support all SEN children?

Our teaching and curriculum design uses an adaptive teaching approach to meet the needs of all learners in class, resulting in ambitious expectations for all. This is achieved through Quality First Teaching and adaptations of regular classroom practice that may support a child in accessing the curriculum. Each subject is collaboratively planned using our subject adaptation menu and knowledge of the children. Alongside this we use 'in class' menus to support staff with further strategies to meet learner' needs.

The table below is a list of in class adjustments used in school.

Menu of Adjustments – 4 Categories of Need

Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Physical & or Sensory
• Alternative means of recording (voice recorder, type, film, picture) • Sufficient time for task • Short 'bursts' of work • Step by step instructions • Visual prompts (youtube clip, model example, photos or picture cards) • Pause to ask questions • Limited choices • Now & next structure • Model to learners that mistakes are ok.	• Use concise language and visual prompts or models • Summarise key points • Pre teach key words • Check out understanding by asking questions • Explicit beginning and ending of task within agreed time limit • Advanced warning of change • Explain purpose of task • Activities related to real-life where appropriate	• Agree start and finish time • Make explicit task relevance • Praise effort & engagement • Learner & adult identifies success each day. • Set own goal for the week/day/session • Ask questions to encourage self reflection • Learner selects task order • Share 'I can' statements	• Adapt materials so more accessible • Scaffold tasks so skills broken in to small steps • Adapt working position • Reduce environmental noise and sufficient light • Pre-prepare resources to support access • Promote regular movement and posture change

The table below is a menu of resources used in school that can support learners in access to relevant learning.

Menu of Resources and Support – 4 Categories of Need

Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Physical & or Sensory
• Electronic tablet, voice recorder, camera, laptop • Cubes, counters, numicon • Writing boards, pencil grips, triangular pens • Post its, notebook, whiteboard, working wall • Sentence starters, word sheets, phonic cards • Story books, tv programmes, websites • Rehearse vertical, horizontal & circular shapes • Writing path cue cards: think it,say it, write it, read it	• Social stories • Reading comprehension cards for discussion • Story books, film clips • Word lists • Social interaction focused activities and game • My turn, Your turn games • Visual cards for reference	• PATHs emotional indicator cards • Today book identifying highlights from day and next steps. (Nurture) • Positive rewards programme: stickers. • Visual or photographic timetable/now and next board with 'oops' cards to manage unplanned events • Use of Widgit cards for visual reminders • Fix it folder	• Headphones or ear defenders • Weighted cushion or blanket • Inflatable ball, wedge cushion, • Wobble board • PE equipment, skipping rope, ball, bean bag • Accessible scissors, pencils, pens • Sensory circuits • Sensory considered environment: soft furnishings/fidget toys/bubbles/lava lamp/rainsticks/sandtimers

As a school we also use the Norfolk Inclusive Practice Framework (NIPF) and Inclusion and Provision Self-Evaluation Framework (IPSEF) to inform future support and planning.

Suffield Park Infant and Nursery ensure that all of our extra-curricular activities and school visits are available to all our pupils, including our breakfast and tea clubs. All pupils are encouraged to go on our trips and we ensure appropriate risk assessments of site and activity ensure are included.

All pupils are encouraged to take part in all aspects of school life: sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability. For further information please see our Accessibility policy which details our approach to:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled pupils

We also ensure we are up to date on the Norfolk accessibility strategy.

We ensure that all spaces around school are mindful of sensory input needs of our children and complete a sensory environment checklist to ensure that all spaces are supporting children with any sensory or physical needs. We also follow Speech and Language Good practice by ensuring all spaces are 'word rich' using clear, simple labels to support the Speech and Language Needs of our children.

5. How do we support emotional and social development?

At Suffield Park Infant and Nursery school we place a high importance upon the emotional wellbeing of all members of our school community, including staff, community partners, families and pupils. As an accredited Nurture UK school we follow the 6 principles of nurture in all strands of our learning, promoting our school motto of being Confident, Ambition, Resilient and Brilliant.

More information about our Nurture approach can be found here: Nurture | Suffield Park Infant & Nursery School

As part of our daily curriculum we follow the PATHS program (Promoting Alternative THinking strategies) which :

'is a programme for educators and counsellors designed to facilitate the development of self-control, emotional awareness and interpersonal problem-solving skills. The programme consists of a variety of lessons, and additional materials and charts.'

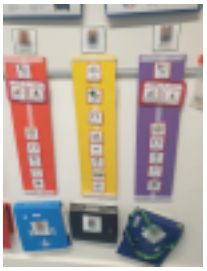
Further information available here.

Additionally, we use Nurture UK Boxall profiles to ensure accurate screening and targeting of our children needing Social, Emotional and Mental Health support. Interventions to support these areas of need include Nurture base intervention, Draw and Talk, Forest School or Building Bricks for Communication club.

6. What additional support is available for children?

At Suffield Park Infant School we provide a clear graduated offer of support from Universal support for everyone, Targeted support for some and Enhanced support for a few.

As a school we have a number of physical resources that can support children within their classroom in addition to intervention provision that supports their specific area of need. Below are some examples fo physical resources available:

 Ear defenders	 Same visual timetable in each class	 Weighted resources	 Physical position aids and fine motor support	 Balance and vestibular system regulation

We also work with a number of specialist organisations such as Norfolk Neurodevelopmental Service, Autism Education Trust and local specialist schools to ensure we provide adequate adaptions to cater for all our Neurodivergent learners, staff and community partners.

This is the school Intervention Index 2026/2027.
It outlines what additional interventions we may choose to use with children.

Communication & Interaction

In addition to the following interventions children with SALT goals will have regular 1:1 or small group sessions focus on their SALT therapy goals

Intervention	What is it?	Why use it?	With Whom?	How often?	Anticipated Impact?
The Ultimate Guide to Phonological Awareness	Adults use relevant sections to support speaking and listening of phonetic sounds. Focus often based on Speech Sound screener.	Phonological awareness and production	Group of up to 6 pupils	3x weekly for 15 minutes	Increased awareness of phonological sounds and production of some sounds.
WellComm groups	Adults use Wellcomm 'Book of little ideas' relevant activities based on child's assessment section	Expressive or receptive language	Group of up to 6 pupils	3x weekly for 15 minutes	Increased development of expressive and receptive language.
Attention Autism	-Include activities which are motivating, a shared experience and worth communicating about. -Give children an irresistible invitation to engage in an adult directed activity	Attention, listening and adult-directed focus.	1:1 or 2:1 basis	Daily for 10 minutes	Increased understanding of a structured, adult directed routine -Build attention and listening skills -Develop social communication skills e.g. taking turns, using vocalisations.
Speech sound fluency and intelligibility	Support for individuals with accuracy in word level speech sounds but developing sentence level fluency	Speech sound production and fluency	Class based support or small group of colourful semantics	2x weekly	To build fluency as assessed on the intelligibility scale
Complex needs ESP- Autism focus	Intensive support for children with complex needs	To support the inclusion and effective provision	Teacher led with 2 specialist TAs	Daily or on child's own transition timetable	To progress in line with child's personal targets and development.

		of children with complex needs			
First/Then board with visuals	Using a First/then approach to instruction with visuals to minimise verbal overload	To reduce verbal processing overload	Adults working with child	as part of class routine	To support child uptake of instructions and routines to enhance learning opportunities and support child understanding.
Social Stories	Using written and visual ques to support a child's understanding of key concepts, praise or routines	Support a child's understanding of key concept or expectation, both positive and boundary.	Key adults, SENDCO	AS necessary	To support pupils understanding using visuals and clear communication
Personalised timetable	Using broken down sections of the main class visual timetable into shorter chucks for individuals	To support a child's understanding of the day and manage their expectations without overwhelming them with the whole day. This can be checked off and accompanied with 'first/then' language.	Key adults, SENDCO	AS necessary	To support a child's cognitive load, ensure predictability and support understanding of routine.

Social, Emotional and Mental Health

Intervention	What is it?	Why use it?	With Whom?	How often?	Anticipated Impact?
Fix it folder	Restorative discussion aid	To support a child with visual cues for a restorative approach to self-regulation and emotional regulation	1:1	5 x weekly 10 minutes	To develop emotional self-awareness and structure discussion for self-regulation
Nurture ESP	Intensive support for children with a range of SEMH needs	To support the inclusion and transition of children with severe SEMH or secondary needs.	Teacher led with 3 specialist TAs. Upto 8 children	Daily or on child's own transition timetable	To develop developmental and diagnostic skills as outlined in individual Boxall profiles
Co-regulation and modelled regulation strategies	Adults modelling regulation or supporting co-regulation strategies. This may include: feather breathing, core-stem regulating activities puzzles/threading/	To support emotional well-being and develop pupils self-regulation	TA led	Daily	To support Pupil's development of self-regulating strategies and develop independence in managing emotions appropriately.
Drawing and Talking Therapy	The child or adult utilises	The Drawing and Talking therapeutic	TA led	12 week x30 min sessions	

	drawing as a way to help them express their feelings differently from ordinary verbal language.	intervention allows individuals to discover and communicate emotions through a non-directed technique.			
Seahorse Counselling service	1:1 counselling using play based approach	To support child's emotional development and therapeutic response to ACES and SEMH needs	Louise Cross	1:1 1 hour weekly	To support emotional expression and understanding. Allow pupils to explore emotions with an EAA in a therapeutic environment.
Zones check-in	Using Zones of regulation and PATHS chart as a visual and strategies to discuss what to do when feeling different feelings.	To support emotion regulation	EEA	As needed, usually 1 or 2 times daily.	To develop emotional self-awareness and structure discussion for self-regulation
Working towards boards	Using a motivator to develop child's executive function skills of attending to an adult directed activity	To support executive function and access to learning activities	Key adults, SENDCO	As needed,	To develop attention, listening and concentration in line with the child's development.

Cognition and Learning

Intervention	What is it?	Why use it?	With Whom?	How often?	Anticipated Impact
Oral Blend	ULS Ambitious expectations intervention	To support a child who can not blend sounds	Small group or 1:1	2 weekly	Child able to blend sounds depending on phase. Progress reflected in ULS individual assessment
Spot it	ULS Ambitious expectations intervention	To support a child to recognise a give GPC	Small group or 1:1	2 weekly	Child able to recognise grapheme depending on phase Progress reflected in ULS individual assessment
Blend and find	ULS Ambitious expectations intervention	To support a child that is beginning to blend some sounds	Small group or 1:1	2 weekly	Child able to blend appropriate sounds, depending on phase. Progress reflected in ULS individual assessment
Precision Grid	ULS Ambitious expectations intervention	To support a child to recognise a given GPC	Small group or 1:1	2 weekly	Child able to recognise appropriate GPC depending on phase. Progress reflected in ULS individual assessment
Mix it up	ULS Ambitious expectations intervention	To support a child to blend	Small group or 1:1	2 weekly	Child able to blend given sounds depending on phase. Progress reflected in ULS individual assessment
Digraph and Trigraph spotter	ULS Ambitious expectations intervention	To support a child to spot and read digraphs or trigraphs in words	Small group or 1:1	2 weekly	Child able to identify appropriate digraphs or trigraphs.

					Progress reflected in ULS individual assessment
ULS Ambitious Expectations +	ULS Ambitious expectations intervention	Multisensory and repetitive approach to using ambitious expectations for those advised to use multi sensory approach.	Small group or 1:1	2 weekly	Progress reflected in ULS individual assessment
Number fluency sessions	Repeated rehearsal	To reinforce key learning and provide repeated rehearsal opportunities	Small group or 1:1	2 weekly KS1	Increased familiarity to key knowledge.
Maths Whizz tutoring	Using the Math Whizz platform for children to receive targette intervention on number fluency based on personalised area of focus	To reinforce and rehearse number fluency	1:1	Weekly, in addition to regular class use of the platform	Increased familiarity to key knowledge.

Physical and Sensory

Intervention	What is it?	Why use it?	With Whom?	How often?	Anticipated Impact?
Sensory Circuits	Sensory integration activities: Alerting activities, Organising Activities and Calming activities.	Sensory processing/dysfunction, attention, concentration, overwhelm at home	Adult led with group up to 6 pupils	Daily	To promote sensory integration, concentration and support 'overwhelm' negative behaviour at school.
Letter formation	Targeted support for children learning letter formations.	Repeated practice. Repetition and finger strengthening activities	TA led	weekly	To strengthen fine motor skills to enable letter formation accuracy
Sensory breaks	Dynamic support to support sensory integration and regulation. Could include use of chair bands, sensory putty, movement breaks.	To support a child's ability to regulate in school environment	Ta led	Daily	Child is able to access learning and maintain concentration.

How do we know if this is effective?

Monitoring progress is an integral part of teaching and leadership within Suffield Park Infant and Nursery School parents/carers, pupils and staff, are involved in reviewing the impact of interventions for learners with SEN. We follow the graduated approach and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDco, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. Each SEN pupil has a One Page Profile and an Individual Support Plan that outlines their needs and the support they will receive. The current level of achievement will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHCP) the same review procedures take place, but the EHCP will also be formally reviewed annually.

Members of the Leadership and Management Team, collate the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. Our school data is also monitored by the Local Authority and Ofsted.

7. Funding

Suffield Park Infant and Nursery School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in an SEND memorandum. Schools can also apply for funding from the Local Authority, which is distributed as 'High Needs Top Up' (Element 3) and which is funding for learners who require support that exceeds that available to/in the school. Access to this funding is via an application process and professional moderation using the INDES.

The amount of funding we received in total for SEND for 2026/2027 is

£163,981 for the Specialist Resource Base- Rainbow fish class
£152,252 for Summer term 2026 SEN Support
£207,739 for Autumn 2026 and Spring 2027
This funding supports our Graduated offer of SEN Support from Universal to Targeted support to Enhanced.
Latest budget share information can be found here: Children's Services ICT Solutions

8. Staffing and training.

We employ 12.5 full-time equivalent TAs to support the learning of all children across the school. These staff may be allocated to support provision for certain children, with others implementing screening or assessments, interventions and adapted curriculum offers across the school.

As a school we value the importance of CPD to ensure effective practice. Recently our staff have completed training in the following areas.

- Use of visuals for universal provision
- Importance of interactions for early language development
- Adaptive teaching strategies
- Sensory circuits
- Total Communication approach including core boards, signalong and social stories.
- Norfolk Steps: supporting autistic children
- Norfolk STEP ON and STEP UP refreshers
- Trauma informed practice
- Safeguarding annual update
- Boxall competency training
- Staff engaged with Norfolk and Waveney Speech and Language training videos ahead of delivering Speech and Language therapy intervention
- Understanding autism training by AET
- National Autism Training Program- NAPT

Impact:

This training has informed review of School practices, ensuring consistency and appropriacy of SEN provision as well as ensuing our school remains responsive to latest research and approaches.

Staff are trained appropriately in the interventions they are being asked to implement and develop understanding of some specific areas of need and relevant approaches and resources for our children.

9. Preparing for the Next Step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving into employment. Suffield Park Infant and Nursery School is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners though a graduated approach of universal, targeted and enhanced offer towards the end of KS1.

10. Who is the SENDco? Who else can you contact?

At Suffield Park Infant and Nursery School we are committed to working together with all members of our school community. We would welcome your feedback and future involvement in the review of our offer.

The best people to contact this year are:

Mrs Nichola Stewart – Head Teacher  head@suffieldpark.norfolk.sch.uk Mrs



Sophie Sanders– SENDCO sendco@suffieldpark.norfolk.sch.uk

Mrs Alyson Appleyard - SEND Governor office@suffieldpark.norfolk.sch.uk

If you have specific questions about the Norfolk Local Offer please look at their website: https://www.norfolk.gov.uk/children-and-families/send-local-offer

Alternatively, if you think your child may have a Special Educational Need please speak to their Class Teacher, or contact Mrs Sophie Sanders our SENDCO on 01263 513296 (Monday, Tuesday or Wednesday) or via e-mail sendco@suffieldpark.norfolk.sch.uk

Our SENDCO holds a Postgraduate certificate in Special Needs and Inclusion: National award for SENDCOs and BA (Hons) + QTS.

At Suffield Park Infant and Nursery School, we also have an SRB for Speech and Language, where children from other schools are placed via an application and panel process operated by the Local Authority. For further information please contact Rebecca Cooper, Lead Teacher, via the school office or http://www.suffieldparkinfantschool.co.uk/special-resource-base-srb/contact-us/