

Catton Grove Primary School SEN Information Report 2026/27



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About this report

This report explains how Catton Grove Primary School puts its SEND policy into practice. It is intended to help children, parents, and carers understand what support is available, how needs are identified, how provision is reviewed and who to contact. It forms part of Norfolk's SEND Local Offer and should be read alongside the school's SEND Policy and other relevant school policies.

The school is committed to a broad, balanced, and creative curriculum in a safe, stimulating, and caring environment. We recognise that pupils learn, develop and grow in different ways and aim to identify needs early, remove barriers to learning, promote participation and work in partnership with pupils, families and professionals.

1. What kinds of special educational needs do we support?

We are a mainstream primary school and make provision across the four broad areas of need described in the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

A pupil may have needs in more than one area. The principal area of need does not describe the whole child, and provision is planned around the individual pupil's strengths, barriers and desired outcomes.

School SEND profile - September 2026

- Total number of pupils on roll: 577

- Total pupils on the SEND register: 111 (19.2% of the school population)
- Pupils receiving SEN Support: 78 (13.5% of the school population)
- Pupils with an Education, Health and Care Plan (EHCP): 33 (5.7% of the school population)

The primary broad areas of need for pupils on the SEND register are:

- Sensory and/or physical: 1 pupil (0.9%)
- Social, emotional and mental health (SEMH): 15 pupils (13.5%)
- Cognition and learning: 13 pupils (11.7%)
- Speech, language and communication needs (SLCN): 82 pupils (73.9% of pupils on the SEND register)

These figures show pupils by their recorded primary area of need. Some pupils have additional or secondary needs which are not represented in these figures.

2. How do we identify and assess special educational needs?

Early identification is important. Class teachers monitor the progress and development of every pupil. Concerns may arise through assessment of information, classroom observation, pupil progress meetings, teacher concerns, parent/carer concerns, information from previous settings or advice from other professionals.

Where there is a concern, the class teacher discusses it with parents/carers and liaises with the SENCO. The school considers whether high-quality teaching, reasonable adjustments, and targeted support are enabling the pupil to make appropriate progress. Where a pupil requires provision that is additional to or different from that normally available to pupils of the same age, they may be identified as having SEN and added to the SEND register.

The school uses a graduated approach: Assess, Plan, Do, Review.

Individual Learning Plans (ILPs) identify strengths and successes, measurable time-limited targets, the provision to be made and pupil, parent and teacher views. ILPs are working documents and are reviewed termly. One-Page Profiles may also be used to capture what is important to and for a pupil and how they wish to be supported.

If sustained SEN Support does not enable sufficient progress, the school may seek specialist advice. Where needs are significant, severe and sustained, the school and family may consider requesting an Education, Health and Care (EHC) needs assessment in line with local authority procedures.

3. How do we make provisions and review whether it is effective?

Assess, Plan, Do, Review

Assess: needs and starting points are identified using attainment and progress information, observation, discussion with the pupil and family, and specialist assessment where appropriate.

Plan: agreed outcomes, adjustments, and provisions are recorded.

Do: the class teacher remains responsible for the pupil's learning and works closely with teaching assistants and specialist staff.

Review: progress towards outcomes and the impact of provision are reviewed with pupils and parents/carers, normally at least termly, and provision is changed where needed.

Evaluating impact

Teachers and leaders use assessment information, progress towards ILP/EHC plan outcomes, intervention records, classroom evidence, and pupil/parent voice to judge whether support is effective. The SENCO monitors SEND provision and reports to school leaders and governors. For pupils with an EHC plan, provision follows the plan and progress is considered through the statutory annual review process as well as ongoing school review.

4. What is our approach to teaching pupils with SEND?

High-quality, inclusive teaching is the first response to pupils who have or may have SEND. Teachers have high expectations, teach the full curriculum wherever appropriate, and adapt teaching to remove barriers. Support may include clear and chunked instructions, modelling, checking understanding, structured routines, visual supports, adapted resources, flexible grouping, additional practice, pre-teaching, scaffolded tasks, and support for transitions. Adjustments are selected according to individual needs rather than diagnosis alone.

Teaching assistants and specialist staff work with teachers to support access, independence, and progress. Additional interventions are linked to classroom teaching, and their impact is reviewed.

5. How do we adapt the curriculum and learning environment?

The school makes reasonable adjustments so that pupils with SEND can access learning and school life. Depending on need, adaptations may include accessible presentation of written information, visual or practical resources, assistive technology, changes to seating or classroom organisation, sensory or movement breaks, additional adult support, alternative methods of recording and adaptations recommended by health or specialist education professionals.

The school building has wheelchair access. Where a pupil has physical, sensory or medical needs, we work with the family, local authority, health professionals, and other specialists to consider appropriate equipment, facilities and adjustments.

6. What additional support may be available?

Provision is individualised and may include targeted or specialist support across the four broad areas of need. The SEND policy identifies external services that may be involved, including Educational Psychology, Speech and Language Therapy, Child and Adolescent Mental Health Services, Inclusion Advisory services, Occupational Therapy, the Virtual School and autism advisory services. Referrals are discussed with parents/carers and made in line with service criteria and local arrangements.

7. How do we support emotional, mental and social development?

Family and Community Support: Miss Miller is the school's Family and Community Support Assistant and oversees the ELSA (Emotional Literacy Support Assistant) team, helping to coordinate emotional literacy and pastoral support for pupils.

Our inclusive approach aims to help every pupil feel safe, valued, and able to participate. Staff consider how SEND may affect communication, regulation, relationships and access to school routines, and make reasonable adjustments where appropriate. Pastoral and SEND support are planned around individual needs, with specialist advice sought when necessary.

8. How can pupils with SEND take part in school activities?

Pupils with SEND are supported to participate in the curriculum, visits, clubs, physical activities and wider school life alongside their peers. The school considers reasonable adjustments, staffing, accessibility, specialist advice, equipment and individual risk management so that pupils are not excluded from opportunities because of SEND wherever reasonable adjustments can enable access.

9. What expertise and training do staff have?

The SENCO coordinates provision, advises colleagues on the graduated approach, supports professional development, and liaises with external professionals. Class teachers are responsible for the progress and development of pupils in their classes and work with teaching assistants, the SENCO and specialists to plan and review support.

SEND training and specialist expertise within the school include:

Training is refreshed and developed in response to the needs of pupils and staff. Further role-specific or specialist training is arranged where required. The current training that has taken place for the staff team in school consists of, but is not limited to:

- Emotional Literacy Support Assistant (ELSA) provision, overseen by the Family and Community Support Assistant.
- Lego Therapy training to support communication, interaction, and collaborative skills.
- Key Stage 2 precision teaching training to support targeted, structured teaching and practice.
- Support from Parkside College through Norfolk County Council using the SOAS approach.
- Norfolk Steps training to support positive behaviour and safe, consistent approaches across school.
- Sensory Circuit training to support pupils with sensory processing and regulation needs.
- Whole-school teaching assistant (TA) training on supporting pupils with autism spectrum disorder (ASD).
- Elklan Level 3 trained members of staff, supporting speech, language and communication needs.

10. How do we secure equipment, facilities and specialist support?

Resources are allocated according to assessed need. This may include staff support, specialist assessment or advice, staff training, intervention resources, specialist equipment and adaptations to the physical environment. Where a pupil has an EHC plan, the school works with Norfolk County Council and relevant professionals to secure the provision specified in the plan.

11. How are parents and carers involved?

Parents and carers are partners in identifying needs, planning support and reviewing progress. The class teacher is the first port of call for parents and carers who have a concern about their child's learning, progress or SEND provision. Concerns should be discussed with the class teacher at the earliest opportunity. Where further advice or support is needed, the class teacher will liaise with the SENCO. Families are involved in ILP reviews, SEN Support decisions and EHC plan reviews, and their views are recorded.

12. How are pupils involved in decisions?

Pupil voice is central to person-centred planning. Pupils are supported, in ways appropriate to their age and communication needs, to express their strengths, what helps them, what they want to improve and how they wish to be supported. Their views inform ILPs, One Page Profiles and EHC plan reviews.

13. How do we support transition?

We plan transitions in partnership with pupils, parents/carers and receiving or previous settings. Relevant information is shared securely and appropriately so that staff understand a pupil's needs. Individual transition arrangements may include additional visits, visual information, meetings with key adults, One Page Profiles and liaison with specialist professionals. Transition planning is adapted for entry to school, movement between classes or key stages, and transfer to secondary school.

For older primary pupils, transition planning supports growing independence, participation in the community, health and wellbeing, and thinking about future education and aspirations in an age-appropriate way.

14. Working with other services

Where needed, the school works with education, health, social care and voluntary-sector organisations to meet pupils' needs and support families. The SEND policy identifies examples including Educational Psychology, Speech and Language Therapy, Occupational Therapy, mental health services, inclusion/advisory teams and the Virtual School. The precise services involved depend on the pupil's needs and service criteria.

15. EHC plans and statutory assessment

Most pupils with SEN are supported through SEN Support. Where a pupil has significant, severe and sustained needs and an individualised programme of support has not been sufficient, an EHC needs assessment may be considered. Parents/carers and other eligible parties may also request an assessment. An EHC needs assessment does not automatically result in an EHC plan. Where a plan is issued, the school makes provision in accordance with the plan and participates in statutory reviews.

The SEND policy states that pupils with an EHC plan have an annual review, with more frequent review arrangements for children under five in line with the school's stated practice and applicable requirements.

16. Admissions and accessibility

The school's SEND policy states that no pupil will be refused admission on the basis of special educational need, and that reasonable adjustments will be made in line with SEND and disability legislation. Admissions for pupils with EHC plans are additionally governed by the statutory EHC plan placement process.

17. What if I am concerned about SEND provision?

We encourage families to raise concerns early so that they can be discussed and addressed in partnership. In the first instance, speak to the class teacher and/or SENCO. If the concern remains unresolved, contact the Headteacher. Formal complaints can be made through the school's published Complaints Procedure.

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18. Independent information, advice and support

Norfolk SEND Information, Advice and Support Service (SENDIASS) provides free, impartial and confidential information, advice and support to children and young people with SEND and their parents/carers.

[Norfolk SENDIASS](#)

19. Norfolk SEND Local Offer

Norfolk's SEND Local Offer brings together information about services, support and provision for children and young people with SEND and their families. This SEN Information Report forms part of the school's contribution to the Local Offer.

[Norfolk SEND Local Offer](#)

20. Key school documents

This report should be read alongside the following current school documents:

- Special Educational Needs and Disability (SEND) Policy
- Accessibility Plan
- Safeguarding Policy and procedures
- Behaviour Policy
- Complaints Procedure
- Supporting Pupils with Medical Conditions policy/information
- Admissions arrangements
- Equality Information and Objectives

Reviewing this report

The SEN Information Report will be reviewed at least annually and updated sooner when significant changes occur. Feedback from pupils, parents/carers, staff, governors and professionals should inform future updates.

Compliance note

This draft has been structured to address the requirements for an SEN Information Report in Schedule 1 (Regulation 51) of the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice (paragraphs 6.79-6.81), and Norfolk County Council's SEN Information Report Best Practice Guide.