

Lyng Church of England Primary Academy

SEND information Report 2026-2027

At Lyng Church of England Primary Academy
our vision is:

‘Let your light shine’.

This SEND Information Report describes the support available for children who have Special Educational Needs and Disabilities.

Publication Date: September 2026

Review Date: September 2027

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Introduction

Welcome to our Special Educational Needs and Disabilities (SEND) information report which is part of the Norfolk Local Offer for learners with SEND. All governing bodies of maintained schools and academies have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information is updated annually.

If you have any queries about the Norfolk Local Offer please do look at the Frequently Asked Questions which can be found on the Norfolk County Council SEND Local Offer webpage.

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>



Key contacts

The best people to contact are:

Executive Headteacher: Mrs Shannon O'Sullivan

Special Educational Needs and Disabilities Coordinator (SENDCo): Mrs Nicola Smith

Federation Governor for SEND: Mrs Amanda Darroch

Please do not hesitate to contact us you have any queries about SEND or if you think your child may have SEND. Please speak to your child's Class Teacher or contact Nicola Smith our SENDCo via the school office:

School office - 01362 820300

Email – office@thomasbullock.dneat.org

Mrs Smith's normal working days are Tuesday, Wednesday and Thursday.

Our approaches to teaching learners with SEND

Our Vision

At Lyng Church of England Primary Academy, we aim to meet the needs of all children.

Our vision is: "Let your light shine". Matthew 5:16

We do this by giving all children opportunities, skills and knowledge to:

- make excellent progress
- develop a range of skills for learning and for life
- develop a positive attitude to challenges, themselves and others
- 'be green' and care for the environment now and in the future
- show respect and have compassion and care for their immediate environment, their community and the wider world
- have high aspirations for what they can achieve
- develop sporting and fitness skills and know how to lead a happy and healthy life



We aim to

Enable all children to be successful learners who achieve their personal best and make good progress during their time at Lyng C of E Primary Academy.

Help children become confident in their self-esteem and capacity to learn.

Build effective partnerships with families and the wider community.

We are a friendly and caring school, and value each individual, recognising their strengths and contribution, whilst seeking to enable each to achieve the best they can and reach their goals, whatever their level of need or disability.

We value high quality teaching for all learners and actively monitor teaching and learning in the academy. We also monitor the progress of all learners and staff

continually assess to ensure progress. Our whole school system for monitoring progress includes termly pupil progress meetings.

We have access to Specialist support services through referral (such as Speech and Language, Autism Support, Social, Emotional and Mental Team, Inclusion Adviser, Educational Psychologist, Specialist Teacher and the Schools and Community Team).

We adopt a collaborative approach with learners, their families and professionals.

How do we identify learners with SEND?

At different times in their school career, a child may have an additional learning need. The Code of Practice defines SEND as:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them."

A child of compulsory school age or a young person has a learning difficulty or disability if they:

[a] have a significant 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."

Pupils with special educational needs (SEN) are classified as follows:

SEN support

Extra or different help is given from that provided as part of the school's usual curriculum. The class teacher and special educational needs coordinator (SENDCo) may receive advice or support from outside specialists. Not all children with special educational needs (SEN) need an education, health and care (EHC) plan to have their needs met.

Education, health and care (EHC) plans and statements of SEN

A pupil has an EHC plan when a formal assessment has been made. A document is in place that sets out the child's need and the extra help they should receive. Following the introduction of EHC plans in September 2014, statements of SEN and EHC plans were grouped together within the data. An Education, Health and Care (EHC) plan is for children and young people aged up to 25 who have complex special educational needs and disabilities and who need more support than is available through special educational needs support.



Assessing SEND

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. We ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their teacher. The Special Educational Needs and Disabilities Co-ordinator (SENDCO) will also support with the identification of barriers to learning.

For some learners we may want to seek advice from specialist teams.

In our school, we have access to various specialist services. We have access to the service universally provided by Norfolk County Council, which is described on the Local Offer website: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Information may be gathered from:

- teacher knowledge of the child
- pupil progress meetings
- school assessments
- meetings with parents and carers
- external professionals

This information helps to build a detailed picture of the child and whether they are considered to need special educational provision to enable them to make good progress.

If a child is identified as having SEND, the academy will provide support that is ***additional to or different from the usual adapted curriculum***. Only those with a learning difficulty that requires special educational provision will be identified as having SEN. These pupils will be identified on the academy's SEND record.

Special educational needs and provision can be considered as falling under four broad areas. These are:

- **Communication and interaction**

This may include difficulties speaking, understanding or communicating as well as autism spectrum conditions.

- **Cognition and learning**

This includes mild learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) where children may require varying support to access their learning as well as specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia.

- **Social, mental and emotional health**

This includes a range of mental health difficulties such as anxiety, depression, eating disorders or physical symptoms which are medically unexplained - this could include behaviour you may find challenging, as well as conditions such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical**

Sensory and/or physical needs include a physical disability (PD) which hinders their ability to access standard provision, this may also include visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). This also includes sensory processing difficulties which can impact how children interact with the sensory environment.



The SEND profile at Lyng C of E Primary Academy

Our SEND profile for 2026/2027 shows 19 children on roll as having identified SEND this is 22% of all on pupils on roll.

5 pupils have an Education, Health and Care plan (EHCP).

The primary needs of the children on the SEND record:

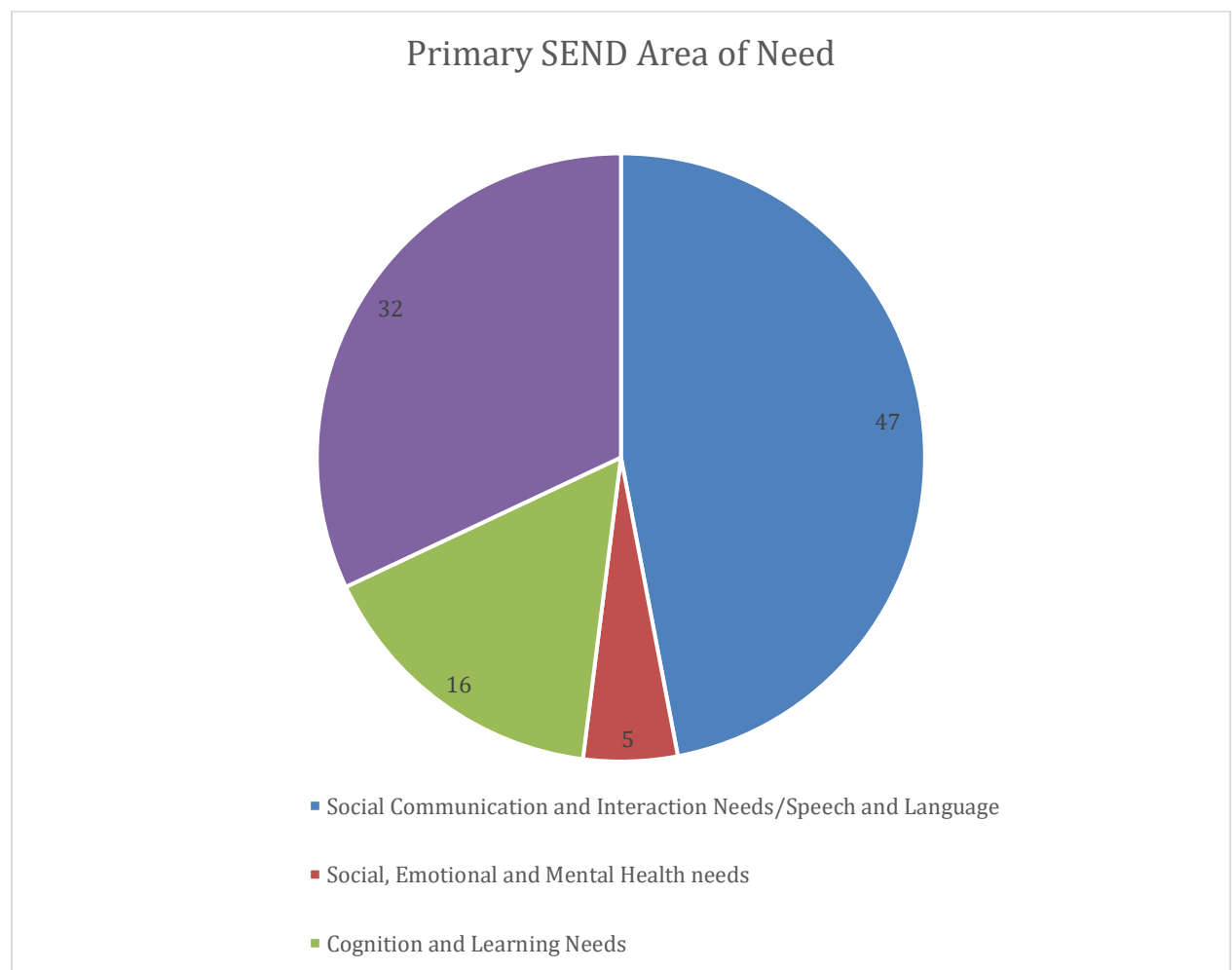
47% of children have Communication and Interaction/Speech and language SEN needs.

5% of children are identified as having SEN linked to Social, Emotional and Mental Health needs.

16% of children have Cognition and Learning needs.

32% of children have a Specific Learning Difficulty such as dyslexia.

Please note that pupils may have secondary needs which are not represented in this data.



What do we do to support learners with SEND?

When a learner is seen to have SEND, we will provide support that is **additional to or different from** the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and to overcome the barrier to learning identified. This support is described on our whole school provision menu, which details the interventions and actions that we undertake at Lyng C of E Primary Academy to support learners with SEND across all four areas of need. We review and modify the provision menu regularly. This document can be found on the SEND page on our website.

Lyng C of E Primary Academy Provision Menu September 2024 - July 2025					
SEN Area Of Need	TEACHER TWEAKS	RESOURCES	INTERVENTIONS	KEEP MONITORING	EXTERNAL AGENCIES
Cognition and Learning	Wave 1: Universal entitlement/ High Quality teaching				
	Wave 2: Specific, additional and time-limited interventions				
	Wave 3: Targeted provision/ Highly tailored interventions				
Communication and Interaction	Wave 1: Universal entitlement/ High Quality teaching				
	Wave 2: Specific, additional and time-limited interventions				
	Wave 3: Targeted provision/ Highly tailored interventions				
Social, Emotional and Mental Health	Wave 1: Universal entitlement/ High Quality teaching				
	Wave 2: Specific, additional and time-limited interventions				
	Wave 3: Targeted provision/ Highly tailored interventions				
Physical and Sensory	Wave 1: Universal entitlement/ High Quality teaching				
	Wave 2: Specific, additional and time-limited interventions				
	Wave 3: Targeted provision/ Highly tailored interventions				

Once a learner is identified as requiring support that is **additional to or different from** normally provided high quality differentiated teaching, we follow a four-stage process:

Assess- this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and completed assessments.

Plan- this stage identifies the barriers to learning, intended outcomes and support to be provided. This will be recorded on a support plan which will form the basis of half termly – or more frequently if appropriate -meetings, and as part of parent/ teacher consultation meetings.

Do- providing the support – extra assistance or learning aids – as set out in the individual support plans.

Review- measure the impact of the support provided and consider whether changes need to be made, informing the next cycle if necessary. Parents and carers, the pupil, class teacher and SEND Coordinator all contribute to the review. Meetings are held regularly between class teachers/ TAs and Pupil Progress meetings with the class teacher/ Headteacher to discuss the progress of learners.

Our teachers use a variety of strategies tailored to meet a child's needs including:

- Visual timetables, writing frames, positive behaviour rewards system
- Laptops or other alternative recording devices
- Sensory activities such as sensory circuits
- Intervention in class, or another area of the school, in a small group or 1-1.
- Targeted support or programmes from Teaching Assistants in a small group or 1-1

Where a child with SEND needs emotional or mental well- being support, our mental health champion can advise on pastoral support. Our curriculum incorporates yoga, mindfulness and 'Five ways to well- being' to promote positive mental health.

We are a Zones of Regulation School. The Zones of Regulation supports children to develop emotional literacy and emotional regulation skills. Class Teachers offer

frequent opportunities for children to check in with their emotions and offer strategies and resources to support regulation. Further information can be found on our website at:



THE
ZONES
OF REGULATION

<https://www.thomasbullock.dneat.org/The-Zones-of-Regulation/>

For some children, we may seek advice from specialist teams. In our academy, we can commission support from:

- Educational psychologist
- Specialist Teachers
- Advisory Support
- Speech and Language Therapist
- Sensory support
- Autism support
- Inclusion service
- School Health
- Schools and Communities Team
- CAMHS (mental health services)
- Just One Norfolk Mental Health Support Requests
- Early Help/Early Childhood and Family Support Services
- Referrals to other organisations which offer specialist support



We also complete referrals to Norfolk NHS Neurodevelopmental Services for Autism and ADHD assessments. We also support families wishing to seek assessments via Right to Choose.

Whilst the majority of children will have their needs met with School Support, a learner with very high needs may require an Education Health & Care needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC Plan (EHCP). Where a child has an EHCP, there will be an annual review held in addition to the half termly support plan review meetings. Annual review meetings consider the views of the child, their parent or carer, and all other professionals involved.

How do we measure the impact of support?

Monitoring pupil progress is an essential part of teaching and leadership at Lyng C of E Primary Academy. We involve pupils, staff and parents/carers in the assessment process following the 'assess, plan, do, review' model.

Learners receiving SEN School Support will have a Support Plan, which will be reviewed with parental involvement regularly throughout the year at SEN parent evenings. Should progress be less than anticipated, the frequency, or type of intervention may be adapted. Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from specialist teams/ external professionals, with parental consent.

A blank example of an individual support plan is shown below

My Support Plan			
Name:	My Strengths		Categories of need ☒
Class:	I think	My adults think	Social, Emotional and Mental Health
Date:			Sensory and/or Physical
Review:			Communication and Interaction
			Cognition and Learning
Assess	Assess	Plan	Do
Assessments:	What can I already do?	SMART targets to work towards	Who, what, when and how?
PIXI:		Target 1	
How to support me:		I score myself 1 2 3 4 5 My teacher thinks I am 1 2 3 4 5 Linked to 7C: Target 2	

The progress of children with a statement of EHCP is reviewed formally at an Annual Review with all adults involved with the child's education, and considering the views of the learner.

Class teachers may also keep parents/ carers informed via informal discussions, home/school contact books, letters, reports and additional meetings as required.

When difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with parental/carers consent.

This might involve

- Educational Psychologist or Specialist Teacher assessment through EPSS
- Support from the Schools and Communities Team
- SOAS advice and outreach support
- SRB advice and outreach support and work
- Attendance officers
- CAMHS (Child and Adolescent Mental Health Service)
- Access through technology services
- ASD specialist support team
- SEMH support team
- Medical needs team
- Virtual Academy for Sensory Support
- Speech and Language therapy
- Benjamin Foundation
- Just One Norfolk

Funding

Funding comes directly from the Local Authority to support the needs of learners with identified high needs SEND. This is described in the SEND Memorandum. The amount of funding we have for 2026/2027 is currently £149,779.

Other opportunities for learning

At Lyng C of E Primary Academy, we believe that all learners are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

All staff at Lyng C of E Primary Academy, work within the Equality Act 2010. This legislation places specific duties on academies/schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined by the Equality Act and to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities." Section 1 Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is an overlap between disabled and young people with SEND. Children and young people with SEND may therefore be covered by both SEND and disability legislation.



Preparing for the next steps

Transition is a part of life for all learners, whether that involves moving on to a new class or moving to a new school. We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.



Starting in the Reception class.

- When children join our academy in Reception, the class teacher will meet parents and will visit new pupils in their setting or in the home during the term prior to starting in September.
- Discussion takes place between the pre-school setting and our academy to ensure that we understand the specific needs of children due to join us, and that records are passed on. The class teacher/SENDCo will attend relevant meetings (e.g. EHCP reviews) prior to the child starting school, where possible.
- Children due to join the academy in reception class will visit the school on several occasions. If appropriate, we will arrange for additional visits to our setting for learners identified with SEND.
- Resources will be provided to enable a smooth transition (e.g. pictures of the school, class and staff)

Moving between schools

- If a child is moving to another school, we will contact the new school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made.
- We will make sure that all records are passed on as soon as possible in accordance with safeguarding requirements.
- If possible, and if appropriate, we will arrange for staff from the new school to meet the child at our academy prior to a move.

Moving up to the next class

- When moving classes within school, all information is passed on to the new class teacher in advance.
- Current Support Plans are reviewed by the current class teacher and shared with the new teacher.
- Current teachers write a transition plan which is shared with the new teacher at a planning meeting.
- We provide transition moving up days and other transition activities are planned as required.
- Targets for the next Support Plan, if support is to continue, will be discussed and agreed at the planning meeting. The SENDCo will provide support.

Example of a school transition plan completed each year

Diocese of Norwich Education and Academies Trust		My TRANSITION Plan					
Name:	Other agencies involved:	Categories of Need ☒					
Class:	I can identify at least 1 way I will be supported (person/place/provision).	SEND Status: SEN Support					
Date:		SEND Category:					
Things I would like my teacher to know about me:	I score myself:	1	2	3	4	5	
						Social, Emotional and Mental Health	
						Sensory and/or Physical	
						Communication and Interaction	
		Additional transition required (please highlight)		Cognition and Learning			
		Yes		No			
I'm looking forward to:	I'm worried about:	Ways to support me with my transition: <i>Who, what, when and how?</i>		Things that have helped me this year:			

Moving to High School

- In Year 6, the SENDCo and class teacher will discuss the child's specific needs with the SENDCo from their new high school. This may include creating a 'Transition Plan', which includes information about themselves for their new school.
- All records are passed on as soon as possible.
- Children will visit their new school for a least 1 whole day (usually two) with the rest of their year group. If appropriate, we will arrange for additional visits to the new setting.
- Staff from the new school will visit SEND pupils in our setting.
- We work with external agencies such as the Schools and Communities Team to provide additional transition support.
- We complete individual or group referrals for Norfolk Titan Travel Training.



Pupil Voice

We frequently gather pupil views and using the following methods:

- Emotional check ins
- The Zones of Regulation activities
- Pupil voice as part of the Assess, Plan, Do process and EHCP Annual Reviews
- Pupil surveys
- Wishes and feelings activities
- School council activities
- Nurture sessions and groups

Parent Voice

At Lyng C of E Primary Academy we work closely with parents and carers to achieve the best outcomes for their children. We do this through:

- Parent's evenings
- Regular communication in person and via phone and email
- Fortnightly newsletters and SEND newsletters
- Regular invitations to attend classrooms events such as Reading Breakfasts and Book Looks
- SENDCo meetings
- Annual review meetings
- Support plan target setting and reviews
- Parent voice questionnaires
- SEND parent groups and courses
- End of year reports

Have your say

To continue to shape our provision for children with SEND, we need the views of parents/carers, staff and governors.

If you have any comments about this document or relating to the provision provided by the academy, please speak to the SENDCo.

We take pride in building positive relationships with parents and carers and encourage families to work in partnership with the academy and other professionals to ensure the best possible progress for their child.

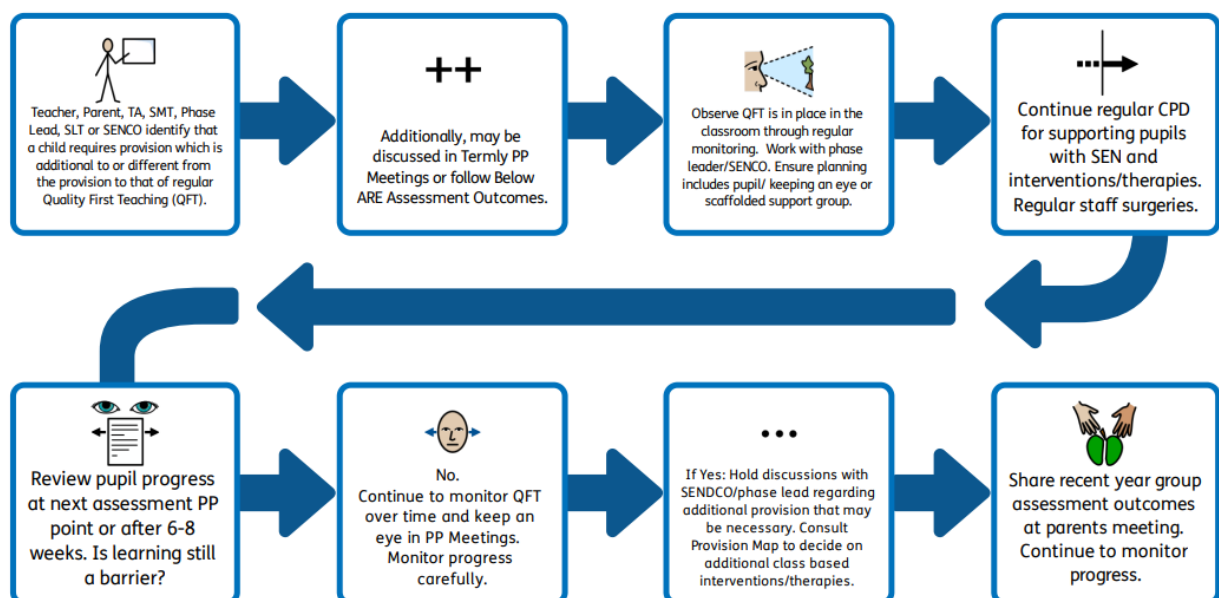
Appendix 1

Internal indicators of SEND Flow Chart – Nightingale Federation

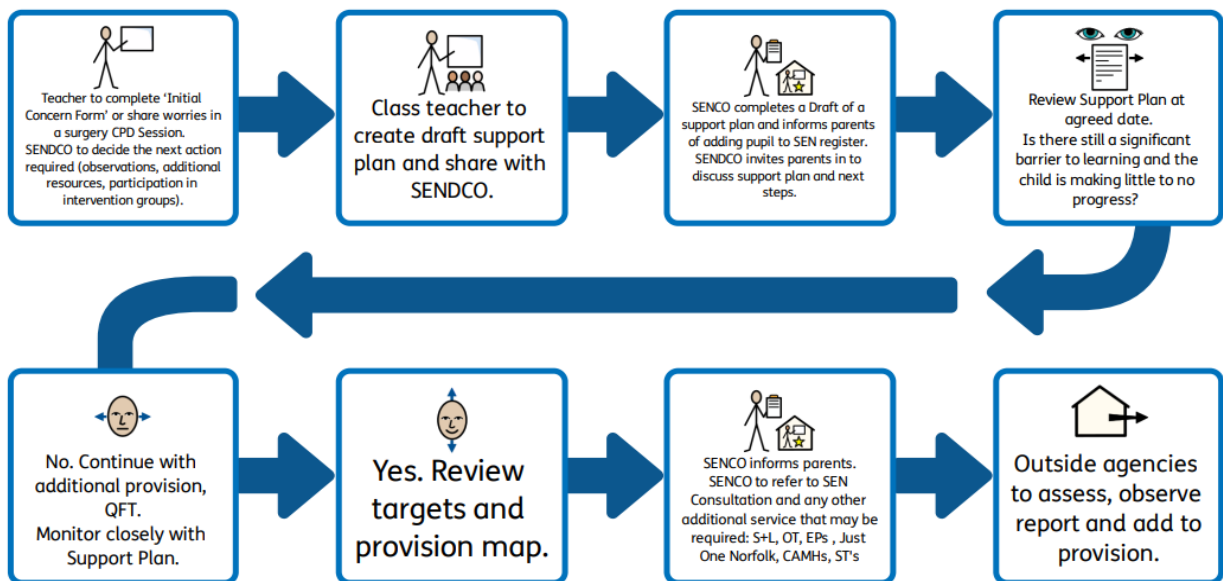
This flow chart provides an example of the SEND identification process. Please note that this process will vary for each child depending upon their starting point at the Federation, stage of involvement of external agencies and any known diagnosis.



Internal Indicators of SEND Flow Chart Nightingale

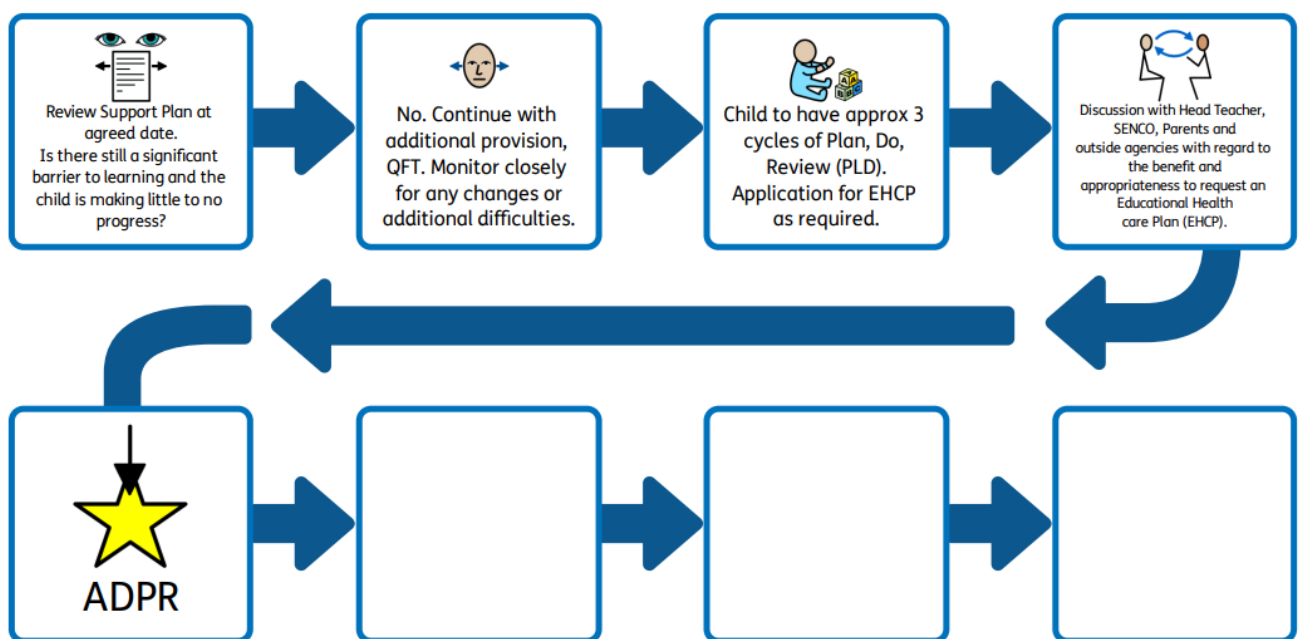


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Appendix 2

Universal provision at Lyng C of E Primary Academy

At Lyng C of E Primary Academy, we offer lots of different types of support that is available to all our children when and if they need it. Below is a list of some of the ordinarily available provision (reasonable adjustments) that your child can access in their classroom. If you would like more information about the types of support available, please ask your child's teacher.

Name:	Year group:	Date:
Universal provision		
Communication and interaction	Cognition and Learning	
• Use of declarative language when appropriate (no demand). • Short simple instructions. • Tasks broken down into smaller steps. • Use name first before question/instruction. • Allow longer processing time. • Seating place in class i.e. near front or near exit; paired with suitable peer. • Daily timetable, visible so all children know what is happening during the day. • Warning of changes to routines. • Visual timetable. • First/Then board. • Use of Widgit visuals/visuals to support communication. • Speech and Language speech sound screeners. • Just One Norfolk SALT handbook. • WellComm. • One Page Profile, completed at the start of the year. • Off-white background on whiteboard. • Limited choices e.g. this or this, you choose • Support with transitions. • Pre-teach key vocabulary. • ATT Making Sense of Autism Training.	• Agile teaching. • Tasks broken down into small achievable chunks; simplified instructions. • Longer processing time. • Adult checking pupil understanding. • Planned grouping of children for peer/adult support, as appropriate. • Prompting and cueing from adults. • Concrete resources e.g. Numicon, base ten. • Word banks, writing frames, sentence starters. • Scaffolded worksheets/pre-prepared formats. • First/Then boards. • Chunking charts. • Dyslexia friendly classroom strategies. • Multi-sensory approaches and visual cues. • Spelling aids (word lists, sound charts, key vocab lists). • Handwriting aids (alphabet, letter formation mats). • Use of timers. • Post-its/One-minute planners/notepads/mini-whiteboards. • Adapted homework. • Adapted methods to share answers/ideas – i.e. partner talk. • Times Tables Rockstars. • Spelling/maths fluency prompts. • Read, Write Inc teaching materials. • PiXL assessments and therapies. • Doodle maths. • Salford Reading Assessments. • NAPS trackers. • White Rose maths. • Reading stars.	

	CGP books.
SEMH	Sensory and Physical
- Whole staff safeguarding training. - All staff available for 'meet and greet' each morning. - School vision – pillars for light. - Class collective worship. - Whole school collective worship. - Shining light awards. - Feelings and wishes. - Restorative approaches. - PSHE curriculum. - Zones of Regulation check ins and strategies. - Zones of Regulation baskets. - Beacon House Trauma Informed training. - Norfolk Step on/Step up training. - Modelling use of emotional language. - Daily visual timetables displayed. - Consistent routines – structure and predictability. - Regular pupil voice. - Pastoral check ins (time to talk with a trusted adult). - Worry box/book/monster. - Ask it baskets. - Movement breaks. - Regulation breaks. - Taught relaxation strategies – 5 a Day. - Sensory regulation tools – fidget tools. - Transition plans. - Transition meetings. - Additional transition support (school and community team).	- Movement breaks. - WALT stickers. - Scribe to avoid extensive handwriting. - Sensory regulation tools – wobble cushions, fidget tools, chews, chair resistance bands. - Whiteboard and display font/sizes. - Seating positions. - Selection of pens/pencils/pencil grips. - Subtitles used on videos when appropriate e.g. in assembly. - Enlarged copies of handouts. - Ear defenders/ear loops. - Daily fine motor skill interventions. - Sensory audit checklists. - Just One Norfolk OT Handbook. - Medical needs training.

Targeted support

Targeted support captures the children who need support additional to and different from that which is provided within our universal offer. It is not limited to the following, but includes many ways that we respond to children's presenting needs. It identifies the support given to children that is above and beyond what is usually expected in class.

Progress is captured through work, teacher assessment or, in some instances, more formal assessments, such as SDQs (strengths and difficulties questionnaire). If a child needs support beyond that which we can offer in school, an external referral may be made.

Targeted support	
Communication and interaction	Cognition and Learning
• Personalised social stories. • Attention Autism (Bucket Time) intervention sessions. • 1:1 speech and language therapy sessions. • NHS SALT referrals and assessments. • NHS SALT interventions/modelling sessions. • WellComm intervention sessions. • Time to Talk/Socially Speaking interventions. • Talk Boost interventions. • Alternative forms of recording – talking tins, laptops etc. • Blank level questions. • Targeted Just One Norfolk SALT Resources. • Referral to Access through technology re: communication system. • Referral to EPSS autism team. • Personalised visual timetables. • <i>Widgit</i> symbols used to support spoken language/text. • 'I need help/time out' communication cards. • Private signal system.	• Work adapted to suit needs and ability. • RWI groupings. • Reading Stars/RWI interventions. • 1-1 readers. • HFW spelling programme. • Spelling shed. • Handwriting intervention. • Photocopies of information from the board (to aid tracking skills / reduce copying). • Task planners/organisation checklists. • Use of technology i.e. computer, iPad. • Touch typing interventions. • GL Dyslexia/GL Dyscalculia screeners. • Coloured paper/books. • Reading overlays and rulers. • Dyslexia friendly reading books. • Additional guided reading sessions. • Precision teaching. • Daily / regular small group maths/English support. • Small group writing/maths interventions. • Pre-teach (vocabulary). • Pre-teach (skills). • Working memory – metacognition activities. • Memory aids e.g. photographs of teaching input. • Working memory group (schools and community team) • Individual workstation available. • EPSS SLST teacher assessments. • PiXL therapies.

SEMH	Sensory and Physical
• 1:1 Zones of regulation support / Incredible five-point scale. • Individual Zones check ins. • Emotion cards/fans. • 1:1 ELSA Lead nurture interventions. • Boxall • Beacon House Psychoeducation toolkit. • Sensory circuits. • 1-1/small group sensory circuits. • • Support during unstructured times (break and lunch) when needed. • Worry busters/Emotional regulation/Yoga and Mindfulness (schools and community team). • Personalised social stories. • Bespoke transition into school • Reduced timetable if appropriate • Referral to EPSS SEMH team • External referrals – Just One Norfolk/Young Carers/Nelson’s Journey etc • Gardening and Forest School groups. • Soft start i.e. at start of school day, after lunch. • Individualised reward system when needed. • Access to a quiet space / time out i.e. calm corner, reading area. • Social stories. • Personalised regulation activities. • Incentives based on pupil’s interests. • Individual support with transitions.	• Personalised movement breaks. • Personalised sensory tools. • Personalised medical training. • Care plans. • Sensory circuits. • Additional fine motor skills / handwriting group. • Bespoke support for toileting. • Referral to Access through Technology. • ATT equipment. • Referral to EPSS ASD for sensory support. • Touch typing. • Referral to VSSS. • OT referrals. • Coloured overlays / tasks on coloured paper/ reading rulers. • Handwriting programmes. • Weighted blanket. • Writing slope. • Adapted uniform/uniform adjustments. • Specialist equipment – i.e. adapted books and books.

Appendix 3

Useful Links



Details of the Norfolk Local Offer can be found at:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

<https://www.norfolk.gov.uk/article/40537/SEND-education-and-learning>

Support for parents is available via



The SEND and Inclusion and Support Line via

Tel: 0333 313 7165

<https://www.norfolk.gov.uk/article/69603/SEND-and-inclusion-support-line>

SEND Essentials E-Learning

<https://www.norfolk.gov.uk/article/40559/SEND-essentials-e-learning>



<https://www.norfolksendiass.org.uk/>



<https://www.justonenorfolk.nhs.uk/>

Lots of useful information can be found on the SEND page on our school website

<https://www.thomasbullock.dneat.org/Key-Info/Special-Educational-Needs/>

Appendix 4

Links to Nightingale Federation Policies -

<https://www.thomasbullock.dneat.org/Key-Info/Policies/>

Nightingale Federation SEND Policy

[https://www.thomasbullock.dneat.org/docs/Nightingale Federation SEND Policy 2026-2027.pdf](https://www.thomasbullock.dneat.org/docs/Nightingale_Federation_SEND_Policy_2026-2027.pdf)

The following relevant policies are available on our website via the link below:

Accessibility Policy

Anti-bullying Policy

Attendance Policy

Behaviour Policy

Complaints Procedure

Equality and Diversity Objectives Policy

Medicines Policy

Positive Behaviour Policy

Safeguarding Policy

Supporting Pupils with Medical Conditions Policy

Link to our policy web page:

<https://www.thomasbullock.dneat.org/Key-Info/Policies/>