

SEND Information Report, Policy, Procedures & Guidance for Cromer Junior School
2025-2026
Part of the Norfolk Local Offer for Learners with SEND

Introduction

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

At Cromer Junior School we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Whilhelm de Neve, Headteacher email: head@cromer-jun.norfolk.sch.uk
Sarah Walker, SENDCO/Deputy email: SWalker@Cromerjunior.org.uk

If you have specific questions about the Norfolk Local Offer, please look at the website.
[click here: SEND Local Offer - Norfolk County Council](#)

Alternatively, if you think your child may have SEND please speak to their Class Teacher, or contact Sarah Walker our SENDCO on 01263 512155 (email: Swalker@Cromerjunior.org.uk).

Our Approach to Teaching Learners with SEND

At Cromer Junior School we believe in participation and high expectation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please ask our SENDCo.

We aim to create a learning environment which is flexible and removes the barriers to learning to meet the needs of all members of our school community. We monitor progress of all learners, and staff are continually assessing that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engagement in coaching and supervision.

At Cromer Junior School, we also have an Autism Base, where children from other schools are placed via an application and panel process operated by the Local Authority. Children in the base will usually become permanently on role, where they receive an individual curriculum within a blend of mainstream and base schooling. For more information, please contact Yvonne Rolland (01263 512155).

Social, Emotional & Well-Being

We believe that meeting a pupil's Social and Emotional needs is essential for their well-being and to support them in their learning. We pride ourselves in the nurturing ethos of our school, with emotional well-being and resilience as a core principle. Sarah Walker and Yvonne Rolland have attended training from the Link Team and are our "Mental Health Champions". At Cromer Junior School, we employ an Emotional Support Professional who may offer extra support to pupils with social, emotional and mental health needs. We also use a mentoring and check in system where pupils receive extra support from Teaching Assistants. We work closely with the MHST (Mental Health Support Team) to support our pupil's and families' needs.

(This report should be read in conjunction with our RSHE policy, which can be viewed on our School Website.)

How we identify SEND

At different times in their school career, a child or young person may have a special educational 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 significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."**

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things which distract them from learning. At Cromer Junior School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile, for 2025-2026, including our SRB, shows that we have 84 children (33% of the school) identified as having SEND, and 24 of those have an Education and Health Care Plan (29%)(9% of the school).

Primary Areas of SEND:

24 % of SEND children are identified as having SEND linked to Cognition and Learning

38% linked to Communication and Interaction

5% linked to Physical and Sensory

33 % linked to Social, Mental and Emotional Health

Identifying and Assessing SEND at Cromer Junior School

Class Teachers, support staff, parents/carers and the learner themselves will often be the first to notice a difficulty with learning. At Cromer Junior School we ensure that assessment of educational needs, directly involves the learner, their parents/carers and of course their teacher. The Special Educational Needs Co-ordinator (SENDCO) will also support with the identification of barriers to learning. We have a range of assessment tools available within school and our SENDCO Sarah Walker, has a Competence Certificate in Educational Testing qualification.

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

INDES Tool for individual needs descriptors

NAPS Norfolk Assessment Pathway

BPVS (British Picture Vocabulary Scale) - receptive language

Ravens Matrices- Non- verbal reasoning
Salford Sentence Reading and Comprehension
Young's Parallel Spelling
GL Spelling
High and Medium Frequency – word reading and spelling
Phonics Play –placement test
Memory Digit Span
PHAB – Phonological Assessment Battery
Sandwell Early Numeracy
Boxall Profile
Wellcomm – SALC screening tool
Other Screening tools on request of health services

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services but some may have to be commissioned from our school budget. We have access services universally provided by Norfolk County Council. The agencies used by the school include:

ASD specialist support team
We have contracted access to an Educational Psychologist
MHST (Mental Health Support Team)
CAMHS (Child & Adolescent Mental Health Service)
Attendance Officers
ATT, Access through technology services. (Profession or medical referral only)
Virtual school for Sensory support, to support pupils with hearing/visual Impairment
Children's Therapy Team (Speech & Language/Occupational/physiotherapy therapy)
School Nurse
ASD Base
The Inclusion Team
School 2 School Support
Other County SRBS
The Dyslexia Outreach Team
School and Community Team

We also employ, the equivalent, of 8 full time Teaching Assistants who deliver support in class and the interventions listed in the provision map as co-ordinated by our SENDCO.

We currently employ 9 additional Teaching Assistants to support high needs pupils. 5 of these are based in "The Nests"; providing nurturing, quieter spaces for pupils who cannot

manage/access the mainstream classroom fulltime, classroom support for when they do and provide intervention to support their EHCP/Support plans.

The Autism Base has a Base Manager and 4 full time Teaching Assistants.

Funding for SEND

Cromer Junior School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum. The amount of funding we received for 2025/26 is £143,103. The funding we receive for the Autism Base for 2025/26 is £184,953.

Local Authority Element 3 Top Up Funding was an additional £194,422 (to date), for high needs funding.

What we do to Support Learners with SEND at Cromer Junior

Every Teacher is required to remove the barriers to the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Cromer Junior are proud of our teachers and their development. The Teacher standards are at [Welcome to GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/collections/teacher-standards)

Our teachers will use various strategies to adapt access to the curriculum, this might include, but is not limited to, using:

- Visual resources, such as timetables
- Writing frames
- Apparatus
- Mediation
- Chrome books, or other alternative recording devices
- Peer buddy systems and TA Mentors
- Positive behaviour rewards system

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on an individual's plan and on a provision map which describes the interventions and actions that we undertake at Cromer Junior School to support learners with SEND across the year groups. We modify the provision map regularly, as our learners and their needs change.

This year we are providing the following interventions:

One to One and group Specialist Teaching/ tutoring

One to One Emotional Support

One to One Nurturing Activities

Group Nurturing Activities

Daily Check in system

Memory Skills

Motor Skills and handwriting

Phonics

HF words Precision Teaching

AR Literacy Reading Support

Guided, group and 1 to 1 reading

Guided Writing Support

Spelling Skills

Basic Number

Times Tables

Small group Maths/ Small group English

Zones of Regulation

Lego Therapy

Sensory Circuits

Speed Up

Working with Others:

The SENDCO's from the Synergy Trust and local cluster of schools remain committed to working together to improve learning for all, and we can share resources, training and moderate provision for learners with SEND.

How are Parents and Pupils Involved?

Teachers meet with parents at least 3 times per school year:

We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. We write One Page Profiles with our SEND pupils and parents can contribute to them too. This enables us to find out how pupils and their parents feel about their needs and the support they would like. 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. A baseline will also be recorded, which can be used to compare the impact of the provision. Monitoring progress is an integral part of teaching and

leadership within Cromer Junior School. Parents/carers, pupils and staff are involved in the reviewing the impact of interventions for learners with SEND.

How do we Find Out if Support is Effective?

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 (EHC plan,) the same review procedures take place, but the EHC plan will also be formally reviewed annually. Reviewing meetings for SEND pupils are held with parents and pupils 3 times per year, however a meeting can be requested at any time.

The SENDCO collates the impact data of interventions and support plans and staff adapt provision to ensure that we are only using strategies that work.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Cromer Junior School in 2025-2026 we are offering a range of additional clubs and activities to all pupils. These can be found on our school web page, or by contacting our school secretary.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head teacher or SENDCO to discuss specific requirements.

Equality

All staff at Cromer Junior School work within the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 210 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(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 a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please contact our SENDCo.

Preventing Bullying

This report should be read in conjunction with our Behaviour Policy, which can be accessed on the school website.

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. Cromer Junior 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 with SEND. Moving classes will be discussed with the parents and child at their summer term review meeting. Transition to secondary schools of children with EHCP's will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

The relevant staff meet with staff from feeder and feeding schools, to ensure the relevant information is passed on and to make any additional arrangements /support that may aid the transition process.

Have your Say

Cromer Junior School is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

If there are any complaints relating to the provision for children with SEND, these will be dealt with in the first instance by the class teacher and SENDCO; then, if unresolved, by the head teacher. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint, the issue should be taken through the general Governors' complaints procedure.

This report was updated by Sarah Walker- 17/12/25