



The Belfry CE VA Primary School
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SEND Information Report

The Belfry CE VA Primary School

Introduction

Welcome to The Belfry SEND Information Report.

At The Belfry, we are committed to providing an inclusive education that enables all pupils to achieve their potential. We value diversity and aim to remove barriers to learning for every child by working together with all members of our community: pupils, parents/carers, governors and members of staff.

This document aims to outline for readers the provision offered in our school as part of the Norfolk Local Offer. It details the support we give our pupils to help them achieve their full potential. It is reviewed annually and published on our website in accordance with the Children and Families Act 2014, The Equalities Act 2010 and the SEND Code of Practice: - 0-25 years. To find out more about how the Norfolk Local Authority can support children with SEND and for more information about Norfolk's Local Offer please visit [SEND Local Offer - Norfolk County Council](#). The Local Authority publishes a comprehensive Local Offer that includes:

- Education, health and social care services available
- Eligibility criteria and referral processes
- Support for those with and without an Education, Health and Care Plan (EHCP)

Key Contacts at The Belfry:

SENCO: Mrs Belinda Duke, 01263 576040 senco@overstrand.norfolk.sch.uk

Executive Head Teacher: Mr. Nick Read, 01263 576040, head@worstead.norfolk.sch.uk

Deputy Head Teacher: Mr. Steve Boast, 01263 576 040 deputy@worstead.norfolk.sch.uk

Chair of Governors: Mrs Hayley Smith, office@overstrand.norfolk.sch.uk

Our SEND profile for 2025-26

Within our school of 130 pupils, we currently have:

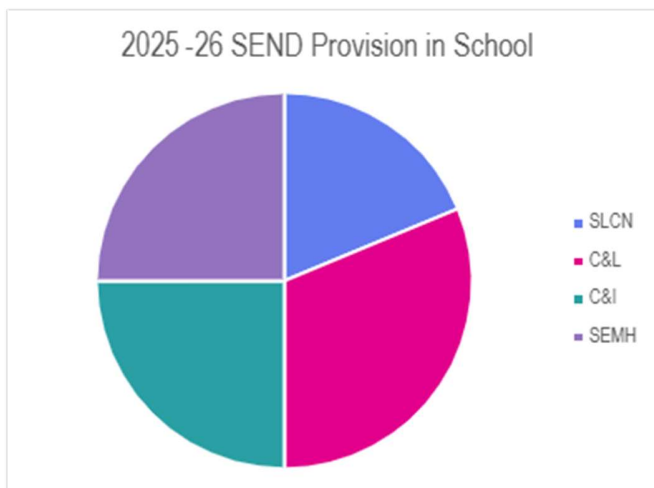
- 16 children on our SEND Register in total = 12.3%
- 2 children with Education, Health Care Plans (EHCP) = 1.5%
- 14 children on SEND Support = 10.8%

The national SEND profile current data shows:

- 1,766,924 children nationally are on the SEND register = 19.5%
- 482,640 children nationally have EHCP = 5.3%
- 1,284,284 children nationally on SEND Support = 14.2%

National Data can be found here: [Special educational needs in England, Academic year 2024/25 - Explore education statistics - GOV.UK](#)

The SEND profile within the SEND Register for primary need is as follows:



SLCN – speech, language, communication needs
C&L – cognition and learning
C&I – communication and interaction
SEMH – social, emotional and mental health

A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. Please note that children may have more than one area of need and that data across the year will change as the needs of the children change.

If you have any concerns about your child, please speak to their class teacher in the first instance, or the school SENCO.

How do we identify pupils with SEND?

All teachers are teachers of children with SEND.

Pupils, parents, carers and class teachers will notice a difficulty with learning. At The Belfry, identification of pupils with possible SEND begins in reception with speech screening: identifying speech difficulties as early as possible can help to avoid difficulties later as children progress through the national curriculum.

We use teacher observations and assessments to identify any difficulties with cognition and learning or social interactions: this is supported by the recent adoption of the 7C's approach pioneered by Judith Carter of Willow Tree Learning. This is a strength-based approach to support children with SEND: the 7C's puts the curriculum at the centre, however, it looks at the wide range of other barriers to learning that pupils need to overcome to successfully access and therefore achieve in the specific curriculum areas.

Listening to parents' concern is a key part of identification as we appreciate that they know their child best of all. Some children hold their worries inside all day and then it spills out at home. This can be distressing

for both child and parent, and as a school we listen and support where we can, signposting services available from the Local Authority Local Offer, and offering practical support with parent courses from the Schools and Communities Team (SCT) and the Mental Health Schools Team (MHST).

We subscribe to PiXL, a national progress tracker which uses standardised testing and progress tracking. This helps to raise possible areas of concern where pupils' attainment may have fallen significantly behind their peers, which may be an indication of SEND or a barrier to learning.

In some situations, it is necessary to use external agencies and specialists to help us support pupils. The reports then guide us in further adapting our practice to ensure the best outcome for the pupil.

Assessing SEND

Assessing SEND at The Belfry involves the pupil, parents and carers and the class teacher. The SENCO will also support the identification of barriers to learning.

We have a range of assessment tools and strategies that we use within school: internal assessment tools include:

- Speechlink (for Speech and Language)
- Phonics Assessment (Little Wandle)
- Observation of the child in class / recreational times
- Reading age assessment (using Salford and Renaissance)
- Spelling age assessment (using Youngs)
- Maths assessment (using Sandwell)
- Boxall Profile
- Welcomm Assessment
- PEaSS checklists (Provision Expected at SEND Support)

However, for some learners we may want to see advice from specialist teams. We have access to services universally provided by Norfolk County Council which are listed on the Local Offer website and we commission support from:

- Educational Psychologists
- Specialist Learning Support Teachers
- The Schools and Communities Team
- Mental Health Schools Team
- Speech and Language Therapists
- Access Through Technology
- Team Around Schools
- SEND and Inclusion helpline
- Dyslexia Outreach Service
- Advice and support from the Specialist Resource Base Teams

Most support services have to be commissioned, some of which have to be paid for by the school and are a part of the expenditure linked to the notional SEND budget.

How do we support pupils with SEND?

The Belfry is an inclusive school where everyone is valued; we believe in active participation for all and where we can celebrate all members of our community.

Teachers have high expectations of all pupils and work hard to create a learning environment that is responsive to the diverse needs, backgrounds, and interests of the children they teach. In line with the SEND Code of Practice this is achieved through high quality and adaptive teaching, a versatile broad and balanced curriculum, personalised learning and specific intervention groups ensures all pupils are offered the best provision we can give to help them reach their full potential regardless of background or circumstances.

The provisions we offer will be tailored throughout the school. There are some adaptations that we make as part of our universal provision throughout the school. This helps children to see a consistent approach from classroom to classroom which steadily reduces cognitive load and standardises our approach making transition for children easier. These include visual timetables, displays, use of concrete resources, low and slow delivery, and consistent expectations of behaviour.

Some children will require a higher level of guidance in order to reach their potential. This may include sensory circuits, fidget toys and 'I'm okay' wrist bands, wobble stools and cushions, laptop for writing, chew toys, extra thinking time, pen grips, seating arrangements, interventions for maths and reading, and adult support in class.

Children with the greatest need may require increased specialist provision with adult support at all times. This could include a calm area to self-regulate, low stimulation environment and low demand bespoke curriculum, privacy screen to aid focus. It might also include provision supplied by an appropriate Specialist Resource Base (SRB).

Summary of SEND Support Strategies

- Whole school behaviour system
- Consistent expectations across the school from all staff
- Visual Timetables
- Computers or tablets
- Sensory stimulation or de-sensitising strategies
- Fidget toys, wobble stools and sensory cushions
- Special pencil grips
- Writing frames
- Sensory circuits
- Differentiated teaching and small group work
- Social stories
- ELSA
- Use of CUSP curriculum which uses small steps, knowledge organisers, explicit vocabulary instruction, and dual-coded resources.
- Mental Health and wellbeing activities
- Sand timers
- Quiet working spaces
- Concrete resources such as Numicon

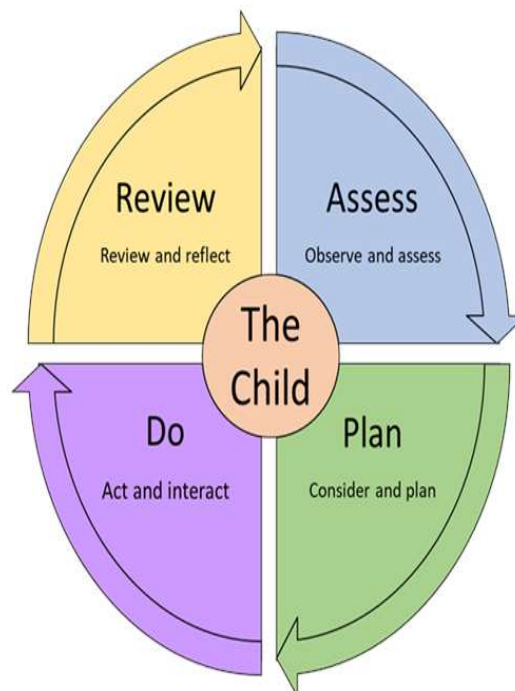
- Privacy screens

The type of support is dependent on the learning needs of individual pupils and is intended to overcome the barrier to learning as identified by education or health professionals' input.

The review cycle

The Belfry ensures that the progress for all learning is monitored by teachers, senior leaders and governors through observation, formative and summative assessment and collaboration with parents and carers. We use the 'Graduated Approach' which follows four key stages: Assess, Plan, Do and Review. This cycle is completed each term and involves pupils, parents / carers and teachers. Our assessment of children includes the 7C's approach. This looks at a child in a holistic way to ensure that their strengths are not overshadowed by academic achievement. Our purpose is to educate and this can be best achieved when we regard the whole child rather than just their curriculum scores, especially for children with SEND. At each review, the 7C's will be part of the review process and used to contribute to children's targets. The SENCO oversees this process and coordinates any external agencies, subsequent reports and actions required.

If your child has an Education, Health Care Plan, (EHCP), their EHCP will be reviewed each year with the SENCO, EHCP Co-ordinator, parents / carers and the pupil (where appropriate).



Parent and pupil voice

At The Belfry we encourage an 'open-door' policy for parents and carers. We are open and honest with parents and invite them to make an appointment with their child's class teacher or the SENCO if they have

any concerns. If your child is on the SEND register, you will be aware of their targets and how you can support them at home.

The pupil voice is an essential part of the review process. At each cycle, the child will be asked how they feel they have progressed. Their understanding of their progress is part of the process in creating their new targets and help the child to claim ownership of their difficulties and ultimately gives them the tools to overcome those difficulties.

Funding

The school budget, received from Norfolk Local Authority, includes money for supporting children with SEND.

The funds delegated by the local authority are:

Notional SEN Budget = £67,525

Element 3 Funding = £38,736

SEN Budget Total = £106,261

At The Belfry we ensure that we cater for all children who have special educational needs to the best of our ability with the funding we receive. Recent changes to teaching assistant deployment enabled us to plan a more efficient use of support staff. While TAs are classroom based in the morning, they are now supporting children in the afternoons with coordinated intervention programmes to help those children identified with greater needs close the gaps in their understanding. The intervention programmes are identified and generated by the class teacher then coordinated by the SENCO.

Staff Training for the year 2025-26

To keep staff up to date with current educational research, The Belfry has invested in training for staff. The following courses are being run for staff this year.

- Norfolk STEPS
- Autism Training
- Zones of Regulation
- Speech Sounds
- Elsa

As part of staff continued professional development, we improve our practice through professional discussion and sharing ideas. We reflect on our teaching and aim to improve our practice. We are currently using a programme of instructional coaching and self assessment guided by Tom Sherrington and Oliver Caviglioli book, Teaching Walkthrus which is based on harnessing ideas from cognitive science.

Accessibility

The Belfry is fully accessible, we have ramp access to all entrances and an operating lift within the school that is an alternative to the only set of stairs inside the building. All doorways are wide enough for wheelchair access. All classrooms have two entrances.

Transition support

When your child comes into Reception, some transition visits to nursery by reception teacher and SENCO when appropriate will have already taken place. We also offer transition days where nursery children and parents come into school and stay to play. The school offers open evenings and tours of the school to allow parents a better understanding of the provision we offer in school.

At the other end of Primary, we also consider transitioning to Y7 for the oldest children at The Belfry. We have high school transition days, professional liaison between year 6 and year 7 staff and we organise extra visits for children that might benefit from further orientation visits.

Complaints procedure

If parents are not happy with the provision made available for your child, we encourage you to bring this to our attention and so we can work together to listen to your concerns and make reasonable adjustments.

If after consultation with the class teacher and SENDCO, the concern has still not been resolved, you may wish to contact the Head Teacher, Mr. Read.

'If you feel your complaint has not been addressed by the headteacher, please contact our Chair of Governors, Mrs Hayley Smith.

