

# Ghost Hill Infant and Nursery School

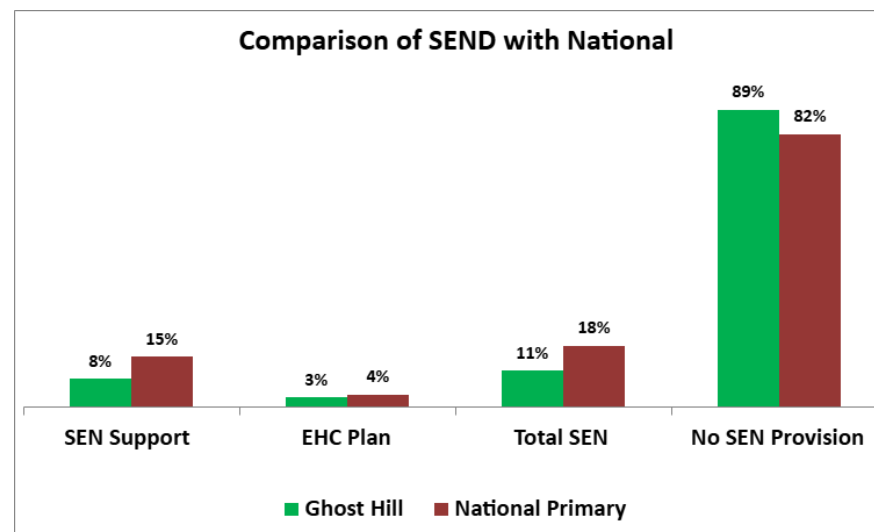
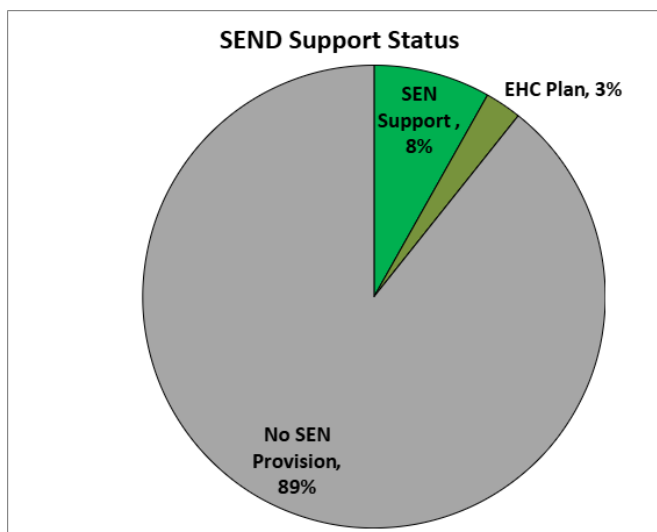
## SEND Information Report September 2025

1 Variety of Special Educational Needs that are provided for at Ghost Hill Infant and Nursery School.

The SEN Team provides support for pupils across the 4 broad areas of need as laid out in the SEN Code of Practice 2014 (last updated May 2015):

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The school currently has 11% of all students identified with SEND including 3% of students with an EHCP



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<p>2 Information about the school's policies for identification and assessment of pupils with SEND</p>	<p>Pupils are identified as having SEND with their needs assessed through a multi-pronged approach incorporating:</p> <ul style="list-style-type: none"> <li>• Information passed on from Pre-school/Nursery/infant/previous schools</li> <li>• EYFS Early Learning Goal baseline assessments and results, baseline testing, phonics screening checks and progress data</li> <li>• Individual assessment using standardised score assessments including British Picture Vocabulary Scale, Wellcomm Screening</li> <li>• Feedback from teaching staff and observations</li> <li>• Feedback from specialist agencies e.g. Educational Psychologist (EP) or Specialist Learning Support Teacher (SLST), SALT referrals, Paediatrician, Dyslexia Outreach Service. School and Community Team</li> <li>• Pupil Premium interventions not showing impact</li> <li>• Referrals from parents or carers</li> <li>• Pupil Voice</li> <li>• Observations in school to look at High Quality Teaching</li> <li>• Intervention baselines</li> <li>• Little Wandle phonics assessments</li> </ul>
<p>3c The school's approach to teaching pupils with SEND</p>	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> <li>• High Quality Teaching, with appropriate and effective adaptive teaching in place as Every Teacher is a Teacher of SEND</li> <li>• Each class has a SEND folder holding the child SEND Support Plans for quick staff access</li> <li>• Additional adult support in classrooms, where agreed, to form Teaching Teams; TA and 1-2-1 TAs</li> <li>• The Nest – nurture based provision for children with higher level need on a bespoke basis</li> <li>• Individual workstations and specific resources as required</li> <li>• Bespoke provision for children based on need</li> <li>• Personalised provision through time limited programmes</li> <li>• Personalised intervention programmes led by trained TAs</li> <li>• Dual Centre provision (for example SRB &amp; School)</li> <li>• The sourcing of additional specialist support via external agencies e.g. Communicating Matters, Open Arms Support Services, Dyslexia Outreach, School 2 School Support, CEPP, School and Community Team, Norfolk LA SEND Services</li> </ul>

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<p>3a Evaluating the effectiveness of the provision made for pupils with SEND</p>	<ul style="list-style-type: none"> <li>• Impact tracking is completed at least termly and adaptations to provision made in light of the findings.</li> <li>• SEND Parent Voice through SEND Support Plans reviews and Parent Focus groups termly</li> <li>• SEND Pupil Voice through SEND Support Plan reviews termly</li> <li>• Progress and evaluation are reported to Sapientia Education Trust's Board of Trustees and the Director of Inclusive Learning</li> <li>• Progress and evaluation of SEND is reported to the Education Committee via the Headteacher's report termly</li> <li>• Progress review meetings tracking data for all children</li> <li>• Weekly behaviour log analysis by headteacher and discussion around provision for vulnerable children, including those with SEND, at weekly DSL meetings</li> <li>• Specialist External Support is provided via the Trust Education Team.</li> <li>• SEND is a priority for all Quality Assurance undertaken by the Trust Education Team.</li> <li>• The Whole School SEND Review Guide is used as a key effectiveness review tool to evaluate the impact of SEND provision.</li> <li>• Close collaboration with Pupil Premium Champion</li> </ul>
<p>3b Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review</p>	<p>We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review.</p> <ul style="list-style-type: none"> <li>- Assess: when a learner is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff, and the pupil.</li> <li>- Plan: together we plan about what actions need to be taken and what support needs to be put in place. A date is set for review.</li> <li>- Do: the plan is put in place as agreed.</li> <li>- Review: the impact of the provision on the pupil is evaluated. The next steps are established. The cycle may begin again.</li> </ul> <p>These arrangements include:</p> <ul style="list-style-type: none"> <li>• Data tracking for pupil progress including, but not exclusively, Bromcom, Wellcomm, Little Wandle</li> <li>• Sapientia summative assessments as outlined in primary assessment framework including reading fluency, comprehension and arithmetic, maths reasoning, letter formation</li> <li>• NTS assessments in reading and maths</li> <li>• Pupil progress meetings between class teacher, SLT and SENDCO</li> <li>• Support plan and EHC Plan reviews</li> <li>• Individual, personalised Support Plans for all learners with SEND</li> <li>• Observations and follow-up</li> <li>• Parent/Carer's meetings</li> <li>• Pupil Voice</li> </ul>
<p>3d How adaptations</p>	<p>The curriculum/learning opportunities may be adapted by:</p>

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<p>are made to the curriculum and the learning environment of pupils with SEND</p>	<ul style="list-style-type: none"> <li>• Application of EEF High Quality Teaching Strategies including scaffolding, modelling, flexible grouping, explicit instruction, meta-cognition strategies</li> <li>• Groupings that target specific levels of progress</li> <li>• Adapted resources and teaching styles</li> <li>• Appropriate choices of texts and topics to suit the learner</li> <li>• Allocation and adaptation of room use where appropriate including use of the nurture room</li> <li>• Additional adult support</li> <li>• Allocation and adaptation of room use where appropriate including use of the nurture room</li> </ul>
	<p>Further Examples are:</p> <ul style="list-style-type: none"> <li>• Clear and consistent classroom routines;</li> <li>• Visual aids, checklists, timers and manipulatives;</li> <li>• Mind maps, spider diagrams;</li> <li>• Writing frames, sentence starters;</li> <li>• Reading text/instructions aloud;</li> <li>• Pre-teaching vocabulary; and</li> <li>• Breaking up longer texts and tasks into manageable chunks.</li> </ul> <p>Additional, targeted support will be provided in the classroom, based on individual learner' needs. This could take the form of:</p> <ul style="list-style-type: none"> <li>• Specific seating arrangements to accommodate learner needs;</li> <li>• Use of visual timetables;</li> <li>• Use of larger font size;</li> <li>• Specific equipment, e.g. wobble cushion, writing slope;</li> <li>• Rest breaks/movement breaks;</li> <li>• Support from a teaching assistant as a scaffolder / prompt / scribe / note-taker;</li> <li>• 1:1 support for structured or unstructured times</li> <li>• Extra time to complete tasks; and</li> <li>• Reasonable adjustments to rewards and sanctions issued in the context of the learner's special educational needs .</li> </ul> <p>Targeted interventions offered in school</p> <ul style="list-style-type: none"> <li>• Precision teaching; Little Wandle SEND programme for individual learners, targeted maths interventions, Numbots, Fine motor skills, Wellcom interventions</li> <li>• Meet and greet at the start of the day and/or decompression at the end of the day;</li> <li>• Provision of specific support programmes such as Sensory Circuits, See and Learn, SEMH targeted intervention</li> </ul>

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3g Support that is available for improving	Pupils are well supported by:
the social, emotional and mental health needs of pupils with SEND	<ul style="list-style-type: none"> <li>• Whole school Norfolk STEPS Approach for all trust schools which promotes positive behaviour through a therapeutic approach for all learners.</li> <li>• An anti-bullying policy</li> <li>• Colour Monster programme</li> <li>• Targeted support for individual pupils including SEMH individual sessions where appropriate</li> <li>• Year 2 Leadership Team</li> <li>• Pupil Voice</li> <li>• Student Council</li> </ul>
4 In relation to Mainstream Schools and maintained nursery schools, the Name and Contact details of SEND Coordinator	<p>Rebecca Westall – Headteacher head@ghosthill.set.education</p> <p>Hannah Michael - SENDCO <a href="mailto:h.michael@ghosthill.set.education">h.michael@ghosthill.set.education</a></p>
Name and Contact details of SEND Trustee	<p>Trust SEND Trustee: Penny Sheppard Contact Email: <a href="mailto:ea@setrust.co.uk">ea@setrust.co.uk</a></p> <p>School Telephone Number: 01603 860334</p>
5 Information about the expertise and training of relevant staff in relation to children and young people with SEND, including how specialist expertise will be secured	<p>All staff receive training on SEND. Ongoing training is provided as needed in response to the individual needs of learners which is informed by an annual audit of staff expertise in SEND. This includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• The SENDCO has SENCO qualification (National SENCO Award/MA)</li> <li>• Trust CPD for Support staff – <b>role of a TA, SEND Support Plans, Intervention logs, Norfolk STEPS</b></li> <li>• Trust CPD for Teaching Assistants – Scaffolding, Questioning, Chunking, Modelling, Working as a Team Spring 2024</li> <li>• Termly Trust SEND Strategy Days for SENDCOs led by the Director of Inclusive Learning</li> <li>• EYFS Lead Network SEND Training – Whole Class Approaches to support the 4 broad areas of need</li> <li>• Termly CPD training covering topics including EEF Special Educational Needs in Mainstream Schools Guidance, SEND Code of Practice, High Quality Teaching Strategies to support pupils with SEND, Step-On/Step-Up training</li> <li>• Effective use of adult support for Literacy and Mathematics</li> </ul>

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	<ul style="list-style-type: none"> <li>• Whole staff training in Speech, Language and Communication needs, Step-On, ASD and ADHD, Supporting learners with writing,</li> <li>• Specialist expertise engaged from external services – Arden Grove SRB, Point 1, NHS NDS Pathway Team, Communicating Matters, Norfolk Early Help, CEPP, SCT,</li> <li>• Whole School SEND Online Training Units access including but not exclusive to: “Creating an emotionally safe learning environment”, “Creating a socially safe learning environment”</li> <li>• Sapientia Education Trust CPD Programme 2025-26</li> <li>• Trauma Informed Practice Training for all staff – November 2025</li> <li>• Oracy Training – January 2026</li> <li>• StepLab coaching focussing on whole school SEN offer</li> <li>• Just 1 Norfolk SALT videos for all staff</li> </ul> <p>All staff have been trained in the Graduated Approach – 1/9/25 and 9/9/25-</p>
6 Information about how equipment and facilities support children and young people with SEND will be secured	<ul style="list-style-type: none"> <li>• Support Services including health services</li> <li>• National and Local Charities</li> <li>• Volunteers</li> <li>• CADS Hub</li> <li>• Just One Number</li> <li>• Early Help &amp; Family Support (Norfolk County Council)</li> <li>• Additional specialist SEND agencies as listed above</li> </ul>
7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	<p>The views of parents and carers are important to us, and we will involve you in discussions about provision for your child’s SEND both at the point of identification and through their termly review.</p> <ul style="list-style-type: none"> <li>• Before school, lunchtime support, afterschool support</li> <li>• Telephone Land and Mobile</li> <li>• Text</li> <li>• Email on Line</li> <li>• Parent View</li> <li>• Parents Evenings</li> <li>• SENDCO direct contact</li> <li>• Face-to-face meetings</li> </ul>

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	<ul style="list-style-type: none"> <li>• SEND information session annually</li> <li>• SEND Parent Focus group</li> </ul>
8 The arrangements for consulting young people with SEND about and involving them in their education	<p>The wishes and feelings of young people with SEND are central to our provision. We involve them in discussions about the support they receive in an age-appropriate manner.</p> <p>We gather their views as part of the termly review of their Support Plan as well as through:</p> <ul style="list-style-type: none"> <li>• Pupil Voice</li> <li>• Year 2 Leadership Programme</li> <li>• Annual Reviews for EHC Plans</li> <li>• Personal Interviews</li> <li>• Wishes and Feelings - signs of safety activity</li> </ul>
9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school	<p>Please refer to and use the school's existing complaints policy and procedure which is available directly from the school or website.</p> <p><a href="#">GH Complaints policy</a></p>
10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of	<p>The Sapientia Education Trust is governed by a Board of Trustees who have statutory responsibility for governance. The Board of Trustees empowers the SEND Coordinator and Headteacher to use the range of support and resources required to benefit the children at Ghost Hill Infant and Nursery School</p> <p>This can include:</p> <ul style="list-style-type: none"> <li>• Family Support</li> <li>• Speech and Language therapy</li> <li>• MAT support and advice</li> <li>• Specialists e.g. Educational Psychologists, School-to-School support, SRBs etc.</li> </ul>

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pupils with SEND and in supporting the families of such pupils.	In its turn, through monitoring and challenge, the Board of Trustees assess the impact, costs and cost effectiveness of the support used and amends the strategy of the school appropriately.
11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.	<p>Norfolk SEND Partnership - Telephone: 01603 704070</p> <p>SEN Centre of Excellence - Telephone: 03448008020 or email <a href="mailto:send@norfolk.gov.uk">send@norfolk.gov.uk</a></p>
12 The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living	<p>Transfer</p> <p>Transition arrangements</p> <ul style="list-style-type: none"> <li>• Meetings with feeder and MAT schools to ensure all appropriate information is passed on in a timely manner</li> <li>• Contact and handover of information and strategies to and from receiving schools</li> <li>• Additional visit days to Junior school</li> <li>• Staff from Junior school visit with a focus on SEND</li> <li>• Take into account friendship groups for next year's classes</li> <li>• In all year groups transition is managed in the same way.</li> <li>• New parent meetings</li> </ul>
13 Information on where the local authority's local offer is published	<a href="https://www.norfolk.gov.uk/children-and-families/send-local-offer">https://www.norfolk.gov.uk/children-and-families/send-local-offer</a>