Special Educational Needs and Disability Policy

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Person Responsible:	**Deputy Chief Executive Officer**

Our Christian Ethos and Values

All policies within the Diocese of Norwich Education and Academies Trust hereafter referred to as "the Trust"), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

We have high ambition for all, and we truly value the wider educational experience.

We walk and talk our Christian values. We put people at the centre of the organisation and want to see them flourish and grow. Our schools are inclusive, welcoming those of all faiths and none.

Overall accountabilities and roles

The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation for each academy it sets out the responsibilities of the Trust, its Executive Officers, the Local Governing Body and the Head Teacher. The Head Teacher of each academy is responsible for the implementation of all policies of the Trust.

All employees of the Trust are subject to the Trust's policies.

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This Policy is incorporating the Special Educational Needs information in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and to be read in conjunction with the Academy SEND Information Report (see Appendix 1)

From 1 September 2014, Part 3 of the Children and Families Act 2014, its associated regulation Code of Practice will be in force, and all organisations must have regard to the Code of Practice. Broad areas of SEN are detailed in paragraphs 6.28-6.35 of the Code of Practice:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

This Policy document takes account of the Equality Act 2010 and the regulations under the Children and Families Bill September 2014

Policy Statement

All pupils in the DNEAT family of Academies are entitled to support for their individual needs enabling them to develop skills, knowledge and understanding to ensure they meet their potential. Hopton Church of England Primary Academy (hereafter referred to as "the Academy") believes that:

- All pupils with SEND are entitled to a broad and balanced curriculum.
- Pupils' learning occurs alongside their emotional, physical and spiritual development.
- All teachers within the Academy schools are responsible for meeting the needs of their pupils using Quality First teaching.

- All staff will use their "best endeavours" to meet the pupil's needs.
- Parents/Carers play an important role in each Academy supporting their pupils.
- Pupils are expected to be active learners and will be consulted alongside their parents/carers to secure their success within each Academy.
- Pupils should be educated in a happy, caring and stimulating environment where everyone feels valued and able to achieve the best that they can.

What is a Special Educational Need?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

• has a significantly greater difficulty in learning that requires provision that is in addition to or different from others

• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of practice September 2014)

What is Disability?

The Equality Act 2010 definition 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 Equalities 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 SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Aims and Objectives of the SEND Policy are

- That all pupils access an ambitious curriculum.
- To provide quality first teaching.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain the high levels of satisfaction and participation from pupils, parents and carers.
- To map provision for all vulnerable learners to ensure that staffing deployment, resource allocations and choice of interventions is leading to good learning outcomes.
- To promote pupils' self-esteem and emotional wellbeing to help them form and maintain worthwhile relationships based on respect from themselves and others.
- To provide continuing professional development so that staff will feel they have the expertise to meet the pupil's needs.

- To work in a cooperative partnership with the Local Authority and other outside agencies to ensure a multi-professional approach is utilised for the best interests of vulnerable learners.

Whole Academy strategies to support pupils with SEND

- Pupils will have access to Quality First teaching - examples to be referenced within the SEN Information Report. Class and subject teachers may be supported, where appropriate by teaching assistants or other experts who provide individual or group support dependent on the identified needs of the learner.
- The four-part graduated response introduced in the Code of Practice 2014 will be utilised to identify those pupils who need additional SEND Support. The graduated response is an ongoing cycle of assess, plan, do, and review.
- Those pupils who have 'significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions' may have either a Statement of Special Educational Needs (prior to September 2014) or an Education, Health and Care plan (post September 2014). These pupils will have an Annual Review.

Roles & Responsibilities

All staff at the Academy have responsibility for implementing this policy and to maximising the achievements and opportunity of all pupils with SEND and vulnerable learners.

The Headteacher is responsible for ensuring the policy is implemented consistently and effectively. The progress and strategic decision which ensure pupil's reach their potential is the key responsibility of the Headteacher.

Progress of all pupils with SEND and vulnerable learners will be demonstrated through:

- Analysis of attainment and progress data
- Analysis of progress through the 7Cs
- Consideration of the whole academy provision map
- Pupil progress meetings with individual teachers
- Individual learning plans, which are in addition to or different from typical curriculum provision
- Regular meetings with the Special Educational Needs Coordinator (SENCO)
- Discussions with parents/carers and pupils.
- Case sampling

The Headteacher must ensure that the Academy publishes an Academy SEND Information Report (appendix 1) on its website as set out in the Code of Practice.

The Headteacher and local governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO).

This person will complete the following tasks in order to fulfil the Code of Practice 2014:

- Identify pupils with a special educational need and those who are disabled and those with a medical need
- Develop a Provision Map which evidences provision that is 'additional to or different' from the curriculum for all pupils with SEN in the Academy.
- Coordinate provision for pupils with SEND.
- Liaise and advise class and subject teachers as necessary.
- Manage teaching assistants employed specifically to support pupils with SEND.
- Oversee the records of pupils with SEND
- Identify and then contribute to in-service training for staff within the school.
- In conjunction with the class/subject teacher liaise with the parents/carers.
- Coordinate the Annual Review for pupils with Education Health and Care plans.
- Monitor the Academy's system of Learning Plans or Pupil Passports.
- Liaise with the Academy Governors, keeping the link Governor up-to-date with key national and academy-based issues.
- Attend meetings or training specific to the role of SENCO as appropriate.
- Liaise with visiting professionals who support the vulnerable learner.

The Class or subject teacher will in consultation with the SENCO

- Agree which pupils are vulnerable learners and those who may have SEN or are disabled or have a medical need.
- Identify which pupils are underachieving and need to have access to additional interventions but do not necessarily have SEN.
- Identify which pupils require additional support due to their special needs and therefore need a Learning Plan or Pupil Passport.
- Secure good teaching outcomes by providing quality first teaching and reasonable adjustments as a standard classroom technique.
- Ensure pupils have access to appropriate support, including resources, to ensure the barriers to learning are reduced.

Staff training

All staffing appointments to support pupils with SEND and vulnerable learners will be carried out in accordance with Equal Opportunities legislation, employment law, safer recruitment and best practice. It is an expectation that all SENCOs will have or study for the 'National Award in SEN Coordination'. Staff training will be offered as needs are identified.

Partnership with Parents / Carers

In line with the Code of Practice 2014 Parents/Carers are vital partners in the pupil's journey through their Academy life. There will be regular parents/carers consultation events which will bring the two parties together to ensure that their pupil's reaches their potential.

The Code of Practice very much places the parents/carers and their child at the centre of the support and ensures their voices and opinions are heard in the partnership with the Academy. Parents/Carers are encouraged to speak directly to their child's class or subject teacher if any need arises.

Voice of the Pupil

The Academy recognises the emphasis placed on educational establishments to ensure that pupils are consulted where appropriate, are part of the monitoring of progress and are involved in decisions around their education.

To achieve this the Academy will encourage pupils to express their views about their learning, help them to identify their own targets and needs and be part of the graduated response.

Monitoring

The impact of this policy will be monitored through regular review and feedback from staff, children and parents/carers.

The outcome of this monitoring will be reported to Governors and will impact on future development of associated policies and practice.

Review

The policy will be reviewed annually or earlier if relevant.

Links to Other Policies

- Behaviour Policy
- Inclusion Policy
- Accessibility Policy
- Safeguarding Policy
- Complaints Policy
- PSHE Policy
- E-Safety & ICT Acceptable Use Policy
- Harassment & Discrimination including Racial Abuse Policy

APPENDIX 1: SEND Information Report

HOPTON C.E. PRIMARY ACADEMY

SEND INFORMATION REPORT

2026–2027

A practical guide for parents and carers

BELONG	PARTICIPATE	ACHIEVE	THRIVE

Inclusive by design • High expectations • Strong relationships • Equitable support

Review cycle	Annual
Reviewed	Autumn 2026
SENCo / Head of School	Mrs Lorna Howard
Executive Headteacher	Miss Kellie Egleton

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OUR SEND PROFILE

Start of 2026–2027

At the start of the 2026–2027 academic year, 38 children at Hopton are identified as having special educational needs and/or disabilities (SEND). Every child is unique, and some children may have needs across more than one area. For this profile, we have shown each child's primary area of need.

Primary area of need	Pupils	Share of SEND cohort
Communication and Interaction	18 of 38	47%
Social, Emotional and Mental Health (SEMH)	12 of 38	32%
Cognition and Learning	7 of 38	18%
Sensory and/or Physical	1 of 38	3%

What do these areas mean?

Communication and Interaction (47%): Children may need support with speech, language, communication, social interaction or understanding and using language.

Social, Emotional and Mental Health – SEMH (32%): Children may need support with emotional wellbeing, regulation, relationships, anxiety, attention or managing the demands of the school day.

Cognition and Learning (18%): Children may need additional support to develop skills in areas such as reading, writing, maths, memory, processing or learning new information.

Sensory and/or Physical (3%): Children may need support because of sensory, physical, hearing, vision or medical needs that affect access to learning or school life.

These figures help us understand the needs across our school and plan staff development, resources and provision. They do not define a child or limit what they can achieve. Our support is based on each child's individual strengths, barriers and needs.

1. About this report

What families can expect from SEND provision at Hopton

This SEND Information Report is a practical guide for parents and carers. It explains how Hopton C.E. Primary Academy identifies and supports children with special educational needs and/or disabilities (SEND), how families are involved, and how support can be accessed.

It should be read alongside the school's SEND Policy.

At Hopton, inclusion is the way we do school.

Our ambition is that every child belongs, participates, achieves and thrives. We uphold children's entitlement to an ambitious, broad and balanced curriculum and recognise that some pupils will need reasonable adjustments, targeted provision or specialist support to access this successfully.

Local Offers

Norfolk Local Offer: https://www.norfolk.gov.uk/children-and-families/send-local-offer

Suffolk Local Offer: https://www.suffolklocaloffer.org.uk/

Hopton serves families living in both Norfolk and Suffolk; the relevant local authority offer provides information about education, health, social care and family support from birth to 25.

Current SEND reform context

During 2026–27, Hopton will continue to meet all current statutory SEND duties while preparing carefully for national reform. Our approach is 'ready but not speculative': we will strengthen inclusive practice now and update this report and related policies when new statutory requirements are confirmed.

2. Who should I talk to?

SEND is a shared responsibility

Who	What they do
Class teacher	Your first point of contact. Responsible for high-quality adaptive teaching, monitoring progress, implementing adjustments and provision, contributing to Assess–Plan–Do–Review, and communicating with families.
Mrs Lorna Howard — SENCo / Head of School	Leads SEND and inclusion strategically; coordinates the graduated response, provision, EHCP duties, professional advice, external-agency work, staff development and evaluation of SEND outcomes.
Miss Kellie Egleton — Executive Headteacher	Provides strategic oversight and ensures SEND and inclusion remain central to school improvement and statutory responsibilities.
Mr Matthew Humphrey — SEND Governor	Provides governance challenge and assurance around SEND policy, provision, accessibility, funding and outcomes.
All teachers and support staff	Implement the school's inclusive offer and agreed reasonable adjustments. The SENCo supports this work but does not replace the class teacher's responsibility for the pupil.

How to contact us

- Speak to the class teacher before or after school to arrange an appointment or use Class Dojo.
- Contact the school office on 01502 730489 if you need help arranging a conversation with the SENCo, Head of School or Executive Headteacher.
- The SEND Governor can be contacted in writing via the school office.

Parents know their child best. We want concerns, strengths and successful strategies to be shared early.

3. Our graduated model of support

Universal first • targeted when needed • personalised where necessary

LEVEL 1 — UNIVERSAL

Inclusive by design

- calm, predictable classrooms and clearly taught routines
- adaptive teaching, modelling, chunking and scaffolding
- visual and communication support where appropriate
- explicit vocabulary teaching and opportunities to rehearse and retrieve
- sensory and movement adjustments where needed
- accessible resources and purposeful use of technology
- positive relationships, active checking for understanding and high expectations

LEVEL 2 — TARGETED

Early additional support

- precision teaching or structured literacy/numeracy support
- communication and language programmes
- sensory circuits and regulation strategies
- emotional literacy or pastoral support
- social communication / Building Blocks groups
- supported transitions, pre-teaching and overlearning
- targeted attendance support or structured support at unstructured times

LEVEL 3 — PERSONALISED & SPECIALIST

Individualised provision

- EHCP provision and Section F monitoring
- individual communication, sensory or regulation plans
- specialist equipment or assistive technology
- Educational Psychology, Speech and Language Therapy, Occupational Therapy or specialist-teacher advice
- health/social-care involvement where appropriate
- carefully planned adult support and enhanced transition

Intervention supplements rather than replaces high-quality classroom teaching. Additional adult support is planned to increase access, learning and independence rather than create unnecessary dependency.

4. How we identify SEND

A graduated response based on evidence, voice and impact

A child has SEN where they have a learning difficulty or disability that calls for special educational provision. A provision that is additional to or different from that normally available to pupils of the same age. Not every difficulty with progress, attendance or behaviour means a child has SEN, so we seek to understand the barrier carefully.

1. Initial concern	Teachers monitor learning, development, participation and wellbeing. Emerging concerns are discussed with the SENCo and parents/carers.
2. Assess	We gather evidence through assessment, observation, 7Cs, pupil and family voice, progress information and patterns across lessons, environments and times of day.
3. Plan	We agree the intended outcome, reasonable adjustments, teacher adaptations and any additional provision. A Personal Learning Plan (PLP) is used where appropriate.
4. Do	The class teacher remains responsible. Agreed provision is implemented consistently and adults understand both what they are doing and why.
5. Review	We review impact at least half termly where a PLP is in place: what changed, what did not, what the pupil and family think and whether provision should continue, adapt, intensify, reduce, cease or escalate.

Each Assess–Plan–Do–Review cycle should improve our understanding of the pupil.

Where concerns persist despite relevant and purposeful action, we may seek specialist advice or consider whether an Education, Health and Care Needs Assessment is appropriate.

5. Reasonable adjustments and adaptive teaching

The expectation can be shared; the support may look different.

At Hopton, we recognise that the duty to make reasonable adjustments is anticipatory. This means we should not always wait for a pupil to experience repeated difficulty before considering what can reasonably be changed.

- seating and classroom environment
- sensory environment and movement
- communication and processing time
- recording, handwriting and use of technology
- transitions, arrival and departure
- breaks, lunch and assemblies
- PE, trips and school events
- behaviour systems and routines
- access to learning materials and assessment arrangements

Known → recorded → communicated → implemented → reviewed

Adjustments do not mean lowering expectations. They remove barriers so that pupils have a fair opportunity to meet appropriate expectations and become increasingly independent.

How teaching may be adapted

- building from what the pupil already knows and understands
- explicit modelling, worked examples and chunked instructions
- practical resources, visuals or technology
- pre-teaching, rehearsal, retrieval and overlearning
- different ways for pupils to demonstrate understanding
- carefully planned scaffolding that is reduced as independence grows
- specific strategies recommended by the SENCo or external professionals

6. Behaviour, regulation and SEND

Predictable • safe • restorative

Our SEND provision works alongside the First Light Federation Behaviour Curriculum. Pro-social behaviour is explicitly taught, modelled, practised and revisited rather than assumed. Adults maintain clear, safe boundaries while remaining curious about communication, regulation, skill gaps and unmet need.

A check before correction

- Does the pupil understand the language and hidden social expectation?
- Is the sensory environment increasing stress?
- Would a visual, rehearsal, processing time or alternative communication method help?
- Is the task developmentally appropriate?
- Is there a known trigger, anxiety pattern, therapeutic plan or risk-reduction plan?
- Can we change the environment or adult response before expecting the pupil to change?
- After regulation, what skill needs teaching or re-teaching?

Inclusive consistency does not mean identical responses.

Restorative conversations take place when a pupil is regulated enough to think and reflect. Reasonable adjustments, SEND provision, individual risk management and therapeutic plans take precedence over a generic routine where a pupil needs something different.

7. Specialist advice and external services

Working with other professionals when school-based support needs additional expertise

With parent/carer involvement and consent where required, Hopton may seek advice or support from relevant services. Availability, referral criteria and service names can change, so families will be told which service is appropriate at the time.

- Educational Psychology / advisory services
- Speech and Language Therapy (SALT)
- Occupational Therapy
- Sensory support for hearing or visual needs
- Access Through Technology
- SEMH and mental-health services
- School Nursing / Just One Number
- Early Help
- Attendance services
- Virtual School SEND where relevant
- Local Authority inclusion and specialist teams

Specialists may assess a pupil, advise on teaching or adjustments, support target-setting, recommend resources, work directly with the pupil, or guide school staff in delivering a programme.

Medical needs

Where a pupil has a medical need, an individual healthcare plan may be developed with parents/carers and relevant professionals. Medicines are administered only in line with the school's medicines procedures and appropriate consent.

8. Education, Health and Care Plans

When needs may require statutory assessment and provision

Where, despite relevant and purposeful action to identify, assess and meet a pupil's SEN, expected progress is not being made, the school and/or parents may consider requesting an Education, Health and Care Needs Assessment from the local authority.

- Parents/carers or the school can ask the local authority to consider an EHC needs assessment.
- The local authority decides whether the legal test for an assessment is met, using evidence from the family, school and relevant professionals.
- If an EHC Plan is issued, it sets out the child's needs, intended outcomes and specified provision.
- Hopton maps, delivers and monitors the provision in Section F of an EHC Plan.
- EHC Plans are formally reviewed through the statutory annual review process, with the child and family involved.

An EHCP does not replace high-quality classroom teaching. The class teacher remains responsible for the pupil's progress and development.

Families can find current local authority information about EHC needs assessments and plans through the Norfolk or Suffolk Local Offer.

9. How we monitor progress and impact

We ask not only 'What provision is in place?' but 'What difference is it making?'

- Class teachers continually monitor pupils' learning, participation and development.
- Reading, writing and maths are reviewed through the school's assessment systems and pupil-progress processes.
- Where age-related measures are not appropriate, more sensitive assessment approaches may be used to identify smaller but significant steps of progress.
- PLP outcomes are reviewed with families at least termly where a PLP is in place.
- EHCP outcomes and provision are reviewed through ongoing monitoring and the annual review process.
- Interventions should have a clear baseline, intended outcome, timescale and review point.
- The SENCo and leaders review whether support improves access, participation, communication, learning, relationships and independence.

Question	Evidence
Why is this needed?	Baseline / identified barrier
What are we trying to change?	Intended outcome
What are we doing?	Provision / adjustment
Is it working?	Review evidence
What happens next?	Continue / adapt / cease / escalate

10. Working with parents, carers and pupils

Co-production is part of effective SEND practice

Parents and carers are partners in inclusion. We aim to communicate concerns early, listen to family knowledge, explain provision clearly and involve families in Assess–Plan–Do–Review.

- regular discussion with the class teacher
- Class Dojo and, where agreed, home/school communication systems
- parent consultations and additional meetings when required
- termly PLPs and half termly 7Cs reviews where applicable
- annual reviews for pupils with EHC Plans
- SEND parent cafés and opportunities for dialogue
- discussion of reports and recommendations from outside professionals

Pupil voice

Children are actively involved in decisions about their support in ways that are appropriate to their age, stage of development and communication needs. We seek to understand what helps them to learn, what they find difficult, when they feel safe and successful, what adults can do to support them, and what they would like to achieve next.

Each child receiving SEND support has a Learning Journey/Scrapbook which provides a meaningful and accessible way for them to contribute to the Assess–Plan–Do–Review process. It captures their views, strengths, successes and progress and supports pupils to understand and take increasing ownership of their individual targets and outcomes. This ensures that provision is not simply planned for the child, but wherever possible, planned with them.

Our ambition: families know what support their child receives, why they receive it and whether it is working.

11. Staff expertise and professional development

Inclusion is everyone's responsibility

The SENCo has completed the National Award for SEN Coordination. Staff development is planned in response to the needs of pupils and the school's inclusion priorities.

- adaptive teaching and SEND identification
- communication and interaction
- autism and neurodivergence
- PDA-informed practice where appropriate
- speech, language and communication
- sensory regulation and SEMH
- de-escalation, relational and restorative approaches
- reasonable adjustments
- effective deployment of teaching assistants
- assistive technology
- Assess–Plan–Do–Review and measurable outcomes
- supporting pupil independence
- DNEAT SENCo network and relevant external-agency training

Training is successful when pupil experience changes — not simply when training has been attended.

12. Understanding your child through the 7 Cs

A strengths-based way to understand what helps a child learn

At Hopton, we use the 7 Cs Learning Portfolio to help us understand each child as a learner. Rather than focusing only on what a child finds difficult, the 7 Cs helps us identify strengths as well as the barriers that may be making learning harder. It gives children, families and staff a shared language for talking about what is going well, what may be getting in the way and what support could help next.

The 7 Cs	What this can help us understand
Cognition	How a child thinks and learns, including memory, processing, making connections, reflecting and solving problems.
Communication	How a child understands and uses language, listens, talks with others and manages social communication and interaction.
Creativity	How a child develops ideas, solves problems, stays motivated, pays attention, takes appropriate risks and builds trust.
Control	How a child manages emotions and behaviour for learning, including anxiety, confidence, resilience, independence and self-regulation.
Compassion	How a child understands themselves and others, including friendships, empathy, turn-taking, self-esteem, wellbeing and supporting others.
Co-ordination	How physical and sensory skills support learning, including fine and gross motor skills, mobility, balance, posture and sensory processing.
Curriculum	How the child is accessing and progressing within subjects such as English, maths, science, humanities, computing, PE, art and music.

Working together with families

Families know their children best. We use the 7 Cs with the child and family to agree strengths and areas for development. This helps us decide the most useful next steps rather than simply providing “more” of something a child is finding difficult.

Where appropriate, we identify three strengths and three areas for development. We can also use a progress tracker to record a starting point and notice improvements over time. The aim is for children to understand their own strengths, recognise what helps them and have a meaningful voice in their support.

The 7 Cs is an assessment and planning approach; it is not a label or a test. It helps us ask why a child may be experiencing a barrier and what we can change or teach to support them.

13. Accessibility and participation

Removing barriers to the wider life of school

Hopton will discuss individual access requirements with families and make reasonable adjustments so that disabled pupils and pupils with SEND can participate in learning and the wider life of school.

- classroom allocation and access arrangements can be reviewed in response to physical or sensory need
- equipment and learning resources are selected or adapted to improve access
- before- and after-school provision is considered for pupils with SEND on an equitable basis
- trips, visits and enrichment are planned inclusively, with risk assessment and reasonable adjustments
- specialist health or occupational-therapy advice is used where appropriate
- individual support is planned according to need and risk, with independence promoted wherever possible

The school's Accessibility Plan provides further detail about how we improve access to the curriculum, physical environment and information.

14. Transition

Proactive planning for pupils who are vulnerable to change

We recognise that transitions can be difficult for some pupils with SEND. Enhanced transition is considered for entry to EYFS, movement between year groups, Reception to Year 1, KS1 to KS2, Year 6 to secondary, mid-year admissions, return after significant absence and movement between mainstream and specialist provision.

- transition booklets, photographs and social stories
- additional visits and environmental familiarisation
- key-adult introductions
- parent meetings and pupil voice
- careful information sharing between staff and settings
- planning meetings with receiving teachers/SENCos
- phased transition where appropriate
- external-agency involvement for complex transitions

Moving to another school

We contact the receiving SENCo, share relevant records securely and explain agreed provision and reasonable adjustments. For Year 6 pupils, staff liaise with secondary schools and complete relevant transition documentation, with enhanced visits arranged where appropriate.

15. If you have a concern

We want to resolve concerns early and constructively

1	Speak with your child's class teacher.
2	If concerns remain, contact Mrs Lorna Howard, SENCo / Head of School.
3	If the matter remains unresolved, contact Miss Kellie Egleton, Executive Headteacher.
4	You may also contact the school's SEND Governor through the school office.

The school's Complaints Policy explains the formal complaints process. Families can also seek impartial information, advice and support through SENDIASS.

Useful services and information

- Norfolk SEND Local Offer — https://www.norfolk.gov.uk/children-and-families/send-local-offer
- Suffolk Local Offer — https://www.suffolklocaloffer.org.uk/
- Norfolk SENDIASS — https://www.norfolksendiass.org.uk/
- SEND Code of Practice — https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- IPSEA — https://www.ipsea.org.uk/
- Just One Norfolk — https://www.justonenorfolk.nhs.uk/
- Autism Anglia — https://www.autism-anglia.org.uk/

16. Glossary

Term	Meaning
SEN	Special Educational Needs
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
EHCP / EHC Plan	Education, Health and Care Plan
APDR	Assess – Plan – Do – Review
PLP	Personal Learning Plan
TA	Teaching Assistant
LSA	Learning Support Assistant
SALT	Speech and Language Therapy
OT	Occupational Therapy
CEPP	Child and Educational Psychology Practice
7Cs	A strengths-based assessment and planning tool
SENDIASS	Special Educational Needs and Disabilities Information, Advice and Support Service

"I belong at Hopton."

This report will be reviewed annually and updated sooner where significant information changes.