Special Education Needs and Disabilities (SEND) Information Report for Garvestone Primary School

Written on: September 2021 Last Review: October 2026 Next Review: October 2027

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with SEND. All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually, but is kept under regular review and may be changed more frequently to reflect the most up to date information on practice in school.

The SEND Information Report works alongside the school's SEND policy, which can be found here: https://garvestone.norfolk.sch.uk/statutory-policies/
At Garvestone Primary School, we are committed to working together with all members of our school community. 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:

- Trust SENDCo – Mr Sam Birkinshaw (01362 850 315) **Mr Birkinshaw is usually at Garvestone on Fridays, but is contactable via the office every day.**
- Headteacher – Mrs Michelle Farnan (01362 850 315) **Mrs Farnan is usually at Garvestone on Tuesdays, Wednesdays and Thursdays but is contactable via the office every day.**
- Special Educational Needs Governor – tbc

If you have any specific questions regarding the Norfolk Local Offer please look at the Frequently Asked Questions on the Local Offer website https://www.norfolk.gov.uk/children-and-families/send-local-offer. Alternatively, if you have any questions or concerns regarding SEN provision please contact your child's class teacher, Mrs Michelle Farnan (Headteacher) or Mr Sam Birkinshaw (Trust SENDCo)

The information below will give you a clear and informed picture about the curriculum and provision available for our pupils at Garvestone Primary School

Our school was visited by OFSTED in May 2025, and they shared the following statements on our SEND provision:

Staff expect pupils to work hard and behave well, which they do. As a result, pupils achieve well because they rise to these high expectations. This is especially the case for pupils with special educational needs and/or disabilities (SEND).

Staff have an accurate view of the needs of pupils with SEND. This means these pupils receive well-tailored support to help them achieve well academically and to develop their social and emotional needs. Teachers make careful adaptations to the curriculum for pupils with SEND, making sure they learn the important knowledge they need.

SEN Profile – October 2026	
What percentage of learners in the school have been identified with SEND? (As of October 2026)	• 30.8% of pupils across our school are identified as having SEND. Nationally, 19.5% of primary pupils are identified as SEND. • 3.8% of our pupils have an Education, Health, and Care Plan (EHCP), compared to 4.1% nationally for primary pupils • 26.9% of our pupils receive SEND support, compared to 15.4% nationally for primary pupils
What types of barriers to learning are experienced by children with SEND in the school?	Number of children in each SEN category across the school: • Communication and Interaction, including ASD: 62.5% (of SEND register) • Cognition and Learning: 12.5% • Social, Emotional and Mental Health: 25% • Physical & Sensory: 0 %

How we identify SEN:	
How does the school know if children need extra help and what should parents do if they think their child may have special educational needs?	• 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 Academy 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 Academies 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. • We have an open-door policy at the school. If a parent is concerned about the progress their child is making they can initially speak to the child's class teacher or alternatively, they can arrange to meet with the Trust SENDCo. • Throughout the year class teachers and the senior leadership team monitor the progress of all children in the school. If a child is not making the expected progress they will be closely tracked and additional support implemented if required. Learners can fall behind for lots of different reasons, therefore only those with a learning difficulty which requires provision that is in addition to or different from the normal differentiated curriculum will be identified as having SEN.
How we keep parents involved:	
How do we involve parents/carers and children?	• Initial concerns will be raised with parents/carers by the class teacher.

	• If a child requires provision which is additional to or different from the normal differentiated curriculum this will be discussed with the parents/carers. From this discussion a SEN Support Plan will be created. This will be reviewed at least termly, in consultation with parents. • Targets/ next steps will be set for the children each term, following a discussion with the children and their parents. During this meeting the views and wishes of the child are sought. • If your child has an Education, Heath and Care Plan (EHCP), a formal meeting (known as an annual review) will take place to discuss your child's progress against their EHCP targets annually in addition to the termly meeting.
What we do to support learners with SEN:	
What is the schools approach to supporting learners with Special Educational Needs?	• We value high quality teaching for all learners. The senior leadership team actively monitor the teaching and learning environment in the classrooms and provide positive and constructive feedback to staff • All staff work hard to create learning environments and tailor the curriculum to ensure that the needs of all learners are met. This may include additional visual supports alongside written texts, individual workstations, sensory supports or calm corners of the classroom, but will always be considered on what is best for the individual.
How does the school support pupils with special educational needs?	• All teachers adapt the curriculum to ensure access to learning for all children in their class. • When the school identifies the need for additional support to enable a pupil to make expected progress, the parents/carers will be invited to a meeting with the class teacher and/or the Trust SENDCo to discuss a plan of support. They will then use the assess, plan, do, review cycle to set targets and then arrange a suitable review date. • The support may include pre – teaching opportunities, additional resources, facilitating time out to relieve stress, modelling language and behaviours, preparation for changes in routine or interventions. • The school may also take advice from different professionals as to how we can best provide additional support for our children. Professional advice may involve internal staff (Head, Trust SENDCo) as well as external staff (Speech Therapists, Educational Psychologists). • We have a School Provision Map that shows the range of additional support taking place in our school for children who require extra help in their learning. We modify the provision map regularly and it changes every year, as our learners and their needs change. **A copy of our school provision map can be found at the end of this document.**
What support is in place for Social and Emotional Wellbeing?	• All pupils are supported with their social and emotional development through the curriculum and at playtimes. • We follow the PATHS programme and the children have regular circle times around social themes. • The school works with parents and children to encourage high levels of attendance. • The school also has a very supportive and strong ethos and a positive approach to behaviour management is adopted. Reward systems such as Golden Time and stickers to encourage good behaviour are used within classes.
How do we support Looked After Children who have additional needs	• In addition to the supports available to all pupils, and those on the SEND register, staff will engage with carers, social workers and the Virtual School to regularly review supports and identify any additional resources, provisions or referrals required.

Accessing Additional Services, resources or funding:	
What specialist services and expertise are available at the school or accessed by the school?	When required specialist expertise can be drawn upon. Some services that have been involved with the school to date are: • Schools and Communities Team • Educational Psychology Support Services (EPSS), through Norfolk County Council • NHS Speech and Language Service • Specialist Outreach Advisory Service (SOAS) • CAMHS (Child and Adolescent Mental Health Service) • Educational Psychologist (CEPP) • Sensory Support • Autistic Spectrum Disorder (ASD) Specialist Support Assistant Team • Social, Emotional and Mental Health (SEMH) Specialist Support Team • Occupational Therapy and Physiotherapy • Supporting Smiles, through Ormiston Families • The Benjamin Foundation
What specialist services and expertise are available to parents and families?	The school regularly signposts families and carers to services available within our local community. In Appendix 3, we have listed some of the most valuable resources available.
How does the school access additional services, resources or funding?	One of the main roles of the School's SENDCo is to co-ordinate with a range of services to identify the best supports, resources or interventions for our pupils. This involves termly meetings with a link Speech and Language Therapist, and termly Team Around the School meetings which involve representatives from many different services available from Norfolk County Council. In Norfolk, schools use the Individual Needs Descriptors for Education Settings (INDES) to identify the level of need for each pupil in need of additional support. These are completed by the SENDCo with the class teacher, and are kept under review. The INDES scores are used as part of triage processes for different services, and in the way that funding is allocated. Since 2025/26, Norfolk is allocating the majority of additional SEND funding through a cohort-based model, which looks at needs across the school. However, in specific cases, an additional award of funding may be made for a particular child who may require a high level of supervision or access to a specialist resource. More information on the INDES can be found here: INDES information from NCC

What if it is felt my child requires a more specialist setting than is available in mainstream?	For the vast majority of children, a mainstream setting is an appropriate school setting (when reasonable adaptations are made to cater for their individual needs). However, we also acknowledge that some children may require a more specialised setting as part of their educational journey. For a few children, this may be a short-term intervention for a few terms, such as to target speech and language development or to embed key learning strategies. In exceptional cases, the child's needs may mean that they may require a specialist setting for the rest of their educational journey. Details on how these routes are explored are detailed below: Specialist Resource Bases (SRBs) and Specialist Hubs of Inclusive Practice (SHIPs) – more information here: SRBs and SHIPS in Norfolk - SRB placements are generally short term placements, lasting from 2 terms up to their next phase transfer (end of Year 2). For most settings, the placement is for 4 days a week with 1 day at their home school. For Autism SRBs and SHIPs, they are full time placements. - If the school feels that a placement at an SRB or SHIP would be beneficial for your child, first a meeting would be held with the school SENDCo and the family to explore the current situation and the reason for the referral, - If a referral is consented to, the SENDCo sends off information about the child's needs, current supports and the possible benefits of the placement. - A triage panel at Norfolk County Council will assess each child's case, and identify whether they may be suitable for a placement at a SHIP/SRB - If a placement is recommended, a member of staff from the SHIP/SRB will come out to observe your child and see if they would fit the cohort of children within their setting. - If the observation is successful and a placement is offered, the pupil and their family/carer will be allowed to visit the setting before making a final decision. **Specialist School Placement** - In exceptional cases, a child may require a specialist school to best meet their complex needs. Children in this situation would already have an EHCP in place, and all other options for adaptations have been tried in their mainstream setting. - If a change of placement is to be requested, this must be done as part of an Annual Review (or emergency review). - While the preference may be for specialist placement, it is important for families to know that there is exceptional demand on specialist placements in Norfolk at this time, and particularly for those in Early Years/Key Stage 1. It is very likely that there would be a long wait for placement at this time, and our school would support families as best we can to continue to make our school a safe and happy place for your child if they are in this situation.

	- More information on specialist school admissions can be found here: https://www.norfolk.gov.uk/article/40756/Introduction
Accessibility	
How accessible is the school environment?	• Garvestone Primary School's teaching spaces are all on one level, and there are slopes leading to all areas from the outside. • There is one part of the building (staff room) that is up a flight of stairs, and handhold bars are available. Should you visit site for a meeting and cannot climb the steps, an alternate meeting space at ground level will be available. • In order to communicate with parents whose first language is not English the school will translate all correspondence into the relevant languages upon request. In addition the school will endeavour to involve a translator for any meetings, etc.
Accessibility Plan	The schools have an Accessibility Plan and Policy which are included within the policy section of the school web site. The purpose of these is as follows: • To increase the extent to which pupils with disabilities can participate in the curriculum. Pupils at our schools fully participate in all aspects of the curriculum. • To improve the school's physical environment and increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services we provide. All areas of the school environment are accessible to pupils with SEND. • To improve the delivery of information that is readily accessible to pupils without disabilities to pupils with disabilities. This is differentiated where identified through SEN Support Plans.
How are pupils included in activities outside the classroom including trips?	• The school carries out risk assessments for all children including the children with SEND before attending a school trip. • Consideration is made for how school trips can be adapted to assist the individual child. • Parents or carers are consulted prior to a school trip and asked to attend if necessary. • All children have the same opportunity to access extra-curricular activities. We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head teacher or Trust SENDCo to discuss specific requirements.

How we evaluate the effectiveness of our provision:	
What type of assessments are used?	• Teachers assess all learners throughout the year and track their progress using Arbor, our School Management Information System, on a termly basis. • All new Reception pupils have their speech and language skills checked on arrival at school using the Wellcomm assessment tool.
How will we know if the provision for children with SEND is effective?	• Progress data of all learners is monitored by the Senior leadership team. • The Trust SENDCo collates impact data of interventions to ensure that interventions are proving effective. • The Trust SENDCo and Senior leaders complete Norfolk's Inclusion and Provision Self-Assessment Framework (IPSEF) annually, and meet with the Local Authority termly in Team Around the School meetings, to discuss our provision and identify strengths and areas for improvement.
What can I do if I have a concern or complaint about my child's provision?	• Should you ever have any concerns around your child's provision, the first person to speak to is the child's class teacher, who will hopefully be able to answer questions about what is happening for your child. • Should further discussion be required, either the parent or teacher can opt to consult with the SENDCo and or Headteacher • If you wish to raise a compliant around your child's provision, then you can do so by following the school's Complaints Policy, which is available on the school website here: https://garvestone.norfolk.sch.uk/statutory-policies/

Staff Training	
What training have the staff supporting pupils with SEN had, or what are they expected to have?	The school is committed to further developing the skills and knowledge of the staff supporting children with SEN. Training is always a mixture of whole staff and individuals, and dates are provided form whole staff training. Some examples include: Training has included: • Sensory Support (to support children with hearing impairments) • Autism Awareness Training (Summer 2026) • PATHS training (whole staff, 2023) • Struggling readers and writers training • National Award for SENCO (2 staff members)

	• Speech and Communication training • Dyslexia training • Auditory Processing Disorder training • Number Stacks training • Concrete – Pictorial – Abstract Maths training • Step On training (whole staff October 2024)

Admissions and Transitions	
How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their wellbeing?	• Before children start in Reception, they have induction sessions where they will be given the opportunity to meet their new teacher, teaching assistant and become more familiar with the setting. • Before term begins, they may be offered a home visit from their class teacher and teaching assistant. • When joining our school from another school or nursery the class teacher/Trust SENDCo will ensure they have read the child's file and any reports from the previous setting and if appropriate will discuss the child's needs with the previous school or setting. They will also liaise with parents to ensure the transfer to the school is as smooth as possible. • When a child is moving to a new school, transition discussions will take place with the class teacher and Trust SENDCo of our school and the new school. The individual needs of the child will be discussed as well as ways to make the transition as smooth as possible for the child. • The types of provision we put in place to ensure a smooth transition and support our children when they are moving school are things such as extra class visits, social stories, taking photographs of the new staff, transition books and the children's confidential files will be forwarded to the new school setting. The files contain educational information about the child which supports a smooth transition for the child as well as a continuous education from one school to another.

Appendix 1 – School Provision Map

This grid forms part of our SEND support plans, and draws on best practice examples from a range of sources, such as the Norfolk Inclusive Provision Framework (NIPF) documents. Staff will highlight adaptations in place for each child on the SEND register. This is not seen as an exhaustive/limited list, and we recognise some individuals will need different supports to those provided on this grid.

How will you help me? Highlight all adaptations/supports in place to achieve targets				BLUE = EHCP Section F Provision	
	Speech and Lang.	**Social Comm.**	**Cog. & Learning**	**SEMH**	**Phys & Sensory**
Universal Supports (INDES 1+)	• Dual coding through visuals/objects (e.g. visual timetable, comic strips) • Cue in instructions by name • Simplify instructions • Thinking time before responding • Check understanding • Cue in changes of topic • Model how to ask for help / to clarify an instruction • Word banks • Pre-teach vocab • Considered partners for group work • Targeted questioning (based on Blanks levels) • Speech sound modeling when repeating back (My Turn,Your Turn) • Wellcomm / Neli / Group speech support	• Dual coding through visuals/objects (e.g. visual timetable, timers) • Clear, consistent routines (e.g seats) • Prep. for changes (e.g timers, now/next phrasing) • Adapt to special interests • Agreed calming area or strategy • Modelled emotional language (I think you are feeling ….) • Explicitly teach social/emotional skills (e.g. Zones of Reg.) • Adult-guided play/ group work to model social communication • Adapted play/lunch routines	• Dual coding through visuals/objects (e.g. visual timetable, manipulatives) • Assessment for Learning & adaptive teaching methods to pitch tasks appropriately • Simple, clear language • Revisit prior learning more frequently • Use real-life experiences for child • Thinking time before responding • Check understanding • Break down tasks into smaller chunks • Use alternatives to writing where poss. • Multi-sensory teaching • Small group in-class/ catchup/ pre-teach • Considered seating near adult/ role model • Fasttrack Phonics	• Dual coding through visuals/objects (e.g. visual timetable, emotions visuals) • Responsibilities/roles to boost self-esteem • Clear modeling of positive behaviours and praise when seen ('Catch me good') • Fix it folder / restorative approaches to any challenging or harmful events • Positive Behaviour Strategies (Norfolk Steps) • PATHS / Zones of Regulation strategies around regulation • Adults 'annotate' or model their own feelings to the child	**Physical** • Fine/Gross Motor skills group interventions • Adapted equipment (pencils, grips etc) • For specific physical issues (such as hearing, sight or mobility) see SENDCo for guidance **Sensory** • Sensory audit to identify triggers / calming strategies • Considered seating • Movement breaks • Adapted resources (fidget bands / cushions) • Multi-sensory teaching • Sensory Circuits • Ear defenders • Adapted play/lunch routines
Targeted (4+)	• SLCN screening tool used to identify personalised targets • 1-1 Speech sound intervention, guided by speech screener • 1-1 or small group Blanks intervention (vocabulary) • Personalised visual aids / prompts (e.g. core board) • SENDCo to consider referral to SaLT/ATT • Attention Autism sessions • Colourful Semantics support / intervention	• 1:1 or small group work on specific issue • Lego/Brick-based therapy intervention • Social stories • Personalised visual timetable and prompts (e.g. Now and Next board) • Adult support in managing transitions • SENDCo to consider referral to Ed Psych. / ASD outreach / SCT • SENDCo to meet with parents/carers to consider NDS referral	• Screening tools used to identify barriers & set personalised targets • Consistent adult support in small group work in core lessons • Booster / pre-teach sessions on key skills • Additional 1:1 booster learning sessions • 1:1 or small group memory skills sessions • SENDCo to consider referral to Ed Psych. / ATT/Dyslexia Outreach	• Regular 1:1 check in time with an adult to discuss daily events & strategies to manage feelings or anxieties • Increased Home-school communication to share positives and track triggers • Small group/1:1 work on nurture/emotional reg. • Personalised ZoR toolkit • Personalised 5 point scale • SENDCo to consider referral to Ed Psych/ Inclusion & SEND / SCT	• 1:1 Gross/Fine motor skills intervention • Personalised equipment (scissors, writing area) • Individual sensory kit • Additional sensory breaks or strategies • Personalised workspace/ alternate working area • SENDCo to consider referral to OT/Physio • SENDCo to meet with parents/carers to consider NDS referral
Specialist (6+)	• SaLT input and plan • Alternative communication strategy (e.g. Obj. Of Ref; PECS; sign language) • SRB referral / outreach placement • Intensive Interaction	• 1:1 support at breaks and lunchtimes • 1:1 support in class to help manage social interactions • Pos. Behaviour Support Plan (PBSP) for scripting • SRB referral / placement	• 1:1 support in class to help access a personalized curriculum • Personalised alternative recording method (e.g. ATT resources) • SRB referral / outreach / placement • TEACCH workstation	• 1:1 classroom support • CAMHS referral / support • 1:1 counselling • Pos. Behaviour Support Plan (PBSP) for scripting • SRB Referral / outreach/ placement • Short-term reduced timetable	• Physio or OT input • 1:1 support for PE or other physical tasks • Personalised adaptive technology (ATT / medical team) • Personalised sensory diet (informed by OT) • Virtual Schools
Oth	•	•	•	•	•









Ways we support our children with SEND. These were shared with parents at a SENDCo coffee morning recently. We have also held a SENDCo coffee morning with a focus on sleep and behaviour support, the Norfolk Steps parenting approach, and to support families with ASD/ADHD approaches.



Appendix 2 - SEND Glossary for Primary Schools Key Terms & Definitions

SEND (Special Educational Needs and Disabilities)
A legal term describing children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

EHCP (Education, Health and Care Plan)
A legal document outlining a child's needs and the support required across education, health, and social care. Issued by the local authority.

SEN Support
Help given to children with SEND that does not require an EHCP. This includes interventions, adaptations, and additional support in school.

Graduated Approach
A four-part cycle (Assess, Plan, Do, Review) used to identify and meet SEND needs through increasingly targeted support.

Inclusion
Ensuring all children, regardless of ability or need, are fully involved in school life and learning.

Differentiation
Adapting teaching methods and materials to meet the diverse needs of learners.

Reasonable Adjustments
Changes made to remove barriers for children with disabilities, ensuring they can access education equally.

Local Offer
Information provided by the local authority about services and support available for children with SEND and their families.

SENDCo (Special Educational Needs and Disabilities Coordinator)
A teacher responsible for overseeing SEND provision in the school.

Provision Map
A document outlining the support and interventions provided for pupils with SEND.

Mainstream School
A school that provides education for all children, including those with SEND, within a general classroom setting.

Transition
The process of moving between different stages of education (e.g., from nursery to primary, or primary to secondary), which may require additional support for children with SEND.

Speech, Language and Communication Needs (SLCN)
Difficulties with speaking, understanding language, or communicating effectively.

Social, Emotional and Mental Health (SEMH)
A category of SEND relating to emotional wellbeing, behaviour, and mental health challenges.

Cognition and Learning Needs
Difficulties with learning, memory, and understanding, including conditions like dyslexia and dyscalculia.

Appendix 3 – Key local support services for families and carers

In our commitment to provide the highest quality of support, we will always try to signpost the most helpful services in our local area. Here is a directory of just some of the amazing services in our area:

1. *Family Hubs – an amazing network of supports, knowledge and groups to help from birth to 25*

Family Hubs bring together a range of existing services, so you are able to access the advice and support you need, when you need it. They are for families with babies, children and young people from conception until they reach the age of 19, or up to 25 for young people with special educational needs and/or disabilities.

Family Hubs provide a place for you to access advice on how to take care of your child and ensure they are safe and healthy throughout their childhood and as they grow and develop. They are online and in person. More information can be found here: Norfolk Family Hubs

2. *Just One Norfolk – A one-stop shop for a range of supports for adults, children and families*

Just One Number is Norfolk's single point of access for Norfolk & Waveney Children & Young People's Health Services. This includes;

- The Norfolk Healthy Child Service
- Norfolk & Waveney Children's Speech and Language Therapy Service.

Families, professionals and young people can get in touch with Just One Number by calling 0300 300 0123 or by visiting https://www.justonenorfolk.nhs.uk/

You may use the service for an appointment change, or you might have a parenting question or a worry about your child's physical & emotional health, or communication development. Whatever your reason to contact them, the team is there to help you.

Just One Norfolk has lots of information to support parenting and understanding your child and their behaviour, and here are some particularly helpful sections of the website

Managing Feelings (including big emotions) for children

https://www.justonenorfolk.nhs.uk/emotional-health/children-young-people-s-emotional-health/managing-feelings/

Understanding your child's behaviours advice and training.

https://www.justonenorfolk.nhs.uk/child-development-additional-needs/behaviour-sleep/norfolk-positive-behaviour-strategies-pbs/

Parental Wellbeing Supports -

https://www.justonenorfolk.nhs.uk/emotional-health/parental-emotional-health/

3. *SEND and Inclusion Support Line – a phoneline for parents of children with additional needs*

There's lots of information available on both the Norfolk Schools website **Special Educational Needs and Disabilities (SEND) - Norfolk Schools and Learning Providers - Norfolk County Council**, and the **Local Offer.**

However, if you can't find the information you need to support children and young people with SEND, or those at risk of exclusion, you can now call the Norfolk County Council SEND and Inclusion Support Line on **0333 313 7165** and speak to a professional for advice and information.

The phone line is available on weekdays from 9am until 5pm. The team can give advice on specific children or groups of children and young people with SEND. They can also provide support to help prevent exclusions.

4. *SENDIASS - Special Educational Needs and Disabilities Independent Advice and Support Service*

Norfolk SENDIASS offers impartial and confidential advice to help you understand your rights and the services available for your child. Their comprehensive resources, workshops, and advice lines empower parents to advocate effectively for their children's needs. For more information and access to additional resources, please visit their webpage: Norfolk SENDIASS.

5. *Norfolk STEPS – support more understanding and managing challenging behaviours*

I would also like to introduce you to the Norfolk STEPS approach to behaviour management. This approach is one we follow in school, and also provides supports for parents at home.

In school, the programme equips staff with the skills to manage behaviours by focusing on understanding the reasons behind actions, rather than merely responding to the behaviour itself. Emphasising a supportive and nurturing environment, the STEPS approach aims to promote positive behaviour across the school. Staff are trained to de-escalate potentially challenging situations through empathy and constructive communication. This not only aids in the immediate management of behaviour but also fosters a positive atmosphere conducive to learning, allowing our students with additional needs to thrive.

Norfolk STEPS also provides a range of resources for parents, which can be accessed here: NORFOLK STEPS

6. *Neurodevelopmental Service (NDS) - assessment and intervention for Autism and ADHD*

Moreover, for parents seeking access to additional support services, the Norfolk Neurodevelopmental Service is an invaluable resource. This service provides assessment and intervention for children experiencing neurodevelopmental challenges, including autism and ADHD. Understanding the specific needs of your child is paramount, and partnering with this service can lead to more effective strategies and support in both home and educational settings.

For further details on what the NDS can offer, please visit their webpage: Norfolk Neurodevelopmental Service.