



**Diamond Academy
SEND Information Report 2021/2022
Updated September 2021**

Welcome to our SEND Information Report which is part of the Norfolk Local Offer for Learners with Special Educational Needs and Disabilities.

At Diamond Academy, we embrace the fact that every child is different which means the educational needs of every child is different and this is certainly true for children with Special Educational Needs.

At Diamond Academy we believe that:

All children should be valued regardless of their abilities and behaviours.

All children are entitled to a broad and balanced curriculum which is matched to their individual needs.

All teachers are teachers of children with Special Educational Needs.

All children can learn and all children can make progress.

Effective assessment of and provision for children with SEND will be secured in partnership with parents/carers, children, the local authority and other partners.

This report details our annual offer to learners with SEND.

To be effective it needs the views of all whether they are parents/carers, pupils, governors or staff.

Your comments can be shared with the Interim Principal or the SENDCo.

This document specifies some information that is specific to Diamond Academy. It answers questions raised by parents regarding children with special educational needs and disabilities (SEND) or additional needs. It explains exactly what Diamond Academy can offer these children. If you require any further information, please contact Mrs. Mary Foreman, Interim Principal, or Caroline Clarke, Special Educational Needs and Disabilities Coordinator (SENDCo). Mrs Clarke's working days are Mondays, Tuesdays and Thursdays and her email address is C.Clarke@dia.eastern-mat.co.uk

The following school policies contain information about the school's procedures for the identification of and provision for pupils with SEND. Paper copies are available by request from the school office.

SEND Policy Accessibility Plan Safeguarding Policy

Positive Behaviour Policy Complaints Procedure

How the school supports pupils with medical needs

Admissions Equalities Policy

Parents and carers can also obtain impartial information, advice and support from the Norfolk SEND Partnership Information, Advice and Support Service.(IASS) at:

<https://www.norfolksendpartnershiass.org.uk/>

What are the kinds of special educational needs for which provision is made at the school? What is the SEND profile of the school?

In line with the SEND Code of Practice 2014, the school provides differentiated support within the following areas:-

C+I – Communication and Interaction, C+L – Cognition and Learning,

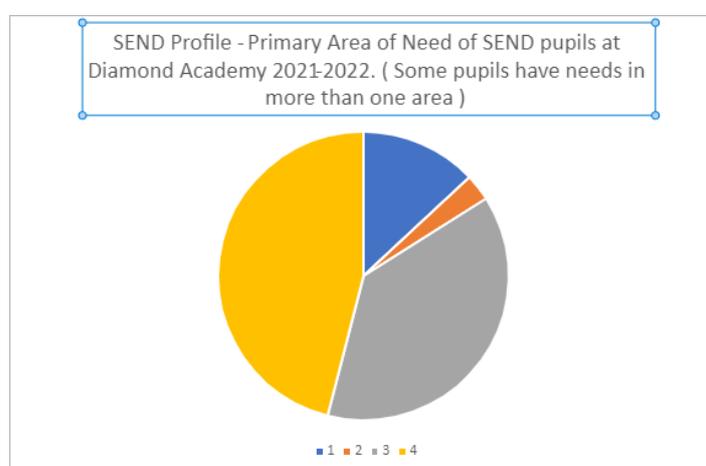
SEMH – Social, Emotional and Mental Health and S+Ph – Sensory and Physical

Our SEN profile for 2021-2022 shows that:-

29% of our learners are identified as having SEND. National Average is 15.4% (Jan 2020)

2.8% of our learners (10% of those who are identified as SEND) have an Education, Health and Care Plan (EHCP). National Average 3.3% (Jan 2020)

The majority of children with an EHCP have social communication difficulties/ ASD.



3% S and Ph 13% SEMH 38% C and I 46% C and L .

All admissions are via Norfolk County Council (NCC) admissions and not through direct contact with the academy. Where a child already holds an Education Health Care Plan, admission is proposed through review and consultation with NCC. Parents/carers are warmly encouraged to visit the academy to discuss the specific needs of their child openly and honestly with the Interim Principal to see if a placement with us would be appropriate to the child's needs. We work in partnership with parents/carers and endeavour to support children with provision that is absolutely the best it can be to meet their needs and ensure the safety of themselves and other children. We want all relevant services and equipment to be in place before a child is admitted to the academy.

What are the aims of the academy's provision in regard to pupils with SEND?

The aims of our policy and practice in relation to SEND in this academy are:

- To make reasonable adjustments for those with a disability, taking action to secure and increase access to the curriculum, the environment and to printed information for all.
- To ensure that children with SEND engage in academy activities alongside and with pupils who do not have SEND.

- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and Interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to parent/carer and pupil views in order to evidence high levels of partnership and confidence.
- To ensure a high level of staff expertise to meet pupil needs through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all academy activities by consulting with health and social care professionals in order to meet pupils' medical needs.
- To work in co-operative and productive partnership with the local authority and other outside agencies with a multi-professional approach to meeting the needs of all vulnerable learners.

Who are the best people to talk to a Diamond Academy about my child's difficulties, Special Educational Need or Disability?

Teaching children with Special Educational Needs is everyone's responsibility at Diamond Academy. However, if you have any questions or want to talk to someone about your child's difficulties, SEN or disability you should always contact your child's class teacher first.

The class teacher is responsible for:

- Ensuring all children have access to good teaching and the curriculum is prepared and delivered to meet your child's needs. (We call this 'differentiation'.)
- Checking on your child's progress and identifying, planning and delivering any additional help your child needs, such as targeted work or extra support as well as asking the SENCo for guidance.
- Ensuring everyone who works with your child in our academy is aware of their individual needs and/or conditions and what specific adjustments need to be made to enable them to be fully included and make the progress expected of them.
- Ensuring the academy's Inclusion Policy is followed in their classroom for every child in their class.
- Ensuring every child has equal opportunities to learn with a range of staff members including teachers and teaching assistants.

A discussion with your child's class teacher may lead to involvement with the Special Educational Needs Co-ordinator (SENCo) who is responsible for the day-to-day management of all aspects of the provision for children who need extra support and those with SEND.

Parents can also contact the SENCo or Interim Principal directly if they feel this is more appropriate. All parents will be listened to and their views and aspirations for their child will be central to the assessment and provision that is provided by the academy.

The SENDCo is responsible for:

- Day-to-day implementation of the academy's SEND policy.

- Liaising with parents to keep them informed of progress and listen to their views on their child's progress.
- Co-ordinating provision for all pupils with SEND.
- Liaising with external agencies.
- Managing the SEND budget and setting priorities.
- Evaluating the impact of individual and group support for children.
- Maintaining a provision map that tracks the progress of all pupils with SEND.
- Monitoring the curriculum taught so it is fully inclusive and accessible for all children.
- Co-ordinating termly IEP reviews and annual reviews of children who have Education Health Care Plans.
- Attending continuing professional development to keep knowledge up to date so the needs of all pupils are kept.
- Delivering in-service training to all staff in the academy to maintain, update and refresh their knowledge of all aspects of SEND.
- Carrying out referrals to outside agencies or to request High Needs Funding and/or Education Health Care Plans.
- Overseeing the smooth running of transition arrangements for SEND pupils and ensure successful transfer of information between schools and staff.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

We know a pupil needs extra help when:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves over their inadequate level of progress or inclusion.
- Screening indicates gaps in knowledge or skills.
- Whole school tracking of attainment outcomes indicates progress is not at the rate expected and attainment gaps are not reducing or are even widening.
- Observation of the pupil indicates they have additional needs.
- Behaviour is persistently disruptive or not age appropriate.

Identification and Assessment of pupils with SEND

The Code of Practice 2014 defines SEN as follows:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) *Has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) *Has a disability which prevents/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's institutions.*

How will the academy support a child with SEND?

All pupils are provided with high quality teaching that is differentiated to meet the needs of all learners. Monitoring of the teaching provided to pupils with SEND is through a number of processes such as:

- Classroom observations by the senior leadership team and the SENCo.
- Monitoring of progress made by pupils with SEND.
- Work sampling and scrutiny of planning by subject leaders, SLT and SENCo to ensure work is matched to pupil need.
- Regular meetings between teachers and SENDCo to provide advice and guidance on the provision being made for pupils with SEND.
- Pupil and parent feedback on the quality and effectiveness of interventions and support provided.
- Attendance and behaviour records.

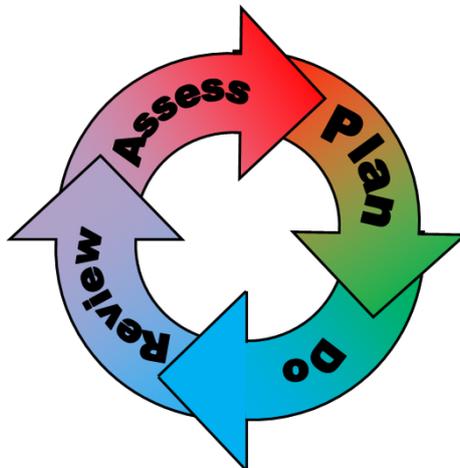
Pupils with a disability are provided with reasonable adjustments to overcome any disadvantage experienced and their access to the curriculum.

All SEND pupils have individual targets set in line with national outcomes to ensure ambition. Parents/carers are informed of these during review meetings held at regular intervals during the year.

Pupils' attainments are tracked using the whole academy tracking system and those not making expected levels of progress are identified quickly during termly pupil progress meetings held between teachers and members of SLT.

Actions to increase pupils' rates of progress will be identified and then reviewed to measure their impact within a given time. If at this stage special educational provision is necessary to support increased rates of progress, parents will be informed that the academy considers their child may require SEN support and their partnership sought to improve attainment.

Action related to SEN support will follow an Assess, Plan, Do and Review model



To ensure that every child or young person gets the support they require, the SEND code of practice (2015) outlines a graduated approach, which schools should employ to meet the needs of pupils with SEND. This graduated approach should take the form of a four-part cycle (Assess, Plan, Do, Review), which should provide a growing understanding of the pupil's needs and the provision which best supports the pupil to make good progress.

All staff play a key part in the identification of special educational needs, which should always be the result of building a picture of the child's needs over time. There is a large emphasis on the class teacher being directly responsible and accountable for the progress of all pupils within their class, including those receiving additional support from other adults

Teachers need to:

- Assess and identify a pupil's strengths and needs
- Set learning targets
- Identify appropriate provision (based on their assessments)
- Deliver appropriate teaching and learning opportunities
- Track small step pupil progress
- Evaluate and monitor intervention using pupil progress

Assess:

Data on the pupil held by the academy is collated by the class teacher/subject leader/SENCo in order to make an accurate assessment of the child's needs. Parents are invited to the early discussions to support the identification of action to improve outcomes.

Plan:

If the review of the action taken indicates that *'additional to and different from'* support is required, the views of all involved, including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded, and implemented by the class teacher with advice from the SENCo.

Do:

SEN support is recorded on a plan that identifies a clear set of expected outcomes that consider parental aspirations for their child. Parents/carers and the pupil will also be consulted on the action they can take to support achievement of the desired outcomes. This will be recorded, and a date set for a review.

Review:

Progress towards outcomes is tracked and reviewed termly with the parents/carers and pupil. If the rate of progress is inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies about strategies to best meet the specific needs of the pupil. This is undertaken after the parents/carers have given permission and may include referral to:

- Local authority support services
- Specialists in other schools e.g. teaching schools, special schools
- Social services
- Health partners such as the school nurse and Child and Adolescent Mental Health Service (CAMHS)

For a very few children whose needs are significant and complex where the SEN support required to meet their needs cannot be reasonably provided from within the school's own resources, a request will be made to the local authority to assess education, health and care needs. This may result in an Education, Health and Care plan (EHCP) being provided.

How will the curriculum be matched to each child's needs?

As a school we are committed to giving every child an opportunity to achieve the highest standards regardless of their age, gender, ethnicity, attainment, or background. We recognise that there is a diversity of special needs including learning, health, behavioural, emotional, and physical. In this school, we recognise a child's right to a broad, balanced, relevant, and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities.

Teacher assessment and formal tests will be used to assess how well any child is progressing, and adaptations to teaching and learning will be made where necessary. All teachers differentiate work within their classes and assess progress continually. Differentiation means that lessons are planned to take account of different learning styles and ability. If a child is not coping at the level expected, flexible planning and provision will be used to tailor lessons to suit your child, with the aim of the fullest integration possible. Gaps in learning or difficulties with specific concepts will be addressed through a range of interventions and support, which may include anything from review and reinforcement within the lesson to 1:1 tutoring. Children are encouraged to take an active role in planning their own learning and identifying the next steps to make progress. All children have access to challenge activities to extend their learning.

If it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT (e.g. SEND specific software, laptop, visualiser) and/or additional adult help.

The physical environment may also be adapted for medical needs e.g. braille labels on doors or ramps where there are slopes or using yellow paint to mark changes in level.

How is the decision made about how much support each child will receive?

Pupils with SEN but without an EHCP will have their needs discussed at the joint meetings between the SENCo, class teacher and parents/carers.

Pupils with an EHCP will have decisions made concerning support when an EHCP is being produced and then at the annual review meeting.

How are the academy's resources allocated and matched to children's Special Educational Needs?

Diamond Academy receives funding to respond to meeting the needs of pupils with SEND from several sources including:

- A proportion of the funds allocated per pupil to the academy to provide for their education called the **Age Weighted Pupil Unit (AWPU)**
- The Academy's notional SEN budget. This is a centrally funded allocation to schools and academies to allow them to meet the needs of pupils with SEND.

- Pupils with the most complex needs may have funding allocated from the local authority High Needs SEN funding allocation.

The additional funding is used to provide equipment and facilities for pupils with SEND through support that might include:

- Support in class from an adult to increase skills in a specific area of weakness.
- Support beyond the classroom through programmes delivered to help with relationship building, social & emotional skills development.
- Small group tuition to enable catch-up
- Specific support including advice and guidance provided to parents/carers and families to improve children's readiness for learning
- Provision of specialist resources and provision
- Partnership working with other settings
- Access to 'Toast and Talk' – our invitation only breakfast club for vulnerable pupils
- Access to the school nurse and wider health professionals
- Implementation of strategies from support agencies such as the local authority inclusion team.

Nurture Provision

Peacocks Class provides the opportunity for pupils to attend 6 hours of nurture every week. Nurture is delivered by two experienced teaching assistants who have a specialist nurture qualification. This provision focuses on social emotional mental health and wellbeing and enables pupils to develop a better understanding of their feelings and those of others. Children learn how to express themselves and how to relate to other people and different situations. All pupils are assessed using a '**Boxall Profile**' on entry and exit from the group. Each nurture group contains a maximum of 7 children. Children may sometimes also have nurture sessions on a 1:1 basis. Nurture provision is overseen by the SENDCo.

Wrens Class

Wrens Class provides a bespoke curriculum for up to seven SEND pupils in years 4 to 6. These pupils are not accessing the Key Stage 2 curriculum and struggling to access differentiated learning within their mainstream classroom. Their learning is planned at a key stage one level. Children participate in lots of hands-on learning experiences, learning through play and sensory exploration. This includes a weekly session in Forest School as well as a sensory circuits based weekly P.E. session with an external P.E. specialist. Individual assessments are made, and progress is tracked against the pre-key stage standards.

Children in Wrens Class have access to the mainstream curriculum by remaining members of their age-appropriate classroom and take part in lessons such as art and P.E.

Wrens Class is taught by two teaching assistants and overseen by the SENDCo.

Hérons Class

Children with a high level of SEND in our current cohort of year 3 children for 2021- 2022 are taught within a specialist SEN classroom where they are taught by a teacher and two teaching assistants. These children are working at pre-Key Stage 1. Each child's learning needs are addressed through

group teaching and individual support. Our philosophy is that children in Herons class need a play-based learning approach where school staff can be used to develop children's communication and interaction skills, language skills and basic English and Maths. The curriculum provides children with differentiated reading, writing, spelling, and phonics. The year group planning in other subject areas such as art, history, geography, science, R.E. PSHE and PE is followed and delivered at an appropriate and differentiated level.

In addition to this, Heron Class develops the whole child by teaching specific skills that focus on language and development, communication and interaction skills, emotional regulation, social skills, concentration and attention skills, development of fine and gross motor skills.

How will my child be involved in decisions regarding provision that can better meet their needs?

One-page profiles

Diamond Academy uses one-page profiles that are completed with the pupils by a member of staff. They identify the child's abilities and strengths, interests, and personal aims alongside the actions the academy must take to reduce barriers to learning and social success.

The views of pupils with an EHCP are sought before the annual review takes place. Where appropriate, a child with an EHCP can attend the annual review meeting.

School council

Every class elects a school council representative. Children meet with the Interim Assistant Principal on a regular basis.

How will I be involved to support my child's learning? How will I be involved in discussions *about* and planning *for* my child's learning?



- You will be asked to come to Diamond Academy and talk with your child's class teacher and/or SENCo to establish what your child's needs are and what support is needed. Everyone at Diamond will make sure you are given access or signposted to the resources, knowledge, and services you need.
- You will work in partnership with the academy to support your child and will also alert us to developments and advice you get from other services.
- You will meet with your child's class teacher at least three times every year and an annual report will be shared with you in the summer term.
- You will be invited to events that take place in the academy.
- If your child has an EHCP you will attend an annual review – or more frequently than this if required.

- If extra support and help is required the SENCO and teacher will have consultation meetings with you and permissions asked for this to take place e.g. meeting with: educational psychologist, school nursing team, CAMHS, Norfolk Family Focus, Speech therapy.

The academy encourages parents/carers to be as involved as much as possible in their children's progress.

Opportunities include:

- becoming a Parent Governor/Academy Council member
- participating in school events (sports days, summer fete, trips, Friends activities);
- becoming involved with curriculum support (parents/carers evenings, curriculum meetings, helping with reading in school, homework, daily home reading);
- ensuring good home-school communication (attending meetings, receiving school emails/updates, use of home-school books);
- completing school questionnaires / surveys and responding to letters to enable the academy to take your views into consideration.

How will the academy prepare/support my child when joining us or transferring to another school?

There are well-structured transition arrangements within and between phases and these are tailored to suit individual needs. SEND children entering the academy are invited to visit us while still in their Infant School so they can familiarise themselves with the adults in the environment. Year 3 teachers visit Queensway Infant school regularly to get to know the children. All children attend a Move Up Day and additional visits are arranged for individual children where this is needed.

Transition booklets are printed for children who require them.

New parents/carers are invited to open evenings before their child starts and there are parent/carer evenings in the Autumn Term.

As children move from year group to year group, class teachers meet to ensure information about individual learners is shared. All children participate in Move Up Day and extra meetings with the new class teacher will be arranged, especially for children that find change difficult. At the start of each school year all children complete one-page profiles to help staff gain an understanding of the needs of pupils.

In year 6, the academy liaises with each secondary school to plan a series of transition sessions, with additional provision for SEND/ additional needs / vulnerable pupils.

The SENDCo at Diamond Academy meets with SENDCo from the previous/ receiving school to discuss individual SEND pupils in detail and ensure there is a good understanding of their needs prior to transition. Paperwork is transferred so new teachers start with good working knowledge of strategies that work to meet the needs of each SEND child.

In cases where this is not possible for geographic reasons, the same process takes place via the telephone/post/ virtual means. For children who move from Diamond Academy to a specialist provision there is also a thorough transition process with school visits prior to the pupil starting at their new school.

How will my child be included in activities outside the classroom, including trips?



At Diamond Academy every child is entitled to the same access to extra-curricular activities, and we are committed to make sure reasonable adjustments are made to ensure every child has equal access to participate.

Risk assessments are carried out and provision planned to enable all children to take part in all activities.

No child with SEN will be excluded from any school-provided activity and this includes being able to participate in residential trips.

How accessible is the academy environment?

Diamond Academy is fully compliant with Disability Discrimination Act requirements (DDA)
We have an up-to-date accessibility plan which is reviewed and updated every year.

- We have ramps in place for wheelchair access.
- Wherever possible, all equipment is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible to children with SEN.
- Forest school is accessible to all children although there may be limits placed on which areas children with specific needs can access.

What support will there be for my child's overall well-being?

Pastoral care is a strength at Diamond Academy. Our Family Support Worker, Tracey Brookes, and our nurture team of Kim Barker and Helen Kittleley ensure every child needing support it given it at the time it is needed. A variety of pastoral interventions are in place.

Where there are medical needs, the academy works closely with health professionals to personalise provision to ensure these needs are met.

Prescribed medication can be administered at the academy if parents/carers have signed appropriate medical permission forms.

What specialist services and expertise are available at or accessed by the school?

Diamond Academy is proud of its inclusive ethos and this means that part of our everyday practice is focused on your child's overall wellbeing.

In addition:-

- The ethos of the academy is shown through values such as respect, honesty and caring for others.

- The school runs nurture groups, social skills groups, and friendship groups for small groups of children.
- The school has a fully equipped sensory room for use by individual pupils or small groups of pupils.
- The school nurse is available to discuss matters relating to your child.
- A Family Support Worker works with children and families.
- Trained staff are available to meet with children on a 1:1 basis and discuss their problems and worries.
- Teaching assistants provide additional adult support for children who require it.
- In class, circle time is held to give children a chance to talk about matters of personal and social development.
- Emphasis is placed on regular and well planned PSHE (Personal, Social and Health Education) teaching across the school.
- Staff are trained in basic first aid procedures, with some holding advanced first aid qualifications and administration of medicines certificate.
- Some clubs may be run by qualified sports coaches who are subject to safeguarding checks.
- A positive behaviour policy, with stepped sanctions, is followed. Good behaviour is recognised and celebrated.
- Exclusions may be used for persistent and disruptive negative behaviour or very serious incidents. Support from external services such as the local authority Inclusion Team may be sought. Parents /carers are encouraged to work with the school to avoid exclusion.
- A School Council meets regularly to discuss a range of issues relating to school management.
- Systems are in place for children to 'buddy' others.
- Children with SEND/additional needs have access to a Sensory Circuit PE Group with a trained PE coach. Children develop physical skills and core strength alongside communication and social skills as part of a small focus group.

Diamond Academy has access to: -

- The Autistic Spectrum Disorder Specialist Support Assistant (ASD SSA) Team. This is where we refer children who need outreach support for autism spectrum disorder (ASD) or for placement in an ASD specialist provision. The school can access this service through Educational Psychology and Specialist Support (EPSS)

<https://www.norfolkepss.org.uk/wp-content/uploads/2018/05/EPSS-ASD-support-team-Leaflet-.doc>

- Social worker and Family Support team: lead professionals in all cases where a child protection plan is required. The social work team intervene to support families where children are at risk of neglect or abuse of a physical, emotional, or sexual nature. Referrals may be made for support or to investigate risk of harm.

<https://www.norfolkscb.org/>

- Educational Psychology Service: children and young people can sometimes face learning, social and emotional problems and educational psychologists are there to help. They can help children to overcome difficulties that may be preventing them from learning to the best

of their ability. The school can access Educational Psychology support and advice from Educational Psychology and Specialist Support (EPSS)

<https://www.norfolkepss.org.uk/our-services/general-information-parentscarers-childrenyoung-people/>

- Specialist Learning Support Teachers are widely experienced at working with children who experience difficulties with learning. They are qualified to diagnose dyslexia. The school can access Specialist Learning Support Teacher support through Educational Psychology and Specialist Support (EPSS)

<https://www.norfolkepss.org.uk/about-us/epss-team/>

- English as an additional language: Norfolk English as an Additional Language (EAL) Advisory Service provides language support for pupils whose first language is not English.

<https://www.schools.norfolk.gov.uk/pupil-needs/english-as-an-additional-language>

- The Social, Emotional, Mental Health (SEMH) Support Team provides support for children, families and staff in schools and aims to offer support at the earliest opportunity and reduce exclusions. The school can access this service through Educational Psychology and Specialist Support (EPSS).

<https://www.norfolkepss.org.uk/about-us/epss-team/>

- Mental Health: Child and Adolescent Mental Health Service (CAMHS) can offer the following support to parents, carers, children's services professionals, and young people with severe mental health disorders: advice on appropriate support diagnosis of mental disorders, therapeutic work with young people to treat their complex, severe or persistent mental health difficulties. CAMHS may diagnose attention deficit hyperactivity disorder (ADHD) amongst other mental health conditions.

<https://www.nsfh.nhs.uk/children-and-young-people/service/child-and-adolescent-mental-health-services-camhs-norfolk-121/>

- Point 1: Emotional Wellbeing for Children and Young People can offer support to children experiencing mental health and emotional difficulties that are causing them distress. If not addressed at this stage, these difficulties may prevent a child from reaching their potential for a happy and fulfilling life. Support can be offered 1:1 in a group and via telephone advice. Common issues requiring support include mild/ moderate anxiety and avoidance, low mood, low self-esteem, self-harm, difficulties linked to traumatic events/ significant changes in their lives, eating disorders.

<https://www.ormiston.org/what-we-do/mental-health-and-wellbeing/>

- Paediatrician: the paediatrician works in the child development clinic and is hospital based (referrals via school nurse or the GP). The paediatrician is a qualified doctor who specialises in children's health. The paediatrician can diagnose Autistic Spectrum Disorder.
- School nurse: the nurse will work in school to check on children's general health and growth. They are particularly involved with children who may be supported by a Child Protection Plan. The nurse can liaise between the school and the child's doctor and will also refer to the Child Development Clinic (CDC) and occupational therapist. The nurse occasionally runs 'surgeries' in school, where children and their families may make an appointment to discuss matters specifically relating to the child's health and well-being. Schools can refer

children to the Healthy Child Programme 5-19 Service at Just One Number for wellbeing and health support and advice.

<https://www.justonenorfolk.nhs.uk/>

- Speech and Language Therapy Service: The East Coast Community Healthcare (ECCH) Children's Speech and Language Therapy (SALT) Service provides assessment, advice and direct therapy for children with speech, language and communication needs.

<http://www.eastcoastpractice.co.uk/speech-language-therapy-great-yarmouth>

- Occupational Therapy: Occupational therapists assess children's gross and fine motor skills and look at how their learning environment can best accommodate their individual learning needs. They help children to be as independent as possible by making the most of their skills and by making everyday tasks easier. Much of their work is with children who have a physical disability which limits their current or future functional independence. Children registered with a Thetford GP can access occupational therapy from Bury St Edmunds.

<https://www.wsh.nhs.uk/Services-A-Z/Childrens-services/Childrens-community-services/Paediatric-occupational-therapy/Paediatric-occupational-therapy.aspx>

- Physiotherapy: The Children's Physiotherapy Service is based at the local hospitals in Norfolk and Suffolk. Physiotherapists provide specialist assessment and intervention to children who have a range of conditions involving physical and movement difficulties which limit their mobility/ function and / or independence. Children are referred to this service via their GP.

<https://www.wsh.nhs.uk/Services-A-Z/Childrens-services/Childrens-community-services/Childrens-physiotherapy/Childrens-physiotherapy.aspx>

- Visual and hearing impairments: guidance for schools on supporting children with visual and hearing impairments is available on line. Schools can refer pupils to The Virtual School for Sensory Support. This service provides specialist staff who carry out assessments by observing pupils in classroom settings and advising on appropriate adaptations and equipment that will aid/ augment their learning and progress in school.

<https://www.norfolk.gov.uk/education-and-learning/schools/virtual-school-sensory-support>

- The Inclusion Service can offer advice and support for pupils who are finding accessing provision within mainstream schools difficult. They work with schools to reduce exclusions.

<https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/send-support-services/inclusion-and-opportunity>

- School 2 School Support provides hands-on practical advice and support to mainstream schools within Norfolk. The advice is given by experienced professionals from across the 12 complex needs schools within Norfolk.

<http://www.s2ssupport.co.uk/>