



# Learning is ACE



## The Information Report for Astley Primary School

Decisions about whether a student has SEN	
<p>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?</p>	<p>At Astley Primary School, children are identified as having SEN through a variety of ways including the following:</p> <ul style="list-style-type: none"> <li>• Liaison with previous school/setting</li> <li>• Foundation Stage assessment</li> <li>• Conversations with parents following concerns</li> <li>• Conversations with staff following concerns raised regarding academic and other progress</li> <li>• Assessing Pupil Progress through Arbor – monitored carefully during Pupil Progress meetings</li> <li>• Pupil Progress measured for each child on a termly basis</li> <li>• Assessments carried out by the Class Teacher (formative assessment and summative assessment, for example NFER tests, MOCK SATs)</li> <li>• Liaison with External agencies</li> <li>• Assessments carried out by the SENCo for example Dyslexia Portfolio assessment, Sandwell Early Numeracy (KS1 and KS2/3) and The British Picture Vocabulary Scale.</li> <li>• Identification through involvement of EHAP/CIN/MAPT meetings</li> <li>• Parental contact through open door policy</li> </ul> <p>The first point of contact would be the Class Teacher who would in turn signpost as necessary to an appropriate member of staff.</p>
<p>How is the decision made about individual support for pupils?</p>	<p>The decision is made with the Class teacher/SENCO/Deputy Head/Headteacher/PST together with parents and any professionals involved.</p> <p>Parents are involved and invited to attend meetings.</p> <p>Parents receive copies of reports and Pupil Passports. Parents are invited to Pupil Passport meetings which are held at least termly.</p>



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	Advice is also given to parents as to how to support a child at home. Whoever needs to be involved with a child is based on the child's individual needs.
Support for Learning and Well-Being	
How does the school support pupils with Special Educational Needs?	<p>Currently 20% (September 2023-2024) of children at Astley Primary School are identified as having SEN Support or an EHC Plan. Some children have been identified as having more than one area of need. Primary areas of need are as follows: 5% of the school have been identified as having Communication and Interaction as their primary area of need. 14% of the school have been identified as having Cognition and Learning as their primary area of need. 2% of the school have been identified as having Social, Emotional and Mental Health Needs and 2% as having a Sensory and/or Physical need as their primary need (please note these % may change as the year progresses and needs are continuously reviewed throughout the year). When supporting children with Special Educational Needs, initially the school will discuss the individual child's needs and then identify an appropriate programme of support which is planned by the Class Teacher following the graduated approach of assess, plan, do, review.</p> <p>The school's Intervention Team can work with Individual children and/or small groups and can support the Class Teacher.</p> <p>The Intervention team is headed by the SENCO and involves Teachers, Teaching Assistants, Higher Level Teaching Assistants, Pastoral Support Team (PST), and parents.</p> <p>All children, including those with Special Educational Needs are vertically grouped for Read Write Inc phonics. In Foundation Stage, Key Stage 1, and Years 3 and 4 children who require extra input in developing their phonic knowledge are given 1:1 sessions in addition to the daily Read Write Inc sessions. In some circumstances, children in upper Key Stage 2 are also included in the phonic Read Write Inc programme.</p>



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	<p>Children who are identified as having Special Educational Needs will have a Pupil Passport. This document is shared with the child and their parents and will include outcomes for Maths, English and other curriculum areas or areas from the Code of Practice as appropriate. Class Teachers will timetable additional interventions so that these outcomes can be met.</p> <p>Children who have an Education, Health and Care Plan are supported by a Classroom Assistant or Teaching Assistant in a range of lessons and at various times of the day.</p> <p>If parents are concerned regarding issues concerning learning or any other aspect of Special Educational Needs, then parents can telephone the school or make an appointment at the office to see the Class Teacher and SENCO (if appropriate.)</p> <p>The SEN Governor is involved on a termly basis when they talk to the SENCO about Special Educational Needs. This information is then reported back at Governor meetings.</p> <p>The school has an ACE Pastoral Support Team (PST) who run a daily Breakfast Nurture group (any child can be put forward at any time throughout the year to attend by their Class Teacher/parents or other adults that work with them.) In addition to this, the team also offer mentoring and the opportunity for staff/children to put children/themselves forward for support with any social/friendship difficulties. Parents are also able to discuss any of their child's needs with the team.</p>
<p>How does the school help parents to support their child's learning?</p>	<p>The school holds two parents evening, one during the autumn and the other during the spring term. In the summer term, parents can request an optional meeting with their Class Teacher if they would like to do so. Parents are also informed about their child's learning through a short data report in the spring term report and a longer report in the summer term. We value communication and parents are invited to make appointments to meet with</p>



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	<p>the Class Teachers if they wish to discuss any aspect of their child’s education at any time.</p> <p>Pupil Passports are based on outcomes and include steps that both school and parents can use to help the child to achieve these. Pupil Passports form an important part of the Assess, Plan, Do and Review cycle as outlined in the SEND Code of Practice. These are reviewed at least termly.</p> <p>When a child has been assessed by an outside agency, parents are sent a report. In most cases parents are invited to meet with the Assessor.</p>
<p>What mechanisms are in place for supporting pupil’s overall wellbeing?</p>	<p>The school has an ACE Pastoral Support Team where trained members of staff mentor children who have been nominated by their Class Teacher or in some circumstances, parents, or themselves.</p> <p>Astley also has a Breakfast Nurture group that operates each morning.</p> <p>The school manages the administration of prescribed medicines through medicines being stored in the school office or office fridge. These are administered to the child by office staff or a trained first aider. Any medicine brought onto the school site will need to be taken to the school office where parents will need to fill in a form giving consent for the medicine to be administered, when and the dose required.</p> <p>Most of our staff have attended a day first aid course and 10 members of staff have attended the three-day first aid training. Furthermore, training is updated as required to provide the best provision for individuals and groups of children. The necessary school support systems are in place for addressing behaviour issues. The school policy for behaviour/discipline is transparent and made known to all pupils, parents and staff/adults working with the pupils from Astley. The policy is available to view on the school’s website: <a href="https://www.astleyprimary.org.uk/">https://www.astleyprimary.org.uk/</a></p> <p>As far as attendance is concerned, a process of first day phone calls is in place. If no response is received another phone call is made on the second</p>



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	<p>day. Attendance is monitored on a regular basis and any follow up actions are taken as necessary. An internal register audit is completed annually. The views of pupils are obtained via the school council which has two children present from each class. In addition to this, staff regularly gain the view of its pupils through Pupil Perception interviews, and these are then fed back to staff.</p> <p>The children are encouraged to develop their overall well-being through several clubs offered by the staff and outside organisations.</p> <p>In Years 2 and 6, the children can be nominated to represent their House Team as Junior House Captains (Year 2) and House Captains (Year 6) which helps to build children’s confidence and organisational skills.</p> <p>In Year 6, and the summer term of Year 5 children take on duties, these include helping with the younger children at lunchtimes. Our Year 5/6 children help in the office each morning as junior receptionists. These activities help the children to develop their sense of responsibility.</p> <p>The school uses the National Curriculum to teach the foundation subjects, built into this is the teaching of Personal, Social, Health and Citizenship education (Life Skills) and British Values. Each year group are taught about SRE at a differentiated and age-appropriate level across the school and our ACE curriculum supports well-being. For more information about our ACE curriculum, visit our school website <a href="https://www.astleyprimary.org.uk/our-school/our-ace-curriculum/">https://www.astleyprimary.org.uk/our-school/our-ace-curriculum/</a></p>
Progress, Planning and Keeping Parents Informed	
How will parents know how their child is doing?	<p>Parents are kept informed via bi-annual Reports (one long report and a shorter report).</p> <p>Teachers/parent meetings are held twice yearly for all pupils.</p> <p>For children with Education, Health and Care plans meetings are held once a year to set and review outcomes.</p> <p>The greater the need the more meetings will be held.</p>



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	<p>Abor information is inputted before a Pupil Progress meeting.          If any further interventions are required, separate meetings with parents would be held.          Parents will know what progress their child is making via the Annual School Reports and parent consultation evenings.          For some children, after consultation with the child’s Class Teacher ‘home-school’ communication books have been put into place.          Parents are encouraged to regularly be involved in school life. Each class holds a class assembly twice a year and parents with DBS checks are welcomed to support children on school trips or to hear readers in school.          Parents who have children who attend Nurture group/mentoring are welcomed to make appointments with Mrs Canty and Mrs Sutton to discuss any concerns or seek ideas to help support their child.          Most Fridays the school holds an open morning and at this time parents are able to come into the class and see the work that their child has been completing. On a Friday, parents and carers are invited to an Achievement Assembly to celebrate the achievements of our pupils’.</p>
<p>How are parents involved in discussions about planning for their child’s education?</p> <p>How are children able to contribute their views?</p>	<p>Parents are involved as much as possible in planning their children’s education. When reporting back to parents, their child’s progress is compared with the National picture.          Parents are invited termly to meet with the SENCo and discuss their child’s Pupil Passport outcomes. For 2023-24 44% of our parents with a child identified as having a Special Educational Need attended these meetings. (2018-2019 53% 2017-2018 57%, 2016-2017 52%, and 2015-2016 45%, unfortunately, due to Covid-19 data for 2019-2020 and 2020-2021 is unavailable, 2021-22 50%, 2022-23 53%).          Children are asked to contribute their views through questionnaires and pupil perception interviews across a range of subjects and activities.</p>



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	Each class has two School Council representatives, who share the views of the class and help suggest changes to school improvement.
Provisions, Resources and services	
How is learning and development provision matched to the individual pupil's needs?	Differentiation, not just in terms of learning but also social and emotional and behaviour is in-built into all lessons and is always given a high profile. This helps individual children in providing them with scaffolding for their learning and so children know who they can talk to about any issues. Lessons are differentiated and an extension task is also offered. Knowledge and skills are built up over a series of lessons with a recap of the previous learning built in to help children to recall their prior learning. Prior knowledge is gathered at the start of a new area of learning and then this is revisited at the end. For some children, the class Teacher may feel that it is more appropriate for the child to be working on their own personalised activities which will best suit their needs. These are planned by the Class Teacher. When considering how best to meet the needs of the children in their classrooms, Teachers carefully consider the learning environment and experience of those in their care, for example: seating positions, adult/peer support, text size, use of technology and the questioning/instructions they will use to support every child to access the learning intention.
How are the school's resources allocated and matched to pupils' SEN?	The school's SEN budget is allocated for support staff, resources and for training, and is used to support pupils on the SEND register. For extra funding to help support pupils with an Education, Health and Care Plan and high level needs we apply to the Local Authority. The Head teacher is responsible for the SEN budget. Resources are held centrally in the main school building. Resources such as visual timetables, pencil grips and different coloured backgrounds are also implemented in lessons for those that need it.
What specialist services and expertise are available at the school or accessed by the school?	Most staff have received first aid training and 10 members of staff have attended the three-day first aid course.



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	<p>2023-24 - School staff received support from School2School and our 1:1 visited Sheringham Woodfields to help support them in their role. Staff have received PIVATS training, and this is used to help demonstrate progress for our SEND pupils.</p> <p>All staff have received Steps training, and some have also attended Step Up training. Our Pastoral Support team have been trained to run a Nurture group.</p> <p>In 2022-23 staff attended an online training session on Autism.</p> <p>A list of staff training and CPD is held in the school office and updated regularly by Mrs Lord.</p> <p>The school accesses support from the Educational Psychology service, and other specialist services as required. The school accesses other specialist services such as health, therapy and social care as required and through its involvement in EHAP, CIN and Child Protection.</p>
How accessible is the school environment?	<p>The main school buildings and hall are wheelchair accessible. The school has appropriate disabled changing and toilet facilities located in the Foundation Stage/Key Stage 1 and Key Stage 2 school buildings. To communicate with parents whose first language is not English, where appropriate the school translates important correspondence into the relevant languages and meets with parents to discuss the information in important letters.</p> <p>The school’s Accessibility Plan is available on the school website.</p>
How are pupils included in activities outside the classroom including trips?	<p>All pupils with SEND can access all of the school’s activities – the school assist individual pupils on a needs-led basis.</p> <p>Parents are involved in planning activities and trips following meetings in school to consider what reasonable adjustments are necessary.</p>
Staff Training	



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<p>What training have the staff supporting pupils with SEN had, or what are they expected to have? (n.b. under SEN Code of Practice legislation schools need to offer high quality CPD and training to the work force.)</p>	<p>Miss Coleman (SEND Co-ordinator) has completed the National SENCo Award. Staff have updated their Step On training and some have received Step Up training. Most staff have been trained to deliver Read Write Inc. Many staff have received Numicon training for maths. In the past, (2021-22) staff received Executive Function training with an Educational Psychologist. In 2022-23 staff received training on Autism. During the Government Lockdowns, many members of staff took part in online CPD. A log of these have been kept in the office by Mrs Lord. The school's SENCo regularly attends the Willow Tree Learning SENCo Network and annual conferences. Mrs Sutton, who is part of our ACE Pastoral Support Team alongside Mrs Canty, is our Mental Health Champion. She has also been trained to deliver the WOW (Working on Worries) project that supports families with children with anxiety. Staff receive SEND training depending on what is required for individual pupils.</p>
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<b>Transitions</b>	
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 well-being?	<p>For the pupils who are joining the school, the school offers parents and pupils the opportunity to visit and spend time in their relevant year group. Additional meetings can also be arranged. Files from the child’s previous school are passed on to the Class Teacher and contact made with the child’s previous school is sought if necessary.</p> <p>Prior to pupils joining the reception class, the Class Teacher and her team will liaise with the Nurseries and visit the children in their Nursery environment. The Foundation Stage team will invite parents to attend a meeting to discuss the transition. School also offers parents and children the opportunity to come into school for an afternoon. The school also offers 3 Induction visits for Foundation Stage children where they can become familiar with their new environment and the members of staff who will care for them while in school.</p> <p>When a child is progressing within the school, clear information is passed to the child’s new teacher and parents can meet with new teachers if they require. The children take part in a ‘ACE Year Ahead’ days where the class spend time with their new teacher.</p> <p>If a child is moving to a new school or onto High School, the child’s file is passed onto the new school and contact is made with the child’s new school if necessary. The child visits their feeder High School and additional visits can also be arranged if appropriate. For children with an EHCP the SENCo/staff representative from the child’s new school will be invited to attend.</p>
<b>FURTHER INFORMATION</b>	
Who can parents contact for further information?	<p>Miss Coleman is the Special Educational Needs Co-ordinator at Astley Primary School and can be contacted at the school Monday – Thursday (01263 860212.)</p> <p>The first point of contact for a parent if they want to discuss something about their child would be the child’s Class Teacher.</p>



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	<p>Parents can also talk to the Senior Leadership Team (SLT) or Head Teacher if they are unhappy.          Complaints about the school should be addressed to the Head Teacher.          Complaints about the Head Teacher should be addressed to the Chair of Governors and contact information is available on the school website.          The school welcomes the involvement where necessary, of the Norfolk SENDIASS, particularly in EHCP reviews.</p>
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Mrs Goakes

Headteacher



Mrs Anderson

Deputy Head



Miss Coleman

SENCo/Inclusion Lead



Mrs Canty

Pastoral Support Team



Mrs Sutton

Pastoral Support Team

## School Website:

The link below takes you to useful policies on our school website:

<https://www.astleyprimary.org.uk/our-school/our-policies/>

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## **Norfolk SEND Local Offer:**

This website offers information and support, along with guidance and advice.

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

## **Norfolk SENDIASS, Information, Advice and Support Service.**

This service offers free information, advice and support about Special Educational Needs for children, young people and parents/carers.

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

## **Percentage of children identified as SEN Support or with an EHCP:**

2024-2025 (September)	20%
2023-2024 (September)	17%
2022-2023 (September)	14%
2021-2022	14%
2020-2021	13%
2019-2020	11%
2018-2019	10%
2017-2018	13%
2016-2017	16%
2015-2016	15%



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## **Primary Areas of Need:**

	Communication and Interaction Needs	Cognition and Learning Needs	Social, Emotional and Mental Health Needs	Sensory and/or Physical Needs
2024-2025 (September)	5%	14%	2%	2%
2023-2024 (September)	5%	9%	2%	2%
2022-2023 (September)	4%	9%	0.9%	2%
2021-2022 (September)	3%	8%	0.4%	3%
2020-2021 (September)	2%	9%	0.4%	1%
2019-2020 (September)	2%	10%	1%	1%
2018-2019 (September)	3%	5%	3%	2%
2017-2018 (September)	8%	9%	3%	3%
2016-2017	5%	11%	2%	2%
2015-2016	4%	12%	4%	4%

Please note, children may also have secondary areas of need.

## **Information about specific needs and links to support groups**

It should be remembered that this is not an exhaustive list of all types of SEND but a small overview of some of the conditions which schools such as ours deal with on a daily basis.

### **Attachment Disorder or Reactive Attachment Disorder (RAD)**

Reactive Attachment Disorder can occur when children have been unable to consistently connect with a parent or primary caregiver. This can happen for a wide variety of reasons including some circumstances which were unavoidable while the child was very young.

<http://www.helpguide.org/articles/secure-attachment/attachment-issues-and-reactive-attachment-disorders.htm>

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## Attention Deficit Disorder- ADD

ADD is sometimes used interchangeably with ADHD, however ADD is seen as an outdated term. Since the publication in 2013 of the 5th version of the *Diagnostic and Statistical Manual* (the manual used by doctors to identify, describe, and code various conditions) ADHD has been broken down into three subcategories, Predominantly Inattentive Presentation, Predominantly Hyperactive/Impulsive Presentation, and Combined Presentation. It is the 'Predominantly Inattentive Presentation' category of ADHD which would once have been called ADD.

<https://add.org/adhd-facts/>

## Attention Deficit Hyperactivity Disorder – ADHD

ADHD is a condition characterised by persistent inattentiveness, hyperactivity and impulsivity which is more frequent and severe than is typically observed in individuals at a comparable level of development.

<http://www.ukadhd.com/>

## Auditory Processing Disorder – APD

People with APD have difficulties processing auditory (verbal) information. APD is not a hearing problem, but an inability to process what is heard.

## Autistic Spectrum Disorder – ASD

This is a lifelong developmental disability that affects the way a person communicates and relates to other people and how they experience the world around them. People with autism have difficulties with everyday social interaction and may also have learning disabilities and other conditions, including sensitivity to light, smells, tastes and other sensory experiences. Autism is a 'spectrum disorder' because, while all autistic people share certain difficulties, the condition affects people in many different ways and to varying degrees.

<http://www.autism.org.uk/>

<http://www.autism-anglia.org.uk/>

## Asperger's Syndrome

This is a form of autism. People with Asperger syndrome may have difficulties in social relationships and communication, as well as limitations in social imagination and creative play. Asperger syndrome has many similarities with high-functioning autism.

<http://www.autism.org.uk/about/what-is/asperger.aspx>

## Dyslexia

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Dyslexia affects the way information is processed, stored and retrieved, with problems of memory, speed of processing, time perception, organisation and sequencing. Some dyslexics may also have difficulty navigating a route, left and right and compass directions. It is often most noticeable in a child's reading, spelling and writing which is why it is usually associated with literacy difficulties.

<http://www.bdadyslexia.org.uk/>

## *Dyscalculia*

Dyscalculia is a difficulty understanding maths concepts and symbols. It is characterised by an inability to understand simple number concepts and to master basic numeracy skills including learning number facts and procedures, telling the time, time keeping, understanding quantity, prices and money. Difficulties with numeracy and maths are also common with dyslexia.

[The signs of Dyscalculia - The Dyslexia Association - The Dyslexia Association](#)

## *Dyspraxia*

Also called Developmental Coordination Disorder, or DCD. Children with dyspraxia have difficulties with fine and/or motor coordination (tasks such as walking, jumping, self-care and writing) when compared to children of the same age and may be thought to be 'clumsy'. People with dyspraxia may also experience problems with delayed speech or other speech problems.

[Developmental co-ordination disorder \(dyspraxia\) in children - NHS \(www.nhs.uk\)](#)

## *Global developmental delay*

If a child has delayed achievement of one or more developmental milestones (eg motor skills, speech and language skills, social skills) this is called developmental delay. Global developmental delay is the term used when a child has delays in all areas of development. There may be an underlying cause that is already known or can be diagnosed (such as a chromosomal or genetic disorder) or the underlying cause may be unknown.

[What Is Global Development Delay? Find Out More | Mencap](#)

## *Hearing Impairment – HI*

Hearing impairment varies in severity from the very mild to the very profound and can affect one or both ears. There are a range of technologies and strategies available to assist a hearing impaired student with both the academic and social sides of school life.

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

## *Meares-Irlen Syndrome*

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This is a type of visual stress which causes difficulties when reading and looking at text. Sufferers describe the words as moving on or falling into the page, for example. The effects of Meares-Irlen Syndrome can be reduced by changing the background colour by printing on another colour paper or, when this is not possible, by using either a coloured plastic overlay or tinted glasses.

<http://irlen.com/>

## Moderate Learning difficulties – MLD

Pupils with MLD will have attainments well below expected levels in all or most areas of the curriculum, despite appropriate interventions. They will have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

## Obsessive Compulsive Disorder – OCD

OCD presents itself in many guises, and certainly goes far beyond the common perception that OCD is merely hand washing or checking light switches. In general, OCD sufferers experience obsessions which take the form of persistent and uncontrollable thoughts, images, impulses, worries, fears or doubts. They are often intrusive, unwanted, disturbing, significantly interfere with the ability to function on a day-to-day basis as they are incredibly difficult to ignore. People with OCD often realise that their obsessional thoughts are irrational, but they believe the only way to relieve the anxiety caused by them is to perform compulsive behaviours.

<http://www.ocduk.org/>

## Oppositional Defiance Disorder – ODD

ODD is a condition in which a child displays an ongoing pattern of uncooperative, defiant, hostile, and annoying behaviour toward people in authority lasting longer than six months and is excessive compared to what is usual for the child's age. The child's behaviour often disrupts the child's normal daily activities, including activities within the family and at school.

<http://www.webmd.com/mental-health/oppositional-defiant-disorder>

## Physical Impairment – PI

Orthopaedic, neuromuscular, cardiovascular and pulmonary disorders and can be the result of congenital factors, injury, or multiple illnesses. In school life, access can be made for students needing wheelchairs, crutches and artificial limbs.

## Severe Learning Difficulties - SLD

A severe learning disability is typically diagnosed at birth or in early childhood. Signs of developmental delay may be noticed by a range of people such as health visitors, paediatricians, GPs or family members, prompting a formal assessment leading to a diagnosis. Someone who has a severe learning disability will have little or no speech,

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find it very difficult to learn new skills, need support with daily activities such as dressing, washing, eating and keeping safe, and have difficulties with social skills and need life-long support

<http://www.challengingbehaviour.org.uk/about-us/what-is-c-b/severe-learning-disabilities.html>

## Speech and Language Communication Needs - SLCN

The Individuals with Disabilities Education Act, or IDEA, defines the term “speech or language impairment” as follows “*Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance.” A child with Speech and Language impairment may also face difficulties with understanding, or making others understand spoken language and may be behind their classmates at the rate they learn these skills. They can also have difficulties with word context or meaning and may use words incorrectly.

<http://www.parentcenterhub.org/repository/speechlanguage/>

## Specific Learning Difficulties – SpLD

This is an umbrella term which can mean Dyslexia, Dyspraxia, Dyscalculia or ADD/ADHD.

<http://www.bdadyslexia.org.uk/educator/what-are-specific-learning-difficulties>

## Tourette’s Syndrome(TS)

Tourette Syndrome (TS) is a neurological condition which is most usually known for causing ‘tics’. Tics are involuntary and uncontrollable sounds and movements.

<http://www.tourettes-action.org.uk/>

## Visual impairment – VI

Visual impairment in a person could be so mild as to be easily corrected with glasses or so severe that the person is totally blind. Visual Impairment could affect one or both eyes. Not all children with a visual impairment have a special educational need; for this, the child’s need would need to be significant enough to meet the criteria of SEND.

<http://www.rnib.org.uk/>

## General support websites

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

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Norfolk SENDIASS - [Norfolk SEND Partnership Home Page \(norfolksendiass.org.uk\)](http://norfolksendiass.org.uk)

NASEN - [www.nasen.org.uk](http://www.nasen.org.uk)

Foundation for People with Learning Difficulties - <http://www.learningdisabilities.org.uk/>

Mencap - <https://www.mencap.org.uk/>

Just One Norfolk <https://www.justonenorfolk.nhs.uk/>