



Every child should feel they belong.

SEND Information Report

2026-27

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Our SEND Report

Every child is different. So is the support they need.

At Litcham, SEND support starts with understanding the individual child - their strengths, the things they find difficult, and what helps them learn and feel successful at school. This report explains the support available across Litcham School, from inclusive classroom teaching through to more individual or specialist support.

You don't need to know all the SEND terminology before talking to us. If you're worried about your child, start with a conversation.

GET IN TOUCH

Who can I talk to?

Stina Thorarinsson

SENDCO

Euan Powell

DEPUTY SENDCO

Ben Phillips

HEAD OF SCHOOL

Sherry Hancill

SEND GOVERNOR

This information report forms part of Norfolk County Council's Local Offer for children and young people with Special Educational Needs and Disabilities (SEND).

Our School

One school. Ages 4-16.

Litcham is an all-through mainstream school, supporting children from Reception through to Year 11.

688

Pupils across the
school

156

Primary pupils

532

Secondary pupils

14.1%

Primary SEND
Support / EHCP

25.6%

Secondary SEND
Support / EHCP

Being an all-through school gives us an opportunity to know pupils over time and plan carefully for transitions.

Our SEND Team

Our SEND team works across the school to understand individual needs, coordinate support and help teachers make learning accessible. Most importantly, they are people pupils and families can talk to.



Stina Thorarinsson
SENDCO



Euan Powell
DEPUTY SENDCO

Leona Soanes
HLTA

Sherry Hancill
SEND GOVERNOR

OUR ESSENTIAL TEACHING ASSISTANTS

Sarah Barrett

Shannon Blanks

Sam Caley

Samantha Caley

Chloe Cunnell-Westhorpe

Karen Druce

Laura Hole

Claire Mason

Guba Morling

Imogen Talbot

If you're worried about something, please talk to us. You don't need to wait until a problem becomes a big one.

Our SEND figures – Primary

Key headlines:

- **3.8%** of pupils have an EHCP
- **10.3%** of pupils receive SEN support
- **14.1%** of pupils are identified as having SEND overall.

National comparison figures are shown in the table below.

[GOV UK SEND](https://gov.uk/schools/SEND)

Year Group	EHCP	SEN Support	Total (% of cohort)
Reception ⁽²¹⁾	0	1 (4.7%)	1 (4.7%)
Year 1 ⁽²³⁾	0	2 (8.7%)	2 (8.7%)
Year 2 ⁽¹⁷⁾	1 (5.9%)	4 (23.5%)	5 (29.4%)
Year 3 ⁽²⁵⁾	0	3 (12%)	3 (12%)
Year 4 ⁽²¹⁾	2 (9.5%)	0	2 (9.5%)
Year 5 ⁽²³⁾	2 (8.7%)	3 (13%)	5 (21.7%)
Year 6 ⁽²⁶⁾	1 (3.8%)	3 (11.5%)	4 (15.3%)
Total ⁽¹⁵⁶⁾	6 (3.8%)	16 (10.3%)	22 (14.1%)
National Average	6.0%	14.8%	20.8%
National Mainstream Primary Average	4.1%	15.4%	19.5%

Our SEND figures – Secondary

Key headlines:

- **6.0%** of pupils have an EHCP
- **19.7%** of pupils receive SEN support
- **25.8%** of pupils are identified as having SEND overall.

National comparison figures are shown in the table below.

Year Group	EHCP	SEN Support	Total (% of cohort)
Year 7 (93)	10 (10.8%)	24 (25.8%)	34 (36.6%)
Year 8 (103)	8 (7.7%)	17 (16.5%)	25 (24.3%)
Year 9 (118)	6 (5.1%)	29 (24.6%)	35 (29.7%)
Year 10 (104)	3 (2.9%)	17 (16.3%)	20 (19.2%)
Year 11 (114)	5 (4.4%)	18 (15.8%)	23 (20.2%)
Total (532)	32 (6.0%)	105 (19.7%)	137 (25.8%)
National Average	6.0%	14.8%	20.8%
National Mainstream Secondary Average	3.5%	14.1%	17.6%

SEND can look very different from one child to another

SEND is usually described across four broad areas of need:



01

Communication & Interaction

Differences in understanding or using language, communicating with others or navigating social situations.



02

Cognition & Learning

Additional support with literacy, numeracy, memory or processing.



03

Social, Emotional & Mental Health

Emotional wellbeing, attention, regulation or mental health affecting how they experience school.



04

Sensory and/or Physical

Adaptations or support for sensory, hearing, visual, physical or medical needs.

"A category doesn't tell us everything about a child."

Two pupils with the same diagnosis can need completely different support. We look at the individual child, the barriers they are experiencing and what helps.

SEND Learning Spaces: Primary

"Sometimes a different space can make all the difference."

In September 2026 we are introducing our Primary Phase Learning Hub

This unique space will provide:

- Intervention space
- Quiet learning areas
- Sensory and regulation support
- Lunchtime provision

We also enjoy the use of our converted **double decker bus**, where we have created space for:

- Phonics intervention
- Sensory breaks
- Lunchtime provision



1. Quiet learning



2. Intervention



3. Sensory & regulation



4. Lunchtime support

The aim isn't to remove children from school life. It's to give them what they need to take part in it.

SEND Learning Spaces: Secondary

"A safe place to go, with people who know you."

Our Secondary SEND team is based in School House, giving pupils access to different spaces depending on what they need.

 Some pupils can access these spaces through our SEND Support Card system.

	SEND Office A familiar place to find the SEND team.	01
	Room 2 Small-group learning, calmer social time and sensory breaks.	02
	Room 4 Computer-based intervention and lunchtime clubs.	03
	Sensory Room A calm space for individual pupils or very small groups.	04
	Garden A quieter outdoor option during social times.	05

As pupils get older, we want them to become increasingly confident at recognising what they need and asking for it.

12

pupils in a smaller, teacher-led environment
supported by a Higher Level Teaching
Assistant

Enhanced SEND Provision (ESP)

A smaller, more personalised start to secondary school

From September 2026, Litcham will introduce an Enhanced SEND Provision (ESP) for a small group of Year 7 pupils with higher levels of Cognition & Learning and/or SEMH need, while accessing mainstream lessons flexibly where appropriate.

CORE SUBJECTS IN ESP

English • Mathematics • Humanities

ENRICHMENT ACTIVITIES

Forest School • outdoor learning • gardening •
community learning • practical experiences

FIVE PATHS TO SUCCESS

Learning

Regulation

Confidence

Independence

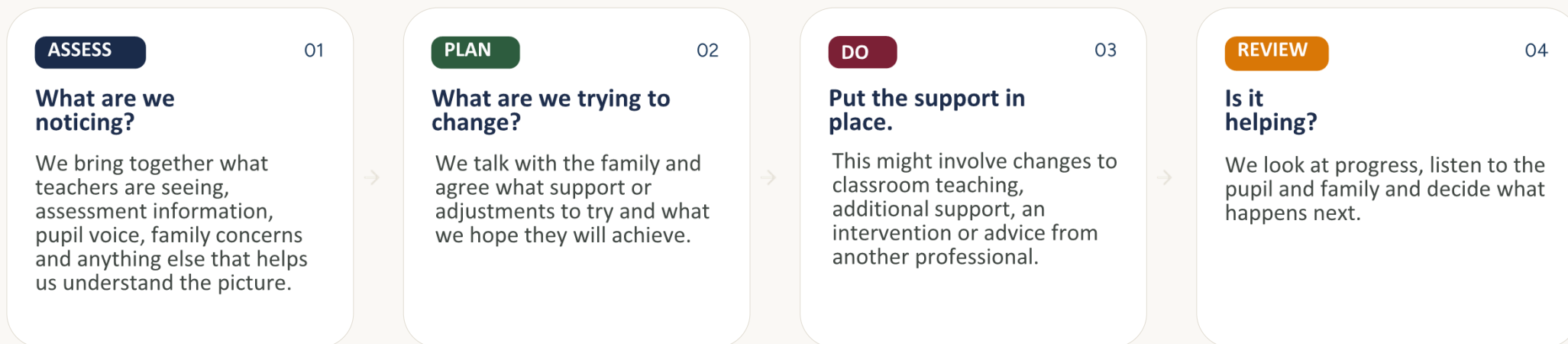
Participation

Pupils remain part of the mainstream school community. ESP gives them a different route through it — not a different destination.

Identifying SEND

What happens if my child is struggling?

We don't want to jump straight from "something isn't right" to a label. We want to understand what's happening.



We document this for every child with SEND through a Learning Plan, which we share with home.

If something isn't working, we don't just keep doing it. We review, learn and adapt.

What Support Might Look Like

"Support doesn't always mean taking a child out of class."

Often, the most effective support is a small change to the way a pupil experiences everyday learning.



More time to process information and formulate answers



A visual instruction card as well as a verbal one



A different seat chosen to aid focus and remove barriers



Breaking tasks into clear, bite-sized chronological steps



A planned, non-disruptive movement break to self-regulate



Assistive technology solutions like reader pens or tablets



A quieter place to complete independent working tasks



Extra teacher modelling, live examples, or scaffolding

The right support depends on the child and the barrier we're trying to remove.

Support in the Classroom

Great SEND support starts in the classroom.

We want pupils to access learning alongside their peers wherever possible.



Thoughtful seating & classroom organisation



Modelling, writing frames & scaffolding



Laptops & assistive technology



Accessible colours & learning materials



Adapting questions & checking understanding



Written information alongside verbal instructions



Clear, consistent expectations & positive feedback



PROVISION MAP ACCESS

Staff can access pupils' key SEND information, Learning Plans, EHCPs and teaching strategies instantly.

"A pupil shouldn't have to leave the classroom every time they need something to be different."

Working with Specialists

Sometimes we need another perspective. When we need additional expertise, we work with professionals.

Educational Psychology

Observing, assessing and suggesting specific learning strategies

Specialist Learning Support

Targeted help for dyslexia, dyscalculia and cognition needs

Speech & Language

Aiding communication barriers, verbal skills and social interaction



**The purpose isn't simply to
collect reports.**

It's to turn specialist advice into
something that changes a pupil's
everyday school experience.

School Nursing Team

Supporting health management plan coordination within school

Community Paediatrics

Liaising regarding developmental conditions and medical plans

Early Help Teams

Providing wrap-around holistic family support when it's needed

SEND Interventions

When a child needs something extra

Sometimes a focused intervention can help a pupil develop a particular skill or overcome a specific barrier.



Learning

- Maths Whizz
- Lexia Core5
- Dyslexia Gold
- Literacy & reading support

Communication

- Lego Therapy
- WellComm Support
- Social communication
- Speech & language plans

SEMH

- Worry Busters
- Pastoral check-ins
- 1-on-1 Mentoring
- Emotional regulation

Sensory

- Sensory circuits
- Scheduled movement
- Regulation actions
- Occupational support

Alt. Provision

- Ken Hill Forest School
- Papillion Project
- Holt Youth Project
- Fields of Joy

An intervention should always have a purpose. "What are we trying to achieve — and is it helping?"

Exam Access Arrangements

Making exams accessible — not easier.

Arrangements allow eligible pupils to show what they know without an unnecessary barrier getting in the way.

Possible Arrangements Include:

Extra Time

Official Reader

Reading Pen

Scribe Services

Word Processor

Rest Breaks

Prompting Help

Separate Room

Arrangement Timeline:

Assessment takes place during Year 10, with arrangements reviewed and finalised by January of Year 11.

Critical Guideline

"A diagnosis does not automatically mean an access arrangement is granted."

JCQ Regulations & Evidence

We must follow strict national guidelines. Official evidence must explicitly show both the pupil's elevated need and their established, normal way of working in school.

Exam support should reflect what a pupil genuinely needs and normally uses day-to-day.

SEND Support Cards

Helping pupils recognise when they need support

For some secondary pupils, an agreed card gives them a discreet way to access a sensory or movement break.

GREEN CARD



Meaning: "I need a brief break."

The pupil can step outside the classroom briefly to regulate, reset, and then promptly return to their learning workspace.

PURPLE CARD



Meaning: "I need my sensory support."

The pupil can access School House for structured, quiet sensory support before successfully returning to their regular class.

01 I'm becoming overwhelmed.

02 I know what helps me.

03 I know how to ask for it.



Listening to Learners

"Nothing about me without me."

Children and young people should have a say in the support they receive.

"This is difficult for me."

"This is what helps."

"This is what I can do for myself."

HOW PUPILS CONTRIBUTE

Contribute to their Learning Plan

Create a pupil passport

Share their views during reviews

Tell us if support helps

Participate in Annual Review

Explain what they need

As pupils grow, we want them to become increasingly confident advocates for themselves.

Working with Families

"You know your child best."

WAYS WE WORK TOGETHER

Regular Dialogue

Conversations with teachers and the SEND team.

Structured Reviews

Regular Learning Plan and Annual Reviews.

Joint Planning

SEND consultations to agree outcomes together.

SEND Cafe

Termly informal meet ups for support & connection.

The best support comes from school and families working together — including being honest when something isn't helping.



What you see at home matters.
You may notice anxiety that isn't visible at school.
You may know why a seemingly small change is difficult.
You may already have discovered something that works brilliantly.
We need that knowledge.

Transition: Early Years

Starting school is a big step.

"We want your child to arrive already feeling known."

Before September, our Reception team spends time getting to know the children joining us — particularly where a child may need some additional support.

FIVE TRANSITION STEPS

- 01 Visit your child in their early years setting
- 02 Talk with the people who already know them well
- 03 Arrange an individual transition meeting where it would help
- 04 Involve our SENDCo, Deputy SENDCo and Reception team as needed
- 05 Check in again during the autumn term

Understand what helps your child before we expect them to navigate somewhere new.



Transition: Year 6 to Year 7

"We don't want Year 7 to be the first time we really get to know your child."

We start building that relationship while pupils are still in Year 6.

TRANSITION TIMELINE & ACTIONS

- 01 We are in contact with feeder primary schools
- 02 Visit pupils during the summer term
- 03 Attend key transition meetings with primary staff, families and the child
- 04 Welcome primary staff to visit our SEND spaces
- 05 Invite pupils with SEND to additional transition afternoons in June

Knowing the pupil before they arrive helps us plan a calmer, more confident start.



SPECIAL OPPORTUNITY

2 EXTRA TRANSITION AFTERNOONS

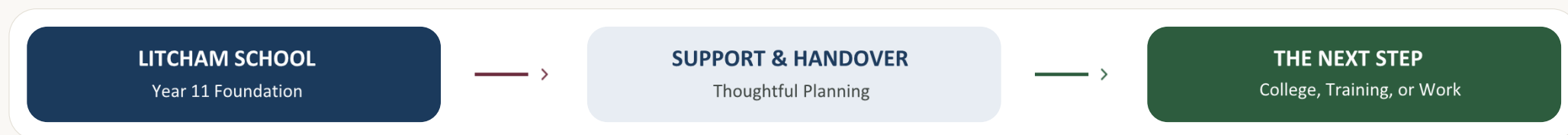
Held in June — specifically designed to build familiarity and confidence before September.

Transition: Beyond Year 11

"The next place should know the young person before they arrive."

Leaving school brings a lot of change. For pupils with SEND, a thoughtful handover can make the next step much more manageable.

THE TRANSITION PATH



Academic Handover

Talk with the new school or college about support needed.

Prompt Records

Pass relevant records on promptly.

Evidence of Need

Provide evidence of classroom and exam support.

Future Pathway

Offer guidance for education, training or employment.

Special Support

Support Disabled Students Allowance applications.

Active Planning

Use EHCP Annual Reviews to plan ahead.

The goal isn't simply to leave Litcham successfully. It's to arrive at what's next successfully too.

Accessibility & Inclusion

"Being present isn't the same as being included."

We want pupils with SEND to be able to participate in the curriculum, move around our school and take part in the wider experiences available to their peers.

STRATEGIES & PROVISIONS

Adaptive teaching

Reasonable adjustments

Assistive technology & reader pens

Visual supports & scaffolds

Sensory and quiet spaces

Accessible toilets and parking

Extracurricular adjustments

LEARNING



Can the pupil access the curriculum?

Through adaptive planning, scaffolded resources, specialist software, and staff trained to modify task presentation dynamically.

ENVIRONMENT



Can they use and move around our school?

Step-free access routes, accessible toilets, dedicated quiet spaces, clear signage, and sensory-friendly zones to support independent transit.

INFORMATION



Can they access the information they need?

Visual timetables, structured guides, reading aids, simplified language formats, and alternative media options readily distributed.

Accessibility Framework

Accessible by design

We don't want accessibility to be something added after a pupil has struggled. Our framework helps staff think about accessibility when learning is being designed.

"Small decisions in the way something is presented can make a big difference to whether a pupil can access it independently."

01. Visual Presentation

Clean layouts, sans-serif fonts, high-contrast assets, and minimal background distractions on hand-outs and boards.

02. Language & Vocabulary

Pre-teaching key terms, explicit glossary sheets, visual prompt cards, and avoiding complex multi-clause instructions.

03. Task Design

Breaking work into smaller, manageable chunks with self-checking checklists and structured milestones.

04. Physical Environment

Seating arrangements optimized for hearing/vision, minimizing glare, and direct access to regulation equipment.

05. Social Context

Clear, pre-defined group roles, scaffolded partner work, and structured break-time alternatives.

06. Assessment & Feedback

Varied feedback channels (verbal or recording), scaffolding tests, and focus on constructive forward steps.

EHCP Annual Reviews

More than a meeting in the diary.

Every pupil with an EHCP has an Annual Review at least once a year. An interim review can also be arranged where needed.

PREPARATION FOR ADULTHOOD

From Year 9 onwards, reviews place increasing emphasis on Preparation for Adulthood, independence and aspirations.

How is the pupil doing?

Looking at holistic achievements, academic progress, confidence levels and personal growth over the past 12 months.

Is the provision working?

Evaluating current interventions, teaching modifications, external therapies and funding allocation effectiveness.

What needs to happen next?

Agreeing upcoming goals, evolving aspirations, updating intervention targets and identifying transition steps.

THE REVIEW FORMULA:

Pupil voice

+

Family contribution

+

Staff evidence

+

Professional advice

"Where is this young person going — and what do they need to get there?"

Staff Training

The adults keep learning too.

Good SEND provision cannot depend on one SENDCo or one Teaching Assistant knowing what to do. We want SEND knowledge and confidence across the whole school.

KEY PROFESSIONAL DEVELOPMENT TOPICS

■ STEPS & Positive Behaviour

De-escalation strategies and understanding environmental triggers.

■ Autism, ADHD & Dyslexia

Neurodiversity pathways, custom visual aids, and learning modifications.

■ PINS & Executive Functioning

Developing working memory, organization, and task-initiation scaffolds.

■ Adaptive & Quality First Teaching

Differentiated task creation, flexible groupings, and multimodal delivery.

■ Hearing Impairment Support

Acoustic adaptations, FM equipment assistance, and direct communication support.

■ SEND Workshops & Partnerships

Collaborative knowledge-sharing networks with specialized local hubs.

SPECIALIST PARTNERSHIPS

We also work with Educational Psychologists, Specialist Learning Support Teachers and Speech & Language Therapists so staff receive current, practical advice.

The Goal: Staff who understand the pupil, understand the barrier and know what they can do about it.



If something isn't right, please tell us.

We want families to feel able to raise a concern. Often, the quickest way to resolve something is to talk with the member of staff involved or the SEND team so we can understand what has happened and what needs to change.

1. Direct Conversation

Speak directly to the class teacher, form tutor, or key worker. They are with your child daily and can resolve most environment or instruction concerns immediately.

If the matter needs wider focus, the SENDCo is always available to step in and adjust provision pathways.

2. Formal Procedure & Support

Formal Complaint: If your concern isn't resolved informally, you can use the school's formal complaints procedure available on the main website.

Norfolk SENDIASS: You can also get completely independent, free, and confidential SEND information, support, and advice from Norfolk SENDIASS.

"Raising a concern should not affect the support your child receives or your relationship with school."

We're here to help.

If you have a question, are worried, or aren't sure where to start — get in touch.

LITCHAM SCHOOL SEND TEAM



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EXTERNAL CONTACTS & ADVICE

Norfolk SENDIASS

Information, training and support for children, young people and parents.

Norfolk SEND & Inclusion Support Line

Direct access to specialized county practitioners for guidance and strategies.

Just One Norfolk

The go-to resource for Norfolk children's health and wellness services.



"Every child should feel known."

"Every child should be able to take part."

"Every child should feel they belong."

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www.litchamschool.org.uk

Part of Synergy Multi-Academy Trust

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