



Chief Executive Officer: Alastair Ogle



SEND Information Report

September 2025

Our SEND Report

- ▶ aims to inform how we support learners with Special Educational Needs and Disabilities (SEND)
- ▶ is part of Norfolk's Local Offer
- ▶ is updated annually and has been produced with information and support from Academy stakeholders. We would welcome your feedback in the review of our offer, so please do contact us. The best people to contact this year are:
 - ▶ Stina Thorarinsson – SEND Coordinator (SENDCo)
 - ▶ Euan Powell – Deputy SENDCo
 - ▶ Stuart Wilson – Head of School
 - ▶ Leanne Neave – Governor responsible for SEND

Our School

- ▶ Litcham All Through School (LAS) is a rural, mainstream comprehensive with both a primary and secondary phase.
- ▶ LAS is a member of the Synergy Multi-Academy Trust.
- ▶ It caters for learners ages 4-16 years old (Reception to Year 11) on two different sites.
- ▶ It has a Primary Phase (Reception to Year 6) and a Secondary Phase (Year 7 to Year 11).
- ▶ There are currently 761 pupils on roll consisting of 175 in the primary phase and 557 in the secondary phase.

Our SEND Team

The **SENDCo** for Litcham All Through School is **Stina Thorarinsson**, with Euan Powell (Deputy SENDCo) responsible for the day to day running of SEN at LAS.

Stina Thorarinsson
SENDCo



Euan Powell
Deputy SENDCo



Teaching Assistants

Sam Caley, Denise Corsini, Alison Drake, Karen Druce, Laura Hole, Niamh Hunt, Claire Mason, Guba Morling, Rhys Pearce, Leona Soanes, Imogen Talbot, Melissa White.

Governor for SEND
Leanna Neave

SEND related Qualifications

Stina Thorarinsson

BA (Hons) Sport, Physical Education and Community Studies

PGCE Secondary Physical Education

Norfolk SENDCo Now

Euan Powell

National Association for Special Educational Needs units

Designated Safeguarding Lead

SEND Profile (Primary Phase)

Year Group	EHCP	SEN Support	Total (% of cohort)
Reception (25)			
Year 1 (22)	3 (13.6%)	2 (9.1%)	5 (22.7%)
Year 2 (26)	1 (3.8%)	1 (3.8%)	2 (7.7%)
Year 3 (25)	1 (4%)	None	1 (4%)
Year 4 (25)	1 (4%)	4 (16%)	5 (20%)
Year 5 (27)	None	4 (14.8%)	4 (14.8%)
Year 6 (26)	4 (15.3%)	3 (11.5%)	7 (26.9%)
Total (176)	10 (5.7%)	14 (7.9%)	24 (13.6%)
National Average	5.3%	14.2%	19.5%
National Mainstream Primary Average	3.0%	14.1%	17.1%

The percentage of primary learners at LAS who have an Education Health Care Plan (EHCP) is 5.7%. This is slightly higher than the nationally reported statistics of 5.3% and higher than the average for learners in mainstream primary settings (3.0%).

The percentage of learners receiving support additional to or different from the rest of their cohort (SEN Support) figure is currently 7.9%. This is below the nationally average of 14.2% and, further still, below the national average of 14.1% for mainstream.

SEND Profile (Secondary Phase)

Year Group	EHCP	SEN Support	Total (% of cohort)
Year 7 (102)	6 (5.9%)	17 (16.7%)	23 (22.5%)
Year 8 (116)	6 (5.2%)	29 (25%)	35 (30.2%)
Year 9 (111)	4 (3.6%)	18 (16.2%)	22 (19.8%)
Year 10 (123)	4 (3.3%)	16 (13%)	20 (16.3%)
Year 11 (105)	1 (1%)	12 (11.4%)	13 (12.3%)
Total (557)	21 (3.8%)	92 (16.5%)	113 (20.2%)

National Average	5.3%	14.2%	19.5%
National Mainstream Secondary Average	2.7%	12.9%	15.6%

The percentage of secondary learners at LAS who have an Education Health Care Plan (EHCP) is 3.8%. This is lower than the nationally reported value of 5.3% though higher than the average for learners in mainstream secondary settings (2.7%).

The percentage of learners receiving support additional to or different from the rest of their cohort (SEN Support) figure is currently 16.5%. This is slightly above the nationally reported value of 14.2%, and also above the national average of 12.9% for mainstream secondary settings.

SEND Department

- ▶ The SEN department enjoys bespoke workspaces in School House of the secondary phase.
- ▶ This consists of:
 - ▶ SEND office
 - ▶ Room 2
 - ▶ Room 4
- ▶ Both rooms are equipped with computers and teaching facilities and can be used for smaller-group teaching, 1:1 sessions, or independent learning.
- ▶ They can also be used as a strategic withdrawal room for learners in need of time and space.
- ▶ At the primary phase we enjoy the use of our converted double decker bus, where we have created space for intervention, sensory breaks and a calm play area


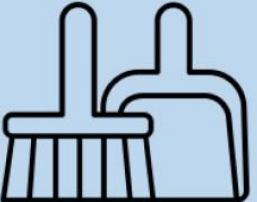
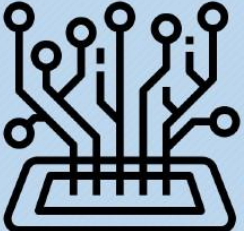


Quality First Teaching

At LAS, it is an expectation that all staff endeavour to meet the individual needs of all learners, including those with SEND, by offering appropriate scaffolding and differentiation in the classroom. All staff have access to key SEND information, learning plans, and teaching strategies through Provision Map. Expected supportive strategies include, but are not limited to:

- ▶ Bespoke seating plans
- ▶ Use of writing frames, modelling and scaffolded work
- ▶ Access to assistive technology such as laptops, Plus Docs etc.
- ▶ Printing or projecting learning materials on appropriate coloured backgrounds
- ▶ Matching questioning to learner need
- ▶ Checking in with learners to clarify understanding
- ▶ Supporting verbal instructions with written printouts
- ▶ Providing high levels of positive feedback and praise where possible, as well as reinforcing behaviour expectations in an appropriate fashion.

Accessibility Framework

To support **all** learners, including SEND learners, teachers and learning support staff are expected to make their learning materials as accessible as possible. This is based on the RHCS accessibility framework, which is built into staff training during their continued professional development sessions.

LAS Accessibility Framework		
Presentation  <ul style="list-style-type: none">• Where possible, displayed learning materials should be in pastel colours rather than white.• Only essential information and diagrams should remain on learning materials.• Bullet points should be prioritised over continuous prose.	Advanced Access  <ul style="list-style-type: none">• Key learning materials should be made available on Teams for learners to access before and after lessons.• Technologies such as DocsPlus, immersive reader, and subtitles should be used where appropriate.	
Language  <ul style="list-style-type: none">• Where possible, language should be simplified.• New language should be explicitly taught and explained.• Learners should be provided with glossaries or key words.	Size, Spacing, and Script  <ul style="list-style-type: none">• Slides and handouts should be written in sans serif fonts, such as Century Gothic, Calibri, or Comic Sans.• Fonts should be in size 14 or more.• Character and line spacing should be increased.	

Initial Identification of SEND

At LAS we identify learners with SEND via two main routes:

Firstly, through facilitated information sharing between LAS and its feeder primary schools. Throughout the year, the Deputy SENDCo attends key meetings at the feeder schools regarding Year 6 learners. As LAS is an all-through school, we have the added advantage of already knowing our own year 6 learners from our own primary phase.

During the summer term, SEN team members conduct induction meetings with staff, learners and parents. This culminates in extra, SEND specific induction days morning which compliments the induction days for all learners.

Secondly, teacher identification and communication with the SEND department is key to early recognition of SEND. Learners at LAS are assessed regularly through both formative and summative assessments, and the SEND team gather feedback from staff, along with supporting evidence of work, to help form a picture of need.

Further Identification

Where gaps learning or progress are identified, additional support may be assigned to help the learner make progress.

The next step is often the completion of screening tests and baseline assessments:

- ▶ EXACT assessment
- ▶ SNAP SEND assessment
- ▶ Dyslexia Profiling tool
- ▶ Visual Stress Test
- ▶ We have access to a LAS's Level 7 Assessor, who advises on eligibility for support during exams and conduct other appropriate tests.

If deemed appropriate, we may have learners further observed and assessed by a **Specialist Learning Support Teacher (SLST)** or **Educational Psychologist (EP)**, who we access through our link with Child and Educational Psychology Practice (CEPP).

Ongoing Support

Once a profile of need is identified, our Deputy and Assistant SENDCo write a learning plan for any learner who is on our SEND register (SEN Support or EHCP).

Furthermore, during their educational journey at LAS, learners may benefit from a variety of personalised support measures such as:

- ▶ Literacy & Numeracy booster sessions (designed alongside English & Maths department)
- ▶ Dyslexia Gold
- ▶ Nuffield Early Intervention (NELI)
- ▶ Dynamo Maths
- ▶ Welcom (SaLT)
- ▶ Social Stories
- ▶ SpeechLink
- ▶ Emotional Literacy Support Assistant (ELSA)
- ▶ Smart Moves
- ▶ Sensory circuits

Quality Assurance

The SEND team at LAS review the impact of teaching and learning, as well as interventions on a yearly basis.

The review of SEND learners, teaching and learning, and interventions may include:

- Progress and attainment to lessons/interventions
- Learner and parent contributions to reviews
- SEND learner attendance to lessons/interventions
- Lesson observations/learning walks
- Feedback from teachers, support staff, parents and learners

Transition – Early Years

We will ensure that learners with SEND are admitted on an equal basis with others in accordance with the Admissions Policy.

In support for these arrangements:

- Reception teacher makes several visits to any early years settings of new intake learners during the summer term before entry
- Individual transition meetings are arranged as required and may involve SENDCo, Deputy SENDCo, Reception teachers or Reception class TAs
- A follow-up meeting in Autumn Term takes place to assess how successful transition has been and any additional support that may be needed

Transition – Year 11

We recognise that transition to further education can be difficult for a child with SEND, and steps are taken to ensure their transition is as smooth as possible.

For learners moving into new schools or colleges, the SEND department at LAS can:

- be contacted by the new school/college for discussions about specific support.
- ensure that records about your child are passed on as quickly as possible.
- provide evidence of additional classroom or exam based support.
- provide guidance and signposting for learners as they move into the next phase of their education or into employment.
- offer support in relation to applying for the disabled learner allowance.
- provide a transition focus in the annual review of learners in year 11 with an EHCP, ensuring any support needed is in place going forward.

Disabilities and Accessibility

The school has an accessibility plan which aims to:

- increase the extent to which learners with SEND can participate in our curriculum.
- improve the physical environment of LAS to enable learners with SEND to take advantage of the facilities and services LAS provides.
- improve the delivery to learners with SEND of information that is readily available to learners without SEND.

To make this happen we aim to ensure that:

- equipment used is accessible to all children regardless of their needs.
- there is designated access parking.
- there are toilets with disabled access.
- there are button-operated automatic doors throughout secondary phase.
- policies are available in a print format from LAS upon request.

Related Links

For more information on the Norfolk Local offer, please use their [website](#) or find them on X (formerly Twitter) @send_offer

Policies linked to SEND Information Report for LAS can be found [here](#).

For free and impartial advice, information, and support for individuals with SEND, and their families, you can contact the Norfolk SEND Information, Advice and Support Service (SENDIASS) [here](#).

Contact Us

SENDCo – Stina Thorarinsson – sthorarinsson@litchamschool.org.uk

Deputy SENDCo – Euan Powell – epowell@litchamschool.org.uk

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