

SEND

SEND Information Report & SEND Policy 2025/2026

Part of the Norfolk Local Offer for Students with SEND

Updated: 10/2025

Review date: 10/2026

Introduction

Welcome to our SEND information report and SEND Policy, which is part of the **Norfolk Local Offer** for students with Special Educational Needs and Disabilities (SEND). All Governing Bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for students with SEND. The information published will be updated annually.

At Sheringham High School, we are committed to working together with all members of our school community. This local offer has been produced with students, parents/carers, the local governing body and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

- Mrs Rachael Harding – SENDCo (Special Educational Needs and Disabilities Co-ordinator)
- Mrs Kate Tuck – Assistant SENDCo
- Mrs Dawn Hollidge – Head of School
- Mr Martin Langsdon – SEND Governor

If you think your child may have SEND, please contact Rachael Harding, our SENDCo, or Kate Tuck, our Assistant SENDCo, on 01263 822363 or rharding@sheringhamhigh.org.uk or ktuck@sheringhamhigh.org.uk.

Our approach to teaching students with SEND

At Sheringham High School, we believe in participation and progress for all. We want all children and young people to participate in learning and we celebrate all members of our school community and beyond. We continually strive to create an inclusive culture in our school, and we aim to be ever more responsive and adaptive to the diversity of students' backgrounds, interests, experience, knowledge and skills.

We value high quality first and adaptive teaching for all students and actively monitor teaching and learning in the school. For more information on our approach, please see our teaching and learning policy on this website: [Sheringham High School | Synergy Multi-Academy Trust - Our Policies](#).

As part of the school's plan for continued professional development (CPD), staff are offered updated training, advice and strategies on how to meet the needs of all students. We also work with external partners who provide up to date training for any incoming or developing needs which may require specialist support.

In recent years, teaching and support staff at Sheringham High School have been offered the following SEND specific CPD:

- Dyslexia friendly teaching approaches
- Trauma informed approaches
- A focus on Adaptive Teaching techniques
- Neurodiverse classroom adjustments for ASC and ADHD
- Supporting students with low levels of literacy within the classroom
- Supporting students with low levels of numeracy within the classroom
- Managing challenging behaviour within the classroom
- SEND team specific diabetic care training
- SEND team specific epilepsy basic awareness and buccal midazolam training

There is further cross Trust SEND CPD planned for the 2025/26 academic year to consider sensory regulation within the classroom, exams access training, relational teaching approaches and more.

We aim to create a learning environment, which is flexible enough to meet the needs of all members of our school community. We monitor progress of all students, and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, while form tutors undertake a mentoring and supervisory role.

At Sheringham High School, we value:

Learning for all.

How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The SEND Code of Practice (2015) defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age**
- (b) or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

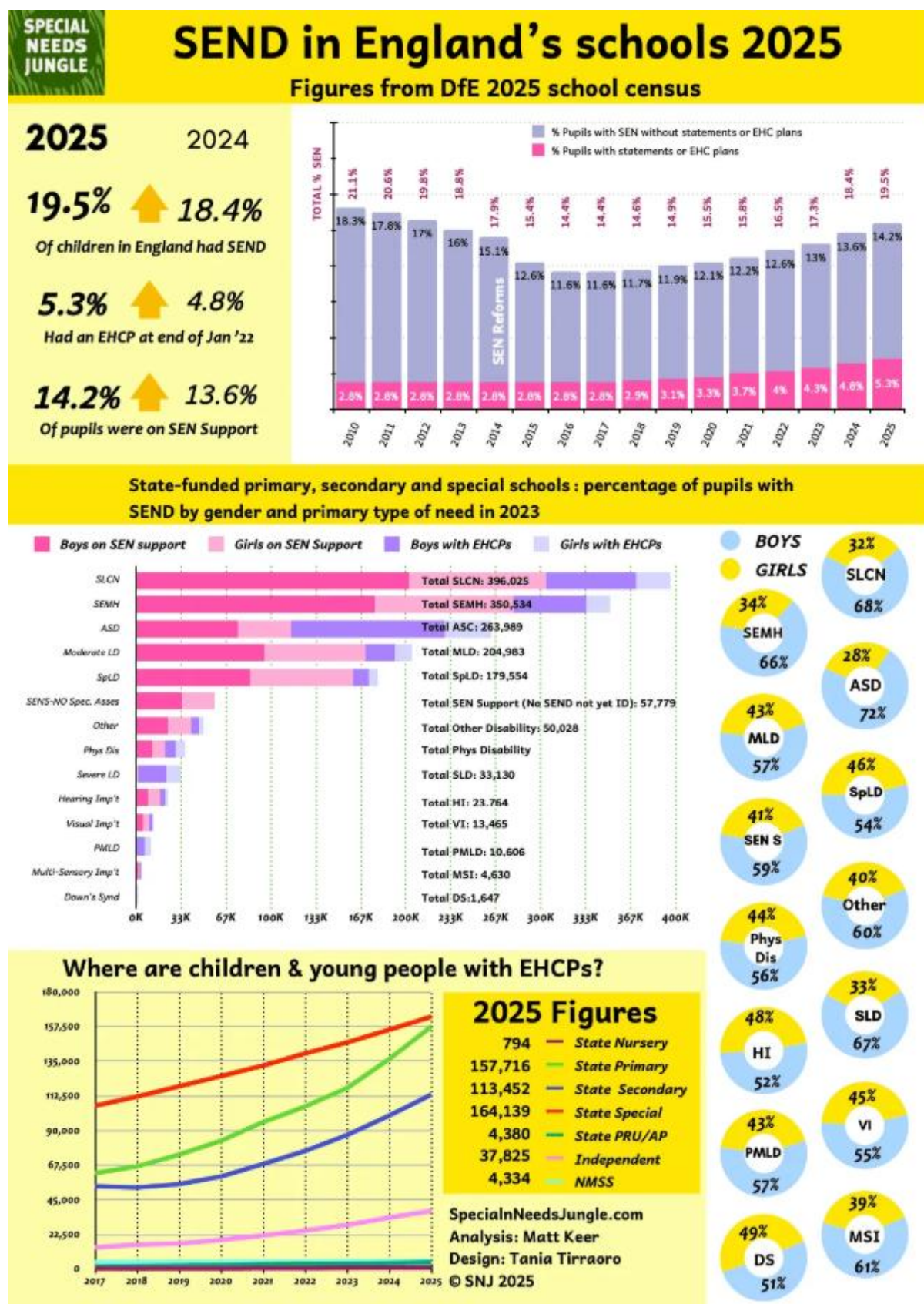
[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526422/SEND_Code_of_Practice_0_to_25_years.pdf)

At Sheringham High, we consider a variety of factors when investigating whether a young person can be identified as having a SEND need or not. We consider a young person's attendance, behaviour, safeguarding, past experiences, environmental/lifestyle factors, family history, academic progress, and so on. The vast majority of SEND needs are able to be met via Quality First Teaching and application of Adaptive Teaching strategies. However, if a learner is identified as having more complex SEND, we will provide provision that is 'additional to or different from' our standard curriculum offer.

Students can fall behind in school for lots of reasons. They may have been absent from school, or they may have attended different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, or they may be worried about different things that may distract them from learning.

At Sheringham High School, we are committed to ensuring that all students have access to learning opportunities, and for those who are at risk of not learning or making sufficient progress, we will intervene. This does not mean that all vulnerable students have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

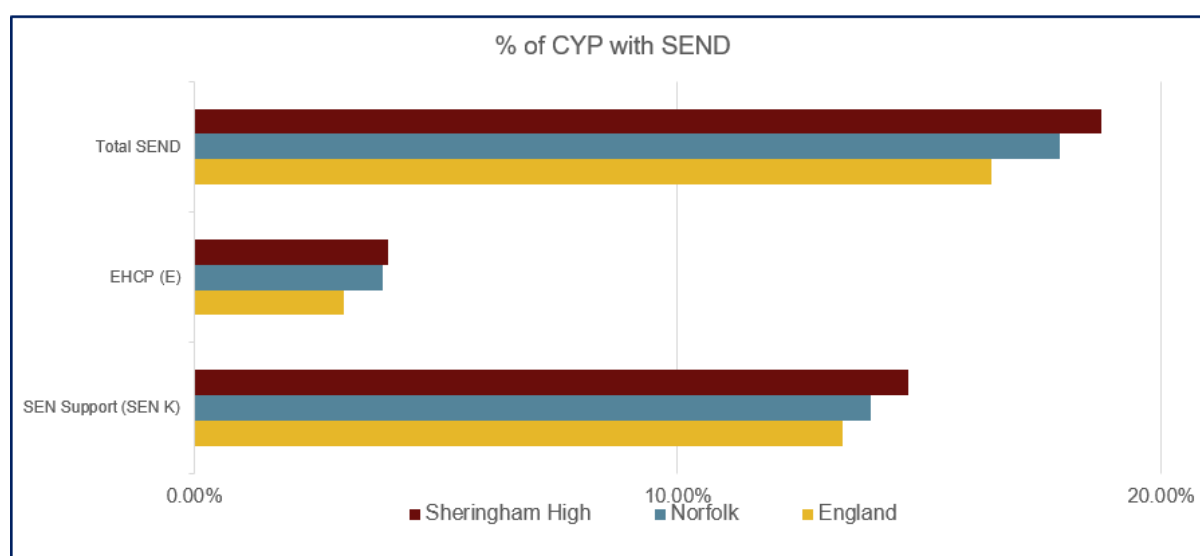
SEND trends on a National scale



The trends for SEND statistics, on a national scale, indicate an ever-increasing cohort of children and young people are being identified with a SEND primary area of need. They four key areas of need are:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Physical and Sensory (P&S)

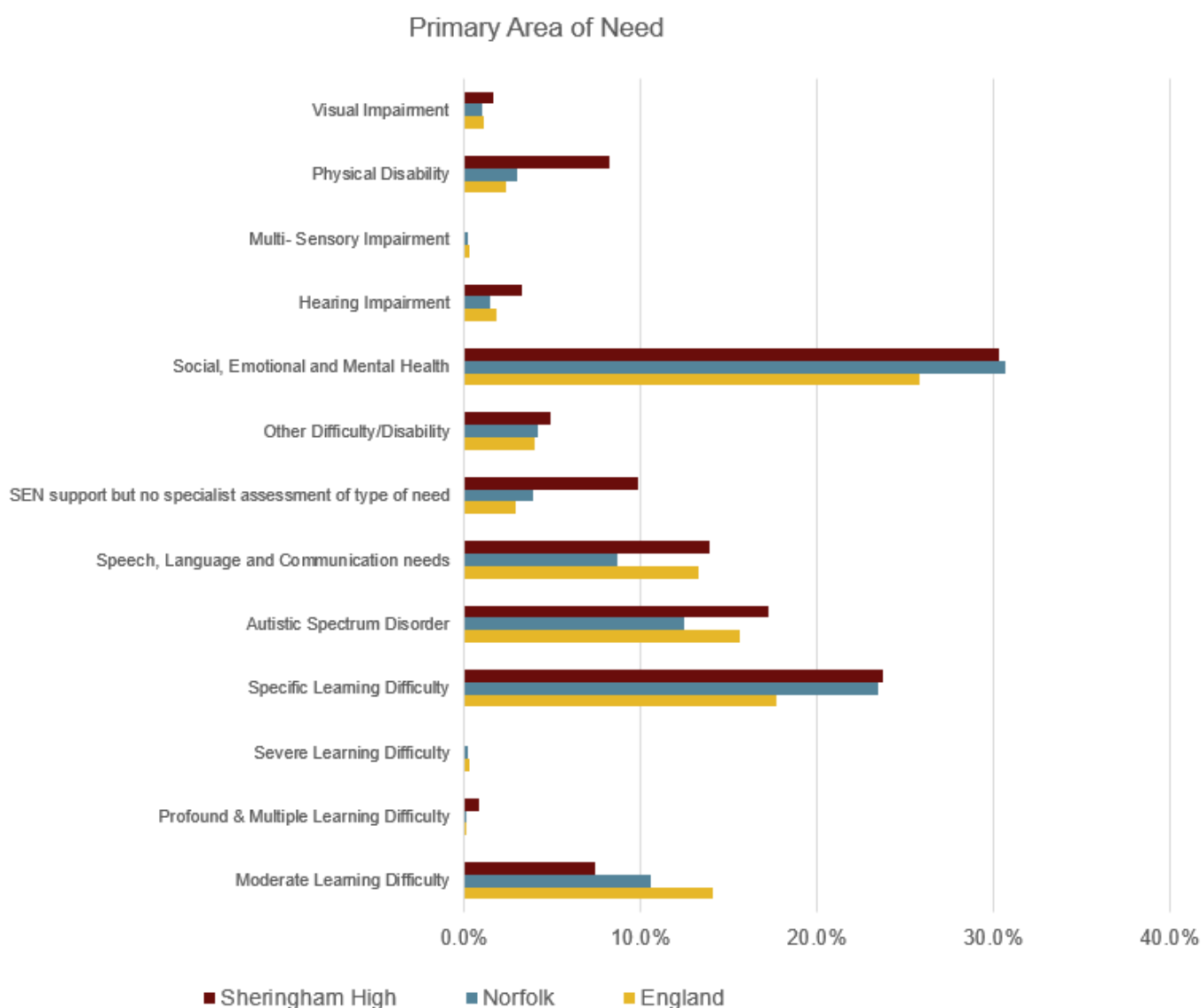
At Sheringham High School, our SEND profile for 2025-26 shows that we have 18% (113) of students identified as being SEN 'E' or SEN 'K', and 4.1% (26 students) of those have an Education Health and Care Plan (EHCP) across key stages 3-5.



When including a child on our SEND register, we use the following terms:

- **'E'** = a child having an Education, Health and Care plan (EHCP)
- **'K'** = a child is considered as being 'SEN support' and in receipt of provision over and above what can be provided within the classroom
- **'NTBA'** = need to be aware, but where a child's identified SEND is met by Quality First Teaching and application of Adaptive Teaching strategies within the classroom (the DfE use the term 'monitoring' in this instance)

Of the students on our SEND register, the following figures the proportion per category of SEND need in accordance with their primary area of need on the SEND register (this does not include those students identified as having a secondary area of need). Please be aware that the SEND register remains a working document, and the specific classifications of need numbers are therefore changeable.



*this figure denotes the 'primary need' of students, it does not include an identified secondary need

Each student who is considered as 'SEN E', 'SEN K' or 'SEN NTBA' will have a corresponding pupil profile page which is the SEND team's central means of communicating specific information, advice and guidance to staff about individual students with SEND. These are working documents and are reviewed and updated regularly to ensure they remain as relevant and true to students as possible.

Assessing SEND at Sheringham High School

It is every member of staff's responsibility to assess when a child might present with a difficulty with learning. At Sheringham High School, we ensure that assessment of educational needs directly involves the learner, their parents/carers and, of course, their teachers. The SENDCo will also support with the identification of barriers to learning.

At Sheringham High School, we use data to help us in our quest to accurately assess and plan for the needs of all students with SEND. The data used is a culmination of students' AtL (Attitude to Learning) grades, standardised reading and spelling scores as well as data produced from 'CATs' testing and their KS2 SATs data. This information is required to help us form a starting point, from which to intervene and then build a comprehensive picture of progress.

It is important to note that each child's progress is measured in relation to their respective starting points. Whilst this is mostly on an academic front, we widely accept that not all progress is specifically academic. Progress for us in the SEND team is about so much more, such as a young person being able to turn up to a game of Uno, or seek out a trusted adult to communicate they are unhappy about something, or to feel safe enough to attend school full-time. We treat every child as an individual and often their greatest achievements and successes go far beyond what is seen within the classroom.

For some students, we may want to seek advice from specialist teams. In our school and Trust, we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website available here: [SEND Local Offer - Norfolk County Council](#)

Sheringham High School, as part of the Synergy Multi Academy Trust (SMAT), have also commissioned, for 2025-26, support from:

- GL ready – Dyslexia Screening software
- Bedrock spelling and reading screening literacy assessments
- Specialist colleagues from the Child and Education Psychology Practice (CEPP)
- School Counsellors – Fiona MacCallum, Arianne Hoppler
- Mentoring support – Pete Skivington
- Access to external Alternative Provision providers as required (commissioned on an individual basis)
- SEND and Inclusion Teams – Anna Harvey (allocated SEND advisor) and Sarah O'Grady (allocated Inclusion advisor)
- Access Through Technology (ATT)
- Advisory Support Teachers (Hearing and Visually Impaired students)
- Mental Health Support for Schools Teams
- Schools and Communities Team, via the Family Hub: [Family hubs - Norfolk County Council](#)
- Dyslexia Outreach Service membership
- Schools 2 Schools referrals (advice and support from colleagues within local specialist SEND settings)

- In-trust school-to-school support from SEND colleagues via termly SENDCo network meetings
- Careers Guidance via Beacon East
- NHS Queen Elizabeth epilepsy team

Assessing for Exams Access Arrangements (EAA):

Students with SEND may be eligible for Exams Access Arrangements (EAA). These arrangements could be, but not limited to, any of the following:

- 25% extra time
- Use of a reader pen*
- Rest breaks
- Prompts
- Use of an alternative room
- Human reader
- Scribe (human or dictation software)
- Word processor (use of a laptop)

**the reader pens we use in school are the 'C-Pen exam reader-2'. These cost £240.00 each. If these pens are damaged when in use, the parents of the student using the reader pen at the time will be liable for the cost of the repair and/or replacement of the damaged reader pen.*

At Sheringham High, we will automatically consider and assess for EAA if a young person is diagnosed with a specific condition, has a medical condition or are on the NDS pathway. We **must** have evidence of these on file (e.g. a diagnostic report, medical letter, NDS pathway acceptance letter, etc).

If a young person is identified to have a specific barrier in lessons and/or when completing assessments, their teacher is advised to submit an EAA referral form and include evidence of the identified concern. Their teacher may opt to 'trial' access arrangements, such as extra-time or use of a word processor, to add further evidence for the SEND team to consider. It is likely there may be some improvement or benefit felt, but this is not an automatic determinant of EAA being formally awarded. A student will require two separate teacher/subject referrals before we are able to formally assess for EAA. We will formally assess for and process EAA referrals when a student is in year 10 so that any EAA awarded becomes their normal way of working and familiar to them in advance of their formal GCSE exams in year 11.

Once EAA has been formally awarded and processed via the exams access portal, this must become a student's 'normal way of working' and used wherever possible during in-class work, in-class assessments, mock exams, etc. If a student is awarded EAA, and they opt not to use this in these circumstances, then they will forgo their right to use EAA in their formal examinations.

As a school, we must follow procedures as per guidance and regulations outlined by the JCQ. If these procedures are not adhered to, we risk jeopardizing any and all EAA awarded for students. Further information can be found: [JCQ-AARA-2025 FINAL.pdf](#).

What we do to support students with SEND at Sheringham High School

Every Teacher is required to adapt the curriculum to ensure access to learning for all students in their class. The Teachers' Standards detail the expectations of all Teachers, and we at Sheringham High are proud of our teachers and their development. Further information is available from the [Department for Education](#).

Our teachers will use various strategies to adapt access to the curriculum. If a child or young person is identified as having SEND, the SEND team will generate a profile page. This will include key and specific information about each individual identified on our SEND register, such as their barriers to learning, strengths, other relevant information, key literacy/numeracy data relevant to their key stage, and recommended teaching strategies and/or adjustments to help guide teachers within the classroom.

Common strategies might include using:

- Student specific profile pages (these are working documents and updated regularly)
- Use of our SEND 'survival kits'
- Writing frames (scaffolds, sentence starters, model answers, etc.)
- Glossaries/key word lists
- Printed resources/handouts
- iPads, laptops or other alternative recording devices (where available)
- Peer buddy systems
- Positive behaviour rewards system (achievement/house points)
- Positive report cards
- Smart board Software
- Easy grip start handwriting pens
- 'Fidget/fiddle' and stress relief toys
- Coloured overlays and/or coloured paged class books (by external assessment only)
- Differentiated learning objectives
- Differentiated homework expectations
- Whiteboards and markers
- Adjusted seating plans
- Exit cards
- Adjusted curriculums
- Alternative spaces to change for PE
- Scripts
- Use of noise cancelling headphones/earpods
- Advice on emotion coaching techniques
- Implementation of trauma-informed approaches
- Implementation of relational approaches
- Internal alternative provision
- Key worker programme
- SEND homework club
- SEND lunch club (and access to other safe spaces such as Library and LSU at unstructured times)

- Early lunch passes
- Daily check-ins with key staff
- IEPs (Individual Education Plans) – by liaison with the SENDCo
- Behaviour Plans – by liaison with the Student Management Team
- Soft starts (agreed on an individual basis)
- Short-term timetable adjustments (agreed on an individual basis)
- Curriculum adjustments (agreed on an individual basis)
- Time with our therapy dog, Simba

Each learner identified as having SEND is entitled to support that is ‘additional to or different from’ a *normal* differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. There are two stages to the Code of Practice, which indicate what level a young person’s needs are considered. The first is those placed at ‘SEN support’ and those who have been awarded an EHCP.

The implementation of support at the lower stage (SEN Support) is achieved using a combination of in school resources and the local offer by using a graduated approach of assess-plan-do-review, making sure provision is appropriate and effective. **The assess-plan-do-review model is actioned as follows:**

Step 1: Assess

The child or young person's needs are identified so that the right SEN Support is given. The assessment should include:

- Asking parents and the child or young person for their views
- Undertaking assessments and tracking progress
- Talking to professionals who work with the child or young person

Step 2: Plan

- The child or young person's place of learning and parents agree on the outcomes that the SEN Support is intended to achieve
- Everyone who is involved in the process has a say in deciding what kind of SEN Support will be provided. Together they decide a date to review the plan
- The plan will be written down. This is so that everyone is clear what different, additional support is going to be put in place

Step 3: Do

- The place of learning will put the planned SEN Support into place
- The keyworker, teacher(s) or tutor remain responsible for working with the child or young person daily
- Everyone involved working with the child or young person will work closely together

Step 4: Review

- The SEN Support will be reviewed by the time agreed in the plan
- Everyone who is involved in the process should decide together:
 - Whether the SEN Support is having a positive impact
 - Whether the outcomes have been, or are being, achieved
 - Whether new outcomes need to be identified
 - Whether the support needs to continue or different support needs to be tried

The assess, plan, do, review cycle starts again.

Supporting SEND outside the classroom is sometimes required to help to close the gap in a child's learning or help overcome a barrier to learning. This intervention style of support can take a variety of formats from a variety of different support pathways, examples of pastoral support at Sheringham High School follows, but not limited to:

- **Inclusion Support** – we have a Pastoral Manager (Mrs Ransome), Inclusion Manager (Sophie Shackleton) and three student managers who help students to remain in the school environment when their behaviour might otherwise prevent them from being able to cope with the demands of the classroom environment. Students are sometimes able to collect work from lessons and study in the alternative area known as the Learning Support Unit (LSU) which is overseen by Stacie Ives (LSU Manager).
- **Mental Health Lead** - Natasha Drury (also our Designated Safeguarding Lead) provides bespoke advice and mentoring to our students who may need guidance and support with mental well-being and anxiety management. Tash also co-ordinates the mental health and emotional support available to our children and young people.
- **Pastoral Key Workers** – some students take great comfort in having an adult that they can talk through their issues with and ask for help regarding a particular area of their schooling. Key Workers offer a more in-depth level of monitoring. They also facilitate links between home and school and help to communicate on the student's behalf, to both parents and senior staff and teachers.
- **Access to our SEND base** – a bespoke provision offering a quieter and calmer space for students with identified SEND to access if they have an individualised curriculum and at unstructured times (break and lunch). Interventions are also delivered in this space, and there is a developing 'sensory room' and separate 'dark room' for students to use at times of emotional dysregulation and/or heightened anxiety.
- **Individualised curriculum** – in rare cases, it is necessary to adapt a student's curriculum to meet their own specific needs. Any changes to a student's curriculum are done so in consultation with parents and approved by the school's Leadership Team
- **SEND team** - Sheringham High employs 8 Learning Support Assistants (LSA's), two of whom are Higher Level LSAs, and an Assistant SENDCo (Mrs Tuck). The SEND team deliver most of the interventions we offer, as co-ordinated by our SENDCo. Some of the interventions we offer can be seen listed below; the SEND provision is subject to constant review. If you would like to contact any member of the SEND department, please do so via the SENDCo or front office.
- Mathswatch
- Catch up literacy (small group)
- FreshStart literacy
- Bedrock literacy

- Dyslexia Gold Literacy Intervention (small group trial up until Dec 2025)
- Catch up numeracy (small group)
- Small group or 1:1 spelling intervention
- Reading buddies via the Reading Challenge
- Reader pens (Exams Access software)
- Functional skills (Literacy and Numeracy)
- EdClass, online learning platform
- Seneca, online learning platform
- ELSA sessions
- SEMH interventions
- Motivational mentoring
- Exam Access Arrangements (EAA)
- Peer mentoring
- Time with our resident PAT dog, Simba*
- Decompression time in our Sensory Room
- Supported study (in LSU or SEND base)
- Designated key worker meetings on a (minimum) half-termly basis
- Parent/carer SEND cafes and focused SEND forum groups
- *Coming soon: ELKLAN (Speech, Language and Communication interventions)*
- *Coming soon: TimeToTalk social/communication interventions*

**Simba is a male black greyhound. He retired from racing in October 2020 and was rehomed by Mrs Harding in January 2021. He has been coming into school since*



Easter 2022 and is now considered an integral part of our SEND and Pastoral provision. Simba is always on a lead when out and about around the school site, and kept under the close control of Mrs Harding.

He is typically in school 3 days per week on a Monday, Wednesday and Friday.

He is very gentle and calm in nature.

He is based in our SEND office and has a comfy bed, access to plenty of fresh water and treats to keep him happy during his working day. There is a stair gate on the SEND office

door so that he is able to get some quality rest and time away from students and adults alike.

If your child is allergic to dogs, please let the school office know. No student is forced to spend time with, fuss, or be around Simba. It is completely their choice whether they approach him and wish to interact with him.

There is a Synergy Trust 'Animals in School' Risk Assessment. If you wish to see a copy of this, please let the school office know.

KS2 Transition

At Sheringham High, we recognize that the transition to High School is huge and can be a scary time for students joining us (and for their parents too!).

We endeavor to provide a thorough and robust transition package that is agreed on an individual-by-individual basis. We actively encourage parents to attend our Year 6 Open Evening (always in early October) and to visit our SEND team whilst looking around the school. After which, our SENDCo, Mrs Harding, will happily arrange to see parents (and their child) for an individual tour and meeting thereafter.

Each year our transition offer changes depending on the number of children we are expecting to come onto roll, and depending on the level of need of the incoming cohort. We engage with external agencies to support with our transition offer, for the 2024-25 academic year this support was provided by colleagues from the Schools and Communities Team and it is likely we will call upon their services again for the 2025-26 academic year.

We also actively seek to be involved with any Year 6 phase transfer annual reviews to help support with a thorough handover.

If you have any queries or concerns around transition, please do not hesitate to contact Mrs Harding at: rharding@sheringhamhigh.org.uk.

Education Health Care Plans

At Sheringham High School, we make our best endeavours to meet the needs of all students within the resources we have available. We use a variety of data to support us to identify potential SEND such as attendance, behaviour, academic, etc. The Pastoral and SEND teams work very closely with each other when co-ordinating and managing a young person's provision, and we will seek the guidance and expertise from more specialised colleagues and professionals as part of this process. We will follow the ADPR model as outlined in an earlier section of the School Information Report. However, there are times when a young person's SEND needs are unable to be met, and they require provision deemed over and above the provision expected at the level of SEND support ([Provision expected at SEN support \(PEaSS\) - Norfolk Schools and Learning Providers - Norfolk County Council](#)), it is at this point where we would consider submitting an Education, Health and Care plan needs assessment referral to the Local Authority.

Who can request an EHC needs assessment?

- A person acting on behalf of a place of learning. For example, a teacher, or college staff. A request should have the knowledge and agreement of the parent or young person (where possible)
- A professional or organisation. For example, a health and social care professional, a foster carer, early years practitioner, the youth offending team or probation service. Again, a request should be done with the knowledge and agreement of the parent or the young person (where possible)
- Parent carers or a family member, for a child aged 0-16 and for a young person with SEND (aged 16-25) who cannot make the referral independently or with support
- Young people with SEND (aged 16-25) who can make the request independently or with support

Should you wish to pursue or initiate an application for an EHCP you can find further information here: [EHC needs assessment requests - Introduction - Norfolk County Council](#)

The form required for a parent/carers to submit an application can be found here: [EHC needs assessment requests - EHC needs assessment forms - Norfolk County Council](#)

Should you wish to pursue submitting an EHC needs assessment request, please liaise with Mrs Harding (rharding@sheringhamhigh.org.uk) in the first instance.

Neurodevelopmental Services referrals

If you feel your child shows signs or traits of having a neurodiverse condition, such as Attention Deficit Hyperactive Disorder (ADHD) or Autism Spectrum Condition (ASC), please contact Rachael Harding on rharding@sheringhamhigh.org.uk to discuss this further.

If a child or young person is on roll and attending a maintained education setting, the referrals to the Neurodevelopmental Service (NDS) are submitted by the school SENDCo.

The waiting times for the NDS are now approaching 6+ years from point of acceptance to assessment/diagnosis. Parents/carers have the option to pursue 'Right to Choose' and this can be actioned through your Family GP. We advise that any clinic selected abides by NICE guidelines.

Private neurodevelopmental referrals/diagnoses

Due to the NDS waiting times, some parents/carers may wish to pursue a private diagnosis for their child. Please do liaise with the SENDCo as part of this process. The school should be involved and offer feedback to any reputable private clinic, and being aware of this in advance is always preferred.

Please note that schools are not obligated to accept a private diagnosis or to implement the recommendations advised. However, the SEND and pastoral teams at Sheringham High School will always endeavour to best support children and young people who present with a neurodiverse condition (diagnosed or not).

We will always ask for copies of reports to be kept on file which confirm a medical condition, neurodiverse condition, mental health need, Irlen's syndrome (confirming visual stress and need for a coloured overlay/coloured paper) and so on. This is vital to ensure appropriate support and adjustments are made to a child's provision (e.g. use of a coloured overlay) and even more so when assessing for and formally awarding 'exams access arrangements' (EAA) during Key Stage 4. Please contact the SENDCo for further information.

Funding for SEND

Sheringham High School receives funding directly to the school from the Local Authority to support the needs of students with SEND. This is described in a SEND memorandum. The initial amount of 'notional' funding we are due to receive for the 2025-26 academic year is £415,554. Further details about specific school funding can be found here: [Childrens Services ICT Solutions \(norfolk.gov.uk\)](https://www.norfolk.gov.uk/childrens-services/ict-solutions).

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and learning within Sheringham High School. Parents/carers, students and staff are involved in reviewing the impact of interventions for students with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and students are involved in each step. Before any additional provision is selected to help a student child, the SENDCo, Teacher, student, and parent/carer, agree what they expect to be different following this intervention. Specific baseline data will usually be recorded, which can be used to compare the impact of the provision.

Students, parents/carers and teaching and support staff will be directly involved in reviewing progress wherever possible. This review can be built into the intervention itself, or it can be a formal meeting held (when requested) once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHCP), the same termly review conversations take place, but the EHCP will also be formally reviewed annually.

The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that benefit those who participate in them.

Progress data of all students is collated by the whole school and monitored by teachers, Senior Leaders and presentations made to the LGB (Local Governing Body). Our school and cluster data is also monitored by the Local Authority and Ofsted. Your child's Form Tutor will be able to assist you with any queries you may have regarding understanding your child's progress data.

Other Opportunities for Learning

All students should have the same opportunity to access extracurricular activities. At Sheringham High School in 2025-26, we are working hard to increase these opportunities as we work with families to navigate the cost of living crisis. An extra-curricular timetable is published at the start of each term (as the offer changes) and appears on our website as well as social media platforms.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENDCo, Mrs Harding, to discuss any specific requirements.

All staff at Sheringham High School have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers, including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

The Equality Act 2010's definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”

Section 1(1) Disability Discrimination Act 1995:

This definition of disability in the Equality Act includes students with long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Students and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled students and young people and those with SEND. Students and young people may therefore be covered by both SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click [here](#).

Preparing for the Next Step

Transition is a part of life for all students. This can be transition to a new class in school, having a new teacher, moving on to another school or training provider, or moving into employment. Sheringham High School is committed to working in partnership with students, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all students with SEND. Where appropriate, in addition to the SENDCo, the school's Guidance Advisor and/or Assistant SENDCo will be involved to ensure adequate support is provided.

Transition to college is discussed in the summer term of Year 10, to ensure adequate time for planning and preparation. For students with an EHCP this transition work begins earlier, in Year 9.

Sheringham High School welcomes presentations from all colleges and sixth form providers to ensure a broad and suitable offer to students is made.

Have your Say

Sheringham High School is our community school. We can shape and develop provision for all of our students, ensuring achievement for all. This SEND information report declares our annual offer to students with SEND, but to be effective, it needs the views of all parents/carers, students, governors and staff. So, please engage with our annual process to 'assess, plan, do and review' provision for SEND at Sheringham High School.

Whilst we make every effort to ensure the needs of all students are met, we appreciate that there may be occasions when parents / carers may not be satisfied. Please contact us in the first instance as we will always try our best to reach resolution. If you remain dissatisfied and wish to lodge a complaint, the school's complaints policy can be found here: [Complaints Procedure.pdf](#)

Norfolk SENDIASS (Norfolk SEND partnership, information, advice and support services) are available to offer support and guidance for any parent/carer of a SEND child. Further information can be found here: [Norfolk SENDIASS Home Page](#), or you can email: norfolksendiass@norfolk.gov.uk or call on 01603 704070.

Parents/carers are also able to contact the SEND and Inclusion helpline to discuss any concerns, queries or questions with an advisor from NCC: their direct line is 0333 313 7165.

For further information relating to specific policies adopted by Sheringham High School, please use the following link: [Sheringham High School - Our Policies](#)

Useful links

- Norfolk Family Hub: [Family hubs - Norfolk County Council](#)
- Norfolk SEND charities: [SEND support groups and events - Local SEND support organisations and groups - Norfolk County Council](#)
- SENDIASS (impartial SEND advice and guidance): [Norfolk SENDIASS Home Page](#)
- Norfolk SEN Network: [Helping families access special needs education - Norfolk SEN Network](#)
- Just One Norfolk: [Health Advice & Support for Children & Families \(justonenorfolk.nhs.uk\)](#)
- Right To Choose: [Neurodevelopmental services - Patient choice/Right to choose for children and young people - Norfolk County Council](#)
- Local First Inclusion: Norfolk County Council initiative: [The Local First Inclusion programme - Norfolk Schools and Learning Providers - Norfolk County Council](#)
- Anglia Care Trust, mediation service: [Anglia Care Trust | Multi service charity](#)
- Children and Families Act 2014: [Children and Families Act 2014](#)
- British Dyslexia Association: [www.bdadyslexia.org.uk](#)
- Adapted specialist daily living equipment: [www.healthandcare.co.uk](#)
- ASD Helping Hands: [www.asdhelpinghands.org.uk](#)
- Young Minds: [www.youngminds.org.uk](#)
- ADHD Support: [www.ukadhd.com](#)
- Barnados Charity: [Need a helping hand? We've got you. | Barnardo's](#)
- YESU, community hub: [Home | Yesu](#)
- Pathological Demand Avoidance (PDA) Society: [PDA Society - Pathological Demand Avoidance](#)
- Speech and Language Therapy: [www.ecch.org](#)