



Aylsham High School (AHS) Special Education Needs Information Report (SIR)

2025/26

**Published: November 2025
Review: November 2026**

Accessibility

To be able to listen to information within our Special Educational Needs Information Report (SIR), please open the PDF then:

- Click on menu
- View
- Read out loud
- Activate
- Highlight the text to listen to the recording

We can also provide you with a paper copy of this document. Please just ask at our office.

Welcome to our SIR. The purpose of this report is to share how students with special educational needs and disabilities (SEND) are supported in our school. The report is updated annually and is guided by the **SEND code of practice: 0 – 25 years** that outlines the legal requirements and statutory guidelines for schools, academies and local authorities;

www.gov.uk/government/publications/send-code-of-practice-0-to-25

This report also forms part of the **Norfolk Local Offer for learners with SEND**. The Local Offer outlines the provision available in our area across education, health and social care. It can be found by clicking on the image or by visiting;

www.norfolk.gov.uk/children-and-families/send-local-offer



This report has been co-produced with governors, staff, families and students.

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1. Our School

AHS is a popular and successful school that enjoys an excellent reputation for providing a high standard of education. We provide students and colleagues with a welcoming and supportive learning environment. This helps to create a caring working atmosphere that enables students to reach their full potential, intellectually, physically, spiritually and ethically. We work hard to challenge all students to do their very best and make the most progress possible whatever their starting point.



In July 2016 we formed the Aylsham Learning Federation with Bure Valley School to help support the development of education in Aylsham. In March 2018 John of Gaunt Infant and Nursery School joined the Federation. We also work very closely with our other partner primary schools to nurture a shared approach to learning and enjoyment. Our work in this area is second to none regionally and is considered to be amongst the best practice to be found nationally. We have also become the first cluster of schools in Norfolk to form a Co-operative Cluster Trust, which will help this partnership become even stronger. Our collaboration with other secondary schools and colleges is extensive and helps us to provide an incredibly rich curriculum offer.

The strong and extensive links we have with schools provide regular opportunities to communicate with SENDCos – supporting transition and sharing good practice.

Admissions

Admissions for students with SEND follow the statutory admissions criteria which can be found by visiting www.aylshamhigh.com/admissionsahs

We encourage families to contact our SEND team to help you to discuss your child's needs and how we might best meet them.

2. Contacts – Our SEND Team



From left to right – Mr D Spalding, Mrs S Heys, Mrs K Garnham and Mr D Sweatman

Headteacher: Mr D Spalding

SEN Governor: Mrs K Smith

Chair of Governors: Mrs J Youngs

SENDCo: Mrs K Garnham

Lead Practitioner for Inclusion and Safeguarding: Mr D Sweatman

Assistant SENDCo: Mrs S Heys

SEMH Officer: Mrs. S Dale

If you have any questions relating to SEND or our SIR, please email:

sas@aylshamhigh.norfolk.sch.uk

Or for any pastoral/SEMH questions please email:

deptpastoral@aylshamhigh.norfolk.sch.uk

3. What is SEND?

SEND is a shortened way of saying Special Educational Needs and Disabilities. The Government's SEND Code of Practice states:

‘A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her’

A disability is a physical or mental impairment that has a substantial long-term effect on a person's capacity to carry out normal day-to-day activities.

Disabilities can include:

- Complex health needs or chronic illness
- Sensory impairment – such as hearing loss, visual impairment or deaf-blindness
- A significant and long-term learning difficulty
- Autistic spectrum disorders

Often, children with SEN also have a disability. However, it is important to note that these two conditions are not always connected to one another, and that **children with SEN do not necessarily have a disability.**

Identification

The earlier we can identify SEND in children, the greater the likelihood that the child can go on to successfully reach their full potential. The SEND code of practice states that;

‘A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.’

‘Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a young person's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.’

4. Areas of Need

In the SEND code of practice, there are four broad areas of special educational needs.

1) Communication and Interaction

Children and young people might:

- struggle to talk or say what they want to
- find it hard to understand what other people are saying
- find conversations and play confusing or challenging

2) Cognition and Learning

Children and young people might:

- learn at a slower pace than others
- find the curriculum difficult
- struggle with organisation and memory

3) Social, Emotional and Mental Health (SEMH) difficulties

Children and young people might:

- find relationships difficult
- appear withdrawn or isolated
- do things that impact negatively on their health and wellbeing

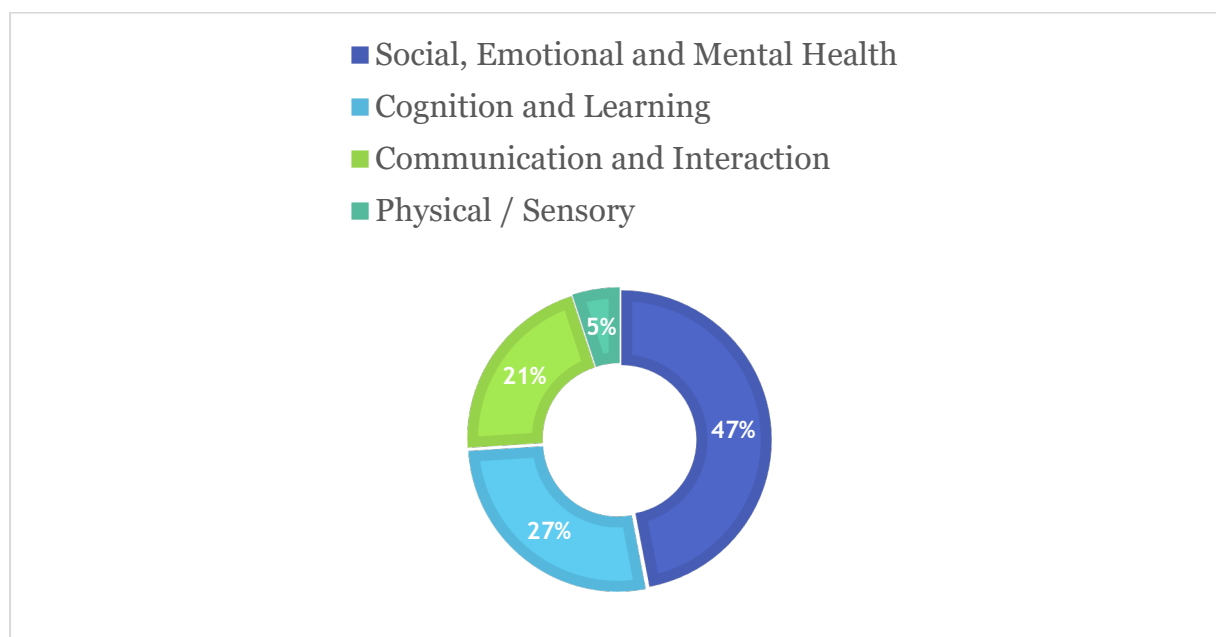
4) Physical and/or Sensory Needs

Children and young people might have a disability such as:

- a visual and/or hearing impairment
- a physical difficulty

With regard to these categories, the SEND code of practice states that ‘Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.’

5. Primary Areas of SEND Need at AHS – 2025/26



Our SEND Register

Each school has a SEND register. Some students have an Education, Health and Care Plan (EHCP) and some will have identified SEND but no plan.

Students with the most complex needs will have an EHCP; however, it is important to remember that all students with identified SEND are protected under the **Equality Act (2010)** and have a statutory right to an education that meets their specific needs.

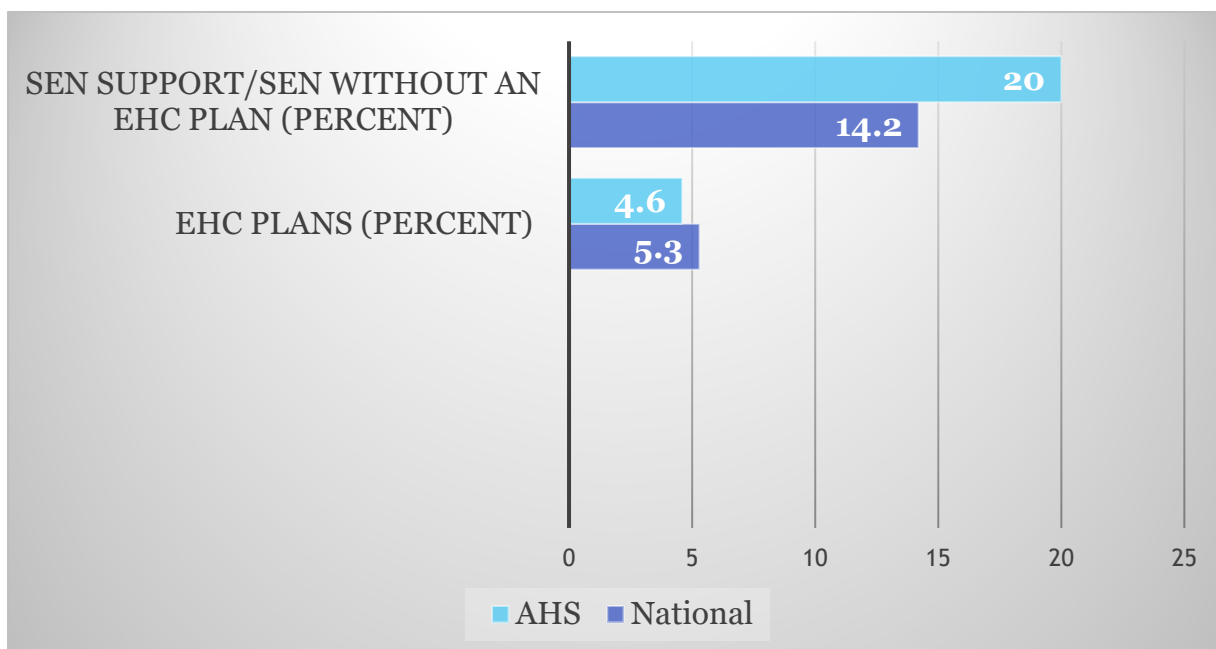
www.gov.uk/guidance/equality-act-2010-guidance

We work closely with families and our students to identify what support is needed, what the specific barriers to learning are and to understand why a student may not be making progress. This can happen in many different ways such as:

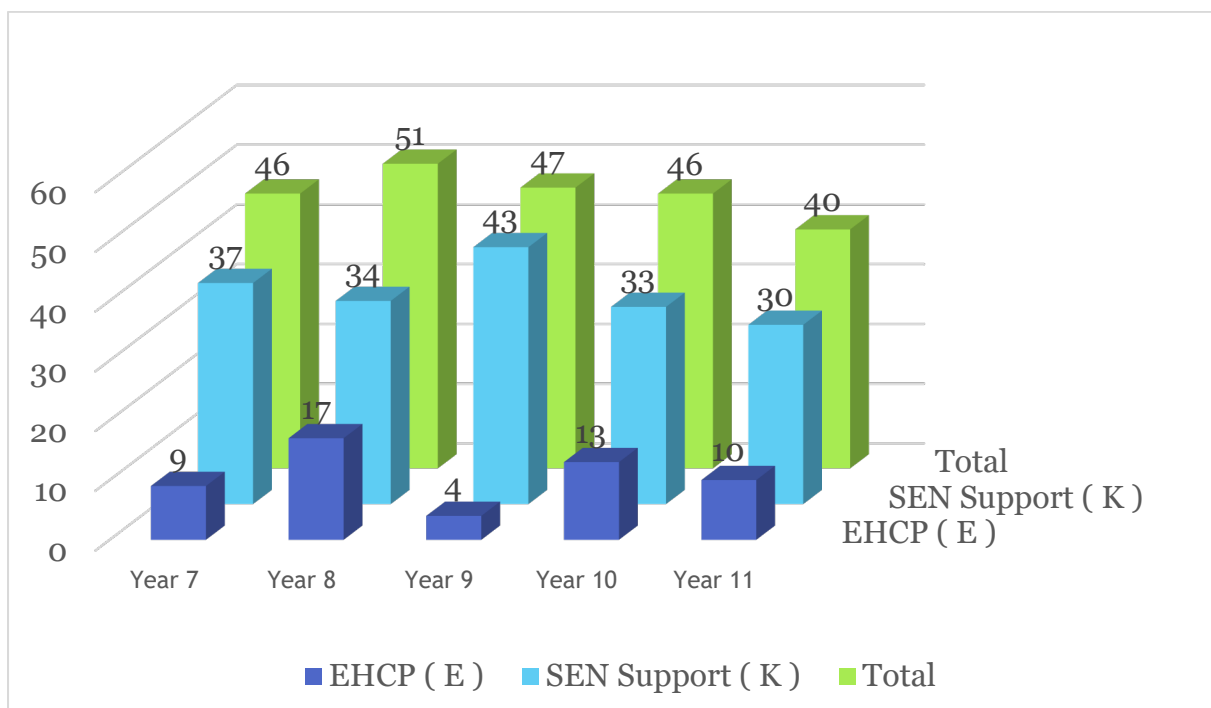
- Liaison with the student's previous school as well as attending EHCP annual reviews
- Data – including academic and SEMH assessments and attendance
- Discussion with families, students and school staff
- Contact from external professionals

Our register is reviewed every term by our SEND team in collaboration with teaching staff and our SEMH officer. Families are updated via a letter home.

6. SEND Headline Figures - AHS / National – 2025/26



SEND Figures per Year Group at AHS - 2025/26



E: 53

K: 177

Total: 230

7. Our SEND Provision

AHS takes a whole school inclusive approach to students with SEND, recognising that the aims of the school are the same for all students whatever their abilities.

We strive to create a learning environment that is flexible and creative and meets the needs of all members of our community. We continually monitor our students' progress and formally report on this to families on a termly basis through whole school monitoring systems. Those students with an EHCP have an annual review meeting with a member of our SEND team, families and where appropriate, their EHCP Co-ordinator. External professionals may also attend.

At AHS we are ambitious for all our students fostering a positive approach to any challenges they may have, working with them on their strengths and their difficulties. We always encourage a positive approach to learning and life.

We aim to;

- Build positive relationships
- Create stimulating, inclusive environments
- Teach to a high standard and challenge students to achieve their potential
- Motivate students to become independent learners
- Prepare our students for an active, healthy and independent future
- Nurture, value and reward the diverse range of talents within our school community
- Foster resilience, perseverance and a positive attitude to learning
- Ensure that every student feels safe



8. Student Passports

All students on our SEND register have a student passport. These are reviewed termly alongside the student and a key member of our staff identified by the student. Passports are shared with families and are also uploaded onto our secure school system. This enables teaching and support staff to have access to key information to support with meeting the needs of the student. This is what a student passport might look like:

Name: Child A	DoB: 12/4/2011	Form: FTT	Year group: 7
Student Voice			
Key strengths:	Key difficulties:	Key adult(s):	
I work hard in lessons and try my best I really try in maths and work hard to learn new things – the trouble is I forget when I need to use them again! I like PE and I am good at football	Writing quickly is hard so I get behind Copying from the board takes me a long time I struggle to come up with my own ideas I am shy and don't like answering questions in class so I sometimes I get upset	Adult A – Form Tutor Adult B – LSA Adult C – PE Teacher	
Classroom Strategies			
Key resources:	Strategies:	Possible challenges:	
Access to support in lessons Desk copies of work Scribe where possible Prompt to remind him of next steps to move on with tasks	Appropriate desk partner LSA to re-read questions or repeat instructions LSA to encourage him to attempt to answer Praise when he is successful/tried hard Photo of work on board if appropriate Vary recording methods	A friendly likeable boy but he is easily influenced May struggle to keep up with pace of lesson Lack of confidence may develop into dis-engagement	
Interventions:	Next steps:	Provision adjustments:	
Study support sessions to repeat core knowledge and support with over-learning Read Write Inc SEMH check ins	Utilise his LSA as a scribe when appropriate Build confidence in answering questions Access department clubs and opportunities to complete homework	Access nurture provision Timetabling of study support	

Student Voice

It is fundamental that student voices are heard, responded to and valued. Whether it's through our passports, student council, wellbeing check-ins or completing surveys; they have the right to be involved in sharing and shaping how we support them within our school community.

When students have their say in any plans, reports, or reviews, this helps us to understand how they are feeling, their strengths, what they might find difficult and how we can help things to improve.

9. Assessment

Our students with SEND are involved with the target setting process so that realistic, challenging and achievable progress targets are agreed. This will take place in conversation with key adults who will also give guidance to support the student on their learning journey and input into their student passports.

Departments will use various academic assessment methods to support our students on their learning journey including core knowledge quizzes, Google Forms and peer and self-assessments. These highlight both strengths and areas for development. We encourage students to learn from mistakes and develop resilience so they can bounce back when faced with new challenges. These principles reflect a growth mindset approach to learning.



We have a range of assessment tools available to us to help us further understand the needs of our students. These include cognitive ability tests, dyslexia screener, visual stress assessment and tests to understand processing and memory needs. The assessment tools can be delivered by qualified members of our SEND team. The team can also assess students who may require access arrangements for examinations. Screening and applications will then be made to the relevant exam boards for those students that may require additional exam support. These applications will be informed by the results of the assessments and previous evidence. The final decision is determined by the exam board.

We also have a SEMH officer who leads a team to support students with their SEMH needs. Staff work across our trust of 9 schools offering advice and guidance to colleagues, families and students. Early identification is key to prevent any difficulties escalating and interfering with the student's ability to engage with school and learning.

10. Monitoring

Monitoring students' progress is a crucial part of teaching and leadership within AHS.

We continue to support those students on our SEND register by using the graduated approach. This is a four-part cycle involving families and the student. By taking this approach earlier decisions and actions are revisited, refined and revised with a growing understanding of the students' needs and of what support will help them to secure both good progress and good outcomes.



Both academic and social and emotional data are analysed termly and are used as an indicator of progress. Our SENDCo regularly reviews the data they receive to help ensure our provision remains of a high quality and is appropriate for each individual student.

Regular communication with professionals remains a key area to understanding any external factors that may be impacting a student's engagement and progress. Any updates or concerns are recorded on our CPOMs online management system. This allows us to build a picture of student needs and decide how best to implement support.

Our SENDCo meets four times per year with our SEND governors – sharing students' progress, current provision and an update on our SEND register.

Our SEND team continuously strive to ensure we are providing the very best for our students. Whether it's through continuous professional development (CPD), discussions with families or student voice we aim to ensure that they have the opportunity to meet their full potential.



11. Communication with Families

Families are encouraged to contact our SEND team if they have any questions or concerns about their child.

Once per term, families are invited to attend our SEND Café. This provides a great opportunity to meet other families and work alongside our SEND team to help shape our provision.

Prior to our students starting at AHS, we welcome those students that have been identified as requiring support from our Nurture Team to an induction evening for them to learn more about our nurture pathway.



SEND Café

AHS

We would like to invite you to join Mr Sweatman, Mrs Garnham and Mrs Heys for an opportunity to hear about the provision in place for students with Special Educational Needs and/or Disabilities at Aylsham High School.

Aylsham High School
Thursday 28th September
10.30am - 12noon

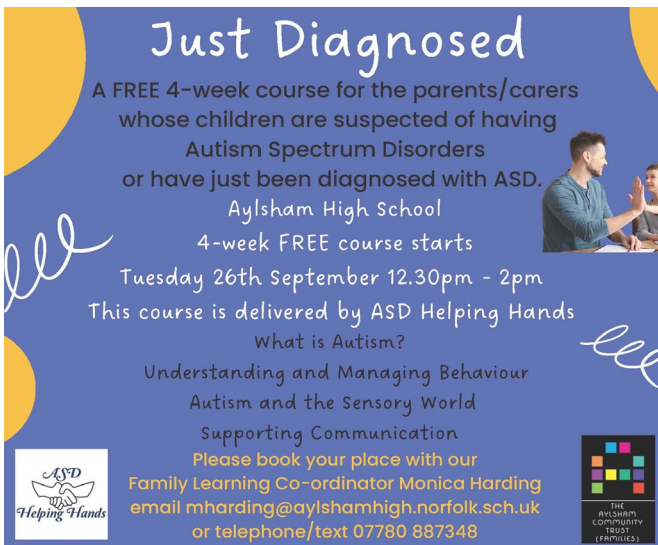
SEND cafe's are new to AHS this year, we hope to offer them on a termly basis to provide signposting and support whilst working together with you to help shape our future SEND provision.

Please book your place via Eventbrite.
<https://AHS-SEND-CAFE.eventbrite.co.uk>

Coffee & Cake will be served.

If you have any questions please contact
Monica Harding our Family Learning Co-Ordinator
07780 887348 or mharding@aylshamhigh.norfolk.sch.uk

THE AYLSHAM COMMUNITY TRUST (FAMILIES)



Just Diagnosed

A FREE 4-week course for the parents/carers whose children are suspected of having Autism Spectrum Disorders or have just been diagnosed with ASD.

Aylsham High School
4-week FREE course starts
Tuesday 26th September 12.30pm - 2pm

This course is delivered by ASD Helping Hands

- What is Autism?
- Understanding and Managing Behaviour
- Autism and the Sensory World
- Supporting Communication

Please book your place with our Family Learning Co-ordinator Monica Harding
email mharding@aylshamhigh.norfolk.sch.uk
or telephone/text 07780 887348

THE AYLSHAM COMMUNITY TRUST (FAMILIES)

It is our belief that the more families are informed about the progress of their child, the more they are in a position to encourage and support. We report to families on a termly basis using SIMS Parent as well as daily updates on each child's attendance, behaviour and rewards.

During our parents' evenings from year 7 to 11, families can also book an additional appointment with our SENDCo.

Throughout the year our Family Learning Co-ordinator, alongside external professionals, runs courses to support families that want to find out more about specific areas of SEND.



12. Our SEND Team

Our team has highly qualified staff with a broad range of experiences and qualifications. We benefit hugely from both Kathryn Garnham and Danny Sweatman holding the National Award for SEN Co-ordination (NASENCO) as well as an experienced Assistant SENDCo. We have three teachers that teach students specifically within our nurture provision and three Higher Level Teaching Assistants (HLTAs) that work across our nurture provision, link room and supporting our looked after children (LAC). We have a brilliant team of Learning Support Assistants (LSAs) who deliver in class support, specific and tailored interventions to small groups and individual students. Our SEMH team, led by our SEMH Officer also continues to grow, working across our trust schools.

Our team has considerable skill and experience, and we are proud of our staff as they strive for CPD. CPD is delivered through SEND Team departments meetings and ‘good practice’ sessions throughout the year. These can relate to specific SEND needs or the sharing of new guidance and advice to staff when working with our students. We have recently offered opportunities for staff training, with CPD sessions on dyslexia, ASD, adult and child mental health and Step On training to support our behaviour policy.

Throughout the year we run Teaching and Learning Communities (TLC) that provide opportunities to reflect and refine our approach to teaching and learning. The sessions look at the latest research whilst ensuring that we draw on the great stuff that happens in our own classrooms day in day out. Supporting students with SEND is at the heart of these sessions, including a specific SEND focus during the year. Our SENDCo also delivers training across four evenings, supporting colleagues throughout the school. We believe, **‘All teachers are teachers of children with Special Educational Needs’** (SEND Code of Practice: 2015).

As a SEND Team, we also find what our Norfolk Inclusion and SEND Team provides is valuable, ensuring we keep up to date with training, guidance and advice to ensure we are delivering the best practice for our students with SEND.

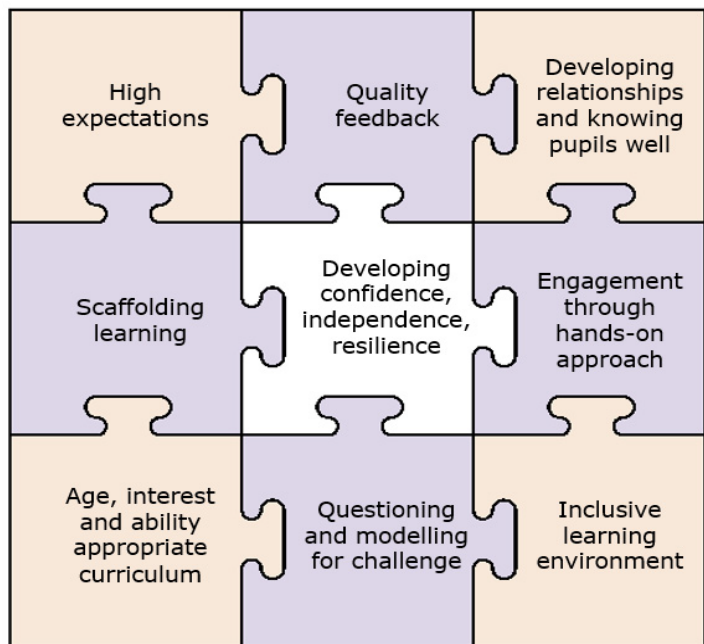
13. Quality First Teaching

Quality First Teaching was developed from, ‘Personalised Learning – A practical guide’ (2008). It highlighted the importance of relationships between the teacher and students and encouraged higher expectations through higher levels of support for all students to succeed. The SEND code of practice states;

‘High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.’

SEND Inclusion Jigsaw

Inclusive high-quality teaching ensures that planning and implementation meets the needs of all students, and builds in high expectations for all students, including those with SEND.

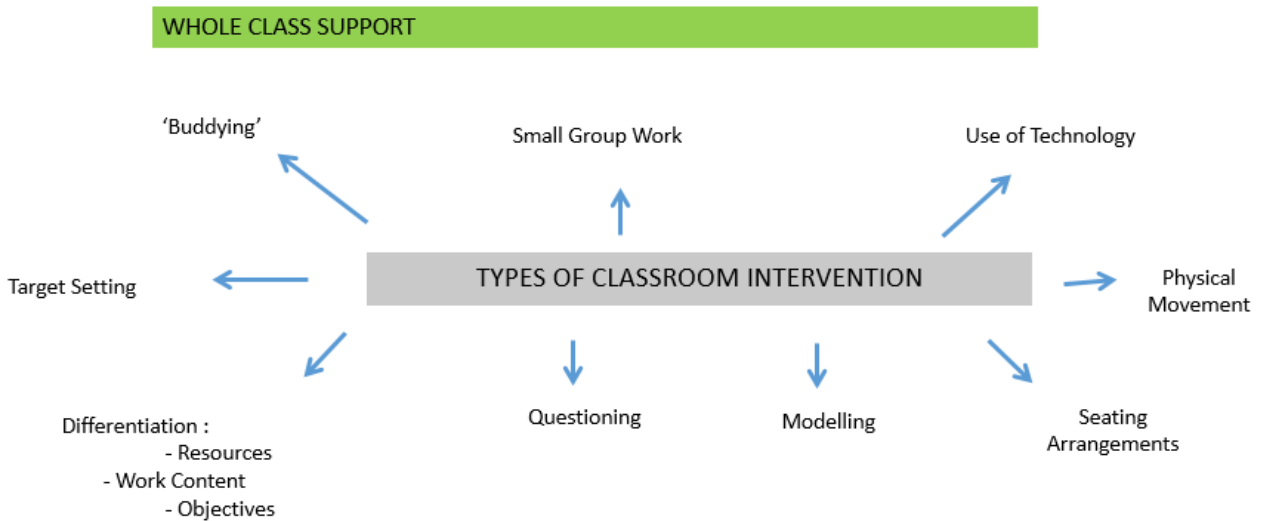


We are also aware that some of our students require an educational provision that is additional to or different from this. We may therefore seek advice from our SENDCo and/or our SEMH officer to explore how best to support our students. We also have regular contact with the Inclusion and Opportunity service who are able to offer support on overcoming barriers to inclusion for students who may be vulnerable to underachievement.

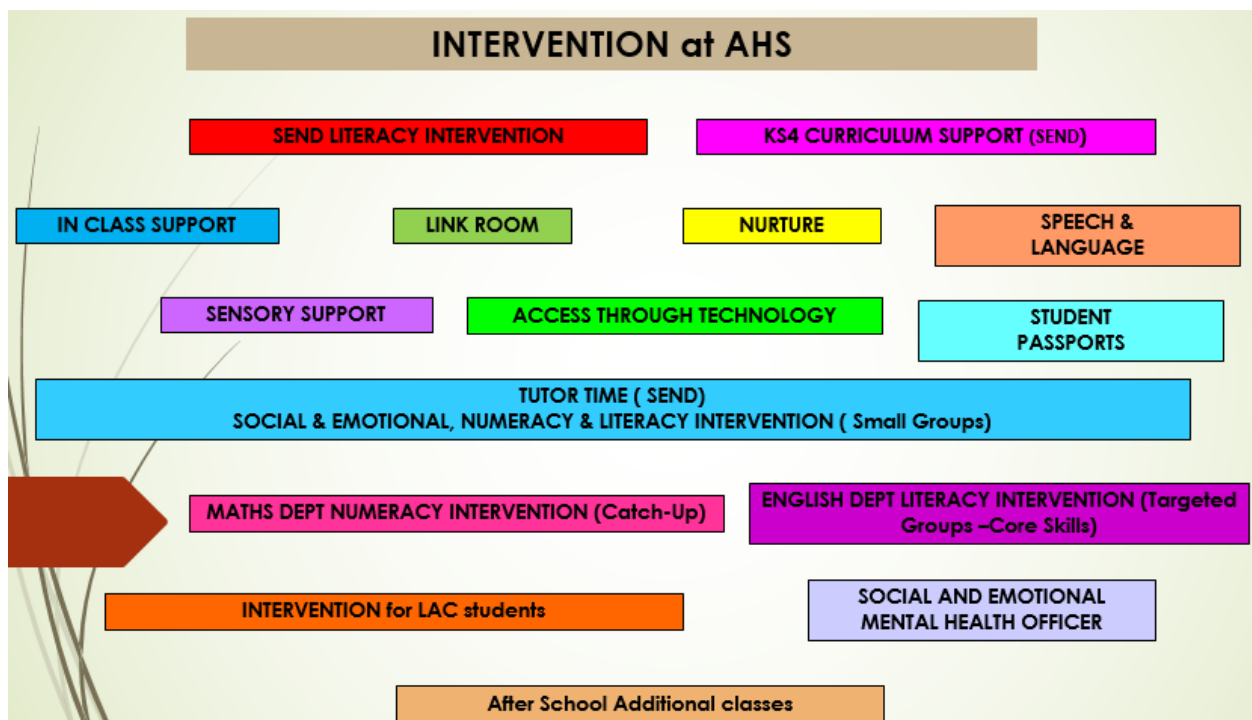
If we require any further support, we may communicate with external professionals including GPs, educational psychologists, specialist teachers, dyslexia outreach, speech & language therapists (SaLT) and occupational therapists. We may also seek to borrow equipment from Access through Technology or Sensory Support to aid the removal of barriers to access learning.

14. Supporting our students with SEND

Our teachers use a variety of strategies to enable access to our curriculum whilst trying to ensure maximum engagement of our students. These may include:



A student with SEND may require an additional intervention to meet their needs outside of the classroom environment. We provide numerous interventions that students can access following a graduated approach. This is achieved alongside families and students. These include our Read Write Inc. Fresh Start programme, Accelerated Reader and Secondary Language Link. Further examples of these interventions can be found below:



15. Our Nurture Provision



Our award-winning Nurture provision provides an inclusive and aspiring pathway for vulnerable students, removing barriers to learning and ensuring that their academic, social and emotional needs are met.

Our aim is to;

- improve attendance and attainment by building confidence and self-esteem
- support parents and carers to become real partners in education
- empower staff as they see the progress the students are making
- promote inclusion, making AHS a place where all students can flourish
- teach students how to make good relationships with adults and each other
- ensure students have the opportunity to access a full curriculum offer

The provision incorporates the six principles of Nurture;

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of self-esteem
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives



Year 7 is a small teacher-led group, supported by two learning support assistants (LSA) and a lead intervention teaching assistant (TA). The group primarily addresses the challenge of transition for our most vulnerable learners. It also helps to ensure students are given the academic, social and emotional support they need at this hugely significant transition point. The class is named The Eagles – soaring high, with the opportunity to ‘fly the nest’ into our mainstream provision. Students are carefully selected according to their individual profile of needs identified from primary school and families.

70% of The Eagles curriculum time is spent in the Nurture Centre where we study; English, maths, world views and beliefs, enterprise, SEMH sessions, motor skills and working memory activities.

The Eagles also get the opportunity to access the curriculum with teaching staff outside of the Nurture Centre; science, humanities, French, computing, PE, PSHE, music, art, food and nutrition, drama and DT.

Year 8 and 9 students continue to be immersed within our Nurture Provision but follow one of two pathways that best suit their needs;

- Students that require an adaptive curriculum, supporting cognition and learning within a safe and consistent environment
- Students that can be supported within a small, supportive group within our mainstream setting

Year 10 and 11 students will begin to be integrated into our wider school. Where required, students will remain part of a smaller group and continue to choose their very own pathway to success within the option process. From entry-level courses to full GCSEs, we aim to offer our students a curriculum with extensive choice and flexibility to ensure both enjoyment and achievement. Although our Nurture students in KS4 are no longer taught within our Nurture Centre, they know it is always available to them. We find care and guidance can become most effective when school becomes overwhelming.

Students have the opportunity to increase their time within our mainstream setting throughout their whole Nurture journey. Their needs are regularly reviewed through academic and social and emotional assessments.

16. Our Link Room / The Hub

Our link room provides support to students with social, emotional and mental health difficulties and medical needs. We provide them with a calm and safe environment to talk and compose themselves in order that they can return to their lessons and continue their learning. The link room also has a wide variety of wellbeing and academic support with access to work from their timetabled subjects.



Our link room officer works closely with staff across our school to ensure that all of our students are supported when required. This can be specifically timetabled or on a drop-in basis. The link room is also open before school, break times and lunchtimes for students to make new friends, complete homework and talk to a member of our pastoral team.

The Hub, which is based opposite our main reception, provides a consistent, welcoming and safe space for students to use prior to starting their school day. The aim of The Hub is for staff to support with reducing any anxieties and addressing any concerns before entering the school building.

Our Curriculum

Our students with SEND have a wide and varied curriculum at AHS and achieve fabulous outcomes academically and socially and emotionally. In line with national policy we believe that the majority of learners should follow the English Baccalaureate range of qualifications up until the age of 16. However we also firmly believe that a rounded education goes significantly beyond these core subjects. From year 9 all students can choose one subject per year as an option. This gives students the freedom to experience a broad range of practical and arts subjects. These include our I.C.E. course (Independence, Confidence and Employability), construction and health and social care. Further information about our subjects can be found by visiting:

www.aylshamhigh.com/learningsubjectsahs

17. Transition – Year 7

Transition is an important stage in all students' lives. Our new year 7 induction days are planned to ensure our students receive a positive experience and therefore look forward to September. During induction days our SEND team work closely with colleagues to support students highlighted by their primary schools during meetings where our SENDCo meets with key staff so they can share information to support making transition as smooth as possible. During these meetings, the year 10 Friendly Faces, our anti-bullying and peer support group, organise activities for the students to help remove any worries or concerns they might have.



Transition – Post 16

We also work closely with our students, families, post 16 providers and importantly our very own Careers Guidance Advisor to find the most appropriate courses and placements for our students with SEND. **The Baker Clause (2023)** ensures our students with SEND have access to all colleges and training providers to discuss non-academic routes that are available to them.

We are also able to support families with referrals to a **TITAN Travel Training scheme** if students may require support with building confidence and increasing independence to use public transport. Further information can be found at:

www.norfolk.gov.uk/education-and-learning/school-and-college-transport/titan-travel-training

AHS will ensure that all students with SEND complete applications, attend interviews and secure placements in preparation for their post 16 provision.

18. Extra-Curricular Activities

As well as our formal curriculum we are keen to promote extra-curricular activities. Many of our students with SEND choose to represent the school in sports, take part in drama and music events, join our Young Chamber or complete the Duke of Edinburgh Award programme at bronze, silver and gold level.

We also offer a number of overseas visits which provide students with opportunities to expand their learning and bring the curriculum to life. These trips also allow students to learn about different cultures whilst developing life skills and social experiences. Locations visited include Canada, Berlin, Iceland and Italy.

We will make any reasonable adjustments to meet the needs of our students with SEND and to give them every opportunity to access the extra-curricular activities we have on offer.



Looked After Children (LAC)

Young people who are in the care of the local authority and who also have a special educational need will receive support appropriate to their specific need. Students have access to additional pastoral support and regular mentoring sessions.

The SENDCo and Officer for Looked After Children (LAC) will liaise with carers and social workers. They will attend personal educational plans (PEP) and LAC review meetings to bridge the gap between home and education.

19. Funding

Aylsham High School receives funding directly to the school from the Local Authority to support the needs of our students with SEND. This is described in the SEN memorandum. The amount of funding we received for 2025-26 is £ 609,042.

If you would like further information regarding funding, please visit:

www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/schools/sen-funding-for-schools



Pupil Premium (PP)

Our SENDCo is in regular communication with our pupil premium lead due to the clear overlap present amongst our students with SEND and those students eligible for pupil premium funding. AHS uses this funding to help unlock the learning potential of our pupil premium students and to narrow the gap in educational development between those of underprivileged backgrounds and their peers.

For further information, please visit our website:

www.aylshamhigh.com/pupilpremiumahs

20. Feedback

At AHS, we regularly welcome feedback. Please find below emails our SEND team have received:

‘I’ve thoroughly enjoyed working at Aylsham High, which is one of my favourite schools, and one I wouldn’t hesitate to recommend to any parents.’ **Qualified Teacher of Deaf Children and Young People and Psychotherapeutic Counsellor**

‘I would like to take this opportunity to give a massive thank you to yourself, Mrs P and the nurture team for the support, kindness and time you have given us and especially L during her time with you. She has come on leaps and bounds and hopefully this can continue into college. We appreciate all you have done and very glad we made the right choice in high school. Thanks once again.’ **Parent – Year 11**

‘Just wanted to say a massive thank you for getting me through my first few high school years. I’m sure you hear this a lot but I honestly couldn’t have done it without you all. I wouldn’t have managed without the foundations I built in nurture. I know in the grand scheme of things these 5 years are barely anything, but to us they are such character building and shaping years. I feel like I’ve evolved into a completely different person since I went back to mainstream. A person that I’m much happier to be (thanks to nurture’s help). It’s always so comforting to see you around the school, knowing that you’re all being there for the younger eagles like you were there for me. Anyway, sorry about this ramble but thank you so, so much. You provided me with incredible experiences and a great support system! Good luck with the future Eagles!’ **Student – Year 11**

‘I just wanted to email to thank yourself and your lovely staff for welcoming myself and H to your open evening. High school has been a big ‘no go’ subject with H, however since she left Aylsham tonight, she has been so happy and excited. She keeps asking when I can apply, which is amazing and quite frankly I never thought I’d see the day!’ **Prospective parent – Year 6**

21. Policies

Our school website contains our policies relating to SEND. These can be found using the link below. We can also provide you with a paper copy. Please just ask at our office.

www.aylshamhigh.com/policiesahs

Further Support

Please reach out to our SEND Team if you would like any support with accessing any further information. Additionally, click on the images below for external advice and guidance.



Just One Norfolk – Helps families, children and young people in Norfolk access the right services for advice and help.



Norfolk SENDIASS – Provides free and impartial information, advice and support about SEND for children, young people, parents and carers.

If you can't find the information you need to support children and young people with SEND, or those at risk of exclusion, you can now call the Norfolk County Council SEND and Inclusion Support Line on **0333 313 7165** and speak to a professional for advice and information. The phone line is available on weekdays from 9am until 5pm. The team can give advice on specific children or groups of children and young people with SEND. They can also provide support to help prevent exclusions.