



Swaffham C of E Primary Academy

Special Educational Needs and Disability Policy

'With knowledge anything is possible'

Our vision: To inspire children, their families
and staff to **SHINE LEARN BELIEVE BELONG**
so our children achieve their very best, leaving us as
confident, happy, resilient learners.

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Person Responsible:	Deputy Chief Executive Officer

Our Christian Ethos and Values

All policies within the Diocese of Norwich Education and Academies Trust hereafter referred to as “the Trust”), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

We have high ambition for all, and we truly value the wider educational experience.

We walk and talk our Christian values. We put people at the centre of the organisation and want to see them flourish and grow. Our schools are inclusive, welcoming those of all faiths and none.

Overall accountabilities and roles

The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation for each academy it sets out the responsibilities of the Trust, its Executive Officers, the Local Governing Body and the Principal/Headteacher. The Principal/Headteacher of each academy is responsible for the implementation of all policies of the Trust.

All employees of the Trust are subject to the Trust’s policies.

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This Policy is incorporating the Special Educational Needs information in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and to be read in conjunction with the Academy SEND Information Report (see Appendix 1) From 1 September 2014, Part 3 of the Children and Families Act 2014, its associated regulation Code of Practice will be in force, and all organisations must have regard to the Code of Practice. Broad areas of SEN are detailed in paragraphs 6.28-6.35 of the Code of Practice:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

This Policy document takes account of the Equality Act 2010 and the regulations under the Children and Families Bill September 2014

Policy Statement

All pupils in the DNEAT family of Academies are entitled to support for their individual needs enabling them to develop skills, knowledge and understanding to ensure they meet their potential.

Swaffham CofE Primary Academy (hereafter referred to as “the Academy”) believes that:

- All pupils with SEND are entitled to a broad and balanced curriculum.
- Pupils’ learning occurs alongside their emotional, physical and spiritual development.
- All teachers within the Academy schools are responsible for meeting the needs of their pupils using Quality First teaching.
- All staff will use their “best endeavours” to meet the pupil’s needs.
- Parents/Carers play an important role in each Academy supporting their pupils.
- Pupils are expected to be active learners and will be consulted alongside their parents/carers to secure their success within each Academy.
- Pupils should be educated in a happy, caring and stimulating environment where everyone feels valued and able to achieve the best that they can.

What is a Special Educational Need?

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

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning that requires provision that is in addition to or different from others
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of practice September 2014)

What is Disability?

The Equality Act 2010 definition 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 Equalities Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young

people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Aims and Objectives of the SEND Policy are

- That all pupils access an ambitious curriculum.
- To provide quality first teaching.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain the high levels of satisfaction and participation from pupils, parents and carers.
- To map provision for all vulnerable learners to ensure that staffing deployment, resource allocations and choice of interventions is leading to good learning outcomes.
- To promote pupils' self-esteem and emotional wellbeing to help them form and maintain worthwhile relationships based on respect from themselves and others.
- To provide continuing professional development so that staff will feel they have the expertise to meet the pupil's needs.
- To work in a cooperative partnership with the Local Authority and other outside agencies to ensure a multi-professional approach is utilised for the best interests of vulnerable learners.

Whole Academy strategies to support pupils with SEND

- Pupils will have access to Quality First teaching - examples to be referenced within the SEN Information Report. Class and subject teachers may be supported, where appropriate by teaching assistants or other experts who provide individual or group support dependent on the identified needs of the learner.
- The four-part graduated response introduced in the Code of Practice 2014 will be utilised to identify those pupils who need additional SEND Support. The graduated response is an ongoing cycle of assess, plan, do, and review.
- Those pupils who have 'significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions' may have either a Statement of Special Educational Needs (prior to September 2014) or an Education, Health and Care plan (post September 2014). These pupils will have an Annual Review.

Roles & Responsibilities

All staff at the Academy have responsibility for implementing this policy and to maximising the achievements and opportunity of all pupils with SEND and vulnerable learners.

The Headteacher is responsible for ensuring the policy is implemented consistently and effectively. The progress and strategic decision which ensure pupil's reach their potential is the key responsibility of the Headteacher.

Progress of all pupils with SEND and vulnerable learners will be demonstrated through:

- Analysis of attainment and progress data
- Analysis of progress through the 7Cs
- Consideration of the whole academy provision map

- Pupil progress meetings with individual teachers
- Individual learning plans, which are in addition to or different from typical curriculum provision
- Regular meetings with the Special Educational Needs Coordinator (SENCO)
- Discussions with parents/carers and pupils.
- Case sampling

The Headteacher must ensure that the Academy publishes an Academy SEND Information Report (appendix 1) on its website as set out in the Code of Practice.

The Headteacher and local governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO).

This person will complete the following tasks in order to fulfil the Code of Practice 2014:

- Identify pupils with a special educational need and those who are disabled and those with a medical need
- Develop a Provision Map which evidences provision that is 'additional to or different' from the curriculum for all pupils with SEN in the Academy.
- Coordinate provision for pupils with SEND.
- Liaise and advise class and subject teachers as necessary.
- Manage teaching assistants employed specifically to support pupils with SEND.
- Oversee the records of pupils with SEND
- Identify and then contribute to in-service training for staff within the school.
- In conjunction with the class/subject teacher liaise with the parents/carers.
- Coordinate the Annual Review for pupils with Education Health and Care plans.
- Monitor the Academy's system of Learning Plans or Pupil Passports.
- Liaise with the Academy Governors, keeping the link Governor up-to-date with key national and academy-based issues.
- Attend meetings or training specific to the role of SENCO as appropriate.
- Liaise with visiting professionals who support the vulnerable learner.

The Class or subject teacher will in consultation with the SENCO

- Agree which pupils are vulnerable learners and those who may have SEN or are disabled or have a medical need.
- Identify which pupils are underachieving and need to have access to additional interventions but do not necessarily have SEN.
- Identify which pupils require additional support due to their special needs and therefore need a Learning Plan or Pupil Passport.
- Secure good teaching outcomes by providing quality first teaching and reasonable adjustments as a standard classroom technique.
- Ensure pupils have access to appropriate support, including resources, to ensure the barriers to learning are reduced.

Staff training

All staffing appointments to support pupils with SEND and vulnerable learners will be carried out in accordance with Equal Opportunities legislation, employment law, safer recruitment and best practice. It is an expectation that all SENCOs will have or study for the 'National Award in SEN Co-ordination'. Staff training will be offered as needs are identified.

Partnership with Parents / Carers

In line with the Code of Practice 2014 Parents/Carers are vital partners in the pupil's journey through their Academy life. There will be regular parents/carers consultation events which will bring the two parties together to ensure that their pupil's reaches their potential.

The Code of Practice very much places the parents/carers and their child at the centre of the support and ensures their voices and opinions are heard in the partnership with the Academy. Parents/Carers are encouraged to speak directly to their child's class or subject teacher if any need arises.

Voice of the Pupil

The Academy recognises the emphasis placed on educational establishments to ensure that pupils are consulted where appropriate, are part of the monitoring of progress and are involved in decisions around their education.

To achieve this the Academy will encourage pupils to express their views about their learning, help them to identify their own targets and needs and be part of the graduated response.

Monitoring

The impact of this policy will be monitored through regular review and feedback from staff, children and parents/carers.

The outcome of this monitoring will be reported to Governors and will impact on future development of associated policies and practice.

Review

The policy will be reviewed annually or earlier if relevant.

Links to Other Policies

- Behaviour Policy
- Inclusion Policy
- Accessibility Policy
- Safeguarding Policy
- Complaints Policy
- PSHE Policy
- E-Safety & ICT Acceptable Use Policy
- Harassment & Discrimination including Racial Abuse Policy

Swaffham C of E Primary Academy SEND Information Report



At Swaffham Primary Academy, we believe that every child is unique and valued. We are proud to be part of their learning journey, supporting them to grow in confidence, develop a love for learning, and shine in their own special way.

Our school is a warm and welcoming community where every child belongs. We celebrate differences, nurture strengths, and provide the support each child needs to thrive.

Together, we create an inclusive environment where all children can believe in themselves, achieve their best, and feel a true sense of belonging.

At Swaffham Primary Academy our pupils shine, learn, believe and belong.

Welcome to our **SEND information report** which is part of the Norfolk Local Offer for learners with Special Educational Needs and disabilities (SEND.) All governing bodies of maintained schools, maintained nursery schools and Academies have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

At Swaffham Primary Academy we are committed to working together with all members of our Academy community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.



Nicola Kaye
Headteacher



Syreeta Rice
SENDCo/Deputy Head



Beth Sleet
SEN Teacher

If you think your child may have SEND please speak to their Class Teacher initially who will liaise with the SENCO. You can reach the SENCO directly by telephoning or emailing the school office 01760 721831.

Our Approach to Learners with SEND

At Swaffham Primary Academy we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our Academy and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the Academy.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our Academy community. We monitor progress of all learners, staff continually assess ensuring that learning is taking place. Our whole Academy system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

At Swaffham Primary Academy, we value:

Learning for all

Our community of Swaffham Church of England Primary Academy consists of our amazing children, wonderful staff, fantastic families, our great Governing Body, our supportive Trust and Swaffham community itself. We all work together to ensure that every child has the very best educational experience. We achieve this by supporting every child to feel that they truly belong at Swaffham Primary, to our community, and that they know they all have the opportunity to shine. We enable them to understand their own strengths, believe in themselves and all of the good in the world through our Christian values. Alongside this we support every child to learn about themselves, friendships and social interaction as they navigate and grow as they experience our broad and balanced curriculum.

Ofsted (June 2023) recognised our provision for SEND pupils was **GOOD**;

“The SEN coordinator works effectively with external agencies, specialists and teachers to ensure that pupils get the best support. In addition, she ensures that pupils’ needs across the school are monitored regularly so that any barriers for learning are immediately identified.”

At Swaffham Primary Academy we are proud of every member of our school community and we have a very firm belief that every single learner deserves our very best efforts in order to reach their potential, to shine. We support our SEND learners to identify their strengths, build on their self-esteem, communicate effectively through a variety of means and above all, believe in themselves, establish a sense of identity and make great progress across every aspect of school life.

Our ambition for SEND pupils is for everyone

- to know that they **belong**
- have a broad and balanced curriculum
- have high aspirations for themselves
- make good progress
- understand their own strengths and areas for development
- be proud of their achievements

Swaffham CE Primary Academy is an inclusive school with a commitment to working together with all members of the school community. We work with our pupils and their families to meet the needs of all learners, to put in place the right support so that they can make the best possible progress with their learning.

At Swaffham CE Primary Academy, we offer a nurturing, child-centred environment driven by inclusion, with mental health at the heart of all we do. We strive to meet the needs of every learner through adaptations, adjustments and creativity.

Swaffham Primary Academy is an inclusive school with a Christian ethos. All children are encouraged to work with and support each other, regardless of the level of their needs. The importance of mental health is at the heart of all we do. We believe children thrive when they know they are heard and valued.

“Support for pupils’ well-being is a strength of the school. The nurturing environment and the precise support for pupils and families ensures that the most vulnerable pupils receive the support they need and are consequently prepared for their learning.” (Ofsted, 2023)

Children have a voice through our School Council and our culture of mental health and importance on pupil voice. Teachers place a great deal of importance on mindfulness to support a calm, warm environment where children feel safe to be themselves. Through the support of our SAFS (Student and Family Support) team we ensure that those who feel vulnerable have someone to turn to. For those children who wish to delve deeper into their thoughts and feelings, we facilitate Pupil Voice which is very much a child led way of exploring one’s voice, thoughts and feelings. We believe strongly that families and schools must work together in the best interests of the children and do our best to involve families as much as possible in their children’s education.

How we identify SEND

At different times in their Academy career, a child or young person may have a special educational need. The Code of Practice 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 Academy 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: or**
- (b) 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 Academies or mainstream post-16 institutions.”**

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in the Academy for lots of reasons. At Swaffham Primary Academy we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

2025-2026 SEN Profile

Pupils in Nursery to Year 6		
Total number of pupils	214	
Pupils with a SEND profile	34	16.9%
Pupils with an EHCP	17	7.9%
Pupils at SEN support	19	9%
Pupils in Reception to Year 6		
Total number of pupils	203	
Pupils with a SEND profile	32	15.7%
Pupils with an EHCP	16	7.8%
Pupils at SEN support	18	8.86%

Our EHCP percentage is above national, with the national being 5.3%, whereas we have 7.9%. This is because we have an ESP that is thriving and supporting pupils across our Academy with a predominantly profile of neurodiversity. Our children who receive SEN support is at 9% which is lower than national. This is because our universal offer readily supports and equips children who are below age-related expectations, to experience success. Children who do require something in addition to or different from, or who do not make sufficient progress with our universal offer, are then given the support of our APDR cycle.

Our universal offer is strong. Below, you can see an example of one area of our provision (cognition and learning) that outlines most, but not all, of our universal, targeted and enhanced offer.

Cognition and Learning 7Cs Cognition: working memory, speed of processing, inference, anticipation, reflection, evaluation, analysis Curriculum: all areas Creativity: generate ideas, problem solving, attention, motivation, making things						
Universal	Seating plan retrieval practice pre-teaching mind mapping pupil voice adaptive teaching Use of laptops questioning protocols lesson format presentation teaching and learning framework Pastoral and SENDCo support PSHE/RSHE line order Thrive and Norfolk Steps approach and culture Training whole staff Norfolk Steps, Thrive, SEND, Speech and Language Consistent visuals across the Academy: visual timetable, Jolly Phonics Sound Mats, tricky words, working walls, labels for drawers/books, now/next boards, number mats/lines flexible grouping Salford reading Maths meetings Jolly phonics assessment Scaffolding chunking repeating instructions checking for understanding allow extra time for completion of work Additional printed resources eg pictures from PowerPoint key vocabulary lists clear and consistent routines; a predictable environment collective and worship Be aware that the child's facial expressions may not reflect their feelings and the child may not understand your jokes/puns/facial expressions/gestures etc					
Targeted	Sensory circuit small group curriculum delivery (eg TA/Teacher group) small group in class support dough disco Online subscription small group intervention fine motor targeted support supporting memory and speed of processing targeted support Online intervention subscription: Reading Eggs Privacy board Gross motor targeted support SATs/Phonics boosters					
Enhanced	1:1 curriculum delivery 1:1 support in class 1:1 intervention individual assessment (eg EP, Dyslexia) Highly individualised curriculum delivery phonics for SEN workstations number sense engagement model sensory story charanga for SEN write dance					

The majority of children's primary SEN is Communication and Interaction including both Social Communication and also Speech, Language and communication. 53% of pupils with SEND at our school have a primary need of communication and interaction. This includes, but is not limited to, Autistic Spectrum Disorder (ASD). This figure usually increases in the Autumn Term when we identify pupils in Early Years with who need speech and language support.

It is important to note that many SEND pupils do have more than one area of need, and although their primary need may be Communication and Interaction or Cognition and Learning, they may still have support for SEMH. This is reflected in the Therapies we offer and our focus on mental health and well-being throughout the school.

How we assess SEND

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a barrier to learning. At Swaffham Primary Academy we ensure that assessment of educational needs directly involves the learner, their parents/carers and of course their Teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning. In addition to this, our Special Needs teacher will support the SENCO with their expertise. Together, we can use a range of assessment tools available within Academy.

For some learners we may want to seek advice from specialist teams. In our Academy and cluster, we have access to various specialist services but may have to be commissioned from our Academy budget. We have access to services universally provided by Norfolk County Council, which are described below.

The agencies used by the Academy include:

- ASD specialist support assistant team,
- We have limited access to an Educational Psychologist

- Mental Health Support Team including referrals to CAMHS (Child & Adolescent Mental Health Service)
- Attendance Officers
- ATT, Access through technology services. (Profession or medical referral only)
- Virtual Academy for Sensory support, to support pupils with hearing/visual Impairment
- Children's Therapy Team (Speech & Language/Occupational Therapy/Physiotherapy)

We are also part of a Zones of Inclusive Practice (ZIP) and have regular Team Around the School (TAS) meetings with SEND and Inclusion.

What we do to Support Learners with SEND

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2021 detail the expectations on all teachers, and we at Swaffham Primary Academy are proud of our Teachers and their development. Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables and Now and Next boards
- Writing frames
- I-pads, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Sound mats, number lines and concrete resources in Maths
- Headphones, wobble cushions, fidgets
- Assess, Plan, Do, Review
- Provision Expected at SEN Support advice and guidance



Our Assess Plan Do Review (APDR). We use the language of the 7Cs which is taken from Judith Carter's 7Cs approach to assess, plan, do, review which is a Trust wide initiative following substantial and ongoing training and networks with Judith. The 7 areas are:

- Cognition
- Communication
- Creativity
- Control
- Compassion
- Coordination
- Curriculum

Within each area there are many sub areas. Pupils will have strengths and areas for development across all areas. Depending on the child's needs, whether they are at SEN support or have an EHCP, will depend on which area(s) we focus on as targeted support. A child who receives speech and language support, following a referral, may have an

additional area of need or their APDR cycle may consist of the speech and language target(s) alone. The decision will be in collaboration with the child and the family. The teacher will then assess where the child is at, their baseline, and what their next steps are. One way to assess is to use the **7Cs Assessment Tracker**. Other ways include a variety of assessments such as Pixl, Boxall profile, Thrive assessment and advice and assessments from other professionals, such as speech and language.

The teacher will record the SEND provision within the class, review progress and talk with the child to determine how best to support progress and development moving forward. This can all be found in the child's **Individual Support Plan (ISP)**. The learner and their family contribute to this. A meeting is offered with the child and their family, to discuss their child's SEND needs and how the teacher is supporting their development. The voice of the child and the voice of their family are integral to this process. Any teaching assistants who work with the child have the opportunity to contribute in conversations with the class teacher and, in some cases, they attend the shared meeting. The child will be given targeted outcomes to work towards and both school and home will work together to support this. These targeted outcomes are additional to first quality teaching and work alongside adjustments made within the classroom. These outcomes and steps to success will be recorded in their **Individual Support Plan**. Regular meetings and reviews occur at least termly. Additional meetings can and are arranged, as needed, to meet the needs of all learners.

The [Provision Expected at SEN Support \(PEaSS\)](#) document is used to support understanding and application of provision available for all children at the universal level, for more targeted support, and then also for enhanced (specialist) support, where needed. The support we put in place is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Swaffham Primary Academy to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change. We are also able to promote consistent practice across all the Academies/ Schools in our cluster ensuring equality of opportunity.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the Academy.

We are a Thrive school. Thrive is a whole school approach to well-being to improve attendance, behaviour and attainment. It offers specialist support for individuals, small groups and whole class in order to meet the needs of every learner. We have two qualified Thrive Practitioners, Nicholle Smart and Louise Mueller. They became qualified Thrive Practitioners in January 2023. Our Year 2 class teacher, Debbie Mann, has also completed the Thrive Practitioner training.

If you would like to find out more about Thrive please speak with Mrs Rice our SENDCo, Mrs Curtis our SAFs Lead, Mrs Kaye our Head teacher or one of our Thrive Practitioners; Nicholle Smart, Louise Mueller and Debbie Mann. You can also



read more on their website:

<https://www.thriveapproach.com/about-thrive/about-us>

The **ZONES** of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Worried Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Stalled Out of Control

We are a **Norfolk Steps** school. Norfolk Steps is a whole school approach and culture to support positive behaviour. We understand that behaviour is a form of communication and that it is important to listen to and meet the needs of the whole child, holistically, in order to address behaviour. One strategy we use to support emotional literacy is the zones



of regulation.

We have developed our own bespoke provision for pupils with complex neurodiversity needs with a highly individualised curriculum that maps out the pathways children with complex special educational needs can take along their educational journey to ensure progress for all. This provision is called Red Foxes and you can read more about this on our website.



This provision includes supporting children with complex needs to spend time in their base classes, with their age appropriate peer group. This approach is very child-centred and depends on the complexities of need, the pathway for the young person in terms of specialist provision or mainstream, as well as progress and emotional well-being.



The interventions we offer, called **Therapies**, are fluid and can change as the need changes to adapt to our pupils. Some examples of what we offer for our children are as follows:

Socially Speaking to develop effective social interactions.

Dealing with worries to develop understanding of why we worry and what it might feel like and how to deal with it.

Thrive to support social and emotional development.

Sensory circuit to regulate and organise, to be ready for effective learning.

NELI, Wellcomm and blanks levels to improve language and early literacy skills.

Reading Eggs for reading, spelling and comprehension development.

Phonics to target gaps in phonetic awareness, writing and reading.

Lego therapy to promote, support and develop positive social interactions.

Self-esteem intervention to support and nurture the development of a positive sense of self.



Our Lunchtime Friends, Prefects and Librarians all support other children to enjoy and access social opportunities at our school. Our Buddy bench takes pride of place in our wonderful, extensive outdoor area.

Funding for SEND

Swaffham Primary Academy receives funding directly to the Academy from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum. The amount of funding we received for the 2025 2026 financial year is **£201 036**. In order to obtain this figure we submit an INDES profile for all of our pupils with SEND, along with a Graduated Provision Map detailing the support and provision our children have access to. The local authority then decides about the amount of funding we receive. Submissions of these are requested by the local authority in preparation for the new school year as well as in February. The only reason to make a submission outside of these times is if there is a change in a child's needs or they no longer attend our school, or we get a new pupil join our school.

Individual 'top up' funding can be supplied from the Local Authority when they deem it appropriate and evidence suggests that it is needed.

How do we Find out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Swaffham Primary Academy. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and

ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan) the same review procedures take place, but the Statement or EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole Academy and monitored by Teachers, Senior Leaders and Governors. Our Academy and cluster data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra- curricular activities. At Swaffham Primary Academy this academic year we are offering a range of additional clubs and activities. These can be found on our Academy web page or by contacting our Academy Office.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head teacher or SENCO to discuss specific requirements.

All staff at Swaffham Primary Academy work within the Equality Act 2010. This legislation places specific duties on Academies / 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 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 children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children 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 follow this link

<https://www.gov.uk/equality-act-2010-guidance>

Individual medical needs are also identified and with Parents/Carers, a care plan is agreed.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in the Academy, having a new teacher, or moving on to another Academy, training provider or moving into employment. Swaffham Primary Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with the parents and child at their summer term review meeting. Transition to a secondary Academy of children with an EHC will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Have your say

Swaffham Primary Academy is part of the community. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

Useful links

www.norfolk.gov.uk/SEND

www.dfe.gov.uk

<https://www.justonenorfolk.nhs.uk/>

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

<https://www.place2be.org.uk/our-services/parents-and-carers/>

*Remember, at Swaffham Primary Academy you are part of a community who cares;
together we will support your child through their educational journey to believe in
themselves, to grow and learn, to know that they belong and to shine. Through knowledge,
anything is possible and together we are stronger.*