



SEN Information Report for St Clements Hill Primary Academy 2025-2026

Part of the Norfolk Local Offer for Learners with SEN

This SEN information report should be read in conjunction with The Broad Horizons Education Trust's Special Educational Needs Policy (T39), the additional information that follows is specific to St Clements Hill Primary Academy and therefore makes up the SEND Practice for the Academy.

Review date: September 2026

Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Norfolk that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

The full Norfolk SEND Local offer can be found here;

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

At St Clements Hill Primary Academy we are committed to working together with all members of our Academy community. We will continue to evaluate this local offer with pupils, parents/carers and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

Our SEN team consists of:

Ella Quinn: SENDCo, Inclusion Manager and LAC lead (National Award for SEN coordination)

Lauren Woods: Deputy SENDCo

Faye Brown: Inclusion TA, Speech, Language and Communication champion

Governor Responsible for SEN: Amanda Barwick

Trust Inclusion Advisor(Broad Horizons Trust): Claire Keen

If you have specific questions please look at the Frequently Asked Questions in the Norfolk Local Offer, or contact the school. If you think your child may have SEN please speak to their Class Teacher or The SENDCo on 01603 984737.

Our Approach to Teaching Learners with SEN

At St Clements Hill 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 more 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 school. Our academy improvement plan is about developing learning for all and details are planned continued professional development (CPD) opportunities for all staff.

We aim to create a learning environment which is flexible enough to meet the needs of all learners and we monitor the progress of all learners to ensure that effective learning is taking place. Our academy system for monitoring progress includes regular pupil progress meetings, and staff engage in individual SEN meetings.

How we identify SEN

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

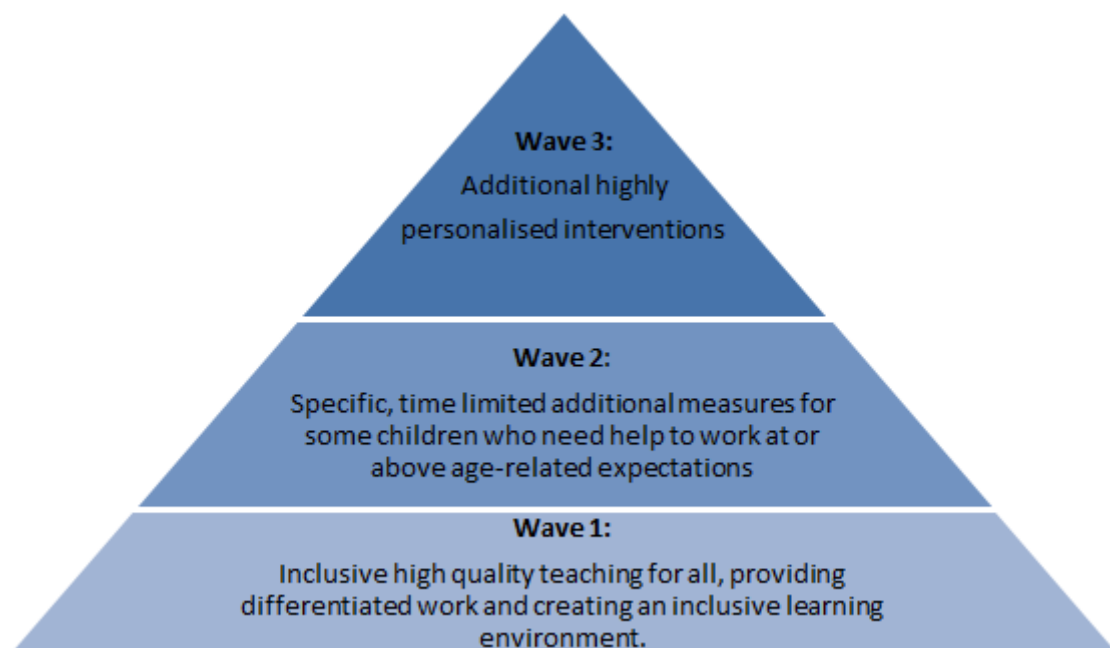
If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. Not all vulnerable learners have SEN; only those with a learning difficulty that requires special educational provision will be identified as having SEN.

The SEND Code of Practice identifies four areas of SEN:

- Communication and Interaction
- Cognition and Learning
- Social , Emotional and Mental Health
- Sensory and/or physical

There are 3 stages known as ‘waves’ that outline the provision that we provide for our pupils.



What should parents/carers do if they think that their child may have SEN

Parents are able to discuss their concerns with the class teacher who will liaise with the SENDCo to devise differentiated learning to target the issues in the interim. If after a period of additional support, progress is not made the Class Teacher and/or the SENDCo will contact parents to discuss the needs of the child and seek permission to refer to other agencies if necessary.

The decision to place a child on the SEND register or be highlighted for additional support is made by the SENDCo in the first instance in collaboration with teachers and parents.

Our SEN profile for 2025/2026 shows that we have 14.5% of children identified as having SEN, and 4.6% of those have an Education Health and Care Plan.

18% of children are identified as having SEN linked to Cognition and Learning

48% linked to Communication and Interaction

11% linked to Physical and Sensory

23% Social, Emotional and Mental Health

Assessing SEN at St Clements Hill Primary Academy and Nursery

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At St Clements Hill Primary Academy we ensure that assessment of educational needs, directly involves the learner, their parents/carers and of course their Teacher.

The 'assess, plan, do, review' cycle is completed three times a year, as a minimum.

The results are analysed by the class teacher and used to inform the 'assess, plan, do review' cycle.



- Data from assessments is compared against historic school data, in addition to comparisons with National statistics.
- The SENDCo tracks the attainment and progress of all children with special educational needs three times a year using the national curriculum, PIVATS and Thrive. Areas for concern are identified and this is fed back to class teachers and parents. Children complete formal assessments three times a year .
- A review will be held annually for children with an Education, Health and Care Plan. The review focuses on the child's progress towards achieving the outcomes specified in the plan with next steps for the forthcoming year identified.
- The attainment and progress of pupils with SEN is reported anonymously to governors.

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. These agencies include:

- **School Nursing Service**
- **Virtual School Sensory Support, Hearing and Vision**
- **Speech and Language therapist**
- **Educational Psychologists**
- **Counselling Services**
- **Benjamin Foundation**
- **CAMHS**
- **School to School Support**

We have access to services universally provided by Norfolk County Council, which are described within the Norfolk Local Offer. <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

What we do to Support Learners with SEN at St Clements Hill Primary Academy

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards detail the expectations of all teachers.

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- **Visual timetables**
- **Now and Next boards**
- **Writing frames**
- **Chromebooks, laptops or other alternative recording devices**
- **Use of coloured overlays**
- **Positive behaviour rewards systems**
- **Equipment, such as pencil grips, chews and fidget toys**
- **Sensory support equipment**
- **Interventions if appropriate**

Planning for children with identified Special Educational Needs may involve asking the appropriate agencies to offer advice. Assessments are undertaken and SMART (small, measurable, achievable and realistic targets) are devised to support the child in developing their learning with regard to their needs. Targets are agreed with the child and parents and are monitored for progress termly. All successes are celebrated collaboratively.

Children identified as having Special Educational needs are supported by trained support assistants who have a high level of expertise in the needs they are supporting. Additional small group and 1:1 learning, speech and language and social and emotional groups are offered to children with difficulties in these areas.

Each learner identified as having SEN, 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.

We record this support on a child's individual SEN Support Plan. This may be on a One Page Profile, Learning Support Plan, Pupil Inclusion Plan or Emotional Based School Avoidance Plan.

Funding for SEN

St Clements Primary Hill Academy receives funding directly to the academy from the Local Authority to support the needs of learners with SEN. This is described in an SEN memorandum. The SENDCo will apply to the

Local Authority for 'top up' funding for children with high needs using the INDES - Identification of needs descriptors in educational settings.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within St Clements Hill Academy. Parents/carers, pupils and staff are involved in reviewing the impact of interventions and adaptations for learners with SEN. 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, school staff, parents/carers and the 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 at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan) the same termly review conversations take place; the EHC plan will also be formally reviewed annually.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work.

The SENDCo is responsible for monitoring the quality and frequency of support and to monitor progress of the children with Special Educational and Additional Needs.

Other Opportunities for Learning

At St Clements Hill Primary Academy all learners should have the same opportunity to access extra curricular activities and enrichment clubs. We are committed to making reasonable adjustments to ensure participation for all.

All staff at our Academy 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 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

How does the school support children with medical conditions?

The school follows 'Supporting pupils at school with medical conditions.' Statutory guidance for governing bodies of maintained schools and proprietors of academies in England, April 2014. The school has a policy regarding the administration and management of medicines on the school site. Some children will have a healthcare or intimate care plan in place where appropriate. Staff are regularly updated on conditions and medication affecting individual children and participate in training, where appropriate, so that they are able to manage medical situations. Medicines can be administered in school following the agreement of the Headteacher.

How is the school accessible to children with SEN?

The Academy has an active accessibility plan and single equality scheme which is monitored annually by the proprietors. The Academy is a disability-friendly building. The doors and corridors are wider to accommodate wheelchairs and those with physical disability. The building is fitted with a lift and accessible toilets / shower. Interactive whiteboards are installed in every room to support learning and also visual impairments. Noise in the school is kept at a minimum to ensure that those who are hard of hearing can hear and assimilate the information given.

Looked After Children with SEN

We have a Designated Teacher for Looked after Children, Ella Quinn, SENDCo to ensure all teachers in school understand the implications for those children who are looked after and have SEND.

Children are regularly monitored and provision reviewed to ensure that they are receiving the correct support. Supporting families is a specific part of this role as this helps to ensure quality provision.

Admissions

No Pupil will be refused admission to the school on the basis of his or her special educational need. In line with the SEN and Disability legislation, we will make all reasonable adjustments to provide the effective educational provision. We welcome all applications.

Specialist Provision

It may be felt that based on the recommendations of external professionals that pupils require more specialist provision that St Clements Hill Primary Academy can offer. In these situations, in consultation with the pupil's parents or carers, St Clements Hill Primary Academy may apply for a place in:

- A Norfolk County Council Specialist Resource Unit (ASD, Speech, Learning & Cognition, SEMH)
- A Complex needs school

SLCN - Communication Champion project

The Communication Champion Project is one part of the launched by the government to improve the life chances of local children. It aims to support early speech and language development to give children the skills they need to communicate inside and outside school, now and in the future.

We have four members of staff who are Level 3 Communication Champions:

- Mrs Quinn (SENDCo)
- Mrs Brown (Inclusion Teaching Assistant)
- Miss Woods (Deputy SENDCo)
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We use a 'Speech and Language Therapist' from Magic Words, one day per half term, to support children and staff with speech and language, providing training, intervention activities and targets for children.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. St Clements Hill 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 SEN. Moving classes will be discussed with you and your child at their summer term review meeting. For every child transition will look slightly different to meet their particular needs and we will plan accordingly, but in all cases, we will:

- Talk to you and your child about what will happen
- We will ensure full and clear information is passed on to other professionals
- We will develop resources such as a transition social story if this is appropriate
- All parents and carers of children joining the Academy will have the opportunity to come into school to share any information about their child and any possible additional needs.

New admissions to Reception are offered a pre-school/Nursery setting visit by the SENDCo to ensure that parents are aware of the support available and to act as a means for early identification of needs. Parents of new admissions to KS1 will meet with senior leaders to discuss the school and support available for children with needs. Senior leaders will then liaise with the previous school to ensure that levels of support are in place and transition is not a cause of anxiety for the child.

On transfer the child's educational records and any information relating to special educational needs will transfer with the child.

Have your say

In the event that parents wish to discuss something about their child; they should first contact the class teacher who may be able to provide information or resolve the issue. If parents wish to discuss aspects of special educational needs provision at St Clements Hill Primary Academy they should contact the SENDCo.

Any parents considering choosing St Clements Hill Primary Academy for their child should contact the school for an informal chat with a member of the senior leadership team about what is on offer at the academy and arrange a tour of the school.

Any parent of a child with Special Educational Needs can seek advice through the school or request the contact details for Norfolk Parent Partnership who provide unbiased advice on the support which is offered in all areas.

At our Academy we shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, 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 SEN.

Useful links

www.norfolkparentpartnership.org.uk

www.familyvoice.org.uk

Both the above are independent bodies run by volunteers and offering support and advice for families of children and young people with SEND.

www.norfolk.gov.uk/SEND

Local authority website with information about SEND provision in Norfolk

www.dfe.gov.uk

Government website where information about national policy on SEND can be found