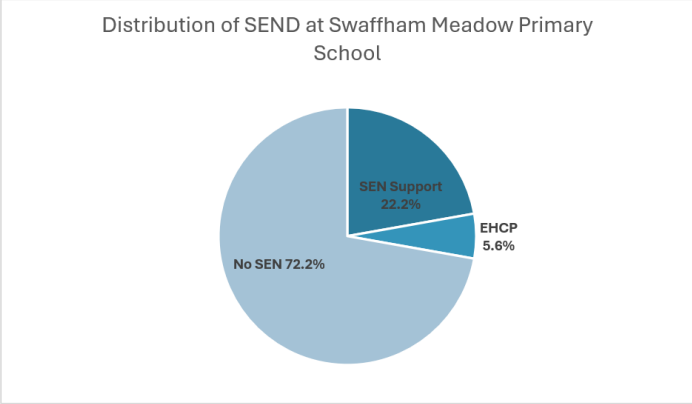
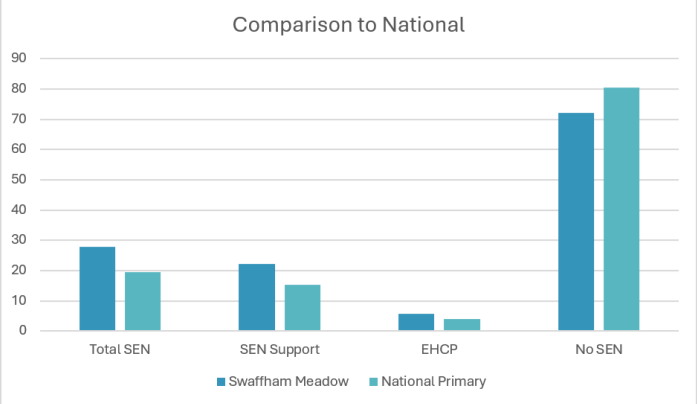
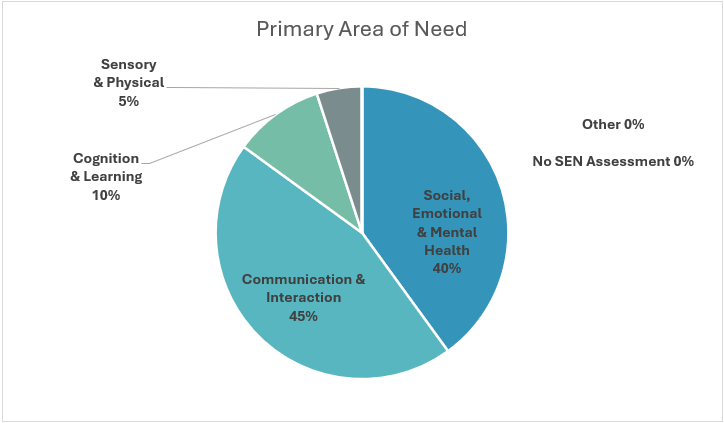
Swaffham Meadow Primary School

SEND Information Report September 2026

1 Variety of Special Educational Needs that are provided for at Swaffham Meadow Primary School	The school currently has 27.8% of all students identified with SEND including 5.6% of students with an EHCP.   The SEN Team provides support for pupils across the 4 broad areas of need as laid out in the SEN Code of Practice 2014 (last updated May 2015): • Communication and Interaction • Cognition and Learning • Social, emotional and mental health difficulties • Sensory and/or physical needs 

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2 Information about the school's policies for identification and assessment of pupils with SEND	Pupils are identified as having SEND and their needs assessed through a multi-pronged approach which brings together information from school, home and external professionals. We believe that early identification is essential and encourage parents / carers to share concerns with us as soon as possible. Our approach includes: • Information passed on from Pre-school/Nursery/infant/previous schools • Actions from previous settings (see below for more information on the Graduated Approach) • EYFS Early Learning Goal baseline assessments and results, baseline testing, phonics screening checks and progress data • Whole school Assessment Systems • Individual assessment using standardised score assessments including British Picture Vocabulary Scale, Boxall and Wellcomm Screening • Feedback from teaching staff and observations • Referrals from staff and visiting professionals • Observations within school when quality assuring for High-Quality Adaptive Teaching • Feedback from specialist agencies e.g. Educational Psychologist (EP), Speech and Language Therapists, Occupational Therapists, Schools & Communities Team, SEND and Inclusion Team and health professionals. • Team Around the Child discussions • Pupil Premium interventions not showing impact • Referrals from parents or carers • Pupil Voice **A pupil is only identified as having SEND when they require provision that is additional to or different from that ordinarily available through High Quality Adaptive Teaching.**



Swaffham Meadow Primary School

<table>
<tr>
<td>3a Evaluating the effectiveness of the provision made for pupils with SEND</td>
<td>

Impact tracking is completed at least termly and adaptations to provision made in light of the findings.
SEND Parent Voice Survey bi-annually
SEND Pupil Voice Survey bi-annually
Progress and evaluation are reported to Sapientia Education Trust’s Board of Trustees and the Director of Inclusive Learning
Progress and evaluation of SEND is reported to the Education Committee via the Headteacher’s report termly
Specialist External Support is provided via the Trust Education Team.
SEND is a priority for all Quality Assurance undertaken by the Trust Education Team.
The Whole School SEND Review Guide is used as a key effectiveness review tool to evaluate the impact of SEND provision.
Close collaboration with Pupil Premium Champion

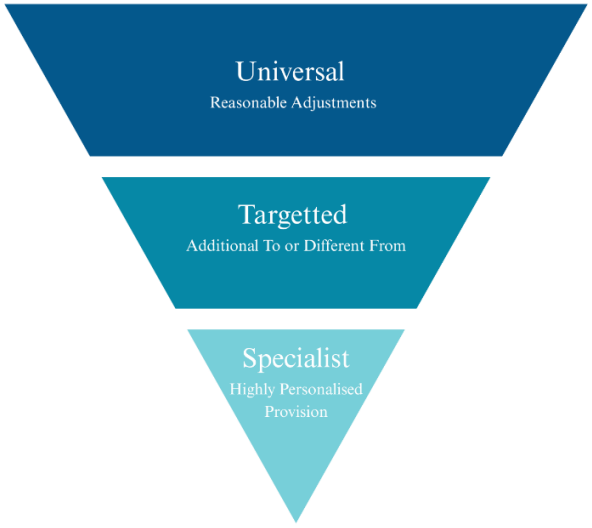
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<tr>
<td>3b Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review</td>
<td>
We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review.
<table>
<tr><td>Assess</td><td>when a learner is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff, and the pupil.</td></tr>
<tr><td>Plan</td><td>together we plan about what actions need to be taken and what support needs to be put in place. A date is set for review.</td></tr>
<tr><td>Do</td><td>the plan is put in place as agreed.</td></tr>
<tr><td>Review</td><td>the impact of the provision on the pupil is evaluated. The next steps are established. The cycle may begin again.</td></tr>
</table>


These arrangements include:

Data tracking for pupil progress including use of Boxall, Wellcomm and curriculum assessment
Pupil progress meetings between class teacher, Senior Leadership and SENDCO
Support plan and EHC Plan reviews
Individual, personalised Support Plans for all learners with SEND
Observations and follow-up
Parent/Carer’s meetings
Pupil Voice

</td>
</tr>
</table>

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3c The school's approach to teaching pupils with SEND	At Swaffham Meadow Primary School, we believe that every teacher is a teacher of SEND. We are committed to continually strengthening High-Quality Adaptive Teaching across the school so that all pupils can access learning and achieve success. As part of our ongoing school improvement journey, we are developing a consistent approach to adaptive teaching which enables us to identify needs early and provide support at the right time. Most pupils' needs can be successfully met through universal provision and adaptive classroom practice. Where required, pupils may access targeted interventions or highly personalised specialist provision.  Provision is regularly reviewed to ensure that it remains appropriate, effective and responsive to each pupil's changing needs.



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3d How adaptations are made to the curriculum and the learning environment of pupils with SEND	We recognise that children learn in different ways and that some pupils may require adaptations to enable them to access learning successfully. Adaptations are planned in collaboration with class teachers, families, the SENDCo and external specialists where appropriate. The curriculum/learning opportunities may be adapted by: • Application of EEF High-Quality Teaching Strategies including scaffolding, modelling, flexible grouping, explicit instruction, meta-cognition strategies • Groupings that target specific levels of progress (e.g. Little Wandle Phonics groups) • Adapted resources and teaching styles • Appropriate choices of texts and topics to suit the learner • Personalised visual timetables, aids, checklists, timers, manipulatives and Widgit resources • Now-Next or First-Then boards • Chunking tasks into manageable chunks • Appropriate choices of texts and topics to suit the learner • Adapted curriculum outcomes • Use of technology to support learning • Access arrangements for tests and other assessments • Additional adult support (scaffolder / prompt / scribe / note-taker / 1:1 support where appropriate) • Movement and rest breaks • Additional time to complete tasks • Sensory regulation resources • Individual workstations • Allocation and adaptation of room use where appropriate including use of the Nest (alternative learning space) • Reasonable adjustments to rewards and sanctions issued in the context of the learner's special educational needs Examples of targeted SEND resources include: • Ear defenders • Writing slopes • Active sitting cushions • Fidget tools • Communication boards • Fine and gross motor aids • Personalised sensory resources

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	SEND interventions currently available include: • Meet and greet at the start of the day and/or decompression at the end of the day; • Little Wandle Keep-Up • Zones of Regulation • Lego Therapy • Worry Busters • Social Skills groups • Sensory Circuits • Speech and Language programmes • Fine and gross motor interventions We carefully monitor the impact of all interventions to ensure they are helping pupils make progress and develop independence. In addition to classroom adaptations, we have a range of specialist spaces available to support pupils. These include: • **The Nest** - which provides a flexible space for intervention, regulation and small-group support • **A Sensory Room** - which can be used to support sensory regulation and emotional wellbeing • **An Intervention Room** - used for individual assessments, speech and language programmes and targeted support sessions. Access to these spaces is planned according to individual pupil need and reviewed regularly.
3g Support that is available for improving the social, emotional and mental health needs of pupils with SEND	The emotional wellbeing of our pupils is a key priority. We recognise that positive relationships, a sense of belonging and emotional safety are essential for learning. We use trauma-informed approaches across the school, supported by our Behaviour Policy and Norfolk STEPS principles. All pupils are supported through: • Whole school Norfolk STEPS Approach for all trust schools which promotes positive behaviour through a therapeutic approach for all learners. • A nurturing school ethos and positive relationships with trusted adults (including key adult support) • A dedicated Parent and Pupil Support Assistant who is on call and provides programmes such as self-esteem building, emotional literacy and informal nurture. • Zones of Regulation • Clear routines and expectations • Circle time activities

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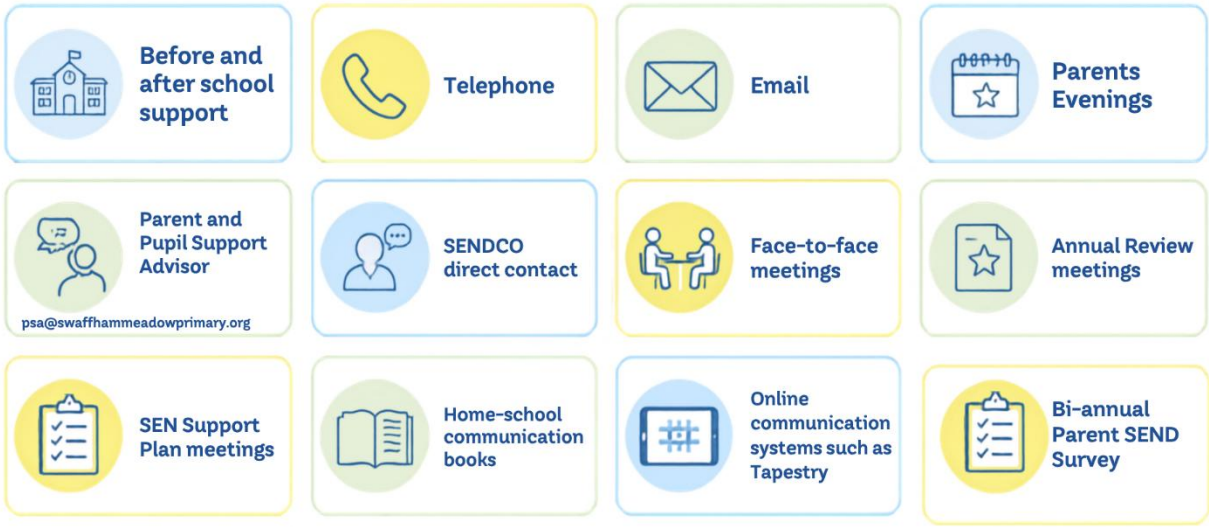
	• Pupil Voice Additional support may include: • Emotional wellbeing check-ins • Social skills groups • Lego Therapy • Targeted group or individual Zones of Regulation sessions • Lunch and break-time support • Nest provision • Additional transition support • Individual pastoral support Where required, we work closely with families and external services to secure specialist advice and support.
4 In relation to Mainstream Schools and maintained nursery schools, the - Name and Contact details of SEND Coordinator - Name and Contact details of SEND Trustee	Darryl James – Headteacher head@swaffhammeadowprimary.org Megan Stuart - SENDCO m.stuart@swaffhammeadowprimary.org Trust SEND Trustee: Penny Sheppard Contact Email: ea@setrust.co.uk School Telephone Number: 01760 721330
5 Information about the expertise and training of relevant staff in relation to	The SENDCo, Megan Stuart, is a qualified teacher and holds the National Award for SEN Coordination (NASENCO). She has extensive experience in SEND leadership, safeguarding, trauma-informed practice and supporting vulnerable pupils within mainstream schools. She attends termly Trust SEND Strategy Days and Norfolk SEND leadership networks in order to remain up to date with current guidance and best practice.

children and young people with SEND, including how specialist expertise will be secured	All staff receive training on SEND. Ongoing training is provided as needed in response to the individual needs of learners which is informed by an annual audit of staff expertise in SEND. This includes but is not limited to: • Trust CPD for Support staff *(including Norfolk Steps, Zones of Regulation and Executive Functioning)* • Termly Trust SEND Strategy Days for SENDCOs led by the Director of Inclusive Learning • EYFS Lead Network SEND Training – Whole Class Approaches to support the 4 broad areas of need • Termly CPD training covering topics including EEF Special Educational Needs in Mainstream Schools Guidance, High Quality Adaptive Teaching Strategies to support pupils with SEND, Provision Expected at School Support, Trauma-Informed Practice, Step-On/Step-Up training, and Autism-Friendly approaches. • Whole staff training in trauma-informed practices, Autism-friendly approaches and effective use of additional adult support. • Whole School SEND Online Training Units access including but not exclusive to: “Creating an emotionally safe learning environment”, “Creating a socially safe learning environment” • All staff have been trained in the Graduated Approach - September 2026. Swaffham Meadow work with a variety of specialists sourced through referrals, individual pupils, links to Norfolk County Council or specialists within our Trust. These include but are not limited to: • Speech and Language Therapists (NHS) • Schools and Communities Team • Early Help Children’s Services • Educational Psychologists (EP) • Virtual School Sensory Support • Occupational Therapists • Norfolk Inclusion Team • Watton KS1 SEMH SRB • Reffley KS2 SEMH SRB • NHS NDS Pathway Team • CAMHS

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6 Information about how equipment and facilities support children and young people with SEND will be secured	At Swaffham Meadow Primary School, we are committed to removing barriers to learning and ensuring that pupils can access the support they need to be successful. This may include specialist equipment, adapted resources, sensory supports, communication tools and advice from external professionals. We work collaboratively with families and partner agencies to secure additional facilities and resources when required. We secure equipment and facilities through: • Support Services including health services • National and Local Charities • Volunteers • CADS Hub • Just One Number • Home Start • Early Help & Family Support (Norfolk County Council) • Additional specialist SEND agencies as listed above
7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	The views of parents and carers are important to us, and we will involve you in discussions about provision for your child's SEND both at the point of identification and through their termly review. If your child is on the SEND register, we will communicate with you about your child's needs and progress at least three times a year. If there are any changes, or you have concerns regarding your child's learning or development, we will encourage further communications.

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	We invite parents to share their voice through: 
8 The arrangements for consulting young people with SEND about and involving them in their education	The wishes and feelings of young people with SEND are central to our provision. We involve them in discussions about the support they receive in an age-appropriate manner. We gather their views as part of the termly review of their SEN Support Plan as well as through: • Pupil Voice • Annual Reviews for EHC Plans • Personal Interviews • Wishes and Feelings - signs of safety activity • Pupil Councils • School clubs and events • Family Support Worker or other Children's Services Professionals working with pupils We aim to provide our pupils with a total communication approach so that they may share their voice in a way that works for them. This includes, but is not limited to verbal communication, visual supports, communication boards and technology.

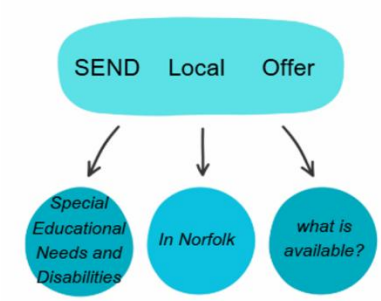
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9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school	Please refer to and use the school's existing complaints policy and procedure which is available directly from the school or website.
10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.	The Sapientia Education Trust is governed by a Board of Trustees who have statutory responsibility for governance. The Board of Trustees empowers the SEND Coordinator and Headteacher to use the range of support and resources required to benefit the children at Swaffham Meadow Primary School. This can include: • Family Support • Speech and Language therapy • MAT support and advice • Specialists e.g. Educational Psychologists, School-to-School support, SRBs etc. In its turn, through monitoring and challenge, the Board of Trustees assess the impact, costs and cost effectiveness of the support used and amends the strategy of the school appropriately.
11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.	**Norfolk SEND Partnership** Telephone: 01603 704040 Email: Sendpartnership.iass@norfolk.gov.uk Website: www.norfolksendiass.org.uk **Norfolk County Council – SEND and Inclusion Support Line** Telephone: 0333 313 7165 Email: send@norfolk.gov.uk Website: SEND and inclusion support line - Norfolk County Council

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12 The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living	We recognise that transitions can be particularly challenging for some pupils with SEND. We work closely with families and receiving settings to ensure that transitions are carefully planned and tailored to individual needs. **Starting School** We work closely with nurseries and pre-school settings to gather information before children join us. Additional visits, transition meetings and personalised transition resources can be arranged where appropriate. **Moving Between Year Groups** All pupils take part in transition activities. For pupils with SEND, additional support may include: • Additional visits to their new classroom • Meeting key adults in advance • Social stories • Transition booklets • Personalised visual supports • Enhanced communication with families **Moving to Secondary School** We work closely with receiving secondary schools to ensure information is shared early and accurately. Additional arrangements may include: • Enhanced transition programmes • Additional school visits • Meetings with key staff • Transition resources and social stories • SENDCo-to-SENDCo planning meetings **Moving from or to Another School** When a pupil transfers to another setting, we work closely with new staff, families and professionals to ensure that support strategies, plans and relevant information are shared effectively. We aim to ensure that every transition is as positive, predictable and successful as possible.

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13 Information on where the local authority's local offer is published	Each county council has a Local Offer. This is published information all in one place which describes the provision, or expected provision, in an area for children with SEND with their families.  For further information on Norfolk's Local Offer and parental guides can be found on their website at: https://www.norfolk.gov.uk/children-and-families/send-local-offer