

SEND INFORMATION REPORT 2023-2024

Raleigh and Admirals Academies

Admirals Way, Thetford

IP24 2JT



Welcome to our SEND information report which is part of the Norfolk Local Offer for Learners with Special Educational Needs and Disabilities.

At Raleigh and Admirals Academies, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

At Raleigh and Admirals Academies we believe that:

All children should be valued regardless of their abilities and behaviours.

All children are entitled to a broad and balanced curriculum which is matched to meet each individual's needs.

All teachers are teachers of children with special educational needs.

All children can learn and make progress.

Effective assessment and provision for children with SEND will be secured in partnership with parents, children, the LA and other partners.

This report details our annual offer to learners with SEND.

To be effective it needs the views of all: parents/carers, pupils, governors and staff.

If you have any comments, please contact:

Mr Greg Sadler (Principal) or

Mrs Vicky Hall (SENCo) Special Educational Needs Co-ordinator

Contact details: Tel – 01842 753993

Approved by: Greg Sadler

Date: September 2023

Last reviewed: September 2023

Next review due by: September 2024

Contents:

P4	<p>What are the kinds of special educational needs for which provision is made at the academies?</p> <p>What is the SEND profile of the academies?</p>
P5	What are the aims of the academies' provision in regards to pupils with special educational needs and/or disability?
P6	Who are the best people to talk to at Raleigh and Admirals Academies about my child's difficulties, Special Educational Need and/or disability?
P7	<p>How do the academies know if my child needs extra help?</p> <p>What are the academies' policies for the identification and assessment of pupils with SEND?</p>
P8	How are teachers at Raleigh and Admirals Academies supported to work with children with SEND and what training do they have?
P9	How will the academies support a child with SEND?
P12	<p>How will the curriculum be matched to each child's needs?</p> <p>How is the decision made about how much support each child will receive?</p>
P13	How are the academies' resources allocated and matched to children's special educational needs?
P14	What additional support for learning is available to pupils with special educational need and/or disabilities?
P15	How will my child be involved in decisions regarding provision that can better meet his/her needs?
P16	<p>How will I be helped to support my child's learning?</p> <p>How will I be involved in discussions about and planning for my child's education?</p>
P16	How do the academies evaluate the effectiveness of its provision for SEND pupils?
P17	How will the academies prepare/support my child when joining the academies or transferring to a new academy?
P18	How will my child be included in activities outside the classroom including academy trips?
P19	<p>How accessible is the academy environment?</p> <p>What support will there be for children's overall well-being?</p>
P20	What specialist services are available at the academies?
P21	<p>Complaints procedure</p> <p>Useful links</p>

Q. What are the kinds of special educational needs for which provision is made at the academies? What is the SEND profile of the academies?

The academies make their best endeavour to provide differentiated support within the following areas: **C+I- Communication and Interaction**, **C+L- Cognition and Learning**, **SEMH- Social, Emotional and Mental Health** and **S/P - Sensory and/or Physical**

Our SEN profile for 2023-2024 shows that:

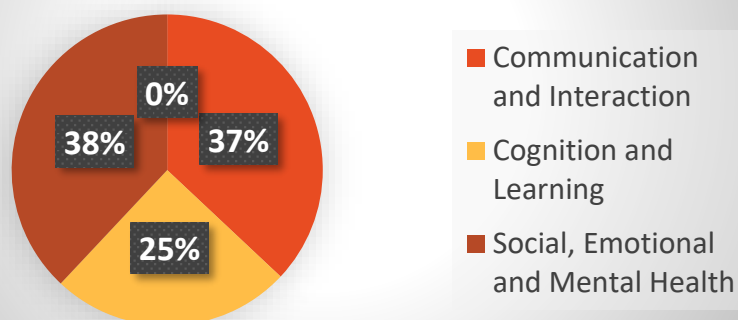
- 22% of our learners are identified as having SEN. National Average is 17.3% (2022-23).
- 2.4% of our learners (15% of those who are identified as having SEN) have an Education Health and Care Plan (EHCP). EHCP National Average is 4% (2022-23).

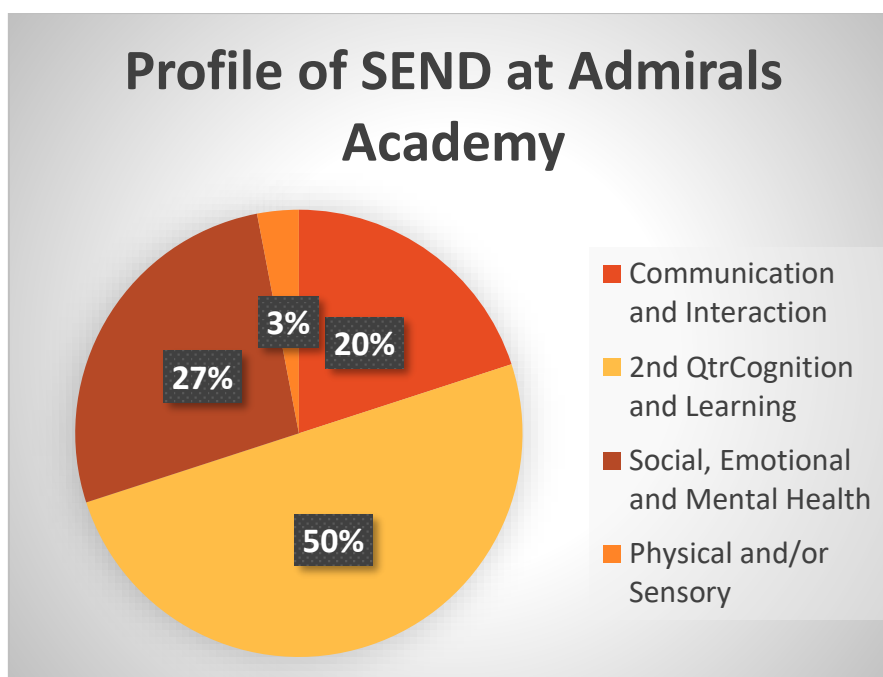
SEND profile at Raleigh and Admirals academies 2023-2024

December 2023

	Total SEN (inc EHCP)	SEN Support only	EHCP only
Number on roll Admirals 228	66 29%	54 82%	12 18%
Number on roll Raleigh 136	18 5%	15 72%	3 8%
Both academies 364	17.9%	82%	18%
National Averages Updated June 23	17.3%	96%	4%

Profile of SEND at Raleigh Infant Academy





All admissions are via Norfolk County Council admissions and not through direct contact with the academy. Where a child holds an Education Health Care Plan, admission is proposed through review and consultation with NCC. Parents/carers are advised to visit the academies and discuss the specific needs of their child openly and honestly with the Principal to see if the placement would be appropriate to their need. We work in partnership with parents/carers and use our best endeavours to support children with provision that is appropriate to their needs and ensures the safety of themselves and other children, and that all relevant services and equipment are in place before a child is admitted.

Q. What are the aims of the academies' provision in regards to pupils with special educational needs and/or disability?

The aims of our policy and practice in relation to special educational need and disability in this academy are:

- To make reasonable adjustments for those with a disability, taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the academy alongside pupils who do not have SEN.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the adapted curriculum, to better respond to the four broad areas of need:

1. Communication and Interaction,

2. Cognition and Learning,
 3. Social, Emotional and Mental Health,
 4. Sensory/Physical.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
 - To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
 - To support pupils with medical conditions to achieve full inclusion in all academy activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
 - To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
 -

Q. Who are the best people to talk to at Raleigh and Admirals Academies about my child's difficulties, Special educational Need and/or disability?



We believe that teaching children with Special Educational Needs is a whole staff responsibility. If you have any questions or wish to talk to someone about your child's difficulties, SEN or disability **your first port of call should be your child's class teacher**

The class teacher is responsible for:

- Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet your child's individual needs (also known as adaptation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know when necessary.
- Ensuring that all members of staff working with your child are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that the Inclusion Policy is followed in their classroom and for all the pupils they teach.
- Ensuring that all children have equal opportunities to learn from a range of staff members including teachers and teaching assistants.

A discussion with your child's class teacher may lead to an involvement with the Special Needs Co-ordinator, who has the responsibility for the day-to-day management of all aspects of the provision for children who need extra support and children with SEND.

Parents/carers may also contact the SENCo or the Principal directly, if they feel this is more appropriate. All parents/carers will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the academies.

The SENCO, in liaison with the Family Support Worker and Designated Safeguarding Lead (DSL), is responsible for:

- Day-to-day operation of the academy's SEND Policy
- Liaising with parents/carers to keep them informed of progress and listen to their views on their child's progress.
- Advising teaching staff, support staff and 1-1 support staff.
- Coordinating provision for all pupils with SEND
- Liaising with external agencies
- Managing the SEND budget and setting priorities
- Organizing individual and small group support, and evaluating their impact and effectiveness regularly.
- Maintaining a Provision Map that tracks the support for all children with SEND
- Tracking the progress of pupils with SEND
- Monitoring that the curriculum is fully inclusive and accessible to all children.
- Co-ordinating termly IEP reviews and Annual Reviews of children with Education Health and Care plans.
- Attending training to continue own professional development in order to meet all pupils needs
- Delivering in-service training to ensure a high level of staff expertise
- Carrying out referral procedures to outside agencies or to request High Needs Funding and/or and Education Health and Care Plans.
- Overseeing the smooth running of transition arrangements and transfer information between year groups, schools and staff.

Q. How do the academies know if my child needs extra help?

What are the academies' policies for the identification and assessment of pupils with SEND?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous academy or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole academy tracking of attainment outcomes indicates lack of expected rate of progress, attainment gaps are not reduced or widen.

- Observation of the pupil indicates that they have additional needs.
- Behaviour is persistently disruptive or not age appropriate

We make families and children aware of our concerns, carry out assessments and consultations designed to identify all the areas of need not just the primary concern, and teachers then discuss the outcomes with the SENCo. Parent/carer consultations then follow to decide the best course of action.

Sometimes housing, family or domestic circumstances may be a significant factor in learning and behaviour in academy. If this is thought to be the case Early Help Strategies will be used through discussion with the families and the involvement of additional agencies such as Parent Support Advisors, Norfolk Family Focus and Children's Centre.

Identification and Assessment of pupils with SEND

The Code of Practice 2014 defines SEN as follows: *"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory academy age or a young person has a learning difficulty if he or she:*

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) 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-16s institutions."*

Q. How are teachers at Raleigh and Admirals Academies supported to work with children with SEND and what training do they have?

The SENCo:

- Ensures that all members of staff in academy have a clear understanding of each child's Special Educational Need and / or Disability and aids them in their practice.
- Provides all staff with training on the SEND needs in the academies and training relating to specific children.
- Updates the teaching staff in staff meetings about recent government initiatives within the SEND system and relays back information gathered from SEN conferences and courses.

TRAINING

Staff are given opportunities to develop their knowledge and expertise on certain areas of SEND by attending courses and training.

At our academies we have staff trained in the following areas:

Focus Areas
<ul style="list-style-type: none"> • Autism and Communication • Understanding Autism • Autism and Sensory Experience • Autism, Stress and Anxiety • Autism-Supporting Families
Awareness in:
<ul style="list-style-type: none"> • ADHD, ASD, dyslexia, mental wellbeing, SEND Code of Practice.
<ul style="list-style-type: none"> • Step On and Step Up – Positive Handling and de-escalation
<ul style="list-style-type: none"> • Early Help and Signs of Safety
<ul style="list-style-type: none"> • Medical/Awareness training – Type 1 Diabetes
<ul style="list-style-type: none"> • Early identification of SEN and interventions
Qualifications in:
<ul style="list-style-type: none"> • ELSA (Emotional Literacy Support Assistants) • Nurture Groups • ELKLAN (Speech and Language Therapy)

Who is responsible for SEND at Admirals and Raleigh Infant Academy?

- The Principal has overall responsibility for SEND – **Mr Sadler**
- SENCo Admirals and Raleigh Infant Academy – **Mrs Hall**
- Working with the trust SEND Lead – **Mrs Walmsley**
- The governor with specific responsibility for SEND is – Emma Culley/Karen Fancourt

Q. How will the academies support a child with SEND?



All pupils will be provided with high quality teaching that is adapted to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observation by the Senior Leadership Team/Trust Regional SENCo/Academy SENCo
- Ongoing assessment of progress made by pupils with SEND
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
- Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND
- Pupil and parent feedback on the quality and effectiveness of interventions provided
- Attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced and increase their access to the taught curriculum.

All pupils with SEND have individual targets relating to their areas of need. Parents/carers are informed of these via the IEP review process and also at Parent/carer consultation sessions.

Pupils' attainments are tracked using the whole academy tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and senior leaders.

Additional action to increase the rate of progress will be then identified and recorded; this includes a review of the impact of the adapted teaching being provided to the child, and if required, identification of additional strategies to further support the success of the pupil.

Where it is decided, during this early discussion, that special educational provision is required, parents/carers will be informed that the academy considers their child may require SEN support and their partnership sought in order to improve attainments.

Action relating to SEN support will follow an assess, plan, do and review model:



Assess: Data on the pupil held by the academy will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents/carers will always be invited to this early discussion to support the identification of action to improve outcomes.

Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parent/carers and the pupil will

be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.

Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, that take in to account parents' aspirations for their child. Parents/carers and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. If progress rates are judged to be inadequate, despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as Academy Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the academy's own resources, a request will be made to the local authority to carry out an assessment of education, health and care needs. This may result in an Education, Health and Care (EHCP) plan being provided.

Q. How will the curriculum be matched to each child's needs?

- Teachers plan using pupil achievement levels to adapt and scaffold tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having SEND, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT (e.g. SEND specific software, laptops) and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.
- The physical environment has been adapted for medical needs (please refer to the Accessibility Plan)



Q. How is the decision made about how much support each child will receive?

For pupils with SEND but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.

For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an Annual Review.

Q. How are the academies' resources allocated and matched to children's special educational needs?



The academy receives funding to respond to the needs of pupils with SEND from a number of sources that include:

- A proportion of the funds allocated per pupil to the academy to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- For those pupils with the most complex needs, the academy may apply to the Local Authority for High Needs Funding (Element 3 Funding).

Link to Budget Share Tracker: SEN Memorandum 2023-2024

Raleigh: [Model AUG 23m \(norfolk.gov.uk\)](https://www.norfolk.gov.uk)

Admirals: [Model AUG 23m \(norfolk.gov.uk\)](https://www.norfolk.gov.uk)

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

- In class, adult or peer support aimed at increasing skills in specific area of weakness.
- Out of class support (relationship building, social, emotional skill development)
- Small class provision for pupils with the highest level of need
- Small group tuition to enable catch up (subject or targeted at additional need)
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning
- Provision of specialist resources or equipment
- Partnership working with other settings
- Access to targeted before/after academy clubs
- Access to the academy nurse and wider health professional support
- Implementation of strategies from support agencies

Q. What additional support for learning is available to pupils with special educational need and/or disabilities?

English as an Additional Language (EAL) and SEN

All children with English as an Additional Language in are supported through visuals, peer buddies and signing, to access learning and we carry out specific language intervention as appropriate. All areas of development are carefully considered and discussions with parents through an interpreter or translation service may take place to establish if the delay in learning is attributed to their command of English or to an emerging SEN and D need.

Interventions used to support the following broad areas of need

Cognition and Learning	Communication and Interaction
Precision teaching Additional phonics Literacy Gold – phonics, spelling, reading Numicon Catch Up – Literacy and Numeracy Booster groups Visual stress assessments/coloured overlays Plus 1/Power of 2 – number skills Max's Marvellous Maths Prodigy – online maths intervention Strategies/programmes for difficulties with:	Speech and Language therapy sessions Blanks Levels of Language/Understanding WellComm Colourful Semantics Programmes and strategies to support pupils with ASD, including: Visual schedules Work stations Social stories LEGO Therapy

Auditory processing Working memory Short and long-term memory Ready, Set, Remember	
Social, emotional and mental health	Sensory and Physical
Inclusion Lead who provides specific advice and support with: Anxiety Anger management Behaviour modification Bereavement Social skills Emotional and well-being support Drawing and Talking/Time to Talk Individual behaviour support/modification and monitoring plans Individual Risk Assessments 1:1 ELSA sessions Nurture provision Forest School	Sensory Circuits Sensory diet/breaks Physical aids – weighted blankets, writing slopes, fidget toys, posture packs. Fine and gross motor skills interventions

Q. How will my child be involved in decisions regarding provision that can better meet his/her needs?

Individual Education Plans (IEPs)

The academy listens to pupils when creating their IEPs. Pupil views are collected with support from a familiar member of staff. They identify their abilities and strengths, their interests as well as their personal aims and the action they require to be taken by the academy to reduce barriers to learning and social success. Each term, this information is reviewed and where appropriate, the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

The views of pupils with an EHCP are sought prior to annual reviews. Where appropriate, pupils are invited to attend the meeting.

Academy Council

Each class votes for an academy council representative. The Academy Council meet weekly to discuss academy related issues.



Pupil Voice

The academy completes pupil voice questionnaires throughout the year. Talk time sessions take place in each class, discussions can be general or focus on something specific.

Q. How will I be helped to support my child's learning?

Q. How will I be involved in discussions about and planning for my child's education?



At Raleigh and Admirals Academies:

- You will be asked to come and talk openly with the class teacher and/or SENCo to establish where the need lies and the support you may need. Staff will make every effort to ensure that you have access to the resources, knowledge and services you need or will put you in touch with agencies who can.
- You will be expected to work in partnership with staff to support targets, and to keep the academy informed of developments and advice that you get from other services.
- Either your child's class teachers or SENCo will meet formally with you at least three times each year and an annual report is prepared and shared with you in the Summer Term.
- You will be invited to class events and to share learning experiences with your child throughout the year.
- Where your child holds an EHCP, a formal review will take place annually from the date of the previous review, or sooner if needed. You are asked for your views as is your child throughout this process.

- If it is felt that extra advice or support is needed the SENCo and teacher will consult with you and seek permission for this to take place e.g. Educational Psychologist, Academy Nursing Team, CAMHS, Norfolk Family Focus, Speech Therapy.

The academy operates an open-door policy.

If you have any concerns regarding your child's progress or well-being, then please speak to your child's class teacher or Mrs Hall (SENCo) to discuss your concerns.

Q. How do the academies evaluate the effectiveness of their provision for pupils with SEND?

The effectiveness of SEN provision is measured using both **qualitative** and **quantitative** data.

Qualitative data – we gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes.

Quantitative data – we examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data is shared termly with governors and is judged by external moderators such as Ofsted.

Monitoring progress and attainment is integral to our teaching and leadership and it takes place continually to inform daily decisions about learning. Teachers track progress very carefully using well established systems.

How do we support pupils with SEND?

All pupils will be provided with high quality teaching that is adapted to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observation by the Senior Leadership Team/Trust Regional SENCo/Academy SENCo
- Ongoing assessment of progress made by pupils with SEND
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
- Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND
- Pupil and parent feedback on the quality and effectiveness of interventions provided
- Attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in the academies and increase their access to the taught curriculum.

All pupils with SEND have individual targets relating to their areas of need. Parents/carers are informed of these via the IEP review process and also at Parent/carers consultation sessions.

Pupils' attainments are tracked using the whole academy tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and senior leaders.

Additional action to increase the rate of progress will be then identified and recorded; this includes a review of the impact of the adapted teaching being provided to the child, and if required, identification of additional strategies to further support the success of the pupil.

Where it is decided, during this early discussion, that special educational provision is required, parents/carers will be informed that the academy considers their child may require SEN support and their partnership sought in order to improve attainments.

How do we know that SEND provision is effective?

- Pupil progress is monitored termly
- Regular moderation of work is carried out in year teams, by subject leaders, middle leaders, the SEND team and senior leaders
- Lesson observations
- Trust reviews
- Feedback to and from Eastern Multi-Academy Trust, the Local Authority and Ofsted

Q. How will the academy prepare/support my child when joining the academy or transferring to a new academy?

New pupils joining Raleigh and Admirals Academies:

- A planned introduction programme, is delivered in the Summer term to support transfer for pupils starting school in September. Parent/carers are invited to a meeting and are provided with a range of information to support them in enabling their child to settle into the academy routine. Parents and pupils are able to

familiarise themselves with the academies and key staff are available to answer questions.

- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous academy records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- Foundation Stage staff will meet with parents prior to pupils starting academy there will also be the opportunity for a home-visit. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with parents, previous setting, health visitor etc.
- Class teachers of children joining from other academies will receive information from the previous academy; if required the SENCO will telephone the previous academy to discuss individual pupil's needs.
- At all stages a person-centred approach is adopted whereby the young person's views, interests and wishes are recorded on a one-page profile. Pupils will also be given a transition booklet which they can refer to over the summer holiday.



Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new academy. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

A number of strategies are in place to enable effective pupils' transition. These include:

- Opportunities for pupils and parents to meet staff in the new academy.
- Accompanied visits to other providers, as appropriate.
- Transition booklets for pupils to refer to prior to starting their new academy.
- For pupils transferring to local academies, the SENCOs of both academies will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the academy mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another academy.

Q. How will my child be included in activities outside the classroom including academy trips?



At Raleigh and Admirals Academies, we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Risk assessments are carried out and procedures are put in place to enable all children to participate in all academy activities. Any additional support or necessary adjustments are recorded on the risk assessment for that activity.



The academy ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any academy provided activity.

Q. How accessible is the academy environment?

The academy is fully compliant with DDA (Disability Discrimination Act) requirements.

The academies have an up to date accessibility plan which is considered each year and whenever there is building work. Our **Accessibility Plan** describes the actions the academies have taken to increase access to the environment, the curriculum and to printed information and is available via the academy website (Policies and Documents)

In addition:

- A Nurture Room has been developed to improve inclusion in the mainstream school for vulnerable pupils.
- We have reorganised class bases to accommodate the specific needs of pupils.
- Ramps are in place to enable access to all areas of the two sites
- We ensure, wherever possible, that the equipment used is accessible to all children regardless of their needs. The SENCO manages a SEN budget, used to ensure that all pupils have access to the very best equipment.
- After-school provision is accessible to all children, including those with SEN.

- In respect to pupils with English as an additional language we access support from the Minorities Attainment and Achievement Service and follow their recommendations.
- Extra-curricular activities are accessible for children with SEN.

Q. What support will there be for children's overall well-being?



The overall well-being of pupils at Raleigh and Admirals academies is always a priority.

- The Inclusion Lead organises pastoral care. Staff support pupils to ensure that those who require pastoral support can access that support at the time it is needed. A variety of pastoral interventions are available.
- Sensory Circuits and Sensory/Movement Breaks are part of the daily timetable.
- Every year group has access to a "Safe Port" where they can go if they feel emotionally dysregulated
- The Ark operates at lunchtimes and is a safe space for pupils who want to avoid the hustle and bustle of the dining room and playground
- The academies have a full-time pastoral assistant as well as 1 trained mental health first aider, 2 staff trained in ELSA (Emotional Literacy Support Assistant) and 1 member of staff who is a Nurture Group practitioner
- The academy has access to expert help, for example, we employ a Speech and Language Therapist who works with identified pupils.
- Where there is a medical need, staff work closely with health professionals to personalise provision to ensure these needs are met.
- Where a child has a serious medical need, a Care Plan will be created so that there is a clear protocol that provides accurate information regarding the correct medical care for the child.
- Prescribed medication can be administered if the academy is in receipt of a signed medication administration permission form from parents.

Q. What specialist services are available at the academies?

Education Services	Virtual Academy SEND Virtual Academy Sensory Support Virtual Academy Looked After Children Educational Psychology Specialist Support Inclusion and SEND Team School 2 School Support Outreach Services
Health Services	Just One Norfolk, Just One Number – 0300 300 0123 Speech and Language Therapy Service Occupational Therapy Children and Adolescent Mental Health Services (CAMHS)
Social Care Services	Short Breaks Early Help Hubs Early Childhood and Family Service (ECFS) Family Support process (FSP)
Third sector services	Carers matter Nelson's Journey Young carers

Complaints Procedure

If you are not happy with the provision made available to your child, you can:

- Talk to your child's class teacher
- Discuss your concerns with the Special Educational Needs Co-ordinator
- Get free confidential and impartial information, advice and support from:

Norfolk SEND Partnership This provides free, confidential and impartial information, advice and support about SEND for children, young people, parents and carers.

T 01603 704040

E: sendpartnership.iss@norfolk.gov.uk

W: www.norfolksendpartnershiass.org.uk

KIDS dispute resolution service

T: 03330 062835

E: senmediation@kids.org.uk

W: www.kids.org.uk

The Eastern Multi Academy Trust's Complaint Policy can be found on our website.

Useful Links

Norfolk Local Offer for SEND – www.norfolk.gov.uk/send

Here you will find information about provision that is available, and expected provision, across: Education, Health and Social care for children and young people who have special educational needs and disabilities (SEND).

Norfolk SEND Partnership: www.norfolkparentpartnership.org.uk

National SEND Code of Practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25