SEN Information Report 2026/27
The Nar Valley Federation of Church Academies;
Castle Acre, Narborough & Sporle Church of England Primary Academies

Part of the Norfolk Local Offer for learners with SEN

Introduction

Welcome to our SEN Information Report and Policy which is part of the Norfolk Local Offer for learners with Special Educational Needs.

All governing bodies of maintained schools, maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually. The required information is set out in the SEN Code of Practice 2014 regulations which can be found here.

General Information/Frequently Asked Questions

Q. Who do I contact if I think my child has SEN or I have a question about SEN? 	
SENCO for Nar Valley Federation of Church Academies: Castle Acre, Narborough, Sporle Also **Federation Designated Safeguarding Lead**	Mrs Emma Spaul emma.spaul@castleacre.dneat.org Alternatively speak to or call your school office: Castle Acre CE Primary Academy: 01760 755305 Narborough CE Primary Academy: 01760 338048 Sporle CE Primary Academy: 01760 722393
Executive Head teacher for Nar Valley Federation of Church Academies: Castle Acre, Narborough, Sporle Also **Federation Designated Safeguarding Lead & LAC**	Mrs Anne Neary Contact as above exechead@narvalley.dneat.org
SEN Governor:	Biddy Vogel

Q. What is the SEND Data at the Nar Valley Federation of Academies (NVF) for 2026/27?



For 2026/27 the Nar Valley Federation has 66 children or 25.7% of children identified as having SEND across all 3 schools.

For individual academies

Castle Acre- 27 children from 78 on roll; 34.6% (this includes children attending our Enhanced Specialist Provision)
Narborough – 24 children from 100 on roll; 24%
Sporle –17 children from 78 on roll, 21.7%

The national figure for SEND identification is 20.8% for the year 2025/26.

SEND Support

51 (19.9%) children across the Federation are at SEND Support (The National Figure from DfE for pupils at SEND Support for the year 2024/25 stands at 14.8%).

Castleacre- 18 children: 23% of Castle Acre;
Narborough – 22 children; 22% of Narborough;
Sporle – 15 children; 19.2% of Sporle

EHCP

15 (5.9%) children across the Federation have an Education, Health and Care Plan (The National Figure for pupils with an EHCP for the year 2025/26 stands at 6%)

Castleacre- 9 children; 11.5%
Narborough - 4 children; 4%
Sporle – 2 children; 2.56%.

Area of Need

Percentage in each primary area of need of those children identified as having SEN across the Federation:

42.3% linked to Communication and Interaction
30.7% linked to Cognition and Learning
24.4%linked to Social, Mental and Emotional Health
2.6% linked to Physical and Sensory

Funding – this includes funding that is delegated to support pupils with SEND (Element 2) and funding that is additional to that to support high level needs (Element 3).

Castle Acre - £252, 014
Narborough - £144, 985
Sporle - £123, 925

Q. How does the school identify a child with SEN?



Children in school may fall behind or need extra support compared to their age related peers. There can be many reasons for this and this does not mean they have a **special educational need** (SEN). The SEND Code of Practice 2014 defines a child as having SEN as the following: ***A pupil has SEN where their learning difficulty or disability calls for special educational provision i.e. provision which is different from or additional to that normally available to pupils of the same age.***

We know when a child needs help if:

1. Limited progress in learning or development is being made & the gap is widening between a them and their peers
2. There is a change in their behaviour
3. Concerns are raised by any person involved in their care (parents, teachers, other adults) or the child themselves

We aim to identify where a child needs help as **early as possible** so that we can tailor support quickly for the child to achieve the best possible outcome.
We use a range of tools to identify children with SEN including Pupil Progress Meetings, meetings with parents both informally and through Parent Consultations, Pupil Voice, Observations, Scrutiny of planning, books, & assessments, Referrals from external specialist/professionals and recommendations from outside agencies.

We have a range of assessment tools available in order to gain a clear understanding of the child's need.

Q. What are the areas of special educational need?



There are 4 broad areas of SEN and once a child is identified as having SEN, they will be assessed to understand what area of need they have.

- **Communication and interaction** – including speech and language difficulties and autism
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs-** including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

A child may have one or more than one broad areas of special educational need. Their main need will be their primary need and any others will be secondary needs.

Q. How does the school engage with parents and children with SEN and involve them in their child's education?



Our aim is for every child in our care achieve their absolute best and we know the best way for this to happen is for positive partnership between the school and a child's family. If we have a concern about your child, we will talk to you and if you have a concern, then please do come and talk to us. You do not have to wait until the next parent consultation.

- In addition to the normal reporting arrangements, families of a child with SEND will be offered an extended meeting to discuss the support that is in place for their child with their class teacher and if requested the SENDCO every term. The purpose of these meetings will be to draw up an individual support plan (a copy can be found here) which will have clear, achievable targets agreed by everyone. This will be reviewed at least termly. The support plan will include ways in which the child can be supported at home.

- The child will create a Pupil Passport (a copy can be found here) of themselves with the support of their teacher. This is then shared with other members of staff who might be working with the child to help gain a greater understanding of the child's needs.

If you have concern about your child, please talk to your child's class teacher first. You are then welcome to book a meeting with the SENCO on 01760 755305, who will always be willing to help.

Q. How are SEN children included in their own learning?



- With the support of an adult, children will regularly reflect on their own learning and progress through a 'traffic light' or scaling approach to ensure they feel their targets and learning activities are pitched appropriately.
- Children will create their Pupil Passport with an adult; this will include ways in which the child feels they would like to be supported. A copy can be found here
- The child will have their own support plan which will be set up together with the child, parents, teachers and support staff where appropriate. The class teacher, the SENCo and the Executive Head teacher discuss and agree the support in place for children with SEN through Pupil Progress and other meetings. A copy can be found here

Q. How are the child's progress and outcomes monitored and assessed?



For children at **SEN Support** we use a graduated approach called 'Assess, plan, review, do.'



Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.
Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.
Do - providing the support – extra assistance for learning – as set out in the plan.
Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

A child's progress is assessed in a variety of ways and we tailor these to meet the needs of the child. Our assessment tools include, but are not limited to, a traffic light system to scale learning in the classroom, quizzes, learning investigations, observations, analysis of data such as behaviour logs. All children with SEN will have their own support plan and this forms the main tool for monitoring and recording a child's progress. These are written and reviewed using the following timeline.

Cycle	Period	Share with parents	Mid Term Review	End of Cycle Review
Cycle 1	Autumn 2 until end Spring 1	Autumn Parent Consultation Evening	Week before Christmas holidays	Spring Parents Evening
Cycle 2	Spring 2 until end Summer 1	Spring Parent Consultation Evening	Week before Easter holidays	May half term
Cycle 3	Summer 2 until end Autumn 1	After May half term *(school to book meeting with families as no Parent Consultation)*	Week before Summer holidays	Autumn Parents Evening

Children with an EHCP

For children with an **EHCP**, we use a very similar approach but we work towards the outcomes in their EHCP, breaking them down into smaller steps and assessing against these which are recorded on a support plan. They will have their progress assessed following the above cycle and more formally at their Annual Review, usually every 12 months from the date of issue of the EHCP although a Review can be called at any time . All stakeholders involved in the child's care are invited to attend this annual review.

Q. How does the school help prepare the children through transition?



- We work very closely alongside our pre-schools and high schools to ensure that preparations for transition are started as early as possible.
- Additional transition opportunities are planned in for children with SEN.
- For children starting school in Reception or Nursery the class teacher and sometimes the SENCO will meet the child's key worker and Parents/Carers to discuss the child's needs and the support that is already in place. The class teacher and sometimes the SENCO will visit the child in their home or pre-school setting. For children starting school at other year groups and transferring from other schools, meetings will be held with Parents/ Carers and phone calls held with the current school.
- For children moving up to high school the class teacher, SENCO, pupil and parents will meet with the SENCO and other appropriate staff at high school to carefully plan additional requirements needed for a smooth transition.
- The class teacher and SENCO will consult with any other professionals involved with the child.

Q. What is the approach in teaching children with SEN?

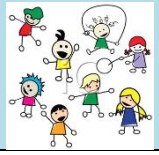


The Nar Valley Federation Ethos:

At NVF, we believe that every child should learn in an environment where they are able to achieve their absolute best. We want every child to aim high and to Let Their Light Shine. At NVF we commit to delivering high quality teaching for every child, including those with SEN, to enable them to do this.

- At NVF we ensure standards of teaching and learning are continually monitored and developed to ensure high quality teaching for all.
- At NVF, every child regardless of ability or need will access a broad and balanced curriculum in line with their peers but at a level appropriate for them. Information on our curriculum can be found here.
- Every teacher adapts the curriculum and classroom environment to ensure access to learning for all children in their class. This may include: visual timetables and aids, prompt lists, recording aids, sensory aids, individual positive behaviour systems, peer buddy systems. Please see our SEND Page here for further information.
- Our aim is always for children to learn alongside their peers and adapt and adjust teaching and learning in this environment. Sometimes pupils benefit from individual, targeted teaching alongside their classroom learning. This may be delivered by a teacher or a teaching assistant but is always under the direction of the child's teacher.

Q. How do we ensure all children are included in activities outside the classroom?



All children who come to NVF, regardless of need or ability, are included in all activities. We make it a non-negotiable that any activity is adapted to the best of our ability to ensure that all children are able to access it and take part.
Parents/Carers are informed of any trips, visits or residentials by letter at an early stage. As staff visit the locations in question before the planned visit, they are able to complete and act upon detailed risk assessments (signed by the Executive Head teacher or Head of School). Therefore, all children are able to access these visits. If it is the most appropriate way to support a child and enables them to access the opportunity, Parents/Carers are invited along to support their child.
All children are invited to attend After school clubs and other Extra Curricular Activities and we work with and expect any outside agency running a club for our settings to make it accessible for all our children.
Where appropriate, we develop individual risk reduction plans to ensure maximum safety for those taking part. Every adult involved in this activity, club or trip will have access to a copy.

Q. How accessible are the schools in the Nar Valley Federation?



All three schools are set out on one level.

The Site Managers ensure that entry to and movement around the school grounds and building are accessible for all through regularly maintenance checks.

There are signposts around school showing children, parents and visitors where to go and all classrooms are clearly labelled.

Any equipment provided is accessible to all children as is any extracurricular provision.

Accessibility plans for our sites can be found here.

Q. What specialist support is there for pupil's with SEN?



The whole NVF team have a broad range of SEN experience, knowledge and training to cover the 4 broad areas of need. The most commonly strategies used are listed below but this is not an exhaustive list as it constantly developing and evolving:

- **Social, Mental and Emotional Health**– Thrive and nurture style therapies, Lego therapy and resources from PATHS & Jigsaw, Steps
- **Cognitive and Learning** – Interventions including phonics programs, Dyslexia Gold, Numicon, Pixl Therapies and others tailored to the needs of the pupil
- **Communication and Interaction** – Talk Boost, ELKLAN, Speech Link
- **Physical and Sensory** – Meares-Irlen, sensory circuits

Many of the strategies can be used across all our year groups (Nursery/Reception to Year 6) but there are some that are more appropriate for particular year groups eg phonics for Reception and Key Stage 1.

In addition to this, we work closely with other specialist professionals with more specialised training.
We work particularly closely with The Child Educational Psychology Practice (please see here) who complete a range of assessments for us and offer advice where pupils are finding it difficult to access their learning. They have a range of professionals under one umbrella including an Educational Psychologist, a Speech and Language Therapist, a Clinical Psychologist, an Occupational Therapist and others.

We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website here. We have a termly Team Around the School meeting with professionals from the Local Authority where we discuss emerging needs and how we and the Local Authority can work together to best meet them.

We also have access to a number of specialist services including:

- **Social, Emotional and Mental Needs** – Inclusion Team, services through EPSS, support from Verbatim Therapeutic services, Family Action, Early Help, Schools and Communities
- **Cognitive and Learning** – The Dyslexia Outreach Service, School2School Support
- **Communication and Interaction** – Speech and Language therapists, Autistic Spectrum Disorder Team
- **Physical and Sensory** – Access through Technology, Sensory Support, Health Teams

Our practice and preferred way of working is to always work alongside the professionals and adapt and develop our practice with their support. We strongly encourage a close working relationship with a child's family too.

Q. What support is available for improving social, emotional and mental health needs? What measures do we have to prevent bullying?



- We follow aspects of the Jigsaw social and emotional programme as well as our RSHE curriculum which enables children to understand and express the range of feelings they may experience.
- We are this year planning to introduce Zones of Regulation across our settings
- We have practitioners who are skilled and experienced within the Federation in working with vulnerable pupils who help children learn how to understand their emotions, regulate and manage their own behaviours. We also seek support from outside agencies where appropriate.
- We offer other nurture support groups such as Lego therapy.
- Staff, governors and the school council regularly monitor pupil behaviour. Pupil voice questionnaires are used to ensure a positive ethos underpins our school community.
- If you are concerned about bullying please do speak to your child's class teacher in the first instance. Further information can be found in the NVF Anti-bullying policy here.

Q. What happens if my child needs even more support?



Sometimes, despite all the adaptations and adjustments that are made, some children still do not make enough progress to close the gap to their peers and clearly require further support. At this point we come together to discuss whether they may benefit from an Education Heath and Care Plan (EHCP). This is a legally binding document that states a child's needs and what the provision should look like. It is most commonly applied for by the school but parents/carers or another professional can apply for one also through the Norfolk Local Offer here. If a learner has EHC plan, the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

Further information on an EHCP can be found here.

Q. What is the Enhanced Specialist Provision (ESP)?



At the Nar Valley Federation of Church Academies, we ensure that every child receives access to a broad and balanced curriculum alongside their peers and our aim is to do this in the classroom, alongside their age related peers. However, we also recognise that some children require significant adjustment and adaptation to their mainstream learning environment to meet their needs and would benefit from a more specialist, purpose set-up.

In September 2024 at Castle Acre Church of England Primary Academy, we opened an Enhanced Specialist SEN teacher led Provision (ESP) to meet the needs of our pupils with the highest level of need, most of whom have an EHCP. This is called Maple Group. These pupils mostly have a neuro-divergent need, many are pre-verbal and most are working at a level significantly developmentally below their age-related peers. Currently 13 children access the provision for varying degrees of time. They remain part of their mainstream class and follow the same curriculum at a level appropriate for them. They access the ESP for areas of learning they find difficult and join their mainstream class for subjects they can access and enjoy as well as visits, trips and special occasions. In the ESP they also receive targeted teaching such as speech and language therapy, SEMH teaching and provision as outlined in their EHCP.

Q. How do we support the needs of children who are looked after?



The designated person for Looked After Children is Mrs Anne Neary, who works closely with our Governor Mark Brenner. We also track and support Post-LAC children. We recognise that children who are looked after often come from backgrounds where things have been challenging and may have a range of learning and emotional needs. Our aim is always to work with those who are involved in the child to ensure that we quickly gain a thorough understanding of them and their needs to enable them to thrive. Particular regard is always given to children looked after by the local authority and others who are similarly vulnerable who have SEN to ensure that they have full access to the curriculum and general school life.

Q. What do we do if things aren't going right?



At NVF we are passionate about all children doing well and achieving their best. We want all our children regardless of need or ability to feel safe, be happy and receive high quality teaching and learning. We hope that this happens for every child but on the rare occasion something does go wrong please talk to us. Firstly, have a look at this Information Report to help pinpoint where things might be going wrong then make an appointment with your child's class teacher either through them or via the school office. If you are still not happy then make an appointment to see the SENCo by ringing 01760 755305. If you still feel that things have not been resolved or understood then you can request a meeting with the Executive Headteacher via the school office. If, at this point and having given reasonable time for strategies to have been put in place, please follow the complaints procedure that can be found here. We never want things to get to this point

and are keen to work with you. We work an open door policy and find that sitting down over a cup of tea and biscuit almost always resolves any queries or concerns you may have.

Q. What other useful documents and websites are there?



Here are some useful policies and websites to support you in your child's SEND journey

Nar Valley Federation Policies
SEND Policy here
Intimate Care Policy here
Choices for Learning Policy here
Alternate Provision Policy here

Useful websites
Norfolk SEND Local Offer here

Just One Norfolk - Just One Norfolk is the 'go to' website for information about childhood health in Norfolk.
https://www.justonenorfolk.nhs.uk/

Norfolk SENDIASS - a statutory service providing free and impartial information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers.
https://www.norfolksendiass.org.uk/

Norfolk Autism Partnership
https://www.norfolkautismpartnership.org.uk/

ADHD Norfolk
https://www.adhdnorfolk.org.uk/

British Dyslexia Association
https://www.bdadyslexia.org.uk/

This version of the SEN Information Report was published in September 2026 and will be reviewed in September 2027.