

The Bishops Church of England Primary Academy SEND Information Report 2025-2026



Welcome to Our SEND Information Report

Welcome to our Special Educational Needs and Disabilities (SEND) information report, which is part of the Norfolk Local Offer for learners with SEND. All schools and academies have a legal duty to share information about how they support pupils with SEND. This report is updated every year to keep you informed.

If you have any questions or need support, the best people to contact are:

- **Deputy Headteacher /SEND Coordinator (SENDCo)/ DSL:** Claire Wright
- **Headteacher:** Heather Madsen

Mrs Claire Wright is an experienced SENDCo, having coordinated SEND provision for over twenty years across a range of educational settings. She achieved the National Award for Special Educational Needs Coordination (SENDCo) in 2016 and has extensive experience supporting schools to develop inclusive practice. In addition to her role within the school, Mrs Wright has also supported other schools in a Specialist Leader of Education (SLE) role, sharing expertise and helping to strengthen SEND provision across educational settings.

Parents and carers are encouraged to contact the school if they have any questions or concerns about their child's learning, development or wellbeing. In the first instance, parents should speak with their child's class teacher, who will be able to discuss any concerns and outline the support currently in place.

If further support or discussion is required, parents may request a meeting with the SENDCo, Mrs Claire Wright. Meetings with the SENDCo can be arranged by contacting the school office via telephone 01842 754702 or email office@bishop.norfolk.sch.uk. Mrs Wright is happy to meet with parents and carers to discuss concerns, review support plans and work together to ensure that each child's needs are understood and supported effectively.

Our Approach to Teaching Learners with SEND

Our Vision

At The Bishop's Primary Academy, we aim to meet the needs of all children. Our vision is:

Learning to live life in all its fullness in our safe and happy community.

We are a friendly and caring school that values each child as an individual. We celebrate every child's strengths and contributions, and we aim to help each one achieve their very best, whatever their needs or abilities.

We believe in high-quality teaching for all learners. Teaching and learning are regularly monitored, and staff continually assess progress to make sure every child is supported to move forward. Our school uses a whole-school system to track progress, including termly progress meetings.

For children who need extra support, we can access specialist services through referral. These include:

- Speech and Language Therapy
- Autism Support
- Educational Psychology
- School and Community Teams

How We Identify Learners with SEND

At different times in their school life, a child may have an additional learning need.

The SEND Code of Practice defines a child or young person as having SEND if they:

- Have a learning difficulty or disability that means they need special support to help them learn.
- Are of compulsory school age and either:
 1. Have a significant difficulty in learning compared to most children of the same age, or
 2. Have a disability that makes it hard to use the educational resources usually provided for children of the same age in mainstream schools or post-16At our school, we aim to identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible so that appropriate support can be put in place.

Children may be identified as needing additional support through a range of methods, including:

- Ongoing **teacher assessments and observations**
- Discussions with **parents or carers**
- Information from **previous schools or early years settings**
- Monitoring of **pupil progress and attainment**
- Concerns relating to a child's **social, emotional or behavioural development**
- Assessments carried out by the **SENDCo or other trained staff**
- Advice or reports from **external professionals**

If a member of staff identifies a possible area of need, the class teacher will speak with parents or carers to share the concern and discuss what has been observed in school. At this stage, the school may begin to put in place additional strategies or support within the classroom to help the child. . If a child continues to experience difficulties, the SENDCo may become involved and the child may be placed on the SEND register at SEN Support.

The school follows a graduated approach of Assess, Plan, Do and Review to ensure that support is regularly monitored and adjusted to meet the child's needs. Parents and carers are involved throughout this process and are kept informed about the support their child receives.

Assess, Plan, Do and Review (Graduated Response)



Parents / carers and the student should be involved in all aspects of the process.

Pupils with Special Educational Needs (SEN) are classified as Follows:

SEN Support

Some children need extra or different help in addition to the usual classroom teaching. To support these children, the class teacher and the SENDCO (Special Educational Needs Coordinator) may seek advice from outside specialists. It is important to note that not all children with SEN need an Education, Health, and Care (EHC) plan to have their needs met effectively.

Education, health and care (EHC) plans.

An Education, Health and Care Plan (EHCP) is a legal document that describes a child or young person's special educational needs, the support they require, and the outcomes they are working towards. EHCPs are issued by the Local Authority and are designed for children and young people whose needs are **significant, complex and long-term**, and who require support beyond what is normally available through school-based SEN Support.

Before an EHCP is considered, schools will usually provide a range of support through the graduated approach (Assess, Plan, Do, Review). If, despite this targeted support and involvement from relevant professionals, a child continues to experience significant barriers to learning, the school or parents may request an Education, Health and Care Needs Assessment from the Local Authority. If the assessment shows that additional, coordinated support from education, health and/or social care services is required, the Local Authority may then issue an EHCP. Parents and carers are fully involved throughout this process and their views, along with the child's views, are an important part of the assessment and planning.

Once an Education, Health and Care Plan (EHCP) is issued, it can support a child or young person from birth up to the age of 25, provided they remain in education or training and continue to require the provision outlined in the plan. The EHCP is reviewed annually through an Annual Review meeting, where parents, school staff and any relevant professionals come together to discuss the child's progress, review the outcomes in the plan and consider whether any changes are needed. This process ensures that the plan continues to reflect the child's needs and evolves as they grow and develop.

Requesting an Education, Health and Care Needs Assessment

A request for an Education, Health and Care (EHC) Needs Assessment can be made when a child or young person has **significant and long-term special educational needs** that may require support beyond what is normally provided through school-based SEN Support.

A request can be made by:

- [Parents or carers](#) (click on the link)
- The young person themselves (if they are aged 16 or over)
- The school or educational setting

The request is sent to the Local Authority, who will consider whether an assessment is required. As part of this process, the Local Authority will review information provided by the school, parents and any professionals involved with the child, such as educational psychologists, health professionals or other specialists.

If the Local Authority agrees that an assessment should take place, they will gather further advice and information to understand the child's needs in more detail. Following the assessment, the Local Authority will decide whether an Education, Health and Care Plan (EHCP) is necessary to ensure the child receives the appropriate support.

Parents and carers are fully involved throughout this process, and their views and the views of the child are an important part of the decision-making process.

If you would like further support with requesting an Education, Health and Care Needs Assessment, or would like guidance in understanding your child's SEND pathway, Norfolk SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) can offer independent advice and support to families. SENDIASS provides free, impartial information to help parents and carers understand the processes involved and the support available for children and young people with SEND.



Click or
scan the
link



The EHCP Process:

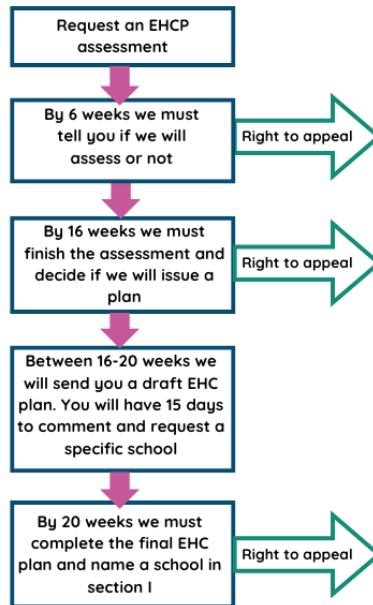
The process of obtaining an Education, Health and Care Plan (EHCP) follows a set timescale set out in the SEND Code of Practice. From the point when the Local Authority receives a request for an Education, Health and Care Needs Assessment, the entire process should normally take no longer than 20 weeks.

The process usually follows these stages:

1. **Request for an EHC Needs Assessment** – A request is made to the Local Authority by the school, parents or a young person aged 16 or over.
2. **Local Authority Decision (within 6 weeks)** – The Local Authority considers the information provided and decides whether to carry out an EHC Needs Assessment.
3. **Assessment Stage** – If agreed, the Local Authority gathers advice from professionals involved with the child. This may include the school, educational psychologists, health professionals and other specialists.

4. **Draft EHCP** – If the assessment shows that an EHCP is needed, the Local Authority prepares a **draft plan**, which parents will have the opportunity to review and comment on.
5. **Final EHCP Issued** – The final plan is issued by the Local Authority, usually within the **20-week timeframe** from the original request.

EHCP timeframes



Assessing SEND

Class teachers, support staff, parents/carers, and the learner themselves are often the first to notice a difficulty with learning. At Bishop’s Primary Academy, we ensure that the assessment of educational needs directly involves the child, their parents/carers, and their teacher. The SENDCo (Special Educational Needs Coordinator) also supports the identification of any barriers to learning. For some learners, we may seek advice from a range of specialist teams. In our school, we have access to various specialist services, including those universally provided by Norfolk County Council, as described on the Local Offer website <http://www.norfolk.gov.uk/children-and-families/send-local-offer>

Information is gathered from:

- teacher knowledge of the child,
- pupil progress meetings,
- school assessments,
- parent meetings,
- external professionals



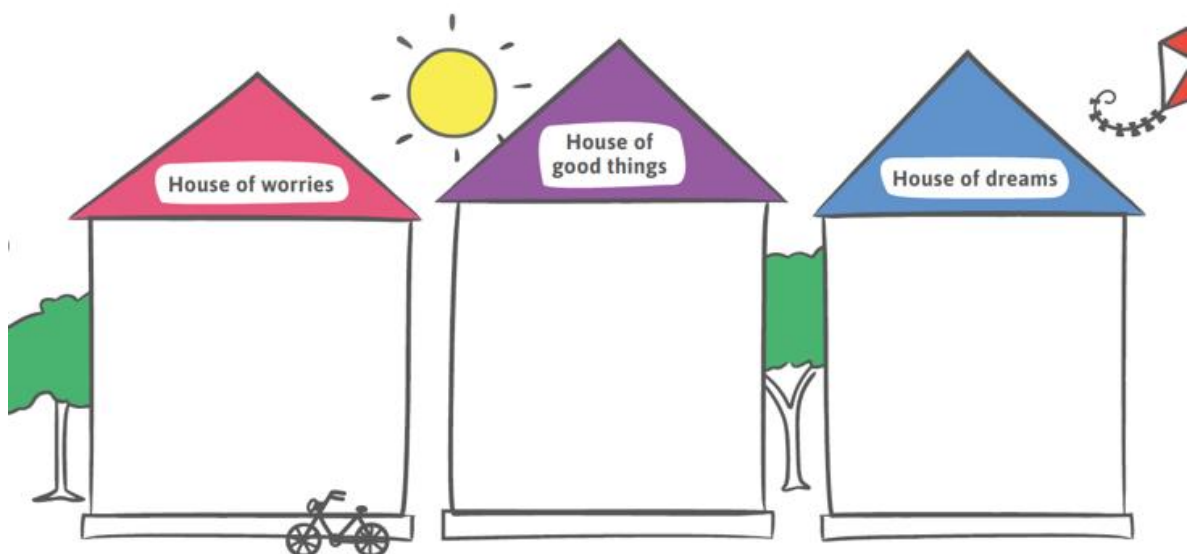
If a child is identified as having SEND, the academy will provide support that is additional to or different from the usual adapted curriculum. Only children with a learning difficulty that requires special educational provision will be identified as having SEN, and these pupils will be recorded on the academy SEND register. Special educational needs and the support provided are usually grouped into four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional, and Mental Health
4. Sensory and/or Physical Needs

Safeguarding and Anti-Bullying Support for Pupils with SEND

At our school, the safety and wellbeing of all pupils is a priority. We recognise that children with Special Educational Needs and Disabilities (SEND) may face additional safeguarding risks, including communication barriers, increased vulnerability to bullying, or difficulties expressing concerns. Staff are trained to be aware of these additional challenges and to respond appropriately to ensure that every child feels safe and supported.

Safeguarding is embedded across all areas of school life. All staff receive safeguarding training and understand their responsibility to identify concerns early, respond to disclosures and report any concerns through the school's safeguarding procedures. Children are encouraged to speak to trusted adults if they feel worried or unsafe, and staff work closely with families and external agencies where additional support is needed. This is often completed using signs of safety strategies and collecting wishes and feelings.



[The Trust Safeguarding Policy](#) [The Bishop's Behaviour Policy](#) [The Trust Anti-Bullying Policy](#)

The school has a zero-tolerance approach to bullying and works proactively to create a respectful and inclusive environment where differences are valued. Pupils are taught about kindness, tolerance and respect through the curriculum, including PSHE and relationships education. Staff actively monitor pupil relationships and are alert to signs of bullying, particularly where pupils may be vulnerable, including those with SEND. Any incidents of bullying are taken seriously, investigated promptly and followed up to ensure that pupils receive appropriate support.

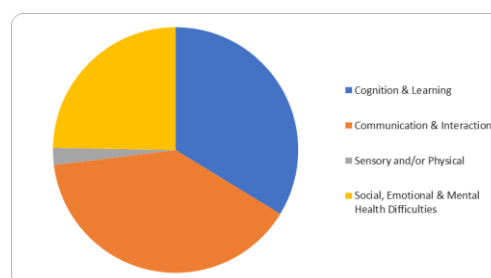
Our behaviour and culture approach is attachment-aware, recognising that behaviour can sometimes be a communication of an unmet need. Staff build strong relationships with pupils, provide consistent routines and use restorative approaches to support children in understanding their emotions and developing positive behaviours. When concerns arise, staff work with parents and carers to ensure that pupils feel safe and supported in school.

Where necessary, additional support may be put in place for pupils with SEND to help them feel secure and confident in school. This may include individual behaviour plans, pastoral support, structured supervision, or targeted interventions to support emotional wellbeing and positive peer relationships. Through this approach, we aim to ensure that every child, including those with SEND, can learn in a safe, inclusive and supportive environment

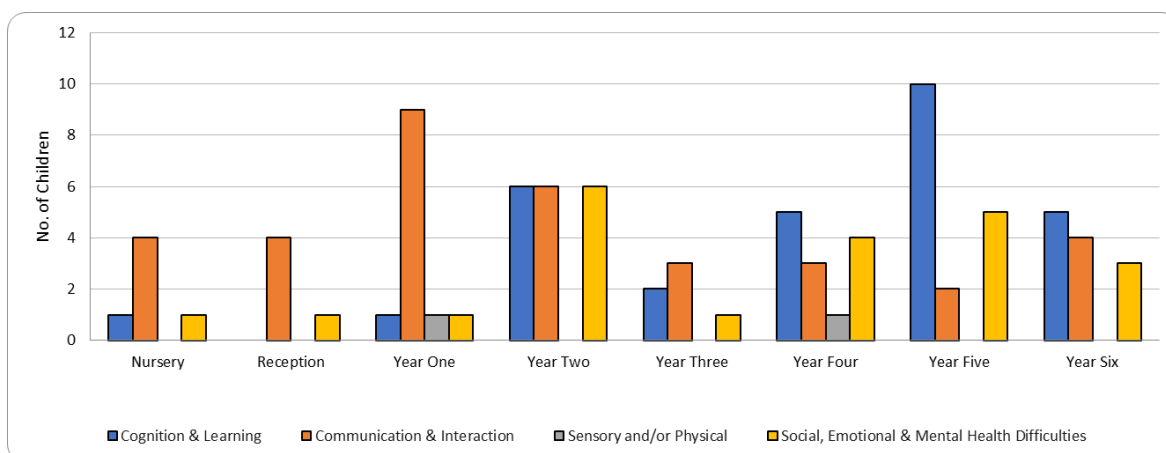
SEND Profile at Bishop’s Academy (2025/2026)

In the 2025/2026 school year, 90 children on roll have been identified as having SEND, which is 27.2% of all pupils. Of these, 24 pupils have an Education, Health, and Care (EHC) plan. Looking at the SEND record by area of need:

- Cognition and Learning: 30%
- Communication and Interaction: 35%
- Sensory and Physical Needs: 2%
- Social, Emotional, and Mental Health Difficulties: 22%



Please note that these figures may change throughout the year as new pupils join the school or additional needs are identified.



In addition, some children who are not on the SEN register may still receive extra support in school to help them achieve success. This can include additional input in areas such as phonics, reading, or maths.

- We keep a record of all children who have been identified for this type of support.
- Their progress is regularly monitored, and support is updated using the 7C's Learning Portfolio and Tracker.
- We work in partnership with teachers, families, and, where appropriate, outside professionals to ensure the right support is in place.

What do we do to support learners with SEND?

When a learner is identified as having SEND, we provide support that is additional to, or different from, the differentiated approaches and personalised learning arrangements already in place as part of high-quality teaching. The type of support offered is tailored to the learner's individual needs and is designed to remove barriers to learning and enable access to the curriculum. This support is outlined in our whole-school provision menu, which details the interventions and actions implemented at The Bishops Primary Academy to support learners with SEND across all four areas of Need.

Universal

Targeted

Specialist

Cognition and Learning		Communication and Interaction		Cognition and Learning		Communication and Interaction	
<p>Pacey and engaging lessons</p> <p>Some small group support in class</p> <p>Teacher feedback</p> <p>General TA support if available</p> <p>Access to toolkits and word banks</p> <p>Access to working walls</p> <p>Clutter free learning environment</p> <p>Consistent use of the behaviour policy</p> <p>Peer support and reading buddies</p> <p>Mini-plenaries</p> <p>Mixed ability groups</p> <p>Learning breaks</p> <p>Appropriate planned and adapted tasks</p> <p>Writing access materials</p> <p>Emphasis on language development and oracy skills</p> <p>High expectations for behaviour and learning.</p>	<p>Classroom visual timetable is in use fulltime</p> <p>Children aware of rules and expectations</p> <p>Opportunities for regular class debate and discussion</p> <p>Peer support and talk buddies</p> <p>Emphasis on language development and oracy skills</p> <p>Praise for successful communication and interaction</p> <p>Zone of Regulation embedded.</p>	<p>Personalised learning resources</p> <p>Personalised visual timetable</p> <p>Personalised seating area</p> <p>Maths Intervention</p> <p>Reading intervention</p> <p>Writing intervention</p> <p>Spelling / phonics intervention</p> <p>Clear and shared targets tracked closely (Learning plan / EP)</p> <p>SENCO support</p> <p>Verbal reasoning assessment</p> <p>Working memory assessment</p> <p>Dixiee profiling</p> <p>ESL referral</p> <p>OT support</p> <p>PT support</p> <p>Dyspraxia screening</p> <p>Now & Next board</p> <p>Use of technology to support learning</p> <p>SALT support</p>	<p>Personalised visual timetables</p> <p>Communication in Print/ widgets/ PECS</p> <p>SDQ Assessment</p> <p>SENCO support</p> <p>Communication interventions</p> <p>Interaction interventions</p> <p>ASD / ADHD checklists and questionnaires</p> <p>Early Help Assessment</p> <p>SALT Support</p> <p>Now & Next</p> <p>Use of technology to support learning</p> <p>Colourful semantics</p> <p>Talking boxes</p> <p>Bucket time</p> <p>Communication / CORE boards</p>	<p>Bespoke planning and timetable</p> <p>Full adaptation</p> <p>Small Step Targets, shared & tracked closely</p> <p>1:1 support required (Pt/Ft)</p> <p>Pen Portrait updated termly</p> <p>Termly collection of pupil and parent voice</p> <p>EP referral</p> <p>Paediatric Referral</p> <p>Send Support Review</p> <p>EHCP application EHCP</p> <p>Granted Annual Review</p>	<p>Bespoke planning and timetable</p> <p>Full adaptation</p> <p>Small Step Targets, shared & tracked closely</p> <p>Now and Next board</p> <p>1:1 support required (Pt/Ft)</p> <p>Pen Portrait updated termly</p> <p>Termly collection of pupil and parent voice</p> <p>EP referral</p> <p>Paediatric Referral</p> <p>Send Support Review</p> <p>EHCP application EHCP</p> <p>Granted Annual Review</p>		
Social, emotional and mental health difficulties		Sensory and or physical		Social, emotional and mental health difficulties		Sensory and or physical	
<p>Regular in class delivery of qf PSHE</p> <p>Zones of regulation embedded</p> <p>Consistent modelling of emotion regulation</p> <p>Understanding & reassurance at all times</p> <p>Calm and organised routines and structure</p> <p>Children altered to changes in a timely a way</p> <p>Peer support and talk buddies</p> <p>Bespoke resources for regulation</p> <p>Opportunities for regular class debate and discussion</p> <p>Emphasis on lanaguge development and oracy skills</p> <p>Regular opportunities for developing social skills</p> <p>Trusted adult support</p>	<p>Tidy and well organisation learning environment</p> <p>Smart & purposeful displays</p> <p>Clear table / desk area for working</p> <p>Clear & well labelled resources</p> <p>Temperature kept cooler, rather than warmer</p> <p>Ease of access to water</p> <p>Regular toilet breaks</p> <p>Controlled regular movements breaks</p> <p>Careful consideration to layout of classroom</p> <p>Natural lighting wherever possible</p> <p>Calm & controlled atmosphere at all times</p> <p>Careful seating plans</p> <p>Consideration to right/ left handed writers</p>	<p>SDQ Assessment</p> <p>SENCO support</p> <p>Break / lunchtime provision</p> <p>Daily meet and greet</p> <p>Boxhall suggestions</p> <p>Time to talk</p> <p>Social interventions</p> <p>Wellbeing interventions</p> <p>Other SEMH interventions (KG)</p> <p>Play therapy</p> <p>Personalised visual timetable</p> <p>Positive behaviour plan</p> <p>Bespoke ZOR</p> <p>ASD/ ADHD Checklists & questions</p> <p>Early Help</p> <p>Counselling</p> <p>Autism team</p> <p>Young Carers</p> <p>Social stories / comic strips</p>	<p>Personalised timetable</p> <p>Sensory checklist</p> <p>SDQ assessment</p> <p>SENCO support</p> <p>Boxall assessment</p> <p>Movement intervention</p> <p>Motor skill intervention</p> <p>Sensory resources for use in class</p> <p>Motor skill resources for use in class</p> <p>EP referral</p> <p>OT support</p> <p>PT support/Vision support</p> <p>Hearing support</p> <p>Disability team support</p> <p>School nurse involvement</p> <p>Incoherence team support</p> <p>ASD team support</p> <p>Sensory Circuits</p>	<p>Social, emotional and mental health difficulties</p> <p>Bespoke planning and timetable</p> <p>Full adaptation</p> <p>Small Step Targets, shared & tracked closely</p> <p>Now and Next board</p> <p>1:1 support required (Pt/Ft)</p> <p>Termly collection of pupil and parent voice</p> <p>Risk Assessment</p> <p>CAMHS</p> <p>EP referral</p> <p>Paediatric Referral</p> <p>Send Support Review</p> <p>EHCP application</p> <p>EHCP Granted</p> <p>Annual Review</p>	<p>Sensory and or physical</p> <p>Bespoke planning and timetable</p> <p>Full adaptation</p> <p>Small Step Targets, shared & tracked closely</p> <p>Now and Next board</p> <p>1:1 support required (Pt/Ft)</p> <p>Termly collection of pupil and parent voice</p> <p>Risk Assessment</p> <p>Individual Medical plan</p> <p>Personalised Evacuation Plan</p>		

Staff Training and Expertise (Norfolk-Specific)

At The Bishop's CE Primary Academy, we are committed to ensuring that all staff receive high-quality professional development so they can effectively support pupils with Special Educational Needs and Disabilities (SEND). Training is accessed through Norfolk County

Council services, specialist professionals and in-school professional development, ensuring staff develop the knowledge and skills needed to meet the diverse needs of our pupils.

All staff are trained in **Norfolk Steps**, the Norfolk County Council approach to supporting behaviour through a relational and trauma-informed model. Norfolk Steps helps staff understand behaviour as a form of communication and equips them with strategies to prevent escalation, support emotional regulation and build positive relationships with pupils. This approach underpins our behaviour policy and supports staff in creating a calm, consistent and supportive learning environment.

In line with the [Norfolk Provision Expected at SEN Support \(PEaSS\)](#) framework, staff regularly engage in training that enables them to provide effective support across the four areas of SEND identified in the SEND Code of Practice (2015).

Examples of training accessed by staff include:

- Norfolk Steps / Step On / Step Up training – behaviour support, de-escalation and safe responses to distressed behaviour
- Autism Education Trust (AET) training – supporting pupils with autism in the classroom
- Speech, Language and Communication Needs (SLCN) training – supporting communication development
- Colourful Semantics – supporting expressive language and sentence structure
- Dyslexia Awareness and Literacy Difficulties training
- ADHD awareness and strategies for supporting attention and executive functioning
- Social, Emotional and Mental Health (SEMH) training
- Trauma-informed and attachment-aware practice
- Zones of Regulation and emotional regulation strategies
- Sensory processing and sensory regulation strategies
- Mental health and wellbeing training for children and young people

Where additional specialist support is required, the school may also seek guidance and training from Norfolk SEND and Inclusion Services, Educational Psychologists, Speech and Language Therapists, and other specialist professionals. This enables staff to continually develop their expertise and ensure that pupils with SEND receive appropriate, inclusive and effective support.

Further information about services available for children and young people with SEND in Norfolk can be found through the [Norfolk Local Offer](#)

Measuring the Impact of Support

Learners receiving SEN Support will have an individual Support Plan, which is reviewed regularly throughout the year with parental involvement, including during SEN parent

evenings. If progress is less than expected, the frequency or type of intervention may be adapted. Where difficulties persist despite high-quality interventions and appropriate adjustments, advice and support may be sought from specialist teams or external professionals, with parental consent.

Class teachers also maintain regular contact with parents/carers through informal discussions, home–school contact books, letters, reports, and additional meetings as needed.

When further support is required, referrals may be made to external professionals or services, such as:

- Educational Psychologist or Specialist Teacher (EPSS)
- Schools and Communities Team
- SOAS advice and outreach support
- SRB advice and outreach support
- Attendance Officers
- CAMHS (Child and Adolescent Mental Health Service)
- Access Through Technology Services
- ASD Specialist Support Team
- SEMH Support Team
- Medical Needs Team
- Virtual Academy for Sensory Support
- Speech and Language Therapy
- Benjamin Foundation
- Just One Norfolk

How we check SEN Support is working

At The Bishops Primary Academy, we want to make sure the support we give children with SEND is making a real difference. To do this, we look at lots of different types of information.

Looking at Progress (Numbers and Results)

We check how children are doing in their learning by looking at:

- Reading, writing and maths progress
- Phonics results and test outcomes (like SATs)
- Attendance and behaviour records
- Progress in interventions (before and after results)

This helps us see if children are making good progress and whether support is helping to close any gaps. We also compare our results with other schools locally and nationally

Capturing the child's voice:

At our school, we believe it is important that children are given opportunities to share their views about their learning, support and wellbeing. Understanding the child's voice helps us ensure that the support we provide reflects their experiences, strengths and aspirations.

Pupils are encouraged to share their thoughts and feelings in a variety of ways. This may include informal conversations with trusted adults, pupil questionnaires, one-to-one discussions with teachers or the SENDCo, and contributions during review meetings. For some children, staff may use visual prompts, drawings or structured activities to help them express their views.

When support plans or interventions are reviewed, the child's perspective is considered alongside feedback from parents, teachers and other professionals. This helps ensure that the support in place continues to meet the child's needs and that they feel involved, listened to and supported in their learning journey.

What things in school make you feel happy or sad? Draw or write.

The image shows a visual communication tool for capturing a child's voice. It consists of a drawing area on the left and a selection of icons on the right. The drawing area is divided into two columns: 'I like' (happy face) and 'I don't like' (sad face). The 'I like' column contains a drawing of a smiling face and the text 'friends.', 'My teacher Miss Green', and 'My P-E'. The 'I don't like' column contains a drawing of a sad face and the text 'I fall'. The icon selection area includes: 'I like' (pink heart), 'I don't like' (pink heart with a red slash), 'calm space' (neutral face), 'adults' (two figures), 'handwriting' (hand writing), 'maths' (math symbols), 'playtime' (children playing), and 'timetable' (grid with symbols). Arrows indicate the flow from the drawing area to the icon selection area.

- Staff use a variety of approaches such as visuals, symbols, emotion cards, talking mats, drawing or role play to help children who may find it hard to express themselves verbally.
- Adults may meet with pupils one-to-one in a calm setting to make it easier to share their thoughts.
- Pupils are given extra time to process questions and form responses.
- For children who use alternative communication (e.g. AAC devices), staff ensure they can use these tools to contribute their opinions.

How we make learning accessible for all:

Planning and Teaching

Our teachers carefully plan lessons so that all children can take part and learn. Lessons are

structured with clear routines, explanations and activities, and teachers adapt their delivery to meet different learning styles and needs.

Please find a copy of the schools Accessibility Plan and Policy on the website.

<https://www.bishop.norfolk.sch.uk/policies/>

Sharing Information

Teachers are given detailed information about the needs of children in their class. This may include Support Plans, strategies from specialists, and regular discussions with the SENDCo. This helps staff understand what each child needs to succeed.

Checking Engagement and Progress

Teachers and teaching assistants check how well pupils are engaging and learning throughout lessons. This might be through questioning, observing participation, or looking at work completed. If a child is finding something difficult, support is adapted straight away.

Curriculum

The curriculum is adapted so that children can learn at the right level and pace. For example:

- Breaking down tasks into smaller steps with clear instructions
Adapted resources (simplified texts, practical tasks, scaffolded worksheets)
- Alternative methods of recording learning (mind maps, drawings, oral presentations)
- Tailored programmes for literacy, numeracy or social skills (e.g. precision teaching, social stories)
- Adjusting the level of challenge to match the learner's starting point, while keeping high expectations

Enabling Pupils Who Cannot Physically Attend (e.g. Medical Needs)

We take steps to ensure that pupils who cannot physically attend are still included in learning. For example:

- Home learning packs matched to the class curriculum
- Online learning platforms and virtual lessons (live or recorded)
- Virtual participation in class via video link where appropriate
- Liaison with hospital schools or outreach services to ensure continuity of education
- Flexible timetables or part-time attendance plans, supported by reintegration programmes when pupils are ready to return

For some children, it may be necessary to seek advice from specialist services. At our academy, we are able to commission support from a range of professionals and services, including:

- Educational Psychologist

- Specialist Teachers
- Advisory Support
- Speech and Language Therapist
- Sensory Support
- Autism Support
- Inclusion Service
- School Health
- Schools and Communities Team
- CAMHS (Child and Adolescent Mental Health Services)
- Just One Norfolk Mental Health Support Requests
- Early Help / Early Childhood and Family Support Services
- Referrals to other organisations offering specialist support



We also make referrals to Norfolk NHS Neurodevelopmental Services for autism and ADHD assessments. In addition, we support families who wish to pursue assessments via the *Right to Choose* pathway.

While the majority of children will have their needs met at the level of SEN Support, some learners with very high needs may require an Education, Health and Care (EHC) needs assessment to determine whether provision through an Education, Health and Care Plan (EHCP) is necessary.

Where a child has an EHCP, an annual review will be held in addition to the half-termly support plan reviews. Annual review meetings ensure that the views of the child, their parents or carers, and all professionals involved are taken into account when planning next steps

Funding

Funding comes directly from the Local Authority to support the needs of learners with identified high needs SEND. This is described in the SEND Memorandum. The amount of funding we have for 2025/2026 is currently £80,767.

Other Opportunities for learning

At The Bishops Primary Academy, we believe that all learners are entitled to equal access to extra-curricular activities. We are committed to making reasonable adjustments to ensure that every child can participate fully. Parents and carers are encouraged to contact us if their child has specific requirements for extra-curricular activities so that we can provide the appropriate support.

All staff at The Bishops Primary Academy work within the framework of the Equality Act 2010. This legislation places duties on schools and settings, including the responsibility not to discriminate, harass, or victimise a child or adult in relation to a protected characteristic, and to make reasonable adjustments to remove barriers to participation.

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 Disability Discrimination Act 1995 This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is an overlap between disabled and young people with SEND. Children and young people with SEND may therefore be covered by both SEND and disability legislation.

Preparing for the Next Steps

Transition is a part of life for all learners, whether moving to a new class, a new school, or on to secondary education. We recognise that change can be particularly challenging for children with SEND, and we take steps to ensure transitions are as smooth and supportive as possible.

Starting in the Reception Class

- When children join our academy in Reception, the class teacher will meet with parents/carers and visit new pupils in their pre-school setting or at home during the term prior to starting in September.
- Discussions take place between the pre-school setting and our academy to ensure that we fully understand the needs of children due to join us, and that records are transferred.
- The class teacher/SENDCo will attend relevant meetings (e.g. EHCP reviews) before the child starts school, wherever possible.
- Children due to join the academy will take part in several visits to school. Additional visits can be arranged for children with SEND where needed.
- Resources such as photos of the school, classroom, and staff may be provided to support children in becoming familiar with their new environment.



Moving Between Schools

- When a child transfers to another school, we contact the new school’s SENDCo to share information about the child’s needs and the support in place.
- All records are transferred promptly, in line with safeguarding requirements.
- Where appropriate, we will arrange for staff from the new school to meet the child at our academy before the move.

Moving Up to the Next Class

- Information is shared with the new class teacher in advance of transition.
- Current Support Plans are reviewed and passed on to the new teacher.
- Teachers prepare a transition plan and share it with the new class teacher during a planning meeting.

- Transition days and other activities are organised to help children adjust to their new class.
- Targets for the next Support Plan are discussed and agreed at the planning meeting, with SENDCo support as required.

Moving to High School

- In Year 6, the SENDCo and class teacher will meet with the receiving high school's SENDCo to share detailed information about the child's needs. This may include developing a *Transition Plan*, which contains key information about the learner to share with the new school.
- Records are transferred promptly to the secondary school.
- Children attend at least one transition day (usually two) with their peers. Additional visits are arranged for pupils with SEND where appropriate.
- Staff from the secondary school will visit SEND pupils in our setting.
- We work with external agencies, such as the Schools and Communities Team, to provide enhanced transition support where needed.
- We also complete individual or group referrals for Norfolk Titan Travel Training to help prepare children for independent travel.

Getting support and raising concerns

Talk to the class teacher (informal, first step)

- Contact the teacher (email or phone) and ask for a meeting. Explain your concerns briefly and request a time to talk.
- Aim to bring examples (work, records, dates of incidents) and say what you would like to see change.

Raise the concern with the SENDCo

- If the meeting with the teacher doesn't resolve things, ask to meet the SENDCo. They coordinate SEND support and can explain Support Plans, evidence of progress and next steps.

Ask for a written record and agreed actions

- At the meeting ask for a short written note of what was agreed and by when. This keeps everything clear and helps with later steps if needed.

Use the school's complaints or escalation process

- If things remain unresolved after informal steps, follow the school's published complaints procedure (you can request a copy from the school or find it on the school website). This usually means a formal written complaint to the headteacher, and if still unresolved, escalation to the governing body or academy trust. Norfolk County

Council's advice confirms that parents should follow the school's complaints process first. [Norfolk County Council+1](#)

Escalation beyond the school

- You may escalate to the academy trust and, if necessary, the Department for Education / ESFA (they will check the process was followed, but cannot usually overturn decisions). GOV.UK guidance explains the different escalation routes.

Appendix one

Useful Links Details of the Norfolk Local Offer can be found at:



The SEND and Inclusion and Support Line via Tel: 0333 313 7165



SEND Essentials E-Learning



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



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

Appendix Two

Other school policies relating to this report

The Bishops Academy Safeguarding policy

<https://www.bishop.norfolk.sch.uk/safeguarding/>

The Bishops Behaviour Policy

<https://www.bishop.norfolk.sch.uk/promoting-positive-behaviour/>

The Bishops SEND policy

<https://www.bishop.norfolk.sch.uk/policies/>

Other policies which you may find useful can be found at

<https://www.bishop.norfolk.sch.uk/policies/>