# The Pilgrim Federation SEN INFORMATION REPORT

## Walsingham Church of England Voluntary Aided Primary

Welcome to the Special Educational Needs Information Report for Walsingham CE Primary School. Walsingham School is part of The Pilgrim Federation of Church of England Schools, along with Blakeney, Hindringham and Kelling CE Schools. This report forms part of the Norfolk Local Offer for learners with Special Educational Needs.

The Pilgrim Federation has a strong commitment to working in partnership with pupils, parents, governors, other cluster schools and the local community. Together we afford our pupils the opportunity to make progress in all areas to fulfil their potential. As a result, this report has been produced with involvement from all these stakeholders.



**People to contact in the academic year 2026/2027 regarding Special Education Needs in any of our four Federation schools are:**

SEN Governor: **Mrs Lucy Cahill**

SENCo: **Mr Titus Cotton (maternity cover for Mrs Lucy Money until 12.4.27)**

Parent Governors (representing parents): **Mrs Erica Reeve and Mrs Sarah Spencer-Ashworth**

Executive Headteacher: **Mr Tom Snowdon**

Local authorities must publish a Local Offer, setting out in one place information about provision that is available and provision that is expected to be across education, health and social care for children and young people in their area who have special educational needs and disabilities (SEND). You can view details of the Norfolk Local Offer here by clicking on this link: **www.norfolk.gov.uk/children-and-families/send-local-offer**. Alternatively, if you think your child may have Special Educational Needs please speak to their class teacher or to any of the people named above.

## OUR APPROACH TO TEACHING LEARNERS WITH SEN

The Pilgrim Federation of Church of England Schools has a fully inclusive approach to teaching learners with SEN. All pupils should have equal opportunities, expectations and aspirational outcomes.

High quality teaching for all learners is a must and monitoring teachers' performance in classes is a frequent occurrence to ensure this is in place for all pupils.

Our Federation's Improvement & Plan outlines the training and development of the school and its learners over the next academic year.

We strive to create a learning environment, which is flexible and creative to meet the needs of all members of our school community.

### At The Pilgrim Federation of Church of England Schools:

- We all play our part to achieve excellence in everything
- Christian values are at the heart of our journey together
- Love and compassion for others; kindness tolerance and respect are the cornerstone of our learning community
- Staff, parents, governors, children and the local community all play their part in our learning and achieving excellence in everything we do.
- We believe that learning should be creative, innovative, inspirational and irresistible

We regularly monitor and report on pupil progress, and staff assess continually, to ensure learning is taking place. Our whole school system regularly monitors progress and includes regular pupil progress meetings.

## HOW WE IDENTIFY IF A STUDENT HAS SEN?

During a pupils' school life, a child or young person may have special educational need.

> *A child or young person has SEN if they have a learning difficulty or disability which calls for special provision to be made for them.*

A child of compulsory school age or a young person has a learning difficulty or disability if they:

a. Have a significantly greater difficulty in learning than the majority of others of the same age OR...
b. Have a difficulty, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.

If a learner is identified as having SEN we will strive to deliver provision that is additional to or different from

***'The normal scaffolded curriculum intended to overcome the barrier to their learning.'***

Learners may fall behind in school for many reasons. They may have been absent from school, they may have experienced inconsistency in their education provision. They may not speak English as a first language or they may suffer self-esteem issues which prevents progress being made. At The Pilgrim Federation of Church of England Schools, we are ambitious for all of our pupils. We aim to foster a positive approach to any difficulties they may have, capitalising on strengths and minimising weaknesses. We strive to adopt a positive approach to learning and life.

Only those with a learning difficulty that requires special educational provision will be identified as having SEN. However, some pupils may be identified as vulnerable. This does not mean that all vulnerable children have SEN and we have policies in place to support them.

There are a variety of ways pupils at The Pilgrim Federation of Church of England Schools are identified as having Special Educational Needs.

- ***Discussions with school staff who raise concerns.***
- ***Discussion with the pupil.***
- ***Discussions with parents.***
- ***Liaison with any previous school, staff or Parent Support Advisor.***
- ***The Pilgrim Federation of Church of England School's SENCo attending nursery school meetings about individual pupils.***
- ***Pre-school assessments.***
- ***Pupil assessment and progress monitoring throughout the school year.***
- ***Liaison with external agencies.***

For some pupils we may seek advice from specialist teams. In our Federation, we have access to various specialist teams. We also have services universally provide by Norfolk County Council which are described on the local offer website available at:

**www.norfolk.gov.uk/children-and-families/send-local-offer**.

Following the SEN Code of Practice 2014, Pupils' Special Education Needs are categorised as follows:

- ***Cognition and Learning***
- ***Communication and Interaction***
- ***Physical and Sensory***
- ***Social, Mental and Emotional Health***

**The profile of pupils at Walsingham with SEN in 2026/2027 is:**

| **Profile** | % |
|---|---|
| Percentage of children with SEN from September 2026 | 41 |
| **Primary Need of children in school with SEN** | |
| Cognition and Learning | 11 |
| Communication and Interaction | 89 |
| Sensory and/or physical needs | 0 |
| Social, emotional and mental health | 0 |

The Pilgrim Federation of Church of England Schools has a range of assessment tools available including:

- ***NFER Reading, SPAG & Maths Assessments***
- ***Salford Sentence Reading and Comprehension***
- ***Basic Literary Assessment***
- ***Catch-Up High Frequency Words***
- ***Educational Psychologist***
- ***Speech and Language Specialist Teacher***
- ***Specialist Teacher***
- ***Dyslexia Portfolio***
- ***British Picture Vocabulary Scale (BPVS)***
- ***Occupational Therapist***
- ***Access Through Technology***
- ***Sensory Support***
- ***School Nursing Team***
- ***CAMHS/Point 1 (Children and Adolescents Mental Health Service)***

We currently employ Learning Support Assistants who deliver specific interventions in small groups in class or to individual pupils.

## WHAT DO **WE** DO TO SUPPORT LEARNERS WITH SEN?

At The Pilgrim Federation of Church of England Schools, we are proud of our staff and their continuing professional development. Every teacher in our schools adapts the curriculum and their teaching style, in line with current practice, to ensure access to learning for all pupils in the class. The Teacher Standards for 2012 details the expectations on all teachers.

Each learner identified as having SEN is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support offered will be dependent on the pupil's individual needs and will be outcome and impact assessed to ensure it has helped overcome the pupil's barriers and has been beneficial. Support is outlined on a provision map which details

These may include:

- ***Targeted interventions led by staff in small groups or 1 to 1***
- ***Visual timetables***
- ***Writing frames and Mind Maps***
- ***Laptops***
- ***Positive behaviour system***
- ***Practical learning tasks***
- ***Questioning techniques***
- ***Pace and challenge activities***
- ***'Talkabout' to support emotional and social development***

what interventions are available. The provision map is updated termly.

Our teachers use a variety of strategies to enable access to the curriculum and ensure maximum engagement of pupils.

An 'All About Me' profile is currently being used for all pupils with SEN as part of their Personal Support Plan (PSP). These profile the pupil's strengths, weaknesses and targets and will be discussed and evaluated regularly with parents and pupils.

Some pupils may require access arrangements during SATs. In these cases, applications are made to the relevant examination boards.

Our Provision for the four areas of Special Educational Needs at Walsingham may include:

***Cognition and Learning***

- ***1:1 and small group work with an adult, focussed on closing identified gaps***
- ***Little Wandle 'Catch Up' and 'Keep Up' phonics interventions***
- ***Sound Discovery***
- ***Toe by Toe***
- ***Guided Reading sessions***
- ***Power of 2***
- ***Numicon***
- ***Word Wasp***
- ***Hornets***
- ***Precision Teaching***
- ***'Talkboost' to develop speech and language skills***
- ***NELI – develop early speech and language skills***
- ***Precision Teaching***

***Communication and Interaction***

- ***Advice from Speech and Language therapist***
- ***Talkboost***
- ***Talkabout***
- ***1:1 Speech therapy intervention programmes (NELI)***
- ***Advice and 1:1 sessions from School 2 School Support***
- ***Advice and 1:1 sessions from Short Stay School for Norfolk***

***Sensory and Physical***

- ***'Access through Technology' equipment***
- ***School Nursing Team***
- ***Occupational Therapy Service***
- ***Speech and Language Therapy Assistant***

***Social, Emotional and Mental Health***

- ***Advice from the Mental Health Schools Team (MHST)***
- ***Advice from CAMHS (Point 1)***
- ***Talkabout***
- ***Nurture activities***
- ***ELSA (Emotional Literacy Support)***

## HOW WE FIND OUT IF SUPPORT AND INTERVENTIONS ARE EFFECTIVE

Monitoring progress of pupils is an integral part of teaching and leadership within our Federation. Parents, carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We adhere to the 'assess, plan, do and review' model ensuring that parents, carers and pupils are involved in every step. This is reviewed regularly with the parent and child. If a learner has an Education, Health and Care Plan (EHCP) the same termly review meetings take place but an additional formal annual review will be scheduled.

The SENCo collates the impact of interventions and progress data and this is monitored by teachers, senior leaders and Governors. Our data is also monitored by the local authority and Ofsted.

At our latest Parent Consultation evening 100% of parents who attended said that they were happy with the provision in place to support their child.

## OTHER OPPORTUNITES FOR LEARNING

All learners should have the same opportunities to access activities, including all those which are extra curricula. The Pilgrim Federation offers a whole range of activities. In addition; break, lunchtime and after school support is available to learners with Special Educational Needs.

We are committed to making all necessary reasonable adjustments to ensure we comply with the Equality Act 2010 to meet our pupils' needs. Specific requirements are discussed and implemented.

The Equality Act 2010 definition of disability is:

***'A person has a disability for the purposes of this Act if she/he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities.'***

*Sector 1(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. We recognise that there may be situations where disability and SEN overlap.

The legislation places specific duties on schools, settings and providers: including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make resources adjustments.

The Pilgrim Federation of Church of England Schools embraces all opportunities to engage in learning beyond the classroom. Pupils can benefit from nurture group activities and sporting events.

## PREPARING FOR THE NEXT STEP

Transitions are part of life for all our learners: planning for these, and the anticipation of any barriers, is crucial. Pupils will move from one key stage to another, have new teachers and move on to a Secondary Education provider. The Pilgrim Federation of Church of England Schools works hard to ensure positive transitions are experienced by our pupils and relevant details are passed on.

Planning for transition is a crucial part of provision for all learners with SEN. These transition arrangements will be discussed with parents, carers and the pupil well in advance.

## HAVE YOUR SAY

The schools in the Pilgrim Federation are a community. Together we can shape and develop provision for all of our pupils ensuring achievement for all. This report outlines our annual offer to pupils with SEN. However, in order for this to be effective it needs the views of all parents, carers, pupils, governors and staff. Parents and carers are encouraged to engage with this annual process in order to assess, plan, do and review provision for all our pupils with SEN.

Should you wish to make a complaint about the support the school provides for your child please follow the Federation Complaints Procedure.

## USEFUL LINKS

**www.norfolk.gov.uk/children-and-families/send-local-offer**

**https://www.norfolksendiass.org.uk/**

**www.gov.uk/government/organisations/department-for-education/services-information**

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