



SEN Information Report for Yaxham Primary Academy 2025/26

Part of the Norfolk Local Offer for Learners with SEN

Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and 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.

At Yaxham Primary Academy we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Name of SEN Governor – Mr Christopher Cox

Name of Head Teacher– Mrs Jennie Müller

Name of SENCO – Mrs Zoe Gilbert

If you have specific questions about the Norfolk Local Offer please refer to the website:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Alternatively, if you think your child may have SEN please speak to their Class Teacher or contact Mrs Zoe Gilbert, our SENCO.

Our Approach to Teaching Learners with SEN

At Yaxham Primary Academy we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our teaching and learning policy on the school website.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision. In response to the needs of our children, relevant staff will be trained in speech and language therapy strategies that can be used in intervention sessions to enhance children's speech skills. Also, our SENCO has completed the National SENCO Award, as the Code of Practice requires this to be completed within 3 years of being appointed.

At Yaxham Primary School, we value:

Learning for all and learning in all its forms.

How We Identify SEN

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational 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 disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If a learner is identified as having SEN, we will provide provision that is ***‘additional to or different from’*** the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Yaxham Primary Academy we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

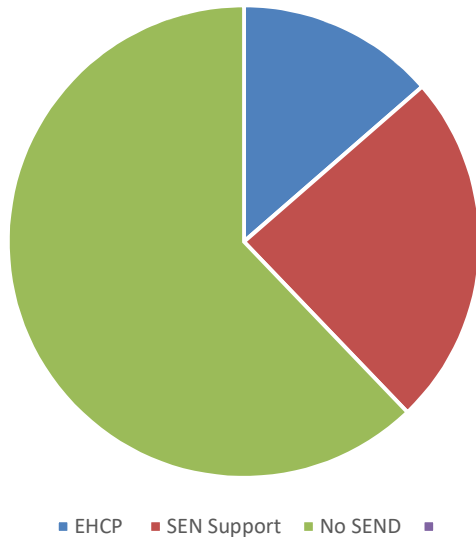
Our SEND Profile:

The National average of SEND within schools is 19.6%

The Norfolk Local Authority average is 20.5%.

The SEND profile for Yaxham primary Academy 2025/26 shows that 37.9% of children on roll are identified as having SEN.

Levels of SEND within
Yaxham Primary Academy



Within the whole school:

14% of children have an EHCP

24% access SEN support within school

62% have no SEND needs identified currently

Of the children on the SEN register:

24% of children are identified as having SEN with Cognition and Learning as the primary area of need

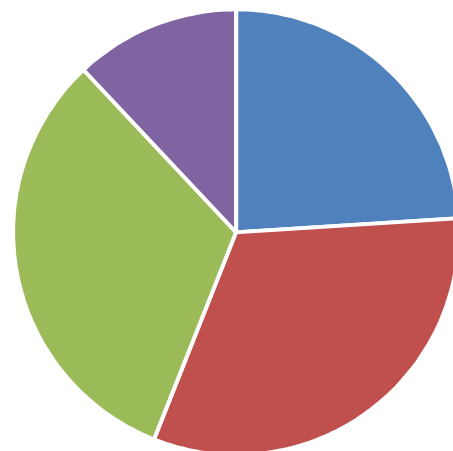
32% have Communication and Interaction as the primary area of need

32% have Social, Emotional and Mental health difficulties as the primary area of need

12% have sensory or physical difficulties as the primary area of need

36% have an Education, Health and Care Plan

Areas of SEN within
Yaxham Primary Academy



■ Cognition and Learning ■ Communication and Interaction
■ Social, Emotional and mental ■ Physical and Sensory

Assessing SEND at Yaxham Primary School

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Yaxham Primary Academy we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their Teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning.

Teachers will be able to identify specific difficulties that children are having in the classroom during lessons. This will also be supported by results from assessment papers that the children complete. We have access to dyslexia and dyscalculia screening materials which indicate tendencies for these difficulties. In addition to this we also use The British Picture Vocabulary Scale to assess receptive language and vocabulary skills.

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website. A link for this is provided on our website.

We also have access to:

- 'school to school' support – specialist provision from Special Schools in County
- Educational Psychologist assessments

In addition to these services we often direct families to engage with the Just One Norfolk page which can offer support to families and young people in a range of ways.

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

What we do to Support Learners with SEN at Yaxham Primary School

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Yaxham Primary School are proud of our Teachers and their development. The Teacher standards are available here: <https://www.gov.uk/government/publications/teachers-standards>

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- Laptops or other alternative recording devices
- Individualised positive behaviour rewards system
- Targeted support from TAs

And many other strategies in addition to these.

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 is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Yaxham Primary Academy to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change. Our provision map is available on the SEN page of our school website and details all support resources we have available to us. Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

<https://www.yaxhamprimaryschool.co.uk/web/send/507740>

Teaching assistants deliver specific interventions to children within their class, as directed by the class teacher. We are also fortunate to have a teaching assistant who delivers interventions to children across all of the classes. Children who require additional intervention to support their learning are identified in pupil progress meetings which involve the head teacher, SENCO and class teachers.

Interventions and support in school can be for a range of intentions, not just for academic development. At Yaxham

Primary we value social emotional development as greatly important for the development of our learners holistically. We have spots throughout the school for children to sit and take a quiet moment to reflect, be calm and have a mindful moment. We also prioritise ensuring children have opportunities to share worries with adults. For those that need it, we offer toast club to support children who find morning transitions difficult, as well as sensory circuits for those that need assistance in managing their own emotions.

Bullying in any form is not tolerated and any instances are taken very seriously. Our anti-bullying policy can be found on the Yaxham Primary website.

https://www.yaxhamprimaryschool.co.uk/web/statutory_information

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within Yaxham Primary Academy. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan, formerly known a Statement) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

If at any point you have concerns regarding the SEN provision provided to your child, we encourage you to engage with your child's class teacher in the first instance. Following this you can then to meet with the SENCO and then the Head Teacher. If you feel you need to access the complaints procedure, this can be found on the Yaxham Primary Academy website.

https://yaxham-cofe-primary.eschools.co.uk/web/statutory_information

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. Our teachers are part of various moderation groups to ensure that our judgements stand up to scrutiny, as well as moderating as a school team. Our school data is also monitored by the Diocese of Norwich Academy Trust.

In addition to this, our staff regularly engage in training to ensure the way they support is effective. This year we plan to engage in phonics, lego therapy, emotional literacy, sensory circuits and STEPs (de-escalation) training.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Yaxham Primary Academy we offer a range of additional clubs and activities, which will vary throughout the year. These can be found on our school web page.

Throughout the year we have one-off special days and school trips which engage the whole school as a community, ensuring that everyone is involved at all times.

We participate in a range of sports events as part of the West Norwich and Dereham Sports Partnership. Our inclusive approach ensures that all children are offered opportunities to participate in these events.

We are committed to making reasonable adjustments to ensure participation for all, so please contact us to discuss specific requirements.

All staff at Yaxham Primary Academy have regular training on the Equality Act 2010. This 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 'reasonable adjustments.'

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(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 SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Preparing for the Next Step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment.

Yaxham Primary Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. In some cases it may be appropriate to discuss transition earlier than this to ensure that each child is placed in the setting that will be able to offer them the support that best suits them.

SEN Funding

Yaxham Primary School receives funding directly to the school from the Local Authority to support the needs of the learners with SEN. This is described in the SEN Allocation Memorandum, which can be found here.

<https://csapps.norfolk.gov.uk/BudgetShare/pdf/25/SENMemorandum/2210.pdf>

Have your say

Yaxham Primary School is a community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff.

If you feel able to provide us with some feedback on how useful you found this document, please email the SENCO or the office with your comments. They will be greatly appreciated.

Useful Links:

- <https://www.norfolk.gov.uk/children-and-families/send-local-offer>
- www.yaxhamprimaryschool.co.uk
- https://www.yaxhamprimaryschool.co.uk/web/statutory_information
- <https://www.yaxhamprimaryschool.co.uk/web/send/507740>
- <https://www.gov.uk/government/publications/teachers-standards>
- <https://www.justonenorfolk.nhs.uk/>

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