



Special Educational Needs and Disabilities (SEND) Information Report for Magdalen Academy, St Germans Academy and Wimbotsham & Stow Academy 2025-2026

Welcome to our SEND 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 Trust Board's policy for pupils with SEND (Special Educational Needs and Difficulties). The information published must be updated annually.

At Magdalen Academy, St Germans Academy and Wimbotsham & Stow 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 schools and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We value high quality teaching and aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. In order for children to reach their full potential, we provide a friendly, happy and stimulating environment in which they feel secure, trusted and valued. At our Academies, we endeavour to support the whole child and we do all we can to ensure SEND requirements are met.

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:

- Bridges Federation SENCo – Lisa Palmer
- Trust SENDCo and Inclusion Officer - Darleen Grimsby
- Executive Headteacher – Mrs Louise Arrowsmith
- SEND Trustee – Paul Rout

If you have any specific questions regarding the Norfolk Local Offer please look at the Frequently Asked Questions on the Local Offer website <https://www.norfolk.gov.uk/children-and-families/send-local-offer>. Alternatively, if you have any questions or concerns regarding SEND provision please



contact your child's class teacher, Mrs Arrowsmith (Executive Headteacher) or Lisa Palmer (SENCo). The information below will give you a clear and informed picture about the curriculum and provision available for the children at our academies.

How we identify SEN:			
What percentage of learners in the school have been identified with SEN?	Wimbotsham and Stow Academy 6.1% 7 children on the SEN register of which 1 has an EHCP: 3 Cognition and learning 2 Communication and Interaction 1 SEMH 1 Physical difficulties	Magdalen Academy 22% 11 on the SEN register of which 7 are EHCPs: 1 Cognition and learning 4 Communication and Interaction 2 SEMH 0 Physical difficulties	St Germans Academy 9.5% 10 on the SEN register of which 4 are EHCP's: 4 Cognition and learning 3 Communication and Interaction 3 SEMH 0 Physical difficulties
How does the school know if children need extra help and what should parents do if they think their child may have special educational needs?	<ul style="list-style-type: none">• We have an open-door policy at the school. If a parent is concerned about the progress their child is making, they can initially speak to the child's class teacher. The <i>Parent Flow Chart</i> is distributed so that Parents understand the process of seeking support.• Throughout the year class teachers and the senior leadership team monitor the progress of all children in the academies. If a child is not making the expected progress they will be closely tracked, and additional support implemented if required. Learners can fall behind for lots of different reasons, therefore only those with a learning difficulty which requires provision that is in addition to or different from the normal differentiated curriculum will be identified as having SEND.		
What we do to support learners with SEN:			



How does the school support pupils with special educational needs?

- All teachers adapt the curriculum to ensure access to learning for all children in their class.
- When the academy identifies the need for additional support to enable a pupil to make expected progress, the parents/carers will be invited to a meeting with the class teacher to discuss a plan of support. From this, a SEN Support Plan will be created which will be reviewed and updated at least termly, in consultation with parents.

- The support may include pre-teaching opportunities, additional resources, modelling language and behaviours, preparation for changes in routine and intervention.
- The academy may also take advice from different professionals as to how we can best provide additional support for our children. Professional advice may involve internal staff (Head, SENCo) as well as external staff (Speech Therapists, S2S Support, Educational Psychologists, Health professionals).
- Classes produce a class Provision Map that shows the range of additional support taking place in our academies for children who require extra help in their learning. We modify the provision map regularly as our learners and their needs often change.
- Every pupil on the SEN register has a SEN Support Plan which is regularly reviewed and updated.



What support is in place for Social and Emotional Wellbeing?	<ul style="list-style-type: none">• All pupils are supported with their social and emotional development through the curriculum and at playtimes. This is supported through the PSHE association and Zones of Regulation.• Sometimes we use a buddy system where children are linked to others to provide friendship support.• We employ a Play Therapist one day a week across the three schools to support pupils with emotional difficulties.• We employ a full time Parent Support Advisor across the three academies who supports children and their families.• The academies work with parents and children to encourage high levels of attendance.• The academies have a very supportive and strong ethos and a positive approach to behaviour management.• For some learners we may want to seek advice from specialist teams. Any recommendations given are implemented either as part of the class learning or through intervention outside the classroom. In our academies we have access to various specialist services through the Norfolk Local Offer.
How we keep parents informed:	
How will parents know how their child is doing?	<ul style="list-style-type: none">• Parents/carers are invited to parent's evenings to discuss the achievements, progress, and support that the academy is providing and how they can help their child at home.
	<ul style="list-style-type: none">• Targets/next steps will be set for the children following a discussion with the children and their parents. Parents/carers and children will also be involved in reviewing these targets at least termly.• If your child has an Education, Health and Care Plan (EHCP), a formal meeting will take place to discuss your child's progress annually in addition to the termly parents meeting. Other meetings to discuss progress can be arranged as required.
How we evaluate the effectiveness of our provision:	



How will we know if the provision for children with SEND is effective?	<ul style="list-style-type: none">Progress data of all learners are monitored by teachers and Board of Trustees. The Trust SENDCo and Inclusion Officer also collates impact data of interventions to ensure that interventions are proving effective.
Provision and Services:	
What specialist services and expertise are available at the school or accessed by the school?	<p>When required specialist expertise can be drawn upon. Some services that have been involved with the academies to date are:</p> <ul style="list-style-type: none">Speech and Language ServiceSchool to School SupportCAMHS (Child and Adolescent Mental Health Service)• Educational Psychologist (CEPP)Speech and Language therapy.Sensory SupportJust One NorfolkSchool Nursing TeamSchools and Communities Team
Accessibility Plan	<p>The schools have an Accessibility Plan and Policy which are included within the policy section of the school websites. Links to the plans can be found here;</p> <p>Magdalen Plan Wimbotsham and Stow Plan St Germans Plan</p>



	<p>The purpose of these is as follows:</p> <ul style="list-style-type: none">• To increase the extent to which pupils with disabilities can participate in the curriculum. Pupils at our schools fully participate in all aspects of the curriculum.• To improve the school's physical environment and increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities, and services we provide. All areas of the school environment are accessible to pupils with SEND.• To improve the delivery of information that is readily accessible to pupils without disabilities to pupils with disabilities. This is differentiated where identified through SEN Support Plans.
How are pupils included in activities outside the classroom including trips?	<ul style="list-style-type: none">• The academies carry out risk assessments for all children including the children who require SEN provision before attending a school trip.• Parents or carers are consulted prior to a school trip and asked to attend if necessary.• Consideration is made for how school trips can be adapted to assist the individual child. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities will be provided in the academy.
Staff Training	
What training have the staff supporting The academies with SEN had? children with SEND. Training Inclusion Officer works closely with the	academies are committed to further developing the skills and knowledge of the staff supporting pupils is linked to the needs of the children on roll and performance management. The Trust SENCo and SENCo to implement training throughout the year.
Transitions	



How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life to ensure their wellbeing?

- Before children start in Reception, the child and their parents are invited to transition events to meet their new teacher, teaching assistant and become more familiar with the setting. The children are later invited in for a half day and full day in their new class.
- When joining our academies from another school or nursery the class teacher/SENCo will ensure they have read the child's file and any reports from the previous setting and if appropriate will discuss the child's needs with the previous school or setting. They will also liaise with parents to ensure the transfer is as smooth as possible.
- When a child with special educational needs is moving to a new school, transition meetings/conversations will take place with the class teacher and SENCo of our academy to make the transition as smooth as possible for the child. These ideas and meetings will also be shared with parents.
- Transition to secondary school will be discussed during Year 5, to ensure time for planning and preparation. Once places are confirmed, additional sessions are arranged by the Parent Support Advisor in conjunction with the high school. Transition meetings are held jointly with the SENCo, the High School and the parent/ carers.
- The types of provision we put in place to ensure a smooth transition and support our children when they are moving school are things such as extra class visits, social stories, taking photographs of the new staff, transition books and the children's confidential files will be forwarded to the new school setting. The files contain educational information about the child which supports a smooth transition for the child as well as a continuous education from one school to another.

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