



Diocese of Norwich
Education and
Academies Trust

St Matthews Federation

**Gayton and
Middleton**

Primary Academy

SEN Information

Report

2025/2026

Reviewed December 2025

By K.Watts

Ready, Respectful, Safe.

Together, being the best we can be in mind, body and spirit.

**"In everything, treat others the same way you want them to
treat you." Matthew 7:12**

Intent

At St Matthews Federation, we intend to include all learners in every aspect of our broad and balanced curriculum. We believe that including all learners in the high quality teaching, from the class teacher, provides the most successful foundation for their progress. However, some learners have 'barriers' to their learning - difficulties that mean they will find accessing the lesson in exactly the same way as their peers a challenge. They will need adjustments to be made to enable them to access parts of the lesson and we

realise that, at times, interventions will also be required to remove the barriers that pupils are experiencing. We believe in celebrating the unique and diverse nature of every individual and so look at a child's strengths as well as the difficulties they face, in order to build upon what they can already do well.

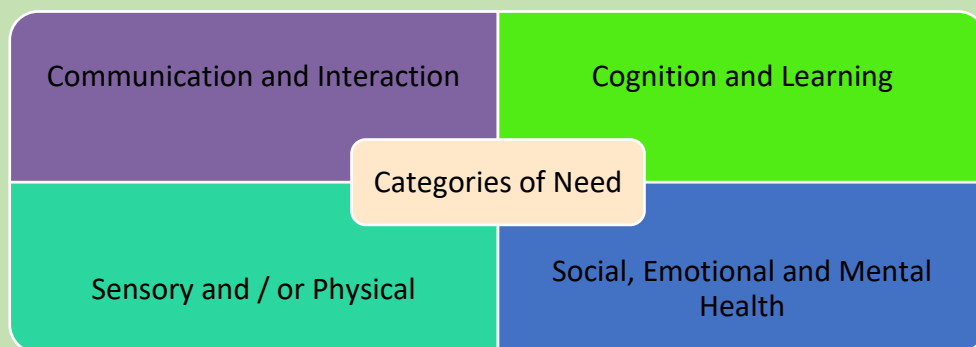
This report intends to make it clear how we identify Special Educational Needs, the support we put in place, how this will be assessed and what will happen if your child continues to experience difficulties. There will be links to other sources of information and who to contact at school.

This document aims to provide information and support for parents so please let Mrs Allitt know if there are ways you think this could be improved.

Implementation

Areas of Need

Since September 2014, children's additional needs have been identified under the following categories:



Children may have needs in more than one area. In this case, their needs are classed as their primary need and then secondary needs.

Currently, at St Matthew we have children with primary needs in the following areas.

Here are the links to our SEN profiles at St Matthew's

Gayton - <https://gayton-church.secure-primariesite.net/send/>

Within the four main areas of need, at St Matthews, we are now using the '7C's Strengths-Based Framework for Learners with SEND' (Judith Carter 2021) to accurately assess areas of strength plus areas of difficulty for learners and to develop a common language when we are discussing SEND assessment. This approach helps us to identify suitable adjustments in the classroom based on areas of difficulty and to identify what interventions need to be put in place to eventually

remove the difficulty for the child where this is possible.

SEND needs may also be identified through:

- Information from a previous school, nursery or preschool
- Any adult working with a child noticing a difficulty, which will then be discussed with parents
- Parental concerns and discussions with school or other professionals
- Lack of adequate progress despite high quality teaching and specific interventions carried out over two cycles
- Diagnosis of a medical condition by a paediatrician
- Results of assessments/testing from school, outside agencies, paediatricians or previous settings
- Information from outside agencies e.g. speech therapists, educational psychologists, special advisory teachers

The categories of the '7Cs'

Within these seven categories, there are specific elements where children may have strengths and difficulties.

Cognition	Communication	Creativity	Control
• Working Memory • Speed of Processing • Inference • Anticipation • Reflection • Evaluation • Analysis	• Speech - Expressive vocabulary, Articulation • Language - Understanding Vocabulary • Collaborative Conversation • Listening - Follow instructions • Social Communication (Output) • Social Interaction (Input)	• Generate ideas • Problem solving • Attention • Motivation • Making things • Courage - determination Trust	• Self - regulation • Behaviour for Learning • Anxiety Management • Confidence • Resilience • Language of Emotions • Independence
Compassion	Co-ordination	Curriculum	
• Friendships • Turn Taking • Empathy • Sense of Justice	• Fine Motor - Handwriting, Cutting, Threading • Gross Motor- Jumping,	• English - reading, writing, spelling • Math - Number, shape	

• Self Esteem & Wellbeing • Self-Efficacy • Support for Others	Hopping, Kick, Catch, Throw a Ball • Sensory - vision, hearing, tracking • Mobility • Stability + Balance • Posture • Sensory Processing	and space • Science • Art & Music • History & Geography • Computing • PE & Sport	
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The class teacher will discuss with you and your child (where suitable) to ascertain an agreement of where your child's strengths are and where there are areas of concern. They will then share with you what can be put in place to support your child in the classroom and what interventions will be completed. This is when a 'My Plan' will be completed.

So what is a Special Educational Need?

At some point in their school career, any child may have a Special Educational Need. The Code of Practice 2014 defines SEND:

"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 him or her."

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

As part of our SEND offer, other policies and procedures linked below could be useful for you.

Please Visit <https://www.gaytonprimary.co.uk/policies/>

SEND Policy

Accessibility Plan

Safeguarding Policy

Behaviour Policy

Complaints Procedure

How do we identify SEND at the St Matthews Federation?

STAGE 1 - CLASS TEACHER

- Potential SEN is identified by teacher, parent or external agency.
- Class teacher to begin the 6 week cycle of Assess, Plan, Do, Review (APDR) and gather evidence.
- If APDR is unsuccessful, the class teacher is to submit the SEN Concerns Form to SENDCo and discuss with parents.



STAGE 2 - CLASS TEACHER

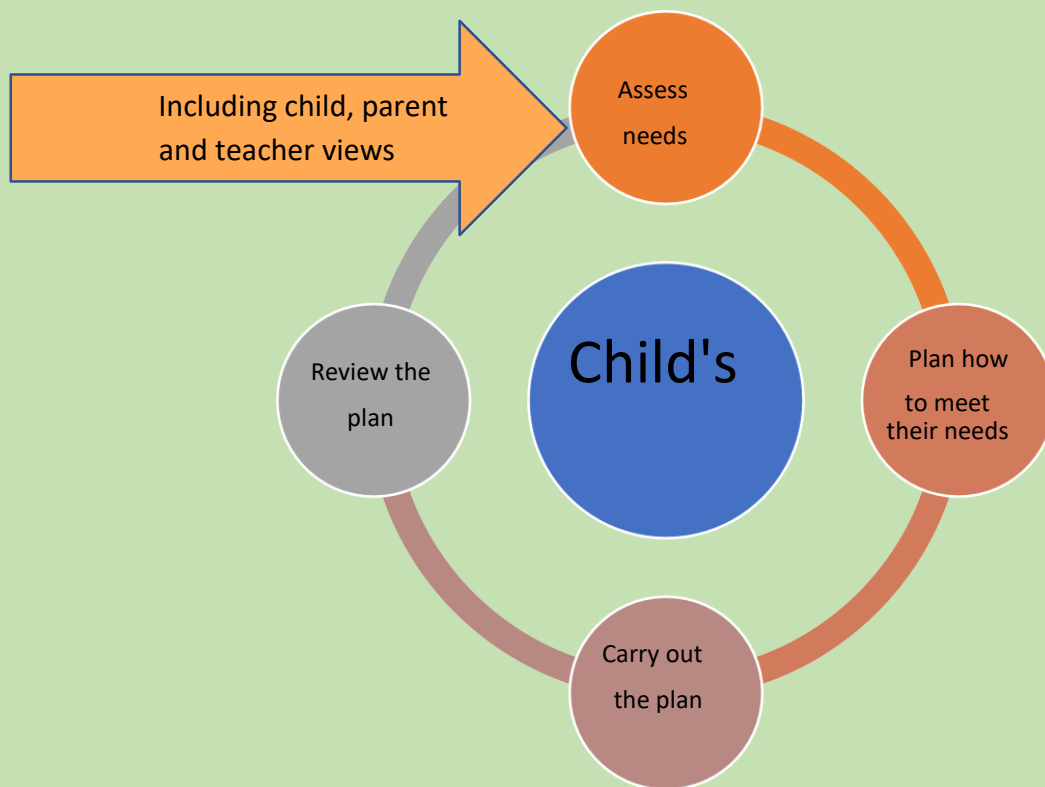
- Class teacher & SENDCo to meet to discuss SEN Concerns Form & outline future provision if needed.
- 6 week cycle of Assess, Plan, Do & Review to be reviewed and modified if required. Parents informed regarding the 7 Cs assessment.
- Class teacher to continue to monitor concerns on SEN and gather evidence by observation or in books.



STAGE 3 - SENDCO The child's needs are being met & progress is documented on an intervention sheet. The child may continue to need some class support but there is no identified SEN need. 	STAGE 3 - SENDCO • If concerns remain, observations & any relevant external assessments required, will be discussed with parents. • SENDCo to complete an observation in class and recommendations for further support are made by SENDCO. 	
STAGE 4 - SENDCO The child is no longer a concern for SEN. 	STAGE 4 - SENDCO • SENDCo Findings from assessments shared with teacher & parents. • SENDCo to decide if a child is to join the SEN record, at what level of need and if outside agencies need to be involved. • SENDCo to contact parents to seek permission to place child on the record and to involve outside agencies.  	
MONITORING The child's progress is reviewed through existing pupil progress meetings involving the class teacher, Headteacher & SENDCo	EHCP – Plans & provision tracked & reviewed. Regular meetings with parents. Annual/biannual EHCP review.	SEN 7 Cs plans & provision tracked. These are reviewed and modified (if needed) half- termly. Regular catch-ups with parents.

SEND Provision

How will my child's needs be met?



Some children may need a Pastoral Support Plan to support their social and emotional and behavioural skills. These will again involve parents and the child. Precise targets will be set and these will be reviewed at least termly.

Interventions to support

If your child needs additional support, this may be achieved through interventions, which could include:

- Sensory circuits.
- Precision teaching of the reading of common words.
- Precision teaching of spelling of common words (simultaneous oral spelling).
- Toe by Toe (1:1 phonics intervention).
- Lego and play therapy.
- Little Wandles.
- First Class at Number.
- Plus 1 (1:1 maths intervention)
- Power of 2 (1:1 maths intervention)

- Nurture Time
- Movement Breaks
- Adaptions to lessons
- Socially Speaking.
- Seeing Red
- Worry Busters
- Focus Tools
- Wobble cushions
- Widget Timetables
- Soft Starts
- ELSA
- Social Stories

Support for Improving Emotional, Mental and Social Development of Pupils with SEN

We know that everybody may need support with their emotions, their mental health and development at some time. Some ways we support are through:

- A consistent and calm Pivotal approach to behaviour based on everyone being 'Ready, Respectful and Safe.'
- Nurture activities/toys (e.g. cooking, gardening, road mat, cars, train sets, craft activities linked to individual interests)
- Nurture room
- Safe spaces
- Reflection areas in classes
- Individual adaptations to the curriculum
- Mental Health Champion to be available in school
- Involvement from SEMH Team for individuals
- Worry books/thoughts and feelings books
- Kinetic Sand
- Focus toys
- ELSA
- 5 point scales
- MHST team
- Equine Therapy

Equipment and Facilities

If specialist equipment is required, this can be purchased from the school's SEND budget, specialist grants or high needs funding from the local authority. Sometimes, equipment can be loaned by other health professionals, such as occupational therapists. The school has disabled toilet facilities.

What if School based support isn't enough?

For some pupils, we may need to seek advice from specialists. These could include:

- Speech and language therapists.
- Educational psychologists
- Occupational therapy.
- School to school support.
- Vision or Hearing Impaired Services.
- School Health, including school nurse.
- Specialist Advisory Teachers
- Mental Health Support Team

Educational, Health and Care Plan

For children with complex needs, the school, or you, can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Offer on the Norfolk County Council website:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/education-health-and-care-ehc-plans/ehc-needs-assessment-and-plans/what-is-an-ehc-plan>

After receiving a referral, the local authority will decide if your child's needs can be met without an EHCP. If they decide a plan is necessary, this will be written - in consultation with the child, parents, school and any other professionals involved with the child. This plan will detail targets and what provision is needed. The plan will be reviewed annually.

Disabled Pupils Admission and Curriculum Access

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. Our Accessibility Plan details the steps our academy is taking to ensure that we include all pupils. We provide a nurturing, inclusive ethos and welcome all pupils whatever their level of need. Wherever possible, any equipment used will be accessible to all learners. We will make reasonable adjustments for disabled learners to prevent them from being put at a substantial disadvantage. We have same level access to the school available and disabled toilet facilities. Our experienced teaching assistants in each class help to support pupils.

We work in close partnership with children's families, relevant professionals / agencies before a child with disabilities joins our school (to ensure their needs are met) and this continues during their time with us. The steps we take are dependent on the individual child. We promote everybody in school being ready to learn, being respectful and being safe, regardless of their individual needs.

What if I am not happy with the support my child
is receiving?

In the first instance, speak to your child's class teacher. They will inform the SENDCo. There is no need to wait for a parent consultation evening.

- If you remain concerned, please make an appointment to see the SENDCo or the Headteacher.
- Occasionally parents may decide they need to make a formal complaint. Our complaints procedure is available on our website.
- <https://www.gaytonprimary.co.uk/policies/>
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Looked after children

- The school supports LAC with special educational needs with their My Plan and the PEP process. As with any child with additional needs, their targets will be set and reviewed.
- Any funding from the PEP will be used to support the pupil as necessary.

Transition

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and, in most cases, a planning meeting will take place with the new teacher. All My Plans will be shared with the new teacher.
- If your child would be helped by a book/photos to support them understanding moving on, then it will be made for them.

In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo of their Secondary.
- Secondary schools may be invited to the annual review of an EHCP
- Folders are passed on at the end of the summer term.

Where else can I go for advice or support?

Norfolk SEND Information, Advice and Support Service (IASS) provides free and impartial information, advice and support about special educational needs and disabilities (SEND) for children, young people, parents and carers. This is offered through the provision of information booklets, a help desk (accessed via telephone or email), person-centred support offered by independent Partnership Supporters and a face to face advice clinic.

www.norfolksendpartnershiassiass.org.uk

Email: sendpartnership.iass@norfolk.gov.uk

Telephone: 01603 704070

SEND and inclusion support line on 0333 313 7165

Norfolk SEN Network:

<https://www.norfolksennetwork.org/>

Telephone: 01603 300178

SENsational families

<http://www.sensationalfamilies.org.uk/>

Family Voice Norfolk, the parent carer forum for Norfolk families.

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

Just One Number 0300 300 0123

www.justonenorfolk.nhs.uk

Other useful contacts

A wealth of information can be located on the Norfolk Local Offer web page:

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

The following links may also be useful:

Norfolk Autistic Society West Norfolk (NASWEST)

<https://www.autism.org.uk/directory/resources/11170.aspx>

ASD helping hands

<https://www.asdhelpinghansorg.uk/>

Dyslexia

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

Norfolk and Norwich Dyslexia

Association

- 0333 405 4567

West Norfolk Young Carers

Updated by

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Contact details:

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at.uk

SENCO

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