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Swanton Morley VC Primary School

Special Educational Needs and Disabilities (SEND) Information Report 2026–2027

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Appendix 1 - Swanton Morley VC Primary School Provision Map 2026–2027

PART 1: KEY INFORMATION

Introduction

Welcome to Swanton Morley VC Primary School's Special Educational Needs and Disabilities (SEND) Information Report for the 2026–2027 academic year. At Swanton Morley, we are committed to offering an inclusive, supportive, and nurturing environment where every child is valued and empowered to achieve their full potential.

Why is the report so long?!

The Special Educational Needs and Disabilities Regulations 2014 and the SEND Code of Practice (2015) require all mainstream schools to publish detailed statutory information every year. We recognise that this report contains a significant amount of detailed legal and operational information, which can feel overwhelming to read. We have structured this report as clearly as possible to help you navigate it. If you would like to talk through any part of this document or discuss your child's needs directly, please do not hesitate to contact our team.

The Local Offer

The **Norfolk Local Offer** brings together information about services, provision, and support available across Norfolk for children and young people with special educational needs and disabilities (aged 0–25). You can access the full Norfolk Local Offer online at www.norfolk.gov.uk/send.

Our Inclusion Strategy

At Swanton Morley VC Primary School, our Inclusion Strategy aligns directly with national best practice and the DfE Inclusive Mainstream Fund principles. We believe that high-quality, inclusive mainstream provision benefits all pupils, not just those with identified SEND.

Our strategy is driven by three core commitments:

1. **Universal Access through Evidence-Based Teaching:** Embedding Education Endowment Foundation (EEF) evidence-informed practices across every classroom to reduce barriers to learning.
2. **Whole-School Graduated Provision Mapping:** Strategic deployment of our resources, staffing, and Notional SEN Budget to deliver targeted, high-impact support at every tier.

3. **Relational and Nurture-Based Culture:** Fostering a school climate rooted in positive relationships, self-regulation (Norfolk STEPS), and holistic child-centred assessment frameworks (such as the 7 Cs Learning Portfolio).

So, What is SEND?

According to the SEND Code of Practice (2015), a child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision that is "different from or additional to" that normally available to pupils of the same age.

Specifically, the Code defines a learning difficulty or disability as occurring when a child or young person:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has 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 post-16 institutions.

Learners may fall behind for a variety of reasons, including poor attendance, frequent changes of school, English as an additional language (EAL) or emotional worries that disrupt their learning. While children experiencing these barriers are considered vulnerable, this does not automatically mean they have SEND. Only those who require provision that is additional to or different from the standard adaptive curriculum are identified as having SEND.

For the majority of children with SEND, needs are met effectively within school through targeted intervention and adaptive teaching. We refer to this level of provision as SEN Support. However, if a pupil requires a higher or more specialist level of support, the school or family can request an Education, Health and Care (EHC) needs assessment from the Local Authority. Should the Local Authority determine that this level of provision is required, an EHC Plan (EHCP) will be issued to outline and secure the child’s integrated educational, health and social care support.

What is disability?

Under the **Equality Act 2010**, a disability is defined as a *"physical or mental impairment which has a long-term (12 months or more) and substantial adverse effect on a person's ability to carry out normal day-to-day activities."*

Areas of need

The SEND Code of Practice outlines four broad areas of need:

1. **Cognition and Learning (C&L):** Children who learn at a slower pace or have specific learning difficulties such as Dyslexia, Dyscalculia, or Dyspraxia.
2. **Communication and Interaction (C&I):** Children with speech, language, and communication needs (SLCN) or Autism Spectrum Condition (ASD).
3. **Social, Emotional and Mental Health (SEMH):** Children experiencing emotional regulation difficulties, anxiety, or social isolation.
4. **Sensory and/or Physical Needs (S/P):** Children with visual, hearing, or physical impairments, or sensory processing differences.

SENDCo

- **SENDCo:** Ed Kearse
- **Email:** senco@swantonmorley.norfolk.sch.uk
- **Telephone:** 01362 637219
- **Availability:** Monday–Wednesday, 08:30–16:00
- **Headteacher:** Matt Richards
- **SEND Governor:** Ruth Robinson

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Our SEND Profile 2026–2027

Below is the summary of pupil numbers, key stage distributions, and calculated percentages based on our total school roll of **174 pupils**:

Overall School Roll & SEND Overview:

- **Total School Roll:** 174 pupils
- **Total pupils on SEND Register:** 29 pupils (**16.7%** of school roll)
    - **EYFS:** 1 SEND child
    - **Key Stage 1 (KS1):** 10 SEND children
    - **Key Stage 2 (KS2):** 18 SEND children
- **SEN Support (Code K):** 22 pupils (**12.6%** of school roll | **75.9%** of SEND register)
- **Education, Health and Care Plan (Code E / EHCP):** We have **7 children with EHCPs** (**4.0%** of school roll | **24.1%** of SEND register)
- **Pupil Premium:** 12 pupils (**6.9%** of school roll)
- **Service Children:** 4 pupils (**2.3%** of school roll)

SEND Register Breakdown Tables & Visualisation:

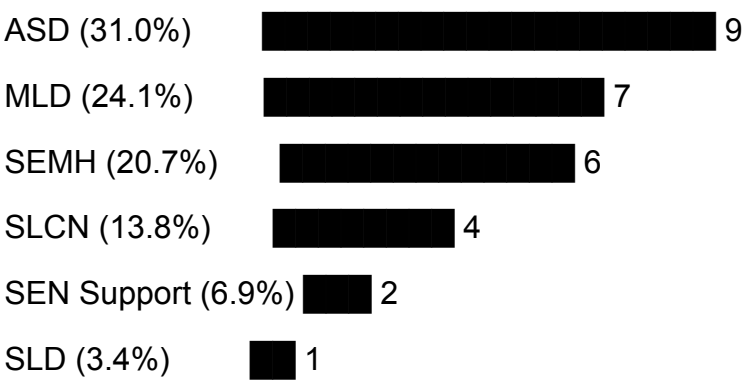
1. Distribution by Key Stage:

Key Stage	Number of SEND Pupils	% of Total SEND Register (29)
Early Years Foundation Stage (EYFS)	1	3.4%
Key Stage 1 (KS1)	10	34.5%
Key Stage 2 (KS2)	18	62.1%
Total	**29**	**100.0%**

2. Breakdown by Primary Need:

Primary Area / Category of Need	Number of Pupils	% of Total SEND Register (29)	% of Total School Roll (174)
Autistic Spectrum Disorder (ASD)	9	31.0%	5.2%
Moderate Learning Difficulty (MLD)	7	24.1%	4.0%
Social, Emotional and Mental Health (SEMH)	6	20.7%	3.4%
Speech, Language and Communication Needs (SLCN)	4	13.8%	2.3%
SEN Support (No specialist assessment)	2	6.9%	1.1%
Severe Learning Difficulty (SLD)	1	3.4%	0.6%
Total	**29**	**100.0%**	**16.7%**

[SEND Register Breakdown by Primary Need] Some children have overlapping needs across categories.



SEN Funding

Funding for SEND comes via the Local Authority’s SEN Notional Budget share, supplemented by Element 3 (Top-Up) INDES funding for children with higher-level needs. In 2026–2027, our SEN budget and Whole-School Graduated Provision Map allocate resources toward:

- Deploying targeted Teaching Assistant (TA) support across classrooms.
- Specialist staff training (CPD) in adaptive teaching and STEPS de-escalation.
- Commissioning external specialist support (e.g., EPSS, Speech Therapy, OT).
- Specialist diagnostic and intervention resources (such as WellComm and targeted literacy/numeracy toolkits).
- Sensory resources and learning aids (ear defenders, fiddle tools, writing slopes).

PART 2: Q&A

What does Swanton Morley VC Primary School have to offer?

We offer an inclusive mainstream primary education where high-quality adaptive teaching is at the heart of every classroom. Guided by our Inclusion Strategy, we combine structured academic scaffolding with strong relational pastoral support to ensure all children feel safe, included, and supported.

How does the school know if my child might need extra help?

We identify children using a range of indicators, including:

- Ongoing teacher assessments, baseline tracking, and progress reviews.
- Standardised screening tools (WellComm, phonic screeners, diagnostic assessments).
- Discussions with parents/carers and observations by the SENDCo.
- Information received from previous early years settings, schools, or health professionals.

Identifying children with SEND: The 7 Cs Learning Portfolio

The **7 Cs Learning Portfolio** helps to define barriers to learning and inform action. It provides a language of assessment that helps us all to consider 'why' a learner is having difficulties with the curriculum. It is not always enough to provide 'more' maths if a learner is finding maths difficult; we may need to support their language, memory, or processing.

In our school, we use the 7 Cs Learning Portfolio to identify pupil strengths and barriers to learning. The 7 Cs Learning Portfolio defines 7 core learning domains, each containing 7 component skills (49 skills total):

- **1. Curriculum:** English • Maths • Science • Art & Music • History & Geography • Computing • PE & Sport
- **2. Cognition:** Working Memory • Speed of Processing • Inference • Anticipation • Reflection • Evaluation • Analysis
- **3. Communication:** Expressive Vocabulary • Articulation • Language & Understanding • Collaboration • Conversation • Listening • Social Communication • Social Interaction
- **4. Creativity:** Generate ideas • Problem solving • Attention • Motivation • Making things • Courage • Trust

- **5. Control:** Self Regulation • Behaviour for Learning • Anxiety Management • Confidence • Resilience • Language of Emotions • Independence
- **6. Compassion:** Friendships • Turn Taking • Empathy • Sense of Justice • Self Esteem & Wellbeing • Self Efficacy • Support for Others
- **7. Co-ordination:** Fine Motor Skills • Gross Motor Skills • Sensory • Mobility • Stability & Balance • Posture • Sensory Processing

Together with your child, we identify 3 strengths and 3 areas for development, utilizing a Progress Tracker rating scale (Emerging 1–3, Evolving 4–6, Effective 7–9) to set starting points and measure progress.

Individual Education Plans (IEPs) linked to the 7 Cs

At Swanton Morley, Individual Education Plans (IEPs) are directly anchored in the 7 Cs framework. Every term, teachers, parents, and pupils complete a structured **Assess, Plan, Do, Review** cycle:

- **Strengths-Based Approach:** Each IEP identifies 3 specific 7 C strengths and 3 targeted 7 C skills for development.
- **Impact-Focused Outcomes:** Targets focus on measurable impact rather than adult activities. Outcomes explicitly answer *"so that the child can..."* (e.g., *"Ed will use emotional regulation strategies so he can remain engaged in learning and return to tasks more quickly"*).
- **Rating Scale Tracking:** Skills are evaluated on a 1–9 continuum to capture incremental gains across terms.
- **Triangulated Voice:** Every review explicitly incorporates Teacher Review, Parent Voice (noticing changes at home), and Child Voice (reflecting pride and self-efficacy).

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Example Individual Education Plan (IEP) & Review

Name: Ed Kearse Term/Year: Autumn 1:2 2026

Personal Provision Plan:

Date of Birth	Year Group	EHCP	SEN Support Category (C&I/C&L/SEMH/ SPN)	Other Involved Agencies	Pupil Premium	Forces child
17/03/2018	4		C&I/C&L/SEMH/ SPN	Occupation Therapist and CAMHS		

Assess:

My Strengths are…

Number	Area of Learning- 7C's	Element of that Area of Learning	Rating Scale
1	Curriculum	Science	6
2	Creativity	Making things	7
3	Creativity	Courage- determination	6



My actions to work on…				Targeted Outcome
1	Control	Self-regulation	3	Ed can stay calm and return to his learning more quickly, reducing disruption and helping him feel successful in the classroom.
2	Communication	Social communication(Output)	3	Ed can communicate his needs clearly, reducing frustration and building positive relationships with adults and peers.
3	Coordination	Gross motor skills	4	Ed can develop physical confidence and participate fully in PE and playground activities with his peers.

Relevant Information and Data
Ed is happy and settled in Birch class and enjoys being part of the school community, where he has lots of friends. He demonstrates curiosity and engagement across the curriculum, particularly in science and creative activities, where he enjoys making things and exploring new ideas. • Pixl data for Autumn 1. Year 3 Reading: scale score 8/30 Year 3 Maths: Paper 1: 15/40 Paper 2: 10/35 and Paper 3: 14/35 Year 4SPAG- Paper 1: 10/40 and Paper 2: 5/20 • Welcom assessment: age 6 on amber level. • Speech and langage assessment: Salford reading score: Age 6 and 10 months. • Phonics screen for Year 4: 30 • Second round of NHS Speech and sound intervention.

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Plan:

Plan:
Target 1: Establish clear daily routines and use a visual timetable so Ed knows what to expect, reducing frustration and helping him stay settled in class. • Teach and practise simple self-regulation strategies with Ed (e.g. deep breathing, counting to five, using a calm space) so he can use them when he starts to feel upset. • Use calm, consistent language and offer short, clear choices during moments of frustration to help Ed feel in control. • Provide short movement or sensory breaks throughout the day to help Ed manage his energy and refocus on learning. • Give specific praise when Ed uses a strategy to calm himself ("You took a deep breath and came back to your work calmly") to reinforce positive behaviour and build his confidence. Target 2: Model and practise simple sentence starters such as "I feel…" and "I need…" during everyday interactions to help Ed develop confidence in expressing his thoughts and emotions. • Use visual supports (emotion cards or communication prompts) to help Ed choose the right words when asking for help or explaining how he feels. • Provide regular opportunities for Ed to talk in pairs or small groups, supported by sentence stems or role-play activities, to build his confidence in social communication. • Encourage peers to use positive listening and turn-taking skills during group tasks so Ed experiences successful, supported interactions. • Give immediate, specific praise when Ed uses verbal communication appropriately ("Great job telling me how you felt – that really helped me understand you") to reinforce effective communication and reduce frustration.

Target 3: Include Ed in a daily sensory circuit to support his alertness, focus, and coordination through structured movement activities such as balancing, jumping, and stretching. • Provide opportunities for targeted gross motor practice during PE and outdoor sessions, focusing on skills like catching, skipping, and balancing to build strength and coordination. • Incorporate short movement breaks between lessons to help Ed regulate his body and maintain attention throughout the school day. • Use visual demonstrations and modelling when introducing new physical activities so Ed can clearly see and copy the correct movements. • Celebrate small improvements in Ed's physical confidence with specific praise and encouragement, helping him feel successful and motivated to participate in playground and PE activities with his peers.

Do (How will the plan be implemented?)

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Intervention:	Sensory Circuits	Sensory Circuits Speech and Language intervention	Sensory Circuits	Sensory Circuits Worry Busters Yoga	Sensory Circuits
Notes:					

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RIsk Assessment: If Required by the pupil.

Risk Assessment **Date:**

Hazard	Risks Posed and To Whom	Hazard Risks Posed and To Whom Existing Measures In Place To Reduce Risk
Sudden changes in activity, noise or routine without warning. Ed may become overwhelmed, shout, refuse instructions, or leave the classroom; disruption to learning; distress for others	Ed, peers and staff.	Use visual timetable and clear routines; give 5- and 1-minute warnings for transitions; provide calm space for Ed to self-regulate; adults use calm, low-arousal responses
Difficulty communicating needs. Ed may withdraw, become tearful, or display frustration (e.g. pushing materials away); misinterpretation by adults could escalate behaviour.	Ed, peers and staff.	Use sentence starters ("I feel…", "I need…"), visual aids, and modelling; regular check-ins with a trusted adult; provide praise when Ed communicates effectively
Principal staff involved in the activity/process/operation of this assessment	Signature	Date
Mr Chips- Class Teacher		
Mr Wobbly- SENCO		

Positive Intervention Plan: If Required by the pupil.

Positive intervention plan

	Positive behaviours we are supporting	Behaviours that challenge or cause harm
	Ed is encouraged to use calm, clear communication to express his needs, follow classroom routines, and participate positively in group and physical activities.	Ed may shout, push materials away, leave the classroom or bump into others when he becomes dysregulated.
	Possible Triggers	Possible Functions
	Ed can become frustrated or overwhelmed when faced with sudden changes in routine, challenging tasks, or noisy, busy environments.	These behaviours often occur because Ed is seeking help, trying to avoid tasks he finds difficult, or attempting to regulate his emotions and sensory input.

	Signs		What we say and do
0	Positive behaviours	0	Provide specific praise and encouragement for calm communication and positive participation, reinforcing the behaviour you want to see.
1	First signs of escalation	1	Use calm, low-arousal language, offer a clear choice or option, and guide Ed to use a self-regulation strategy, such as deep breathing or a short break.
2	Behaviours that challenge	2	Maintain safety by giving Ed space, using agreed non-verbal cues, and supporting him to communicate his needs while avoiding confrontation.
3	Behaviours that harm.	3	Intervene to ensure the safety of Ed and others, using planned strategies such as safe physical separation if necessary and then calmly support him to return to a safe, regulated state.
	De-escalation - Reflect, Repair, Restore		

Agreed by	Signature	Date
Mr Chips Mr Wobbly		

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Presenting issues	A b t- sounds
Screening assessment undertaken Date and score	NHS Speech sound screen- SALT screen 09.10.2025
Speech Therapy referral made Date/by whom	After 10 sessions with Mrs Sadler and TA. Referral to SALT and link meeting.
SALT therapist and assessment	NHS support. Emma Scott.
Intervention plan	Three times a week intervention.

Review

Teacher
Ed has made positive progress this term and is beginning to use strategies to manage his emotions more consistently, particularly when supported by visual prompts and calm adult guidance. He is communicating his needs more clearly and is showing greater confidence during structured group work and physical activities. While he still requires adult reassurance during less structured times, he is demonstrating improved independence and is increasingly able to return to learning more quickly following moments of dysregulation.
Parent
Mum has referenced, we have noticed that Ed is starting to talk more about how he feels and is sometimes able to calm himself when reminded of the strategies he uses at school. He seems more confident when playing outside and is willing to try new activities, which is lovely to see. We feel he is making steady progress and are pleased that he appears happy and supported in school.
Child
Ed states, I like being in Birch class and I am getting better at telling people how I feel. I try to use my breathing when I feel cross and I like doing the sensory circuit because it helps me feel ready to learn. I am proud when I can calm down and get back to my work.

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Parental Feedback & SEND Questionnaire Findings

We regularly gather parent and carer feedback through our annual **SEND Parent Questionnaire** to evaluate satisfaction, measure the impact of our provision, and identify key development priorities. Across our most recent questionnaire cycles, family responses demonstrated strong confidence in our inclusion framework:

Key Quantitative Survey Highlights:

- **90.0%** of parents agree that their child’s Individual Education Plan (IEP) is clear, easy to understand, and accurately reflects their needs.
- **90.0%** of parents agree that IEP targets are appropriate and directly linked to identified areas of need.
- **90.0%** of parents feel that overall communication between home and school regarding SEND is clear and supportive.
- **80.0%** of parents confirm that the school has a clear understanding of their child’s individual strengths and special educational needs.
- **80.0%** of parents feel actively involved in discussions and decisions when their child's needs are assessed.
- **80.0%** of parents confirm that external specialists are effectively involved when appropriate.
- **80.0%** of parents agree that progress is regularly reviewed and clear next steps are shared.
- **70.0%** of parents feel confident that Swanton Morley Primary School meets their child’s overall SEND needs.

Qualitative Feedback — What Parents Feel We Do Well:

Parents highlighted our strong relational understanding of children, prompt problem-solving, supportive classroom environments, and the positive impact of leadership:

"Understanding my child’s individual needs and the ongoing support that is given."

"In supporting his daily school life when there is moments he finds difficult or concerns they are quickly sorted with solutions so he is comfortable and happy to return to his school work and school life with no worries or concerns and is progressing well."

"Since Mr Kearse has taken over send in Swanton Morley I have noticed a huge improvement in things being addressed when needed... Extra parent evenings,

opportunities to access external support coming into the school, supportive classroom environment, open lines of communication with SEN lead."

"The school listen to my concerns & are helping me through the Right To Choose assessment that has just been implemented..."

"The staff with him know him well and his needs... has improved significantly this year."

Areas for Continued Development & Action Plan:

We value constructive feedback and are actively addressing the key suggestions raised by families:

1. **Teacher Communication Consistency:** To address parent feedback requesting more frequent updates from class teachers (60% satisfaction), we are standardizing termly teacher check-ins alongside formal IEP reviews.
2. **Classroom Sensory Environments:** In response to parental feedback regarding noisy classroom environments, we are expanding sensory-friendly adjustments, quiet zones, and noise-reducing acoustic aids across key stage rooms.
3. **Whole-School Consistency:** We are continuing whole-school staff CPD on adaptive teaching and the 7 Cs framework to ensure equal high-quality support across all year groups.

How do we support learners with different areas of need?

Support is tailored to individual needs across the four broad areas of SEND, combining classroom adaptations, targeted intervention groups, and specialist individual support.

Classroom support - Quality First Teaching

Quality First Teaching (QFT) is the baseline expectation for every pupil at Swanton Morley.

1. **Explicit Instruction:** Structured, step-by-step explanations, teacher modelling, and clear learning intentions.
2. **Cognitive & Metacognitive Strategies:** Scaffolding complex tasks using graphic organisers, memory aids, and explicit prompts.
3. **Scaffolding:** Flexible support (visual schedules, concrete manipulatives, sentence stems) that is gradually reduced as independence grows.

4. **Flexible Grouping:** Utilizing fluid, temporary grouping based on specific learning needs rather than fixed ability sets.
5. **Using Technology:** Integrating adaptive tools (speech-to-text, digital visual aids, reading software) to improve accessibility.

Interventions

When QFT alone is not enough to close a gap, children access time-limited, targeted interventions. These include:

- Precision Teaching for literacy and numeracy.
- WellComm language development groups.
- Structured phonics, spelling, and maths catch-up groups.
- Nurture and emotional regulation sessions ('Walk & Talk' / 'Worry Busters').

External agency support

Where a child requires specialist input beyond internal interventions, we collaborate with external services, including:

- Educational Psychology Specialist Support (EPSS)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT) & Physiotherapy
- Specialist Outreach Advisory Service (SOAS)
- Access Through Technology (ATT)
- Just One Norfolk & Mental Health Support Teams (MHST)

Supporting families and children with SEN during exceptional circumstances / remote learning

Should exceptional circumstances require remote learning, bespoke learning plans are provided. These include access to online learning platforms, physical resource packs, adjusted tasks, and regular direct contact from class teachers and the SENDCo to support families at home.

How do we find out if this support works?

We regularly evaluate the impact of interventions through continuous progress monitoring, baseline comparisons, 7 Cs Progress Tracker updates, and feedback from pupils, parents, and class teachers.

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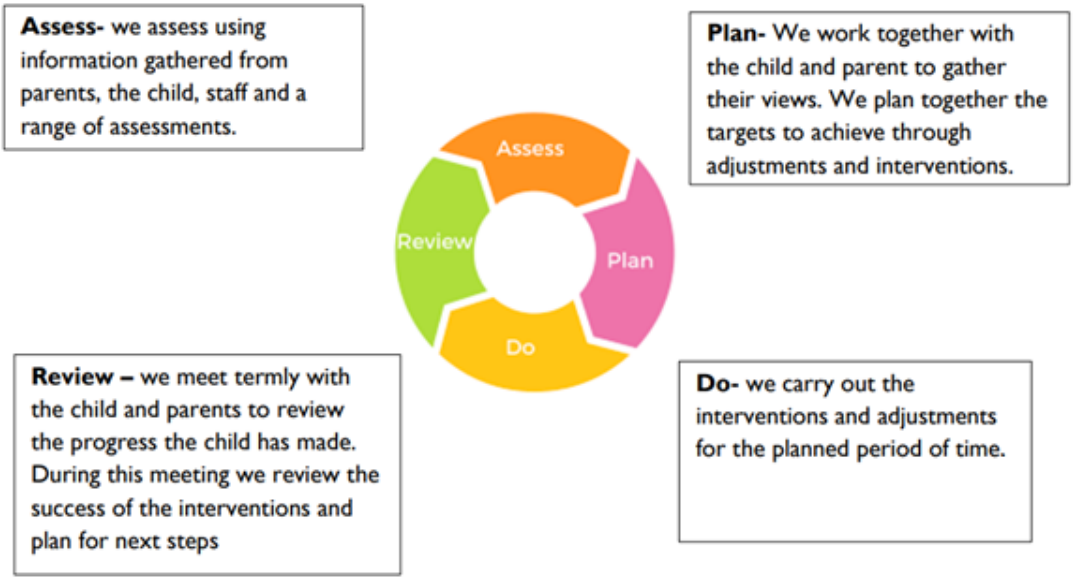
The graduated approach

We follow the statutory four-stage **Assess, Plan, Do, Review** cycle:



- **Assess:** We assess using information gathered from parents, the child, staff, diagnostic tools, and 7 Cs baseline profiles.
- **Plan:** We work together with the child and parent to gather their views and agree 3 strengths and 3 target outcomes.
- **Do:** We carry out the interventions and classroom adjustments for the planned cycle.
- **Review:** We meet termly with the child and parents to review progress, evaluate impact, update rating scales, and plan next steps.

How does the school improve the social and emotional development of pupils? What does the school do to support good mental health?

We foster a relational, nurture-focused environment guided by Norfolk STEPS principles. SEMH support includes structured pastoral check-ins, quiet sensory break spaces, dedicated lunchtime clubs, Yoga/Worry Busters groups, and access to external mental health services.

How will my child be included in activities outside the classroom including school trips and clubs?

All pupils are fully included in extra-curricular activities, educational visits, and residential trips. Risk assessments are conducted beforehand, and reasonable adjustments (including additional staffing or specialized equipment) are arranged to guarantee equal access.

How will the school let families know about things? What do I do if I want to talk to someone at school?

Communication is maintained through formal termly SEN review meetings, parent-teacher evenings, home-school contact books, ClassDojo/email, and informal chats at the door. Parents are encouraged to contact the class teacher or SENDCo whenever a query arises.

Working with families

We believe in true partnership with families. Parents are actively involved in target-setting meetings, annual EHCP reviews, and policy reviews through our regular parent survey consultations.

How will the school help my child get ready for their next steps: moving to a new class/teacher; the transition to secondary school?

Transition planning is structured carefully across all phases:

- **Internal Transitions:** Transition booklets, visits to new classrooms, and detailed teacher handovers transferring 7 Cs profiles, effective strategies, triggers, and regulation support.
- **Secondary Transition:** Early planning starting in Years 5 and 6, extra secondary school visits, and direct SENDCo-to-SENDCo handovers.

Joining Swanton Morley VC Primary School

When joining our school, we arrange pre-admission visits, setting-to-setting transition meetings, and collaborative discussions with parents to ensure all necessary support is in place before the child starts.

Transition

Transitions between activities, key stages, and schools are supported through visual schedules, social stories, orientation walks, and shared profile documents to minimize anxiety and ensure continuity of care.

How and who do I talk to if my child isn't getting the support they need or if I have any other concerns?

If you have concerns about your child's SEND provision, please follow these steps:

1. Discuss your concerns with your child's Class Teacher or the SENDCo (Ed Kearse)
2. If unresolved, request a meeting with the Headteacher (Matt Richards).

Have your say and how to contact us

We welcome your feedback. You can reach the inclusion team by emailing **senco@swantonmorley.norfolk.sch.uk** or phoning the main office on **01362 637219**

Complaints

If a concern cannot be resolved informally, families should refer to our formal **Complaints Policy** available on the school website. Independent, confidential support is also available via **Norfolk SENDIASS** (01603 704070 / www.norfolksendiass.org.uk).

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Appendix 1 - Swanton Morley VC Primary School Provision Map 2026–2027

Area of Need	Quality First Teaching & EEF Framework (All Pupils)	Targeted Interventions (Catch-Up)	Specialist Support (Personalised)
Cognition & Learning	• EEF Explicit instruction & scaffolding. • Visual aids and concrete manipulatives. • Chunked instructions. • Pre-taught key vocabulary. • Processing time allowances.	• Precision teaching for reading/spelling. • Small group literacy/maths catch-up. • Structured diagnostic intervention toolkits.	• EPSS consultations. • Dyslexia Outreach support. • SATS access arrangements (scribes/readers).
Communication & Interaction	• Visual timetables &	• WellComm language intervention.	• Speech & Language Therapy (SALT) plans.

Area of Need	Quality First Teaching & EEF Framework (All Pupils)	Targeted Interventions (Catch-Up)	Specialist Support (Personalised)
	Now/Next boards. • Structured routines. • Clear visual instructions. • Peer-supported talk & flexible grouping.	• Talk Boost groups. • Social communication groups. • Social stories.	• Specialist Resource Base (SRB) outreach. • SOAS advice.
Social, Emotional & Mental Health	• Positive behaviour management. • De-escalation & STEPS routines. • Classroom quiet spaces.	• Pastoral 1:1 check-ins / 'Walk & Talk'. • Small group emotional literacy. • Worry Busters & Yoga groups.	• CAMHS referrals. • Individual Regulation Plans. • EPSS / Inclusion Team consultation.

Area of Need	Quality First Teaching & EEF Framework (All Pupils)	Targeted Interventions (Catch-Up)	Specialist Support (Personalised)
	• Relational & Nurture approach.		
Sensory and/or Physical	• Flexible seating options. • Anti-glare whiteboard settings. • Grips & adaptive technology. • Sensory-aware environment.	• Fine/Gross motor skills groups. • Sensory circuits. • Scheduled sensory diet breaks.	• Occupational Therapy (OT) plans. • Specialist sensory equipment. • Access Through Technology (ATT) setup.

Written: October 2026

Review date: June 2027