SEND INFORMATION REPORT 2026/2027

Nelson Academy

Nursery Road, Downham Market

Norfolk PE38 9PF

Eastern Multi-Academy Trust

Empower - Motivate - Aspire - Transform

Welcome to our SEND information report which is part of the Norfolk Local Offer for Learners with Special Educational Needs and Disabilities.

At Nelson Academy, we embrace the fact that every child is unique, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs and/or Disabilities.

At Nelson Academy, we strongly believe that:

All children should be valued regardless of their abilities and behaviours.

All children are entitled to a broad and balanced curriculum which is matched to meet each individual's needs.

All teachers are teachers of children with special educational needs.

All children can learn and make progress.

Effective assessment and provision for children with SEND will be secured in partnership with parents, children, the LA and other partners.

This report details our annual offer to learners with SEND.

To be effective it needs the views of all: parents/carers, pupils, governors and staff.

If you have any comments, please contact:

Mrs Sarah Wilson (Principal) or

Miss Lisa Kenny (SENDCo) Special Educational Needs and Disabilities Co-ordinator

sarah.wilson@nla.eastern-mat.co.uk

lisa.kenny@nla.eastern-mat.co.uk

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What are the types of special educational needs for which provision is made at Nelson Academy?

What is the SEND profile of the academy?

Nelson Academy continually aim to ensure that we provide differentiated support within the following areas:

C+I = Communication and Interaction

C+L = Cognition and Learning,

SEMH = Social, Emotional and Mental Health

S/P = Sensory and/or Physical

Our SEND profile for 2025-2026 shows that:

• 30.7% of our learners are identified as having SEN. National Average (June 2026) is 18.2%

• 7.05% of our learners (of those who are identified as having SEN) have an Education Health and Care Plan (EHCP). National Average (June 2026) is 6%

• 23.6% of our learners (of those who are identified as having SEN) are identified as needing School Support. National Average (June 2026) 14.8%

Our data includes the pupils in our SRB- the SRB Lead Teacher is Sophie Kelly; you can find more information about our SRB on the school's website https://www.nelsonacademy.co.uk/

Mrs Wilson (Principal), Miss Kenny (SENDCo) or Sophie Kelly (SRB Lead Teacher can be contacted via the school office or via email

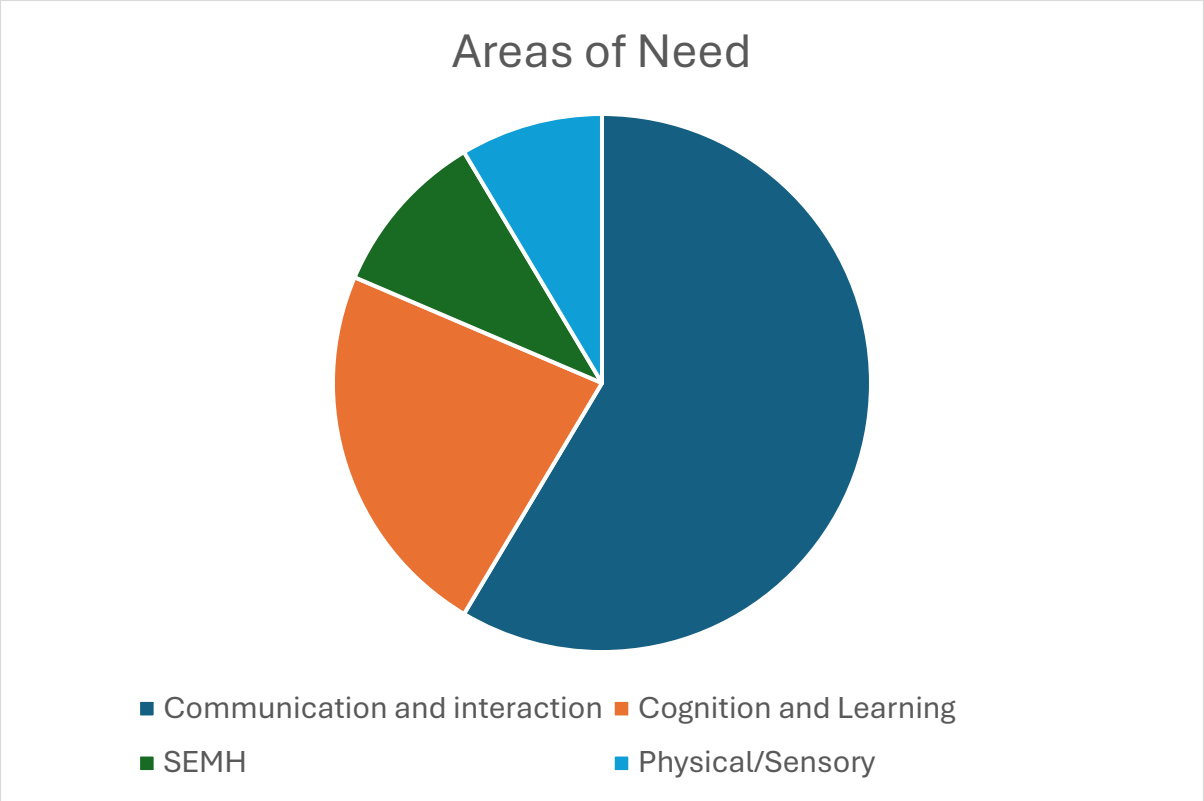
sarah.wilson@nla.eastern-mat.co.uk

lisa.kenny@nla.eastern-mat.co.uk

sophie.kelly@nla.eastern-mat.co.uk

Whole School SEND SUMMARY REPORT June 2026

	Total SEN (inc EHCP)	SEN Support only	EHCP only	SEN Support		EHCP		PP	EAL
				Boys	Girls	Boys	Girls		
Number on roll 397	122	94	28	61	33	18	10	45	10
	30.7%	**23.6%**	**7.05%**	**15.3%**	**8.3%**	**4.5%**	**2.5%**	**11.3%**	**2.5%**
National Averages	**18.2%**	**14.8%**	**6%**						



All admissions are via Norfolk County Council admissions and not through direct contact with the academy. Where a child holds an Education Health Care Plan, admission is proposed through review and consultation with NCC. Parents/carers are advised to visit Nelson Academy and discuss the specific needs of their child openly and honestly with the Principal and/or SENDCo to see if the placement would be the most appropriate to their individual need. We work in partnership with parents/carers and always aim to support children with provision that is appropriate to their needs and ensures the safety of themselves, and that of other children.

What are the aims of Nelson Academy's provision in regard to pupils with special educational needs and/or disability?

The aims of our policy and practice in relation to special educational need and disability in this academy are:

- To make reasonable adjustments for those with a disability, acting to increase access to the curriculum, the environment and to printed information for all. (Details of the school's Accessibility Plan can be found on the Academy website).
- To ensure that children and young people with SEN engage in the activities of the academy alongside pupils who do not have SEN.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the adapted curriculum.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all academy activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What pupils with SEND have to say about Nelson Academy

I have lots of people to help me and now I am better at all things…even reading!

Learning is fun and I have learnt so much! I like to play with other people and everyone understands me and my autism.

Who are the best people to talk to at Nelson Academy about my child's difficulties, Special Educational Need and/or disability?

We believe that teaching children with Special Educational Needs is a whole staff responsibility. If you have any questions or wish to talk to someone about your child's

difficulties, SEN or disability, **your child's class teacher is the best person to speak to in the first instance.**

The class teacher is responsible for:
• Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet your child's individual needs (also known as adaptation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know when necessary and/or appropriate • Ensuring that all members of staff working with your child are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all children have equal opportunities to learn from a range of staff members including teachers and teaching assistants.

Having that initial discussion with your child's class teacher may lead to an involvement with the SENDCo, Miss Lisa Kenny, who has the responsibility for the day-to-day management of all aspects of the provision for children who need extra support and children with SEND. If your child attends Nelson Academy's SRB (Specialist Resource Base), then please contact Sophie Kelly (SRB Lead Teacher) via the school office, Class Dojo or via email- **sophie.kelly@nla.eastern-mat.co.uk**

Parents/carers may also contact the SENDCo (Lisa Kenny) or the Principal (Sarah Wilson) directly, if they feel this is more appropriate. All parents/carers will be listened to and their views and their aspirations for their child, as well as other professional's views, will be central to the assessment and provision that is provided by Nelson Academy

The SENDCO, in liaison with the principal, is responsible for:
• Day-to-day operation of the SEND Policy • Liaising with parents/carers • Advising teaching staff, support staff and 1-1 support staff. • Coordinating provision for all pupils with SEND • Liaising with external agencies • Managing the SEND budget and setting priorities • Organizing individual and small group support and evaluating their impact and effectiveness regularly. • Maintaining a Provision Map that tracks the support for all children with SEND • Tracking the progress of pupils with SEND • Monitoring that the curriculum is fully inclusive and accessible to all children. • Co-ordinating termly SEND Support Plan reviews and Annual Reviews of children with Education Health and Care plans.

- Attending training to continue own professional development in order to meet all pupils needs
- Delivering in-service training to ensure a high level of staff expertise
- Carrying out referral procedures to outside agencies or to request High Needs Funding and/or and Education Health and Care Plans.
- Overseeing the smooth running of transition arrangements and transfer information between year groups, schools and staff.

How does Nelson Academy know if my child needs extra help?

What is the academy policy for the identification and assessment of pupils with SEND?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous academy or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole academy tracking of attainment outcomes indicates lack of expected rate of progress, attainment gaps are not reduced or widen.
- Observation of the pupil indicates that they have additional needs.
- Behaviour is persistently disruptive or not age appropriate

We make families and children aware of our concerns, carry out assessments and consultations designed to identify all the areas of need not just the primary concern, and teachers then discussions around the outcomes are had between the class teacher and the SENDCo. Parent/carer consultations then follow to decide the best course of action.

Sometimes housing, family or domestic circumstances may be a significant factor in learning and behaviour concerns. If this is thought to be the case Early Help Strategies will be used through discussion with the families and the involvement of additional agencies such as Schools and Communities Team, Children's Services and other professional agencies. Mrs Gemma Sykes is our Assistant Principal who also provides all of our pastoral support; she can be contacted via the school office and/or via email **gemma.sykes@nla.eastern-mat.co.uk**

Identification and Assessment of pupils with SEND

The Code of Practice 2014 defines SEN as follows: *"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory academy age or a young person has a learning difficulty if he or she:*

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

b) 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-16s institutions."

How are teachers and/or support staff supported to work with children with SEND and what training do they have?

The SENDCo:

- Ensures that all members of staff in academy have a clear understanding of each
  child's Special Educational Need and / or Disability and aids them in their practice.
- Provides all staff with training on the SEND needs in the academy and training relating to specific children.
- Updates the teaching staff in staff meetings about recent government initiatives, as well as Local Authority initiatives, within the SEND system and relays back information gathered from SEN conferences/courses and regular meetings with other EMAT Trust SENDCos.

Staff are given opportunities to develop their knowledge and expertise in specific areas of SEND by attending courses and training.

At Nelson Academy, we have staff trained in the following areas:

Awareness in: • ADHD, ASD, dyslexia, mental wellbeing, SEND Code of Practice.
• Step On and Step Up – Positive Handling and de-escalation (The SENDCo and SRB Lead Teacher are trained to deliver this to all school staff
• Early Help and Signs of Safety
• Medical/Awareness training – Type 1 Diabetes
• Early identification of SEN and interventions
• ELSA (Emotional Literacy Support Assistants)
• ELKLAN (Speech and Language Therapy)
• Lego Therapy
• Mental Health First Aid/Lead Professional
• Drawing and Talking Therapy
• Trauma Informed Approach

Who is responsible for SEND at Nelson Academy?

The Principal has overall responsibility for SEND **– Mrs Sarah Wilson**

- SENDCo **– Miss Lisa Kenny**
- Trust SEND Lead **– Mrs Karen Walmsley**
- The Academy Committee member with specific responsibility for SEND is **– Mrs Mandy Hattigan**

How will Nelson Academy support a child with SEND?

All pupils will be provided with high quality teaching that is adapted to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observation by the Senior Leadership Team/ SENDCo
- Ongoing assessment of progress made by pupils with SEND
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
- Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND
- Pupil and parent feedback on the quality and effectiveness of interventions provided
- Attendance and behaviour records.

All pupils with SEND have individual targets relating to their areas of need. Parents/carers are informed of these via the SEN Support Plan review process and also at Parent/Carer consultation sessions.

Pupils' attainments are tracked using the whole academy tracking system. Pupils are discussed in termly progress meetings that are undertaken between the class teacher and senior leaders.

Additional action to increase the rate of progress will be then identified and recorded; this includes a review of the impact of the adapted teaching being provided to the child, and if required, identification of additional strategies to further support the success of the pupil.

Where it is decided, during this early discussion, that special educational provision is required, parents/carers will be informed that the academy considers their child may require SEND support and their partnership sought in order to improve attainments.

Action relating to SEN support will follow an assess, plan, do and review model:

Assess: Data on the pupil held by the academy will be collated by the class/subject teacher/SENDCo in order to make an accurate assessment of the pupil's needs. Parents/carers will always be invited to this early discussion to support the identification of action to improve outcomes.

Plan: If review of the action taken (assess) indicates that "additional to and different from" support will be required, then the views of all involved, including the parent/carers and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.

Do: SEND support will be recorded on a plan that will identify a clear set of expected outcomes. Parents/carers and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes.

Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. If progress rates are not improving, despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained.

For a very small percentage of pupils, whose needs are significant and complex, the SEND Support required to meet their needs cannot reasonably be provided from within the academy's own resources. A request will be made to the local authority to carry out an assessment of education, health and care needs. This may result in an Education, Health and Care (EHCP) plan being provided.

How will the curriculum be matched to each child's needs?

- Teachers plan using pupil achievement levels to adapt and scaffold tasks to ensure progress for every pupil in the classroom.

- When a pupil has been identified as having SEND, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT (e.g. SEND specific software, laptops) and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.
- The physical environment has been adapted for medical needs.

How is the decision made about how much support each child will receive?

For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENDCo, class teacher and parent.

For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an Annual Review.

How are the academy resources allocated and matched to children's special educational needs?

The academy receives funding to respond to the needs of pupils with SEND from a number of sources that include:

- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- For those pupils with the most complex needs, the academy may apply to the Local Authority for High Needs Funding (Element 3 Funding).
- This funding is then used to provide the equipment and facilities the pupil needs.

Link to Budget Share Tracker: SEN Memorandum 2025-2026

https://csapps.norfolk.gov.uk/BudgetShare/pdf/25/SENMemorandum/0356.pdf

What additional support for learning is available to pupils with special educational need and/or disabilities?

English as an Additional Language (EAL) and SEND	
All children with English as an Additional Language are supported through visuals, peer buddies and signing, to access learning and we carry out specific language intervention as appropriate. All areas of development are carefully considered and discussions with parents through an interpreter or translation service may take place to establish if the delay in learning is attributed to their command of English or to an emerging SEND need.	
Interventions used to support the following broad areas of need	
Cognition and Learning	**Communication and Interaction**
Additional phonics Literacy Gold – phonics, spelling, reading Colourful Semantics Numicon Catch Up – Literacy and Numeracy Booster groups Visual stress assessments/coloured overlays Plus 1/Power of 2 – number skills Strategies/programmes for difficulties with: Auditory processing Working memory Short and long-term memory Ready, Set, Remember	Speech and Language therapy sessions Blanks Levels of Language/Understanding WellComm Colourful Semantics Programmes and strategies to support pupils with ASD, including: Visual schedules Work stations Social stories LEGO Therapy
Social, emotional and mental health	**Sensory and Physical**
Specific advice and support with: Anxiety Anger management Behaviour modification Bereavement Social skills	Sensory Circuits Sensory diet/breaks Physical aids – weighted blankets, writing slopes, fidget toys Fine and gross motor skills interventions Movement Breaks

Emotional and well-being support Individual Positive behaviour support Plans and Individual Risk Assessments 1:1 ELSA sessions Drawing and Talking Therapy	

How will my child be involved in decisions regarding provision that can better meet his/her needs?

SEND Support Plans

The academy listens to pupils when creating their SEND Support Plans. Pupil views are collected with support from a familiar member of staff. Each term, this information is reviewed and, where appropriate, the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

The views of pupils with an EHCP are sought prior to their Annual Review. Where appropriate, pupils are invited to attend the meeting.

Academy Committee

Each class votes for an academy committee representative. The Academy Committee meet regularly to discuss academy related issues.

How will I be helped to support my child's learning?

How will I be involved in discussions about and planning for my child's education?

At Nelson Academy:

- You will be asked to come and talk openly with the class teacher and/or SENDCo to establish where the need lies and the support you may need. Staff will make every effort to ensure that you have access to the resources, knowledge and services you need or will put you in touch with agencies who can.
- You will work in partnership with staff to support targets, and to keep the academy informed of developments and advice that you get from other services.
- Either your child's class teachers or SENDCo will meet formally with you at least three times each year and an annual report is prepared and shared with you in the Summer Term.
- You will be invited to class events and to share learning experiences with your child throughout the year.
- Where your child holds an EHCP, a formal review will take place annually. You are asked for your views as is your child throughout this process.

If it is felt that extra advice or support is needed the SENDCo and teacher will consult with you and seek permission for this to take place e.g. Educational Psychologist, CAMHS and Speech Therapy

The academy operates an open-door policy.

If you have any concerns regarding your child's progress or well-being, then please speak to your child's class teacher or Miss Kenny (SENDCo) to discuss your concerns.

How do the academies evaluate the effectiveness of their provision for pupils with SEND?

The effectiveness of SEN provision is measured using both **qualitative** and **quantitative** data.

Qualitative data – we gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes.

Quantitative data – we examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data is shared termly with governors and is judged by external moderators such as Ofsted.

Monitoring progress and attainment is integral to our teaching and leadership and it takes place continually to inform daily decisions about learning. Teachers track progress very carefully using well established systems.

How do we know that SEND provision is effective?

- Pupil progress is monitored termly
- Regular moderation of work is carried out in by subject leaders, the SEND team and senior leaders
- Lesson observations
- Trust reviews
- Feedback to and from Eastern Multi-Academy Trust, the Local Authority and Ofsted

How will the academy prepare/support my child when joining the academy or transferring to a new academy?

New pupils joining Nelson Academy:

- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, a meeting set up with parents to identify and reduce any concerns.
- Foundation Stage staff will meet with parents prior to pupils starting the academy- there will also be the opportunity for a home-visit. Concerns about particular needs will be brought to the attention of the SENDCO. Where necessary, the SENCO will arrange a further meeting with parents, previous setting, health visitor etc.
- Class teachers of children joining from other academies will receive information from the previous academy; if required, the SENDCO will liaise with the previous academy to discuss individual pupil's needs.

Preparing for next steps

We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

A number of strategies are in place to enable effective pupils' transition. These include:

- For pupils transferring to local academies, the SENDCos of both academies will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the academy mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another academy.

How will my child be included in activities outside the classroom including academy trips?

At Nelson Academy, we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Risk assessments are carried out and procedures are put in place to enable all children to participate in all academy activities. Any additional support or necessary adjustments are recorded on the risk assessment for that activity.

- After-school provision is accessible to all children, including those with SEN after Risk assessments have taken place.

What support will there be for children's overall well-being?

The overall well-being of pupils at Nelson Academy is always a priority.

- Sensory Circuits and Sensory/Movement Breaks are part of identified pupils' daily timetable.
- Every pupil has access to a trusted adult who they can go to if they feel emotionally dysregulated
- Support lunchtime clubs are available each day and is a safe space for pupils who want to avoid the busy playground
- The academy have access to expert help; for example, we employ a Speech and Language HLTA who works with identified pupils.

- Where there is a medical need, staff work closely with health professionals to personalise provision to ensure these needs are met.
- Where a child has a serious medical need, a Care Plan will be created so that there is a clear protocol that provides accurate information regarding the correct medical care for the child.
- Prescribed medication can be administered if the academy are in receipt of a signed medication administration permission form from parents.

What specialist services are available at Nelson Academy?

Education Services	Virtual Academy SEND Virtual Academy Sensory Support Virtual Academy Looked After Children Educational Psychology Specialist Support Inclusion and SEND LA Team Schools and Communities LA Team Specialist Outreach Advisory Service (SOAS) Trust SEND Lead Outreach Services
Health Services	Just One Norfolk, Just One Number – 0300 300 0123 Speech and Language Therapy Service Children and Adolescent Mental Health Services (CAMHS)
Social Care Services	Short Breaks Early Help Hubs Early Childhood and Family Service (ECFS) Family Support process (FSP)
Third sector services	Nelson's Journey The Swan Centre Young carers

Complaints Procedure

If you are not happy with the provision made available to your child, you can:

- Talk to your child's class teacher

- Discuss your concerns with the Special Educational Needs Co-ordinator

- Get free confidential and impartial information, advice and support from:

Norfolk SEND Partnership This provides free, confidential and impartial information, advice and support about SEND for children, young people, parents and carers.

T 01603 704040

E: sendpartnership.iss@norfolk.gov.uk

W: www.norfolksendpartnershipiass.org.uk

KIDS dispute resolution service

T: 03330 062835

E: senmediation@kids.org.uk

W: www.kids.org.uk

The Eastern Multi Academy Trust's Complaint Policy can be found on our website.

Useful Links

Norfolk Local Offer for SEND – https://www.norfolk.gov.uk/send

Here you will find information about provision that is available, and expected provision, across: Education, Health and Social care for children and young people who have special educational needs and disabilities (SEND).

Norfolk SEND Partnership: www.norfolkparentpartnership.org.uk

National SEND Code of Practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25