



SEN Information Report

2026-2027



Contents

1	Welcome
2	Types of SEN
4	Identification and Assessment
7	SEN Provision
10	Teaching
12	Adaptions
14	Opportunities
14	Social, Emotional and Mental Health Needs – SEMH
15	Important Contacts
16	Training and Funding
17	Partnership
18	Transition
19	Complaints
20	Further Links

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEND). 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. South Wootton Federation is formed of two schools, an Infant and a Junior school. While on different nearby sites, the schools have a common Leadership Team and are governed by one set of Governing Board. For the purposes of OFSTED and funding streams, the schools are identified separately.

Types of SEN



South Wootton Federation



South Wootton Junior School

South Wootton Infant School

Our SEND profile at South Wootton Infant School for 2026-27 shows that; we have 16.6% identified as having SEND as of September, with 4% of these with an Education, Health Care Plan.

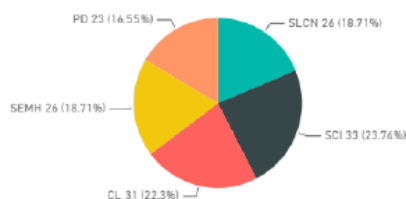
Our SEND profile at South Wootton Junior School for 2026-27 shows that; we have 11.8% identified as having SEND as of September, with 2.7% of these with an Education, Health Care Plan.

Of the children identified as having a special educational need, the below percentages are of children are identified as having a primary need linked to;

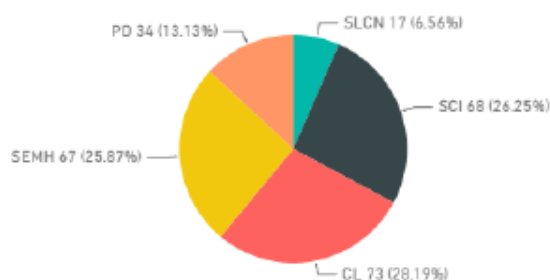
Cognition and Learning (C&L)	This may include, but is not limited to, Dyslexia and learning needs linked to neurodevelopmental needs.
Speech, Language and Communication & Interaction (SLCN)	This may include, but is not limited to, social communication needs linked to conditions such as Autism.
Physical and/or Sensory (PS)	This may include, but is not limited to, Sensory Processing Disorder, Cerebral Palsy, and other long term physical needs
Social, Emotional and Mental Health (SEMH)	This may include, but is not limited to, mental health conditions, anxiety and self-harm or depression.



South Wootton Infant School breakdown of needs:



South Wootton Junior School breakdown of needs:



Key: *SEMH/Social Emotional, Mental Health*. *PD/Physical Disability*. *SLCN/Speech language and communication needs*. *SCI/Social Communication Interaction*. *CL/Cognition and Learning*].

It is not possible to categorise every need, and some disabilities are not linked to one specific area. Many children have needs that would fit into multiple categories. South Wootton Federation is a needs led federation, rather than diagnostic led setting, therefore no formal diagnosis is necessary. However, we welcome copies of any relevant documents or paperwork relating to pupil's needs/conditions.

Identification and Assessment

At different times in their school career, a special educational need may be identified in a child or young person. 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:

- 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."



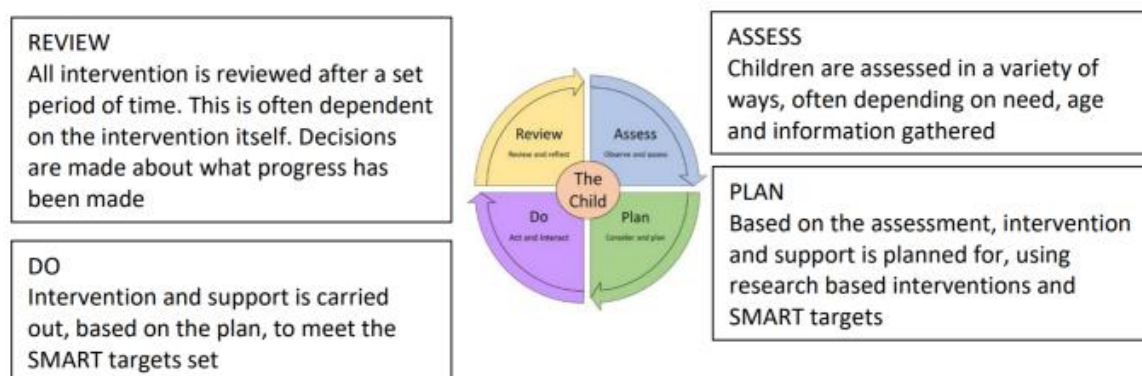
South Wootton Junior School

South Wootton Infant School

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the usual adapted curriculum, intended to overcome the barrier to their learning. The SENCO uses quality assurance to oversee the effectiveness of SEN provision. SEN provision is evaluated through regular review of pupil progress and ILPs, evaluation of interventions, book scrutiny, monitoring of classroom practice, gathering the 'voice' from pupils, support staff, parents, thus ensuring provision leads to improved outcomes and timely adaptation where needed.

There are many reasons why learners fall behind in school. They may have experienced absence, they may have been worried about things beyond their control, which may distract them from their learning, or had difficulties in acquiring English, if from another country. At South Wootton Federation, we aim to ensure that all children have the opportunity to learn in a safe, secure and nurturing environment and, if there are any challenges, we will intervene. Not all vulnerable learners have special educational needs, and only those with an identified learning difficulty which requires special educational provision will be identified as having SEN. Our reasons for wishing to identify any child with special educational needs and the measures we plan to put in place will be discussed with families, and families can raise any concerns they have at any point in their child's school life.

Below is a flowchart that demonstrates the actions taken in MOST cases where a need is recognised. This diagram is available from school should you require a paper or electronic copy.



Information to identify needs process:

Identification and early consideration

Concerns may be raised by class teachers, the SENCO, pastoral teams, specialist staff (e.g. SALT), parents/carers, or a combination of these.

Evidence is gathered to build a clear picture of need. This may include:



South Wootton Junior School

- Observations
- Behaviour or incident logs
- Assessment data
- Staff and parent feedback

South Wootton Infant School

At this stage, next steps are agreed and may include:

- Monitoring within the adapted curriculum, with review if concerns persist
or
- Trialling additional classroom strategies or low-level support (e.g. wobble cushion, writing slope, IDL strategies)
-

Pre-admission and transition support

Where a child is identified with additional needs prior to admission, the SENCO will:

- Contact and liaise with the current or previous setting
- Make contact with the family and, where appropriate, arrange a home visit
- Share information with relevant staff
- Plan additional transition support as needed

SEN register and graduated response

If concerns continue or escalate, the pupil may be placed on the school SEN register.

At this point:

- The SENCO completes an **INDES**
- The class teacher completes an **Individual Learning Plan (ILP)** and one-page profile (and a PBSP where appropriate)
- External advice (e.g. TAS, SACT) may be sought to inform provision

The school begins the **Assess, Plan, Do, Review (APDR)** cycle.

Review and escalation (if required)

Following one or more cycles of APDR:



South Wootton Junior School

South Wootton Infant School

- If concerns reduce or barriers are removed, the pupil may be removed from the SEN register and the INDES updated
or
- If needs escalate, the school may consider:
 - EHCP needs assessment
 - Wider external professional involvement
 - Part-time timetable (where appropriate)
 - Referral to a Specialist Resource Base (SRB)
 -

**Each action would be discussed with relevant staff, the family and the child and also recorded promptly on CPOMS.*

There are many policies that give information about the identification and assessment of children who may have SEND. All of which, can be located on our Federation website:

<https://www.southwoottonjun.co.uk/Policies/> , or you can request paper copies, from our office teams.

We use a range of outside agencies should assessment/specialist advice be required for some children. Some of these might include;

Via the termly TAS process, a [TAS \(Team Around the School\) meeting](#) is a multi-disciplinary collaborative meeting involving [Norfolk County Council staff](#) schools, and partners to review, support, and plan for children with additional needs. These meetings focus on early intervention for educational, social, or emotional concerns. Support offered includes for neurodiversity, SEMH needs, cognition and learning needs (using specialist support teachers) and educational psychologists.

A Link SaLT (Speech and Language Therapy) meeting in Norfolk is a termly, often virtual, consultation between a named Speech and Language Therapist and school staff (usually the SENCo) to discuss, plan, and review support for children with speech, language, and communication needs (SLCN).

Mental Health Support Teams (MHST) are an early intervention service across Norfolk and Waveney, working with some schools and their pupils. We can offer support to children and young people, their families, and their school community to help manage emerging mild to moderate mental health difficulties.



South Wootton Junior School

South Wootton Infant School

SACT (School and Communities Team) This is a team that has been developed through the Norfolk Local Offer (<https://www.norfolk.gov.uk/SEND>) to work with and support families of children who have SEND. We sue this team for 1:1 support, small group support and wider family support (like 'parent surgery' slots with a practitioner and STEPS workshops).

Just One Norfolk – A local service that offers support and information to families and professionals when children have a health need. This includes speech and language, occupational therapy and mental health services.

SENDIASS - An information, advice and support service for families with young people with SEND.

Pandora Project – A support service is for people affected by domestic abuse living in West Norfolk, North Norfolk and Swaffham, the abuse can be current or historic. Our service offers telephone support, one-to-one support and group programmes for adults and children.

Hanseatic Union – Community support with housing, benefits, especially focussed on those in the community with English as an additional language (EAL).

Specialist resource bases (SRBs) provide children and young people with the extra support they need within a mainstream school, we work closely with local settings.

Access Through Technology team (ATT), providing advice, assessment, equipment, and training for pupils who may benefit from using technology to communicate and to learn.

SEN Provision

Once a need has been identified, either by a parent or carer or the class teacher, assessments, both observational and formal, are completed to indicate the key areas of need and the support required for the pupil.

These assessments provide information that is shared with families through the use of an individual learning plan (ILP), which contains Pupil and Family voice, assessment data, different ways the pupil could be supported, and short-term SMART (Specific, Measurable, Achievable, Realistic and Timely) targets that those around the pupil can help them to achieve. Parents and carers, and the children themselves, are encouraged to feedback on their Support Plan, and given the opportunity to do this in person, over the telephone or via email/Tapestry/Seesaw, with class teachers. The ILP is reviewed termly (minimal) and shared with all adults supporting the child in school.



South Wootton Junior School

South Wootton Infant School

Alongside an ILP, children with SEN have a one-page profile. A one-page profile is a concise, person-centered document, that captures essential information about an individual to aid support or collaboration. It typically includes three key sections: what people appreciate about the person, what is important to them, and how best to support them.

Children with an EHCP will also have an ILP. Specific information, from Section F (provision) of the EHCP is added to the ILP, so that all staff are aware of the provision required.

For specific children, alongside the ILP and a one-page profile, a positive behaviour support plan (PBSP) will be developed. These plans are evidence-based, person-centred frameworks used to improve quality of life and reduce challenging behaviour in children. These plans, using [Norfolk Steps training](#), focus on understanding the reasons for behaviour, proactive strategies, and consistent, non-aversive responses.

Parent/Carer voice is also obtained in other ways. Opportunities to talk with the SENCO, happen regularly, at parents' evenings, transition events, whole school events (discos/sports days/summer fayres). The SENCO is often on the school gates at the start and end of the school day. The SENCO welcomes meetings (phone/face to face/virtual) with parents/carers. Pastoral staff, who work exceptionally closely with SENCO and in the classrooms/social times are also regularly available at transition events and on gate duties. They are also available for meetings with parents/carers. The pastoral team can be contact via the school office.

Infant Pastoral Lead: Mrs Kelly Chaplin	Junior Pastoral Team: Ms Clare Kirby Mr Ben Enefer
--	--

Alongside one-page profiles, pupil voice is gained in a variety of ways, and this can sometimes be dependent on the age and stage of the child. Where possible, children are invited to EHCP reviews, and where this is not possible, every effort is made to gather pupil voice. Children feed into their targets, both at the beginning of an ILP, and at the review stage, and their thoughts are recorded and shared. We also have a wide range of needs represented on the School Councils (both schools). Pupil Surveys are conducted, and the results analysed and shared. The pastoral team will also gather pupil voice through 'wishes and feelings' sheets.

Most assessments are carried out agreed points in the term. School Based Assessments we use include (but are not limited to);

Baseline in the Early Years



Y1 Phonics screening

EYFS profile

Speech Sound Screen and Wellcomm for speech and language/vocabulary concerns

SWRT and SWST (Single Word Reading/Spelling Test)

IDL (International Dyslexia Learning) for literacy and numeracy difficulties,

PIXL

ELSA

School-based Teacher Assessment and observation.

Following these assessments, the information is shared with families and may be used to inform further referrals to outside agencies. The information also helps to inform interventions. Assessment and evaluation of support is rigorous and is important to continue to measure its effectiveness. Where support is not proving to close the gap, this is identified quickly, and alternative support may be sought.

ILPs are reviewed for progress at least termly (sooner if required, e.g. after a significant change/event), and new targets may be set, or the ILP may be ceased if progress has been significant enough to close the gap between the child and their peers. EHC Plans are reviewed at least yearly, with the possibility of an early review being arranged if needs change, or if parents feel that alternative provision may be more appropriate. An early review can be called at any time by school or family.

For some children, families will be contacted and a meeting arranged to discuss possible next steps. This may include additional assessments or to apply for an EHCPNA (Educational Health Care Plan needs assessment). Where appropriate, and requested, parents/carers can complete any referrals in school with the support of the SENCO or pastoral team.

Teaching

At South Wootton Federation, high-quality teaching (in line with expectations outlined in the Teacher Standards 2012) is the first and most important step in meeting the needs of all pupils, including those with SEND. All teachers hold responsibility for the progress of every pupil in their class and ensure teaching is carefully adapted to meet individual needs.

Quality First Teaching in our school includes a range of evidence-informed strategies, such as explicit instruction, clear modelling, and the use of scaffolding to support



South Wootton Junior School

understanding. Teachers use ongoing assessment to adapt lessons in real time, providing opportunities for manageable learning, with repetition where needed.

Lessons are structured to reduce cognitive load, with visual supports such as word banks and diagrams. Teachers use a range of questioning techniques/cold calling to check understanding and provide immediate feedback.

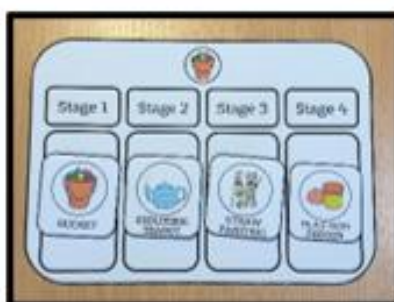
Adaptations are made through differentiation of task, outcome or support, including flexible grouping, adapted resources, targeted adult support, and movement or sensory breaks to ensure effective learning abilities.

A consistent approach to routines, behaviour, and classroom organisation supports pupils with SEND to feel secure and engaged. This inclusive, adaptive approach ensured that most pupils' needs are met within the classroom through high-quality teaching before additional interventions are considered.

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

Adaptations may include:

Cognition and Learning	Scaffolded learning; Pre-teaching key concepts; Concrete resources; Additional processing time; Visual supports; Multi-sensory approaches; Group/Workstation learning; variety of ways to record.
Speech, Language, and Communication and Interaction	Simplified language; Visual timetables (all classes using Wigit); Time to process and respond; Repetition or rephrasing; Social stories; Wellcomm; Speech and Language Therapy input; Attention Autism.
Physical and Sensory	Flexible seating; Adapted resources; Accessible classroom environment; Movement breaks; Sensory/low arousal spaces. Sensory circuit sessions/ table top versions/corridor provision.
Social, Emotional, and Mental Health	Clear expectations; Predictable routines; Regulation spaces; Trusted relationships; Emotion coaching; Zones of Regulation; Visual support.



To find out more about specific approaches and how they work, please contact your child's class teacher via Seesaw or Tapestry or email the main office. Brief descriptions of some are below:

Sensory Circuits	A structured programme of physical activities designed to help pupils regulate their sensory needs and prepare for learning.
Emotional Literacy Support (ELSA)	A targeted intervention delivered by trained staff to support pupils' emotional wellbeing, including managing feelings, building relationships, and developing coping strategies.
Speech and Language Therapy (SALT)	Specialist support aimed at improving pupils' speech, language, and communication skills, often delivered in collaboration with therapists.
Attention Autism	A structured, visually engaging approach that develops attention, communication, and interaction skills through highly motivating activities.
Therapeutic Storywriting	An intervention that uses storytelling to help pupils explore emotions, develop self-expression, and process experiences in a safe and creative way.
LEGO-Based Therapy	A collaborative intervention where pupils work together using Lego to develop



	communication, social interaction, and problem-solving skills.
--	--

The SENCO is also allocated time across INSET days. The SENCO runs a termly SEN staff meeting. These sessions cover local and national updates and advice and strategies plus oversight with SEN documents. These sessions are also opportunities to embed professional advice and share strong practice from across the federation. The federation has benefited from specific training at recent INSETS, about trauma informed practice, IDL (International Dyslexia Learning support programme offered universally at Junior setting) and mindfulness. Upcoming training will focus on pre teaching and effective visual timetables.

Each learner identified as having SEN is entitled to support that is 'additional to or different from' the usual adapted 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 an ILP. Children are taught in the classroom, with their class teacher, as much as possible. Any removal from the classroom for intervention is carefully monitored to ensure that pupils do not miss subjects or activities where they may excel, or that they are not absent from the classroom for long periods of time. Independence is encouraged, and adult support is planned so that children can experience success on their own, as well as with support. All staff are required to be fully aware of the needs of the children in their class. Information is shared verbally, as well as using a secure online platform (CPOMS). Staff are encouraged to have an open and regular discussions with the SENCO to discuss concerns at the earliest opportunity.

Adaptions

There are many ways the curriculum is adapted to meet the needs of all learners. Teachers are flexible to the needs of children on a day-to-day basis.

Some of the more regular adaptations may include;

Information; - Using mind maps and pictures to present information - Ensuring information is given in a range of ways to suit a range of learning styles - Changing of font and background colour for children with visual stress - Variation of font, and size, for children with Dyslexia, visual stress.

Curriculum; - Ensuring evidence is gathered for additional time for formal assessments - Use of concise lesson times, with movement and brain breaks where needed - Teaching is, where possible, linked to a theme, topic or text - Use of technology, such as Colourful semantics for writing, recording devices, and IDL as intervention.



South Wootton Junior School

Learning Environment; - Reflecting on the needs of the individual – to be near the front or back of the classroom, needing a separate workstation, Use of resources that aid concentration, such as concentration aids (fidget toys), wobble cushions. Staggered start and finish times where needed - Quiet spaces, including dedicated pastoral workers on each site to support children with short or long term emotional or behavioural challenges.

Physical Environment; - single storey buildings with ramp access. Adapted toilets, including changing places. - Use of sensory/regulation spaces/dens/resources to help children to regulate at times of heightened stress.

Enabling Pupils who cannot attend Physically (due to medical conditions, for example);
- Work is provided, which is linked to the classes learning, to minimise disruption - Meetings are set to check welfare and encourage participation - Regular communication with family to ensure the needs are being met as far as possible - Involvement of outside agencies to support returning to school, where possible, and regular contact with school-based agencies, such as attendance and safeguarding teams.

Recent feedback gathered by the SENCO includes:

From children:	From parents/carers:
Children described their teacher as happy, kind, helpful. Favourite lessons include maths, new sounds everyday and art. The school garden and being outside are favourite parts of the school.	Appreciate how quickly I was seen (by the SENCO). SENCO Parents' evening was easy to book, date and time was convenient, duration was sufficient and SENCO was personable (100%). Thank you for the meeting, you were amazing.

Opportunities

All learners should have the same opportunity to access extra-curricular activities. At South Wootton Federation, we offer a range of additional clubs and activities, such as choir, craft club and archery. As part of our commitment to a broad curriculum, we also provide all pupils the opportunity to extend and enrich their learning using the outdoor environment. This is also true of residential, offered in Year 4 and Year 6. Alongside a wide array of trips, including local farms, Sandringham, cathedral and the beach We are committed to making reasonable adjustments to ensure participation for all, so please



South Wootton Junior School

contact your child's class teacher, Heads of school (Miss Ojelade/Miss Newell-Juniors or Mrs Burt-Infants) or SENCO to discuss specific requirements.

South Wootton Infant School

All staff at South Wootton Federation 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.

Physical resources may be necessary to support children with additional needs to take part in school life with their peers. Advice is taken from Occupational Therapists and Physiotherapists, and adaptations to the curriculum, including daily physio sessions, Sensory Circuits, and additional resources, are purchased for children who require it.

Social, Emotional and Mental Health Needs – SEMH

At South Wootton Federation, we believe that children will be the best learners they can be if they have their mental health needs met. Policies reflect the adaptability of the Federation, and all families are encouraged to contact the school should they have any concerns, or feel reasonable adaptations need to be made for their child. As a Federation, we are open and receptive to any adaptations that will help to support young people. Various staff have the completed Senior Mental Health Lead training.

As a Federation, we believe in the benefit of learning outside the classroom, and this is reflective in our ethos and curriculum. All children learn in different ways, and by embracing the inclusivity of an adaptable curriculum, we feel we can support children's and their families' needs in a range of ways.

An important part of our offer is our Pastoral Team. The role of our Pastoral Team is to work both 1-1 and in small, planned nurture intervention with all children across the Federation. They also support Social Communication, independence and resilience skills. The pastoral teams work closely to support the Year 2 to Year 3 transition.



South Wootton Federation



South Wootton Junior School

South Wootton Infant School

The Zones of Regulation curriculum is followed throughout the federation. This provides a common language for staff and pupils. Although a school-wide adapted approach, pastoral teams provide targeted Zones of Regulation interventions for those in more need of additional emotional and regulation support.

When our pastoral offer is not sufficient for the most complex needs of pupils, the federation accesses the Norfolk Local Offer to seek outside professional advice.

This may include referrals to Mental Health Support Teams (MHSTs), Child and Adolescent Mental Health Services (CAMHS), Positive Parenting Support Techniques, and groups such as Family Action.

Important Contacts

At South Wootton Federation we are committed to working together with all members of our community. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.



SENCO: Emma Waterman (senco@southwoottonfederation.norfolk.sch.uk) 01553 674596 (Juniors) 01553 671552 (Infants) Qualifications and Experience include; QTS, PGCert Primary Years, National Award for SEN Coordination (University of Hertfordshire/Eastern Partnership 2020. 'New to Role' SENCO course with Willowtree Learning (2018). 2015: Outstanding Teaching Programme (OLEVI).

Mrs Waterman is available within the federation on Mondays, Wednesdays and Fridays, working across both schools.

Infant Head of School: Mrs R Burt

Junior Head of School: Miss E Ojelade and Miss E Newell

Executive Headteacher: Mrs G Earl

Infant Pastoral Lead: Mrs K Chaplin

Junior Pastoral Lead: Miss C Kirby (Mr B Enefer: Pastoral Support)



South Wootton Federation



South Wootton Junior School

Infant staff can be contacted via the office: 01553 671552

Junior staff can be contacted via the office: 01553 674596

South Wootton Infant School

Staff Training

The staff at South Wootton Federation are a crucial tool in supporting pupils with SEND. Our staff body is diverse in its formation and encompasses a wide range of experiential difference in teaching, SEND, and support.

Staff have the opportunity to access Continuing Professional Development (CPD), through external training and in-house school training. Regular training regarding SEND updates, adaptive teaching strategies, behaviour and regulation management (Norfolk STEPS), specific SEND awareness and safeguarding via local networks and VNET.

Specific intervention training is available from external providers, and the federation has staff trained in:

- Precision Teaching
- Zones of Regulation
- Sensory Circuits
- ELSA
- Speech and Language Therapy
- LEGO-Based Therapy
- Therapeutic Storywriting
- Attention Autism
- Intensive Interaction
- Norfolk STEPS Lead Professional
- British Sign Language
- International Dyslexia Learning (IDL)

The federation also has staff trained as first aiders and specific training is offered, when necessary, to accommodate specific medical conditions such as epilepsy, anaphylaxis, and diabetes. All federation staff successfully completed allergy training for Benedict's Law, in September 2026.

Funding

At South Wootton Federation, funding for SEND is primarily provided through individual Local Authority funding and the school's delegated budget, which includes an element specifically allocated to pupils with additional needs. This funding is used to provide a range of support, including high-quality teaching, targeted interventions, and appropriate resources.

[SEN INFORMATION REPORT \(SIR\). EMMA WATERMAN. OCTOBER 2026](#)



South Wootton Federation



South Wootton Junior School

The school carefully monitors the use and impact of SEND funding to ensure it is used effectively. Decisions about how funding is allocated are informed by pupil's individual needs, progress data, and professional judgement. Provision is regularly reviewed through the graduated approach (APDR) to ensure that support remains appropriate and effective. Additional funding may be sought through completion of an Individual Needs Descriptors (INDES) form, which is completed for all pupils on the federation's SEN register.

More detailed information about funding allocation can be found at the following:

South Wootton Infant School:

<https://csapps.norfolk.gov.uk/BudgetShare/pdf/26/SENMemorandum/1781.pdf>

South Wootton Junior School:

<https://csapps.norfolk.gov.uk/BudgetShare/pdf/26/SENMemorandum/1784.pdf>

We aim to use our resources efficiently to ensure that all pupils with SEND are supported to achieve positive outcomes, develop independence, and fully participate in school life.

Infants: <https://csapps.norfolk.gov.uk/BudgetShare/pdf/26/SENMemorandum/1781.pdf>

Juniors: <https://csapps.norfolk.gov.uk/BudgetShare/pdf/26/SENMemorandum/1784.pdf>

Partnership

Each school within the federation runs regular **School Council meetings**, where pupils are supported to share their views about school life, learning, and wellbeing.

Appropriate support is provided to ensure that all children, including those with SEND, are able to contribute and have their voices heard.

In addition to this, the **SENCO gathers pupil voice** through direct conversations and structured activities, particularly for pupils receiving SEN support or those with more complex needs.

Class teachers also gather pupils' views as part of the **Individual Learning Plan (ILP)** process, ensuring that children are involved in setting, reviewing, and reflecting on their targets wherever appropriate.

Pupil voice is further captured through **one-page profiles**, which reflect children's strengths, interests, preferences, and the strategies that help them learn best. These profiles support staff in understanding the child as an individual and inform consistent, inclusive practice.



South Wootton Federation



South Wootton Junior School

South Wootton Infant School

Working in close partnership with parents and pupils is important to ensure that the needs of children with SEND are fully understood and effectively supported. South Wootton Federation emphasises collaboration and open communication.

We ensure that parents and carers are actively involved in all stages of their child's SEND support. This includes:

- Early discussions where concerns are first identified
- Regular review meetings to discuss progress and provision
- Sharing support plans and targets
- Ongoing communication through meetings, phone calls, and written reports
- Opportunities to contribute to decision-making about their child's support

We value the knowledge and insights that parents have about their child and aim to work in partnership to achieve the best possible outcomes. We also include external agencies in family communication, where appropriate, having invited services such as MHSTS and SACT to support sessions.

Support information is shared with parents in the federation's weekly newsletters, this has included links to Norfolk STEPS parent workshops, Kings Lynn SEN Café, Support Sleep events, Dyslexia Outreach Family workshops, Goodbye Plan for attachment advice.

We believe that pupils should be involved in decisions about their learning and support wherever possible. We do this by:

- Encouraging pupils to share their views, strengths, and challenges
- Involving them in setting and reviewing their targets
- Supporting them to understand their own needs and strategies that help them learn
- Adapting approaches to ensure all pupils can express their views in a way that suits them

School council participation and meetings is also a key way in which we gain the views of pupils, each year group has representatives for classes and collective views are shared through meetings with staff.

We maintain open and transparent communication with both parents and pupils throughout the graduated approach (APDR) via ILPs, ensuring that support is responsive and regularly reviewed.

Transition

Transition is a part of life for all learners and is particularly important for our learners. This can be transition to a new class in school, having a new teacher, or moving on to

[SEN INFORMATION REPORT \(SIR\). EMMA WATERMAN. OCTOBER 2026](#)



South Wootton Junior School

another school. South Wootton Federation 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. Prior to starting at the Infant school, the class teachers and SENCO will meet with parents/carers of children with SEN to ensure that transition into academy life is as smooth as possible. This can also be planned in conjunction with pre-school and home visits. We aim to ensure that every child has a smooth transition between the schools, from Infant to Junior. The different sites work very closely, with staff moving freely between the schools, regular joint federation events and a range of other opportunities for children from the infant school to visit and meet children at the Junior school. Social story booklets and resources can be created with the children as a reassuring reference. Additional sessions are provided for the most vulnerable of our children, to prepare them for their transition days. Prior to the transition between classes and schools, Class Teachers meet, with the SENCO, and discuss the needs of the children moving into and out of their classes.

For those children with EHCPs, transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. Prospective Secondary Schools are always invited to Year 6 EHCP reviews. If you would like to talk to anyone about transition for your child, please contact the school.

Complaints

This SEN information 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. Please get involved. You can do so by engaging with talking with the staff at school.

What to do if you are unhappy with any aspect of our SEND Provision

If, at any time, you have concerns or wish to make a complaint about your child's SEN provision, the first point of contact would be your child's class teacher. You, or they, may wish to refer you to the SENCO, Emma Waterman, for further information or guidance. Should you be dissatisfied with the outcome of your complaint, you can request to speak to the Head of School, Infants – Mrs Becky Burt and Juniors – Miss Emma Ojelade or Miss Ellie Newell, the Executive Headteacher is Mrs Georgina Earl. Our full Federation complaints policy can be found at:

<https://www.southwoottonjun.co.uk/Policies/>

Should parents or carers feel they need further support in raising concerns regarding SEND, they can contact the Norfolk Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS). Norfolk SENDIASS is an



South Wootton Federation



South Wootton Junior School

organisation that offers free, impartial, and confidential advice, information and guidance to parents and carers. They can be contacted using the contact information on their website: <https://www.norfolksendiass.org.uk>

South Wootton Infant School

The SEND Local Offer is a statutory source of information provided by the Local Authority, outlining the education, health, and social care services available to children and young people with SEND and their families in the local area. It explains what support is available, how to access services, and what families can expect from provision across different agencies.

The Local Offer is designed to support transparency and help families make informed decisions, in line with the SEND Code of Practice, and information can be found at: <https://www.norfolk.gov.uk/SEND>

Useful Links

Policies related to this report can be located at <https://www.southwoottonjun.co.uk/policies/>

Specific policies mentioned, and applicable, include:

[Accessibility Plan](#)

[Attendance Policy \(South Wootton Infant School\)](#)

[Attendance Policy \(South Wootton Junior School\)](#)

[Intimate Care Policy](#)

[Positive Behaviour Policy](#)

[Safeguarding Policy \(South Wootton Infant School\)](#)

[Safeguarding Policy \(South Wootton Junior School\)](#)

[Supporting Pupils with Medical Conditions Policy](#)

Other Useful links regarding SEND support include:

[Norfolk EHCP Information](#)

[Norfolk Specialist Resource Base \(SRB\) Information](#)

[NHS Right to Choose](#)



South Wootton Federation



[South Wootton Junior School](#)

[Mental Health and Wellbeing \(including MHSTS\)](#)

[Schools and Communities Team \(SACT\)](#)

[Just One Norfolk](#)

[Special Educational Needs and Disabilities Information, Advice and Support Service \(SENDIASS\)](#)

[PANDORA Project](#)

[Therapeutic Storywriting](#)

[Attention Autism](#)

[Zones of Regulation](#)

[South Wootton Infant School](#)