



UPWELL ACADEMY
SEND
INFORMATION
REPORT

September 2025

Reporting on academic year
2024-2025

Publication Date: September 2025

Review Date: September 2026

At Upwell Academy we believe in participation and achievement for all. We aim to create an inclusive culture in our school and respond positively to the diversity of the children's backgrounds, interests, experience, knowledge and skills so that all pupils, regardless of individual need, make the best possible progress.

This SEND Information Report describes the range of provision and support available to support identified children as and when appropriate. This is subject to change depending on budgetary constraints and policy review.



The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our academy.

If you want to know more about our arrangements for SEND, read the EMAT SEND policy.

You can find it on the EMAT website [Eastern Multi Academy Trust - Policies](#)

You can also ask a member of the office team to make a copy/send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.





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:

Mr C Harris (Principal)

Mrs S Cullen (SENDCo) Special Educational Needs Co-Ordinator

Mrs V. Cook – SEND Governor

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Email: office@upa.eastern-mat.co.uk

Approved by:

Date: September 2025

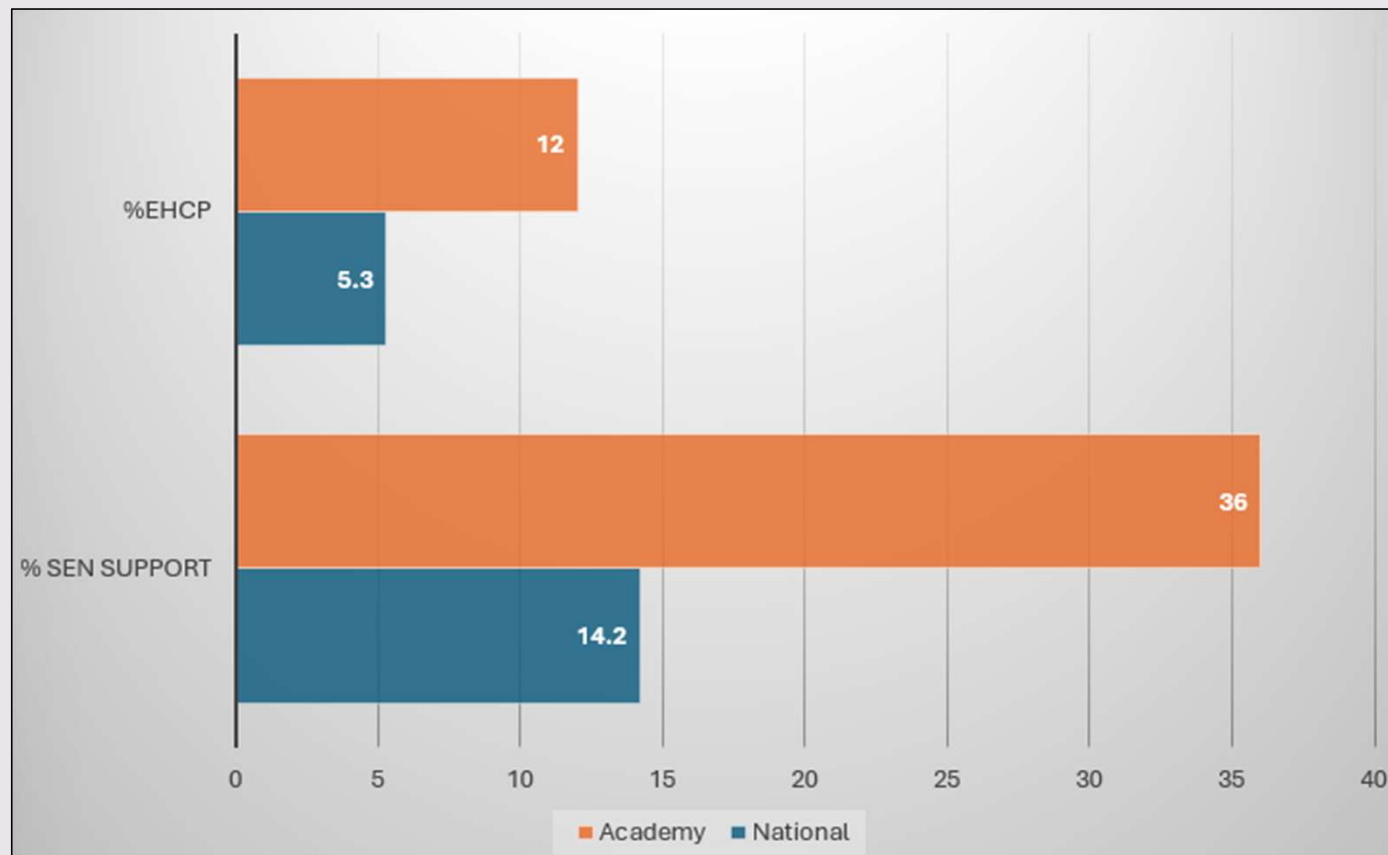
Last reviewed: September 2025

Next review due by: September 2026

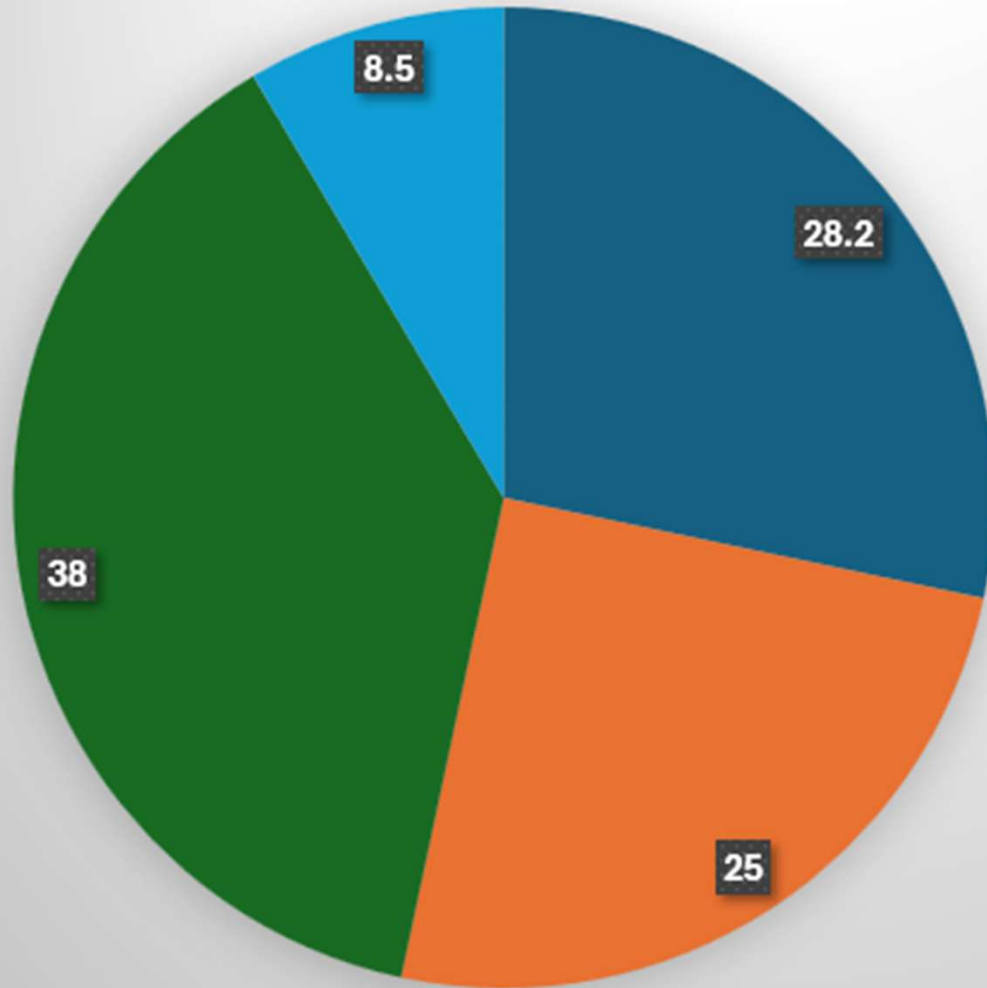
Our SEND profile for 2024-2025



Our Academy SEND profile compared with National Data (June 2025).



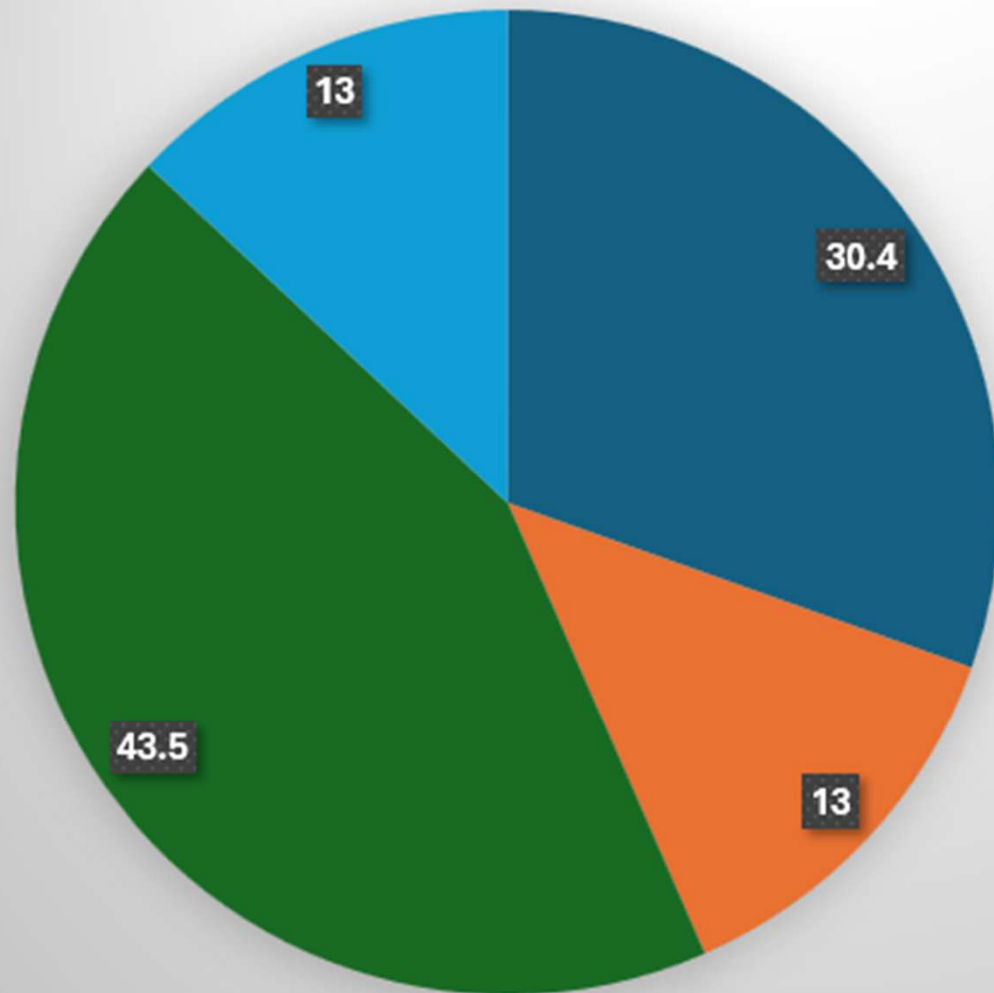
Our SEND profile for 2024-2025



36% of children at Upwell Academy have a primary identified area of need; the breakdown is shown here.

- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health
- Physical and Sensory

Our SEND profile for 2024-2025



12% of children at Upwell Academy have an EHCP – the breakdown of their primary identified need is shown here.

- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health
- Physical and Sensory



Q. How is SEND defined by the Department of Education?



At different times in their school career, a child or young person may have a special educational need. The Special Educational Needs Code of Practice (2014) defines SEND as:

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 school 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.”*



Q. How does the academy know if my child needs extra help?



Where a pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality first teaching targeted at specific areas of difficulty, it may be that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

There can be many reasons for learners 'falling behind.' These may include absences, attending lots of different schools, or worries that distract them from learning. Children who experience such barriers to learning are vulnerable, but this does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision 'additional to' or 'different from' the usual differentiated curriculum will be identified as having SEND.

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' with the intent of overcoming their barriers to their learning. We follow the SEND Code of Practice Graduated Approach/Response, so-called as it may take several cycles of intervention and different strategies being tried before support needs are understood and met. It involves regular meetings with the child and parent to monitor, assess and review progress and outcomes.



The Graduated Response: Assess, Plan, Do Review cycle



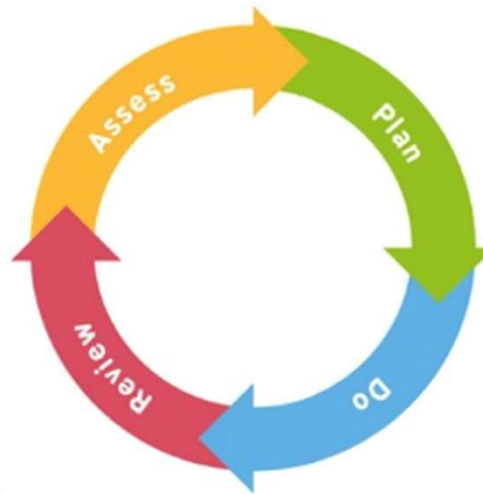
Monitoring progress is an integral part of teaching and leadership at Upwell Academy. We follow the 'Assess, Plan, Do, Review' model and ensure that parents/carers and children are involved in the process.

Assess

If your child is not making expected progress, we will take account of a range of assessment information as well as having discussions with key members of staff and yourselves to identify and analyse your child's needs. We will also take into account your child's strengths and areas for development.

Review

We will review how well the support we put in place has met the outcomes we set. If needed, we will implement another cycle of the graduated approach. Reviews are usually held termly.



Plan

In discussion with you and your child, we will decide what outcomes we would like your child to achieve. We will make a plan of this support (either Learning Plan or My Support Plan) and will share this with you and all relevant school staff. We will also set a date to review this plan.

Do

We will implement the support as planned and keep an overview of how it is going to ensure it is having the impact we intended.



Q. What are the kinds of special educational needs we make provision for at Upwell Academy?



Cognition and Learning

Children might:

- Learn at a slower pace
- Find the curriculum difficult
- Struggle with organisation and memory
- Have a specific difficulty in literacy or numeracy e.g. Dyslexia, Dyscalculia, Dyspraxia



Communication and Interaction

Children might:

- Struggle to talk or say what they want to
- Find it hard to understand what others are saying
- Find conversations and play confusing and challenging
- Have a diagnosis of Autism Spectrum Disorder (ASD)



Sensory and/or Physical

Children might have a:

- Vision impairment
- Hearing impairment
- Multi-sensory impairment
- Motor skill difficulties
- Physical disability
- Sensory Processing e.g. noise



Social, Emotional & Mental Health Difficulties

Children might:

- Find relationships difficult, appear withdrawn or isolated
- Behave in ways that affect their learning
- Have underlying mental health difficulties such as anxiety, depression, self-harming, eating disorders
- Have disorders e.g. ADD, ADHD, Attachment Disorder



Some pupils may have needs that covers more than one of these areas.



Q. How do we assess and review children's progress?



Children, parents/carers, teaching and support staff are directly involved in the review process. This review takes the form of a formal meeting held at least once a term, where the SEN Support targets can be reviewed and progress and next steps can be discussed. If a learner has an Education Health and Care Plan (EHCP), the same termly review conversations take place, as well as an annual formal review of the EHCP.

The Academy senior leaders track the attainment and progress of all children in Reception to Year 6, including those with special educational needs, through a termly pupil progress meeting with the class teacher. Areas for concern are identified and fed back to class teachers for action. The results are also analysed by the class teacher and used to inform the 'assess, plan, do, review' cycle.

Data from assessments is compared against historic school data, in addition to comparisons with National statistics



The school SENDCo collates the impact data from targeted interventions. Progress data for all learners is collated half termly in pupil progress meetings and is monitored by Teachers, Senior Leaders and Governors. Adaptations to interventions and additional support are made following the review of this data.



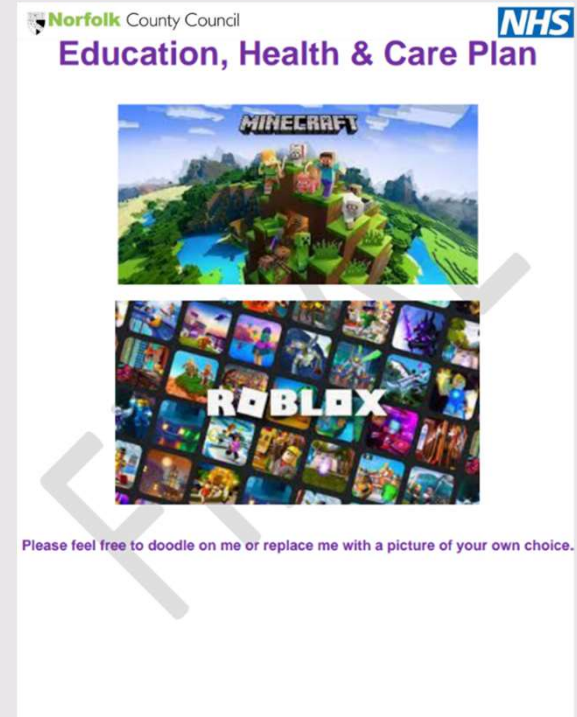
Education Health Care Plans



For a very small percentage of pupils whose needs are significant and complex, a request will be made to the local authority to conduct an assessment of their education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. Where a child has an EHCP, there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child. These pupils will receive additional provision to support their needs. The school will outline additional support and provision on a costed provision map which is submitted to the Local Authority as part of the process for allocating funding to support pupils with SEND in the academy. Further information about Norfolk EHCPs can be found here:

[Education, health and care \(EHC\) plans - Norfolk County Council](#)

[School budget share - Norfolk Schools and Learning Providers - Norfolk County Council](#)



The following assessments are used across our school to identify SEND needs.

Cognition and Learning:

- Phonics assessments
- Salford – Sentence reading
- Dyslexia Portfolio – literacy screening
- Reading speeds
- Sandwell Early Numeracy Assessment – EYFS/KS1 and KS2



Sensory and/or Physical

- Fine motor skills checklists
- Gross motor skills checklists
- Sensory Profile checklist

Communication and Interaction:

- WELLCOMM – primary toolkit for speech and language
- Renfrew Word Finding Test – vocabulary skills
- Blank Levels – understanding of language
- Checklists

Social Emotional and Mental Health

- Boxall Profile
- Strengths and Difficulties Questionnaire
- Self-Esteem Indicator
- SNAP IV – Attention and concentration
- Checklists

Q. What specialist services are available at the academy?



<p>Education Services</p>	<ul style="list-style-type: none"> • Virtual Academy SEND • Virtual Academy Sensory Support • Virtual Academy Looked After Children • Educational Psychology Specialist Support • LA Inclusion Team • LA SEND Team • LA Zones Team • Schools and Communities Team
<p>Health Services</p>	<ul style="list-style-type: none"> • Just One Norfolk, Just One Number – 0300 300 0123 • Speech and Language Therapy Service • Occupational Therapy • Children and Adolescent Mental Health Services (CAMHS)
<p>Social Care Services</p>	<ul style="list-style-type: none"> • Short Breaks • Early Help Hubs • Early Childhood and Family Service (ECFS) • Family Support process (FSP)
<p>Third sector services</p>	<ul style="list-style-type: none"> • Carers matter • Nelson's Journey • Young carers



Q. How will the academy support a child with SEND?



At Upwell Academy, every teacher is a teacher of SEND pupils and is required to adapt the curriculum to meet the needs of the children in his/her class in line with the expectations set out in The Teacher Standards (2012).

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 processes that include:

- Classroom observation by the Senior Leadership Team/Trust Lead SENCo/Academy SENCo
- 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 SENCo 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.





Q. How will the academy support a child with SEND?



Staff receive training and support to ensure that they provide quality first teaching. They also identify and deliver short term support interventions alongside other support staff where appropriate. Individualised support and interventions for the higher need pupils are implemented by support staff under the guidance of the class teachers, SENDCo and school Principal. All interventions are monitored for impact with assessments at the beginning and the end of each block of support.

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

Pupils with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in the academy and increase their access to the taught curriculum.

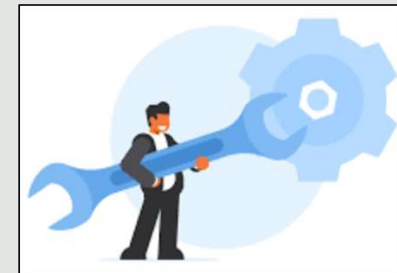




Q. How will the academy support a child with SEND?

Additional support and intervention is outlined on the child's support plan so that all staff are aware of their needs. Examples of our provision include (but is not limited to):

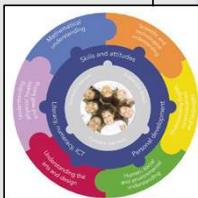
- adapting learning tasks
- using visuals to support literacy difficulties
- using manipulatives such as Numicon
- using technology to record ideas and knowledge to ensure children's difficulties with written work do not impact unnecessarily on all areas of the curriculum
- use of visual timetables
- movement breaks
- adults used to scribe ideas
- use of speech to text technology
- ear defenders





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

- Teachers plan using pupil achievement levels, adapting tasks to ensure progress for every pupil in the classroom.
- Where appropriate, the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable the child 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, 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.
- Some learners in KS1 who are working significantly below age related expectations will have access to a bespoke Numeracy and Literacy offer.
- The physical environment has been adapted to support children with medical needs (see Accessibility Plan).





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



The academy receives funding to support pupils with SEND from a number of sources:

- A proportion of the funds allocated per pupil to the academy to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budgets. 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 be allocated additional educational needs funding from the Local Authority's High Needs SEN Funding allocation.

[SEND Allocation link AUG 2526 Modelm](#)





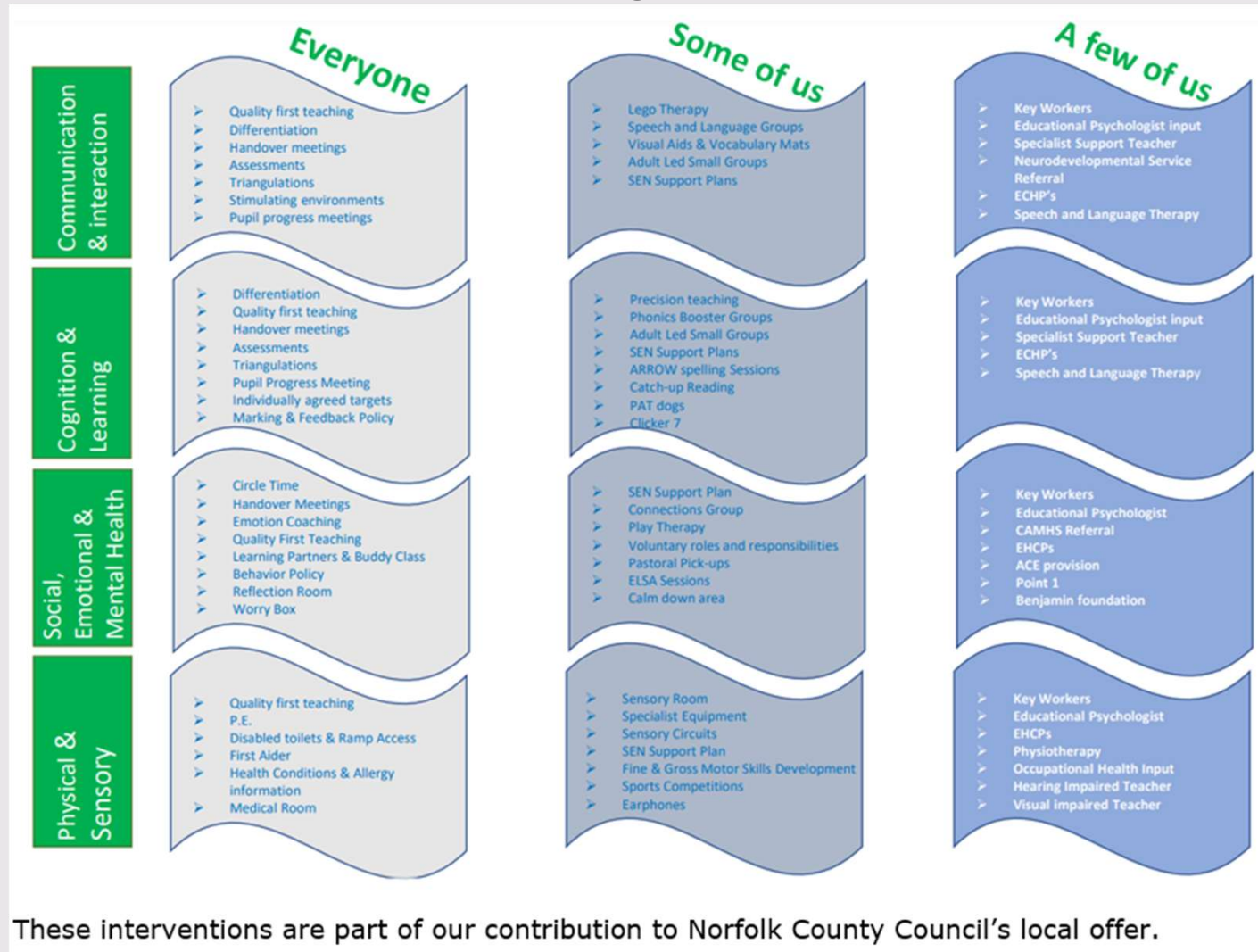
Interventions and resources used to support the four areas of need include:



Cognition and Learning	Sensory and/or Physical
<p>Precision teaching Literacy Gold Numicon Catch Up-Literacy and Numeracy Booster groups Visual stress assessments/coloured overlays Strategies/programmes for difficulties with: Auditory processing Working memory Short and long-term memory</p>	<p>Sensory Circuits Sensory diet/breaks Physical aids such as weighted blankets, writing slopes, posture packs, learning aids, marble mesh bags Fine and gross motor skills interventions Bespoke small group PE sessions (additional to class PE) Overlays/coloured paper</p>
Communication and Interaction	SEMH
<p>Speech and Language therapy sessions Blanks Levels of Language/Understanding Talk Boost LEGO Therapy Colourful Semantics Programmes and strategies to support pupils with ASD e.g.</p> <ul style="list-style-type: none"> • Visual schedules • Work stations • Social stories • PECS • Now/Next boards • Communication boards 	<p>Mental Health Champion and ELSA practitioner, who provided specific advice and support with: Anxiety, anger management, bereavement, social skills Emotional and well-being support Drawing and Talking/Time to Talk Individual behaviour support/modification and monitoring plans Individual Risk Assessment</p>



Intervention and support can benefit all children, some children and pupils with the highest needs




These interventions are part of our contribution to Norfolk County Council's local offer.



Q. How are staff at Upwell Academy supported to work with children with SEND and what training do they have?



- Every teacher is considered to be a teacher of SEND and is supported in their role by the SENDCo, who:
- 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 within the SEND system and relays back information gathered from SEN conferences and courses.

Training to support Communication and Interaction needs	Training to support Cognition and Learning needs	Training to support Social, Emotional and Mental Health needs	Training to support Physical and or Sensory needs
<ul style="list-style-type: none">• Speech and Language training• Attention Autism (Bucket Time)• PECS (Picture Exchange Communication System)	<ul style="list-style-type: none">• Phonics training• Dyslexia training 	<ul style="list-style-type: none">• Mental Health Champions• Norfolk Steps – Step Up and Step On• ADHD training	<ul style="list-style-type: none">• Paediatric First Aid• EpiPen training• Intimate care training• Moving and handling training• Sensory Circuits training• Specific medication training



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

Pupils with English as an additional Language (EAL) and SEN

All children with English as an Additional Language in the academy 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.





What support is in place for looked-after and previously looked-after children with SEN?



Our Designated Teacher, Mrs Fisher will work with Mrs Cullen, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

A copy of our Looked after children (LAC/PLAC) Policy is available here: [Upwell Academy - Policies](#)





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



SEN Support Plans (SSPs)

The academy listens to pupils, where appropriate, when creating their SEN Support plans. Pupil views are collected with support from a familiar member of staff. These are reviewed with the child each term. The views of pupils with an EHCP are sought prior to annual reviews. Where appropriate, pupils are invited to attend the meeting.

Pupil Leadership Team (PLT)

Whole school votes for a Leadership Team representative. There is one representative from each class. The Pupil Leadership Team met fortnightly to discuss academy related issues.

Pupil Voice

The academy completes pupil voice questionnaires throughout the year. Talk time sessions take place in each class; discussions can be general or focus on something specific.



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



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

At Upwell Academy:

- You will be invited to come and talk with the class teacher and/or SENCo to establish where the need lies and the support your child may need.
- 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.
- Your child's class teachers 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.
- Where your child holds an EHCP, a formal review will take place annually from the date of the previous review, or sooner if needed. You are asked for your views as is your child throughout this process.

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 Mrs S Cullen (SENDCo).





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



- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting at Upwell Academy in September. Parent/carers and children are invited to visit the academy to look around.
- A Welcome to Reception meeting is also held in that Summer Term where the EYFS teachers, Academy Principal and SENDCo will give you additional information and will be available to talk to you.
- EYFS teachers then carry out visits to your child's setting and home
- You and your child will also be invited to attend Stay and Play sessions. After attending three of these, an introduction pack and Transition to Reception booklet will be given to your child inside their complimentary bookbag.
- Where necessary, the SENDCo and class teachers will arrange a further meeting with parents and other professionals who are supporting the child
- If pupils are transferring from another setting, the previous academy records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.





Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new academy. We recognise that transition is an important time for all children, but especially so for a child with SEN. We work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

When moving to a new class within the Academy, we provide:

- Move up mornings, where children are able to spend time with their new classmates and teachers
- Staff handover meetings
- A welcome to your new phase meeting for parents in Year 1, Year 3 and Year 5

When moving to a new Academy at the end of Year 6, we provide:

- Opportunities for targeted transition work
- Opportunities for pupils and parents to meet staff in the new academy.
- Accompanied visits to other providers, as appropriate.
- For pupils transferring to local academies, the SENDCos of both academies will be in contact to discuss the needs of pupils with SEN 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 us that their child has been enrolled at another academy.





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



Class Trips and clubs

At Upwell Academy, we believe all learners are entitled to access to extra-curricular activities. We 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 take part in all academy activities. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. The academy ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any academy provided activity.





Q. How accessible is the academy environment?



The academy is fully compliant with DDA (Disability Discrimination Act) requirements.

The academy has an up-to-date accessibility plan which is reviewed each year and whenever there is building work. Our **Accessibility Plan** describes the actions the academy has taken to increase access to the environment, the curriculum and to printed information and is available on the academy website (Policies and Documents)

In addition:

- We have reorganised class bases to accommodate the specific needs of pupils.
- Ramps are in place to aid accessibility
- We ensure, wherever possible, that the equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- For pupils with English as an additional language, we are able to access support from the Local Authority EAL Team
- Extra-curricular activities are accessible for children with SEND.
- The academy has an outside learning area (Forest School)



Q. What support is there for children's overall well-being?



The well-being of pupils at Upwell Academy is a priority.

- The Mental Health Champion organises pastoral care. Staff support pupils to ensure that those who require pastoral support can access that support at the time it is needed. A variety of pastoral interventions are available.
- The academy has a trained ELSA (Emotional Literacy Support Assistant) practitioner.
- Where there is a medical need, staff work closely with health professionals to ensure these needs are met.
- For some children with a 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 is in receipt of a signed medication administration permission form from parents.





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 SENDIASS (Special Educational Needs and Disabilities Support Service) This service provides free, confidential and impartial information, advice and support about SEND for children, young people, parents and carers.

T 01603 704040

W: <https://www.norfolksendiass.org.uk>

Anglia Care Trust – SEND Mediation Service

T: 01473 618675

E: admin@angliacaretrust.org.uk

W: <https://www.angliacaretrust.org.uk/>

The Eastern Multi Academy Trust's [Complaint Policy](#) can be found on our website.



Links to important documents



[SEND Policy](#)

[Equality Information](#)

[Complaints Procedure](#)

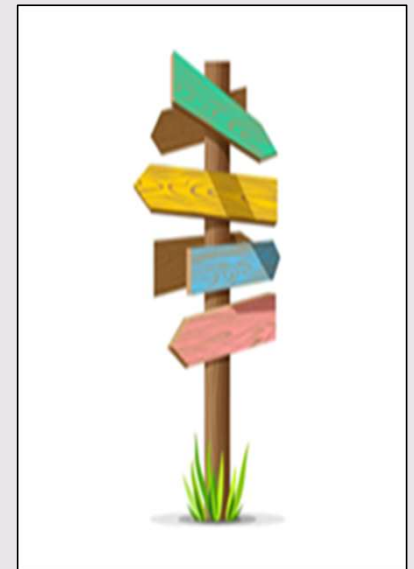
[Medical Needs Policy](#)

[Behaviour Policy](#)

[Safeguarding Policy](#)

[Accessibility Plan](#)

[Admission Arrangements](#)





Other Useful Links



Norfolk Local Offer for SEND – 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).

Just One Norfolk - [Health Advice & Support for Children & Families](#)

Norfolk SEND Partnership: www.norfolkparentpartnership.org.uk

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

You will find more links on our website

