

## CITY ACADEMY NORWICH

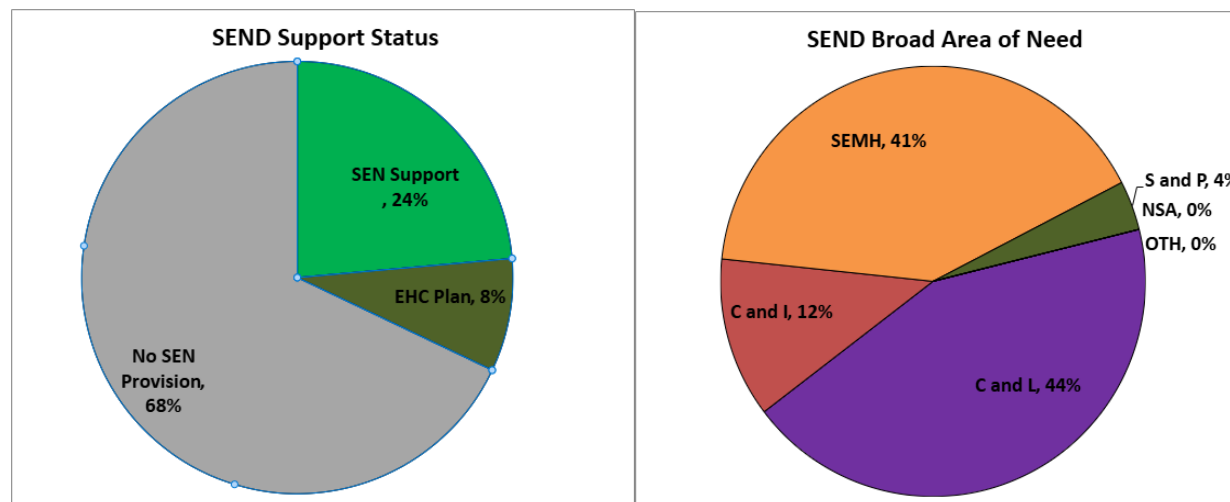
### SEND Information Report September 2025

1 Variety of Special Educational Needs that are provided for at City Academy Norwich

The SEND Department provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014 (last updated May 2015):

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The school currently has **32%** of all students identified with SEND including **9%** of students with an EHCP.



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<p>2 Information about the school's policies for identification and assessment of pupils with SEND</p>	<p>Pupils are identified as having SEND with their needs assessed through:</p> <ol style="list-style-type: none"> <li>1. Information passed on previous schools or other professionals including from health and social care</li> <li>2. KS2 data results</li> <li>3. Whole School reading assessment – ART e.g., from this we identify those 1.6 years below their chronological age</li> <li>4. Individual assessment using standardised score assessments including LUCID cognitive assessment, dyslexia screening and psychometric tests which are carried out by an accredited assessor within the school.</li> <li>5. Other in-house assessments such as WRAT 5, WRIT, GORT-5 and DASH, all of which look at visual, verbal and phonological processing, including reading, writing and maths.</li> <li>6. Intervention base line data at the start of support and reviewed both during and at the end of the intervention to monitor progress.</li> <li>7. Progress data supported by teaching staff.</li> <li>8. Observations in school to look at High Quality Teaching Provision.</li> <li>9. Feedback from teaching staff and observations.</li> <li>10. Referrals from parents.</li> <li>11. Referrals from staff through the SEND referral form.</li> <li>12. Student self-referrals.</li> <li>13. SEND interventions not showing impact may also lead to further identification of need using the APDR cycle – assess, plan, do and review.</li> <li>14. Assessment by external professionals including Educational Psychologist (EP) or Specialist Learning Support Teacher (SLST) through CEPP (EP, Clinical Psychologist, SLCN Therapist, Specialist SpLD Teacher, OT). External support from the local authority through the S2S process, DOS (Dyslexia Outreach Services).</li> <li>15. Team Around the Child (TAC) panel discussions.</li> <li>16. Team Around the School (LA) discussion</li> </ol>

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	17. Liaison with Norfolk Inclusion Service
3c The school's approach to teaching pupils with SEND	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> <li>• Adaptive teaching - High Quality Adaptive Teaching, with appropriate and effective 'scaffolding to support' in place.</li> <li>• Additional adult support in classrooms where appropriate to form Teaching Teams with Learning Support Assistants</li> <li>• Personalised provision through time limited programmes including Talk about, ELSA ( including social stories as needed), Sound Discovery, Speed up – Handwriting intervention, IDL maths, Sensory Circuits, Typing intervention, Memory Intervention, White Rose Numeracy, Lego Therapy, Nurture Sewing, Forest School, Thrive, Zones of Regulation, Therapeutic Support including counselling, Emotionally Available Adult, Dyslexia Gold literacy intervention, Speech Link Speech, Sumdog and Language intervention, Fonetti (EAL/SEND). ALL pupils with SEND have access to the whole school offer.</li> <li>• Dual Centre provision (for example AP &amp; School). However, this year we are moving towards internal AP at CAN rather than outsourcing.</li> <li>• The sourcing of additional specialist support via external agencies e.g. CEPP, Open Arms Support Services, Mental Health Service Team</li> <li>• In-school specialist provision within SEMH Base and/or Cognition &amp; Learning Base Provision for identified pupils</li> <li>• Nurture Provision for identified year 7 pupils to support transition into high school in two separate classes – C&amp;L and SEMH. This is for 60% of their timetable, the rest of the time is in mainstream classes to build up their resilience to being mainstream ready.</li> <li>• Previous year 7 nurture has now been rolled out into two year 8 classes with 60% timetabled Nurture provision with English, Maths and Science taught in curriculum classrooms where possible.</li> <li>• Student support plans with learning strategies created and accessible to all teaching staff.</li> <li>• We are also offering Entry Level English and Maths plus Functional Skills English and Maths to year 10 and 11.</li> <li>• Forest School in-house Alternative Provision from September 2025.</li> </ul>

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	<ul style="list-style-type: none"> <li>• New September 2025 EBSA Pilot Project - Bespoke EBSA trial in SEMH Base classroom for students who have been identified as long-term persistent absence due to medical needs or SEMH.</li> <li>• CAN 15 'What's good for SEND is good for all' - top 15 classroom support strategies to benefit all pupils based on Section F provision of an EHC plan.</li> <li>• Internal Pastoral and Positive Behaviour Management Plans</li> </ul>
3a Evaluating the effectiveness of the provision made for pupils with SEND	<ul style="list-style-type: none"> <li>• Impact tracking is completed at least termly and adaptations to provision made based on the findings.</li> <li>• Support plan review meetings with parent / carer</li> <li>• SEND Parent Voice Survey annually – Spring 1</li> <li>• SEND Pupil Voice Survey annually – Spring 1</li> <li>• Progress and evaluation are reported to Sapientia Education Trust's Board of Trustees and the Director of Inclusive Learning</li> <li>• Progress and evaluation of SEND is reported to the Education Committee via the Headteacher's report termly</li> <li>• Specialist External Support is provided via the Trust Education Team.</li> <li>• SEND is a priority for all Quality Assurance undertaken by the Trust Education Team.</li> <li>• The Whole School SEND Review Guide is used as a key effectiveness review tool to evaluate the impact of SEND provision.</li> <li>• SEND Information Report posted on website in September.</li> <li>• Close collaboration within school-based Team Around the Child (TAC) system who meet on a weekly rotation and action appropriately and timely.</li> </ul>
3b Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review	<ul style="list-style-type: none"> <li>• We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review.</li> <li>• - <b>Assess:</b> when a learner is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff, and the pupil.</li> <li>• - <b>Plan:</b> together we plan about what actions need to be taken and what support needs to be put in place. A date is set for review.</li> <li>• - <b>Do:</b> the plan is put in place as agreed.</li> <li>• - <b>Review:</b> the impact of the provision on the pupil is evaluated. The next steps are established. The cycle may begin again.</li> </ul>

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	<ul style="list-style-type: none"> <li>• These arrangements include:</li> <li>• Data tracking for pupil progress including using SMART targets specific to individual starting points</li> <li>• Pupil progress meetings between class teacher, SLT and SENDCO</li> <li>• Support plan and EHC Plan reviews</li> <li>• Individual, personalised Support Plans for all learners with SEND: SEND Support Plans</li> <li>• Observations and follow-up</li> <li>• Parent/Carer's meetings</li> <li>• Pupil Voice including SEND Ambassadors</li> </ul>
3d How adaptations are made to the curriculum and the learning environment of pupils with SEND	<p>Our approach is inclusive and based on high-quality, adaptive teaching. This means that lessons are designed to meet the needs of all learners, including those with SEND. Teachers adjust learning for individuals based on the information shared with them in their support plans, their knowledge of the pupil, expert support and guidance. They use a range of strategies to enable access to the curriculum so that all learners know more, remember more, and can do more.</p> <p>The curriculum/learning opportunities may be adapted by:</p> <ul style="list-style-type: none"> <li>• The application of EEF (Education Endowment Foundation) High Quality Teaching Strategies including the 5 a day: explicit instructions, cognitive &amp; metacognitive strategies, scaffolding, flexible grouping, using technology e.g. visualiser, Smart board etc.</li> <li>• High Quality Adaptive Teaching, with appropriate and effective 'scaffolding to support' in place.</li> <li>• Forest School in-house 'Alternative Provision' from September 2025.</li> <li>• New September 2025 EBSA Pilot Project - Bespoke EBSA trial in SEMH Base classroom for students who have been identified as long-term persistent absence due to medical needs or SEMH.</li> <li>• CAN 15 'What's good for SEND is good for all' in every learning environment.</li> <li>• Appropriate choices of texts and topics to suit the learner, but also to stretch.</li> <li>• Access arrangements for tests and other examinations</li> <li>• Additional adult support</li> </ul>

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- Use of technology including reader pens, personalised laptops, radio mics to support hearing loss, electronic dictionaries for high need dyslexic students
- Allocation and adaptation of room use
- In-school specialist provision within SEMH Base or Cognition & Learning Base Provision for identified pupils
- Nurture Provision for identified year 7 pupils to support transition into high school in two separate classes – C&L and SEMH. This is for 60% of their timetable, the rest of the time is in mainstream classes to build up their resilience to being mainstream ready.
- Previous year 7 Nurture has now been rolled out into two year 8 classes with 60% timetabled Nurture provision with English, Maths and Science taught in curriculum classrooms where possible. In addition to this, Thrive Art and Forest School are still timetabled.
- Year 9 transition from Nurture is into mainstream, but with retained small group sets in Maths and English with LSA support.
- Universal teaching of emotional regulation strategies as part of assembly, form time and PSHE programme.

#### Further Examples are:

- Clear and consistent classroom routines.
- Visual aids including visual timetables, checklists, timers and manipulatives.
- Writing frames, sentence starters and scaffolding to build up confidence and then move to independence.
- Reading text/instructions aloud, modelling vocabulary pronunciation and definition.
- Pre-teaching vocabulary; and
- Breaking up longer texts and tasks into manageable chunks.

Additional, targeted support will be provided in the classroom, based on individual learner' needs. This could take the form of:

- Specific seating arrangements to accommodate learner needs.
- Use of personalised visual timetables.
- Use of larger font size.


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	<ul style="list-style-type: none"> <li>• Specific equipment, e.g. wobble cushion, writing slope.</li> <li>• Assistive technology e.g. reader pens, voice to text software, radio mics and electronic dictionaries</li> <li>• Rest breaks/movement breaks.</li> <li>• Support from a teaching assistant as a scaffolder / prompt / scribe / note-taker.</li> <li>• Extra time to complete tasks; and</li> <li>• Reasonable adjustments to rewards and sanctions issued in the context of the learner's special educational needs.</li> </ul> <p>For interventions:</p> <ul style="list-style-type: none"> <li>• Precision teaching.</li> <li>• Meet and greet at the start of the day and/or decompression at the end of the day.</li> <li>• Provision of specific support programmes e.g. WordWasp, Zones of Regulation, Dyslexia Gold, ELSA, Forest School, Thrive, Speech Link, White Rose Maths, Sumdog, IDL Literacy and Numeracy programmes, Sensory Circuits.</li> </ul> <p><u>Accessibility</u></p> <p>The School's Accessibility Plan includes responsive, bespoke in-class support based on individual need.</p>
3g Support that is available for improving the social, emotional and mental health needs of pupils with SEND	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> <li>• Whole school Norfolk STEPS Approach for all trust schools which promotes positive behaviour through a therapeutic approach for all learners.</li> <li>• An anti-bullying policy that is supported by Pastoral and Behaviour Managers</li> <li>• Mental Health Support Team, Emerging SEMH need support programme for whole school</li> <li>• ELSA, Lego Therapy, Counselling, Nurture Sewing, Forest School, Emotionally Available Adult, and Thrive</li> </ul>

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	<ul style="list-style-type: none"> <li>• Dedicated Pastoral and Behaviour Managers who are on call throughout the school day who provide programmes such as self-esteem building, anger management, worries</li> <li>• Safer Schools Officer based in school part time</li> <li>• Student Council &amp; LGBTQ+ Council</li> <li>• Pupil Voice</li> <li>• Parent Voice</li> <li>• SEND Ambassadors</li> <li>• Kooth service to support mental health and wellbeing <a href="#">Home - Kooth</a></li> </ul>
<p>4 In relation to Mainstream Schools and maintained nursery schools, the</p> <p>- Name and Contact details of SEND Coordinator</p> <p>-  Name and Contact details of SEND Trustee</p>	<p>Jo Franklin Headteacher <a href="mailto:j.franklin@canorwich.org">j.franklin@canorwich.org</a></p> <p>Kelly Aldred Assistant Headteacher – Inclusion/SENDCo <a href="mailto:SENDCo@canorwich.org">SENDCo@canorwich.org</a></p> <p>Trust SEND Trustee: Penny Sheppard Contact Email: <a href="mailto:ea@setrust.co.uk">ea@setrust.co.uk</a></p> <p>School Telephone Number: 01603 452628</p>
<p>5 Information about the expertise and training of relevant staff in relation to children and young people with SEND, including how specialist expertise will be secured</p>	<p>Audit of staff expertise in SEND undertaken annually</p> <ul style="list-style-type: none"> <li>• The SENDCo has the National SENDCo Award – Eastern Partnership UK</li> <li>• The SENDCO is an accredited member of the British Psychological Society &amp; is an Accredited Educational Tester (Level 7 CCET) with the SENDCo also holding qualification for Access Arrangement Assessor (Level 7 CPT3A)</li> <li>• The SENDCo is a SLE (Specialist Leader in Education) for SEND and Literacy</li> </ul>



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- The SENDCo holds a Level 2 Certificate in Understanding Autism qualification through South Hampshire college Group & Eastleigh College
- The SENDCo holds a Level 2 Certificate in Children and Young People's Mental Health through Lincoln College
- The Deputy SENDCo holds a certificate of attendance to the British Psychological society: PDA and School, as well as being an accredited member of the British Psychological Society & is an Accredited Educational Tester (Level 7 CCET) with the SENDCo also holding qualification for Access Arrangement Assessor (Level 7 CPT3A)
- The Psychometric Testing Lead is an accredited member of the British Psychological Society & is an Accredited Educational Tester (Level 7 CCET) also holding qualification for Access Arrangement Assessor (Level 7 CPT3A)
- Three LSAs are accredited to teach Thrive
- Three LSAs including the Cognition & Learning Base Lead and Lead ELSA practitioner deliver ELSA (Emotional Literacy Support)
- The Forest School and Alternative Provision Development Lead is qualified in Step On and Step up practitioner, First Aider, minibus driver.
- The SEMH Development Lead is Thrive trained and qualified to deliver Entry level and Functional Skills English and maths, as are 3 other members of the SEND Team.
- Trust CPD for Learning Support staff – Success in SEND, using 1-page profiles effectively, Zones of Regulation, Understanding SEND Funding, supporting pupils with ASD/girls masking, Anxiety based school avoidance, TA Standards, Intervention Logs and baselines, reflective practice, scaffolding, questioning, chunking, modelling, working as a team, Sensory Circuits
- Termly Trust SEND Strategy Days for SENDCOs led by the Director of Inclusive Learning including EEF Special Educational Needs in Mainstream Schools Guidance, SEND Code of Practice, High Quality Teaching Strategies to support pupils with SEND, Step-On/Step-Up training.
- Whole staff training on the 'CAN 15– strategies for vulnerable students, as "What's good for SEND is good for all".
- Whole staff training on how to recognise and support ASD, ADHD, SEMH and SpLD led by the SENDCo
- Specialist expertise engaged from external services including:  
Inclusion & SEND team, School and Community Team, Family Hubs, Dyslexia Outreach, Tourette's Nurse and Autumn Term 2025 Suicide information and support and Teacher of the Deaf on use of specialist Radio Aids,

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	<p>Point 1, Neurodiversity Pathway Team, SENDIASS, Family Voice, Autism Anglia, ADHD Norfolk, CEPP, Norfolk Early Help, CAMHS, Nelson's Journey, MAP, Matthew's Project, Eating Matters.</p> <ul style="list-style-type: none"> <li>• Effective use of adult support for Literacy and Mathematics (C&amp;L Base Lead)</li> <li>• Termly CPD training covering topics including EEF Special Educational Needs in Mainstream Schools Guidance, SEND Code of Practice, High Quality Teaching Strategies to support pupils with SEND, Step-On/Step-Up training with a core number of staff, adaptive and inclusive teaching, coaching ( StepLab)</li> <li>• Individual training in SLCN, ADHD, ASD, Code of Practice, specific learning difficulties including Dyslexia, Working Memory, Dyscalculia; Thrive, Social Stories, Sensory Circuits, Lego Therapy, ELSA</li> <li>• Sapientia Education Trust CPD Programme 2025-26</li> </ul> <p>All staff have been trained &amp; refreshed in the differentiated Graduated Approach, Zones of Regulation and neurodivergence - September 2025.</p>
6 Information about how equipment and facilities support children and young people with SEND will be secured	<ul style="list-style-type: none"> <li>• Support Services including health services</li> <li>• Just One Number</li> <li>• Nelson's Journey</li> <li>• National and Local Charities</li> <li>• Volunteers</li> <li>• CADS Hub</li> <li>• Early Help &amp; Family Support (Norfolk County Council)</li> <li>• Additional specialist SEND agencies as listed above</li> <li>• SENDIASS</li> <li>• Schools and Community Team</li> <li>• Inclusion Team at NCC</li> <li>• Kooth</li> <li>• Mental Health Support Team</li> <li>• TYSS</li> </ul>

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<p>7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child</p>	<p>The views of parents and carers are important to us, and we will involve you in discussions about provision for your child's SEND both at the point of identification and through their termly review.</p> <ul style="list-style-type: none"> <li>• Breakfast, lunchtime support, afterschool clubs</li> <li>• Telephone: Land and Mobile</li> <li>• Text</li> <li>• Email online</li> <li>• Parent View</li> <li>• Parents Evenings</li> <li>• SEND Parent Coffee Morning</li> <li>• Pastoral &amp; Behaviour Team Managers</li> <li>• SENCO &amp; SEND Team direct contact</li> <li>• Face-to-face meetings</li> <li>• Annual Parent Survey</li> <li>• Online MS-Teams meetings</li> <li>• Virtual training sessions</li> <li>• Google Classroom/SENECA</li> <li>• Go4Schools</li> </ul>
<p>8 The arrangements for consulting young people with SEND about and involving them in their education</p>	<p>The wishes and feelings of young people with SEND are central to our provision. We involve them in discussions about the support they receive in an age-appropriate manner.</p> <p>We gather their views as part of the termly review of their support plan as well as through:</p> <ul style="list-style-type: none"> <li>• Pupil Voice</li> <li>• Student Council &amp; LGBTQ+ Council</li> <li>• SEND Ambassador Voice</li> <li>• Annual Reviews for EHC Plans</li> <li>• Termly APDRs</li> <li>• Student Support Plans</li> </ul>

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	<ul style="list-style-type: none"> <li>• Personal Interviews</li> <li>• Wishes and Feelings - signs of safety activity</li> <li>• Pastoral &amp; Behaviour Team Managers</li> <li>• Online MS-Team meetings with parental supervision</li> <li>• Virtual Classroom: Google classrooms/SENECA/Massolit</li> </ul>
9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school	<p>Please refer to and use the school's existing complaints policy and procedure which is available directly from the school or website.</p> <p><a href="#">Complaints - City Academy Norwich</a></p>
10 How the Education Committee of the Board of Trustees, who holds delegated responsibility from the Board of Trustees, involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.	<p>The Sapientia Education Trust is governed by a Board of Trustees who have statutory responsibility for governance. The Board of Trustees empowers the SEND Coordinator and Headteacher to use the range of support and resources required to benefit the children at City Academy Norwich.</p> <p>This can include:</p> <ul style="list-style-type: none"> <li>• Family Support</li> <li>• Speech and Language therapy</li> <li>• MAT support and advice</li> <li>• Specialists e.g. Educational Psychologists, School-to-School support, SRBs etc.</li> </ul> <p>In its turn, through monitoring and challenge, the Board of Trustees assess the impact, costs and cost effectiveness of the support used and amends the strategy of the school appropriately.</p>
11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.	<p>Norfolk SEND Partnership - Telephone: 01603 704070</p> <p>SEN Centre of Excellence - Telephone: 03448008020 or email <a href="mailto:send@norfolk.gov.uk">send@norfolk.gov.uk</a></p> <p>Norfolk County Council SEND Services - Telephone: 03448008020 or email <a href="mailto:send@norfolk.gov.uk">send@norfolk.gov.uk</a></p> <p>Norfolk SENDIASS – Telephone: 01603 704070 or email <a href="mailto:norfolksendiass@norfolk.gov.uk">norfolksendiass@norfolk.gov.uk</a> or <a href="#">Norfolk SENDIASS Home Page</a></p>

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<p>12 The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p>Transfer</p> <p>Transition arrangements</p> <ul style="list-style-type: none"> <li>• Meetings with feeder and MAT schools to ensure all appropriate information is passed on in a timely manner</li> <li>• Contact and handover of information and strategies to and from receiving schools</li> <li>• Extensive Transition programmes for Y6 into Y7 students with SEND over the Summer Term</li> <li>• Visits to feeder primaries over Summer Term</li> <li>• SEND transition Parent Café for parents of pupils with SEND over Summer Term</li> <li>• Liaison with post-16 providers including use of Work Experience allocation for taster sessions at potential post-16 providers</li> <li>• SEMH Development Lead will transport and accompany parents and students to post-16 settings to help familiarise themselves with structure and layout of the colleges.</li> <li>• EHCP review format to ensure effective planning for post-16 from Y9</li> <li>• School curriculum for careers and futures learning</li> </ul>
<p>13 Information on where the local authority's local offer is published</p>	<p><a href="https://www.norfolk.gov.uk/children-and-families/send-local-offer">https://www.norfolk.gov.uk/children-and-families/send-local-offer</a></p>