



SEND Information **Report for The Churchside Federation 2025-2026**

Updated March 2026

Part of the Norfolk Local Offer for Learners with SEND

Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and disabilities (SEND.) All governing bodies of maintained schools, maintained nursery schools and Academies have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published is to be updated at least annually.

At The Churchside Federation we are committed to working together with all members of our Academy community. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Sarah Godbold	Executive Headteacher
Josephine Walker	Head of School Mundford
Katie Tinkley	Federation SENCO
Chrissie Brooks	SEND Governor

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions can be found on the Norfolk County Council, SEND changes web site

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Alternatively, if you think your child may have SEND or need someone to talk about SEND please speak to their Class Teacher or contact our SENCO, Katie Tinkley on (01842 878278) or katie.tinkley@mundford.dneat.org





Our Approach to Teaching Learners with SEND

At The Churchside Federation we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our Federation and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge, skills and needs.

We value high quality teaching for all learners and actively monitor teaching and learning in the Academy. For more information on our approach please see our teaching and learning policy.

We aim to create a learning environment which is flexible enough to meet the needs of all pupils. We monitor progress of all learners through Assess, Plan, Do and Review with regular pupil progress meetings and assess learning is taking place. Staff and the SENDCo track progress on individual Personal Learning Plans.

The school has an enquiry based learning approach which inspires a broad range of interests and curriculum knowledge adapted to engage all children. The classrooms are based on the Hygge approach to create a calm and uncluttered learning environment. The Federation uses Enhanced Provision to ensure children can practise, rehearse and deepen their learning experiences.

'Our school is like a hug from home' was a comment from a SEND pupil at school.



Learning for all.



How we identify SEND

At different times in their Academy journey, a child or young person may have a special educational need. The Code of Practice defines SEND as:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory Academy age or a young person has a learning difficulty or disability if they:

- (a) 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 Academies or mainstream post-16 institutions."**

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning or support them in the best way possible.

Learners can fall behind in the Academy for lots of reasons. They may have been absent from the Academy, they may have attended lots of different Academies and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distracts them from learning. At The Churchside Federation we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Mundford Church of England Primary Academy SEND Profile

Our SEND profile for 2025-26 shows that we have 32 of 242 children identified as having SEND.
of those

5 have an Education Health Care Plan

7 of children are identified having SEND linked to Cognition and Learning

10 of the children are identified having SEND linked Communication and Interaction

7 of the children are identified having SEND linked to SEMH

4 of the children are identified having SEND linked to Sensory/Physical

Gooderstone Church of England Primary Academy SEND Profile

Our SEND profile for 2025-26 shows that we have 7 of 51 children identified as having SEND.

2 pupils have an Education Health Care Plan

2 of children are identified having SEND linked to Cognition and Learning

2 of the children are identified having SEND linked Communication and Interaction

1 of the children is identified having SEND linked to SEMH

1 of the children is identified having SEND linked to Sensory/Physical

Assessing SEND

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At The Churchside Federation we ensure that assessment of educational needs directly involves the learner, their parents/carers and of course their Teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning.

For some learners we may want to seek advice from specialist teams. In our Academy we have access to various specialist services but may have to be commissioned from our Academy budget. We have access to services universally provided by Norfolk County Council, which are described below:

The agencies used by the Academy include:

ASD specialist support assistant team,

Educational Psychologist from The Acorn Team

CAMHS (Child & Adolescent Mental Health Service)

Attendance Officers

Inclusion Officers

Special Resource Bases

Team around the School Support

School Community Team Support

ATT, Access through technology services. (Profession or medical referral only)

Virtual Academy for Sensory support, to support pupils with hearing/visual Impairment

Children's Therapy Team (Speech & Language/Occupational/physiotherapy therapy)

We also employ 7 Full Time and 9 Part Time Learning Support Assistants across the Federation who help support in class and deliver group and 1 to 1 interventions.



What we do to Support Learners with SEND

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at The Churchside Federation are proud of our Teachers and their development. The Teacher standards are at <https://www.gov.uk/government/publications/teachers-standards>



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

- Visual timetables
- Writing frames
- I-pads, laptops or other alternative recording devices
- Peer buddy systems
- Kinaesthetic Approaches to learning and engaging pupils
- Enhanced Provision in every class

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated 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.



How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within The Churchside Federation. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held, where all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan) the same review procedures take place, but the EHC plan will also be formally reviewed annually.

The SENCO and Head of School collates the impact data of interventions, to ensure that pupils are making progress with their learning.

Progress data of all learners is collated by the whole Academy and monitored by Teachers, Senior Leaders and Governors. Our Academy data is also monitored by DNEAT, Local Authority and Ofsted.



Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At The Churchside Federation in 2025-26 we are offering a range of additional clubs and activities. These can be found on our Academy web page or by contacting our Academy Office.

We are committed to making reasonable adjustments and adaptations to ensure participation and progress for all, so please contact our Executive Headteacher or SENCO to discuss specific requirements.

All staff at The Churchside Federation work within the Equality Act 2010. This legislation places specific duties on Academies / 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:

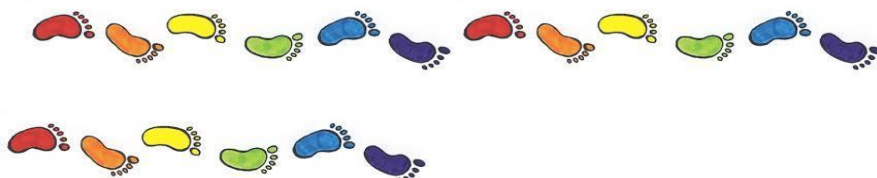
“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”

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 SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please follow this link

<https://www.gov.uk/equality-act-2010-guidance>



Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in the Academy, having a new teacher, or moving on to another Academy, training provider or moving in to employment. The Churchside 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 SEND. Pupils with SEND may need extra support through transitional times and will be provided this support through school. At Churchside we have a 2 week transition for all children at the end of the Summer Term to help pupils get to know a new routine and to reassure children what their next class or school will be like.



Funding for SEND

- Funding is now allocated by LA where Top Up funding can be applied for using the INDES (Identification of Needs in Educational Settings) and can be applied for throughout the year.

Have your say

The Churchside Federation is part of the community. We try our best to shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff.

Useful links

www.norfolk.gov.uk/SEND

[Norfolk SEND Partnership Home Page](http://www.norfolksendpartnershiass.org.uk)

www.norfolksendpartnershiass.org.uk

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.