

**Magdalen Gates Primary School**  
**SEN Information Report reviewing the academic year 2025-26**  
**(updated January 2026)**



Part of the Norfolk Local Offer for learners with SEN

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and maintained nursery 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. This information is updated annually. Further details of the Norfolk Local Offer can be found here: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

At Magdalen Gates we value all members of our school community. Our local offer has been produced with pupils, parents and carers, governors, and members of staff. We welcome your comments on our offer, so please do contact us. The best people to contact are:

Louise Vincent/Poppy Savage (Co-SENDCos) [sendco@magdalengates.co.uk](mailto:sendco@magdalengates.co.uk)

Rupert Ephithite (SEND Governor) email [office@magdalengates.co.uk](mailto:office@magdalengates.co.uk) marked FAO Rupert Ephithite.

Dhinasha Balachandre (Head Teacher) [head@magdalengates.co.uk](mailto:head@magdalengates.co.uk)

### **Our Approach to Teaching Learners with SEN**

At Magdalen Gates our motto is "working together to give every child the best". We strive to provide a welcoming, positive environment, enhancing the learning of all; both children and adults, regardless of ability, race or gender. We aim to work together - parents, staff, Governors and children - for the benefit of **all** those who come to our school, including those with additional needs.

We value high quality teaching for all learners, and actively monitor teaching and learning in the school. We also monitor the progress of all learners, and staff regularly assess to ensure that learning is taking place. Our whole school system for monitoring progress includes half-termly pupil progress meetings.

Information about how we access equipment and adapt our environment to support children with SEN and disabilities can be found in our Accessibility Plans [here](#).

Further details can also be found in our SEND policy, Policy for Supporting Children With Medical Needs and Intimate Care Policy, which can be found [here](#):

### **How We Identify SEN**

At different times in their school life, a child or young person may have a special educational need. The Code of Practice defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or 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 or disability 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-16 institutions."

A child *may* have SEN if

- His/her progress is significantly slower than that of their peers
- His/her rate of progress has dipped

In this case, information will be gathered, including seeking the views of parents, the pupil and teachers as well as assessments.

There can be many reasons for learners 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. This does *not* mean that *all* vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

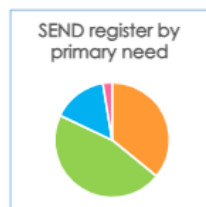
At Magdalen Gates Primary School, pupils can be identified as having special educational needs in a number of different ways including:

- Assessment and monitoring by a teacher that identifies children are performing well below age related expected levels and have not made significant progress after initial intervention and additional provision or support.
- Formal standardised assessments through the school's termly testing schedule.
- Concerns raised by a parent – either on admission to school or at any stage during the child's education.
- Concerns raised by children that they are struggling with learning, or aspects of school or home life.
- Concerns raised by teachers, pastoral or support staff regarding behaviour or self-esteem that is impacting on learning.
- Information received from previous school or nursery setting.
- Information or diagnoses received from external professionals such as speech and language, paediatricians, health visitor, etc.

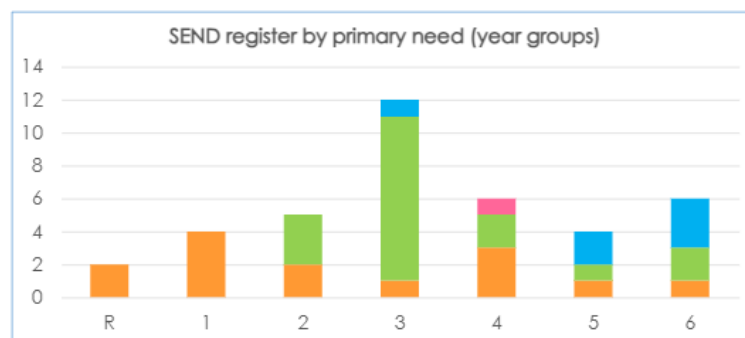
### 2025-26 our SEN profile

In the academic year 2025-2026, 39 children were identified as having SEND, which is 20% of our roll. Those children's primary areas of need are as follows:

		C+I	SEMH	L+C	S+P
Primary	R	2			
	1	4			
	2	2	3		
	3	1	10	1	
	4	3	2		1
	5	1	1	2	
	6	1	2	3	
		14	18	6	1
Secondary+	R		1		1
	1				
	2	1	1		1
	3			1	3
	4	2		4	4
	5			2	2
	6		2		
		17	22	13	12



44% of those pupils had identified SEN in more than one area. 10 pupils in school currently have an Education, Health and Care Plan, and a further 1 is partway through the application process.



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

## What should I do if I think my child may have special educational needs?

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or one of our SENDCos (Poppy Savage or Louise Vincent) to discuss your concerns.

## What We Do to Support Learners with SEN

When a learner is seen to have SEN, we will provide support 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. This support is set out in our whole school Provision Map. We will use a range of strategies to enable access to the curriculum and learning and to overcome individual pupil's barriers to learning. This can include:

- Visual timetables and other visual interventions, including the use of Widgit
- Individual workstations
- Writing frames and scaffolds
- Ipads, laptops or other devices to record work in alternative manners
- Resources – fiddle toys, timers, talking tins, pencil grips, sensory equipment, writing slopes, ear defenders, word banks, IT resources such as reading pens.
- Dyslexia friendly teaching and learning strategies
- Whole class timetables to ensure that the day is predictable for pupils
- Identified 'safe spaces' and key adults as necessary
- Time to transition
- Movement breaks and Sensory Circuits
- Reasonable adjustments and access arrangements where required

This additional support, (often called 'intervention') will be tailored to meet the child's needs, and will target the area of difficulty. It may happen in class or in another area of the school, occasionally on a 1:1 basis but more often as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a teaching assistant. The support provided, and its impact, will be monitored closely and shared regularly with the child and with their parents or carers. For some children this could be:

- Teaching Assistant supporting small groups within/and or outside the classroom
- Teacher supporting small groups within/and or outside the classroom
- Individual support usually from a Teaching Assistant
- Speech and Language sessions with our Specialist Speech & Language Teaching Assistants
- Forest School or mini nature explorers with our Specialist Forest School Leader

The type of support and frequency is determined by the individual needs of the pupil. The aim is to enable access to learning and to overcome any barriers to learning.

We work with other schools in a 'cluster.' We share our provision map and assessment tools to learn from each other, develop a wider understanding of different SEN, and share training opportunities. Staff regularly engage in training to develop their skills in delivering a range of interventions, including:

- Regular Read, Write Inc training as a literacy intervention
- Whole school Maths Mastery training as a mathematical approach
- Pupil specific speech and language approaches
- Attention Autism
- Understanding and implementing the Code of Practice, especially around development of SEN plans
- The Emotional Literacy Support Assistant program (ELSA)

- Zones of Regulation
- Step On and Step Up positive behaviour approaches
- Making Sense of Autism Training
- Best Practice when working with young people with Autistic Spectrum Condition (at The Parkside School)

When providing support that is 'additional to' or 'different from' we engage in a four-stage process: Assess, Plan, Do and Review. This can be captured in a range of ways, including an individual SEN plan, a Pupil Support Plan or a 360 diagnostic tool.

**Assess** – we consider all the information from discussions with parents or carers, the child, the class teacher and assessments.

**Plan** – next we identify the barriers to learning and intended outcomes, and work out what additional support will be provided to help overcome those barriers. Decisions are recorded on a Learning Support Plan and are reviewed termly, as part of Parent/Teacher Consultations.

**Do** – providing the support – extra assistance for learning or learning aids – as set out in the plan.

**Review** – We measure the impact of support, and consider if changes need to be made. All of those involved – learner, their parents or carer, class teacher - contribute to this review with advice and guidance from the SENCo. If necessary, a new cycle (Assess, Plan, Do & Review) can begin.

This additional support in the form of adjustments in class or intervention will be tailored to meet the child's needs, and will target the area of difficulty. It may happen in class or in another area of the school, occasionally on a 1:1 basis but more often as part of a small group of learners with similar needs. These interventions may be run by a teacher or a trained education assistant and will be time-bound, with clear baselines taken and targets specified. The support provided, and its impact, will be monitored closely and shared regularly with the child and with their parents or carers.

### **Social, Emotional and Mental Health needs.**

At Magdalen Gates we take the responsibility to oversee the social and emotional development of *all* our learners seriously. This includes taking steps to prevent bullying (further information can be found in our Anti-Bullying policy).

Many children, including those with SEN, experience difficulties at some point in their school life. Sometimes these difficulties are social and/or emotional – difficulties with friendships, managing anxiety or anger, or understanding their feelings. Research has shown that such worries and problems can impact on their learning too. At Magdalen Gates, we support learners through the differentiated use of our Positive Behaviour Policy, which is based on principles drawn from Norfolk Steps. We further support individuals through use of programs and approaches such as ELSA, Drawing and Talking Therapy, Zones of Regulation, and Pupil Support Plans and we partner with external organisations including the Inclusion and Opportunity Service, The Benjamin Foundation, Mental Health Support Teams, Supporting Smiles and CAMHS.

### **Support Through Technology**

A small number of learners may require access to technology eg. modified ICT equipment, recording devices etc; we work with organisations like the Virtual School for Sensory Support, and the Access Through Technology team to facilitate this. In 2023-2024, this support has included the use of laptops, iPads and soundfield systems.

### **Education, Health and Care Plans**

While the majority of learners with SEN will have their needs met in the ways described above, some may require an Education, Health & Care (EHC) needs assessment to determine whether it is necessary for the

Local Authority to make provision in accordance with an EHC plan (replacing the old 'Statement of SEN'). Where this is considered necessary, the school work closely with parents in completing the relevant paperwork to begin the needs assessment process.

### **How We Find Out if This Support is Effective**

The interventions used will be those that are proven to make a difference for most learners. These may be in the form of formal assessments, or they could be simple adjustments made by the classroom teacher (known as quality first teaching).

A baseline assessment is the starting point for an intervention. From this we can measure progress made by a child – and set a target outcome. Regular reviews will take place. These termly reviews will involve children, their parents or carers, and class teachers, with a record kept of agreed actions (the SEN plan).

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve:

- speech & language therapy services
- occupational therapist
- physiotherapist
- Sensory Support (for hearing and visually impaired children)
- Access Through Technology – for programs and equipment to aid some pupils with their communication with others.
- a specialist learning support teacher or educational psychologist
- Health services such as a paediatrician.
- School2School Support from a partner specialist school

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. Over 90% of the learners on our SEND register have received assessment or support from external professionals within the last two years.

### **Other Opportunities for Learning**

At Magdalen Gates we believe all learners are entitled to the same access to extra-curricular activities, whether they are trips and visits or school discos and sports days. We are committed to making reasonable adjustments to ensure participation for all. Further to this, we have gathered pupil and parent voice to inform our planning for these events. Please contact us if your child has any specific requirements for extra-curricular activities.

### **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 school. We recognise that this 'moving on' can be difficult for all children, but especially so for a child with SEN and/or a disability. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within school will take place in the Summer Term review meetings; for transition to secondary school, planning will take place in the Summer Term of Year 5 to ensure adequate time for planning and preparation.

During Year 6, information agreed with parents will be shared with the SENCo at the secondary school. This information will outline needs and support that has proven effective. Where possible, children will visit their new school on several occasions and, in some cases, staff from the new school will visit him or her at Magdalen Gates

## **Have Your Say**

Magdalen Gates Primary is *our* community school. This report details our annual offer to learners with SEN. To be effective it needs the views of all: parents/carers, learners, governors and staff.

Please engage with our annual process to 'assess, plan, do and review' provision for SEN.

If you have any comments or concerns, please contact Poppy Savage or Louise Vincent (SENDCos) [sendco@magdalengates.co.uk](mailto:sendco@magdalengates.co.uk) The school hopes that any concerns will be resolved through discussion with the class teacher, SENCo or Headteacher. If they cannot be resolved in this way, parents can follow the complaints procedure found in the school brochure. They can also access support through Norfolk SEND Partnership (link below).

## **Ofsted**

The school was visited by Ofsted in July 2025 and was judged good in all areas. With regard to SEND, the report reads wrote:

*Staff check pupils' understanding. They provide pupils with guidance on how to improve their work. They check for gaps in pupils' knowledge and discuss emerging needs. This helps the school identify when pupils may need support or have a special educational needs and/or disabilities (SEND). Good teamwork with pupils and families helps pupils get the support they need to thrive as learners and achieve well.*

## **Useful Links**

The Local Authority has to have a 'Local Offer' which sets out the support they expect to be available for children and young people with special educational needs and/or disabilities. You can access the Local Offer here: [www.norfolk.gov.uk/SEN](http://www.norfolk.gov.uk/SEN)

Norfolk SEND Partnership offers independent information, advice and support to children and young people and their parents about Special Educational Needs and Disabilities. You can access their website here: <http://www.norfolksendiass.org.uk/>

[www.dfe.gov.uk](http://www.dfe.gov.uk)