The Swallowtail Federation

SEN information report

Updated October 2026

With Friendship, Trust and Kindness We Fly!
'Love Your Neighbour As Yourself' Mark 12:31

The Swallowtail Federation

SEN information report

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A Note From Our SENCO

Mrs Moore is the SENDCO across The Swallowtail Federation.

“At all of our three inclusive mainstream schools, we pride ourselves on equal opportunity for all. No matter what barriers to learning children may face, we work together with the child, their family and teaching team to ensure they make good progress and are able to enjoy every aspect of school life.”

What is an SEN information report?

- This report is written to help children and their families understand the provision we offer to those with special educational needs and or disability (SEND): Norfolk County Council- What is an SEN Information Report?
- We have a legal requirement to share information with you
- We must review it and publish it annually
- This requirement is set out in the SEN Code of Practice which can be found here:

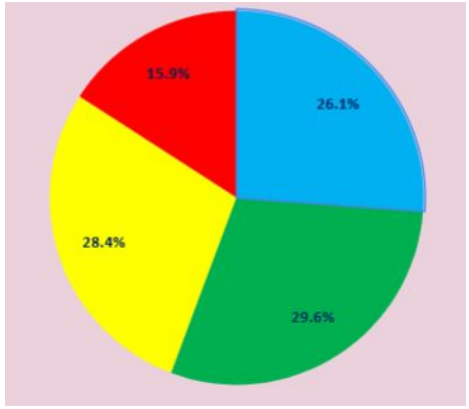
  SEN Code of Practice
- We have worked with our families to ensure this information is clear and hope you find the information you are looking for within! We welcome your feedback and thank you for reading ☺

Areas of SEND in our schools

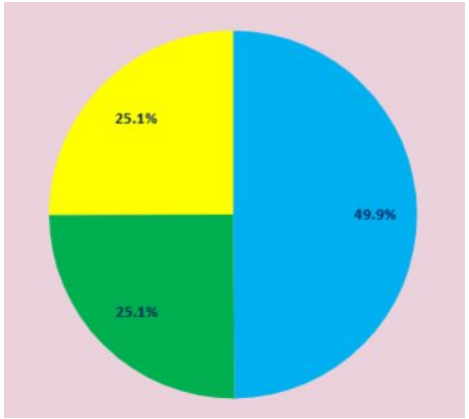
For children recorded as SEND, here is a breakdown of the occurrence of each of the board areas of need as identified in the SEND Code of Practice, for each of our schools. Please note that pupils may have overlapping needs, so appear in more that one category.

Cognition and Learning **Communication and Interaction** **Social Emotional and Mental Health** **Physical and/or Sensory**

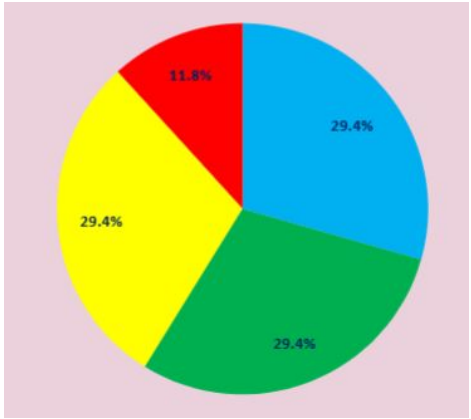
Catfield



Hickling



Sutton



What to do if you have concerns your child may have SEN

Our classroom teachers always welcome open and supportive conversations around a child's progress in any area of the curriculum. They are the primary point of contact and can be reached via email through the school offices:

- **office@catfield.stbenets.org**
- **office@hickling.stbenets.org**
- **office@sutton.stbenets.org**

They are also available at the end of the school day for a short discussions or to arrange a more formal meeting.

The federation SENCO Bernadette Moore also warmly welcomes communication with families and can also be contacted via email: **senco@swallowtail.stbenets.org**

(please note this address is the same for all 3 schools)

Policies and provision

Please click on the links below to find more information about our policies and provision. These can all be found on our Federation website

- Special Educational Needs and Disability Policy
- Safeguarding Policy
- Accessibility Plan
- Behaviour Policy
- Equality and Diversity Statutory Duty and Objectives
- Complaints Procedure
- Administration of Medicines
- Admission Policy
- Catfield Provision Map
- Sutton Provision Map
- Hickling Provision Map

How do we identify children with SEN and ensure they make progress?

We use the **Graduated Approach** of **Assess, Plan, Do, Review** to identify potential SEN and then track our pupil's individual learning needs.

We use various methods of assessment including:

- **INDES** (click for more information)
- **7C's**
- Ongoing daily formative assessment
- Summative assessment
- Information from families
- Pupil's own views
- Reports from external professionals
- SENCO monitoring of reasonable adjustments and specific SEN assessments

ALL children's progress in the core subjects is regularly monitored as part of our pupil progress monitoring.

Once a child is identified as having SEN, we assess every term using the 7C's approach to help identify pupil strengths and barriers to learning alongside continuing to monitor their progress in all curriculum areas.

The 7Cs provides a language of assessment that we can all use. We talk about each skill with the children and together agree strengths and areas for development. This helps us plan next steps, reasonable adjustments and interventions. We are able to monitor the impact of SEN provision as the 7C's helps us capture small steps of progress.

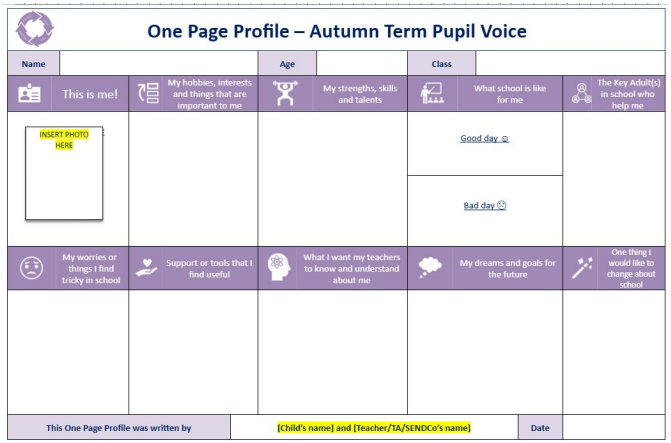
How do we identify children with SEN and ensure they make progress?

Each child recorded as having SEN creates a **Pupil Passport,** including a one-page profile each term to track their progress and ensure their voice is heard.

Next, with their family and teachers, children identify areas of strength and areas for development using the 7C's language.

Teachers use this information to decide upon teaching adjustments and interventions.

All information is shared termly with families either via email/phone or in person dependant on individual preference.



One Page Profile – Autumn Term Pupil Voice

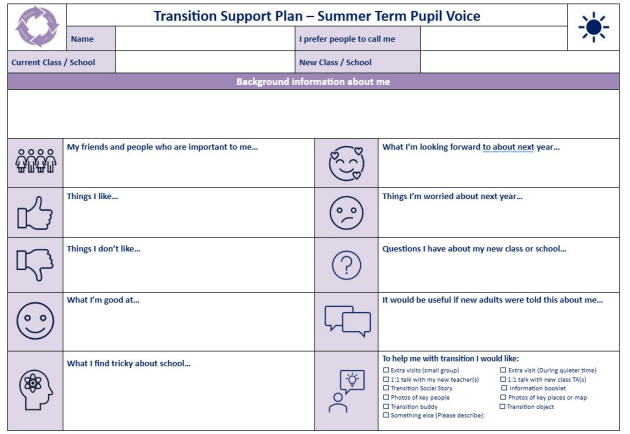
Name		Age		Class	
This is me!	My hobbies, interests and things that are important to me	My strengths, skills and talents	What school is like for me		The Key Adult(s) in school who help me
INSERT PHOTO HERE			Good day ☺		
			Bad day ☹		
My worries or things I find tricky in school	Support or tools that I find useful	What I want my teachers to know and understand about me	My dreams and goals for the future		One thing I would like to change about school
This One Page Profile was written by	[Child's name] and [Teacher/TA/SENDCo's name]		Date		

Steps to Success – Spring Term Pupil Voice

Name		Date		Completed by	

What are your big dreams or long-term goals? What are the small steps that will help you to get there?
(This should be one in school and one outside of school, or one for the next 12 months and one for the next 5-10 years!)

Which 7 Cs areas could these steps link to?



Transition Support Plan – Summer Term Pupil Voice

Name		I prefer people to call me	
Current Class / School		New Class / School	

Background information about me

My friends and people who are important to me...		What I'm looking forward to about next year...	
Things I like...		Things I'm worried about next year...	
Things I don't like...		Questions I have about my new class or school...	
What I'm good at...		It would be useful if new adults were told this about me...	
What I find tricky about school...		To help me with transition I would like: ☐ Extra visits (small group) ☐ 1:1 talk with my new teacher(s) ☐ Transition Social Story ☐ Photos of key people ☐ Transition buddy ☐ Something else (Please describe): ☐ Extra visit (During quieter time) ☐ 1:1 talk with new class TA(s) ☐ Information booklet ☐ Photos of key places or map ☐ Transition object	

EHCP: Education, Health and Care Plan

Click here for: Information on EHCP's from Disability charity Scope UK

In some cases a child's needs cannot be met through reasonable adjustments and the core provision given to all. In these circumstances we would work with families to decide upon the best course of action and may request an Education, Health Care needs assessment. We support families throughout the entire process.

If a child already has an EHCP when they come to us, we ensure all staff working with the child are aware of needs and all requirements laid out in the plan. An annual review will be held at the school with the child and family at the forefront to review progress and required provision.

An **EHCP Pupil Passport** will be created to ensure the EHCP outcomes can be broken down into smaller, termly steps.

Norfolk EHCP Family advice line: 01603 679183

How we ensure our curriculum and teaching is accessible to all

Training and review

We are aware of the importance of training and professional development of all our teachers and assistants. We ensure this takes place regularly. Our curriculum is subject to annual review with welcomed input from all of our stakeholders

Pupil passports outline specific and personalised teaching adjustments/adaptations to support children in the classroom and make sure they can access the learning tasks

Our **SENCO** is also the Deputy of the Swallowtail Federation and as such plays a major role in the development of our curriculum. We pride ourselves on inclusivity and accessibility in every aspect of school life from the classroom to the playground

Pupils

Accessibility:

Adjustments are made to physical environment, written information and methods of recording information

Classroom assistants in every classroom who support SEN children whilst always promoting their independence

How we ensure inclusivity throughout the school day

- High quality teaching and an accessible curriculum for all.
- Reasonable adjustments and adaptations where needed.
- 7C's Pupil Passport and EHCP Pupil Passport to outline provision and help overcome barriers to learning for pupils with SEND.
- Reasonable Adjustments Plans to outline adjustments for pupils with disabilities.
- Work with a range of external services to meet individuals needs (more info on page 18).
- Focused, research based interventions to help children overcome barriers to learning e.g. Sensory Circuits
- Whole class work on emotional regulation.
- Use of specialist resources and equipment where necessary.
- Quiet areas are available in all our schools when children require less stimulation.
- Please refer to page 7 of this report and have a look at the 'Provision for…' documents for more detailed information.

Our expertise and training

- Our federation SENCO holds the National Award for SEN Coordination.
- They also attend half-termly network meetings with St Benet's Multi Academy Trust led by Nadine Avenal, who is the Trust improvement lead for SEND.
- This has included visits to special schools and regular opportunities to work alongsid other SENCOs.
- Teachers and Teaching assistants attend regular training sessions around successful provision for SEND pupils
- Recent teacher and Classroom Assistant training has included: Autism in Education, 7C's, Pupil passports; making reasonable adjustments, Attention Autism, effective deployment of classroom assistants, sensory circuits, emotion coaching and precision teaching.

Catfield Provision Map

SLCN			Cognition and Learning			SEMH			Sensory and Physical		
Universal iLevels 0 - 4	Targeted iLevels 5	Enhanced iLevels 6 - 7	Universal iLevels 0 - 4	Targeted iLevels 5	Enhanced iLevels 6 - 7	Universal iLevels 0 - 4	Targeted iLevels 5	Enhanced iLevels 6 - 7	Universal iLevels 0 - 4	Targeted iLevels 5	Enhanced iLevels 6 - 7
Communication Friendly Teaching	Communicate Speech and Language Subscription through Trust	Individual now/next	Teaching metacognitive strategies	Dyslexia Outreach Service Membership	Dyslexia Support Plans	Early Help Service (EHAP/FSP)	Zones of Regulation Intervention	Exploring SRB Placement options	Minimized visual stress	Overlays and coloured paper for printing	VSSS support
Widgit Symbols	Wellcomm Digital Screening and Intervention	Individual visual timetables	Word banks/visual aids/writing frames	Intensive in class support	Intensive in class support to scaffold learning	JON Mental Health Referrals as needed	5 point scale	SEMH SRB Placements	Movement Breaks	Concentration aid / fidget tool	OT Support
Visual timetables in all classrooms	Just One Norfolk SALT screening, resources and link therapist.	1:1/Intensive support throughout the day to support communication and EHCPs	Alternative ways of recording e.g. voice recorder, type, film, mind-map	Small group teaching for maths	Little Wandle SEN programme	Whole staff CPD- dysregulation, positive phrasing, scripts	Calm-space / safe-space	Inclusion Team Consultation	Site Access for pupils with disabilities	Headphones / ear buds / ear defenders	Referral to medical needs team
ASD Friendly Classroom Environments	Attention Autism Intervention	SALT intervention	Pre-teaching vocabulary	Catch-Up Phonics	Resources for personalised curriculum	Emotions through colour monster (EYFS/KS1)	Drawing and Talking	Bespoke programme focused on turn taking and positive experiences alongside others.	Sensory Circuits Training	Planned movement breaks	Individual Healthcare Plans
Now/Next approach	Intensive Interaction	Use of alternative and augmentative communication (AAC)	Multi-sensory resources	Pixl therapies	Adult supported, mutli-sensory approach to curriculum	Zones of regulation language and visuals	Colour Monster Intervention	Calm down box	Awareness of cognitive load	Handwriting intervention	Fine motor interventions
Quiet space at break times and/or lunchtimes	Curiosity Approach	Use of photographs as a way of choosing and expressing.	Concrete apparatus /manipulatives		Full 1:1 support in order to meet and overcome barriers in cognition and learning.	Designated 'calm spaces'	Emotional regulation and self-care workshops	1:1 support in times of transition	Targeted seating arrangements		Sensory preference audit and adjustments
Clear, concise language and instructions	Social stories	Use of objects of reference	Dual coded materials		Individualised assessment tracker to recognise individual rates of progress	Just One Norfolk Mental Health Resources	First…Then…	Use of computer/Ipad to support completing independent work	Consistent, well-established classroom routines classroom routines		Bespoke programme to develop fine motor skills
Explicit beginning and end of task within agreed time	Communication aids e.g. feeling fan, help card	Total communication approach	Predictable lesson structure			Mental Health Champion	Personalised visual timetable	Daily meet and greet/emotional check in	Organised, clearly labelled classroom		1:1 support/supervision to manage safety
Chunking - Tasks bro	Own workstation	Reviewing of key words.	Little Wandle Sound Mats			Staff to be trained as step up lead professionals	Resistance band / wobble cushion wobble cushion / chair wedge	Comic strip conversations/social stories			Supervision when eating and drinking to ensure safety.
Key points or ideas summarised	Building block group intervention	PECS	Highlighting key information			Work with Inclusion Team	Time-out pass	Individual Risk Assessment			Individualised programme for toileting
Linking to the big picture		Meet and greet adult	Pixl therapies			Trauma informed practice training	Celebration book	Mental Health Plan			1:1 intervention with a range of sensory/soothing activities
Check-ins for understanding of vocabulary			Extra processing / thinking time			Coaching, prompting and reminders	1:1 intervention in a group context to develop familiarisation and tolerance of others	Support with lunchtime clubs and activities			
Talk partner to rehearse responses			Additional time to complete tasks and/or rest breaks			Structured choices		Designated trusted adult			
			Checking for understanding			Wellbeing check-ins					
			Modelled examples								
			Number square, place value chart, multiplication grid								
			Whiteboard / notebook / Post-it notes/ highlighters								
			Use of colour coding, tracking aids or place-keeping tools								
			Sentence starters / writing frames								
			Own copy of materials e.g. print out of IWB page, own copy of book								
			Task management board or checklist								

Hickling Provision Map

SLCN			Cognition and Learning			SEMH			Sensory and Physical		
Universal iLevels 0 - 4	Targeted iLevels 5	Enhanced iLevels 6 - 7	Universal iLevels 0 - 4	Targeted iLevels 5	Enhanced iLevels 6 - 7	Universal iLevels 0 - 4	Targeted iLevels 5	Enhanced iLevels 6 - 7	Universal iLevels 0 - 4	Targeted iLevels 5	Enhanced iLevels 6 - 7
Communication Friendly Teaching	Communicate Speech and Language Subscription through Trust	Individual now/next	Teaching metacognitive strategies	Small group teaching for maths		Early Help Service (EHAP/FSP)	Colour Monster Intervention	Inclusion Team Consultation	Minimized visual stress	Sensory circuits intervention	Touch to support regulation
Widgit Symbols	Wellcomm Digital Screening and Intervention	Individual visual timetables	Word banks/visual aids/writing frames	Catch-Up Phonics		JON Mental Health Referrals as needed	Two choice options	Individual Risk Assessment	Movement Breaks		
Visual timetables in all classrooms	Just One Norfolk SALT screening, resources and link therapist.	1:1/Intensive support throughout the day to support communication and EHCPs	Alternative ways of recording e.g. voice recorder, type, film, mind-map	Pixl therapies		Whole staff CPD- dysregulation, positive phrasing, scripts	School and communities 1:1 support	Calm down box	Site Access for pupils with disabilities		
ASD Friendly Classroom Environments	SEND and inclusion team referral and support	SALT intervention	Pre-teaching vocabulary	Keep Up Phonics		Emotions through colour monster (EYFS/KS1)	Drawing and Talking	Exploring SRB	Sensory Circuits Training		
Now/Next approach	Social stories		Multi-sensory resources			Zones of regulation language and visuals	Calm space/safe space		Awareness of cognitive load		
Quiet space at break times and/or lunchtimes	Communication aids e.g. feeling fan, help card		Concrete apparatus /manipulatives			Designated 'calm spaces'	First…Then…		Targeted seating arrangements		
Clear, concise language and instructions	Own workstation		Dual coded materials			Just One Norfolk Mental Health Resources	Personalised visual timetable		Consistent, well-established classroom routines classroom routines		
Explicit beginning and end of task within agreed time			Predictable lesson structure			Mental Health Champion			Organised, clearly labelled classroom		
Chunking - Tasks broken down into numbered steps or stages			Little Wandle Sound Mats			Staff to be trained as step up lead professionals					
Key points or ideas summarised			Highlighting key information			Work with Inclusion Team					
Linking to the big picture			Pixl therapies			Trauma informed practice training					
Check-ins for understanding of vocabulary			Extra processing / thinking time			Coaching, prompting and reminders					
Talk partner to rehearse responses			Additional time to complete tasks and/or rest breaks			Structured choices					
			Checking for understanding			Wellbeing check-ins					
			Modelled examples								
			Number square, place value chart, multiplication grid								
			Whiteboard / notebook / Post-it notes/ highlighters								
			Use of colour coding, tracking aids or place-keeping tools								
			Sentence starters / writing frames								
			Own copy of materials e.g. print out of IWB page, own copy of book								
			Task management board or checklist								

Hickling Provision Map

Sutton Provision Map

SLCN			Cognition and Learning			SEMH			Sensory and Physical		
Universal iLevels 0 - 4	Targeted iLevels 5	Enhanced iLevels 6 - 7	Universal iLevels 0 - 4	Targeted iLevels 5	Enhanced iLevels 6 - 7	Universal iLevels 0 - 4	Targeted iLevels 5	Enhanced iLevels 6 - 7	Universal iLevels 0 - 4	Targeted iLevels 5	Enhanced iLevels 6 - 7
Communication Friendly Teaching	Communicate Speech and Language Subscription through Trust	Individual now/next	Teaching metacognitive strategies	Small group teaching for maths	At least two named key adults to support small group 1:1	Early Help Service (EHAP/FSP)	Colour Monster Intervention	Regular movement breaks	Minimized visual stress	Sensory circuits intervention	Appropriate adult supervision to ensure safety is maintained.
Widgit Symbols	Wellcomm Digital Screening and Intervention	Individual visual timetables	Word banks/visual aids/writing frames	Catch-Up Phonics	Multi-model learning resources	JON Mental Health Referrals as needed	Two choice options	Individual Risk Assessment	Movement Breaks	Fine and gross motor skill intervention	Support with self care needs, including lunchtimes.
Visual timetables in all classrooms	Just One Norfolk SALT screening, resources and link therapist.	1:1/Intensive support throughout the day to support communication and EHCPs	Alternative ways of recording e.g. voice recorder, type, film, mind-map	Pixl therapies		Whole staff CPD-dysregulation, positive phrasing, scripts	Personalised visual timetable	Calm down box	Site Access for pupils with disabilities		
ASD Friendly Classroom Environments	SEND and inclusion team referral and support	SALT intervention	Pre-teaching vocabulary	Keep Up Phonics		Emotions through colour monster (EYFS/KS1)	Drawing and Talking		Sensory Circuits Training		
Now/Next approach	Social stories		Multi-sensory resources			Zones of regulation language and visuals	Calm space/safe space		Awareness of cognitive load		
Quiet space at break times and/or lunchtimes	Communication aids e.g. feeling fan, help card		Concrete apparatus /manipulatives			Designated 'calm spaces'	First…Then…		Targeted seating arrangements		
Clear, concise language and instructions	Own workstation		Dual coded materials			Just One Norfolk Mental Health Resources			Consistent, well-established classroom routines classroom routines		
Explicit beginning and end of task within agreed time	Attention Autism Intervention		Predictable lesson structure			Mental Health Champion			Organised, clearly labelled classroom		
Chunking - Tasks broken down into numbered steps or stages			Little Wandle Sound Mats			Staff to be trained as step up lead professionals					
Key points or ideas summarised			Highlighting key information			Work with Inclusion Team					
Linking to the big picture			Pixl therapies			Trauma informed practice training					
Check-ins for understanding of vocabulary			Extra processing / thinking time			Coaching, prompting and reminders					
Talk partner to rehearse responses			Additional time to complete tasks and/or rest breaks			Structured choices					
			Checking for understanding			Wellbeing check-ins					
			Modelled examples								
			Number square, place value chart, multiplication grid								
			Whiteboard / notebook / Post-it notes/ highlighters								
			Use of colour coding, tracking aids or place-keeping tools								
			Sentence starters / writing frames								
			Own copy of materials e.g. print out of IWB page, own copy of book								
			Task management board or checklist								

Sutton Provision Map

Ensuring pupil and family voice is heard

- We know the importance of working closely with children and their families in order to achieve the best possible outcomes and support for pupils
- Families of children recorded as SEN have termly meetings with the class teacher/SENCO in addition to whole school parents evenings
- Pupils meet with their classroom teacher termly to discuss their thoughts, concerns and progress
- All of the above is recorded on Pupil Passport
- Classroom teachers are always ready to listen to family's thoughts and can be spoken to at the end of any school day
- We ask pupils and families to complete anonymous questionnaires to help us assess our successes and areas for improvement

Please refer back to page 6 for SENCO and teacher contact information

What to do if you have concerns or a complaint

If families have a **concern** or are unhappy with any aspect of provision, we strongly encourage you to share this with your child's class teacher in the first instance. They will listen and work with you to try to reach a solution.

A further meeting or discussion can also be arranged with the SENCO.

Should you wish to make a formal complaint, please see our **Complaints Procedure**

Professional support services we work with

Health

- Just One Norfolk
- Neurodevelopmental service
- Speech and Language therapy (NHS and Communicate)
- Occupational therapy

Education

- Virtual School for Sensory Support
- Educational psychologists
- Dyslexia outreach
- Specialist teachers
- Specialist Outreach Advisory Service
- Inclusion and SEND team
- SRBs

Care

- Early Help
- Family Support Services
- Supporting Smiles
- Nelson's Journey

Support services for families of children with SEND

Click on the icons to find out more:

Just One Norfolk has a wealth of information for families and a friendly voice at the end of the line to direct you to the right help. There are also lots of online learning courses if you are interested. You can call **Just One Number on 0300 300 0123**

SENDIASS Norfolk SEND information and advice support service also offer impartial information and advice

Family Hubs Start for Life and family hubs approach supports parents and carers of children and young people from conception until they are 19-years-old. We can support families with young people who have special educational needs and/or disabilities, until they are 25-years-old.

SEND Norfolk Local Offer also has lots of information for young people with SEND aged 0-25yrs and their families

How we support school to school transitions

- We are very aware that moving on to another school can be very daunting for all children but especially for many with SEND.
- We will work closely with whichever school you choose for your child when they move on from Y2 at Hickling and Sutton and Y6 at Catfield. This usually starts around Easter but again is dependant on individual need.
- We tailor our transition strategy to best fit the needs of the individual child. This may include extra visits to the new school for familiarisation and orientation.
- We do lots of work in school to prepare children for their next steps and always ensure the next school has all of the detailed information they need in order to continue to support your child.
- We also always listen to families ideas as to how to make this transition as smooth as possible for their child.
- For children who are new to us, we work closely with their previous school to ensure we have all the information we need to support the child. Using this information, we work with the child and their family to develop a pupil passport which is then shared with all staff. We offer as many orientation/familiarisation visits as the family would like. This could be led by a peer/peers, or member of staff.
- Class to class transition is supported through social stories and transition booklets, additional visits and time spent with receiving teacher, thorough handover meetings, Transition Passport document that can be completed at home and shared with new teacher.

- **Due to the fact that our transition strategy is bespoke, it is under constant review.**

Diocese of Norwich
St Benet's
Multi Academy Trust

The Swallowtail Federation

We hope you have found this report informative.

If you are not already part of our school community then please come and have a look around to see if our wonderfully warm, inclusive, supportive and achieving schools are a good fit for your child.
You are most welcome to arrange a tour. Just go back to page 6 to see contact details.

We look forward to meeting you soon! ☺