SEN Information Report

The Special Educational Needs and Disability Regulations 2014 require the academy to publish certain information regarding our provision for children with SEND. We hope parents of current and prospective children find the following information helpful and we encourage all interested parties to contact the academy for more information.

We provide for the following kinds of special educational needs (SEN):

At CNS we have an inclusive admissions policy and welcome students from all backgrounds into our community, including those with Special Educational Needs and Disabilities (SEND) in all 4 broad areas of need:

- cognition and learning,
- communication and interaction,
- social emotional and mental health
- sensory and physical

SEND Overview:

Our SEND profile for 2026-27 shows that 23.20% of students within the school (Year 7-11) are identified as having SEN. As of September 2026, we have the following students on the SEND register at either SEND Support (K) or with an Education Health Care Plan (E):

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**	**Year 13**
K	59	48	53	46	56	30	19
E	9	6	8	16	9	4	5

We identify and assess children with SEN using the following methods:

During transition from Primary School, or previous Education setting, CNS staff will:

- Liaise with Learners' previous school or education setting
- Hold transition meetings with the SENCo/teachers at the Primary school
- Review assessment data from primary school / prior education setting
- The SEND team offers additional small group and 1:1 visits
- We also meet with families, and the children themselves, to ensure their voice is heard when planning how best to meet their needs.

While at City of Norwich School:

- Learners' House Leaders, form tutors and class teachers are all responsible for recognising difficulties with learning and can refer learners to the SEND department
- Learners or parents and carers can speak to their House Leader or Pastoral Manager if they are having difficulties with learning
- Information gathering both formal and informal

- Using progress data
- Observations by the SENCo or members of the SEND team
- Meetings with leaners and their parents or carers
- External agencies consulted

We evaluate the effectiveness of our SEN provision in the following ways:

We report termly at Local Governing Body (LGB) and OAT Lead Practitioner to review what is working well and what future improvements can be made. Student, staff and parent questionnaires are used alongside learning walks, lesson observations, and book scrutiny, as part of the academy monitoring and evaluation cycle. Academy data is used to enable us to compare how we are performing against other schools in the Local Authority and) nationally.

The Faculty Leader for Additional Learning produces a detailed OAT SEND Self Evaluation Framework (SEF) document and action plan to identify strengths and areas for improvement/development within CNS.

We also encourage parents/carers to make contact whenever they feel the need, via telephone or in person, to help us evaluate the effectiveness of the provision that their child is receiving.

Our arrangements for assessing and reviewing the progress of children with SEN are as follows:

Assess

- Baseline established by CNS for comparison of support impact
- Carry out observations, hold discussions with key staff, parents and carers to identify and analyse needs
- In school assessments

Plan

- Hold discussions with parents and carers, learners, staff and any specialist services involved regarding actions and support needed to be put in place
- Create a plan which outlines support strategies using Provision Map
- Set date for review

Do

- Implement the plan as agreed
- Observe and record evidence of support and progress using Provision Map

Review

- Discuss effectiveness of the intervention and the impact on the learner
- Plan next steps carefully with parents, other specialists, and the learner
- Does the APDR cycle need to begin again?
- EHCP annual reviews

The House teams, working alongside SEND monitor learners' progress; additional support may be offered depending on whether there is a specific learning need, or the learner has fallen significantly behind their peers in key areas of learning.

Our approach to teaching children with SEN includes:

Quality first teaching (QFT) is fundamental to our approach to teaching students with SEND. As we are an inclusive academy, where possible, students are fully integrated into life at the academy. It is important to us that all students are supported to make progress and have high aspirations. If your child has been identified as having special educational needs, our teachers will use a range of strategies to make reasonable adjustments, within their classrooms, to enable them to better access the curriculum; using a variety of teaching and learning styles and adapted resources/equipment.

The academy offers training to all staff through a varied CPD programme. SEND specific sessions are incorporated into this programme. Quality First Teaching and in-class adaptations for students with SEND always underpin our staff training, exploring how such adjustments can enhance the support provided to students with SEND within the classroom environment and helping to break down their barriers to learning. Students with SEND have a Student Strategy Sheet which is created in partnership with student and parents. We jointly explore what their strengths are, what they enjoy, and what they feel helps them to learn best. This student-centred approach outlines their needs and gives key support strategies to teachers and other support teams.

Some students may require additional support that is beyond that which quality first teaching and SEND support can provide, and may therefore benefit from an education, health and care needs assessment (EHCNA). If this assessment is accepted by the Local Authority, students receive an EHC Plan, which could be in place until the age of 25.

All staff at CNS have received training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic described in the Equality Act and to make 'reasonable adjustments'.

We adapt the curriculum for children with SEN in the following ways:

At CNS we offer a broad and inclusive curriculum that values high-quality teaching and learning for all learners through 5 Principles of Inclusivity.

1. Embrace Cognitive Similarity
2. Prioritise high Impact Core Instruction
3. Make Lessons Accessible by Default
4. Adapt Minimally and Appropriately
5. Empower Effective Teacher Assessment

Teachers implement adaptive and responsive teaching strategies to ensure access to learning for all children, as well as using specific strategies (recommended by the SEND team or outside agencies) to support learners. We also offer an Enhanced SEND curriculum as part of our enhanced SEND provision across a range of subjects, including English, Maths, Science, Humanities and Modern Foreign Languages (MFL).

We enable children with SEN to engage in the activities of the academy, together with children who do not have SEN, in the following ways:

CNS has an inclusive culture and we aim to be responsive to the diversity of leaners' backgrounds, interests, experience, knowledge and skills. All learners with SEN are able to access all of the school's activities and we seek specialist and guidance when planning trips to ensure accessible to all.

We seek parental input into trips and visits for students with additional needs. CNS is committed to making reasonable adjustments to ensure participation for all. Please contact our SEND team for additional information.

The following social, emotional and mental support is available for children with SEN:

CNS is committed to promoting the social, physical and moral development of leaners and are fortunate to be connect to several organisations that aim to assist the support of leaners' wellbeing.

At school we want to create an ethos which develops students spiritually, morally, socially and culturally. CNS aims to deliver SMSC education through all aspects of school life; the curriculum, co-curricular activities, the pastoral system, PSHE and assemblies with a focus on British values and an appreciation of a place within a wider international, multicultural context.

CNS' Personal, Social and Health Education (PHSE) programme follows the recommendations as laid out by the Department for Education and the PSHE Associations. PSHE education helps students to develop the skills and attributes they need to manage life's challenges and make the most of life's opportunities. Years 7 to 9 will receive PHSE lessons once a week. KS4/5 receive the equivalent of 1 hour per week provision.

CNS has a school counsellor as part of its provision for SEMH needs, as well as working in partnership with the NHS Mental Health Support Team to identify when additional external support may be required.

CNS is part of a jointly run operation between Norfolk County Council and Norfolk Police called Operation Encompass. Encompass has been set up to help schools provide support to children who have been present at incidents of domestic violence.

CNS works in cooperation with additional organisations to support the needs of learners such as:
https://point-1.org.uk/
https://www.matthewproject.org/
https://benjaminfoundation.co.uk/
https://magdalenegroup.org/rose-project/
https://www.theharbourcentre.co.uk/
https://www.spurgeons.org/
https://nelsonsjourney.org.uk/

The name of our SEN Co-ordinator (SENCO) is: Sam Watts

Listed below are the names of staff members possessing expertise related to SEND. Contacts be found at the end of this document:

Name: Amber Potter	Name: Kieran Johnston
Job role: Deputy Faculty Leader (SEND)	Job role: Deputy Faculty Leader (Inclusion)
Expertise: Amber has extensive experience working with students as a learning support assistant, higher level teaching assistant and now as a deputy faculty leader. Amber co-ordinates day-to-day support within the classroom, as well as our programme of interventions.	Expertise: Kieran has studied SEND at degree level and brings expertise around Social, Emotional and Mental Health needs. He is Norfolk STEPS trained.
Name: Erin Colins	Name: Alex Wynn
Job Role: Deputy Faculty Leader (Screening and Assessment)	Job Role: Deputy Faculty Leader (Deputy SENCo)
Expertise: Erin has a Level 7 qualification in access arrangement assessment CPT3A and extensive experience, enabling us to complete Access Arrangements assessments and other relevant screening tools in-house for identification of needs.	Expertise: Alex is an experienced fully qualified SENDCo working across KS3-5. Alex teaches in humanities with geography specialism and has previous experience leading an SRB.

In addition, we use the services of the following specialists:

- School2School
- Access to Technology
- Educational Psychology and Specialist Support
- Virtual School Sensory Support
- NHS Occupational Therapy
- NHS Physiotherapy
- NHS Mental Health Support Team

We currently possess the following equipment and facilities to assist our children with SEN:

The CNS building has been adapted for wheelchair users throughout with push pads on doors and lifts to allow access to upper floors. We have links with the Virtual School for Sensory Support and adapt the environment as needed for individual students with hearing and visual impairments. There are a number of disabled toilets, changing and intimate care facilities, some fitted with equipment to facilitate safe moving and handling of students with physical disabilities.

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

The school uses Arbor to track the progress of learners in individual subjects which parents and carers can access from home as well. This is also used to set homework and allows tracking of homework being set, and when it is handed in.

Parents and Carers will receive termly reports and be invited to attend parents' evenings. Additionally, parents and carers are invited to contribute to education planning meetings and will be contacted to discuss the best strategies to support their child if additional support is needed.

Our arrangements for ensuring the involvement of children and young people with SEN are as follows:

In addition to regular contact with key staff (i.e. House Leader, Pastoral manager, Form tutor and SEND team), learner views are collected during EHCP reviews. All students on the SEND register will have a Pupil Passport, and child views are collected as part of this process.

The SEND team have regular conversations with students to understand the best support strategies for the learner. Information is shared with school staff to ensure students' needs are being met.

Our arrangements regarding complaints from parents of children with SEN are as follows:

Should you wish to make a complaint, our complaints policy can be found at: https://cns-school.org/admin/wp-content/uploads/sites/57/2024/01/Complaints_Policy.pdf

This document will be reviewed annually, in conjunction with school staff, governors, parents and students.

We work with the following bodies to ensure the best possible provision for our children with SEN:

CNS works in cooperation with additional organisations to support the needs of learners such as:

- https://www.norfolkepss.org.uk/
- https://point-1.org.uk/
- https://www.matthewproject.org/
- https://benjaminfoundation.co.uk/
- https://magdalenegroup.org/rose-project/
- https://www.theharbourcentre.co.uk/
- https://www.spurgeons.org/
- https://nelsonsjourney.org.uk/
- https://www.schools.norfolk.gov.uk/article/29799/Inclusion-and-SEND-team
- https://www.norfolk.gov.uk/article/38185/Virtual-School-Sensory-Support

Parents of children with SEN may find the following support services helpful, in addition to the academy's offer:

- https://www.gov.uk/government/publications/send-guide-for-parents-and-carers
- https://www.norfolksendpartnershipiass.org.uk/
- www.gov.uk/dfe

Our transitional arrangements for children with SEN include:

During transition from Primary School, or previous Education setting, CNS staff will:

Liaise with Learners' previous school or education setting
Hold transition meetings with the SENCo/teachers at the Primary school
Review assessment data from primary school / prior education setting

Key Stage 2 to Key Stage 3

Visits and discussions between Primary and Secondary school for support
Visits to CNS ahead of the main transition days
Transition week for all year 6 students who will be attending CNS

Key Stage 3 to Key Stage 4

Year 9 parents evening and option presentation
Discussions between SENDCo and Pastoral Managers for updates in information to support EHCP annual review meeting, transition discussed
At the end of key stage review a guidance advisor will offer additional support

Key Stage 4 to Post 16

Support offered when completing applications
At the end of key stage review a guidance advisor will offer additional support
Transfer of students' information to Post 16 providers

Norfolk County Council's local offer, explaining what is available on a local authority basis, can be found using the following link:

https://www.norfolk.gov.uk/article/40393/SEND-Local-Offer

More information on SEND can be found in the OAT SEND Policy:

https://cns-school.org/key-info/policies

See below for Contacts and responsibility information. ⬇

Special Educational Needs and Disability (SEND) Contacts and Responsibilities

This document should be viewed in conjunction with the SEND Policy

Last updated: 11/07/2024

Academy roles		
Role	**Designated person**	**Contact Details**
SENCO	Sam Watts	send@cns-school.org
Headteacher	Jo Philpott	head@cns-school.org
SEND Governor	Paul Hann	Contact via j.shaw@cns-school.org
Other senior leader with responsibility for SEND	David Hewett	d.hewett@cns-school.org
Pastoral support lead	Andrew Innes	a.innes@cns-school.org
Designated safeguarding lead	Andrew Innes	a.innes@cns-school.org
Designated teacher for looked after children	Andrew Innes	a.innes@cns-school.org
Mental Health Lead	Andrew Innes	a.innes@cns-school.org
Other		

External agencies		
Role	**Information**	**Contact Details**
Educational Psychologist	EPSS	https://www.norfolkepss.org.uk
Local SEND Information & Support Services	NCC Inclusion & SEND Team	Inclusion and SEND team - Schools (norfolk.gov.uk)
Local Authority SEN Team	NCC Inclusion & SEND Team	Inclusion and SEND team - Schools (norfolk.gov.uk)
Behaviour Support Team	NCC Inclusion & SEND Team	Inclusion and SEND team - Schools (norfolk.gov.uk)
Sensory Impairment Service	Virtual School Sensory Support	Virtual School Sensory Support - Norfolk County Council
IPSEA	Independent Provider of Special education Advice	https://www.ipsea.org.uk/
Council for Disabled Children	Advice & resources for professionals and parents	https://councilfordisabledchildren.org.uk/