Special Educational Needs and Disability Information Report
Reviewed September 2026



Diss Primary Academy Partnership

Diss Church of England Junior Academy
The Entry
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Diss Infant Academy and Nursery
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We aim to work in partnership with children, their families and additional services to identify as early as possible any SEN and D; assess needs and support through appropriate intervention.

Who to talk to	**EHT** Mrs Cerullo **SENDCo (Assistant Headteacher)** Mrs M Peters **Pastoral Support** Miss N Burch **Attendance Officer** Mrs Hannah Farrer
Age Range	3-7yrs and 7-11yrs Mainstream Nursery to Year 2 at Infant site Mainstream Year 3 to Year 6 at Junior site
Our classes	Reception to Year 6
Teaching and support staff	Each class has a teacher. Support Staff are deployed according to need, to support the whole class, small groups or individual children.
Are there Teaching Assistants in each class?	At present, EYFS has a TA and KS1 classes share a TA. Within KS2, at least 1 TA, in each class for the core subjects and additional support where needed in other areas. A large proportion of TA time is allocated to additional needs and interventions.

Admissions – My child has SEN and / or D, are they able to have a place at this school?	All admissions are via NCC admissions and not through direct contact with the school. Where a child holds an EHCP, or an EHCP is in process, admission is proposed through review and consultation with NCC. Parents are advised to visit the school and discuss the specific needs of their child openly and honestly with the EHT, to see if the placement would be appropriate to their level of need. We work in partnership with parents and use our best endeavours to support children with provision that is appropriate to their needs and ensures the safety of themselves and other children. We strive to ensure that all relevant services and provisions are in place before a child is admitted.
Which areas of SEN and D does the school support?	The school makes its best endeavour to provide inclusive support within the following areas: ● Communication and interaction ● Cognition and learning ● Social, emotional and mental health ● Physical and sensory including medical needs We work closely with the LA to support alternative and specialised provision, as appropriate to the needs of the child and their family, and support families with this process.

How are needs identified?	Concerns are raised where: ● Parents raise concerns ● Progress is significantly below that of peers ● Rates of progress are not as expected ● Attainment gaps are not reduced or begin to widen ● Behaviour is persistently disruptive or not age appropriate We look carefully at: ● Parental views ● Children's views ● On-going academic records maintained by the class teacher, national data, on-going pastoral records, standardised assessments and behavioural records. ● Needs the child has under the Equality Act 2010 Teachers will readily discuss their concerns with the SENDCo. We make families and children aware of our concerns, carry out assessments and consultations designed to identify all the areas of need, not just the primary concern. Teachers then discuss the outcomes with the SENDCo. Parent consultations then follow to decide the best course of action and support. Sometimes housing, family or domestic circumstances may be a significant factor in learning and behaviour in school. If this is thought to be the case, Early Help Strategies will be used through discussion with the families and the involvement of additional agencies such as Parent Support Advisors, Norfolk Early Help, The Children's Centre and The School and Community Teams.

My child or my family do not speak English.	Staff support children using a range of different strategies appropriate to each child. This may be through pictures, peer buddies and signing to access learning and carry out specific language intervention as appropriate. All areas of development are carefully considered and discussions with parents, through an interpreter, may take place to establish if the delay in learning is attributed to their command of English or to an emerging SEN and D need.
Will my child get extra help in school or someone to work with them?	SEN and D and vulnerable provision is funded from NCC through: ● Money for every child is put into the budget ● Pupil premium allocations – money given to school to support vulnerable children The level of help given to children is dependent on their areas and level of need and will be discussed with you individually.
How will parents and children be involved?	You will be asked to come and talk openly with the EHT or SENDCo to establish where the need lies and how you feel about the move to the school or the support you need. Once admitted, you will have informal contact with your child's class teacher which may be daily or as needed, according to the support given. Either your child's class teacher, or SENDCo, will meet formally with you at least three times each year and an annual report is prepared and shared with you in the Summer Term. The school operates an open door policy. You are free to make an appointment through the office to speak with the SENDCo. You will be invited to class events and to share learning experiences with your child throughout the year. Where your child holds an EHCP, a formal review will take place annually from the date of the previous review, or sooner if needed. You are asked for your views, as is your child throughout this process. We welcome a collaborative approach with staff to support targets, and to keep the school informed of developments and advice that you get from other services. Staff will make every effort to ensure that you have access to the resources, knowledge and services you need or will put you in touch with agencies who can.
How is support given?	Staff are trained in specific skills related to behaviour and learning and access to additional support is based on pupil need. This is subject to regular review and is adjusted accordingly. The level and nature of support given to individuals is discussed and agreed with parents as necessary. Most need is supported effectively through whole class adapted activities with small group and individual learning strategies being used as appropriate to task and target. More specific support may be delivered through individual support and by facilitating other services working in school. Our staff have experience in: Nurture through speech and language and social skills activities Inclusion support Sensory Circuits

	Zones of Regulation Embedded restorative practice Maths and English support programmes Visual timetables throughout Speech and language therapist site visit EAL programmes Drawing and talking
How do I know my child is making progress and that their needs are being met?	Monitoring progress is integral to our teaching and leadership taking place continually to inform daily decisions about learning. Teachers track progress very carefully using well established systems which they will share with you termly. You will meet with your child's class teacher at least three times a year to discuss strengths, progress and agree new targets. You and your child will be asked about your thoughts and these will be incorporated in the plan. If it is felt that extra advice or support is needed, the SENDCo and teacher will consult with you and seek permission for this to take place. Where children are subject to Looked After Child status, all the above actions will apply through the process of LAC review and strategic planning – see NCC and school policy and protocols.
My child will be starting school mid year. How is my child supported to move class or key stage?	When children join our school mid year ● SEN and D needs are identified as early as possible with the support of parents and other services prior to admission. Where this is not possible, staff contact pre-school providers / nursery for a transfer of information. ● Observations and discussions take place with the previous setting detailing areas for development and previous provision. ● An induction meeting with parents may be undertaken to discuss individual needs and circumstances. ● Where several additional agencies are involved, transition usually takes place through a Multi Agency meeting. The school will also take consultation with Children's Services and the local authority as appropriate. When children move to a new class or key stage at the end of the year: ● Discussions take place between SENDCos. ● Parents meet new staff and SENDCo as appropriate to needs. ● Visits are arranged to the receiving setting. ● Where the setting is Diss Church Junior School, regular visits take place throughout the year and additional familiarisation visits are arranged as appropriate. ● Where transition is within the setting, regular visits are made to receiving classes and T / TA visit children in situ prior to transfer.
How is learning matched to children?	**In EYFS,** children access personalised, adapted learning according to their need and stage of development. This may include additional support such as speech therapy that is either integrated into learning or completed outside of the class. **In KS1/2,** learning activities are adapted according to need and ability. Independence is actively encouraged and support may come in the form of small group, adult or individual support, adaptations to learning style, environment and equipment.

	The school operates strong Inclusion and Equality protocols. Reasonable adjustments, appropriate to the needs of the child, will be made to give access to a broad and balanced curriculum.
Do any other services work with the school to provide specialist resources and expertise?	The school can commission services from: ● Willow Tree Learning – EP services ● Privately commissioned SALT. ● 121 - Counselling ● VSSS – Virtual School for Sensory Support ● Children's Centre – 0-5 family services and support ● PSA – Family services and support ● School nursing service ● Mental health and support team ● The schools and community team Additional support or placement is requested through NCC for: ● Specialist Resource Base ● School2school behaviour and learning support ● Formal statutory assessment ● Inclusion and Attendance support ● SEND and Inclusion Team
How effective is the support that you give?	All provision is subject to statutory standards. The leadership of the school monitors the provision for and progress of all children with SEN and D against these standards. Senior Leaders regularly review provision in all classes. Children are assessed against the 7C's and progress measures are made against these.
Is there any provision for social and emotional support?	The school operates a strong Behaviour Policy based on restorative practice. All staff are Step On, and those who require it, Step Up trained. Pupil Support staffing is in place as appropriate to agreed need. Where children are identified as having social and emotional barriers to their learning, adults support in class as appropriate and specific nurture support is given at play and lunchtime according to need. Through the Children's Centre, Family Workers and Parent Support Advisors we are able to support families with additional strategies. Adults in school actively encourage children to integrate, support each other and to be mindful of the needs of others.
Safeguarding others	All staff have a Duty of Care. The school operates a restorative behaviour policy. All staff are trained in de-escalation and where necessary, positive handling to support safety.
Child protection	6 staff are currently trained as Designated Safeguarding Leads with all staff trained in safeguarding requirements.

	Where it is felt that - despite support, advice and additional services - children are not receiving sufficient support to meet their needs outside of school, the school may make a referral to Children's Services.
Complaints procedure	The school has adopted the St Benets procedure for complaints and a copy is available from the Office or school website.
Useful links	SEND in Norfolk www.norfolk.gov.uk/children-and-families/send-local-offer Parent Partnership https://www.norfolksendiass.org.uk/ National code of Practice www.gov.uk/government /publications/send-code-of-practice-0-25 Just One Norfolk Website https://www.justonenorfolk.nhs.uk/