Peterhouse CofE Primary Academy

Special Educational Needs and Disability Information Report 2026-27

SEND Information Report for Peterhouse Primary Academy 2026-27

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 must be updated annually.

At Peterhouse Primary Academy we are committed to working together with all members of our Academy community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. 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:

Ryan Freeman Headteacher
Lucy Rush SENCO
Gerry Budworth 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 please speak to their Class Teacher or contact our SENCO, Miss Rush, on 01493 661046.

Our Approach to Teaching Learners with SEND

"The Peterhouse curriculum has been designed to offer chances, widen horizons and break down barriers to learning. A curriculum that by design makes the Academy **a place where all can flourish, regardless of background or ability**."

At Peterhouse Primary, we understand that inclusion needs to be threaded through everything we do. We have high expectations for every child at Peterhouse but understand that **high quality teaching, support, adjustments** and **intervention** are at the heart of inclusive practice and improving progress for our pupils with SEND.

We aim to create a learning environment which is flexible enough to meet the needs of all our pupils and our pupil learning plans follow the assess, plan, do, review cycle which helps us to monitor progress and provision.

We know that making connections and communicating with parents/carers, health professionals, external agencies and the Local Authority helps us to find the most appropriate and effective support for pupils within our care.

How we identify SEND

At different times in their Academy career, 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.

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 have English as a second language, they may be worried about different things that distracts them from learning. At Peterhouse Primary Academy 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.

Please see our SEND webpage for further information about our 25/26 SEND profile.

Assessing SEND

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Peterhouse Primary Academy 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 and cluster we have access to various specialist services but may have to be commissioned from our Academy budget.

Please see our SEND webpage for our SEND identification flowchart

Specialist services we have access to:
Educational Psychologist, speech and language therapists and learning specialists via our provider CEPP (limited amount)
CAMHS (Child & Adolescent Mental Health Service)
Attendance Officers
ATT, Access through technology services. (Profession or medical referral only)
Virtual Academy for Sensory support, to support pupils with hearing/visual Impairment
Norfolk & Waveney Children's Speech and Language Therapy (SaLT) Service
Team Around the Schools and EPSS via termly meetings (NCC)
Health professionals (NHS)
OT professionals
Benjamin Foundation – Time for You
Our SLA is with CEPP

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 Peterhouse Primary Academy are proud of our Teachers and their development. The Teacher standards are at https://www.gov.uk/government/publications/teachers-standards

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. This support is described on our graduated provision map, which details the universal, targeted and enhanced provision we offer at Peterhouse Primary Academy to support learners with SEND across the year groups. We modify the graduated provision map regularly, and it changes every year, as our learners and their needs change.

Funding for SEND

Peterhouse Primary Academy receives funding directly to the Academy from the Local Authority to support the needs of learners with SEND. This is described in our SEND memorandum. The amount of funding we have received for this academic year 2025/26 is £437,794. We have also received an additional £49,585 in SEN 'top up' funding. Our total SEN budget for £487,379.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Peterhouse Primary Academy. 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. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention.

Children, Parents/carers and their Teaching and Support Staff will be involved in reviewing progress and discussing next steps. Reviews will mostly be held during parents' evening but additional meetings may be needed dependant on need. 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.

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

Other Opportunities for Learning

All learners should have the same opportunity to access extracurricular activities. At Peterhouse Primary Academy this academic year we are offering a range of additional clubs and activities.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENCO to discuss specific requirements.

All staff at Peterhouse Primary Academy 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 210 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

Individual medical needs are also identified and with Parents/Carers, a care plan is agreed.

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. Peterhouse Primary Academy 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. Moving classes will be discussed with the parents and child at their summer term review meeting. Transition to a secondary Academy of children with statements of EHC will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Have your say

Peterhouse Primary Academy is part of the community. We can 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. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

Useful website links:

SEND local offer - Norfolk
Norfolk SENDIASS (SEND information and support service for parents/carers)
DfE SEND