SEND Information Report 2025

We pride ourselves on being a welcoming, inclusive school, in which we ensure all children have an equal opportunity to participate and succeed.

We are committed to offering a broad and balanced curriculum for all children and recognise that adjustments to practice and specific support may be necessary to meet individual needs.

We believe in working collaboratively with staff, governors, children and their families to ensure all children achieve their full potential. Whilst also celebrating individual achievements.

The aim of the school offer is to provide clear, comprehensive and accessible information about the provision available.

If you have any concerns about your child's learning please make an appointment to see your child's class teacher.

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Our SENDCO

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What is SEND?

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age' (SEND Code of Practice: 0 to 25 years- 6.15)

We refer to the term "Special Educational Needs" if a child:

- Has a learning difficulty or disability which calls for special educational provision to be made
- Has a significant greater difficulty in learning than the majority of others of the same age
- Has a disability which hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Areas of Need *there are four broad areas of need and support*

Communication and Interaction - Children with communication and interaction difficulties may find it challenging to talk about their needs and wants. They may find it difficult to understand what is being asked of them (receptive language) or finding the words to communicate (expressive language). They may take longer to respond to questions and have difficulties making friends and understanding social rules of communication. These children may have particular difficulties with social interaction. Possible SEND- Speech, Language and Communication Needs (SPLCN), Autistic Spectrum Disorder (ASD) and Asperger's Syndrome.
Cognition and Learning- Children with cognition difficulties may learn at a slower rate than their peers, even when learning has been appropriately differentiated. They may face challenges with the range of skills needed for effective learning including concentration, understanding and processing information. Some children may have difficulty with organising their work, spelling and handwriting. Possible SEND-Specific Learning Difficulty (SpLD) such as dyslexia, dyscalculia and dyspraxia, Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD) and Profound and Multiple Learning Difficulties (PMLD).
Social, Emotional and Mental Health - Difficulties with social or emotional development may be temporary or long-term and can affect a child's learning. A variety of behaviours displayed, such as becoming withdrawn and isolated, showing challenging behaviours, being anxious or easily distractible, may reflect underlying mental health difficulties. This could include anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Possible SEND - Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) and Attachment Disorder.
Sensory and/ or Physical Needs – A medical or physical condition that hinders or affects their learning. These children may need extra support/ equipment to access all the opportunities that are available to them. Possible SEND – Visual (VI)/ Hearing (HI)/ Multi-Sensory Impairment (MSI) or Physical Disability (PD)

Medical Needs- *We also seek advice from health professionals on supporting children with medical needs and produce an individual health care plan as required.*

How do we identify and assess SEND?

We aim to identify any Special Educational Needs as early as possible in order to provide appropriate support and early intervention. Some children may already have an identified Special Educational Need on entry to the school which staff will be made aware of through liaison with previous school/ nursery/ playgroup or information shared following a health diagnosis by a doctor or Community Paediatrician. We also recognise that Special Educational Needs can become apparent or affect a child at any point in their education so we continually monitor progress of all children. When concerns are identified the following steps apply:

Step 1- Child is identified as making less progress than peers or slower progress. This will be part of teacher assessment cycle and progress meetings.
Or
Parent/ carer raises concerns to class teacher.

Step 2- Class teacher to discuss concerns with parent including explaining the following steps so they are fully informed. Teacher may book an inclusion support meeting with SES for specialist advice and support.

Step 3-SENDCO becomes involved:

- Pupil observation in class
- 1:1 pupil assessments if appropriate
- Feedback and recommendations shared with teacher to enhance support

Step 4- SENDCo initial meeting with parent to gather further background information and share details of observation, assessments and proposed initial support/ strategies

Step 5- SENDCO will monitor progress and provide continued advice to class teacher regarding appropriate strategies for support and intervention, if required.

Step 6- SENDCo will work collaboratively with class teacher and parents/ carers to monitor progress. Decide if child's name needs adding to the SEND register and individual support plan establishing or a continued period of monitoring.

We respect the views of parents/ carers. Where a parent/carer has a concern about their child's learning or progress, we listen carefully and work together to identify any particular difficulties or factors which may be important in the identification of any Special Educational Needs. Please make an appointment with your child's class teacher to share your concerns.

How will my child be supported?

Wave One-Most children will have their learning needs met through 'Quality First' teaching:

- Ensuring the teacher has the highest possible expectations for all pupils in their class.
- Ensuring that all teaching is based on building on what your child already knows, can do and can understand by setting suitable learning challenges.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like more practical learning or paired work.
- Utilising specific strategies to support your child to learn including access strategies such as visual aids, ICT support, writing frames.

Wave Two- Some children require additional support through small group targeted interventions:

- This focused support is for a pupil with specific gaps in their understanding of a subject/ area of learning or social development.
- These may be run in or outside of the classroom by a TA or Class Teacher.

Wave Three- Where a pupil has identified complex needs with specific barriers to learning that cannot be overcome through whole class teaching and intervention groups, individualised targeted support will be necessary. This will be overseen following advice from SENDCo and/ or external agencies such as SES, Dyslexia Outreach and Speech Therapist.

- Parents/ carers will be asked to give permission for the SENDCo to refer a child to an outside professional. This will help the school, and families, gain a better understanding of a child's particular needs and provide effective support.
- Recommendations from professionals may include strategies for in class support, advice regarding specific resources to support learning, individual targets and programmes of work.

Other professionals

Nacton C of E Primary School has active involvement with the following professional agencies, in supporting the children in its care:

- Specialist Education Service (SES)
- Education Welfare Service
- Parent Partnership
- School Nursing Service
- Community Paediatric Department
- Paediatric Hearing Clinic
- Educational Psychology Service
- Irlens Assessment Opticians
- Dyslexia Outreach Team
- NHS- Speech and Language Therapy
- Paediatric Physiotherapy and Occupational Therapy Departments
- Family Support and Social Care (Family Network Meetings)
- Play Therapist
- Primary Mental Health Worker
- Sensory Team

Monitoring progress and provision

- Your child's progress is continually monitored by his/ her class teacher and discussed at pupil progress meetings each term.
- Progress is measured according to achievements in class-based work, standardised assessments and curriculum targets achieved. This information allows the class teacher to compare your child's progress to the age expected levels.
- For pupils accessing additional intervention progress is measured against specific targets. These are recorded on an individual School Support Plan (My Plan) which is reviewed termly. Parents/ carers are invited to meet with the class teacher each term to review progress towards the individual targets and planned next steps.
- SENDCo monitors pupil progress through analysis of individual targets achieved, class provision map reviews and assessment data.
- The progress of pupils with an EHCP is formally reviewed at an Annual Review the pupil will attend, if possible, along with parents/ carers and any professionals supporting. A copy of the review is sent to the Local Authority.
- At the end of each Key Stage the pupils are required to be formally assessed. This is something that the government requires of all schools. Access arrangements can be organised as required overseen by the SENDCo and Headteacher.
- If you have any concerns regarding your child's progress please contact the class teacher in the first instance. Appointments can also be made with the school SENDCo.

Children's Views Matter

It is important that children have the opportunity to contribute their views.

Each child has their own personal one page profile where they share their strengths, interests and how best to support them. This information, along with their views on any aspects they struggle with in school, is incorporated into their individual support plan.

Support plans are reviewed and updated on a termly basis.

If your child has an Education Health Care Plan (EHCP) they are invited to attend their annual review to contribute their views. If they do not wish to attend the meeting their views can be sought in advance and shared at the review.



Transition Support

All children are supported in moving between the phases of their education. However, special arrangements and provision is made for supporting SEND during these transitions. These arrangements may include:

On entry to Reception

* Additional visit to pre-school from teaching staff/ SENDCo
*Transition meeting between parents, SENDCo, teacher, pre-school staff and any professionals to ensure all key information has been shared prior to joining the school
*Additional opportunities for child and parents to visit Hedgehog class
*Photo book provided to parents to share with child including staff photos
*Any additional resources or visuals required prepared prior to start date
*Early meeting with parents to reflect on initial transition in Autumn term

Transition between classes

*Close liaison between current and new staff, including sharing support plans and one page profiles
*Opportunities for the child to meet the new teacher/ work with the teaching assistant
*Opportunities for the child to visit their new classroom
*Photobook of key staff and rooms can be provided

New pupils

When a pupil with SEND transfers to our school the SENDCo will liaise directly with the previous school to ensure a clear understanding of needs and support required. Parents are also welcome to meet the SENDCo prior to their child transitioning.

Year 6 to 7

Transition from primary to high school is a key time for all children. As such all pupils require additional support during this time and will have the opportunity to visit their new school, and will talk about moving to high school with their teacher. There are, in addition to this, a number of arrangements to provide further support for children with Special Educational Needs. The SENDCo will liaise directly with the high school SENDCo to discuss your child's individual needs to aid a smooth transition. Enhanced transition support is then planned on an individual basis and may include additional visits to the school both during/ after the school day, additional meetings for parents and child with the SENDCo of the receiving school, liaising with outside agencies, photo books of key staff and areas of the school.

Staff training

The school development plan identifies staff training needs in relation to SEND and training on various interventions, approaches and strategies take place at staff meetings. The SENDCo also oversees an annual audit of staff levels of confidence and training needs with regards to specific areas of SEND.

The SENDCo has undergone the following training:

- National SENDCO Award (currently undertaking and due for completion August 2024)
- Speech, language and communication needs- Speech & Language Link, developing vocabulary, selective mutism, Wellcomm, saying less so children say more, language builders- questioning levels
- Specific Learning Difficulties- Dyslexia, Dysgraphia, Dyspraxia, Read, Write, Inc- phonics programme
- Mental Health awareness- ADHD, Anxiety, Understanding Self-Harm, Mindfulness
- Drawing and Talking Therapy
- Physical/ sensory needs- hypermobility, supporting pupils with hearing impairment, visual aids, sensory processing, Foetal Alcohol Syndrome
- Common Assessment Framework (CAF)

The majority of staff have attended training sessions on:

- School safe- behaviour support
- Autism & ADHD Awareness
- Sensory Processing Disorder
- Speech and Language Link

Education Health Care Plans (EHCP)

An EHCP may be necessary when a child has more complex or severe learning needs that have been identified as requiring a high level of individual support and/ or specialist intervention, which cannot be provided from the resources normally available in the school.

- The school, or parents, can complete an EHCP referral to request that the Local Authority (LA) carry out a statutory assessment of a child's needs.
- This is a legal process and following receipt of information/ evidence provided by school and parents the Local Authority will decide if a child's needs seem complex enough to begin the assessment process.
- If the decision is not to proceed with any further assessments a representative of the LA will provide feedback regarding the panels decision and advise school on any further suggestions while they continue to provide support.
- If a statutory assessment is to proceed then the LA will write to all the professionals seeking additional information and requesting written reports. Once the LA is in receipt of all this information they will decide if a child's needs are *severe, complex and lifelong.* If this is the case an EHCP will be written by the LA.
- The EHCP will outline the support a child should receive and what strategies should be put in place.
- An EHCP has a statutory requirement to be reviewed annually and this will be organised by the SENDCo. Parents/ carers, pupils, teacher/ TA and any professionals are invited to attend the annual review.
- The school SENDCo, Mrs Lummis, is available to guide you through this process.
- SENDIASS is a service also available to support parents through the EHCP process.

Accessibility

Nacton C of E Primary School is a single-storey building with no internal steps, enabling wheelchair access throughout the building and easy transit for pupils with reduced mobility.

The site is directly accessible through the main entrance and the school building can be entered alongside other children from the playground via the side entrance or via the ramp at the main entrance. Within the building all classrooms and the main hall are freely accessed.

There is a wheelchair accessible, fully fitted disabled toilet.

Our accessibility policy can be viewed here: https://www.nacton.suffolk.sch.uk/policies/

Who are the best people to talk to about my child's Educational Needs and/ or Disabilities (SEND)?

Teachers

- Responsibility and accountable for pupil progress and development
- Deliver quality first teaching, differentiated for individual pupil's needs
- Report concerns about an individual's to SENDCo/ Headteacher
- Responsibility for adapting the curriculum and planning appropriate work for the pupil's on a daily basis
- Ensuring that time is allocated during the week for class teacher to work directly supporting pupils with SEND
- Where interventions involve group or 1:1 teaching away from the class, teacher still retains responsibility for the pupil
- To plan & assess the impact of support and interventions and how they can be linked to classroom teaching
- Close liaison with TA and SENDCO to monitor impact of interventions
- Reviewing and setting support plan targets- shared termly with parents
- Annual report to parents
- Contribution to annual reviews for statemented/EHC pupils
- Termly Parents Evenings to review pupil progress

The SENDCo's

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND
- Liaising with parents/ carers of children with SEND
- Contributing to the in-service training of staff
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer and with pre-schools for children transferring to Reception
- Liaising with external agencies including the LA's support , Educational Psychology Services, Health and Social services and voluntary bodies
- Co-ordinating and supporting the development of school based support plans

Governing Body

Is responsible for ensuring that the school fulfils its statutory duties. It will establish and review this policy having regard to the Code of Practice on the identification and assessment of special educational needs. It will hold the Headteacher to account for the provision of children with SEND. It will ensure that governors receive appropriate training to fulfil their roles.

A SEND governor will be appointed by the governing body. They have a responsibility to liaise regularly with the SENDCo about developments in SEND. Monitoring should be undertaken so that statutory requirements for meeting SEND within the school are met.

Advice for parents/ carers

Prior to your child joining our school the class teacher/ SENDCo is available to meet with you to discuss your child's needs and any concerns you may have. Here are some useful links for help and advice:

Suffolk Local Offer www.suffolklocaloffer.org.uk

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) www.suffolk.gov.uk/SENDIASS

Suffolk Parent Carer Network https://spcn.org.uk/

Activities unlimited www.access-unlimited.co.uk/activitiesunlimited/

Autistic Spectrum Disorder www.autism.org.uk www.autism.suffolk.org.uk

Auditory Processing Disorder www.apduk.org.uk/

Dyslexia www.bdadyslexia.org.uk Dyspraxia www.dyspraxiafoundation.org.uk

Dysgraphia www.dysgraphia.org.uk

Mental Health www.place2be.org.uk www.youngminds.org.uk www.mentallyhealthyschools.org.uk

Emotional Well-Being Hub https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/infolink.page?infolinkchannel=2-1-1

Sensory processing disorder www.apduk.org.uk/ and https://www.aspireot.com/

Supporting well-being, social and emotional development

We have a caring staff and are committed to providing support for all children whenever it is needed. We recognise that many children need support in their social and emotional development from time to time, with some requiring more support in this area than others.

We have a range of strategies that can be implemented to support individual pupils including:

- a member of staff to meet and greet an individual child to ensure their day gets off to a good start
- a safe place to calm
- social stories
- ELSA support
- feelings/ emotions work
- calming toys
- nurture sessions and THRIVE support
- buddy mentors
- individual behaviour/ reward charts

Where a high level of need is present, with parental consent, the SENDCo can seek specialist support and guidance from outside agencies.