



Special Educational Needs and Disability (SEND) Information Report

(In partnership with the Suffolk Local Offer for SEND)

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Signed



(Chair of Governors)

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SEND stands for Special Educational Needs and Disability. A pupil will be identified as having SEND if they require provision that is different from and additional to that which is provided for all pupils of the same age. This means provision that goes beyond the differentiated approaches, learning approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the school setting or require involvement from support services.

At St Christopher's Primary a child will be placed on the SEND register if they require provision that is different from and additional to that which is provided for all pupils of the same age due to the fact that they are working eighteen months or more below age related expectation in reading, writing and/or maths. They will also be placed on the SEND register if their needs are being addressed by support services such as speech and language therapy or there is a need for additional intervention to address issues of social, emotional and mental health concern. Pupils with physical and sensory needs that require provision that is additional to that which is provided for all pupils of the same age, will also be placed on the SEN register.

The SEND Code of Practice (January 2015)

In 2014, the Children and Families Act led to a new Code of Practice for Special Educational Needs and Disability. The latest version of this document can be found via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

A SEND guide for parents and carers linked to the Code of Practice can be found via the following link:

www.gov.uk/government/publications/send-guide-for-parents-and-carers

The SEND Code of Practice (January 2015) clearly states that schools must do their best to ensure that all pupils receive an appropriate education that fulfils their needs

and enables them to reach their potential; including all pupils with special educational needs and disabilities.

There must be an identified teacher who is responsible for ensuring that this is in place for pupils with SEND and for ensuring that parents are aware if their child has been identified as having SEND; this person is called the SEND Coordinator or SENDCo.

There must also be an identified governor who is responsible for ensuring that the school is doing its best for pupils with SEND.

The SENDCo is Mrs Anita Warren

The SEND governor is Mrs Hilary Quincey

Both can be contacted via the school office on 01638 750342 or via

office@stcprimary.suffolk.sch.uk

What is the Local Offer?

The SEND Code of Practice (January 2015) requires all local educational authorities to publish their arrangements for children and young people with SEND. This means that parents and carers can see what is offered across the county and what they can expect to be produced for their child. This information is referred to as the Local Offer.

This school information report has been produced in partnership with Suffolk's Local Offer which can be found via the following link:

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/>

Further information about SEND in Suffolk can be found on the Local Authority's 'Access Unlimited' website via the following link:

<https://www.access-unlimited.co.uk/>

What is the School SEND Information Report?

The SEND Code of Practice (January 2015) requires all schools to publish their arrangements for children and young people with SEND. This means that parents and carers can see what is offered in the school and what provision they can expect to be provided for their child. This information is referred to as the School SEND Information Report and is specific to the school.

The School SEND Information Report is linked to the School's SEND Policy, a copy of which can be found on the school website. <https://www.stcprimary.suffolk.sch.uk/>

SEND Independent Support Service (SENDIASS)

There is also a support service for SEND which is known as SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service). This is an independent service that supports parents of and young people with, SEND. They can be contacted via the telephone helpline on (01473) 256210 or via following the link below: <https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendiaass/>

Our Vision for SEND at St Christopher's Primary

We believe that all pupils should be thought of and valued as per our own school values in terms of positivity, respect, independence, determination and empathy (PRIDE).

We strive hard to ensure that all pupils:

- Have a wide and balanced curriculum which is differentiated to meet individual needs.
- Can learn and make progress according to their individual development trends

are assessed using appropriate tools and guidelines

- Have equal access to resources, provision and intervention as needed

All teachers at St Christopher's Primary School are teachers of SEND pupils and as such provide high quality teaching which takes account of the particular individual needs of pupils with SEND within the classroom.

How do we identify SEND?

At St Christopher's Primary School, we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social/ emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

At St Christopher's, we follow the 'assess, plan, do, review' cycle for SEND as outlined in the SEND Code of Practice. We ensure that we monitor and review progress regularly against national and age related expectations. This information is shared with parents, at a minimum in termly parent's evenings. If a teacher is concerned about a pupil, they will discuss their concerns with the SENDCo, the class teacher and/or the SENDCo will communicate these concerns to the parents/carers. Equally, parents/carers themselves may have the initial concerns and they too can make contact with the school to discuss them either via the class teacher or SENDCo.

Consideration and review of educational progress and identification of medical conditions will support the identification process. A meeting will be held to discuss the pupil's needs

and if it is felt that a pupil does require provision that is different from or additional to that which is available to other pupils, then an assessment of need will be carried out.

This assessment may be carried out in school by the SENDCo or their teacher but if not, requests may be made to outside agencies where appropriate. Parent/carers permission is always sought before referring to outside agencies. Following the assessment(s) another meeting will take place to discuss the next steps and what the school can put in place to meet the pupil's needs. A support plan, known as an 'Individual Support Plan' will be drawn up outlining the actions that is to be put in place; this support plan will be reviewed regularly.

In rare cases, where a child has significant needs, it may be appropriate for a request to be made to the Local Authority to carry out an Education, Health and Care needs assessment (EHCNA). Requests can be made by either the school or parents. Where the Local Authority agrees to carry out a needs assessment, they will use the information gathered to decide whether it is necessary to make additional provision through an Education, Health and Care Plan (EHCP).

What should parents/carers do if they have a concern about their child's learning?

If a parent/carers is concerned about their child's progress they should speak to their child's class teacher in the first instance. The class teacher may then speak to the SENDCo or refer the parent/carers directly to the SENDCo.

If a parent/carers does not wish to speak to the child's class teacher about their concerns, or has already spoken to the class teacher and would like to discuss their concerns further, they should make an appointment to speak to the SENDCo via the school office.

What kinds of SEND are catered for?

In accordance with the SEND Code of Practice all SEND will be categorised under one or more of the four broad areas of need: communication and interaction; cognition and learning; social, emotional, mental health; sensory and/or physical. These are explained in more detail:

Communication and Interaction

Children may experience difficulties in one or more of the following areas:

- Speech, language and communication needs (SLCN)
- Receptive language/understanding
- Expressive language/speech
- Autistic Spectrum Condition

Cognition and Learning

Children may experience difficulties in one or more of the following areas:

- Children who learn at a slower pace than their peers, even with appropriate scaffolding.
- Moderate learning difficulties (MLD).
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Specific learning difficulties (SpLD) -dyslexia, dyscalculia and dyspraxia.

Social, Emotional, Mental Health Difficulties

Children may experience difficulties in one or more of the following areas:

Becoming withdrawn or isolated or displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as:

- Anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- Attention deficit disorder (ADD),
- Attention deficit hyperactive disorder (ADHD)
- Attachment disorder

Sensory and/or Physical Needs

Children may experience difficulties in one or more of the following areas:

- Vision impairment (VI)
- Hearing impairment (HI)
- A multi-sensory impairment (MSI)
- Physical disability (PD)

At St Christopher's Primary School, we will do our best to meet the needs of pupils with SEND within the four broad areas of need outlined above.

What is the approach to teaching pupils with SEND?

The school provides a graduated response to each child dependent on their level of need.



In most instances, children will have their learning needs met through high quality teaching within their class. Sometimes, a child may require provision that is additional to or different from their peers. In these instances, the child's individual needs will be carefully considered and targeted additional support will be offered.

How will the curriculum and environment be adapted for pupils with SEND?

At St Christopher's Primary School, we endeavour to adapt the curriculum and learning environment to meet individual needs where it is possible and reasonable. When necessary, advice is sought from a range of professionals to ensure appropriate adaptations are made. Within reason, we will carry out adaptations that make the building as accessible as possible and provide resources that enable pupils to fully access the curriculum.

Appropriate adaptations to the curriculum and learning environment may include: scaffolding our curriculum to ensure all pupils are able to access it, eg: by grouping, 1:1 work, teaching style, content of lessons etc., individualised curriculum planning, for example in P.E. or reduced timetables; enlarging print; visual timetables; using overlays or using prompt cards or visuals. On an individual basis, we will assess when this commitment may require a high level of funding and seek financial support from the Local Authority through High Tariff Need Funding.

Specific Behaviour Plans

Pupils with recognised and specific emotional/behavioural problems who require a prescribed and planned response which must be followed by staff members to give a consistent approach, will be identified by the SENDCo. The steps to support the pupil will be discussed with the immediate adults who support them in school, the child and their parents, to ensure understanding of the behaviour plan. De-escalation techniques will be outlined and agreed, the use of consequences to negative actions taken will also be outlined and agreed. The specific behaviour plan for the child will be reviewed for effectiveness regularly and/or when required. Where alterations are to be made, staff, parents and the child are to be informed.

How are children with SEND enabled to engage in activities available with children who do not have SEND?

We are an inclusive school and children at St Christopher's Primary School have equal access to activities irrespective of their individual needs. We endeavour to provide a range of activities and opportunities to make learning interesting and enjoyable. All trips and visits are carefully considered and planned to allow all pupils, regardless of any SEND, the opportunity to attend. Pupils with SEND are always encouraged to join in.

How does my child know how they are getting on with their learning?

Pupil voice is integral to the process of supporting a child. At St Christopher's we gather pupil voice and feedback via:

- Creating and reviewing pupil One Page Pupil Profiles
- Class Teacher and Support Staff giving feedback to the child about their learning.
- Praise and next steps comments
- Use of the school reward based system.

How will the child's progress be assessed and reviewed?

Provision for pupils with SEND is tracked and regularly reviewed by the SENDCo and senior leadership team. The child's progress towards their targets will be assessed by the class teacher under the guidance of the SENDCo. Ongoing assessment of the child's learning will take place during lessons and marking of work. In addition, specific assessments may be carried out in order to measure the child's progress towards outcomes.

In order to inform our review, we consider the following factors listed:

- Gain feedback given by the staff who support the provisions;
- Communicate with the class teacher, teaching assistant and any other adults involved with the child;
- Review half- termly/ termly assessment data;
- Review data from any specific assessments undertaken;
- Listen to the child's and parent/carer views.

This information will contribute to the review of provision and amendments will be made to the individual support plan as necessary. It may be decided that a provision will be maintained, discontinued or a new one introduced. If an outcome has not been met, limiting factors will be discussed and the plan will be adjusted accordingly.

Criteria for exiting the SEND Register

When children have completed an intervention, an exit assessment will take place and the effectiveness of the intervention is considered. At this point, if the pupil has made accelerated progress and they are considered 'on track' against end of year expectations they may exit the SEND register and be monitored through pupil progress meetings once a term. Pupils who are no longer considered to be two years or more below their age related expectation (ARE) in reading and/or writing and/or maths (3 core subjects) will not be included on the SEND register. Similarly, if a child is no longer in need of receiving provision from an outside agency and is discharged from their service and is otherwise working within 18 months of ARE in the 3 core subjects, then they will be removed from the SEND register. Children whose social and emotion state is no longer a barrier to their learning will also be removed from the SEND register. Parents/carers will be informed and consulted when making this decision through an exit discussion.

How will pupils, parents and carers be communicated with?

We believe that communication is very important and will always aim to ensure that pupils and their parents/carers are kept informed. We offer occasions throughout the school year where pupil progress will be discussed at parents' evenings. A parent can also make a request to meet and discuss issues surrounding their child's progress or needs with either their class teacher or SENDCo throughout the year. This can be requested via the school office or 'Class Dojo' message to the teacher.

If a child needs an assessment that is additional to the normal classroom assessments, parental permission is always sought. Before referrals to outside agencies can be made, permission will also be sought.

How will the school support transition between classes and key stages?

All children are supported in moving between phases of their education when moving to a new teacher between academic years. Teachers work together to plan and prepare pupils for these moves by ensuring that all information and records are passed on and by giving pupils opportunities to experience their new environment.

We work closely with the feeder and high schools to ensure an effective transition is planned and managed. During any transition, support is enhanced for SEND pupils through targeted support from our staff and/or outside agencies; this support is tailored to the needs of the individual child.

We will evaluate any SEND provision the child receives and inform the new school of this. When a pupil leaves during the academic year, we will ensure that records are forwarded in a safe and timely manner and liaise with the new school where appropriate.

What support is available for improving emotional and social development of children with SEND?

At St Christopher's Primary School, we recognise that most children need support in their social and emotional development from time to time. Therefore, we are committed to ensuring that all of our pupils are supported socially and emotionally whenever it is needed. Staff are able to spot children who may be having difficulties, we have a range of strategies and support we can put in to place to support individual needs. Some of our support strategies are listed below:

- Friendship groups
- Social and emotional intervention groups
- Wrap Around Care
- Nurturing lunch club
- Pastoral Support
- Meet and greet
- 'Chat time'
- Celebration assemblies (celebration 'Star of the week' and PRIDE award)

We recognise that children with SEND are sometimes vulnerable to factors that may impact on their self-esteem. We are aware of this and consider this as part of the child's one-page profile and individual support plan.

The achievements of all children are celebrated at St Christopher's Primary and any concerns regarding bullying are dealt with immediately in accordance with our anti-bullying policy.

What outside agencies and support will the school use to help pupils with SEND?

There are a number of services across education, health and social care that we can seek support and guidance from. Referrals to these services will be made, where appropriate, with consent of the parent/carer. The following table gives an overview of the kinds of services we can call upon, but is by no means exhaustive.

Education	Health	Social
Specialist Education Services (SES) which consist of: SES- Communication and Interaction SES -Cognition & Learning including Specific Learning Difficulties (SpLD) SES- Social, Emotional and Mental Health SES- Sensory and Physical Suffolk Neurodevelopmental Needs Led Pathway Education Welfare Pupil Referral Units (PRU)	School Nursing Team Mental Health Support Team (MHST) Occupational Therapy (OT) Physiotherapy Speech and Language Therapy (SALT) Primary Mental Health Team (CAMHS) West Suffolk Hospital - Community Pediatrician	Integrated Team School Pastoral Support Worker (PSW) Early Help - Team Around the Child (TAC) Child in Need (CIN) Child Protection (CP) Family Action Families Together - SEND Services Suffolk Parent/Carer Forum

Securing Equipment and Facilities

Pupils with identified needs that require additional equipment and facilities to support their learning can access these through the Local Authority Offer. Children with visual

and/ or hearing impairments, physical and mobility needs can access support through Occupational Therapy and/ or Physiotherapy Teams and specialist teaching support.

In school, we keep a supply of various pencil grips, writing slopes and fiddle toys.

How will staff be trained to support pupils with SEND?

At St Christopher's Primary, all teachers are teachers of children with SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be scaffolded for individual pupils.

We will also provide the following interventions:

- Speech Link, Language Link, Beat Dyslexia, Nessy (Phonics, Spelling and Reading Programme), Catch Up Phonics Readers, Accelerread/ Accelerwrite, Precision Teaching, Ready to Progress, Zones of Regulation, Fizzy, Social and Emotional Support, Anxiety Regulation and Friendship group support.

Our SENDCo is in her eighth year in this role, as well as having worked as a primary school teacher for over 25+ years. She has 3 and a half allocated days per week to manage SEN provision at St Christopher's.

We have a team of 8 full time teaching assistants who are trained to deliver SEN provision. We also have a pastoral worker, who is trained to deliver provision that supports the children of our school.

In the last academic year, staff have continued to be trained in the Sounds Write, (phonics intervention), Reading Reconsidered and Complete Maths. We also use specialist staff to help our staff deliver Speech and Language Therapy and strategies to support phonics, spelling and reading through the SES - Specific Learning Difficulties Team.

We ensure that all staff have the opportunity to request information and training in any aspect of SEND that they require. This may be to enable them to plan learning effectively, to provide effective pastoral care, to nurture inclusion or to effectively evaluate progress. The SENDCo is available to offer support and guidance to teachers in relation to individuals or specific need and where appropriate, will arrange training for staff; this may be through in-house training or arranging for outside agencies to deliver training. In some cases, it may be appropriate for staff to go off-site for training and we will endeavour to facilitate this. In addition, we currently work closely alongside a number of specialist professions, such as the Speech and Language Team (SALT) and the Special Education Service (SES) teams for Communication & Interaction, Cognition & Learning - including the Specific Learning Difficulties team, Social, Emotional and Mental Health (SEMH) and the Physical & Sensory Team - they ensure the needs of our pupils are met.

Pastoral Support

Our Pastoral Support is here to support parents and children with any difficulties that they are experiencing in a friendly, non-judgmental way.

Our Pastoral Support Worker can offer support in a number of ways:

- Provide information and support to children and families to get the help they feel they need.
- Promote and enhance the relationship between home and school.
- Provide opportunities for children and families
- Work in partnership with a range of agencies and professionals to deliver support and interventions.
- Support with parenting offering helpful routines and strategies to use in the home.
- Offer emotional and social support for children whilst in school.

Our Pastoral Support Workers is Liliana Marques

They can be contacted via the school office on 01638 750342

Medical Conditions

Designated staff who work within the school are trained to meet the basic first aid needs of children. In the instances where more specific training is required to meet the medical needs of your child, we will consider the following points, if relevant:

- Liaise with the school nurse, parents and staff to provide support in writing care plans for pupils with more complex medical needs;
- Ensure that key staff working with your child are full trained;
- Ensure that extra staff are trained so that someone is always available to support your child;
- Ensure that medicines are kept securely in the office or in your child's classroom if immediate access to them is required;
- Liaise closely with medical professions such as the diabetes nurse to ensure that we receive the necessary training and advice to support your child's needs.

How are children who are looked after and have a SEND supported?

Children who are looked after and have SEND will be identified and receive all necessary provision in line with their peers. However, in order to avoid breakdown in their care placement, we will endeavour to ensure that we address their needs immediately and as efficiently as possible. The SENDCo will liaise with the designated teacher to ensure accurate completion of Personal Education Plans (PEP) and other relevant paperwork.

The designated teacher for Child in Care (CiC) is the Headteacher: Mrs Caroline James.

How will the school evaluate the effectiveness of the provision for pupils with SEND?

At St Christopher's Primary School, we undertake a number of measures that contribute towards evaluating the effectiveness of provision for pupils with SEND across our school, which are detailed below:

- Half termly/ termly data tracking;
- Pupil Progress Meetings;
- Provision mapping;
- Learning walks and lesson observations;
- Book and planning scrutiny;
- Pupil and parental input
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans

These are conducted by the SENDCo and members of the senior leadership team.

By using a range of measures we are able to robustly evaluate the effectiveness of the provision we provide for pupils with SEND and make any necessary amendments where identified.

How is information about SEND shared with the Local Authority?

The Local Authority requires schools to provide specific information to them regarding SEND. As a school, we submit a twice yearly school census that details the number of children identified as having SEND. We also keep our school records on the Bromcom

system up to date, which details the children identified as having SEND and their category of need.

In addition, we are required to submit paperwork regarding Education, Health and Care Plans (EHCPs) to the Local Authority for their consideration; this includes referrals, transfer and annual reviews.

How will the school handle complaints about SEND?

At St Christopher's Primary School, we take any complaints very seriously and will always strive to do our best to resolve them. This is best achieved through open and honest meetings involving all relevant parties and where necessary, independent support. The SENDIASS service can help, either by supporting parents at meetings or informing them of any further course of action that they can take. They can be contacted via the telephone helpline on (01473) 265210 or via following the link below:

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendiass/>

If a parent/carers wishes to make a complaint about the SEND provision provided by our school, they could do so in the following ways:

- Speak with the class teacher or school office;
- Write to or make an appointment with the Head Teacher (Mrs Caroline James)
- Write to the SEND Governor (Mrs H Quincey) or Chair of Governors (Mrs M Duffield) at the school address.

Links with other policies and documents

This Report links to our policies on:

- SEND
- Accessibility plan

- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Conclusion

We hope that you have found the information contained in this report helpful and informative. If you have any questions or comments about the provision for children with SEND at our school, please get in touch via the school office.

Address:

St Christopher's Primary School
Bellflower Crescent
Red Lodge
Bury St Edmunds
Suffolk
IP28 8X

Telephone Number: 01638 750342

