Special Educational Needs and Disability (SEND) Information Report 2026-27

(In partnership with the Suffolk SEND Local Offer)

Reviewer	Date written / reviewed	Review date	Comments
A Warren	Summer 2024	Summer 2025	Reviewed by stakeholders and updated where necessary
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A Warren	Autumn 2026	Autumn 2027	2026-27 update - awaiting governance approval

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2026-27 approval: to be confirmed (Grace Schools governance)

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What is SEND?

SEND stands for Special Educational Needs and Disabilities. A pupil has special educational needs (SEN) when a learning difficulty or disability calls for special educational provision that is additional to or different from that generally made for pupils of the same age. A child can have a disability without necessarily having SEN. We consider each pupil's strengths, needs and barriers to learning and whether additional or different provision is required.

At St Christopher's Primary, decisions about recording a pupil on the SEN register are based on their individual needs and the special educational provision required. This may relate to communication and interaction, cognition and learning, social, emotional and mental health or sensory and physical needs. Low attainment, a diagnosis or involvement from an external professional does not automatically mean that a pupil has SEN. Children with medical needs or disabilities may receive support through our wider Inclusion Register and individual healthcare arrangements without necessarily being placed on the SEN register.

The SEND Code of Practice (January 2015)

The Children and Families Act 2014 introduced the current framework for special educational needs and disability. The statutory SEND Code of Practice: 0 to 25 years can be found here:

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

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

https://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.

St Christopher's is part of the Greater Ely Hub. SEND oversight is provided through Grace Schools' Regional School Board arrangements.

The school SENDCo is: Anita Warren.

Named SEND governance link: Liza Field

For SEND or governance enquiries, please contact the school office:

01638 750342 **office@chr.graceschools.org.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.

Details of the support available across Suffolk are published through the Suffolk SEND Local Offer:

https://www.suffolklocaloffer.org.uk/

Information about SEND activities and short breaks is available through Suffolk's Activities Unlimited service:

Suffolk Activities Unlimited – information for parents

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.

Our SEND Policy is available on the school website :School Policies page

Suffolk SENDIASS

Suffolk SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) provides free, confidential and impartial advice and support for children and young people with SEND and their parents and carers. Telephone: 01473 265210. Further details can be found here:
https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendiass

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 equity (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 from their individual starting points, with progress assessed using appropriate tools and approaches;
- 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 outlined in the SEND Code of Practice. We monitor progress regularly and share information with parents at parents' evenings and through SEN Support reviews. If a teacher has concerns about a pupil, they will discuss these with the SENDCo and with the pupil's parents or carers. Parents and carers can also raise concerns directly with 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/carer 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 'SEN Support Plan' will be drawn up outlining the actions that is to be put in place; this support plan will be reviewed regularly.

Where a pupil may need special educational provision through an Education, Health and Care Plan (EHCP), the school or parents can request an Education, Health and Care needs assessment (EHCNA) from the Local Authority. The Local Authority will consider the statutory criteria and decide whether an assessment is necessary. Where an assessment is carried out, it then decides whether an EHCP is required. A fixed attainment gap or a completed list of interventions is not a prerequisite to requesting an assessment.

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

If a parent/carer 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/carer directly to the SENDCo.

If a parent/carer 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

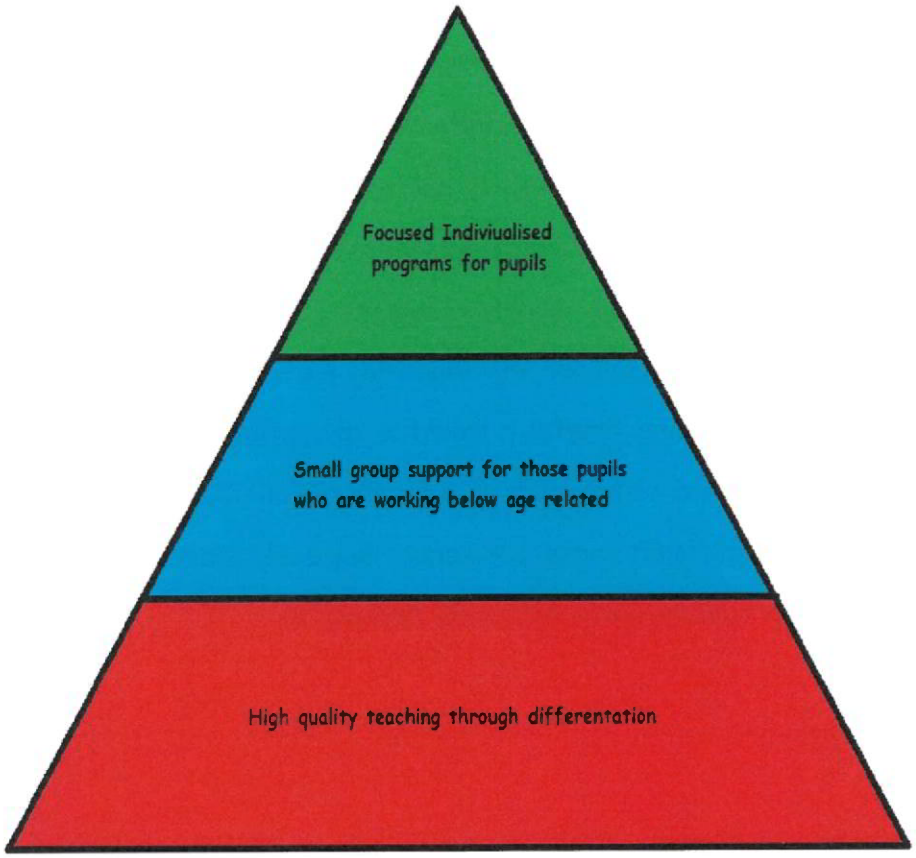
Children may experience difficulties in one or more of the following areas:

- 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 relevant professionals. We make reasonable adjustments to enable pupils with disabilities to access the curriculum, school activities and the physical environment. Where specialist equipment or support is required, we work with families and relevant services to identify appropriate arrangements.

Appropriate adaptations may include scaffolding teaching, using visuals and communication supports, providing accessible resources, adapting recording methods, adjusting the organisation of learning or individualising parts of the curriculum where needed. Any temporary part-time timetable would be exceptional, agreed with parents, regularly reviewed and planned with a clear route back to full-time education. Where specialist provision has significant costs, the school may seek additional support or funding through the appropriate Local Authority processes.

Specific Behaviour Plans

Where a pupil needs a consistent, individual approach to emotional regulation and behaviour, the SENDCo works with staff, the child and parents or carers to develop an appropriate support plan. Plans identify the pupil's strengths, triggers, reasonable adjustments, co-regulation and de-escalation strategies and safe responses when difficulties arise. They are shared with relevant staff and reviewed regularly, with the child and family involved wherever appropriate.

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

A pupil's SEN Support will be reviewed through the assess, plan, do, review cycle. Where assessment and discussion show that special educational provision additional to or different from that ordinarily available is no longer required, the pupil may be removed from the SEN register. This decision is not based on a fixed attainment threshold, the end of an intervention, a diagnosis or discharge from an external service. The class teacher and SENDCo will consider the pupil's progress, continuing needs and views of the child and parents or carers. Appropriate monitoring and universal support will continue following any change to SEN status.

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
- Therapeutic chat time
- Celebration assemblies (celebration 'Dojo 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 Occupational Therapy - Sensory Needs (OT) Education Welfare Pupil Referral Units (PRU)	School Nursing Team Mental Health Support Team (MHST) Occupational Therapy (OT) Physiotherapy Speech and Language Therapy (SALT) Mental health and emotional wellbeing services Community Paediatric Services	Family Support Teams School Pastoral Support Worker (PSW) Early Help / Family Support (where appropriate) Child in Need (CIN) Child Protection (CP) Suffolk Family Hubs and parenting advice Suffolk neurodevelopmental family support services Suffolk Family Carers and community support

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 and are responsible for their pupils' progress and development. High-quality teaching, appropriate scaffolding and reasonable adjustments are our starting point. Further advice, assessment or intervention is planned in response to individual needs.

Depending on assessed needs, additional approaches and interventions may include:

- Speech Link, Language Link, Sounds-Write phonics, targeted reading support, Zones of Regulation, Fizzy and other motor skills activities, social and emotional support and individual or small-group work.

Our SENDCo is an experienced primary teacher and Assistant Headteacher with allocated time to coordinate the school's SEND provision.

Our teaching assistants support learning and individual programmes under the direction of teachers. We also have a pastoral support worker who offers support for pupils' social and emotional needs.

During 2025-26, staff continued to develop their teaching and SEND practice, including Sounds-Write phonics, Reading Reconsidered and approaches to mathematics.

We also draw on specialist advice from Speech and Language Therapy and other external services, as appropriate.

We ensure that staff can request advice and relevant professional development to support pupils with SEND. The SENDCo supports teachers with planning, inclusion and reviewing progress and works with external services where appropriate. Training may be provided within school, through specialist agencies or through relevant professional development opportunities. We also work with Speech and Language Therapy and Suffolk's Specialist Education Services for Communication and Interaction, Cognition and Learning, SEMH and Sensory and Physical needs.

Pastoral Support

Our pastoral support is here to help pupils and their families when they are experiencing difficulties, offering a friendly and non-judgemental approach.

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 to share their views and identify helpful support.
- 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 Worker 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: Chloe Brown.

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' progress towards their individual outcomes at agreed SEN Support reviews;
- Reviewing the impact of interventions regularly using assessment and pupil feedback;
- 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?

We provide the Local Authority with required SEND information through statutory school census returns and other appropriate processes. We keep information about pupils

identified as having SEN and their areas of need up to date in Bromcom. 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 or carer wishes to make a complaint about the SEND provision offered by our school, they may:

- Speak with the class teacher or school office;
- Write to or make an appointment with the Head Teacher (Miss Chloe Brown)

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
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Red Lodge
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IP28 8XQ

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