



# SEND Information Report

Adopted Date: **25/03/2024**

Review Date: **25/03/2025**

*This policy needs to be read in conjunction with the Safeguarding Policy.  
The terms of the Safeguarding Policy are to take precedence over the  
guidelines set down in any other policy.*



At Hadleigh Community Primary School we believe that all children should be equally valued. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment or background.

The changes in the Children and Families Bill affect the way children with special educational needs or disabilities (SEND) are supported in schools. The new approach began in September 2014 and places pupils at the centre of planning. The key principles of the new legislation are:

1. Young people and their families should be involved in discussion about support they need, so they can share their knowledge and feed back to the school on the pupil's progress.
2. Education Health Care Plans (EHCP) have replaced statements of SEND. New assessments for additional educational needs follow the EHCP guidelines from September 2014.
3. School Action and School Action Plus will cease and will be replaced by a single school-based category (K) for children who need extra, specialist support. At HCPS this will be called **SEND support**.

The school's SENDCo is Mrs Lynette Cherrington.

Mrs Cherrington can be contacted in school, by telephone: - 01473 822161 or by email: - [senco@hadcps.uk](mailto:senco@hadcps.uk).

## **WHAT KINDS OF SEND DOES HADLEIGH COMMUNITY PRIMARY SCHOOL PROVIDE FOR?**

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

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

**Special Educational Provision** is **additional to or different** from that which is made generally for most children in school.

Children's SEND is generally thought of in the following 4 broad areas of need and support. The list below outlines areas of need and examples of support available in our school.



**The difficulty or disability may relate to:**

- communication and interaction
- cognition and learning
- social emotional and mental health
- sensory or physical conditions.

**The different kinds of support are described in waves:**

1. Wave 1 describes quality first teaching which takes into account the learning needs of all the children in the classroom. This includes providing adaptive work and creating an inclusive learning environment. This is what happens every day in every classroom.
2. Wave 2 describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.
3. Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions

Area of need and what that could look like	Examples of provision within school
<p><b>Communication and Interaction</b></p> <p>Children with communication and interaction difficulties may find it more difficult to talk about their needs and wants or make themselves understood to others. They may find it difficult to understand what is being asked of them (receptive language) or they may find it difficult to find the words (expressive language) and use these words in their writing. They may take longer to respond to questions and have difficulties making friends and understanding friendships.</p> <p>Possible SEND – speech language &amp; communication difficulties or disorder, Autistic Spectrum Disorder (ASD)</p>	<ul style="list-style-type: none"> <li>• Adapted curriculum through quality first teaching.</li> <li>• Social Skills Groups</li> <li>• Use of visual symbols and visual timetables</li> <li>• Assessments, advice, support and provision of resources from a Speech Therapist.</li> <li>• Speech and language therapy carried out by LSA’s during school time</li> <li>• Home/School link books</li> <li>• Talking Partners programme</li> <li>• Mentoring</li> </ul>
<p><b>Cognition and Learning</b></p> <p>Children with cognition difficulties may learn more slowly than the rest of the children in their class and their progress will be slower than their</p>	<ul style="list-style-type: none"> <li>• Adapted curriculum through quality first teaching</li> <li>• Small teaching groups or 1:1 sessions with Teacher or LSA</li> <li>• Wave 1 and 2 Interventions</li> <li>• Wave 3 Intervention programmes e.g. Catch Up Literacy, Beat Dyslexia</li> </ul>



<p>peers. They may even be working on a year group curriculum lower than their age. They may find it difficult to concentrate, to understand and retain what they are learning even after it has been differentiated and be able to process information. For some children, they may have difficulties with their spellings and organising themselves or their work.</p> <p>Possible SEND – Dyslexia, Dyspraxia Dyscalculia, Global Developmental Delay, Moderate Learning Difficulties, Severe Learning Difficulties</p>	<ul style="list-style-type: none"> <li>• English booster groups / Maths booster groups</li> <li>• Individualised spelling programmes</li> <li>• Supported reading/ comprehension</li> <li>• Precision teaching intervention</li> <li>• SNIP spelling programme</li> <li>• Clicker and adaptive technology.</li> <li>• Reading pen</li> </ul>
<p><b>Social Emotional and Mental Health Difficulties</b></p> <p>Some children may show a wide range of needs throughout their lives. They may become withdrawn and isolated, show challenging behaviour, be anxious, easily distractible, have an eating disorder, be depressed. All these may affect a child’s learning.</p> <p>Possible SEND – Attention Deficit Disorder (ADD), Attention Deficit Hyperactive disorder (ADHD), Attachment disorder.</p>	<ul style="list-style-type: none"> <li>• TAC process</li> <li>• mentoring</li> <li>• Rewards and Motivators</li> <li>• Clear and concise instructions</li> <li>• Consistent staff approach</li> <li>• Safe ‘go to’ place in school</li> <li>• Transition plans</li> <li>• Designated member of staff or ‘go to’ person</li> <li>• Sanctuary club</li> <li>• ELSA. (A specially trained ELSA-Emotional Literacy Support Assistant.)</li> </ul>
<p><b>Sensory and/or Physical Needs</b></p> <p>Some children may have a sensory or physical disability that hinders or affects their learning. These children may need extra support and equipment to access all the opportunities that are available to them.</p> <p>Possible SEND - Cerebral Palsy, Spina Bifida, physical disability, visual impairment including IRLLEN or hearing impairment.</p>	<ul style="list-style-type: none"> <li>• Specialised equipment e.g. ICT, PECS, specialised furniture or adaptations like sloping desks, ear defenders or ‘move and sit ‘cushions.</li> <li>• Scribe support</li> <li>• Gym Trail</li> <li>• Coloured overlays, coloured copies of worksheets or workbooks</li> <li>• Adaptations to the school environment if necessary; like changing the background colour of the Interactive Whiteboard.</li> <li>• The school is already physically accessible for pupils with mobility difficulties.</li> <li>• P.E. lessons will be adapted where needed either through the equipment used or activities set.</li> </ul>



HOW CAN I LET THE SCHOOL KNOW I AM CONCERNED ABOUT MY CHILD'S PROGRESS IN SCHOOL?

Class Teacher	<ul style="list-style-type: none"> <li>If you have concerns about your child's progress you should contact your child's class teacher in the first instance. It is best to try to see them <b>at the end of the school day</b> or email them via the school office (<a href="mailto:office@hadcps.uk">office@hadcps.uk</a>). Please make sure you mark the email <b>for the attention of the specific teacher</b> and it will be forwarded to the teacher concerned.</li> </ul>
SENDCo	<ul style="list-style-type: none"> <li>If, after a period of discussions and reviews with the class teacher, you still have concerns, you can contact the schools Special Educational Needs and Disabilities Coordinator, Mrs Lynette Cherrington. See page 1 for details of how to contact her.</li> </ul>

WHO ARE THE BEST PEOPLE TO TALK TO IN THIS SCHOOL ABOUT MY CHILD'S EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND)?

<p>IN THE FIRST INSTANCE</p> <p>Class Teacher</p>	<p>The Class Teacher is responsible for:</p> <ul style="list-style-type: none"> <li>Ensuring that all pupils have access to good or outstanding teaching and that the curriculum is adapted to meet your child's individual needs.</li> <li>Knowing the needs of the pupil and planning lessons accordingly to meet those needs.</li> <li>Checking on the progress of the child and identifying, planning and delivering any additional help, (this could be things like targeted work, additional support).</li> <li>Communicating specific targets to the pupil and sharing and reviewing these with parents at Parents' Evenings or at other meetings.</li> <li>Providing specific feedback to the child on what they have achieved and how they can progress through regular marking of your child's work.</li> <li>Ensuring all members of staff working with the pupil in school are aware of his/her individual needs and/or conditions and what specific</li> <li>adjustments need to be made to enable them to be included and make progress.</li> <li>Requesting training that is relevant to the needs of groups or specific pupils.</li> </ul>
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<p style="text-align: center;"><b>THEN</b></p> <p><b>Special Educational Needs and Disabilities Coordinator</b></p> <p>The SENCo at Hadleigh Community Primary School is <b>Mrs Lynette Cherrington</b>.</p> <p>She can be contacted at <b>01473 822161</b> or <a href="mailto:senco@hadcps.uk">senco@hadcps.uk</a>.</p>	<p><b>The SENCo is responsible for:</b></p> <ul style="list-style-type: none"><li>• Coordinating all the support for pupils with special educational needs and/or disabilities (SEND)</li><li>• Arranging the involvement of outside agencies who may be coming into school to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology etc...</li><li>• Updating the school’s SEND register, (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child’s progress and needs.</li><li>• The implementation of the SEND policy</li><li>• Advising school staff of recommended strategies to support individual pupils with SEND</li><li>• Assisting in the organisation of training for staff on SEND matters.</li><li>• Assisting in the research of, purchase and deployment of resources prepare, delivery of INSET and the monitoring of their efficient and effective use.</li></ul>
<p><b>SEND Governor</b></p> <p>The named SEND Governor at Hadleigh Community School is Nicola Webb</p> <p>She can be contacted via the school office.</p>	<p><b>The SEND Governor is responsible for:</b></p> <ul style="list-style-type: none"><li>• Ensuring that all SEND policies and practices are in place in the school.</li><li>• Monitoring the SEND needs and procedures via Governors’ Meetings, visits and meetings with the SENDCo.</li><li>• Making sure that the necessary support is made and monitored for any child who attends the school who has SEND, through regular contact with school staff and the SENDCo.</li></ul>



## HOW WILL SCHOOL MEASURE THE PROGRESS OF MY CHILD?

- All pupils' progress is continuously monitored and tracked by his/her class teacher/s. Their progress is entered termly onto the school's tracking system called PITA (POINT IN TIME ASSESSMENT)
- PITA Descriptors Those assessed at PITA 1 and 2 are deemed to have Special Educational Needs

**1** Is working on the engagement model or is at Pre Key Stage levels.

**2** Has been identified as having a barrier to learning and is not accessing the curriculum without heavily personalised support and scaffolding, which may be due to having EAL. The child may be doing different tasks to the rest of the class and may be receiving, or needing, some intervention.

**3** Is being monitored by the SEN Team and assessments are being completed where necessary to identify barriers to learning. Is able to access the correct curriculum but has significant gaps in their knowledge. They struggle to acquire, retrieve and apply knowledge and taught concepts and nearly always need scaffolding or support.

**4** Is on track to meet some, but not all, of the end of year expectations. Is successful at acquiring knowledge and key concepts taught. May make errors when retrieving the knowledge and key concepts taught but this can be remedied following feedback and support. They are beginning to apply the knowledge and key concepts taught in other contexts.

**5** Is on track to meet end of year expectations. They are successful at acquiring and retaining the knowledge and key concepts taught. Occasionally they may make errors in applying the knowledge and key concepts taught in other contexts.

**6** Is on track to exceed national expectations. They are consistently successful at acquiring, retaining and applying the knowledge and key concepts taught in a range of contexts, and are able to explain and justify their ideas.

- At the end of key stage two the pupils are required to be formally assessed. This is something the government requires of all schools.



- For SEND pupils accessing additional interventions, progress is also measured against specific targets. This is all set out in the **Pupil Profile**. This profile is created to ensure that progress is moved on in a timely fashion to ensure maximum progress and can be modified as soon as any target is reached. Parents may have a copy of their child’s Pupil Profile if they wish it. There is also a parents’ / carers’ views page where their comments can be recorded.
- The Pupil Profile is reviewed **formally** on a termly basis to provide information to parents /carers in line with Parents’ Evening meetings. Parents/ carers are involved with this termly monitoring of progress and the pupil is involved when appropriate.
- The progress of pupils with an EHCP is reviewed as above and, also formally at an Annual Review with all adults involved with the child’s education, the pupil and the parent/carers.
- The School Management Team will also review the progress of cohorts of pupils with SEND to inform staff training needs.

**HOW WILL THE SCHOOL LET ME KNOW IF THEY HAVE ANY CONCERNS ABOUT MY CHILD’S LEARNING IN SCHOOL?**

If school is concerned that your child is not making progress the school will contact you to discuss this in more detail.

This is to:

- Seek your views and listen to any concerns you may have
- Plan or review any additional support your child will receive
- Discuss with you any appropriate referrals to outside professionals to support your child’s learning if this is deemed necessary.

**WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE FOR PUPILS WITH SEND IN THIS SCHOOL?**

Types of Support	What could this mean for your child?	Who can get this kind of support?
Class teacher input via quality first classroom teaching	<ul style="list-style-type: none"> <li>• Ensuring that the teacher has the highest possible expectations for your child and all students in their class.</li> <li>• Ensuring that all teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or pair work.</li> </ul>	All pupils receive this provision.
Specific small group work or individual support	<ul style="list-style-type: none"> <li>• Putting in place specific strategies to support your child’s learning.</li> </ul>	Any child who has specific gaps in their understanding of a





<p>These are called Interventions e.g.</p> <ul style="list-style-type: none"> <li>• English booster groups</li> <li>• Maths booster groups</li> <li>• Social skills work</li> <li>• Individualised programmes like Catch Up Literacy or Beat Dyslexia</li> <li>• Supported reading</li> </ul> <p>They may be:</p> <ul style="list-style-type: none"> <li>• Run in or outside of the classroom.</li> <li>• Run by a LSA, class teacher, or outside professional who has had training to run these groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will have carefully monitored your child's progress and will have decided that your child has a gap in their understanding/learning or social development and needs some extra support to close the gap.</li> <li>• Staff will plan sessions for your child with targets to help your child to make more progress.</li> <li>• Staff have been trained in carrying out these interventions. The school evaluates the effectiveness of interventions and seeks new resources and training as necessary.</li> </ul>	<p>subject/area of learning or social development.</p>
<p><b>Specialist monitoring and assessment by outside agencies</b></p> <p>Occasionally, school may feel it is necessary to refer to an outside agency to seek assessment and advice on your child's needs.</p>	<ul style="list-style-type: none"> <li>• Your child will have been identified by the class teacher/ SENDCo as needing more specialist input instead of or in addition to class teaching and intervention groups.</li> <li>• You will be asked for your permission for the school to refer your child to an outside professional. This will help the school and you understand your child's needs better and be able to support them most effectively in school.</li> <li>• The outside professional may work with your child to understand their needs and make recommendations, which may include;</li> <li>• Making changes to the way your child is supported in class</li> <li>• Support to set targets which will include their specific expertise</li> <li>• A group or individual work led by the outside professional (or by school staff under the guidance of the outside professional)</li> <li>• The school will tell you how support will be used and what strategies may be put into place.</li> </ul>	<p>Pupils with specific barriers to learning that cannot be overcome through whole class teaching and intervention groups.</p>



**WHAT HAPPENS FOR CHILDREN WHOSE LEARNING NEEDS REMAIN SEVERE AND COMPLEX DESPITE INTERVENTIONS AND SUPPORT?**

<p>This can be supported via an Education, Health and Care Plan (EHCP)</p> <p>This means your child will have been identified as needing a particularly high level of support or provision which cannot be provided from the resources normally available in the school.</p>	<ul style="list-style-type: none"> <li>• The school (or you as a parent) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a complex, legal process and you can find out more about this by talking to the SENDCo, Mrs Cherrington.</li> <li>• The local authority will gather information from school, any other agencies already involved with your child and from you.</li> <li>• They then decide whether they think your child’s needs are complex enough to need statutory assessment. If they do not think your child needs a statutory assessment, they will contact you to explain why and will ask the school to continue with the support currently available.</li> <li>• If the LA decide to proceed with the assessment they will work with the parents and school to create the EHCP, which will outline the support your child should receive and what strategies should be put into place for them.</li> <li>• This can be a lengthy and confusing process. At every stage, Mrs Cherrington, is available to guide you.</li> <li>• SENDIASS (Special Educational Needs and Disabilities Information and Support Service) is also able to provide support and guide parents through this process. <b>They can be accessed via <a href="http://www.suffolk.gov.uk/sendiaass">www.suffolk.gov.uk/sendiaass</a></b></li> </ul>
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**HOW IS EXTRA SUPPORT ALLOCATED TO PUPILS?**

The funding for SEND is contained within the school’s budget and is managed carefully to ensure that pupils in need can be supported as best the school can. Vulnerable pupils in specific categories also have some extra funding available to meet their needs.

Other additional funding, called High Needs Funding, can be applied for, by the school, for individuals whose needs are severe and complex but this extra funding is only allocated through stringent applications and proof as to how much the school is already spending on supporting that pupil. Guidance and advice on whether to apply for High Needs funding is available from the SENDCo, Mrs Cherrington.

**WHAT SUPPORT DO WE HAVE FOR YOU AS A PARENT OF A CHILD WITH SEND? WHAT EXTRA SUPPORT CAN WE SIGNPOST?**

<p>The SENDCo, Mrs Cherrington, is available to signpost parents and carers to appropriate support groups or outside agencies.</p>	<ul style="list-style-type: none"> <li>• 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. Please contact the school to arrange a meeting.</li> <li>• All information from outside professionals will be shared with you. The school will also contact you to discuss any new assessments and ideas suggested by outside agencies for your child.</li> </ul>
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Wellbeing page on school website	<ul style="list-style-type: none"><li>• Links to a range of organisations are available here - <a href="https://hadleighcp.school/key-info/wellbeing/">https://hadleighcp.school/key-info/wellbeing/</a></li></ul>
Support for parents of children with Autistic Spectrum Condition (ASD), including Asperger’s syndrome.	<ul style="list-style-type: none"><li>• This charity offers a wealth of advice and practical support - <a href="http://www.autism-anglia.org">www.autism-anglia.org</a>.</li></ul>
SENDIASS	<ul style="list-style-type: none"><li>• This is a confidential listening, advice and support service for parents and carers with concerns over their child's SEND. They can be accessed via <a href="http://www.suffolk.gov.uk/sendias">www.suffolk.gov.uk/sendias</a>.</li></ul>
Specialist Educational Services (SES)	<ul style="list-style-type: none"><li>• SES has replaced the individual CISS, DOT and SENDAT. This service will support children with social and emotional difficulties, communication difficulties, sensory and physical needs, and specific learning difficulties such as dyslexia, dyscalculia. Access to this service is strictly by a referral process via the school. More information is available from the SENDCo.</li></ul>

### HOW ACCESSIBLE IS OUR SCHOOL FOR PUPILS WITH SEND?

The school is largely on a single level but does have upstairs classrooms in the newer building. This building has a lift which makes all areas of the school accessible to students with physical disabilities.

There are accessible toilets on both the ground floor and first floor

We monitor school and site development to ensure that, within the resources available to us, all new equipment or buildings are accessible to all pupils, regardless of their needs.

### EVALUATING PROVISION FOR SEND CHILDREN

All children are assessed before they start an intervention and then assessed regularly at the end of the intervention or end of term to ensure they are making progress and the intervention is having an impact on closing the gap. Where it is felt progress isn't being made an alternative intervention will be sought. Where the intervention has been successful, the child may be removed from it as it isn't appropriate anymore.

### EXPERTISE AND TRAINING OF STAFF



SEND staff have been trained in a variety of areas, Mrs Weaving is an early years trained ELSA , Mrs Austin is a trained ELSA and Mrs Kinnaird is a trained ELSA and has completed a drawing through trauma course to support children with Social Emotional and Mental Health issues. Mrs Rookyard Wheatley works closely with the school Speech Therapist to support children with Speech Language and communication difficulties. Mrs Cherrington and Mrs Kinnaird are trained in screening for IRLENS and can complete this in school. The LSAs will be trained in the interventions they are using where needed. The SENDCo has completed the National SEND award and is attending courses on a variety of conditions to further train the staff in school.

**HADLEIGH COMMUNITY PRIMARY SCHOOL SEND LOCAL OFFER (SCHOOL’S CONTRIBUTION)**

Outlined below are examples of support available through the school and Local Authority offer:

<b>Schools Local Offer</b>	Universal	<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Learning mentors (peer and staff)</li> <li>• Broad and balanced curriculum, appropriately adapted to meet with needs of individuals</li> <li>• Home school communication</li> </ul>
	Additional	<ul style="list-style-type: none"> <li>• Access to an LSA in identified lessons</li> <li>• Interventions run by LSA or Class teacher</li> <li>• Support at break and lunchtimes.</li> <li>• Adapted curriculum.</li> <li>• English booster group</li> <li>• Maths booster group</li> <li>• Peer reading</li> <li>• Supported reading</li> <li>• Individualised spelling programmes</li> <li>• Self-esteem and self-confidence programmes</li> <li>• Positive behaviour programmes</li> <li>• Small group work supported by the LSA</li> <li>• Pastoral Support Plan</li> <li>• Behavioural Support Plan</li> <li>• Pupil Profile which sets out specific, small, measurable steps for progress.</li> <li>• Enhanced home school communication via Seesaw or home school contact book.</li> </ul>



	Exceptional	<ul style="list-style-type: none"> <li>• Individual TA support</li> <li>• Time out systems</li> <li>• Enhanced ICT access with access to specialist hardware</li> <li>• Adapted environment including provision of specialist equipment and seating</li> <li>• Highly modified curriculum</li> <li>• Individualised programmes, working towards independence and enhancing self-care</li> </ul>
Local Authority Local Offer		More detailed information can be found on the website <a href="https://www.suffolklocaloffer.org.uk/">https://www.suffolklocaloffer.org.uk/</a>

**HOW WILL WE SUPPORT YOUR CHILD WHEN THEY ARE MOVING TO ANOTHER CLASS OR LEAVING THIS SCHOOL?**

We recognise that ‘moving on’ can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

When moving classes each September, information, including data, SEND paperwork, Pupil Profile and details of interventions, is shared with the next teachers. LSAs, including those working 1-1 with a pupil, also meet to pass on information.

If your child is moving to another school we make sure that all records about your child are passed on as soon as possible. SEND records are collated and passed directly to the SENDCo of the appropriate receiving school.

**Primary to High school transition:**

- The High School SENDCO meets with primary school SENDCO during the Summer Term to ensure that information is shared between schools.
- Year 6 pupils with SEND may be invited to attend an additional transition day as extra reassurance.
- SEND pupils are supported by the High school SEND team on the ‘main’ year 6 Induction Day.
- Year 6 ELSA pupils also have additional small group sessions with Mrs Austin to support them with transition to the high school.

**COMPLAINTS**

We hope that school and parents work together for successful outcomes for pupils on the SEND register and that any complaints about SEND provision will be rare. If there should be a concern, the process outlined in the school’s complaints procedure should be followed. This procedure can be found on the school’s website: - <https://hadleighcp.school/our-school/policies/> under the section Virtual Office then Parent Information then Policies. Alternatively, the school office will provide you with a paper copy of the procedures.

