



SEND Information Report

Adopted Date: **30/03/2026**

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*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.*



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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://hadleighcp.school/key-info/send/>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Area of need and what that could look like	Examples of provision within school
Communication and Interaction 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. Possible SEND – speech language & communication difficulties or disorder, Autistic Spectrum Disorder (ASD)	• Adapted curriculum through quality first teaching. • Social Skills Groups. • Use of visual symbols and visual timetables. • Assessments, advice, support and provision of resources from a Speech Therapist. • Speech and language therapy carried out by LSA's during school time. • Home/School link books or daily updates on tapestry or Seesaw. • Talking Partners intervention. • Mentoring.
Cognition and Learning 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 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.	• Adapted curriculum through quality first teaching • Small teaching groups or 1:1 sessions with Teacher or LSA • Wave 1 and 2 Interventions • Wave 3 Intervention programmes e.g. Catch Up Literacy, Beat Dyslexia • English booster groups / Maths booster groups • Individualised spelling programmes • Supported reading/ comprehension



Possible SEND – Dyslexia, Dyspraxia Dyscalculia, Global Developmental Delay, Moderate Learning Difficulties, Severe Learning Difficulties	• Precision teaching intervention • SNIP spelling programme • Adaptive technology. • Reading pen
Social Emotional and Mental Health Difficulties 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, or be depressed. All these may affect a child's learning. Possible SEND – Attention Deficit Disorder (ADD), Attention Deficit Hyperactive disorder (ADHD), Attachment disorder.	• TAC process • Mentoring • Rewards and Motivators • Clear and concise instructions • Consistent staff approach • Safe 'go to' place in school • Transition plans • Designated member of staff or 'go to' person • The Cove Club • ELSA. (A specially trained ELSA-Emotional Literacy Support Assistant.)
Sensory and/or Physical Needs 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. Possible SEND - Cerebral Palsy, Spina Bifida, physical disability, visual impairment including IRLN, hearing impairment or multi-sensory impairment	• Specialised equipment e.g. ICT, PECS, specialised furniture or adaptations like sloping desks, ear defenders or 'move and sit' cushions. • Scribe support • Gym Trail • Coloured overlays, coloured copies of worksheets or workbooks • Adaptations to the school environment if necessary; like changing the background colour of the Interactive Whiteboard. • The school is already physically accessible for pupils with mobility difficulties. • P.E. lessons will be adapted where needed either through the equipment used or activities set.

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Lynette Cherrington.



I have 6 years experience in this role and have worked as a class teacher previous to this for 24 years. I am a qualified teacher.

I achieved the National Award in Special Educational Needs Co-ordination in November 2019.

I am a qualified Irlens screener and have completed Mental health first aid course. I constantly update myself with new training around many different subjects.

I work four days a week to manage SEN provision.

Assistant SENCO

Our assistant SENCO is Miss Shelley Horwood.



I have been in this role for a year and also work as a nursery class teacher four days a week.

I have undergone The Suffolk Special Educational Needs Coordinator (Safer Early Year) training. I am completing my NPQ for SENCOs.

Pastoral Lead and SEN Support

Our pastoral lead and SEN support is Mrs Shelley Kinnaird.



I have worked in this role for eight years.

I am the lead Emotional Literacy Support Assistant for the school. I am Trauma informed in ELSA, I am mental health champion, drawing and talking practitioner and Irlens Screener.

Specialist Speech and Language Learning Support Assistant

Our specialist speech and language learning support assistant is Miss Kerry Collins.

I have worked within the school since October and within this role I have 11 years experience.

I am Elklan Trained at both a level 1 and level 2. I am also Speech and Language link trained. I work closely with our school speech and language therapists, meeting with them fortnightly.

Emotional Literacy Support Assistance

Our Emotional Literacy Support Assistant in Early Years and Key Stage One is Mrs Sharon Weaving.



Our Emotional Literacy Support Assistant in Key Stage One and Two is Mrs Karen Austin.





High Needs Funding Learning Support Assistants

We have a team of learning support assistants who may be directed to work with individual pupils who have high levels of needs. You will be informed by the SENCO if your child meets this criteria. The staff undergo specific training that is relevant for the child they work with.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Learning Support Assistants

We have a team of Learning Support Assistants which work within each phase of the school. They are trained to deliver interventions to support children to close the gap between their learning and their peers.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

Speech and language therapists

Educational psychologists

Occupational therapists

Physiotherapist

GPs or paediatricians

School nurses

Community Nursing Team

Specialist / Health Visitors

Child and adolescent mental health services (CAMHS)

Mental Health Support Team (MHST)

Specialist Education Services (SES)

Education welfare officers

Social services and other local authority (LA)-provided support services

Voluntary sector organisations

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

Class Teacher	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 at the end of the school day or email them via the school office (office@hadcps.uk). Please make sure you mark the email for the attention of the specific teacher and it will be forwarded to the teacher concerned.
SENDCo	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 our website for details of how to contact her.

IN THE FIRST INSTANCE Class Teacher	The Class Teacher is responsible for: - Ensuring that all pupils have access to good or outstanding teaching and that the curriculum is adapted to meet your child's individual needs. - Knowing the needs of the pupil and planning lessons accordingly to meet those needs. - Checking on the progress of the child and identifying, planning and delivering any additional help, (this could be things like targeted work, additional support). - Communicating specific targets to the pupil and sharing and reviewing these with parents at Parents' Evenings or at other meetings. - Providing specific feedback to the child on what they have achieved and how they can progress through regular marking of your child's work. - Ensuring all members of staff working with the pupil in school are aware of his/her individual needs and/or conditions and what specific - Adjustments need to be made to enable them to be included and make progress. - Requesting training that is relevant to the needs of groups or specific pupils.
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SENCO Special Educational Needs and Disabilities Coordinator The SENCo at Hadleigh Community Primary School is Mrs. Lynette Cherrington. She can be contacted at 01473 822161 or senco@hadcps.uk.	The SENCo is responsible for: • Coordinating all the support for pupils with special educational needs and/or disabilities (SEND) • 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... • 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. • The implementation of the SEND policy • Advising school staff of recommended strategies to support individual pupils with SEND • Assisting in the organisation of training for staff on SEND matters. • Assisting in the research of, purchase and deployment of resources prepare, delivery of INSET and the monitoring of their efficient and effective use.
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4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are constantly monitoring for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they will identify if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN needs.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO in collaboration with parent, carer and class teacher will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO and class teacher will work with you to create a SEN support plan for them.

The different kinds of support are described in waves:

1. Wave 1 describes quality first teaching which considers 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

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.





As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and alter the provision to meet the needs of your child.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class will meet you three times a year, to:

Set clear outcomes for your child's progress

Review progress towards those outcomes

Discuss the support we will put in place to help your child make that progress

Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher via [tapestry/seesaw](#).

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

Attend meetings to discuss their progress and outcomes



Discuss their views with a member of staff who can act as a representative during the meeting

Complete pupil perceptions with a range of pupils to discuss how they feel they are supported within school.

8. How will the school adapt its teaching for my child?

Your child's teacher/s 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a child-by child basis to make sure the adaptations we make are meaningful.

See Provision Map on the school website

These interventions are part of our contribution to Suffolk County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

Monitoring and Evaluation of SEND provision for a pupil.

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.

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 pupils accessing additional intervention(s), progress is measured against specific targets. Their attainment is measured at the beginning and end of the intervention. Progress in meeting the targets is measured as and when targets are met and new targets set accordingly.

Progress is formally reviewed with parents termly in line with the Parents' Evenings calendar.

Parents/ carers are involved with this termly monitoring of progress. At this point, Pupil Profiles, One Page Profiles or EHCP Trackers will also be reviewed and amended as necessary. Wherever appropriate, the pupil will also be involved in the review of their progress and the setting of new targets.

Should a pupil have closed the gap in their learning, their name will be removed from the SEND register and parents will be informed.

At the end of the Summer Term the Pupil Profile, One Page Profile and EHCP tracker will be reviewed and outcomes recorded. It will be continued in the following school year.

EHCP

Education, Health Care Plans (EHCP) may be needed for children with the most complex special educational needs. An Education, Health and Care Plan is legally enforceable and sets out your child's special educational needs and the provision they need in education, health and social care to cater for those needs.



If a pupil does not make sufficient progress despite support and interventions using the **ASSESS - PLAN - DO – REVIEW model** it may be necessary to consider a referral to the Local Authority for consideration of an EHCP.

The EHCP needs assessment is a detailed assessment completed by the Local Authority to determine what your child or young person's needs are and the additional support they need.

As this is such a complex procedure, Mrs. Cherrington is able to give guidance and support with this process, including using her expertise and experience to advise whether a pupil's needs are sufficient to warrant referral for consideration of an EHCP.

The progress of pupils with an EHCP is reviewed the same as all other pupils on the SEND Register and formally at an Annual Review with all adults involved with the child's education, the pupil and the parent/carers.

10. How will the school resources be secured for my child?

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 with complex need can be supported within budget constraints.

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.

Within the school nursery we can access inclusion funding. This funding is applied for based upon emerging needs that your child may have. It is reviewed termly while it aims to support us to close the gap within your child's development prior to starting school.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More LSA hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

No pupil is ever excluded from taking part in any activities because of their SEN needs or disability and we will make whatever reasonable adjustments are needed to make sure they can be included as long as it is safe for the child and all involved.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



When parents inquire about a child starting HCPS the office staff will ask whether the child has any Special Educational Needs. If this is the case a meeting is arranged between the SENCo/ assistant SENCo to ensure we are able to meet the child's needs and the child will be able to thrive within our school.

When we receive a consult we carefully analyse the needs of the pupil and any provision in Section F of the EHCP to ensure we can meet the child's needs. We will discuss the needs of the child with the parents where possible before submitting the consult.

13. How does the school support pupils with disabilities?

We endeavour to reach the needs of all pupil with disabilities. We seek advice from outside agencies to ensure we are meeting their needs to the best of our abilities.

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.

The three playgrounds and field can be accessed via a slope.

14. How will the school support my child's mental health, and emotional and social development?

We use the Zones of Regulation throughout the school and this has been embedded into classroom practice.

When children present with emotional needs the class teacher can refer them to our ELSA team. Mrs Kinnaird will triage the child and decide who and what support the child needs.

The team can also provide resources for parents without working with the child.

Once every half term the SEND team alongside our Mental Health lead meet with the MHST (Mental Health School Team.) we discuss children with parental consent and they provide advice and guidance for parents where needed.

Bullying is not tolerated within our school and this will be dealt with swiftly.

15. What support will be available for my child as they transition between classes or settings?

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.

Transition booklets are created for classes and these will be sent via Seesaw/ Tapestry.

When moving classes each September information; including data, SEND paperwork, Pupil Profile, one page profiles, EHCP trackers and details of interventions is shared with the next teachers. LSAs, including those working closely with a specific 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. Where needed the SENCo will phone the new school to discuss your child.

Transitions into Early Years:

- Within the Summer Term Early Years staff will contact and endeavor to meet with your child within their current setting and discuss the child with their keyworker.
- Your child will be offered a transition visit with yourself to visit the setting.
- A booklet will be sent to you with all the information needed and photos of the environment.
- Meeting can be arranged with the SENCo or Assistant SENCo in addition to meeting the Early Years staff.

Primary to High school transition:

- The High School SENCO meets with primary school SENCO 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.
- Members of MHST come into school to work with the Year Six students around transition.

16. What support is in place for looked-after and previously looked-after children with SEN?

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

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.

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.



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.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Suffolk County Council Local offer has lots of advice and support, it can be found at:
<https://www.suffolklocaloffer.org.uk/>

You can also contact SENDIASS for support, they can be found at:
<https://suffolksendiass.co.uk/>

National charities that offer information and support to families of children with SEN are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

<https://www.autism-anglia.org.uk/>



19. Glossary

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages