Capel St Mary CEVC Primary School

SEND Information Report

Areas of need

Cognition and Learning

May have difficulties with the skills needed for effective learning:

- Language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem-solving and concept development skills
- Independent learning skills
- Information processing

Specific learning difficulty e.g. dyslexia, dyscalculia, dyspraxia.

Communication and Interaction

- **Interaction skills**: May have peer relationship difficulties. May not be able to initiate or maintain a conversation.
- **Understanding/Receptive language**: may have difficulties understanding or processing spoken language.
- **Speech/expressive language**: may use simplified language and limited vocabulary. Phonological awareness may be poor.

Sensory and/or Physical Needs

- Specific medical conditions
- Gross/fine motor skills
- Physical disabilities
- Hypermobility
- Visual impairment
- Hearing impairment
- Hyper sensitivity to noise/smell/light/touch/taste

Social, Emotional and Mental Health Difficulties

May have difficulties with social and emotional development:

- Social isolation
- Attention difficulties
- Anxiety and depression
- Attachment difficulties
- Low self-esteem/confidence
- Low self-image

Points of Contact

- Class Teacher
- SENCo – Mel Haigh
- Head Teacher – Andrew Frolish
- SEND Governor – Christine Wheeler
- SENDIASS
  www.suffolksendiass.co.uk - 01473 265210

Tel: 01473 310386
E:mail : admin@capel-st-mary.suffolk.sch.uk

What should I do if I think my child has SEND?

If you have any concerns please come and talk to us.

At our school we acknowledge the importance of the early identification of Special Educational Needs, as outlined in the *SEND Code of Practice 2014.*

The SEND policy can be found on the schools website.

Children who are experiencing difficulties are identified and assessed by:

- Discussions with colleagues, parents and carers
- Observation
- Pupil Progress meetings
- Reading and Phonics tests
- Data analysis
- Specific standardised assessments

Identifying children with SEND

How we involve you:

- Parent questionnaires
- Reviewing the SEND Information report
- Reviewing the SEND policy
- Phone conversations around progress
- Email/ Phone conversations
- Class Dojo
- Open session to share children's work
- Open afternoons to work with your children
- Informal conversations
- Written reports
- Parents evenings
- Community church services
- Stay and Play
- Open door policy

Working with Parents

How we involve you if your child has Special Educational Needs:

- Annual review meetings for EHC Plans
- Joint target setting
- Reviewing of individual support plans
- Regular meetings/conversations
- Meetings with outside agencies in school e.g. Speech and Language therapists
- Participate in sessions with outside agencies

How we involve your young people:

- Pupil Questionnaires
- School Council
- Self-Assessment in class
- Sharing pupils individual targets
- Class assemblies
- Monitor responsibilities
- Planning their own learning
- Organising charity events
- Reviewing school policies

Working with Young People

How we involve your young people with Special Educational Needs:

- One page profile
- Annual review meetings for EHC Plans
- Joint target setting
- Reviewing own targets on individual support plan
- SEND Questionnaire

Parents/carers play an integral part in the assessment, review and evaluation process at our school. We work in partnership to ensure the needs of all children are met.

Assessing and Reviewing Progress

Assessment

Early Years Foundation Stage Profile at the end of reception

- Phonics assessment every half term in EYFS and KS1
- Continual teacher assessments throughout all lessons
- End of unit assessments
- Data collection in all subjects
- Pre and post intervention assessments
- Multiplication test in year 4
- Phonics Screening Check in Year 1
- Formal assessments at the end of every term from years 1 to 6
- Reception Baseline Assessment within the first 6 weeks
- Key Stage 2 National Curriculum Tests

Review

- Termly review of SEND School Based Support Plans
- Termly review of Education, Health and Care support plans
- Termly Pupil progress meetings held with teachers, and Headteacher
- Parents evenings to discuss progress and provision
- Open sessions to share work
- Annual review meetings for EHC Plans
- Annual review of one page profiles

Evaluate Effectiveness

- Comparison of schools performance
- Termly meetings with SEND Governor, acting as a critical friend
- Evaluate effectiveness of interventions to ensure that pupils are closing the gap within their learning
- Evaluate effectiveness of Provision map
- Progress of SEND pupils analysed and evaluated termly

We ensure that all children are appropriately involved at all stages taking into account their levels of ability and understanding.

This process will be used to give us the knowledge and understanding we need to make informed decisions in order to provide the best provision for every child.

Supporting transition

We support transition to High School by:

- Additional visit to High School
- Liaise with High School SENCo
- High School activity days and workshops
- Provide additional adult support during high school activity days
- High school staff visit pupils in our school and lead activities
- High school pupils visit to talk about High school experiences
- Close links with Local High Schools
- Transfer days
- One Page Profiles
- High School staff invited to Annual review for SEND pupils

We support transition between classes/Key stages by:

- Transition days to visit to new class and meet the teacher
- Additional visits to new class and new environments for SEND pupils
- Open session for parents to meet the new teacher
- Transition books created before a class move for SEND pupils
- Liaison between SENCo, class teachers and parents/carers
- Liaison meetings between teachers to share information
- One Page Profiles
- Additional adult support during transition days for SEND Pupils
- LSA liaise to share information
- SEND children will have opportunities to work with their new teacher and LSA's during summer term
- Pupils talk about new unit experiences

We support transition from another school by:

- Visit to new class and meet the teacher
- Additional visits to new class and environments for SEND pupils
- Opportunity for parents to meet the new teacher
- Liaison between SENCo, class teachers and parents/carers
- Liaison emails/phone calls between schools to share information
- One Page Profiles
- Sharing data
- Learning support plans or EHC plans for SEND Pupils

We support transition when starting school by:

- One visit session with parents
- Additional visits with parents for SEND pupils if needed
- Visit(s) without parents
- Parents have an opportunity to share information with class teacher
- Transition meetings for SEND pupils with SENCo, Class teacher, parents, Health Visitor, Nursery Keyworker

Teaching children with SEND

- Adaptations to Teaching
- Dyslexia
- Dyslexia friendly resources ASD (Autism Spectrum Disorder)
- Neuro Inclusive Classrooms
- SEND pupils identified on planning
- Adapted resources
- Learning Support Assistant to provide supported Learning
- Teachers provide support and challenge
- One to one support given if needed
- Visual timetables, Now and Next boards, TEACCH baskets
- Interactive whiteboards with pastel colour backgrounds
- Specific interventions carried out by experienced, trained staff to support learning
- Class teachers are aware of the needs of each individual child
- Teachers ensure appropriate resources are provided
- SENCo ensures all staff understand the individual needs of SEND pupils
- Regular learning walks and book scrutinies by the SENCo and SLT to monitor SEND provision
- Reports by outside agencies shared with all necessary staff
- Scaffolding used to support pupils learning
- Pupil Perceptions by the SENCo to monitor SEND provision

All teachers are teachers of SEND children.

<u>Adaptation to Learning Environments</u>

- Writing slopes
- Coloured overlays, Coloured glasses
- Individual workstations
- Chunky pencils, pencil grips
- Wheelchair accessible toilets
- Wheel chair accessible building
- ICT e.g. sound tins, laptops, Dictaphone
- Disabled toilet
- Fidget toys, Wobble cushions
- Sensory Space

Quality first teaching allows all children to be the best they can be.

Expertise and Training of Staff

External Supporting Bodies

Other professionals are consulted when further expertise and knowledge is required to support the needs of the children and their families.

- Speech and Language therapist to advise staff and deliver programmes
- Early Help Assessment referrals made when appropriate
- Support from Local Authority Family Services when required for advice
- Looked After Children Support Service support children under the care of the local authority
- Support from Specialist Education Services biannually and when required for advice

SENCo

- SENCo has completed the National Award for SEND coordination
- SENCo is a qualified, experienced teacher
- SENCo attends half termly Community Inclusion Forums
- SENCo attends training
- SENCo ensures all staff are informed of SEND developments
- SENCo seeks advice from specialists for additional expertise
- SENCo has completed the Autism Champions programme
- SENCo attends termly SENCo forums

All Staff

- All class teachers are highly trained to support children with a wide range of needs
- Learning Support Assistants receive regular training opportunities
- Staff are dyslexia friendly classroom trained
- Staff are trained in creating Neuro-inclusive classrooms
- Some Learning Support Assistants are Makaton trained
- Some Learning Support Assistants are trained to deliver Gym Trails, behaviour support programmes, Speech and Language programmes
- Some staff are Epipen trained
- Some staff are trained to support children with epilepsy
- Staff inset on SEND Strategies
- Learning Support Assistants support children with health, medical, physical, behavioural and learning needs

The local Authorities Local Offer can be accessed via this link
http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page

Access for All

- The guidance detailed in the Equality Act 2010 is adhered to
- Use of additional funding to support families with the costs of trips and residential visits
- Provide additional support so all pupils can participate fully in educational visits and residential visits
- Children have supervised access to a variety of after school and lunch time clubs
- Extra support is provided to enable all to participate in extra-curricular activities
- The accessibility of venues is carefully considered during the planning stages to enable all pupils to participate
- Additional support is provided during playtimes and lunchtime to enable children to participate fully and safely

Support for Emotional and Social development

- Annual – actively participate in Anti-Bullying Week
- Behaviour policy includes guidance on expectations which is implemented across the school
- Staff model treating everyone with respect
- Collective Worship supports the schools Christian ethos
- PSHE lessons promote and support the social and emotional development of the children as well as providing a platform to discuss issues around bullying
- Cyber bullying is covered with both Computing and PSHE curriculums
- Trained Learning Support Assistant deliver programmes for children with Social and Emotional difficulties

Complaints

For our complaints procedure please visit the school website – Complaints Policy

Reviewed: May 2026

Next Review Date: May 2027