

Bucklesham Primary School SEND Information Report

Special Educational Needs and Disability (SEND)

(updated March '25)

Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Information Report. The intention of the Information Report is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area. Our school provision is part of the Information Report for Suffolk.

Bucklesham is an inclusive school. We ensure that pupils are included in all aspects of learning and school life throughout our school.

From time to time, some children require additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support.

Our Information Report describes the range of provision and support available to support identified children as and when appropriate. This Offer is subject to change depending on budgetary constraints and policy review. For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Higher Needs Funding.

How does Bucklesham Primary School know if children need extra help?

We regularly observe, assess and report the progress of children to be able to identify those who are not progressing as we expect.

We also know if:

- concerns are raised by parents/carers, teachers, teaching assistants, learning support mentor team or the pupil's previous school/setting
- there is lack of progress in key areas
- low assessment scores
- there is a change in the pupil's behaviour
- a pupil regularly asks for help
- the child has existing identified special educational needs

What should I do if I think my child may have special educational needs?

- If you have concerns, then contact your child's teacher or Mrs Cordle the SENCO.
- Miss Rudge is the Headteacher and is available most days after school in the playground. Mrs Cordle is available on a Thursday and Friday. Please feel free to arrange an appointment at a time which is suitable for you. Our office staff will help arrange this.
- If you are a prospective parent with a child with additional needs, then you are very welcome to visit the school and talk to Miss Rudge/ Mrs Cordle and/or our Chair of Governors Charlotte Gammons.

How will I know how Bucklesham Primary School is supporting my child?

- Each pupil's education programme will be planned by the class teacher. It will be adapted accordingly, to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class or reasonable adjustments to the learning area or task to support learning in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, Maths & English skills etc. then the pupil may be placed in a small focus intervention group. This will be run by a teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- In addition to interventions, Bucklesham Primary School offers focused teaching during English and Maths within or outside of their usual classroom for children who are significantly below or above the other pupils in their class.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Headteacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented by the SENCO.
- The SENCO will call all parents with children on the SEN register termly to keep them informed and discuss any issues that arise.

Occasionally a pupil may need more expert support from an outside agency such as;

- Specialist Education Services
- Educational Psychologists
- The Child and Adolescent Mental Health Service
- Social Services
- The School Nurse
- Speech and Language Therapists
- Occupational Therapists
- Family Services

We obtain parental permission before referring a pupil to an outside agency for support with their learning etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

- The Governors for Bucklesham Primary School are responsible for entrusting a named person, Mrs Charlotte Gammons, to monitor Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

How will the curriculum be matched to my child's needs?

High quality classroom teaching is the key to learning at school. A broad, balanced and creative curriculum offers learning matched to pupils' ability.

- Learning opportunities are designed so that all pupils in the class can take part using a variety of teaching methods including those designed to meet the needs of learners who respond better when taught in a visual or kinaesthetic way.
- In some lessons, pupils are grouped with others that are working on similar targets.
- Additional adult support may be used in a variety of ways: small groups, one to one support in or out of class, or to support the class teacher to plan for or work with a pupil or pupils with special needs.
- If appropriate the child might be moved or the learning environment will be adapted and specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips, easy to use scissors, chair bands, fidget toys.

How will I know how my child is doing?

- You will be able to discuss your child's progress at the two termly Parents meetings with your child's class teacher and you will be offered regular phone calls/face to face meetings with the SENCO, where appropriate.
- Appointments can be made to speak in more detail to the class teacher or SENCO by phoning, sending a Dojo message or visiting the school office.
- Some children with SEN will have Support Plans which can be used to target children's needs more carefully. Targets are usually set by the class teacher. Parents/carers and pupils are encouraged to contribute their input to the process at regular intervals.
- Children with EHC plans have an annual review meeting a year from the point their EHCP was awarded.

How will you help me to support my child's learning?

- The class teacher may suggest ways of supporting your child's learning through targeted home support, at parents' evenings or if you are requested to attend a meeting.
- Miss Rudge, Mrs Cordle (SENCO) or the class teacher may meet with you to discuss how to support your child in class or share strategies to use if there are problems with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved, suggestions that are offered can be developed and used at home.

- Strategies for supporting your child at home will also be detailed on your child's support plan.

What support will there be for my child's overall well-being?

- The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. Well-being is taught across the school through our PSHE programme, and additional interventions include our Hamish and Milo well-being group support and peer mentoring.
- Safeguarding and child protection procedures are in place. The Designated Safeguarding Lead is Miss Rudge and her Alternates are Jo Nash and Rebekah Cordle
- Our behaviour policy is followed by all staff.
- Attendance is monitored regularly to ensure all children have good attendance and arrive punctually. Please speak to Mrs Nicholls in the school office if you would like more information about attendance.

Pupils with medical needs

- If a pupil has a medical need then a Care Plan is compiled by Miss Rudge in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- All staff receive basic First Aid training in addition to those that are already fully trained, however if additional training is required in order to meet the needs of the pupil, then all staff involved will undertake the training.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medication agreement in line with the medication policy is in place to ensure the safety of both child and staff member.

What specialist services and expertise are available at or accessed by the school?

Sometimes we need to consult an outside agency for their more specialist expertise. The agencies we work with are listed below.

- Specialist Education Services
- Educational psychologists
- The Child and Adolescent Mental Health Service
- The Emotional wellbeing hub
- Social Services
- School Nurse
- Speech and Language Therapists
- Occupational Therapists
- Family Services

What training are the staff supporting children and young people with SEND having?

Training opportunities are regularly offered to staff resulting in the expertise listed above. If a child with a specific condition is to be educated at our school, appropriate training will be given.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

- Our school is fully wheelchair accessible, there is a wheelchair accessible toilet and all doors are wide enough for wheelchair users.
- Pupils' specific learning needs are supported through the use of technology (computers, radio aids) where appropriate.
- The Governors for Bucklesham Primary School monitor and review the accessibility plan. The accessibility plan is available under the key documents section of our school website or can be obtained from the school office.

What steps are taken to ensure children are treated equally?

As a school we will make reasonable adjustments to ensure children are treated equally. This may include

adaptations to the curriculum, teaching strategies and learning environment. We also ensure all children have the opportunity to access activities and trips outside the school grounds.

How will the school prepare and support my child when joining Bucklesham Primary School or transferring to a new school?

Bucklesham Primary School understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- A robust transition plan is put in place for pupils who need it.
- Meetings between the previous or receiving schools prior to the pupil joining/leaving.
- Mrs Cordle or Miss Rudge, where appropriate, attends the SENCO Transfer meeting for Y6 pupils.
- All pupils have a transition session where they spend the morning with their new class teacher.
- Miss Rudge is always willing to meet parents/carers prior to their child joining the school.
- Many of the local high schools run extra transition sessions with vulnerable Y6 pupils before transition up to KS3, which we apply for.
- Where a pupil may have more specialised needs, a separate meeting is arranged with Miss Rudge or the class teacher, the secondary school SENCO, the parents/carers and where appropriate the pupil.

How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- If any concerns are raised on completion of the assessments Miss Rudge will investigate further support or advice from outside agencies if required with permission from parents.
- When a pupil needs additional support, the school applies for Higher Needs Funding from the local council in order to meet their needs.

How is the decision made about how much support my child will receive?

- Support is allocated based on need, decided at Pupil Progress Meetings and in Support Plan review meetings. Usually, in consultation with class teachers, the SENCO will allocate teaching assistants to individuals or small groups to support in class or in other focus groups tailored to the pupils' needs.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.
- Pupils with an Education and Health Care Plan (EHCP) will need additional support which will be outlined in the plan.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher/SENCO.
- During parents evenings.
- During discussions with Miss Rudge or other professionals.
- Parents are encouraged to comment on their child's education plan with possible suggestions that could be incorporated.

Who can I contact for further information?

- If you want more information or have concerns, please see your class teacher, Mrs Cordle the SENCO or Miss Rudge via the school office.
- The Suffolk SENDIASS, is a free, independent and confidential service that supports parents of children with special needs. You can contact them on 01473 265210.
- If you have a complaint or concern please refer to the school's complaints procedure which is available from the school office upon request.
- The Suffolk Local Offer can be accessed here - <https://www.suffolklocaloffer.org.uk/>

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

Interventions at Bucklesham Primary School

Social Skills programmes/support including strategies to enhance self-esteem run by trained teaching assistants

- Lego Therapy
- Hamish and Milo wellbeing group
- CAMHS advice (Child and Adolescent Mental Health Service)
- An open door for parents to come to school and share their knowledge of their child
- Chair bands
- Nurture Pod
- Social Stories

Access to a supportive environment - IT facilities/equipment/resources (inc. preparation)

- Laptops and iPads available for children who would benefit from access to this technology
- Clicker 8 to support with literacy
- Use of sound system for hearing impaired children
- Distraction Boards
- Now and Next timetables
- Specific work stations

Strategies/programmes to support speech, language and communication

- Programmes put in place by Speech and Language Service actioned in school by trained support staff
- Visual timetables
- Visual prompts to support learning
- In house speech and language support delivered by trained support staff
- PECS (Picture Exchange Communication System) trained support staff
- Staff trained in the use of communication aids where appropriate

Mentoring activities

- Individual/small group weekly mentor sessions
- Peer mentors to support with conflict resolution
- Hamish and Milo wellbeing groups

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

- Motor skills united programme/Write from the start
- Hand Gym
- Sensory circuits
- Resources such as seat wedge, writing slope, pencil grips, chair bands
- Activities/advice from Occupational Therapists

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Regular meetings with outside agencies such as the SES with individual programmes of support that are put together with parents
- Access via referral to School nurse, CAHMS
- Visits from Suffolk Mind/Jot the Robot team
- Hamish and Milo wellbeing groups
- Peer support through peer mentoring.

Strategies to support/develop literacy inc. reading

- Multi-sensory learning
- Visual support
- Catch up phonics sessions
- Beat dyslexia intervention
- ACE Spelling dictionaries and electronic spelling checkers
- Whiteboards with sound buttons
- Voice recorders
- Clicker 8

Strategies to support or modify behaviour

- Individual Behaviour Plans
- Individual support from a teaching assistant
- Referral to other agencies within Suffolk
- Early Help Assessment (formally CAF)
- Parent Partnership officer support for families
- Triple P parenting course
- Hamish and Milo wellbeing group
- Visual prompts
- Emotions resources
- Access to nurture area

Strategies to support/develop numeracy

- Numicon (both in small groups and as a classroom resource)
- Manipulatives and concrete apparatus to support learning concepts
- TEEMUP Maths resources and training for staff
- TT Rockstars to support learning of multiplication facts
- 1:1 Plus 1 interventions where necessary

Provision to facilitate/support access to the curriculum

- Adapted work in class
- Modifications to the curriculum - aids to access curriculum as recommended by other professionals
- Assessment by SENCO/Advisory teacher
- Modifications to learning environment, separate work space where necessary.

Strategies/support to develop independent learning

- Individual programmes with targets and rewards
- Tasks broken down into small achievable steps
- 'Now, next, then' approach to tasks
- Extra responsibilities in class
- Separate workspace/distractions board

Support/supervision at unstructured times of the day including personal care

- Teaching assistant support for children with more complex SEND
- Structured playtimes where appropriate
- Quiet lunch club

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Working together with parents to formulate a plan of action
- Shared outcomes of assessment to plan a way forward
- Multi agency meetings both formal and informal
- Preparation of application for request for EHC Plan if appropriate
- Parent forums to discuss where extra support is needed

- Parent involvement in referrals to outside agencies

Access to Medical Interventions

- Work with School Nursing Service to support children with medical protocols
- All staff are First Aid trained
- Children's medical condition requirements are made aware to all staff so appropriate action can be taken.
- Additional training for specific conditions and to meet each individual child's needs.