

Bucklesham Primary School SEND Information Report

Special Educational Needs and Disability (SEND)

(updated April 2026)

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 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.
- 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. 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 (see appendix) 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 and SENCO 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.

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

- Specialist Education Services
- Educational Psychologists
- Social Services
- The School Nurse
- Speech and Language Therapists
- Occupational Therapists
- Statutory SEND 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, 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 however, parents/carers and pupils are encouraged to share their views at regular intervals.
- Children with EHC (Education and Health Care) 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.
- 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 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 (see appendix) include our Hamish and Milo well-being group support, 1:1 talk sessions with our wellbeing TA 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 and the class teacher. 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
- Statutory SEND 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.

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, ipads, radio aids or hearing loops) 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 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 (see appendix) 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.
- If parents would like more communication about their child, a meeting can be arranged with the class teacher and/or SENCO through contacting the school office.

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.

Mrs Cordle
SENCo

Appendix:

Interventions at Bucklesham Primary School

Communication and Interaction

- Speech and Language programmes delivered by trained staff following specialist advice
- Visual timetables, now/next boards and consistent visual prompts across the school day
- Use of PECS and alternative communication aids where appropriate
- In-house speech and language interventions delivered by trained staff
- Language Link interventions to support understanding and vocabulary development
- Social Stories to support understanding of routines, expectations and social situations
- Staff trained to adapt communication, simplify language and model appropriate interactions

Cognition and Learning

- Adapted classroom work and scaffolded tasks to meet individual learning needs
- Use of laptops and iPads to support recording and access to learning
- Multi-sensory teaching approaches to support engagement and retention
- Catch-up phonics, spelling interventions and dyslexia-friendly strategies
- Use of Numicon, manipulatives and concrete resources to support mathematical understanding
- 1:1 Plus 1 (maths) and small group interventions for targeted support
- Tasks broken into small, achievable steps using 'Now, Next, Then' approaches
- Use of writing aids, visual supports and working walls to reinforce learning

Social, Emotional and Mental Health

- Lego Therapy and Hamish & Milo wellbeing groups to develop social skills and resilience
- Weekly or regular check-ins with wellbeing staff to monitor emotional needs
- Nurture provision and access to calm, safe spaces within the school
- Individual behaviour plans with clear targets and consistent strategies
- Use of emotional literacy resources to support understanding and regulation of feelings
- Peer mentoring systems to support friendships and conflict resolution
- Structured playtimes and quiet lunch clubs for children who need additional support
- Access to external agencies such as CAMHS and wellbeing services
- Close communication and partnership with parents, including Early Help support where needed

Sensory and Physical

- Sensory circuits and personalised sensory diets to support regulation
- Motor skills programmes such as Write from the Start
- Advice and programmes from Occupational Therapists implemented in school
- Use of specialist equipment including seat wedges, writing slopes, pencil grips and chair bands
- Access to alternative workstations or quieter environments where needed
- Support for hearing impaired children including use of sound systems
- Regular movement breaks and adaptations to support physical and sensory needs
- Staff trained to recognise and respond to sensory processing differences