



The Catholic Primary Schools of the Waveney Valley

SEND Information Report (2024 - 2025)



The SEND Information Report forms part of the Suffolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). The Suffolk Local Offer provides an outline of the provision available in Suffolk across Education, Health and Social Care for children with SEND.

This report should be read in conjunction with the following policies:

- SEND Policy
- Accessibility Plan
- Relationship and Behaviour Policy
- Intimate Care Policy

1. The kinds of SEND that are provided for:

We are inclusive, mainstream schools that aim to meet the needs of all learners to encourage them to achieve their full potential. We aim to develop a culture of inclusion and diversity in which everyone can participate fully in school life. Additional and/or different provision is provided for a range of needs as laid out in the Special Educational Needs and Disability Code of Practice updated (January 2015):

- **Communication and Interaction** including Autistic Spectrum Disorder/Condition, Specific Language Disorders and Speech, Language and Communication difficulties
- **Cognition and Learning** Specific Learning Difficulties (dyslexia, dyscalculia and dyspraxia) and Moderate Learning Difficulties
- **Social, Emotional and Mental Health Difficulties** that may affect behaviour and learning including Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder, Attachment disorder, Anxiety and Depression
- **Sensory and/or Physical Needs** including visual and hearing impairments, sensory processing difficulties, hypermobility and motor skills

<p>2. Policies for identifying pupils with SEND and assess their needs</p>	<p>High quality classroom teaching is the first step to providing for children with SEND. A pupil is identified as requiring additional SEND support if their attainment is significantly below their known potential or their Age Related Expectations despite high quality teaching targeted at the pupil's specific areas of difficulty. This gap may be temporary or longer lasting and may require specialist external support.</p> <p>Pupil's current attainment and barriers to learning are identified from:</p> <ul style="list-style-type: none"> ● Concerns raised by parents and/or the pupil which are then initially investigated by the Class Teacher/TA and parents and SENDCo are informed ● Information from previous schools attended including Nursery/Pre-School/Infant provision ● EYFS baseline assessments, EYFS Profile, progress data entered termly and at the end of Key Stages, Y4 Multiplication Tables Check, Y1 phonic screening test, Y2 – Y6 diagnostic PIXL Tests ● Observations from Teachers and TAs raised at Pupil Progress Meetings ● Short term interventions used to boost learning that fail to narrow the gap ● Impact of Pupil Premium interventions (pupils who are/have been in receipt of free school meals and children who are looked after by the Local Authority and Post-looked after children) ● Additional assessments may be carried out by the SENDCo <p>A summary of the children in both schools that currently receive additional support can be found at the end of this Report.</p>
<p>3. Arrangements for consulting parents of children with SEND and involving them in their child's education</p>	<ul style="list-style-type: none"> ● Discussions with parents/carers at the earliest stage of any concern will help to identify if a child has any additional/special educational needs. At this point, the Class Teacher may raise a concern with the SENDCo and parents/carers will always be informed. The pupil's progress will continue to be monitored for at least a term before a decision is made to formalise the concerns and record the pupil's need under the process of SEND Support on the school management system ● In some cases, a pupil's needs may require support from external agencies ● In the most challenging cases, when the pupil's needs have required advice or assessment from the LA's Specialist Education Services, a request may be made for an EHCP (Education, Health and Care Plan)

	<ul style="list-style-type: none"> ● If a child is at risk of suspension, short term targets may be used to support improvements to challenging behaviour as described in the School's Relationship (Behaviour) policy
4. Arrangement for consulting young people with SEND and involving them in their education	The views of the pupil are important in planning the provision that will be made for them. Pupil views may be collected from discussions with the Class Teacher/TA/SENDCo and recorded on their SEND Pupil Profile
5. Arrangements for assessing and reviewing pupils' progress towards outcomes	<p>The graduated approach of Assess – Plan – Do – Review is completed on a SEND Pupil Profile which contributes to a SEND Learning Support Plan. The SEND Pupil Profile assesses all areas of the pupil's performance, their strengths and challenges and preferred style of learning. The Learning Support Plans details targets which are reviewed at least termly.</p> <p>Evidence for compiling the SEND Pupil Profile and Learning Support Plan may come from:</p> <ul style="list-style-type: none"> ● Pupil Progress Meetings including the the Headteacher, Assistant Headteacher, Class Teacher and SENDCo ● Data from the School assessment schedule ● Teacher/TA observations ● Pupil and parent contributions ● SENDCo assessments and reports from external agencies obtained through the Local Offer
6. Arrangements for supporting pupils moving between phases of education	<p>Transition planning ensures that all children are prepared for changing classes or schools. Pupils with SEND may be given additional opportunities to ensure a smooth transition including:</p> <ol style="list-style-type: none"> 1. Class and school transition days 2. Home visits and visits to pre-school settings for all YR children 3. Early Years Taster days
7. The approach to teaching pupils with SEND	<p>Class teachers are responsible for Quality First Teaching in which appropriate provision including adaptive teaching, mastery approaches and tailored interventions which are available for all pupils. Additional provision for pupils with SEND to meet the desired outcomes may be targeted through:</p> <ul style="list-style-type: none"> ● TA support in the classroom

	<ul style="list-style-type: none"> ● Increased communication with parents/carers through Home/School contact book or a Positives book ● TA led appropriate interventions including Little Wandle Phonics, Happy to be Me and Social Skills interventions, Speech and Language Support, Sensory Circuits, THRIVE activities, Mastering Number and Numicon interventions ● Bespoke support to target individual needs including Pre-teaching, Precision Teaching and TA/SENDCo led interventions
<p>8. How adaptations are made to the curriculum and the learning environment of pupils with SEND</p>	<p>Reasonable adjustments may include:</p> <ul style="list-style-type: none"> ● A curriculum adapted with varying groupings, teaching styles and lesson content ● Access to laptops and iPads with appropriate software and applications ● Enlarged copies of work/use of coloured paper for visual stress ● Writing slopes/posture cushions/sensory adaptations ● Sound system ● Visual timetable ● Access arrangements including a reader and/or a scribe for recording information ● Personal checklists/memory pack ● Knowledge Organisers – summary of subject’s key vocabulary
<p>9. Additional support for learning that is available for pupils with SEND</p>	<p>Support can be requested from the Local Authority Support Services (Suffolk Local Offer) as well as health and social care bodies. This may include:</p> <ul style="list-style-type: none"> ● Specialist Education Services (SES) comprising the Cognition & Learning, Communication & Interaction, Sensory & Physical, Social, Emotional and Mental Health and Whole School Inclusion Services ● Children and Family Services from Suffolk County Council ● Just One Norfolk (Speech and Language Therapy)

	<ul style="list-style-type: none"> ● Occupational Therapy ● Educational Psychologist ● Sensory Support for pupils with visual or hearing needs ● School Nursing Service ● NHS Paediatrician and Neurodevelopmental Clinic (Newberry Clinic) ● Child and Adolescent Mental Health Services (CAMHS) and Supporting Smiles (previously Point 1) ● Virtual Schools for Children Looked After ● Educational Welfare Officers for attendance issues <p>Teachers and Teaching Assistants are committed to helping children who may need support with their emotional and social development. In addition, the Trust funds the support of a Pupil Support worker from the Benjamin Foundation to provide professional support.</p>
<p>10. The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured</p>	<p>Staff are trained to support children with SEND in a variety of ways to match the pupils' needs:</p> <ul style="list-style-type: none"> ● Specialist training may be available to meet specific needs of pupils ● The SENDCo is currently allocated 2 day a week to manage SEND provision across both schools ● The SENDCo has Specialist Teacher qualifications and is able to undertake cognitive assessments
<p>11. How equipment and facilities to support pupils with SEND will be secured</p>	<p>Funding to support all pupils with SEND comes from these sources:</p> <ul style="list-style-type: none"> ● The Notional SEND budget in the main school budget is used to support all children with SEND and is not pupil specific ● A SEND allocated budget is available for the SENDCo to purchase assessment tools and SEND resources as required ● HNF is an additional budget available for supporting the more complex needs of some pupils

	<ul style="list-style-type: none"> ● Allocated SEND funding from the Trust is used to fund additional training and expert advice, as required - MBUTA (Making Best Use of Teaching Assistants - supplementing not supplanting Teachers) and Inclusion Project - focused on supporting children with SEMH
<p>12. How the effectiveness of the provision made for pupils with SEND is evaluated</p>	<p>The progress of pupils with SEND is tracked by:</p> <ul style="list-style-type: none"> ● Reviewing the impact of the SEND Pupil Profile and Learning Plans ● Termly Pupil Progress Meetings ● Termly reports to School SEND Governor and Annual Report to Governors ● Parents'/Carers' and Pupil's Views
<p>13. How Inclusive are the schools?</p>	<p>All learners have the same opportunities across the curriculum, including extra-curricular activities and clubs and we are committed to making reasonable adjustments in compliance with the 2010 Equality Act to meet our children's needs.</p> <p>All pupils have the same opportunity to access extra-curricular activities. Reasonable adjustments will be made to ensure participation for all pupils with any specific requirements.</p>
<p>14. Support for improving social and emotional development</p>	<p>Examples of Early Help available in school:</p> <ul style="list-style-type: none"> ● Pupil Support Worker ● Emotional Literacy Support ● Early Help (formerly known as a CAF) ● In school Safeguarding (CPOMS) ● Bereavement Support ● Collective Worship ● Mindfulness ● PE coaches ● Community link opportunities ● Forest School Activities

	<ul style="list-style-type: none"> ● Fabulous Finish Afternoons ● Breakfast/After School Club ● Celebration Assemblies/Heart of Gold awards
<p>15. Arrangement for handling complaints from parents of children with SEND about the provision made at the school</p>	<p>Complaints about SEND provision in our schools should be raised in the first instance with the Class Teacher/Headteacher/Assistant Headteacher/SENDCo or the SEND Governor. They may then be referred to the school's complaints policy which is available on the school website.</p>
<p>16. Contact details of support services for parents/carers of pupils with SEND</p>	<p>Useful support and information can be obtained from:</p> <ul style="list-style-type: none"> ● SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service), formerly known as Suffolk Parent Partnership service, is an organisation that provides free and impartial information, advice and support about SEND for children, young people and their parents/carers ● www.suffolk.gov.uk/sendiaass 01473 265210 ● www.autism.org.uk/autismsuffolk ● www.st-benets.suffolk.sch.uk ● www.st-edmundsrc.suffolk.sch.uk ● www.autismandadhd.org ● www.suffolklocaloffer.org
<p>17. Named contacts within the school</p>	<p>SENDCo – Mrs Reynolds Headteacher – Mrs Barlow Assistant Headteacher – Ms. Lyons Governor with SEND responsibility – Mrs Williams (all can be contacted via the school office – office.stedmunds@cpswv.org office.stbenets@cpswv.org)</p>

Breakdown of Primary Area of Need as specified in the SEND Code of Practice:

Communication and Interaction (C & I)		Cognition and Learning (C & L)		Social, Emotional and Mental Health Difficulties (SEMH)		Sensory and/or Physical Needs (S / P)	
No. of pupils (St Benet's)	No. of pupils (St Edmund's)	No. of pupils (St Benet's)	No. of pupils (St Edmund's)	No. of pupils (St Benet's)	No. of pupils (St Edmund's)	No. of pupils (St Benet's)	No. of pupils (St Edmund's)
5	6	8	3	1	2	1	1

At St Edmund's there are currently 68 pupils on roll, 12 children on the SEND register (14.7%) 11 at SEND Support and 1 EHCP.

At St Benet's there are currently 72 pupils on roll, 15 children on the SEND register (19.4%) 12 at SEND Support and 3 EHCPs

The National Average of identified SEND in state-funded Primary Schools is 16% (June 2024)

Approved October 2024

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