

SEN INFORMATION REPORT



WE ARE PROUD TO TELL YOU
ABOUT HOW WE SUPPORT
CHILDREN WITH ADDITIONAL
NEEDS IN OUR SCHOOL

Who can I talk to about my child's special educational needs?



My child's Class Teacher:

They are responsible for ensuring your child is making progress and liaising with the SENDCO about the support they may need. They should be the first person you speak to about any concerns.



The SENDCo:

Lauren Arnold

She is responsible for coordinating the support for pupils with SEND, providing support for staff and communicating with parents.
l.arnold@consortiumtrust.org.uk



Senior Lead in School:

Please speak to Kirsty Cook if you cannot meet the class teacher or SENDCo for any reason.

K.cook@consortiumtrust.org.uk

The SEND Trustee: The Trust has a SEND Trustee who can be contacted through the school. They are responsible for monitoring the school's SEND Provision through regular contact with central team and school staff.

Welcome from Lauren, our SENDCo



How do teachers at my child's school identify and assess pupils with SEND?



We gather information from parents/carers, from teachers, from pupils, and from other agencies such as medical professionals or therapists.



We use various standardised assessments to monitor your child's progress in school.



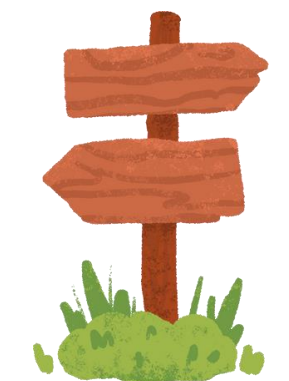
We use the 7C's assessment and intervention toolkit to help us set targets for your child.



We observe children and use our professional knowledge and experience to see what support they might need.

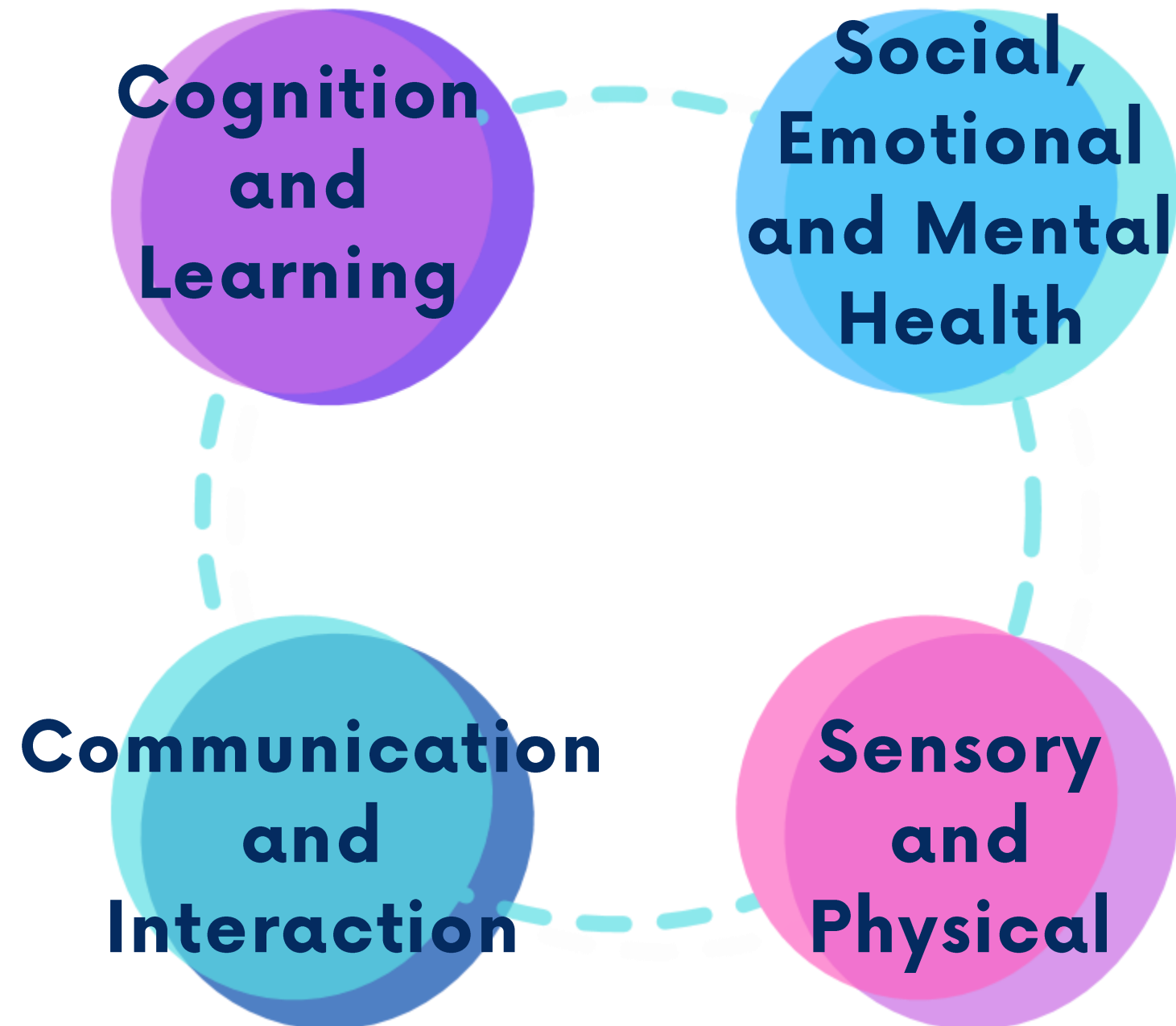


We refer children to other agencies for further assessment where needed, in consultation with parents/carers.



What kinds of SEND are provided for at my child's school?

There are four main broad areas of SEND:



Every child's needs are considered on an individual basis at our school. Our school is experienced in supporting children with a range of needs including ADHD, autism, dyslexia or learning difficulties, motor difficulties, sensory needs, speech and language or communication difficulties, visual and hearing impairments. Rendlesham Primary School is committed to inclusive learning and wellbeing for all our pupils.

How does the school communicate with the parents/ carers of children with SEND?

- Autumn and Spring term parents' meetings
- End of year report
- Website – [Rendlesham Primary School - Home](#)
- Review meetings or consultation meetings
- Meetings with outside agencies
- School Facebook page
- E-mails
- Regular letters
- Appointments with staff
- Reading logs
- LearningPi



How do staff communicate with the children who have SEND?

My name

What others like & admire about me

My photo goes here

What is important to me

How best to support me

SPECIAL NEEDS JUNGLE



Children create One Page Profiles to ensure their support is consistent

Visual resources in classrooms to support targets

School council and Wellbeing Committee

Children are involved in setting and reviewing their targets

Supplementary Reproducible E for Elementary Ages

The ZONES of Regulation

Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

Children show their emotions using Zones and have time with their adult if needed.

How does the school provide children with SEND access to the whole curriculum and support their emotional well-being?

Rendlesham Primary School offers a unique curriculum which includes:



**Formal
Learning**



**Informal
Learning**



**Personalised
Learning**



PGL at Bawdsey Manor

**Extended
School
activities**

**EVERY
TEACHER IS A
TEACHER OF
SEND!**

SENDCo makes sure all staff are aware of pupils with SEND so that they are included in all teacher's planning

Individual Support Plans with regular review (at least termly).



Opportunities for very small group and individual support

Lessons and learning spaces are adapted to take account of individual needs



What are the different types of support available at Rendlesham Primary School?



All children receive quality first classroom teaching from highly motivated and enthusiastic teachers



Scaffolded and adapted work provided by the class teacher. Visual and concrete resources are often provided.



Intervention and support groups run inside and outside the classroom



Individual support inside and outside the classroom



Specialist monitoring and assessment from outside agencies where necessary and agreed with parents/carers



Trained and experienced teaching assistants provide a range of supports such as literacy interventions, pastoral support or behaviour support

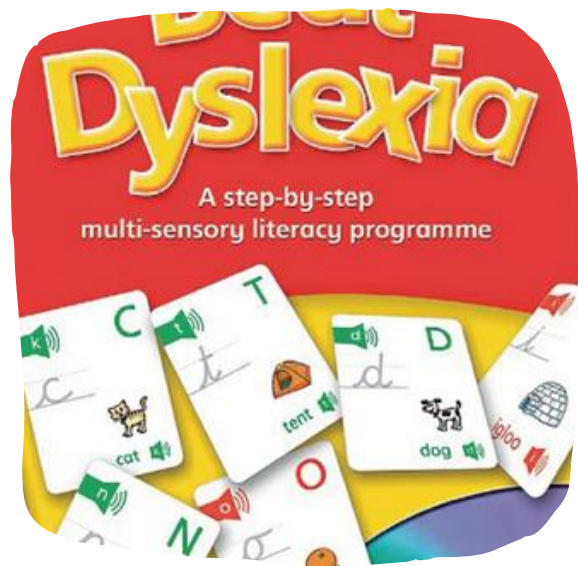


Adapted curriculum and sensory activities for children not able to access age specific learning.



ELSA Support and interventions

These are some of the interventions that are used at Rendlesham Primary School.



Beat Dyslexia



Nessy



**Lego based
intervention**



**Speech and
Language**



Social skills



**Emotional
literacy support**

How adults help me at school



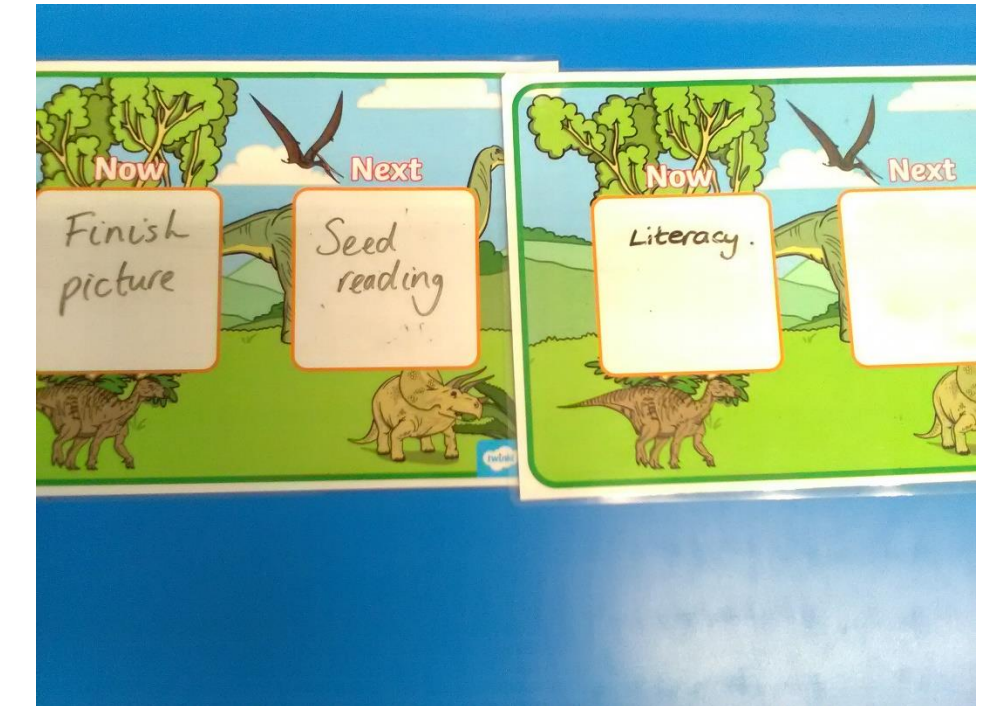
'At school we use visual timetables so I know what will happen during the day'



'I have a workstation for when I want work by myself'



'When I feel red, my adults talk to me and help me'



'My teacher writes my instructions down for me'



'I can work standing up when I'm feeling like I need to wriggle'

HOW IS EXTRA SUPPORT ALLOCATED TO PUPILS?

Decisions are based on the needs of the pupils and provision identified in EHCPs. The Academy Head, SENDCo and class teacher agree what resources, training and support is needed. This is reviewed regularly, and changes made as needed.

High Tariff Needs Funding can be applied for where pupils with severe or complex needs require an exceptionally high level of support.

Support might include intervention groups, or individual support in the classroom.



How does the school evaluate the effectiveness of provision for pupils with SEND?

Termly review of all pupils with SEND with the Academy Head, class teacher and SENDCo alongside discussion with parents/carers

Pre and post intervention data including use of specialist tools such as Boxall Profile, VSEND, 7C's, Engagement Model, Wellcomm

Monitoring in the classroom through lesson observations, Learning Walks, and book scrutiny. Pupil progress meetings with teachers



How accessible is the environment at Rendlesham Primary School?



The school is a two story building with stairs and a lift.



We have wide corridors and doors. We have accessible changing and toilet facilities.



The playground is flat with a slope up to an astroturf area. Provision can be made for a range of physical and sensory needs.



Our playing field is just beyond the playground. It has a running track on it.

What other agencies does the school work with to support SEND children?

Where necessary, and in consultation with parents/carers, the school liaises with the following outside agencies in Suffolk and Norfolk:



What is the expertise of the staff and what training is provided at my child's school?

Qualified Teacher Status for all teachers except trainees

Lauren Arnold is the SENDCO with National Award for SEN Coordination - in addition to ten years of classroom teaching experience.

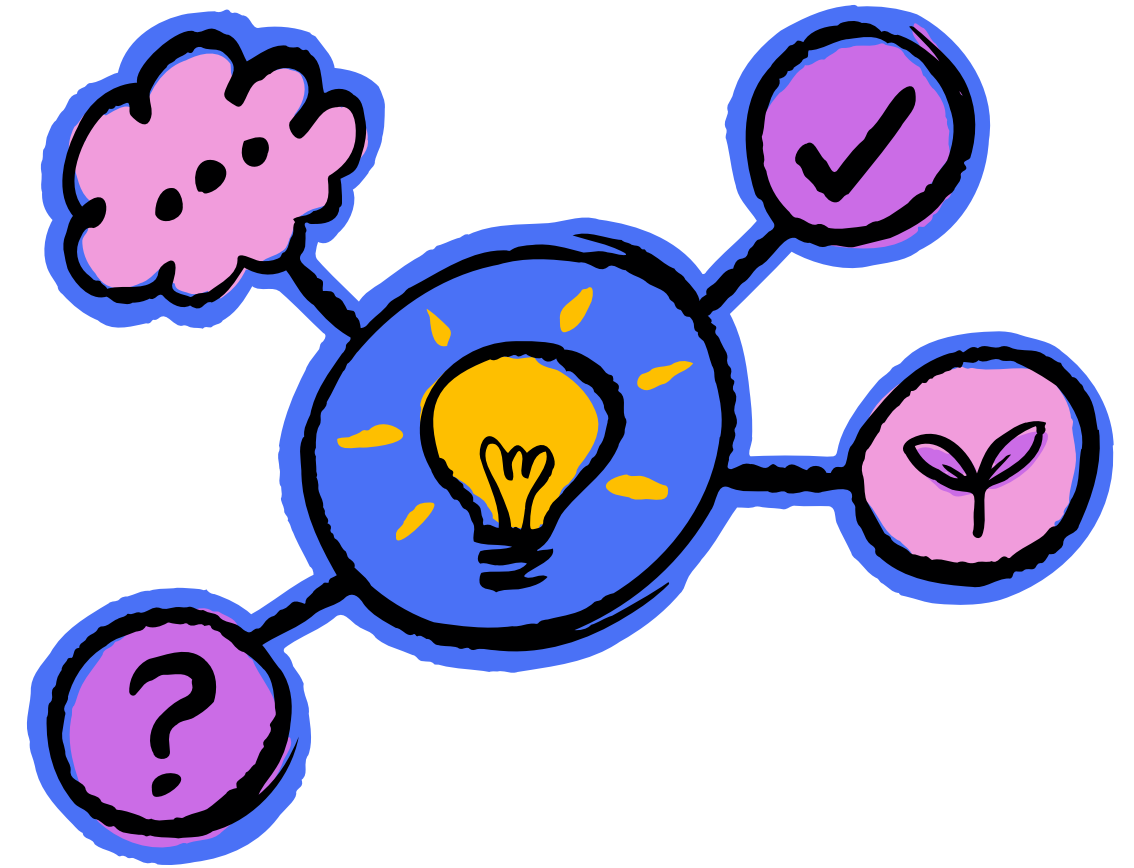
First Aiders and access within Consortium Trust to Mental Health First Aiders, Mental Health Champion

Safeguarding training

Trained Teaching Assistants/ Higher Level Teaching Assistants

School Safe Training/Behaviour Management/Manual Handling

On-going CPD for all staff including our Teaching Assistant Induction Programme



How is transition into and out of my child's school arranged?

Meetings are held with parents/carers, previous schools and settings to plan an individual transition for children

We work closely with your child's high school to support transition.

Liaison with schools arranged on an individual basis for pupils with SEND to ensure consistency of provision and progress

A range of transition activities can be arranged including taster days. Children with SEND can have extra days as needed.



Who, outside of school, can I turn to for advice and support if I am not happy?

We really want to work with families to make sure you and your children are happy and successful in our school. We are always here to listen. Please come and talk to us if you have any concerns.

Our complaints policy is on the school's website.

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provide impartial information for the parents/carers of all children and young people with SEND, up to the age of 25.

SENDIASS in Suffolk <https://www.suffolksendiass.co.uk/>

SENDIASS in Norfolk <http://www.norfolksendpartnershipiass.org.uk/>

In some circumstances you can appeal to the SEN and Disability Tribunal. <https://www.gov.uk/special-educational-needs-disability-tribunal>

All schools and Suffolk County Council or Norfolk County Council have complaints procedures which are followed.

More Information



Please read the Behaviour and Inclusion Policy and Teaching, Learning and Curriculum Policy on the Consortium Trust website.

You may also have heard about the 'local offer'. This is part of the Children and Families Act 2014. Local Authorities must publish a local offer setting out information about the provision in their area for children and young people with SEND. Schools contribute to the local offer by sending information to the local authority.

For information about Suffolk's Local Offer visit www.suffolklocaloffer.org.uk



For information about Norfolk's Local Offer visit <https://www.norfolk.gov.uk/SEND>



This SEND Information Report was reviewed in June 2024 and will be reviewed annually.

We value your feedback so please contact the Academy Head or SENDCo if you have any comments on this SEND Information Report.

Come on a tour of learning spaces in our school with one of our pupils.



'This is my classroom'



'I use the art room for my quiet space'



'My teachers help me'



'I have phonics with three other children'



'Sometimes I need to use the lift if the stairs are busy'



'At playtimes, I trade football cards'