



How do we support pupils with SEND to be able to access the whole curriculum and ensure that their emotional well being is developed?

- Personalised learning plans developed with pupils, parents and outside agencies as appropriate
- Other professionals consulted as soon as a difficulty has been identified and investigated within the school
- Advice from other professionals and reports followed in school
- SENCo makes sure that staff are aware of needs of SEND pupils so that planning can reflect this
- Lessons and resources adapted to suit pupils emotional and learning needs
- Subject leaders support staff to ensure they have appropriate materials and resources to teach SEND pupils
- PSHE curriculum covers aspects relating to: Emotional well being, e safety, self image, personal and collective achievements, British Standards, Christian Values, feelings and anti bullying
- Weekly class and half termly awards
- Daily collective worship to develop our Christian Values
- Displaying and Celebrating children's work

How do teachers at our school assess and identify SEND pupils?

- Pupil progress meetings
- Use of a variety of standardised assessments
- Use of outside agencies as appropriate
- Liaison with parents and feeder settings
- Observations
- Tracking of progress

Further details can be found in the SEND Policy (in the governors Tab)

How do SEND pupils access activities with other pupils?

Existing provision is adapted to suit the individual child so that their needs are met and they are able to (with parental involvement and support:

- Attend educational visits
- Attend clubs and activities

For further information or to make a complaint:

- Child's class teacher
- SENDCO – Mrs K McGrath
- Headteacher – Mrs McGrath
- Phone: 01206262418
- Email: admin@sbn.suffolk.sch.uk

How do staff evaluate the effectiveness of provision for SEND pupils?

- Provision mapping
- Pre and post intervention data
- Tracking data (analysis)
- Annual review of SEND policy and SEND information Report
- Pupil progress meetings



How do we communicate with parents of SEND pupils?

- Informal conversations between parents and class teachers
- Invitations to attend regular meetings with outside agencies
- Parental involvement in developing individualised programmes of support and Health Care plans
- Regular feedback on progress in an agreed manner
- Reports and parental consultation meetings
- Inductions and curriculum evenings
- Termly Class newsletters
- Information on website
- Parent/community involvement in events
- Range of reward systems

How accessible is the school environment?

The school is combined Victorian and new build. It has been effectively adapted to provide for a wide range of physical and sensory abilities. The main school building is on one level with ramp access. There is also a disabled toilet with wheelchair access.

At our school we provide for the following types of SEND

- Social, Emotional and Mental Health
- Communication and interaction
- Cognitive and learning
- Sensory and Physical

We work with a range of diagnosed conditions including:

- Hearing impairment
- Speech and language
- Dyspraxia
- Dyslexia
- Autism
- ADHD

What training has been provided to staff and what expertise do our staff have?

- All teachers – qualified teacher status with regular, relevant updates
- SENDCO – Experienced and knowledgeable and up to date
- SENDCO holds the NASCO
- Safeguarding training
- First Aid Training
- Food Hygiene and fire safety
- 1 Higher Level Teaching assistant (HLTA)
- Teaching assistants training – this is dependent upon the needs of the cohort they are working with
- Updates in staff meetings
- School Nurse training on Medical Needs
- CPD opportunities for all staff (local and National)



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The other agencies that we work with to support our SEND pupils are:

- Speech and Language
- Autistic spectrum
- Specific learning difficulties
- Sensory impairment
- Personal, social and emotional development
- Child and Health development
- Family Support
- Educational Welfare Officer
- Local Authority Support Services
- Other agencies as required to support specific children's