

SEND Information Report

Every child's needs are considered on an individual basis. We are experienced in working with a range of diagnosed conditions including ADHD, Autism, Dyslexia, Dyspraxia, Speech and Language Needs, Visual and Hearing Impairments.
The Consortium Trust is committed to inclusive learning and wellbeing for all our pupils.

Who are the best people to talk to in school about my child's educational needs and/or disabilities (SEND)?

- **The Class Teacher:** They are responsible for ensuring your child is making progress and liaising with the SENDCO about the support they may need.
- **The SENDCo:** All Schools have a SENDCo (SEN and Disability Coordinator). They are responsible for coordinating the support for pupils with SEND, providing support for staff and communicating with parents. If you are not sure who the SENDCo is, please ask your child's teacher.
- **The SEND Locality Committee Member:** All Schools have an SEND Locality Committee member who can be contacted through the school. They are responsible for monitoring the school's SEND Provision through regular contact with school staff.

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.
- We use various standardised assessments to monitor your child's progress in school.
- 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 4 main broad areas of SEND:

1. Cognition and Learning.
2. Communication and Interaction
3. Sensory and Physical
4. Social, Emotional and Mental Health

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

We use a variety of ways to communicate with parents, including:

- Autumn and Spring term parents' meetings
- Termly progress reports
- Website
- Review meetings
- Meetings with outside agencies
- School blog/Twitter
- E-mail
- Regular letters
- Appointments with staff
- Home school communication books

How do staff communicate with the children who have SEND?

- Children are involved in setting and reviewing their targets
- Visual resources in classrooms to support targets
- Staff give children time to speak and listen carefully to what children have to say
- House points and awards in school
- School council and Pupil Parliament

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

- Consortium Trust schools offer a unique curriculum which includes formal learning, informal learning and personalised learning and extended schools activities.
- SENDCo makes sure all staff are aware of pupils with SEND so that they are included in all teacher's planning
- Personalised Support Plans with regular review (at least half-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 my child's school?

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

These are some of the interventions that are used across Consortium schools.

- Literacy interventions: Beat dyslexia/Toe by Toe/5 Minutes Box/Nessy
- Maths interventions: Plus 1/Power of 2/number shark/ Catch up numeracy
- Specific resources for comprehension and language work or memory
- Social skills groups/lego therapy/nurture room
- The Link – the Trust’s offsite provision
- Inclusion Team bespoke support

How is extra support allocated to pupils?

- In class support allocated in discussion with the Academy Head, SENDCo and class teacher
- Intervention groups and individual support is arranged according to need or as specified in EHCP
- Support is funded from the school budget
- High Tariff Need Funding can be applied for where pupils with severe or complex needs require an exceptionally high level of support

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
- Pre and post intervention data
- Pupil progress meetings
- Book scrutiny
- Lesson observations
- Learning Walks
- Discussion with parents/carers

How accessible is the environment at my child’s school?

- All schools are unique and accessibility depends on the age and design of the building.
- Most schools have an accessible toilet and changing facilities.
- Provision can be made for a range of physical and sensory needs.

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:

- Educational Psychology Service
- Speech and Language Therapist/Occupational Therapist
- County Inclusive Support Service
- Sensory Impairment team
- CAF (Common Assessment Framework)/Early Help/Family Support Practitioners
- Community Paediatrician
- School Nurse
- Social Services
- Education Welfare
- Dyslexia Outreach Support
- Special School Outreach (SENDAT)
- In Year Fair Access Panel (IYFAP)
- Education Counsellors and Consultants such as Bells Croft, Gemstones, Break

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
- SENDCO with National Award for SEN Coordination
- First Aiders and access within Consortium to Mental Health First Aiders, Mental Health Champion
- Safeguarding training
- Food Hygiene
- Trained Teaching Assistants/ Higher Level Teaching Assistants
- School Safe Training/Behaviour Management/Manual Handling
- On-going CPD for all staff – recent topics include Adverse Childhood Experiences, Trauma Informed Approaches, mental health, autism and subject specific training

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

- Transition meetings are held with parents/carers, previous schools and settings to plan an individual transition for children
- Children moving on from school to high school have a range of transition activities and taster days.
- Liaison with schools arranged on an individual basis for pupils with SEND to ensure consistency of provision and progress

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

- 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/>
- 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 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 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 <http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannel=0>
- This SEND Information Report is reviewed and updated annually
- We value your feedback so please contact the Academy Head or Consortium Trust if you have any comments on this SEND Information Report.

Glossary of commonly used terms

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| ADHD | Attention Deficit Hyperactivity Disorder |
| ASD | Autism Spectrum Disorder |
| CAF | Common Assessment Framework |
| CAMHS | Child & Adolescent Mental Health Service |
| EHCP | Education and Health Care Plan (replaced statements in 2014) |
| IEP | Individual Education Plan (or Support Plan) |
| LAC | Looked After Child |
| SEN | Special Educational Needs |
| SEND | Special Educational Needs & Disability |
| SENDCo | Special Educational Needs & Disability Coordinator |
| SENDIASS | SEN & Disability Information Advice and Support Service |
| SpLD | SpLD Specific Learning Difficulty (dyslexia) |