



Chelmondiston CofE Primary School

SEND Information Report 2025 - 2026

At Chelmondiston C of E Primary School we provide additional and/or different provision for a range of needs, including:

<p>Communication and interaction:</p> <p>for example, Autistic Spectrum Disorder (ASD), Speech and Language difficulties</p>	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
<p>Cognition and learning:</p> <p>for example, dyslexia, dyspraxia, processing and working memory</p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties <p>Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</p>
<p>Social, emotional and mental health difficulties:</p> <p>for example, attention deficit hyperactivity disorder (ADHD), anxiety</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical needs:</p> <p>for example, visual impairments, hearing impairments, epilepsy,</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment

diabetes	<ul style="list-style-type: none"> • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>
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Identifying pupils with SEND and assessing their needs

We are committed to early identification of Special Educational Needs and Disability (SEND). Class teachers work in close partnership with the **Head teacher and SENDCo** to regularly monitor pupil progress and development, both academically and emotionally, this ensures barriers to learning are identified early.

We follow the *Graduated Approach*, which is a four step cycle of 'assess' - 'plan' - 'do' - 'review'. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the young person is:

- making significantly slower progress than that of their peers starting from the same baseline
- failing to match or better their previous rate of progress
- failing to close the attainment gap between themselves and their peers
- the attainment gap is widening

The class teacher will consult with the SENDCo and pupil's parents/carers in order to decide whether 'additional to' and/or 'different from' provision is necessary.

Upon early identification, a range of actions take place, as appropriate, for example: standardised assessment, observation, referral to external services. These actions ensure that the correct adaptations and support are in place with a focus to overcome and/or remove the barrier to learning.

Pupil progress continues to be monitored so that the impact of additional provision can be measured. If a pupil is identified as having SEND provision that is 'additional to' or 'different from' that 'ordinarily available' it will be recorded through an Individual Provision Record (IPR) this will be updated each term and parents will receive a copy and be offered a meeting to discuss the targets and outcomes.

If, despite significant support and intervention, the school has evidence that a pupil is making little progress, we may seek further advice and support from outside agencies. We may only seek support from outside agencies with the consent of a pupil's parent or carer. If consent is given, professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of outside agencies and proposed interventions.

Pupils who have an Educational Health Care plan (EHCP) will have their progress and the support outlined in their EHCP reviewed annually and a report provided for the Local Authority, this is in addition to the termly reviews. If a pupil makes sufficient progress a statement or EHCP may be discontinued by the Local Authority.

Consulting and involving pupils and parents

We will have an early discussion with parents, and pupils if appropriate, when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support.

Individual Provision Records (IPR's)

Pupils on the SEND register will have a termly IPR written; this document will gather pupil's views and incorporate pupil's strengths. Where possible, pupils will identify a 'wish' and this will form one of the four targets. The parent voice is heard through the termly IPR meeting.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND.

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. SEN Code of Practice (2014, 6.37).

At Chelmondiston C of E Primary School the Head teacher, Governors and SENDCo regularly evaluate the quality of teaching and learning support and appropriate continued professional development (CPD) opportunities are offered. Adaptations are identified on IPR's and this is also monitored as part of 'drop in's and learning walks.

All teachers are familiar with Rosenshine's 10 principles of instruction; this forms the basis of Evidence based High quality teaching. All pupils have access to teachers who:

- Review previous learning
- Ask lots of high quality questions (teachers are also familiar with Blanks questions)
- Present new material in small, logical, sequential steps
- Allow time to practise skills
- Encourage independence
- Provide models and worked examples
- Provide scaffolding and support
- Check for understanding

Adaptations made in teaching include, but are not exclusive to: considering appropriate resources (physical, visual and the deployment of additional adults), allowing additional time for processing, adjusting the content of tasks, checking in more regularly, reading instructions aloud, considered seating.

Intervention cannot and does not replace high quality teaching. When pupils require additional provision alongside the high-quality provision within the classroom, the SENDCo, and where appropriate, external professionals, work in collaboration to provide evidence-based intervention. Intervention is always monitored to ensure that it is having measurable impact.

Complaints about SEND provision

Concerns should first be raised with the class teacher.

Complaints about SEND provision in our school should be made to the:

-SENDCo: Mrs T Walker

-Head Teacher: Mrs L Etchingham

-**Chair of Governors: Nichola Whalley**

Contact can be made in person or via the main school telephone number/email.