



Chelmondiston CofE Primary School

SEND Information Report 2026 - 2027

At Chelmondiston C of E Primary School we provide Ordinarily available and/or Targeted provision in each of the four broad areas of need. These four areas are set out in the **SEND Code of Practice**.

Communication and interaction:	<ul style="list-style-type: none"> Difficulties with speech, language, communication, and social interaction. Includes many children and young people with autism
Cognition and learning:	<ul style="list-style-type: none"> Difficulties can affect how pupils acquire, understand, remember, and use information. These needs can range from: <ul style="list-style-type: none"> - Specific Learning Difficulties (SpLD) such as: Dyslexia, Dyscalculia, Dyspraxia / Developmental Coordination Disorder - Moderate Learning Difficulties (MLD): Attainment across most curriculum areas is below age-related expectations. - Severe Learning Difficulties (SLD): Significant challenges with learning and independence, often requiring substantial support. - Profound and Multiple Learning Difficulties (PMLD): Severe learning difficulties combined with physical disabilities, sensory impairments, or complex medical needs
Social, emotional and mental health difficulties:	<ul style="list-style-type: none"> Difficulties that affect emotional wellbeing, relationships, behaviour, and ability to access learning. These needs can be short-term or long-term and may significantly impact a child's educational progress, attendance, and social development. These needs may reflect a wide range of underlying difficulties or disorders: anxiety disorders, depression and low mood, attachment difficulties, trauma-related difficulties, obsessive Compulsive Disorder (OCD), eating disorders, self-harming behaviours, attention Deficit Hyperactivity Disorder (ADHD), These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical needs:	<ul style="list-style-type: none"> Physical disabilities or sensory impairments such as hearing impairment, visual impairment, or sensory processing difficulties. Pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

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'.

Assess

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/Head teacher. Upon early identification, a range of actions take place, as appropriate, for example: standardised assessment, observation.

Plan

The class teacher will discuss information collated at the assessment stage with pupil's parents/carers to decide whether targeted provision/ advice from external agencies is necessary. These actions ensure that the correct adaptations and support are in place with a focus to overcome and/or remove the barrier to learning.

Do

Agreed next steps are put in place, 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.

Review

Individual Provision Records are reviewed every term. If, despite 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 an 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 incorporates 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. Strategies 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 practice skills
- Encourage independence
- Provide models and worked examples
- Provide scaffolding and support
- Check for understanding

Strategies and adaptations made in teaching are documented in our Ordinarily available and Targeted offer documents.

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.