

# Great Barton CE Primary Academy

#Growth, #Respect, #Enjoy, #Achieve, #Team

"The Lord has done great things for us; we are glad" Psalm 126:3



## SEND Information Report

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy which can be found on our website here: <https://great-barton-cevc-primary-school.secure-primariesite.net/send/>

### Our Intent:

We offer a pupil-centred approach in line with our school's vision and ethos. Our intent for SEND provision at Great Barton Primary Academy is:

- To focus on the child as an individual and highlight their strengths, capabilities and needs.
- To enable the child and their parents to express their views and wishes.
- To involve the child and their parents in the decision-making process.
- To enable pupils to make measurable progress from their sometimes significantly lower starting points, through access to high-quality provision within our inclusive setting.
- To tailor support to the needs of the individual.
- To co-ordinate with relevant professionals to facilitate and deliver any specialist support that is needed and use their expertise and experience to enhance the quality of provision.
- To ensure that, where possible, special educational needs or disabilities are identified as early as possible through appropriate referral and our graduated response.

### Frequently Asked Questions

#### **What types of SEN does the school provide for?**

We have a wide range of experience of special educational needs. Examples of the needs we have supported and currently support include: Autistic Spectrum Disorder/Condition, Specific Learning Difficulties/Dyslexia, Cerebral Palsy, Executive Functioning Difficulties, socio-communication difficulties, sensory needs, anxiety, speech and language disorders and delay, attachment, hypermobility, hearing impaired, visually impaired, dyspraxia/developmental co-ordination disorder, medical including severe allergies, epilepsy and haemophilia, Foetal Alcohol Spectrum Disorders and mild to moderate learning difficulties. We have children with a wide range of needs, some of which can be supported through Quality First Teaching and others who require a more specialised and tailored curriculum or approach.

#### **Who are the best people to talk to about if I am worried about my child's needs?**

In the first instance it is best to speak to your child's class teacher. All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. If they need to, they can consult with the SENDCO. All staff are also able to access Inclusion Support Meetings through the Specialist Education Services (SES) which are 20-minute online meetings and can offer signposting and additional strategies.



For any specific advice or support please contact our SENDCO: Mrs Suzie Deeks Email:

[suzanne.deeks@greatbarton.suffolk.sch.uk](mailto:suzanne.deeks@greatbarton.suffolk.sch.uk) Mrs Deeks has been SENDCO at the school for 15 years and has a huge range of experience and training working with many different needs. Mrs Deeks has been a qualified teacher for

over 30 years. Mrs Deeks has organised a range of training for all staff, which is been kept up-to-date at least annually.

For concerns that haven't been addressed by either the class teacher or SENDCO, please contact the Headteacher: Mrs Claire Ratley Email: [claire.ratley@greatbarton.suffolk.sch.uk](mailto:claire.ratley@greatbarton.suffolk.sch.uk) Mrs Ratley works closely with Mrs Deeks.

Our named SEND governor is Mrs. Susie Harrington

We have a team of 12 TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

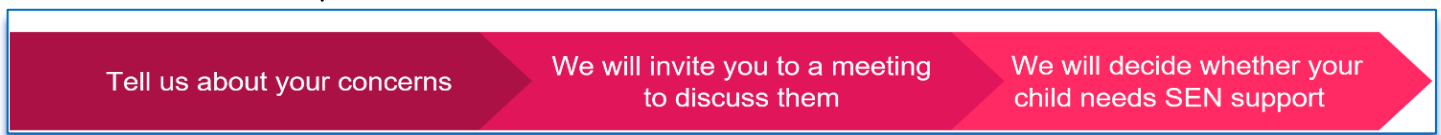
Our teaching assistants are trained to deliver interventions such as Little Wandle Keep up and Catch up and SEND (early-reading), decompression groups, Beat Dyslexia, precision writing, language link, and reciprocal reading.

### External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Mental Health in Schools Team
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Specialist Education Support (SES) services
- Voluntary sector organisations and charities
- **Social care services**

### What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

You can speak to your child's class teacher at drop off or collection (or ask for a convenient time to talk)

They will pass the message on to our SENCO, Mrs Deeks, who will be in touch to discuss your concerns.

You can also contact the SENCO directly [suzanne.deeks@greatbarton.suffolk.sch.uk](mailto:suzanne.deeks@greatbarton.suffolk.sch.uk)

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we prepare a Learning Plan which will be shared with you and your child will be added to the school's SEND register.

## How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

A child has a Special Educational Need if they have a learning difficulty or disability that means they have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.



- We liaise with Great Barton Pathways and other Early Years providers before a child joins the school in reception.
- We liaise with parents and/or the previous primary school if a pupil is entering school in a different year group.
- We carry out formative assessment as well as using data from other assessments (e.g. spelling and reading scores, Foundation Stage Profile, phonic assessment at end of year 1, assessments related to end of year or Key stage expectations, end of Key stage 1 and 2 SATs) to monitor the progress and attainment of pupils.
- We carry out observations and keep records of development in the 4 key areas of need (communication and interaction, cognition and learning, physical and sensory and medical and health).
- We share information between key people (teachers, teaching assistants, support services, parents/carers, pupil)
- We can also use GL Ready COPS , BPVS III and Phonic Assessment Battery assessments in order to help us gather more information about a child's strengths and needs.
- The SENDCO may also organise additional assessments to obtain a cognitive profile for your child as well as their receptive language. Some pupils might also RAG rate their timetable or the environment with the SENDCo.



If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO may observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data. The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN learning plan for them.

We follow a [graduated response](#) approach.

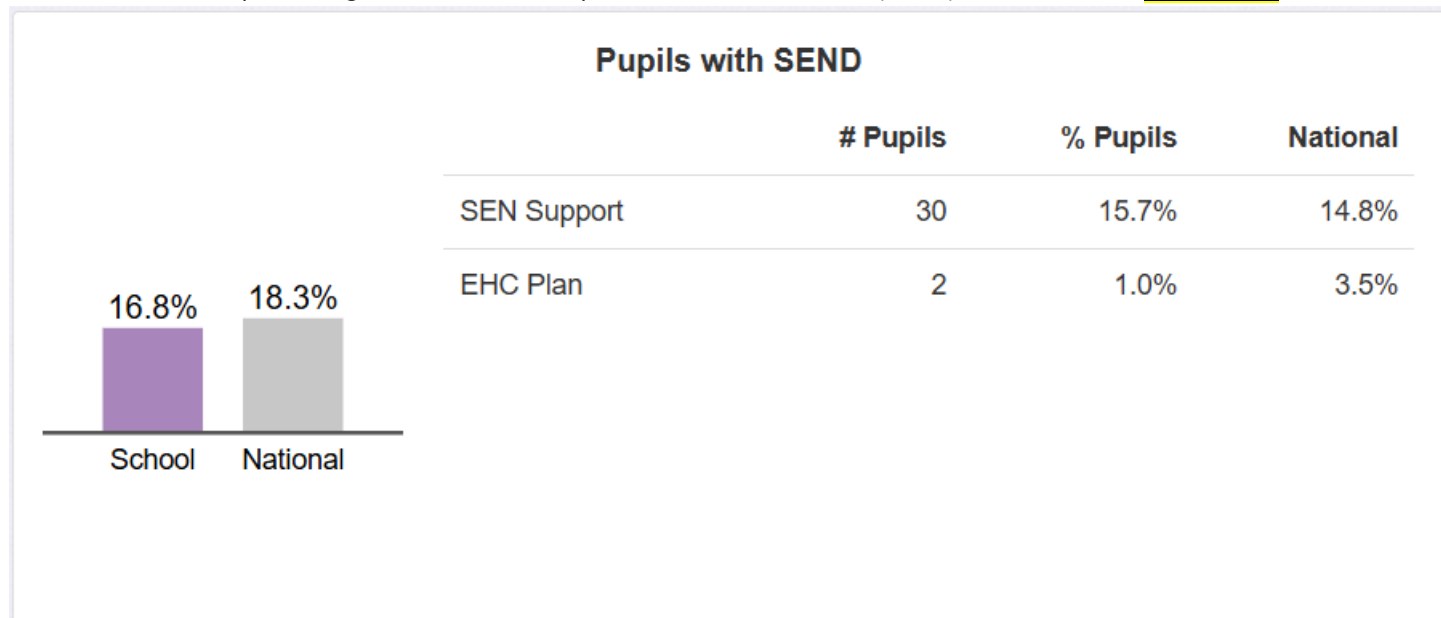
As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

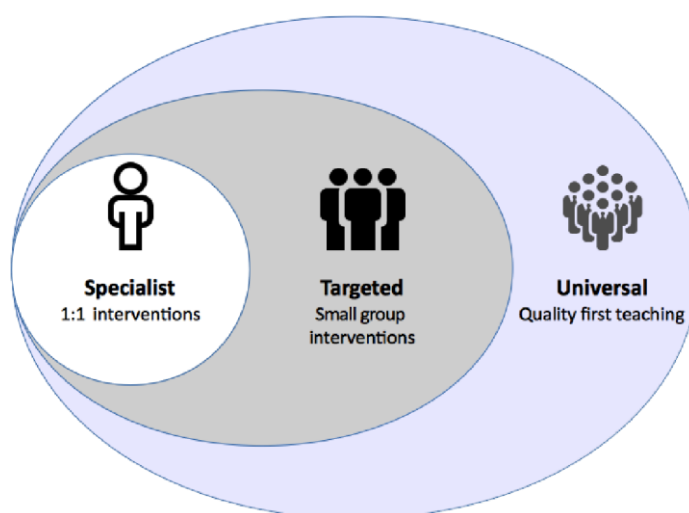
This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

What is the current percentage of children with Special Educational Needs (SEND) in the school? **2024 -2025**



We also monitor some other children's progress through our Record of Concern. These children may then be moved to the SEND register if we feel that is appropriate or they may be taken off the Record of Concern list.

What are the different types of support available?



We assess each child and provide personalised support within three levels:

Universal:

- Regular assessments and recording of data
- Parents evenings



End of term/year reports  
Quality first teaching  
Differentiation.

Targeted:

Small group in class support for Literacy and Numeracy  
Small group interventions for literacy and numeracy  
Little Wandle 'Keep-Up', 'Rapid Catch-Up' or SEND programmes  
Suffolk Gym Trail or Speed Up for children with fine and gross motor skill difficulties  
Time to Talk, Socially Speaking, Friendship Club,  
Transition group for children with additional social and emotional needs.  
Sensory diets/sensory circuits/brain breaks  
Use of writing slopes, move 'n' sit cushions, therabands on chairs, weighted blankets  
Zones of Regulation  
Talkabout  
Lego Therapy  
Friday lunch club  
SES Inclusion plans



Specialist:

Statement/EHC plan  
Annual review  
1:1 intervention e.g. daily reading/phonics or other programme designed for 1:1 work,  
Speech and Language Therapy activities  
1:1 intervention if a child has a specific Occupational or Physical therapy programme.  
SES Inclusion Plans  
MHST Care Plans



More detail of what we do can be found in our school's Local Offer.

**How is extra support allocated to children?**

The SENDCO, senior leaders, teachers and teaching assistants discuss, review and deploy staff and resources as appropriate and according to each child's individual needs.

**How will we measure the progress and review provision for your child?**

We have robust and comprehensive systems in place to track pupils' progress. In addition to this, Learning Plans are devised and reviewed termly with parents. Those children who have an EHCP will have an annual review.



**How will the school work with me as a parent in discussions about my child and their learning?**

Great Barton Primary School understands the importance of working closely with parents. There are regular opportunities which help to keep parents informed of their child's progress as well as what they are learning at school. Including class newsletters, parents' evenings, parent information sessions, Google Classroom and Parent Pop ins. Parents have direct contact with teachers using their Google email addresses. We provide **termly interim** reports on your child's progress as well as a detailed annual report.



Your child's class teacher will meet you **each term**, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. We can also offer suggestions for additional support you can give at home which would be beneficial in their progress.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

### **How does the school involve young people with SEND in discussions about their education and support?**



The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input. We encourage all children to reflect on their learning, with help if appropriate. We invite children to take part in discussions about their progress (with parental/staff support for younger children). We involve children in planning the 'next steps' in their learning.



### **How will the teaching and curriculum be adapted for my child with SEND?**

In addition to quality first teaching and differentiation, a range of additional strategies are used which include:

Use of visual timetable for the whole class with individual support as appropriate;

Specific 1:1 or small group interventions for literacy, numeracy, social and skills;

1:1 or small group support in class.

Additional resources (e.g. adapted seating, move and sit cushions, writing slopes, pencil grips etc)

Response to sensory needs eg ear defenders, sensory diet, brain/movement breaks

Individualised curriculum if needed



emotional needs, physical

### **How is Great Barton CE Primary Academy accessible to children with SEND?**

All teachers are encouraged to ensure that classrooms are Dyslexia and Autistic friendly. Staff also understand how children's learning styles vary and try to incorporate a variety of methods and activities to best suit the children in their class. In addition, the school has:



- A hearing loop fitted in the Early Years classroom, as well as two portable hearing loops for use as required;
- Wheelchair access is possible via the front entrance to the school and via the side hall entrance. There is also ramped access to the Early Years classroom and the Year 5 and 6 building;
- An accessible toilet is available in the Year 5/6 building, with a large cubicle available in the main building;
- Staff are trained to understand the needs of all children and how to use appropriate interventions.
- Information is made accessible to pupils with visual impairments by, for example, adapting font size, colour of paper, overlays, seating in the classroom.
- Additional support is given to enable all pupils to participate as fully possible in all curriculum areas and when at play.

## How will we support your child when they leave our school or move into another class?

Children moving to Year 7 will take part in a large number of events, particularly during years 5 and 6. Great Barton CE Primary Academy is part of the Thurston Partnership; however, Year 6 children have a number of choices of secondary school and although we have a close working relationship with the Thurston Community College, we endeavour to work as fully as possible with all secondary schools to ensure a smooth transition. Activities will include additional small group visits to the new school, plus additional activities such as looking at timetables, maps, prospectus etc.



Children with significant needs moving up through the years during their time at Great Barton CE Primary Academy complete an annual one-page profile at home with their parents which is passed onto their new class teacher. Every year children take part in a 'move up morning' in the summer term to meet their new teacher and to spend time in their new classroom. Staff also liaise closely with each other to discuss attainment, progress and other needs. Some children may complete additional activities/visits to ensure familiarity with the staff/classroom and to make the move to the next year group as smooth as possible.

If any child leaves our school at a different time, the school does its best to liaise with the child's new school to support the transition. Similarly, if a child enters our school at a different time we liaise with parents and the previous school as much as possible prior to entry to ensure that the child feels welcome, any support needed has been arranged and information has been passed on in a timely manner.

**Where else can I find support information as a parent of a child with SEND?** You can read our school policies on the website on our policy page:

Positive Behaviour policy

Anti-bullying Policy

Accessibility Policy

Equalities Policy

Complaints procedure

Looked After Children/Children in Care

Medicine policy

SEND policy



And follow the link below for information on the Local Authority Local Offer:

<http://www.suffolklocaloffer.org.uk>

You can find information about Parent Partnership work here:

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-localoffer/sendias/>

School Local Offer

Our school local offer is our contribution to the Local Authority's local offer and describes the range of provision and support available to support identified children as and when appropriate. This offer is subject to change depending on budgetary constraints and policy review.

In undertaking its statutory equalities duties, the school applies reasonable adjustments so that reasonable steps are taken to ensure that every child is included in every aspect of school life.

Universal offer (for all pupils)	Targeted offer (for pupils at SEND support stage)	Complex offer (for pupils with an EHC Plan)
<p>High quality teaching including differentiated and multi-sensory activities and resources</p> <p>Targeted small group support in class</p> <p>Fine motor skills/handwriting activities</p> <p>Reading support from teachers, teaching assistants and volunteers</p> <p>Whole School Free Writes</p> <p>School library with extensive fiction, non-fiction and reference books</p> <p>Strong links to the Theatre Royal in Bury St Edmunds which provide additional opportunities to all pupils to perform</p> <p>Multi-sensory bespoke phonics scheme and No-Nonsense Spelling.</p> <p>Language Link Screen</p> <p>Staff trained in Dyslexia and Autism awareness and Dyslexia and Autism friendly strategies are implemented within whole class teaching e.g. visual timetables</p>	<p><u>As universal offer plus:</u></p> <p>Little Wandle 'Keep-Up', 'Rapid Catch-Up' and SEND programmes</p> <p>Beat Dyslexia</p> <p>Precision Teaching Intervention</p> <p>Post and pre-teach targeted support.</p> <p>Voice to text technology</p> <p>Early Literacy Support intervention</p> <p>1:1 support and small group work tailored to individual needs</p> <p>Handwriting Interventions</p> <p>Finger Gym</p> <p>1:1 daily reading and phonics</p> <p>SALT</p> <p>Work with outreach teams</p> <p>Language Link interventions</p> <p>Coloured overlays as needed</p> <p>Reading Recovery</p>	<p><u>As universal and targeted offer plus:</u></p> <p>Working closely with the SES teams to support individual pupils</p> <p>Working closely with Speech and Language Therapy (SALT) to support individual pupils – use of PECS/Makaton</p> <p>Individual curriculum support provided for pupils based on their EHC Plan</p> <p>The level of support is assessed and put in place to meet the identified needs of pupils</p> <p>1:1 support for children with specific needs</p>

**MATHS**

Universal offer (for all pupils)	Targeted offer (for pupils at SEND support stage)	Complex offer (for pupils with an EHC Plan)
<p>High quality teaching including differentiated and multi-sensory activities</p> <p>Targeted small group support in class</p> <p>Provision of table-top concrete resources to ensure that learning is multi-sensory and practical</p> <p>Concrete resources to support abstract concepts</p> <p>Mathletics and TT Rockstar online subscription for all pupils to access at home</p> <p>NCETM ready to progress documents used to fill any whole class gaps.</p>	<p><u>As universal offer plus:</u> 1:1 support and small group work tailored to individual needs</p> <p>Numicon intervention</p> <p>Post and pre-teach targeted support.</p> <p>NCETM ready to progress interventions for small groups or individuals.</p>	<p><u>As universal and targeted offer plus:</u> Individual curriculum support provided for pupils based on their EHC Plan</p> <p>The level of support is assessed and put in place to meet the identified needs of pupils</p> <p>1:1 support for children with specific needs</p>

**SOCIAL, MENTAL and EMOTIONAL HEALTH NEEDS**

Universal offer (for all pupils)	Targeted offer (for pupils at SEND support stage)	Complex offer (for pupils with an EHC Plan)
<p>Growth Mindset across the school</p> <p>Consistent school wide implementation of the school's behaviour policy</p> <p>Class reward systems</p> <p>Playground buddies</p> <p>Friendship bench</p> <p>A nurturing ethos across the school with an inclusive philosophy</p> <p>Regular opportunities to promote pupil voice across the whole school including pupil perception questionnaires, school council, Eco council, CWL team whereby children are involved in decision making.</p> <p>Authentic whole-school approach, where talking about emotions and feelings, wellbeing and mental health is the norm, where it is acceptable to acknowledge difficulties and ask for help, to ensure concerns are identified at the earliest opportunity</p> <p>Adults within the school openly discuss feelings and model strategies to promote good mental health, which normalises discussions and the importance of maintaining good mental health</p> <p>Support for the Mental Health Support Team (MHST) in schools</p> <p>Genuine involvement of all staff, pupils, governors, parents, the community and outside agencies</p> <p>Christian 'Values for Life' education</p> <p>Whole school assemblies to support 'Values for Life' led by key members of the local community, including leaders and</p>	<p><u>As universal offer plus:</u></p> <p>Where a pupil's social, mental or emotional health deteriorates a referral will be made. This may include collaboration and communication with external professionals as appropriate e.g. GPs, Educational Psychologists, SES and MHST in schools</p> <p>Termly consultation with the MHST to discuss and support specific pupils</p> <p>Individually tailored social and emotional development plans to support behaviour, avoid exclusions and increase attendance</p> <p>Those pupils with additional social, mental and emotional health needs have extra input provided in a non-stigmatising way, where the whole school population has the skills and attitudes to support those with greater needs</p> <p>Parents/carers are actively involved in planning for any activities/trips</p> <p>SCUBA support in small groups Adult support provided through daily transitions at the beginning and end of the school day</p> <p>High ratio of adult to child supervision and support during unstructured time, including lunchtimes and breaks</p> <p>Adaptations to the school environment for children with specific needs, such as those resulting from ASD or ADHD, for example the provision of quieter rooms with less sensory overload, 'safe spaces' and opportunities for quick release energy breaks</p>	<p><u>As universal and targeted offer plus:</u></p> <p>Individual support provided for pupils based on their EHC Plan.</p> <p>The level of support is assessed and put in place to meet the identified needs of pupils e.g. sensory interventions to meet sensory needs to ensure positive relationships with peers</p> <p>1:1 support for children with specific needs</p> <p>Identified 'safe spaces' and key support staff</p> <p>Therapeutic timetable in exceptional circumstances</p> <p>Personalised reward systems (behavioural and/or academic)</p> <p>1:1 TAs in the lunch hall and playgrounds to support pupils during unstructured time</p> <p>Individualised support and strategies to aid smooth transitions, particularly at the end of the school day</p> <p>Physiotherapy and occupational therapy input for specific needs</p> <p>Inclusion plan for specific needs</p> <p>Play therapy from specialist support.</p>

<p>reverend from the local Churches.</p> <p>PSHE lessons and whole school assemblies</p> <p>Pastoral support for pupils' wellbeing from class teachers and teaching assistants</p> <p>Encourage all children, including those with special educational needs and disabilities, to contribute their views to all parts of school life, including school councils and roles of responsibility</p> <p>Extra-curricular activities available for all children, including those with special educational needs and disabilities</p> <p>Open door policy for parents</p> <p>Staff trained in supporting pupils with ASD</p> <p>Staff trained in managing anger and behaviour support strategies</p> <p>Staff trained in positive handling in schools</p> <p>Visual timetables</p> <p>Specific 1:1 discussion time after difficulties in school in DEAL time.</p>	<p>Personalised social stories/comic strip conversations</p> <p>Emotion cards</p> <p>Exit cards</p> <p>Time cards</p> <p>Individualised reward systems (behavioural and/or academic)</p> <p>SEND pupil perception interviews conducted by SENDCO and SEND Governor</p>	
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**MEDICAL NEEDS**

Universal offer (for all pupils)	Targeted offer (for pupils at SEND support stage)	Complex offer (for pupils with an EHC Plan)
<p>Staff trained in First Aid</p> <p>Key staff trained in Paediatric First Aid</p> <p>Administration of regular medication, robust recording system in place to monitor this</p> <p>Risk assessments are undertaken for all school trips</p> <p>Regular visits by school nursing team</p>	<p><u>As universal offer plus:</u> Liaison with medical professionals for children with ongoing treatment</p> <p>Care plan with photograph of child, detailing the child's condition, required medication and medical protocol available in the staffroom, office and appropriate classrooms</p> <p>Individual risk assessments are undertaken for pupils in conjunction with the parents, school nurse or any outside agency where appropriate</p> <p>Referrals to the School Nurse/GP for medical concerns</p>	<p><u>As universal and targeted offer plus:</u></p> <p>Individual protocols for children with significant medical needs</p> <p>Key members of staff trained to provide personal care or administer medication in accordance with EHCPs</p>

COMMUNICATION & INTERACTION, COGNITION & LEARNING and SENSORY AND/OR PHYSICAL NEEDS

Universal offer (for all pupils)	Targeted offer (for pupils at SEND support stage)	Complex offer (for pupils with an EHC Plan)
<p>Modelling of high quality and appropriate language by all staff</p> <p>Clear, concise instructions provided during lesson input and monitored through SEN focused learning walks</p> <p>Rooms decorated with sensory consideration and monitored through SEN focused learning walks</p> <p>Use of Dyslexia friendly fonts on many whole school display boards</p> <p>Use of coloured backgrounds on interactive whiteboards, individual PC screens and work provided on coloured paper where applicable</p> <p>All classrooms have visual timetables</p>	<p><u>As universal offer plus:</u></p> <p>Assessment by and intervention from a speech and language therapist on referral (SALT)</p> <p>Assessment by and intervention from SES Outreach Team specialist teacher on referral</p> <p>Additional support and interventions within class and small group or 1:1 intervention</p> <p>Memory Games</p> <p>Specific seating arrangements, writing slopes, ear defenders, pencil grips, triangulated pens and pencils, coloured overlays, personalised visual timetable, sensory fiddle toys etc</p> <p>Sensory circuits/sensory diet</p>	<p><u>As universal and targeted offer plus:</u></p> <p>Support from SES and MHST for individual children</p> <p>Implementation of Speech and Language programmes by the speech and language therapist, class teacher and teaching assistants based on SALT recommendations</p> <p>Implementation of outreach support programmes by the class teacher and teaching assistants based on recommendations</p> <p>Personalised sensory support resources and interventions</p> <p>Personalised communication support resources and interventions</p> <p>PECS work with individual pupils</p>