SEND Report 2025/26

Charsfield Primary School is an inclusive school and offers a range of provision to support all children, including those with SEND.

There are currently 21 pupils on roll, of which 12 are on the SEND register - 3 at SEN support with a support plan, 7 with an EHCP, and 2 are in the process of EHCNA.

Charsfield CofE Primary School is an inclusive school which aims to ensure that the needs of every child are met. Our SEND policy is available on the school's website which details further our philosophy in relation to SEND. Our Local Offer is also available on the Local Authority's website.

Currently, the school provides for a range of additional needs. These include:-

Communication and interaction - speech and language difficulties, autism spectrum condition

Cognition and Learning - MLD, SLD, SpLD (dyslexia, dyscalculia)

Social, Emotional and Mental Health - attachment disorder, ADHD, ADD, anxiety, ODD, PDA

Sensory and / or Physical - visual impairment, hearing impairment, physical disability (including developmental coordination disorder/dyspraxia)

The approach to teaching children and young people with SEN

The aim of Charsfield CofE Primary School's SEND policy is to ensure that all children have access to the best educational opportunities in order for them to achieve their personal and academic best. We have high aspirations for all pupils and act to remove barriers that would prevent a child from reaching his or her full potential.

In line with the SEN Code of Practice:0-25 years (2015), we adopt a graduated approach to support in order to meet pupils' needs. The graduated approach is a four-part cycle of 'assess, plan, do, review', through which provision and interventions are revisited, refined and revised with a growing knowledge and understanding of the pupil's needs.

How we make decisions about what type and how much support your child will receive.

If your child has an Education, Health and Care Plan it will specify the support needed for your child. For all other children with an identified additional need, either on our Special Educational Needs and/or Disabilities (SEND) register or not, the type of support given to your child will be reviewed at least termly by the class teacher, in collaboration with a Senior Leader and Special Educational Needs Coordinator. You will have the opportunity to discuss this at meetings in school. If your child has an Education Health and Care Plan, we will also arrange Annual Review meetings with you, to ensure that the plan is still appropriate for your child and make any changes needed.

How the school knows if your child needs extra help and what should you do if you think your child may have special needs.

At Charsfield Primary School, the staff meet formally on a termly basis to review the needs and progress of the children, and informally at staff meetings on a more regular basis, where concerns are shared and options for support are discussed. Any concerns raised by parents are shared with appropriate professionals, usually the Special Educational Needs Coordinator (SENDCo) and the Head of School or Executive Headteacher. Both are happy to meet with parents to discuss any concerns with parents/carers, by making an appointment via the school office.

How Charsfield Primary School will support your child.

The level of support your child will receive will depend on their needs. Where possible, we wish to meet the needs of children through ‘quality first teaching’ in the classroom. However, we recognise that in some cases, additional help is necessary. The class teacher will discuss the support provided during the current period and whether the support needs to be maintained or changed. Teacher observation, note keeping and gathering of evidence from a variety of sources are all vital in fully assessing a pupil. Some or all of the following are also considered:

- Information from transferring nursery/school, parental information and family history, school-based assessments, standardised tests, diagnostic assessments, learning styles, progress meetings, schools tracking system.
- We have intervention groups for those children who need a boost in a particular area. These children are not necessarily on our Special Educational Needs and/or Disabilities (SEND) register but have been highlighted by teaching staff as in need for some short-term support. This is reviewed each term. As mentioned

in the point above, we have termly progress meetings where teaching staff meets to discuss individual progress.

- We have input from a Speech and Language Therapist (SALT) for some children, for strategies to improve speech sound production and/or communication skills. In this case a plan is devised by the therapist with the cooperation of parents, and it is put into practice by our staff. All children are assessed using Speech Link and Language Link. Those children requiring intervention have a programme devised for them.
- We refer to Local Authority support services for advice and support with individuals or groups of children. The Head of School and SENDCo meet twice-yearly with a member of SES, while class teachers can access Inclusion Support Meetings and/or Solutions Circles, where the needs of individual children are discussed anonymously for advice and recommendations.
- Those children who need readers or specific support during external assessments are identified and any additional provision will be provided. If a child needs to be disapplied or have extra time, this can also be put in place.

How the curriculum is matched to your child's needs.

During the school day the work will be adapted so that your child will be able to access the curriculum provided for all children in the class. For children with sensory needs, adaptations will be made to materials to ensure equality of access. Both the teacher and teaching assistant will provide support in groups or individually within the classroom.

How we and you know how your child is doing, and how we can help you support your child's learning.

If your child is on the Special Educational Needs and/or Disabilities (SEND) Register, you will be informed by the class teacher. Your child's teacher will contact you to arrange to meet to devise a Support Plan. This is a working document that identifies children's strengths and areas of need, which sets out targets for the term and how you, your child and the team in school can help achieve those targets. Any adult working with your child can then monitor and review your child's progress as appropriate.

Parents are kept updated through termly parents' evenings, termly reports and for those on the SEND register, reviews of the targets on the Support Plans, which are shared at parents' consultation evenings.

Support that is available for your child's overall wellbeing.

At Charsfield Primary School, a child's wellbeing is supported at many different levels and in many ways. At a whole school level we have our school vision and aims. The school can access the THRIVE programme in order to support children's mental health. We have a fully trained practitioner in school who can devise programmes for implementation by a TA in school and by parents/carers

at home. We have also had training in Therapeutic Thinking, and a behaviour plan based on this is currently being devised by a team of SENDCos. The school believes that 'behaviour is a communicator of emotion' and adopts the stance that, if behaviour is causing concern, all measures must be taken to consider whether there are any underlying difficulties, with reference to Maslow's Hierarchy of Needs.



Medical needs

Where a child has a medical need, a Health Care Plan is put together to ensure the child is safe and that the staff are aware of the child's specific needs. We would identify any specific training needed in order to ensure the child's medical needs were appropriately provided for in school. Everyone in school is aware of all specific health needs and a register is kept in the school office.

Staff training for supporting children with SEND.

We regularly discuss and identify staff training needs, usually related to the current needs of the children in school at the time. Teachers and TAs attend relevant training by outside professionals and services, including SES, educational psychologists and other experts in the field of SEND. Most staff have appropriate First Aid training.

We use The Write Stuff for literacy teaching, which provides repetition and scaffolding of writing. We use Bug Club for teaching Phonics. The school uses the Numicon Resource, a recommended way of teaching the Maths curriculum and the White Rose Maths scheme. This year we have started using Doodle apps to support learning in Maths and Literacy. Staff have training in teaching using these resources and schemes. Staff also have training in the use of specific interventions, included at the end of this document.

How the school's resources are allocated and matched to the children's special educational needs.

Where children have an Education, Health and Care Plan (EHCP) we allocate resources appropriately and carefully. This will include the allocation of adult support, small group support, allocation of specialist support (outside agencies, for example, Speech Therapy), and time for the Special Educational Needs Disability Coordinator to liaise with the class teacher and teaching assistant. We also fund specialist equipment and resources and work carefully with outside agencies. Our staff attend courses to support their work with pupils. For some children, the frequency of such provision may result in the school applying for additional funding to support a child, known as High Needs Funding. This funding can be used to provide additional support from a member of staff, interventions, programmes, and/or equipment, as required.

How the school prepares and supports your child to join the school and transfer to a new one.

When your child is given a place to join our Reception year in the following academic year, the Reception teacher will visit your child in their nursery/pre-school/home/childminder, as appropriate. She will give you a pack with forms to complete. It is essential that you provide information about any SEND needs on this form. Your child will be invited into school for transition sessions and, if needed, a transition booklet with photographs of the school and staff can be provided for the child to go through with a parent/carer during the school holiday.

If your child joins Charsfield Primary School part way through their primary education, we aim to meet with you so that we can ensure a positive start into school. This is usually done in conjunction with the previous setting. When joining or moving on to a new school we may arrange extra transfer visits for your child. Parents are encouraged to visit the new school. The Special Educational Needs Disability Coordinator and/or headteacher will communicate with the new school to ensure that all information is passed on about your child. If a CAF (Common Assessment Framework) is in place, staff from the new school will be invited to a meeting, so that the parents can have the opportunity to speak with them, together with any other professionals involved.

For transition to High School for any child on the Special Educational Needs and/or Disabilities register or any child with an additional need is discussed both with the Year 7 liaison teacher and the SENDCo from the high school. Throughout Years 5 and 6, all children have many opportunities to visit local high schools either through curriculum activities, planned transition events or to watch activities put on by the older students.

There are regular meetings for SENDCos from the MAT schools and the locality to get together to discuss latest issues, and to share information and resources.

Accessiblity

At Charsfield Primary School we have a disabled toilet that can be accessed easily for those with limited mobility. Information about school including policies, governors, staff, contacts and newsletters are available on the school website or in paper form from the School Office on request.

How your child will be included in activities outside the classroom including school trips.

All school trips require a risk assessment. For children with significant needs they will require an individual risk assessment involving parents to ensure that they are able to take part in the trip successfully.

Who you can contact for further information

At Charsfield Primary School your first point of contact is always the class teacher. If your child has an Education, Health and Care plan the SENDCo will oversee the implementation of the plan in school.

Charsfield Primary School SENDCO – Mrs Sally East

Charsfield Primary School Governor with responsibility for SEND – Mr Andrew Corston-Petrie

Suffolk's Local Offer for Schools can be found online here:-

Home - Suffolk SEND Local Offer

Detailed information about the identification, assessment and interventions for children with SEND can be found in the school's SEN policy. Charsfield Primary School's SENDCo is Sally East, who can be contacted directly by email at **sendco@charsfield.suffolk.sch.uk** or by phoning the school on 01473 737347.

Our SEND governor can be contacted directly by email at **office@charsfield.suffolk.sch.uk** or by phoning the school on 01473 737347.

Appendix

Whole School / Quality First Teaching / Universal

- Quality First Teaching
- SMIF (Suffolk Mainstream Inclusion Framework)
- Differentiated teaching in classes

- Trained teachers and teaching assistants in classes
- Regular staff training schedule
- High expectations for all pupils
- Teachers attend termly pupil progress meetings with the Head Teacher
- Parents and teachers have access to the SENCo for advice and support
- Assessment for Learning
- Marking policies
- Visual timetables
- Cross curricular use of ICT
- School Clubs
- Behaviour policy
- Rewards and sanctions
- PSHE
- Incentives and rewards

Pupil Progress

- Tracking system to identify concerns about pupils' progress and highlight any need for extra support and termly Pupil Progress Meetings
- Regular parent/teacher meetings
- Termly academic reports
- Detailed summative annual reports

Transition support to the next year group/teacher/key stage/school

- Close links with pre-schools/nurseries enables extensive transition and induction arrangements
- Close links with local high schools for transition to Key Stage 3 (Year 7)

Medical

- Individual Healthcare Plans for children with serious medical conditions
- Access to school nurse
- First aid trained staff

Accessibility

- Wheelchair access around the school site
- Disabled toilet

Targeted support for individuals or small groups. Short/medium term

- Support Plan targets reviewed with class teacher (overseen by SENDCo)
- Personalised writing frames
- TA support in class.
- Small group interventions for literacy and numeracy, speech, SEMH
- Dyslexia friendly fonts and reading books

- ICT support: Clicker//Nessy/Dynamo Maths/CPen
- Individual behaviour charts
- Adapted materials
- Coloured paper/overlays
- Individual arrangements for SATs
- Discreet adult monitoring to ensure support and safety

Specialised Individual Support-Medium/Longer term

- Support Plan specifying which interventions, how often and by whom
- Education Health & Care Plan (EHCP) with regular review of short-term targets and an annual review of long-term targets
- TA support in class.
- Access to Educational Psychologists, SES specialist teachers and therapists

Social, Emotional & Mental Health Needs

- Individual behaviour charts or contracts
- Staff & peer awareness and training
- Access to SES SEMH team/CAMHS
- Adaptations made to access school trips and extra-curricular activities
- Nurture Groups/THRIVE/TalkAbout
- Education Health & Care Plan (EHCP) or with regular review of short-term targets and an annual review of long-term targets
- Individual arrangements for SATs
- Additional planning/arrangements for transition.
- Home/school liaison
- Additional access to adult ‘listening’ time
- Discreet adult monitoring to ensure support and safety
- Access to ‘worry monster’
- Social stories/comic strip cartoons
- Soft start/end to the day

Communication & Interaction

- Access to Speech & Language Therapy Service
- Access to SES C&I team
- Adaptations made to access school trips and extra-curricular activities
- Speech and Language group support (Speech Linkl/Language Link)
- Speech and Language individual support (Speech Linkl/Language Link)
- Staff and peer awareness and training
- Individual arrangements for SATs
- Additional planning/arrangements for transition.
- Sessions with Speech & Language Therapist
- Makaton/PECS/Communication Aids
- ICT support: Clicker

Sensory & Physical

- Adaptations made to access school trips and extra-curricular activities
- ICT support: Clicker
- Staff & peer awareness and training
- Gym Trail
- Sensory equipment
- Adapted materials
- Modified equipment, e.g. writing slopes, pencil grips, cushions.
- Support from Physiotherapist or Occupational Therapist
- Individual arrangements for SATs
- Additional planning/arrangements for transition.
- Coloured paper/overlays
- Monitored use of medication

Cognition & Learning

- Individual or group interventions for Literacy or Numeracy (e.g. Literacy Gold, Catch-Up Literacy, Beat Dyslexia, Dancing Bears, Toe by Toe).
- Diagnostic tests
- Access to outside professionals: Educational Psychologist/Speech Therapist/SES C&L team.
- ICT support: Clicker/Nessy/CPen
- Staff & peer awareness and training
- Adapted materials
- Planks Level questioning
- Specialist Support (medium or longer term)
- Coloured paper/overlays
- Individual arrangements for SATs
- Additional planning/arrangements for transition.
- Curriculum modification
- Home/school liaison
- Discreet adult monitoring to ensure support and safety

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