Acton CEVC Primary School
SEND Information Report
2025-26

Whole School Approach:

At Acton CEVC Primary School, we are proud to welcome all learners into our inclusive school community. As a Church of England School, our Christian foundations uphold the important values of respect, compassion and friendship. These important values underpin our positive approach to inclusion.

Acton CEVC Primary School is committed to being a happy, caring school where children and adults are fully supported - and challenged - to reach their full potential. We work hard to know all of our children and their families well, which enables us to individualise learning opportunities for all.

Through equality of opportunity, we aim to narrow the gap between pupils with SEND and other pupils. We actively promote excellent standards of attendance, so that all learners are able to access learning on a day to day basis.

In meeting children's needs, we are also required to work within the following Acts:
- The Special Education Needs and Disability Code of Practice: 0-25 years
- The Children and Families Act 2014
- The Specialist Educational Needs and Disability Act (2001)
- The Discrimination and Disability Act (12 2006)
- The Equality Act (2010)

Contact Details
If your child has special educational needs and / or a disability and you would like more information about provision here at Acton CEVC Primary School, please contact us on 01787 377089 or email at senco@acton.suffolk.sch.uk. SENDCo (Special Educational Needs and Disabilities Coordinator) Mrs Hazel Fielder SEND Governor Kate Hart Suffolk Local Offer - The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

In the current school year (2025-26), we have 35 children receiving SEND Support. This equates to 17% of the number of pupils on role.

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers, with the support of Teaching Assistants, make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether it can be provided by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

Involving parents and learners in the dialogue is central to our approach, and we have adopted the use of the Pupil Passport to facilitate this. Pupil Passports are reviewed termly with pupils and parents. Our aim is to build on strong family foundations in order to maximise children's progress in school and beyond. We use

a variety of approaches in order to develop a regular, productive dialogue, as well as encouraging informal information sharing, for example, at the end of the school day.

We know that parents are the expert when it comes to their child's needs and aspirations. So we want to make sure parents have a full understanding of how we're trying to meet their child's needs, so that they can provide insight into what they think would work best for their child.

We strive to involve pupils in all decisions about their education; the level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

We will have an early discussion with the pupil and their parents 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

Notes of these early discussions will be added to the pupil's record and given to their parents.

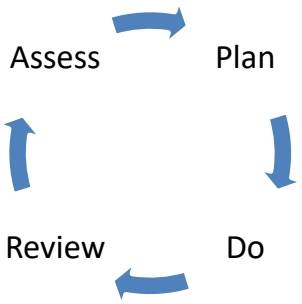
We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

All activities – both within the school curriculum and outside it (e.g. after school clubs) - are made accessible to all pupils. In this way, the needs of the majority of children will be met. However, where a child's needs are significant, additional individualised interventions may be arranged by the SENCo in consultation with the class teacher and Teaching Assistants. Where a child has additional needs, the class teacher, Teaching Assistant and SENCo will plan the most appropriate support and/or adaptations to ensure that the learning is appropriate and accessible. Where additional or alternative activities need to be provided, in order to enable a child's

access to the learning, this is planned in a manner which is sensitive to the child's social and emotional needs.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



Assess: Children's needs are identified by their class teacher in consultation with Teaching Assistants, SENCo, Assessment Co-ordinator and parents. Furthermore, pupils themselves may indicate that they are experiencing severe difficulties with some aspects of their work or behaviour.

Our assessment will draw on:

- The teacher's assessment and experience of the pupil
- Teaching Assistants assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Plan: A Pupil Passport, which addresses the child's most important needs, is created. In addition, an individual provision map may outline additional regular and routine interventions which form part of that child's package of support.

Do: Support is provided by the class teacher, Teaching Assistant or additional professional (such as Speech and Language Therapist)

Review: The effectiveness of the intervention is assessed by the class teacher, Teaching Assistant, SENCo, Assessment Co-ordinator, Parent / Carer and the child themselves wherever possible.

Following review, we may continue the current provision and interventions, adjust them, discontinue them or use another approach. Following close consultation with parents / carers, we may also consider an Education, Health and Care Plan (EHCP). This flexible approach means that we remain sensitive and responsive to the needs of the individual child.

If parents are concerned that their child has Special Educational Needs and/or a Disability, they should speak to the class teacher in the first instance. Parents can also meet with the SENCo to discuss issues of concern.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

We work closely with other settings and will share information with the school, college, or setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our approach to teaching pupils with SEN

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 SEN. This will be differentiated for individual pupils. All teachers are responsible for every child in their care, including those with special educational needs and disabilities. Teachers will:

- Plan work at an appropriate level
- Ensure that support is available for all children
- Differentiate the curriculum to take account of different learning styles, interests and abilities
- Plan exciting and motivating activities which inspire and engage all learners, including use of enhanced curriculum activities (visits and visitors)
- Monitor individual progress and identify children who need additional or different support in order to make progress
- Ensure that all children can be included in tasks and activities
- Have due regard for equality of opportunity

These adjustments are set out within our Universal Offer, which is the foundation for all provision and support in our school. Our Universal Offer ensures high quality teaching is available to all. This includes strategies, resources and adaptations to the curriculum and environment that teaching staff use to remove barriers to learning for children and young people

We will also provide the following interventions where appropriate:

- Number Stacks
- Bridging gaps with Numicon
- Beat Dyslexia
- Nessy
- ELSA
- Desty

- Socially Speaking
- Time to Talk
- Working Memory Games
- Zones of Regulation
- Drawing and Talking
- Language for Thinking
- Speech and Language interventions guided by a Speech and Language Therapist

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, Clicker, coloured overlays, visual timetables, larger font, Easygraph pens and pencils, wedge cushions, vertical writing boards, specialist seating, electronic magnifiers, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

Our Accessibility Plan contains further information on the adaptions we make in school to ensure the curriculum is accessible to all.

Additional support for learning

The funding for SEND is contained within the schools' budget and is managed carefully to ensure that pupils with additional needs can be supported as best the school can. Vulnerable pupils in specific categories also have some extra funding available to meet their needs. The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

We work with the following agencies to provide support for pupils with SEN:

- Health – GPs, paediatricians, Health Visitors, School Nursing Team, Physiotherapy, Occupational Health, Advisory Teacher Visually Impaired Pupils, Child Development Centre, CAMHS
- Speech and Language Therapy Service
- Specialist Education Services (SES) — Cognition & Learning, Whole School Inclusion, Social Emotional Mental Health, Communication & Interaction, Specific Learning Difficulties, Sensory & Physical Service (VI/HI)
- Educational psychologists
- Mental Wellbeing Hub
- Primary Mental Health Workers
- Family Support Team
- Home Start
- Bells Croft

- Educational welfare officers
- Social Services

Expertise and training of staff

Our SENCo has more than 20 years teaching experience and completed the NASENCo qualification in 2022.

We have a team of 14 teaching assistants and 1 higher level teaching assistant.

In the last academic year, members of staff have completed the following training:

- ELSA Supervision Meetings
- SENCo Forums and Community Inclusion Forums
- Community Inclusion Conference
- Therapeutic Thinking
- Meetings with Primary Mental Health Workers
- Universal Offer planning and co-production
- SES Inclusion Support Meetings for C&I, C&L, SEMH
- SES Biannual Visits
- Occupation Therapy Sensory Support
- Metacognitive Talk
- Gestalt Language Processing
- Supporting Dyslexia in EYFS and KS1
- SEND Leadership Training
- Belonging and Inclusion Conference
- SEND and Health Training
- Unlocking Futures – Reading, Language and Inclusion

Member of Staff	Area of Expertise
Hazel Fielder	National Award for SEN Coordination (NASENCo) Makaton Mental Health First Aider (child) Designated teacher for Looked after Children Therapeutic Thinking Trainer
Jonathan Gray	Therapeutic Thinking Trainer
Heather Sargeant	Number Stacks
Katy Hammond	Makaton
Kate Davy	Speech and Language Therapist
Daisy Underwood	Mental Health First Aider (Adult)
Laura Smith	ELSA
Lexie Frost	ELSA

Staff deployment

Considerable thought, planning (including budget planning) and preparation goes into utilising our support staff to ensure children achieve the best outcomes and gain independence from the earliest possible age. It is extremely important that all support works towards independent learning, rather than learned reliance on an adult. However, where a child's safety is a concern, one-to-one support may be considered.

Once a child's Special Educational Need has been identified, the school's SEND register is compiled. The SENCo, class teachers and Teaching Assistants will put together a provision map which details where additional adult support will be used, including at playtimes and lunchtimes, when necessary. The provision map will include support for groups and individuals, and will be continuously revised according to the changing needs of the children.

Where children require specific support to enable them to access national assessments, this is provided sensitively and in consultation with children and their families.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each half term
- Pupil Progress Meetings
- Using pupil questionnaires
- Monitoring by the SENCo
- Holding annual reviews for pupils with EHCP's

Support for improving emotional and social development

As we are a community school, staff aim to know all children well. Procedures are in place – such as the welcome for children at the start of the school day – which involve all adults and all children. We have a strong network of support staff, and a member of staff who specialises in supporting children's mental health and social/emotional wellbeing. Two members of staff have been trained as Emotional Literacy Support Assistants (ELSA).

School staff liaise with the School Nursing Team, Specialist Nurses and Paediatricians to access personalised support for pupils and their families alongside additional staff training for specific medical conditions. Children in the early stages of developing self-help skills are supported sensitively, and with regard to their personal dignity.

At Acton CEVC Primary School, we aim to provide an exciting, first hand approach to learning which inspires all learners. Visits and visitors enrich the curriculum, and

these learning opportunities are made accessible to all. All children are encouraged and supported to take part in all areas of school life, and those who require additional support – for example, to attend after-school clubs, participate in Eco or School Councils – have individualised support in place.

All staff are committed to inclusion and although some individuals have a particular specialism, all staff undertake training as appropriate for children who are new to the school with specific learning needs or medical conditions. Similarly, staff who are new to the school work with the SENCo, and class teacher to address individual children's needs.

School Partnerships and Transitions

Partnerships with local feeder playgroups and nurseries are strong and the Reception class teachers make visits to feeder settings to observe children and meet with staff. In addition, resources such as school uniform and book bags are given so that children who may need support to understand new routines can experience them in a familiar setting.

Transition to partner Secondary Schools is extensive and tailored to individual children's needs. This may involve additional accompanied visits, use of Pupil Passports, early sharing of individual learning programmes and additional parent meetings (including transition meetings with specialist teachers).

Our approach involves enhanced transition and may include –

- Support from a Specialist Teacher (for example, from the Specialist Education Service), Social Care or the Disability Nursing Team
- Additional visits including those which enabled pupils to meet children from other schools
- Additional parent meetings with both schools
- Early identification and partnered working between SENCo's.

Support for looked-after and previously looked-after children

As SENCo, DSL and Designated Teacher, Hazel Fielder will ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

Monitoring and Evaluation of the School's SEND Provision

We monitor the effectiveness of our SEND provision through:

- SEND audit yearly by SEND Governor and SENCo
- SENCo reports to Governing Body
- Governors monitoring
- Lesson monitoring by Senior Leadership Team
- Assessment Coordinator and SENCo monitoring of the impact of interventions

Complaints

We aim to work closely with children and their families at all times, and believe that an open, thoughtful and respectful dialogue promotes the best outcomes for children. However, should a parent have a complaint regarding the SEND provision at the school, they should initially arrange to meet the class teacher to discuss their concerns. If the matter remains unresolved, they should then arrange to see the SENCo / Headteacher and follow the school Complaints procedure.

Our complaints procedure is available on the school website and from the school office.

Relevant school policies underpinning this SEN Information Report include:

SEND Policy

Equality Information and Objectives

Accessibility Plan

These can be found on the 'Policies' section of the school website.

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Contact Details

The following contact details may be useful for parents of pupils with SEND -	
• Suffolk Local Offer	
• Parent Partnership	**01473 265210** Email - **parent.partnership@suffolk.gov.uk**
• Suffolk Parent Carer Network	**https://spcn.org.uk/**
• SENDIASS	**https://www.suffolksendiass.co.uk/**
• Family Support	Family Support
• Homestart (advice and support for families)	**01787 372346** **https://www.homestartinsuffolk.org/**
• Family Hubs	**0845 6080033** **www.suffolk.gov.uk/childrenscentres**
• School Nursing Team	**0345 607 8866** **Suffolk School Nursing Team**
• Number 72 (family support services)	**01787 372346** **https://www.number72.net/**
• Activities Unlimited	**01473 260026** **https://www.suffolklocaloffer.org.uk/short-breaks-and-leisure-activities/activities-unlimited**
• Autism Anglia	**01206 577678** **https://www.autism-anglia.org.uk/**
• Suffolk Dyslexia Association	**01473 717026** **www.suffolkdyslexiaassociation.org.uk**
• SCOPE Disability Support	**0808 8003333** **www.scope.org.uk**
• Young Minds	**https://youngminds.org.uk/**