

### What type of support is available for my child?

- Small teaching groups
- High-quality teaching
- High ratio of adult support
- Appropriate and accessible curriculum
- Personalised learning
- Intervention programmes
- Regular review meetings
- Weekly outreach session at community school
- Holistic planning involving all those important to your child

### How does the school support my child with transition?

**On entry** - Observation in community school, pupil induction session, parent visit, information from community school

**On exit** - Exit report and meeting

### How does the school communicate with me?

- Regular phone calls
- Website
- Review meetings
- Pupil's today book
- Meetings with outside agencies
- Written reports
- Letters
- Share sessions with parents/carers

### Who do I talk to about my child's needs or if I have any concerns?

- Stacey Laws - Head Teacher, DSL, SENDCo
- Class Teacher
- Learning and Progress staff
- DDSL Lily Perkins



### SEN Information Report Summary

First Base Bury St Edmunds  
2023-24

### What support will there be for my child's wellbeing?

- Daily discussion of feelings
- Thrive sessions
- Nurturing environment
- Positive behaviour rewarded individually and as a class
- PSHE sessions
- 1:1 time with key staff
- Core values
- Anti-bullying
- Attendance at FNM/CIN/CPD meetings
- Risk assessments
- Monitoring attendance

### How does the school identify and assess students with needs?

- Information from parents/carers
- Information from teachers/support staff
- Information from students (pupil feedback)
- Information from outside agencies
- Information from assessments and previous settings
- Observations of pupil
- EHCP

### How does the school meet my child's needs?

- Detailed baseline assessments on entry
- Social, emotional & mental health - Thrive setting, social skills groups/games, anger management, self-esteem work, PSHE, 1:1 interventions
- Cognition and learning needs - Small group size, adult support, personalised learning, outdoor learning, Early Years approach
- Sensory &/or physical - disabled toilet, coloured paper, sensory toys, gym trail sessions, occupational health input, visual timetables, bubble tube, music
- Communication and interaction - Supervision and modelling during social times, social skills games, 1:1 time, speech and language interventions, Lego therapy
- Referral to specialist agencies as appropriate: Speech and Language, Educational Psychology, Occupational therapy, nurse practitioners
- Staff follow EHCP recommendations for achieving targets
- Staff receive regular training to update their knowledge regarding SEN
- Every child's needs are considered on an individual basis