
SPECIAL EDUCATIONAL NEEDS POLICY & INFORMATION REPORT



RÆDWALD
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RATIFIED BY THE TRUST BOARD IN:
SEPTEMBER 2019

NEXT REVIEW DATE: SEPTEMBER 2020

September 2019



SPECIAL EDUCATIONAL NEEDS POLICY & INFORMATION REPORT

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Date to Trust Board:	September 2019
Date Ratified:	September 2019
Date to be Reviewed:	September 2020
Policy displayed on website:	Yes

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1. Aims and Objectives

1.1 Aims

To raise the aspirations of and expectations for all pupils with Special Educational Needs and/or Disabilities (SEND) and to allow all students with SEND to make the greatest progress possible. We are committed to offering a broad, inclusive and accessible curriculum to ensure the best possible progress and opportunity for all our students, whatever their needs or abilities. We want to raise aspirations of and expectations for all students with SEND.

1.2 Objectives

- To identify and provide for pupils who have special educational needs and additional needs. This is done through our admission and induction process initially.
- Continually monitor the progress of individuals through a graduated process of Assess-Plan-Do-Review.
- To provide an opportunity to celebrate the achievements of students with SEND.
- To allow students with SEND access to a broad, balanced and relevant curriculum. This includes access to alternative courses, training and appropriate curricular activities. This curriculum will be appropriately differentiated in recognition of students' abilities.
- To provide a focus on outcomes for children and young people and not just hours of provision/support.
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a 'whole pupil, whole school approach' to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with special educational needs pupils.
- To ensure that students have an opportunity to express their views and feel fully involved in decisions which may affect them, including requesting statutory assessment for an EHC plan if they wish.
- To ensure effective communication with parents, promoting a family-centred approach with regular meetings to discuss the future.
- To ensure that students with SEND receive appropriate pastoral support and guidance, including their preparation for post 16 choices.
- To liaise productively with relevant outside agencies.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with all relevant Trust policies.

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

See Section 312, Education Act 1996

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17(11), Children Act 1989

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Section 1 (1) Disability and Discrimination Act 1995

4. Roles and Responsibilities

4.1 Summary of Responsibilities

- Raedwald Trust CEO Angela Ransby

- Pedagogical Lead Ashlee Jacobs

- Head Teacher Carey Fish
 Sally Swann/Trudy Read
 Claire Hargrave

- Head of School Nicola Axford (Westbridge Academy)
 Tom Baker (St. Christopher's Academy)
 Julie Cox (Montgomery Road Campus)
 Trudy Read (Parkside Academy)

Kim Charlesworth (Lindbergh Campus)
Alice Crozier (Outreach (including Child in Care) Programme)
Kate Kingsford-Bere (Hospital School)
Stacey Laws (First Base Ispwich Academy)
Kirsten Bennett (First Base Bury St. Edmunds)
Angela O'Rourke (Alderwood Academy)

- SENCO
Emma Osborne
Cate Fairweather
Lauren Quigley
Stacey Laws
Karen Walmsley
- SEND Trustee
Roger Fern
- Family Liaison Officer
or Pupil Manager
Alicia Mann
Fe Dunachie
Natasha Hobbs
Charlotte Orvis

4.2 The SENCO

SENCO time is allocated across the trust; all SENCOs oversee, support and coordinate (working in partnership with school site SEND Lead teachers and Head of Schools) across a variety sites within the Raedwald Trust.

Every SENCO will:

- Work with the Head of School and Pedagogical Lead to determine the strategic development of the SEND policy and provision across the Trust.
- Offer support and guidance to individual SEND Lead teachers at each Raedwald Trust site.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies who work with young people within the Trust. This may include discussions with the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Head of School and Central Trust team to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

4.3 The SEND Trustee

The SEN Trustee will:

- Help to raise awareness of SEND issues at trustee board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the Trust and update the trust board on this
- Work with the Heads Executive Group and Pedagogical Lead to determine the strategic development of the SEND policy and provision within the Trust

4.4 The Heads Executive Group and Head of School

The Head Teacher will:

- Work with the Head of School, Pedagogical Lead and SEND trustee to determine the strategic development of the SEN policy and provision in their school
- Have overall responsibility for the provision and progress of learners with SEND.

The Head of School will:

- Have responsibility for the day to day management of all aspects of the school's work, including SEND provision. The Head of School should keep the Heads Executive Group and Academy Trust Board informed and work closely with the Pedagogical Lead and SENCOs.

4.5 The Pedagogical Lead

The pedagogical lead will:

- Support the SENCO to implement specific pedagogy and new initiatives as determined by the Trust.
- Monitor progress of pupils with designated SEND
- Support the professional development of SENCOs across the Trust as well as coordinating staff CPD relevant to SEND.
- Oversee admissions of pupils into the Trust, working closely with the Local Authority and external commissioners

4.6 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class. All teachers are teachers of pupils with SEND. It is incumbent upon teachers to be aware of the varying needs of students in their classes and to differentiate accordingly.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4.7 Support staff

Each member of support staff is responsible for:

- Promoting the inclusion of all students within the classroom and outside learning environment.

- Working positively and collaboratively with teaching staff and the Head of School to support Trust initiatives.
- Leading small group interventions and/or learning groups as determined by the SENCO/SEND Lead/class teacher/Head of School.
- Key worker duties for pupils and acting as a first point of call for parents/carers.
- Establishing and promoting positive and productive relationships with students, acting as role models and setting high expectations.

4.8 Safeguarding

- Within the Trust, overall responsibility for Safeguarding lies with the CEO and Heads Executive Group. All staff undertake safe guarding training on an annual basis. Further details can be found in the safe guarding policy found on our website and available from the school office. Safeguarding responsibility on a site-by-site basis is as follows:

Trust Site	Parkside	Lindbergh	Hospital	Alderwood	First Base Ipswich	First Base Bury	Westbridge	St. Christopher's	Monty Road
Overall Responsibility	Sally Swann/Trudy Read			Angela O'Rourke	Claire Hargrave		Carey Fish		
DSL	Trudy Read	Kim Charlesworth	Kate Kingsford-Bere	Angela O'Rourke	Stacey Laws	Sophie Hickmott	Nicola Axford	Tom Baker	Julie Cox
DDSL	Alicia Mann	Fe Dunachie		Will Harvey	Tanya Gray		Natasha Hobbs	Charlotte Orvis	Charlotte Orvis

5. SEN Information Report

5.1 The kinds of SEND that are provided for

Our schools currently provide provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, 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 and multiple learning difficulties

The specialties of each site specifically can be found in the Appendices of this document or on individual school websites.

5.2 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 will 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.

The class or subject teacher will work with the SENCO and Head of School to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and 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

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.

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

When deciding whether additional 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/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or bespoke is needed.

5.3 Consulting and involving pupils and parents

Once it has been decided that a pupil has gained a place at one of the Raedwald sites, Family Liaison Officers or Pastoral Managers will be in direct contact with parents/carers to arrange a visit to the home as well as a school visit. During this time, parents/carers and pupils are encouraged to share areas of strength and difficulty. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's needs
- We take into account any parental/carer 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.

Throughout each child's placement, parents/carers will receive regular updates with regards to

progress, achievements and/or concerns. Referrals to outside agencies will be discussed with parents/carers and collaborative discussions encouraged. Specific modes of information sharing are individual to each Trust site and can be found in your schools SEN Info Report Summary sheet in the Appendices of this document or the Trust website.

5.4 Assessing and reviewing pupils' progress towards outcomes

It is implicit in the policy to recognise the importance of self-esteem and the central part it plays in the positive development of the individual. Exam success apart, progress will be measured through the students' ability to integrate socially both in and out of the school setting, to access their mainstream provision, work experience, community work, training schemes and college placements. Pupils have diverse life and educational histories which make positive relationship building essential in aiding levels of engagement among pupils. Aside from exam success, progress is measured through behavioural tracking in lessons and students' ability to develop more positive relationships within school and the wider community.

- Progress is monitored through continuous assessment and target setting using the graduated approach of assess-plan-do-review. (code of practice 2014)
- All staff have access to and contribute to documentation appropriate to each site. These include: Pupil Passports, Pupil Centred Review documentation, case studies, EHCP's, Pupil Focus Files, At a Glance pages and further SEN records. It is the responsibility of all staff to look at these when changes occur. All information regarding changes for students and their families is shared during daily morning briefings/weekly meetings and recorded on the Trust IT system, BehaviourWatch.
- We work closely with our Youth Support Service and other relevant agencies as part of the Person Centred process. Relevant professionals are consulted and appropriate curriculum changes are made throughout the year.

5.5 Supporting pupils moving between phases and preparing for adulthood

- We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.
- When a young person is moving on to post-16 education, individualised transition plans will be made and supported by pastoral leads, transition workers and the SENCO.
- When a child or young person is returning to a mainstream setting, he/she will be supported by their school through detailed transition plans that are discussed and agreed with parents/carers, the child/young person and the mainstream setting. Each setting will ensure that detailed information is shared with any new school/provision and that regular discussions occur to address any concerns raised. Transition may include school visits, supported lessons and a gradual return; this will be determined on an individual basis.

5.6 Our approach to teaching pupils with SEN

The four broad categories of need as detailed in the SEND Code of Practice, 2014 are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties

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- Sensory and/or Physical needs

It is sometimes the case that students have missed large amounts of schooling upon entering schools within the Raedwald Trust, therefore there may be limited evidence of ability and/or difficulties. Quality first teaching is at the centre of our work with students. All teachers are responsible and accountable for the progress and development of the students they teach. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Using a graduated approach of Assess-Plan-Do-Review, every attempt is made to glean a comprehensive profile of the incoming student.

The principle sources of information for identifying student's special educational needs are:

- Information from parents
- Education, Health and Care plans and other records of SEN and provision from student's previous schools
- Information from members of the admissions panel/IYFAP
- Information from previous school and education provider
- Liaison with external agencies involved with individual students such as IDT, Social Care, SALT, OT, Nurse Practitioners etc.
- Baseline assessments carried at each individual sites. These assessments provide Standard Scores which are then used to inform teacher planning. These scores may also trigger further referrals and/or further testing.
- Baseline assessments presently used across sites include: Thrive assessment, Boxall Profile, CAT4, Lucid Exact writing and reading assessment, Pupil Attitude to Self and School (PASS), WRAT4 and Diagnostic Reading Assessment (DRA), Sandwell's, YARC, SWRT and BPVS.
- Members of staff will discuss with the SENCO how to meet the special educational needs of a particular student if they feel further help is required in addition to the normal differentiated curriculum and quality first teaching.
- Students will have a pupil passport and/or individual learning plan, which highlights their needs, strengths, how school can support them, interventions, access arrangements and their targets.
- Students are encouraged to voice their own concerns about their learning through discussions with staff and target setting. Students are also central to decisions regarding their own learning as part of our commitment to a Person Centred approach.
- Where students fail to make adequate progress, the teacher and SENCO will assess whether the child has a significant learning difficulty. Appropriate SEN support will then be agreed.
- Where a student is suspected to have a Specific Learning Difficulty they may be referred to the Educational Psychologist (EP) with agreement from parents and student. The EP report will inform the SENDO and other teaching staff regarding the best way to support the student with their specific needs in the school setting.
- Students with an EHC plan will have outcomes which relate directly to their needs; these will be shared with staff by the SENCO. These outcomes will be continually reviewed and

discussed with staff.

- Students with SEN and their parents are involved in the different and, if appropriate, graduated stages of provision to meet their SEN.
- Students who require support for external examinations are identified as soon as possible upon entry within the Raedwald Trust. The SENCO liaises with the Examinations Officer to ensure that the appropriate special arrangements are applied for and then implemented.
- All sites aim to provide an autism friendly environment and try to ensure that the needs of students with Autistic Spectrum Disorders and other Social Communication Difficulties are being met.

For some pupils, additional intervention may be appropriate. The type of intervention required will be determined on an individual basis with different sites using different strategies to support any area of development needed. This can include support for both academic and social progress. For specific lists of interventions used at your setting, please see the SEN Info Report summary sheet on your school website or the appendices at the end of this document.

5.7 Adaptations to the curriculum and learning environment

Within the Trust, all students work in small groups in a non-threatening, supportive atmosphere. Curriculum access is promoted through careful organisation of the timetable, project based learning, the school day and the 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, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

The extended curriculum on offer incorporates possibilities for work experience/internship and/or college placements. Students are supported by transport to such places and staff support whilst in attendance if it is felt appropriate. Individual programmes are designed to meet individual needs of students at all sites.

Upon entry, a risk assessment is completed for each pupil which helps to form the overall picture of provision. The SENCO liaises with staff to seek further advice and support from outside specialists who may undertake further assessments and provide guidance to inform planning and the setting of targets or application for assessment, if appropriate. Students and parents are involved in all these processes; their views are paramount.

We have support staff across the Trust who are trained to deliver interventions such as Catch Up Literacy, Lego Therapy, Talking and Drawing, etc.

Due to smaller class sizes, staff are readily available to support pupils on a 1:1 basis when they struggle within lessons.

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

- Speech and Language
- Educational Psychologists
- Occupational therapy
- Nurse practitioners
- Integrated Delivery Team
- Autism diagnostic service Suffolk
- Social care
- CAMHS

5.9 Expertise and training of staff

All continued professional development (CPD) is related to the current needs of the students and is attended by the SENCO, Leadership team, teaching and non-teaching staff. This is arranged by the Head Teacher or the SENCO in liaison with the CEO and relevant partner agencies such as the Integrated Delivery Team.

The CPD programme reflects the fact that all staff are teachers of special educational needs. All staff are encouraged to develop the quality of their teaching, knowledge and development by accessing relevant training.

5.10 Securing equipment and facilities

Raedwald Trust is committed to ensuring that students are given the equipment and facilities they need so they are able to access the curriculum. Specific equipment requirements will be assessed by the SENCO and Head of School/Head teacher upon entry and throughout the placement. Parents/carers and pupils are encouraged to discuss any changing needs with regards to equipment or facilities directly with the class teacher, SENCO or Head of School.

5.11 Evaluating the effectiveness of SEN provision

The Academy Trust Board has a duty to report annually on the success of its SEN policy.

Regular meetings are held between the Pedagogical Lead, Head Teacher, Head of School, SENCO and Pupil Manager/Family Liaison Officer to evaluate the success of the SEN policy.

They will use the following criteria:

- Do measures of literacy and numeracy for children with special educational needs show improvement over time?
- Do children on special programmes demonstrate increased confidence to teachers and/or parents?
- Is the SENCO making the most effective and efficient use of the available resources?
- Do teachers across departments demonstrate confidence and competence in differentiating work appropriately?

- Are individual programmes of study well adapted to students’ special educational needs and are they revised appropriately in the light of either success or failure?
- Is consultation with parents and students, regarding SEND provision, viewed positively by parents and students?

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Within the Raedwald Trust, we are committed to equal opportunities irrespective of race, creed and/or SEN. Our aim is to meet the needs of all young people on our role and our admissions policy has due regard for the guidance in the SEND Code of Practice, 2014.

- All referrals for all sites go through the monthly In-Year Fair Access Panel (IYFAP) to ensure that the Fair Access Protocol is implemented. For more details of admission procedures please refer to our Admission Policy.
- All of our extra-curricular activities and school visits are available to all our pupils.
- All pupils are encouraged to take part in sports days/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The Raedwald Trust recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical activities. Some children with medical conditions may be disabled and where this is the case the Raedwald Trust will comply with their duties under the equality Act 2010. Some pupils may also have special educational needs (SEN) and may have an Educational Health and Care (EHC) plan which brings together health and social care needs, as well as their educational provision and the SEND Code of Practice is followed.

Access

Parkside Academy	<ul style="list-style-type: none"> • There is an accessible toilet on the ground floor of the building and an accessible ramp at the front entrance.
Lindbergh Campus	<ul style="list-style-type: none"> • There is an accessible toilet on the ground floor of the building. The school is one level throughout and therefore all areas are fully accessible. • The building is full of natural light, with classrooms easily adapted to suit particular lighting needs.
Westbridge Academy	<ul style="list-style-type: none"> • Westbridge has a lift and toilets accessed on both floors. • The building is full of natural light, with classrooms easily adapted to suit particular lighting needs.
Hospital School	<ul style="list-style-type: none"> • Based in Ipswich hospital, the school is fully accessible via lifts and accessible ramps. • Accessible toilets are available throughout the hospital.
Montgomery Road	<ul style="list-style-type: none"> • Teaching areas are based on the ground floor with an

Campus	<p>accessible toilet.</p> <ul style="list-style-type: none"> • Second floor is accessible via a lift.
Alderwood Academy	<ul style="list-style-type: none"> • The school is one level throughout with all toilets accessible. Portacabins have ramps for easy access. • The buildings are full of natural light throughout.
St.Christopher's Academy	<ul style="list-style-type: none"> • The school is one level throughout with natural lighting and an accessible toilet.
First Base Ipswich Academy	<ul style="list-style-type: none"> • The school is one level throughout with natural lighting throughout and an accessible toilet.
First Base Bury St Edmunds Academy	<ul style="list-style-type: none"> • The school is one level throughout with natural lighting throughout and an accessible toilet.
	<ul style="list-style-type: none"> • All staff are trained in manual handling, "School Safe" and First Aid. • Training from the school nurse for diabetes care, epilepsy, allergy and asthma training can be accessed by all staff.

For additional information on access please refer to our Accessibility Plan found at: www.raedwaldtrust.org

5.13 Support for improving emotional and social development

All staff within Raedwald Trust are highly trained and experienced in supporting children and their needs. Our Senior Team have recently completed Thrive training; implementation of a Trust wide Thrive approach will occur this academic year. Through Thrive, we will assess and support each child holistically, creating bespoke action plans to address "interruptions" at different stages of development. Pupils will be supported to progress socially using targeted plans. Additionally, we support emotional and social development at all sites through:

- Mentoring/key workers
- Life skills
- Activities outside the classroom
- Monitoring attendance
- Home visits/meetings
- Anti-bullying
- Risk assessments
- 1:1 Time
- Positive behavior certificates
- School council
- Training opportunities

We recognise that pupils at any site may have Special educational Needs for which they may have been the victim of bullying or for which reason they may have been bullied. Further information can be found in the Anti-Bullying Policy.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

Schools within the Raedwald Trust consistently work with external agencies to ensure the best possible outcomes for our pupils. Pastoral Managers/Family Liaison Officers maintain close contact with health and social care to ensure all staff have accurate and current information on pupils. Referrals for additional specialist assessment are made directly by the SENCO or pastoral leads who support families through the process and act as the link between home and school.

5.15 Complaints about SEND provision

Staff within the Raedwald Trust work closely with parents of students and acknowledge that partnership with parents plays a key role in promoting the culture of co-operation between parents and the school.

Parents are asked to contact the Head Teacher, Head of School or SENCO over any concerns. It is hoped that by working in partnership with parents it will be possible to resolve any complaints or disagreements. Where this is not possible any complaints will be dealt with through the Academy Trust Board complaints procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Wherever possible, parents are encouraged to speak to their child's class teacher, SENCO or Head of School about additional support they may need. If further support is needed, parents are encouraged to get in touch with the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) which provides information, advice and support to young people and children with SEN or disabilities aged 0 -25, and their parents, about education, health and social care. They provide legally based, impartial, confidential and accessible information and advice. They do this through workshops for practitioners and Parents/carers, online and printed information, a confidential helpline and direct face to face work. Explain your school's approach here. Insert the details of the services available to parents in your area.

5.17 Contact details for raising concerns

Managing the co-ordination of SEND within the Raedwald Trust:

Mrs Ashlee Jacobs (Pedagogical Lead) - contact details: 01473 719559

ajacobs@raedwaldtrust.org

SENCO contact details across the trust:

Mrs Emma Osborne (SENCO) – contact details: 01473 717013

eosborne@raedwaldtrust.org

Miss Cate Fairweather (SENCO) - contact details: 01473 725115

cfairweather@raedwaldtrust.org

Miss Lauren Quigley (SENCO) - contact details: 01473 719553
lquigley@raedwaldtrust.org

Miss Stacey Laws (SENCO) - contact details: 01473 719553
slaws@raedwaldtrust.org

Mrs. Karen Walmsley (SENCO) – contact details: 01284
kwalsmsley@raedwaldtrust.org

Special Educational Needs and Disabilities Trustee: Roger Fern

5.18 The local authority local offer

Suffolk County Council's local offer is published here:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=i6xW1anGVPE>

6. Monitoring Arrangements

This SEN policy and information report will be reviewed by Ashlee Jacobs every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Board of Trustees.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Single equality policy
- Safeguarding Policy

Appendices

What type of support is available for my child?

- Transition and Reintegration Facilitators
- Small teaching groups
- Daily ability based Literacy and Maths sessions
- High quality teaching
- Appropriate and accessible curriculum
- Bespoke timetabling
- 1:1 time with key teacher/support staff
- High adult to pupil ratio
- Educational Health Care Plan Annual reviews
- Holistic planning involving all those important to your child
- Emotional Literacy
- Language and Communication

How does the school support my child with transition?

On entry - Home visits, parent meetings, school visits, induction process, student profile

On exit - Transition plans, schools visits, regular meetings with families and outside agencies

How does the school communicate with me?

- Phone calls
- Raedwald Trust Website
- Parent meetings
- Annual Reviews
- Meetings with outside agencies
- End of placement reports
- Parent events
- Every child's needs are considered on an individual basis

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

Head of School:
- Angela O'Rourke
SEND Lead
- Nancy Tovey-Holmes
Transition Leads:
- Emma Mirams & Donna Fryatt
Teacher/Support Staff



SEN Information
Report Summary

Alderwood Academy 2019

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

- 1:1 time with key workers
- Personalised weekly targets
- Reward scheme
- Therapeutic activities - Forest Schools, Brainy Dogs, Horse Riding, Swimming
- Thrive
- Mentoring
- Life skills development
- School nurse
- Monitoring attendance
- Home visits
- Risk assessments
- PSHE curriculum developed to meet current pupil need

How does the school identify and assess students with needs?

- Information from parents/carers
- Information from previous school/setting
- Pupil views (through questionnaires, regular discussions with staff and observations)
- Information from outside agencies
- Assessment data upon entry and from previous settings
- EHCP outcomes and Annual Reviews

How does the school meet my child's needs?

- Detailed baseline assessments on entry
- Social, emotional & mental health - social skills groups/games, anger management, self-esteem work, PSHE, 1:1 counselling, keyworker, PSHE
- Cognition and learning needs - Dyslexic friendly approach, Lexia, daily literacy and maths ability based small group teaching
- Sensory &/or physical - disabled toilet, sensory room, coloured paper/overlays, fidget toys, P.E. sessions, occupational health input, visual timetables, access to quiet area/room
- Communication and interaction - structured social times, social skills games, 1:1 time, small group teaching, high staff to pupil ratio, PSHE, visual timetables displayed
- Referral to specialist agencies as appropriate - SALT, Educational Psychology, Occupational therapy, nurse practitioners
- Staff receive regular training to update their knowledge regarding SEND

How does First Base identify and assess children with additional needs?

- Information from parents/carers and mainstream teachers/support staff
- Information from First Base teachers and Inclusion Support Workers
- Information from the child (One Page Profile)
- Information from outside agencies—for example, Speech and Language therapy
- Assessment data from mainstream school and First Base
- Observations of the child
- Information contained in an EHCP (Education, Health and Care Plan)

How does First Base support my child with transition?

On entry — Parent/carer induction meetings, observation in mainstream school, pupil induction session at First Base

On exit — Reintegration meeting with parents/carers, school staff and Key worker. Transition programme lasting between 4 and 6 weeks and continued telephone support offered after that. Completion report shared with parents/carer and school.

How does First Base communicate with me?

- Weekly meetings with your Key Worker
- Additional phone contact where appropriate
- Home/School book completed with the child and sent home after every session and checked every morning for parent/carer feedback
- Termly review meetings
- Involvement in meetings with outside agencies, for example, Occupational Therapy, Social Care
- Letters informing of events and activities
- Share sessions, for example, "Let's Get Cooking"

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

- Head Teacher—Claire Hargrave
- Head of Centre—Kirsten Fell
- SENCo—Karen Walmsley
- Your child's key worker

At First Base every child is treated as an Individual, and with respect and care.

SEN Information Report Summary

First Base Bury St Edmunds
2018-2019



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

- Nurturing environment
- Feelings work
- Positive behaviour rewarded
- Philosophy sessions
- 1:1 time with Key worker on outreach visits to mainstream school
- Core values
- Anti-bullying
- Attendance at FNM/CIN/ CPP meetings
- Risk assessments
- Monitoring of attendance

What type of support is available for my child?

- Small teaching groups
- Quality teaching
- High ratio of adult support
- Personalised curriculum tailored to the needs of your child
- Intervention programmes
- Termly review meetings involving yourselves, First Base and the mainstream school
- Weekly outreach session at your child's mainstream school
- Weekly outreach session for with your child's Key worker

How does First Base meet my child's needs?

Collection of all relevant data prior to the child starting at First Base, for example, EHCP at the Initial Planning Meeting. Detailed baseline observations and assessments with report and recommendations on entry

Communication and interaction— support and modelling during social times, social skills activities in groups and 1:1, speech and language interventions, LEGO Therapy, visual timetable

Cognition and learning— bespoke personalised curriculum to support progress and access to intervention programmes

Social, Emotional and Mental Health— The Boxall Profile is used to identify areas for support. Examples of support include social skills activities, feelings work, anger management, support for anxiety, self-esteem work, 1:1 interventions e.g. Anxiety Gremlins

Sensory and /or Physical — Accessible toilet, coloured paper/reading rulers, sensory resources including personalised sensory bags, Occupational Therapy input, music

Referral to specialist agencies as appropriate—Speech and Language therapy, Educational Psychology and Therapy Service, Occupational Therapy, School Nursing Team, Wellbeing Hub

Staff undertake regular training to update their knowledge and skills

What type of support is available for my child?

- Small teaching groups
- Quality teaching
- High ratio of adult support
- Appropriate and accessible curriculum
- Personalised learning
- Intervention programmes
- Termly 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 - Initial planning meeting, observation in community school, pupil induction session, information from community school

On exit - Reintegration meeting, exit report, outreach at community school for 4 weeks after exit

How does the school communicate with me?

- Regular phone calls
- Weekly meeting with key worker
- Website
- Review meetings; pupil passport shared
- Pupil's today book
- Meetings with outside agencies
- Written reports
- Letters
- Share sessions with parents/carers
- Newsletters

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

- Claire Hargrave - Head Teacher
- Stacey Laws - Head of School, SENDCo, DSL
- Class Teacher
- Inclusion Support Staff



SEN Information Report Summary

First Base Ipswich 2019

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/ CPP 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

What type of support is available for my child?

- Close liaison with Home School
- Small teaching groups
- Quality teaching
- Appropriate and accessible curriculum
- Bespoke timetables designed with learners
- 1:1 catch up sessions
- Individual Health Plan
- Individual Learning Plan
- Referrals to other professionals eg Early Help; CAF; EHCP; Home School SENCO
- Mental Health England First Aid support

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

Head of School:

-Kate Kingsford-Bere

Teaching Assistants:

- Lizzie Vincent
- Nichole Philips

How does the school identify and assess students with needs?

- Information from parents/carers
- Information from Home School
- Information from students (regular discussions with staff)
- Information from Medical Team
- Information from outside agencies
- Information from assessments
- EHCP; IHP, ILP

How does the school support my child with transition?

On entry - Meeting at bedside with parent/carers; completion of admissions form; opportunity to discuss concerns and plan for stay; liaison with Home School
On exit - Transition plans, support in home school, follow-up visit if required/requested

How does the school communicate with me?

- Daily contact on ward
- Information letter
- Noticeboards
- Parent/Professional meetings
- Meetings with outside agencies
- Exhibition of pupils work
- Telephone/Email/Letter, as necessary



SEN Information Report Summary

Hospital School 2019

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

- Extensive liaison with medical team
- Monitoring progress
- Home school liaison/visits from key staff
- 1:1 Time with key staff
- Visual Timetable
- Therapeutic Activities - music/art/D/T/mindfulness
- Yoga sessions
- Bespoke lessons
- Small, nurturing environment
- Mental Health First Aid support

How does the school meet my child's needs?

- Liaison with Home School re attainment
- Social, emotional & mental health - social skills groups/games, anger management, self-esteem work, PSHE, 1:1 support, mental health first aid
- Cognition and learning needs - Dyslexic friendly approach, catch up English and Maths
- Sensory &/or physical - disabled toilet, coloured paper/overlays, stress toys, Yoga sessions, health input, visual timetables
- Communication and interaction - social skills games, 1:1 time; sensitive pairings of pupils to promote positive outcomes
- Referral to specialist agencies as appropriate- Speech and Language, Educational Psychology, Occupational therapy, nurse practitioners
- Staff receive regular training to update their knowledge regarding SEN
- Every child's needs are considered on an individual basis

What type of support is available for my child?

- Small teaching groups
- Quality First Teaching
- Appropriate and accessible curriculum
- Bespoke timetables designed with learners
- Pastoral Manager support
- Individual Learning Plan (ILP)
- One-to-one catch up lessons
- Annual reviews
- Holistic planning involving all those important to your child
- Key staff member
- Exam access arrangements

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

Head Teacher: Sally Swann
 Head of School:
 Kim Charlesworth
 SENCO: Emma Osborne
 Pastoral Manager:
 Fe Dunachie

How does the school identify and assess students with needs?

- Information from parents/carers
- Information from teachers (review meetings)
- Information from students (questionnaires, regular discussions with staff)
- Information from outside agencies
- Information from assessments and previous settings
- Observations
- EHCP (Education, Health & Care Plan)

How does the school support my child with transition?

On entry - Home visits, parent/carer meetings, school visits, induction process, creation of Individual Learning Plan (ILP)
On exit - Personalised transition plans, regular transition sessions in school, home school / Post-16 setting visits, Travel Training, EHCP Referrals

How does the school communicate with me?

- Regular phone calls
- Website
- Parent/carer meetings
- Person Centred Reviews
- EHCP Annual Review process
- Meetings with outside agencies
- Written reports
- Emails and texts
- Letters and postcards
- Exhibitions
- Parental feedback surveys



SEND Information Report Summary

Lindbergh Campus 2019

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

- Mentoring
- Life skills development
- School Nurse support
- Monitoring attendance
- Home visits
- Anti-bullying
- Risk assessments
- 1:1 Time with key staff
- Positive Behaviour Certificates
- Activities - music/art clubs
- 1:1 Gym
- Chaplain
- PCSO

How does the school meet my child's needs?

- Detailed baseline assessments on entry
- Communication and interaction - social times activities, social skills development embedded as part of curriculum, ELKAN strategies, visual timetables & resources
- Cognition and learning needs - targeted literacy & numeracy intervention programmes, Dyslexia friendly approach, ICT resources for accessing / recording information, small teaching groups, vocational learning activities
- Social, emotional & mental health - THRIVE Assessment & Action Planning, social skills activities, PSHE curriculum, resilience building activities
- Sensory &/or physical - disabled toilet, Irlen friendly lighting, coloured paper/overlays, sensory resources, Gym lessons, occupational health input
- Referral to specialist agencies as appropriate- Speech and Language, Educational Psychology, Occupational Therapy, Dyslexia Outreach
- Staff receive regular training to update their knowledge regarding SEND
- Every child's needs are considered on an individual basis

What type of support is available for my child?

- Transition and Reintegration Facilitators (TRFs)
- Small teaching groups
- Quality First teaching
- Appropriate and accessible curriculum
- Bespoke timetables designed with learners
- 1:1 catch up sessions
- High adult to pupil ratio
- Educational Health Care Plan Annual reviews
- Holistic planning involving all those important to your child

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

- Head of School:
- Julie Cox
SEND Lead
- Meghan Rich
Teacher/Support Staff

How does the school identify and assess students with needs?

- Information from parents/carers
- Information from previous school/setting
- Information from students (questionnaires, regular discussions with staff)
- Information from outside agencies
- Assessment data upon entry and from previous settings
- EHCP outcomes and Annual Reviews

How does the school support my child with transition?

On entry - Home visits, parent meetings, school visits, induction process, student profile, TRF support

On exit - Transition plans, support in school, post-16 transition support, college visits, TRF support

How does the school communicate with me?

- Regular phone calls
- Raedwald Trust Website
- Parent meetings
- Annual Reviews
- Meetings with outside agencies
- Written reports
- Emails and texts
- Letters and postcards
- Exhibitions



SEN Information Report Summary

Montgomery Road 2019

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

- Mentoring
- Life skills development
- School nurse
- Monitoring attendance
- Home Visits
- Anti-Bullying
- Risk assessments
- 1:1 time with key staff
- Positive behaviour/achievements rewards/certificates
- Activities: music/art clubs
- Gym/sport sessions

How does the school meet my child's needs?

- Detailed baseline assessments on entry
- Social, emotional & mental health - social skills groups/games, anger management, self-esteem work, PSHE, 1:1 counselling, art and music therapy, resilience group and 1:1 programmes (Thrive)
- Cognition and learning needs - Dyslexic friendly approach, catch-up literacy
- Sensory &/or physical - disabled toilet, coloured paper/overlays, fidget toys, P.E. sessions, occupational health input, visual timetables
- Communication and interaction - supervision during social times, social skills games, 1:1 time
- Referral to specialist agencies as appropriate- SALT, Educational Psychology, Occupational therapy, nurse practitioners
- Staff receive regular training to update their knowledge regarding SEND

Every child's needs are considered on an individual basis.

What type of support is available for my child?

- Small teaching groups
- Quality First Teaching
- Appropriate and accessible curriculum
- High ratio of adult support
- Individual Learning Plan (ILP)
- Pastoral Manager support
- Annual Reviews
- Holistic planning involving all those important to your child
- Exam access arrangements
- Community Groups

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

Head of School:
Trudy Read & Sally Swann

SENCO:
- Emma Osborne

Pastoral Manager:
- Alicia Mann

Community Group Tutor

How does the school identify and assess students with needs?

- Information from parents/carers
- Information from teachers (review meetings)
- Information from students (questionnaires, regular discussions with staff)
- Information from outside agencies
- Information from assessments and previous settings
- Observations
- EHCP (Education, Health & Care Plan)

How does the school support my child with transition?

On entry - Home visits, parent/carer information meetings, home school meetings, induction process, creation of Individual Learning Plan (ILP)

On exit - Personalised transition plans, regular transition sessions in school, home school / Post-16 setting visits, Travel Training, EHCP Referrals

How does the school communicate with me?

- Phone calls
- Website
- Parent/carer meetings
- Person Centred Reviews
- EHCP Annual Review process
- Involvement in meetings with outside agencies
- Written reports
- Emails and texts
- Letters and postcards
- Exhibitions



SEND Information Report Summary

Parkside Academy 2019

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

- Nurturing environment
- THRIVE Action Planning
- Mentoring
- Life skills development
- School Nurse support
- Attendance monitoring
- Home visits
- Anti-bullying
- Risk assessments
- Key Workers in Community Groups
- Positive Achievement Certificates
- PSHE Curriculum
- Creative activities - music, art, etc
- Fitness activities
- Chaplain

How does the school meet my child's needs?

- Detailed baseline assessments on entry
- Communication and interaction - social times activities, ASD friendly approach, social skills activities, LEGO Therapy, ELKLAN activities & strategies, visual timetables & resources, input from Speech & Language Therapy
- Cognition and learning needs - targeted literacy & numeracy intervention programmes, Dyslexia friendly approach, ICT resources for accessing / recording information, small teaching groups, vocational learning activities
- Social, emotional & mental health - THRIVE Assessment & Action Planning, social skills development embedded as part of curriculum, resilience building activities, PSHE curriculum
- Sensory &/or physical - disabled toilet, coloured paper/overlays, sensory resources, Fitness activities, Occupational Therapy input, motor skills activities & resources
- Referral to specialist agencies as appropriate- Speech & Language, Educational Psychology, OT etc
- Staff receive regular training to update their knowledge regarding SEND
- Every child's needs are considered on an individual basis

What type of support is available for my child?

- Family Liaison Officer
- Small teaching groups
- Daily ability based Literacy and Maths sessions
- High quality teaching
- Appropriate and accessible curriculum
- Bespoke timetabling
- 1:1 time with key teacher/support staff
- High adult to pupil ratio
- Educational Health Care Plan Annual reviews
- Holistic planning involving all those important to your child
- Emotional Literacy
- Language and Communication

How does the school support my child with transition?

On entry - Home visits, parent meetings, school visits, induction process, student profile

On exit - Transition plans, schools visits, regular meetings with families and outside agencies

How does the school communicate with me?

- Weekly reports sent home
- Phone calls
- Raedwald Trust Website
- Parent meetings
- Annual Reviews
- Meetings with outside agencies
- End of school year reports
- Parent events
- Every child's needs are considered on an individual basis

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

Head of School:

- Tom Baker

SENCOs

- Cate Fairweather

- Lauren Quigley

Family Liaison Officer:

- Charlotte Orvis

Teacher/Support Staff



SEN Information Report Summary

St.Christopher's Academy 2019

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

- 1:1 time with key worker
- Personalised weekly targets
- Weekly certificates
- Reward scheme
- Therapeutic activities - Forest Schools, Brainy Dogs, Horse Riding, Swimming
- Thrive
- Mentoring
- Life skills development
- School nurse
- Monitoring attendance
- Home visits
- Risk assessments
- PSHE curriculum developed to meet current pupil need

How does the school identify and assess students with needs?

- Information from parents/carers
- Information from previous school/setting
- Pupil views (through questionnaires, regular discussions with staff and observations)
- Information from outside agencies
- Assessment data upon entry and from previous settings
- EHCP outcomes and Annual Reviews

How does the school meet my child's needs?

- Detailed baseline assessments on entry
- Social, emotional & mental health - social skills groups/games, anger management, self-esteem work, PSHE, 1:1 counselling, keyworker, PSHE
- Cognition and learning needs - Dyslexic friendly approach, Lexia, daily literacy and maths ability based small group teaching
- Sensory &/or physical - disabled toilet, sensory room, coloured paper/overlays, fidget toys, P.E. sessions, occupational health input, visual timetables, access to quiet area/room
- Communication and interaction - structured social times, social skills games, 1:1 time, small group teaching, high staff to pupil ratio, PSHE, visual timetables displayed
- Referral to specialist agencies as appropriate- SALT, Educational Psychology, Occupational therapy, nurse practitioners
- Staff receive regular training to update their knowledge regarding SEN

What type of support is available for my child?

- Pastoral Manager Support
- Small or 1:1 teaching groups
- Quality First teaching
- Appropriate and accessible curriculum
- Bespoke timetables designed with learners
- Individual Learning Plans (ILPs)
- 1:1 catch up sessions
- Annual reviews
- Holistic planning involving all those important to your child
- Tutor
- Exam access arrangements
- Opportunities for learning outside of the classroom

How does the school support my child with transition?

On entry - Home visits, parent/carer meetings, school visits, induction process, creation of student profile and Individual Learning Plan (ILP)

On exit - Personalised transition plans, support in school, post-16 transition support, college visits, SEND/EHCP information shared with new setting

How does the school communicate with me?

- Regular phone calls
- Website
- Parent/Carer meetings
- Person Centred reviews
- Meetings with outside agencies
- Written reports
- Emails and texts
- Letters and postcards
- Exhibitions
- EHCP Annual Review Process

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

- Head of School:
- Nicola Axford
SEND Lead
- Emily Langdon
SENCO
- Ashlee Jacobs
Pastoral manager:
- Natasha Hobbs



SEN Information Report Summary

Westbridge Academy 2019

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

- Mentoring
- Life skills development
- School nurse
- Monitoring attendance
- Home visits
- Anti-bullying
- Risk assessments
- 1:1 Time with key staff
- Positive Behaviour Certificates
- Activities - music/art clubs
- Gym sessions
- Counsellor
- ELSA (emotional literacy support)

How does the school identify and assess students with needs?

- Information from parents/carers
- Information from teachers (review meetings)
- Information from students (questionnaires, regular discussions with staff)
- Information from outside agencies
- Information from assessments and previous settings
- EHCP

How does the school meet my child's needs?

- Detailed baseline assessments on entry
- Communication and interaction - Supervision during social times, social skills games, 1:1 time, Elklan, personalised timetables
- Cognition and learning needs - Small learning groups, Dyslexic friendly approach, catch up literacy, 1:1 intervention sessions, ICT resources available
- Social, emotional & mental health - social skills groups/games, anger management, self-esteem work, PSHE curriculum, 1:1 counselling, ELSA sessions
- Sensory &/or physical - disabled toilet, Irlen friendly lighting, coloured paper/overlays, sensory resources, gym sessions, occupational health input
- Referral to specialist agencies as appropriate - Speech and Language, Educational Psychology, Occupational therapy, nurse practitioners
- Staff receive regular training to update their knowledge regarding SEN
- Every child's needs are considered on an individual basis

