Special Educational Needs Information Report 2026

At Sebert Wood we believe in providing every possible opportunity to develop the full potential of all children.

Approximately 1 in 5 children will have a special educational need at some time during their school career which may cause barriers to learning. This means children may have needs which are linked with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory or Physical

This information report provides an outline of how we work at Sebert Wood towards ensuring all pupils with SEND are able to make good progress and reach their potential.

Definitions:

The Department of Education SEND Code of Practice states that;

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. A child of compulsory school age or a young person has a learning difficulty or disability if he or she have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

At Sebert Wood, we follow this definition in our identification and support for children in our school. We would recognise children as having Special Educational Needs if they were working at a significantly lower level than their peer group, or had a specific need that required additional provision. Once a child is placed on the school's SEND register it doesn't always mean they remain as a SEND child for the rest of their school life. We regularly review the progress and attainment of children and if a child no longer requires additional support, they will be removed from the school's SEND register.

Guiding principle:
Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning. As a school our aim is to improve the aspirations, access, and achievement of all learners with a particular focus on SEND and vulnerable pupils.

1. Strong leadership – *to ensure our school maintains a sharp focus on the aspiration, access and achievement of vulnerable pupils*

2. High quality teaching and learning – *leading to improved progress for all pupils*

3. Parental Involvement – *to work in partnership with parents to support pupils in their learning in school and at home*

4. Wider Outcomes – *to support the participation, enjoyment and achievement of children in all elements of school life*

Objectives in making provision for all pupils include:

- working within the guidance provided in the SEND Code of practice;
- providing a Special Educational Needs Coordinator (SENDCo) who will work with and champion the SEN and Inclusion policy
- valuing all pupils in our school equally recognising that all pupils are entitled to experience success
- ensuring that all pupils have equal access to a broad and balanced curriculum, which is supported, scaffolded or differentiated to meet individual needs and abilities
- ensuring the aims of education for pupils with difficulties and disabilities are the same as those for all pupils

Every child is entitled to have his or her particular needs recognised and addressed. It is the responsibility of all teachers to identify and meet the SEN of pupils and to draw on the resources of the whole school, to maximise the opportunities for pupils with special educational needs to join in with all activities of the school.

All special educational provision is more effective if pupils and parents are fully involved. We will endeavour to seek the views of the child and take them into account and we acknowledge and draw upon parent knowledge and expertise in relation to their child.

This information report, along with our SEND policy, will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter for the whole school and is part of the continuous cycle of assessment and review.

1. How does the school identify children who may need SEN support?

There are some children who have already been diagnosed with a condition or disability before they join the school. However, for most children as we get to know them in school and we track their progress and observe them participating in school life we can identify whether they may need additional support. If a child is not making the progress we would expect we will take a closer look to see how we can support them, or identify what might be causing them to not achieve as well as their peers. Initially the class teacher would highlight children they are concerned about to the SENDCo.

The school is committed to the early identification of children with SEN by various tools, such as information sharing between professionals and teaching staff, classroom observations, internal and external assessments and monitoring of progress.

Teachers and the SENDCo are happy to meet with parents whenever possible to discuss pupil progress or concerns. We believe that early intervention and discussions benefit the child, family and school.

2. **Who are the best people to talk to about additional support?**

In the first instance the class teacher is the best person to talk to as they are best placed to know your child's needs. Additionally, you can contact:

- SENDCo: Mrs Sharon Dade (sen-admin@sebertwood.co.uk)

3. **What are the different types of support available in school?**

The type of support given is determined according to the needs of the child and the severity of these needs. The SEND Code of Practice identifies four main areas of need:

Social, mental and emotional health

This is where a child has a condition that impacts on their social, mental and emotional health such as Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder. Our provision can include interventions around social and emotional support, as well as through our pastoral support offer.

Communication and interaction

This is where a child may have speech, language and communication difficulties, which also includes children who have Autistic Spectrum Disorders (ASD). We support children with such needs through liaison with NHS Speech and Language Therapists, and internal interventions run by our specialist Speech and Language TAs.

Cognition and learning

This is where a child may have specific learning difficulties (SpLD) such as dyslexia or dyscalculia. This also includes Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD). We support these children through a variety of interventions targeted around their specific learning difficulties. These may include interventions such as Nessy, Beat Dyslexia and speech and language resources as well as other interventions that would appropriately provide targeted support.

Sensory and physical

This is where a child may have a vision or hearing impairment that requires specialised support or equipment, or a physical disability that requires on-going support, equipment or modifications to access learning. It may also be when a child has a sensory need where they may feel over or under stimulated by certain sensory stimuli. Where appropriate, we work with Occupational Therapists and Physiotherapists to provide appropriate support.

4. **How is additional support allocated to children?**

The Suffolk Local Authority allocates an annual SEN budget, which is distributed according to the needs of our pupils. The SENDCo, Senior Leadership Team and teachers meet regularly to discuss, review and deploy staff and resources as appropriate. Suffolk Local Authority has additional or top up funding which can be applied for when a child has additional needs which require a high level of

support or resources (HNF). The school must provide evidence of the child's needs meeting strict criteria set out in bands according to the complexity of need.

Once the school has completed two cycles of stage 1 of the graduated response (assess, plan, do, review) and we still feel further support is required, we access online support with the Specialist Education Service who may carry our additional assessments and offer advice for the class teacher and parents to support the child's needs.

5. **How will we measure progress and review provision for each child?**

Teachers use a range of short and long-term assessments which are reported termly. This also enables the Headteacher, SLT (Senior Leadership Team), SENDCo and Class Teachers to track children's progress so that any concerns can be efficiently addressed and monitored. Pupil progress meetings are held after data has been shared with the SLT to understand what support is in place for children and what impact this is having. Individual children also have records of support which are regularly reviewed by the SENDCo. All children registered on our SEND Register will have Learning Plans with termly targets which are reviewed at the end of each term by the class teacher, parents and pupil.

6. **How can I tell the school I am concerned about my child's progress or wellbeing?**

Your first step should be to speak to your child's class teacher if you feel that additional support is needed or if you have any concerns about your child.

7. **How will the school work with me as a parent in discussions about my child's learning?**

Teachers and the SENDCo are happy to meet with parents whenever appropriate to discuss your child's progress and learning.

You will be invited to parent consultation meetings in school each term to discuss and review your child's learning, with discussion based around their Individual Learning Plan which specifies their individual targets and support.

8. **How do we involve young people with SEN in discussions about their learning and progress?**

Children on our SEND Register are also included in the informal meetings each term and encouraged to share their views for inclusion on their Individual Learning Plan. We encourage children to talk about their learning and how to improve and challenge themselves against their own personal targets.

For children who have an EHCP, we gather their views prior to their annual review so that their views can be considered as well as those of their family and school staff.

9. **What training and support is provided for staff who support and work with children with SEN in our school?**

All staff have a responsibility to support children, and across the school teachers and Teaching Assistants plan and provide support for SEND children. Teachers provide Quality First Teaching and

scaffold or differentiate appropriately for all the children in their class. All children should be supported in their learning while being challenged. This is irrespective of attainment or ability.

Teachers regularly attend training in supporting children with special educational needs through externally and internally run courses. Within school, we have a culture of sharing good practice and expertise, and strategies are shared at staff meetings and training days. We are fortunate to have a number of staff who are specifically trained in various intervention programmes and have an ethos of encouraging staff to attend SEN specific training that will positively impact our children. All staff receive regular training in Safeguarding.

10. How will the teaching and curriculum be adapted for my child with SEN?

All children should be able to access the national curriculum and teachers will adapt, scaffold and support pupils to learn across the curriculum. As required, teaching and learning will be adapted to meet the needs of a child to enable them to make progress. We can also access specialist equipment to support your child's needs, where this is recommended. This may include the use of a laptop and use of specialist programmes to assist with writing difficulties. According to your child's needs we may use coloured overlays, books and paper to aid visual difficulties, enlarged text, visual timetables and resources, and writing aids. Resources such as writing slopes, wobble cushions and handwriting resources to support motor skills can also be used. Teaching may also be adapted for your child through targeted interventions or additional adult support within the classroom. In addition, we may use specialist trained staff, Social Stories and workstations to support social communication difficulties.

11. Who are the other services providing support to children with SEN?

Sebert Wood has developed close working relationships with a number of outside agencies, whose specialist knowledge and advice enhance children's learning and well-being. Currently we work with several agencies in order to support our children with SEND effectively:

- NHS Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nursing Service
- Psychology and Therapeutic Service
- Child and Adolescent Mental health (CAMHS)
- Special Education Service
- Family Services
- Emotional Wellbeing Hub
- Education Welfare Officers
- School Medical Services, Paediatricians, Nurses, GPs
- Pupil Referral Units
- Specialist Provision
- Mental Health Support Teams in Schools (MAST)

12. **How is Sebert Wood Primary School accessible to children with SEN?**

We make every reasonable adjustment to make our school as accessible as possible. Children with a mobility challenge would have their own personal plan to enable them to take part in all aspects of the curriculum as well as be able to exit the building safely in case of emergency.

We also make every effort to improve accessibility to the curriculum, which is achieved in a variety of ways including the use of enlarged text, access to ICT, coloured overlays/paper and background on a whiteboard. Every child's needs are considered on an individual basis.

13. **How will we support your child when they leave our school?**

Prior to transition between our school and secondary school, the secondary school SENDCo will meet with our SENDCo to discuss your child's individual needs and may offer your child a personalised transition plan for their new school.

Data and information are transferred safely to protect your child as well as enable the secondary school to assess each child's individual needs and arrange suitable provision.

14. **Where else can I find support information as a parent of a child with SEN?**

You can find information on Suffolk County Council's Local Offer which details the services available across the County. You can also access free impartial advice and information at Suffolk SENDIASS:

https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page

https://suffolksendiass.co.uk/