

# Felix Primary School

## SEND Information Report March 2025

<p>1 Variety of Special Educational Needs that are provided for at Felix Primary School.</p>	<p>The SEN Team provides support for pupils across the 4 broad areas of need as laid out in the SEN Code of Practice 2014 (last updated May 2015):</p> <ul style="list-style-type: none"> <li>• Communication and Interaction</li> <li>• Cognition and Learning</li> <li>• Social, emotional and mental health difficulties</li> <li>• Sensory and/or physical needs</li> </ul> <p>The school has three Specialist SEND Unit Classes (SUs), each providing targeted provision for children with additional and complex SEN that fall under the following 3 broad areas of need:</p> <ul style="list-style-type: none"> <li>• EYFS/KS1 Specialist SEND Unit</li> <li>• KS2 Communication and Interaction SEND Unit</li> <li>• KS2 Cognition and Learning SEND Unit</li> </ul> <p><i>Please note that admission to any of our Specialist Units is via the Local Authority only.</i></p> <p><i>The school is unable to move your child from a mainstream class at the school into a Specialist Unit.</i></p> <p>The school currently has 35% of all pupils identified with SEND including 23% of pupils with an EHCP.</p>
<p>2 Information about the school's policies for identification and assessment of pupils with SEND</p>	<p>Pupils are identified as having SEND with their needs assessed through a multi-pronged approach incorporating:</p> <ul style="list-style-type: none"> <li>• Whole school SEND Identification Process which identifies individual SEND needs clearly through a</li> <li>• robust, timely and individualised information gathering and assessment process (see SEND Identification Process document for a schematic which illustrates our whole school process)</li> <li>• EYFS Early Learning Goal baseline assessments and results, baseline testing, phonics screening checks and progress data</li> <li>• Individual assessment using standardised score assessments including British Picture Vocabulary Scale,</li> <li>• Feedback from teaching staff including Class Teacher and Specialist Subject Teachers, HLTAs and Tas</li> </ul>

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	<ul style="list-style-type: none"> <li>• Feedback from specialist agencies and external professionals e.g. Suffolk Specialist Education Services (SES), Educational Psychologist (EP), Speech and Language Therapist (SALT), Occupational Therapist (OT), and Paediatricians.</li> <li>• Pupil Premium interventions not showing impact</li> <li>• Information from Parents or Carers</li> <li>• Pupil Voice</li> <li>• Whole School Assessment Systems including teacher judgement</li> <li>• Input from school staffing teams including pastoral and safeguarding if relevant</li> <li>• Actions from primary/previous school – Graduated Approach</li> <li>• Observations and monitoring in school to look at High Quality Teaching Provision</li> <li>• Team Around the Child discussions</li> <li>• Intervention progress</li> </ul>
3c The school's approach to teaching pupils with SEND	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> <li>• An inclusive approach to teaching and learning that maximises pupil engagement, progress and attainment, from the unique starting points of individuals</li> <li>• Provision is guided by pupil abilities – what a child CAN do</li> <li>• The teaching of skills for life and development of independence</li> <li>• We model a Growth Mindset and encourage our pupils to adopt this outlook to prepare them for their next stage of learning and adulthood</li> <li>• High Quality Teaching, with appropriate and effective adaptive teaching in place as Every Teacher is a Teacher of SEND</li> <li>• Additional adult support in classrooms where appropriate to form Teaching Teams; TA and 1-2-1 TAs</li> <li>• Personalised intervention programmes</li> <li>• The sourcing of additional specialist support via external agencies including SALT, EP, OT and School Nursing</li> <li>• The sourcing of additional specialist support offered through Suffolk County Council including Specialist Education Services</li> <li>• Referral to Alternative Provisions (where indicated) to ensure a broad and balanced education offer that meets individual needs</li> </ul>

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<p>3a Evaluating the effectiveness of the provision made for pupils with SEND</p>	<ul style="list-style-type: none"> <li>• Impact tracking is completed at least termly and adaptations to provision made in light of the findings.</li> <li>• SEND Parent Voice Survey bi-annually</li> <li>• SEND Pupil Voice Survey bi-annually</li> <li>• Progress and evaluation are reported to Sapientia Education Trust's Board of Trustees and the Director of Inclusive Learning</li> <li>• Progress and evaluation of SEND is reported to the Education Committee via the Headteacher's report termly</li> <li>• Specialist External Support is provided via the Trust Education Team.</li> <li>• SEND is a priority for all Quality Assurance undertaken by the Trust Education Team.</li> <li>• The Whole School SEND Review Guide is used as a key effectiveness review tool to evaluate the impact of SEND provision.</li> </ul>
<p>3b Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review</p>	<p>We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review.</p> <ul style="list-style-type: none"> <li>- <b>Assess:</b> when a learner is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff, and the pupil.</li> <li>- <b>Plan:</b> together we plan about what actions need to be taken and what support needs to be put in place. A date is set for review.</li> <li>- <b>Do:</b> the plan is put in place as agreed.</li> <li>- <b>Review:</b> the impact of the provision on the pupil is evaluated. The next steps are established. The cycle may begin again.</li> </ul> <p>These arrangements include:</p> <ul style="list-style-type: none"> <li>• Data tracking approach for pupil progress with key assessment tools (including teacher judgement) completed termly so that pupil progress can be monitored over time</li> <li>• Termly Pupil Progress Meetings between Class Teacher, SLT and SENDCO</li> <li>• Individual pupil Support plan reviews once termly and EHCP reviews annually for KS1 and KS2 and twice annually for EYFS</li> <li>• Individual, personalised Support Plans for all learners with SEND</li> <li>• Observations and follow-up as part of whole school and individual monitoring in SEND</li> <li>• Parent/Carer's meetings</li> </ul>

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	<ul style="list-style-type: none"> <li>• Pupil Voice</li> </ul>
3d How adaptations are made to the curriculum and the learning environment of pupils with SEND	<p>The curriculum/learning opportunities may be adapted by the following reasonable adjustments, which is not an exhaustive list, but may include:</p> <ul style="list-style-type: none"> <li>• Application of EEF High Quality Teaching Strategies including scaffolding, modelling, flexible grouping,</li> <li>• Explicit instruction, meta-cognition strategies</li> <li>• Groupings that target specific levels of progress</li> <li>• Adapted resources and teaching styles</li> <li>• Appropriate choices of texts and topics to suit the learner (that reflect their interests and abilities)</li> <li>• Access arrangements for tests and other assessments if indicated</li> <li>• Additional adult support if indicated</li> <li>• Adjustments to the physical learning environment to ensure access</li> <li>• Sensory supports including wobble cushions, chewies and pencil grips</li> <li>• Personalised timetable</li> <li>• Consideration of Executive Functioning including information processing demands, chunking of information into manageable parts, overexposure of taught concepts to promote retention, preteaching and simplified language</li> <li>• Additional support in the planning phase of learning with strategies including organisers and mind maps</li> <li>• A (more) highly visual approach inspired by evidence-based language approaches to teaching and learning</li> <li>• Clear and consistent routines to promote a readiness to learn</li> <li>• Additional and specific Dyslexia-friendly adjustments (beyond the whole school Dyslexia-friendly approach) including larger font, overlays, Dyslexia rulers, coloured books/paper</li> <li>• Cognitive and active learning breaks</li> <li>• Additional time to complete tasks</li> <li>• 1:1 support</li> <li>• Personalised seating arrangements</li> </ul>

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	<ul style="list-style-type: none"> <li>• Reasonable adjustments to rewards and sanctions issued in the context of the learner's special educational needs</li> <li>• Meet and greet at the start of the day and/or decompression at the end of the day;</li> <li>• Provision of specific support programmes e.g. Zones of Regulation, Lexia</li> </ul>
3g Support that is available for improving the social, emotional and mental health needs of pupils with SEND	<p>Pupils are well-supported by:</p> <ul style="list-style-type: none"> <li>• A positive and therapeutic behaviour approach for all learners underpinned by Norfolk STEPS approaches</li> <li>• An anti-bullying policy</li> <li>• A behaviour policy underpinned by Norfolk STEPS approaches</li> <li>• Dedicated Pastoral Team who are both on call and provide targeted SEMH support for pupils as needed</li> <li>• Zones of Regulation approach to developing self-regulation of emotions</li> <li>• Targeted, external support may be sourced by external providers such as Play Therapy and Level 2</li> <li>• Mentoring</li> <li>• Pupil Voice, providing regular opportunities for pupils to have their voice heard</li> <li>• SEMH support program</li> <li>• Trusted adults approach</li> </ul>
<p>4 In relation to Mainstream Schools and maintained nursery schools, the</p> <ul style="list-style-type: none"> <li>- Name and Contact details of SEND Coordinator</li> <li>- Name and Contact details of SEND Trustee</li> </ul>	<p>Jess Hearn– Headteacher  <a href="mailto:office@felixprimaryschool.org">office@felixprimaryschool.org</a></p> <p>Kathy Spurgeon- SENDCO  <a href="mailto:senadmin@felixprimaryschool.org">senadmin@felixprimaryschool.org</a></p> <p>Trust SEND Trustee: Roger Margand.          Contact Email: <a href="mailto:ea@setrust.co.uk">ea@setrust.co.uk</a></p> <p>School Telephone Number: 01394 283374</p>

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<p>5 Information about the expertise and training of relevant staff in relation to children and young people with SEND, including how specialist expertise will be secured</p>	<p>All staff receive training on SEND. Ongoing training is provided as needed in response to the individual needs of learners which is informed by an annual audit of staff expertise in SEND. This includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• The Assistant Headteacher/SENDCO – SENDCO qualification, 26 years teaching and leadership experience, MA in Education, B-Ed with QTS, NPQSL.</li> <li>• The school has 2 Lead Norfolk STEPS Practitioners responsible for the training of all staff in the STEPS approach</li> <li>• Trust CPD for Support Staff – Autumn 2024 to Spring 2025 in collaboration with Whole School SEND</li> <li>• Termly Trust SEND Strategy Days for SENDCOs led by the Director of Inclusive Learning</li> <li>• EYFS Lead Network SEND Training – Whole Class Approaches to support the 4 broad areas of need</li> <li>• Termly CPD training covering topics including EEF Special Educational Needs in Mainstream Schools Guidance, SEND Code of Practice, The Graduated Approach, High Quality Teaching Strategies to support pupils with SEND, sensory needs, speech and language communication needs, and Blanks Levels of Questioning</li> <li>• NHS SALT-provided speech and language training for key staff members supporting key pupils with SEND. Topics including: SCARC, Grammar, Early Communication, Narrative, Vocabulary and WordFinding</li> <li>• The school has a range of TAs trained in LEGO Therapy</li> <li>• Specialist Unit TAs with Makaton, TACPAC, Singing Communication, Gestalt’s Approaches training</li> <li>• TAs with additional HLTA training across our mainstream setting</li> <li>• Specialist expertise and engagement with external SEND professionals including NHS SALT, SES team, Paediatricians and Audiologists</li> <li>• Teacher, HLTA and TA online additional SEND CPD offered through such organisations as National College of Teachers</li> </ul>
<p>6 Information about how equipment and facilities support children and young people with SEND will be secured</p>	<ul style="list-style-type: none"> <li>• Support Services including health services</li> <li>• National and Local Charities</li> <li>• Volunteers</li> <li>• Early Help &amp; Family Services Support (Suffolk County Council)</li> <li>• SENDIASS</li> <li>• Additional specialist SEND agencies</li> </ul>

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<p>7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child</p>	<p>The views of parents and carers are important to us, and we will involve you in discussions about provision for your child's SEND both at the point of identification and through their termly review. The Class Teacher is always the first point of contact for families with queries regarding SEND in the first instance, but your voice may need to be shared in other ways including:</p> <ul style="list-style-type: none"> <li>• School telephone call</li> <li>• senadmin@felixprimaryschool.org (Berenice Rayner, SEN Admin Assistant)</li> <li>• Parent Views</li> <li>• Parents Evenings</li> <li>• SENDCO direct contact</li> <li>• Face-to-face meetings with key staff member</li> <li>• SEND Surveys</li> </ul>
<p>8 The arrangements for consulting young people with SEND about and involving them in their education</p>	<p>The wishes and feelings of young people with SEND are central to our provision. We involve them in discussions about the support they receive in an age-appropriate manner to ensure access and understanding.</p> <p>We gather their views as part of the termly review of their learning plan also through:</p> <ul style="list-style-type: none"> <li>• Pupil Voice</li> <li>• Annual Reviews for EHC Plans</li> <li>• Wishes and Feelings - signs of safety activity</li> </ul>
<p>9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school</p>	<p>Please refer to and use the school's existing complaints policy and procedure which is available directly from the school or website.</p> <p><a href="https://www.felixprimaryschool.org/assets/Documents/Attachments/School-Complaints-Policy-Felix.pdf">https://www.felixprimaryschool.org/assets/Documents/Attachments/School-Complaints-Policy-Felix.pdf</a></p>
<p>10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.</p>	<p>The Sapientia Education Trust is governed by a Board of Trustees who have statutory responsibility for governance. The Board of Trustees empowers the SEND Coordinator and Headteacher to use the range of support and resources required to benefit the children at Felix Primary School.</p> <p>This can include:</p> <ul style="list-style-type: none"> <li>• Family Support</li> <li>• Speech and Language therapy</li> </ul>

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	<ul style="list-style-type: none"> <li>• MAT support and advice</li> <li>• Specialists e.g. Educational Psychologists, School-to-School support etc.</li> </ul> <p>In its turn, through monitoring and challenge, the Board of Trustees assess the impact, costs and cost effectiveness of the support used and amends the strategy of the school appropriately.</p>
11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.	<p>Suffolk SEND Partnership - Telephone: 01603 704070  SEN Centre of Excellence - Telephone: 03448008020  Suffolk SENDIASS – Telephone 01473 265210  <a href="mailto:enquiries@suffolksendiass.co.uk">enquiries@suffolksendiass.co.uk</a>  <a href="https://www.suffolksendiass.co.uk">https://www.suffolksendiass.co.uk</a></p>
12 The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living	<p>Transition arrangements may be personalised to meet the child's needs and may include the following:</p> <ul style="list-style-type: none"> <li>• Meetings with feeder and MAT schools to ensure all appropriate information is passed on in a timely manner</li> <li>• Contact and handover of information and strategies to and from receiving schools</li> <li>• Class Teacher handover discussions</li> <li>• SENDCO to SENDCO handover meetings</li> <li>• Previous setting visits by our staff</li> <li>• Visits to our setting for the pupil and family</li> <li>• Transition activity and information package provided for families once our setting is confirmed</li> <li>• Safeguarding handover meetings between our Safeguarding team and the other setting</li> <li>• Setting tours, led by a member of our SEND team</li> </ul>
13 Information on where the local authority's local offer is published	<p><a href="https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0">https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0</a></p>