

Hundon and Thurlow Primary Federation SEND information and overview (Updated in Autumn 2024)

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Governor with responsibility for SEND is Sue McKeogh.

Profile of SEND 2024/25

Breakdown of data - Autumn term of 2024/25:

- Hundon – 22 children on SEND register – 31.4%
- Thurlow – 25 children on SEND register – 32.9%

National average for SEND children for 2023/24 was 13.6%

Currently:

- 3 children at Hundon have an EHCP (4.2%)
- 1 child at Thurlow has an EHCP (1.3%)

National average for EHCP for 2023/24 was 4.8%

The types of special needs fall into the four broad areas of:

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health
- Physical and Sensory

What facilities do we provide to help children with SEND to access the school?

Both school buildings are fully accessible to children with physical disabilities via ramps. There is a toilet for the disabled in each school. Children have access to a range of ICT equipment to support their physical and learning needs. We also ensure that classroom equipment used is accessible to all children regardless of their needs. All educational trips, visits and afterschool clubs are inclusive.

For further information, please see the school's for further information, please see the school's Accessibility Policy Planning ([here](#)).

SEND Funding

The Hundon and Thurlow Primary Federation receives funding for each school from the local authority for every child, some of which is intended to support children with SEND. For children who have particularly high levels of need and support, we apply for top-up funding (High Needs Funding or HNF) from Suffolk. This funding is used to provide support in different ways for example, staff training, to employ Learning Support Assistants to facilitate, 1:1 and small group support for children who require a high level of support. We have also used some of this money to buy specialist resources for example, assistive technology, sensory equipment etc.

SEND and Inclusion at the Hundon and Thurlow Primary Federation

We welcome everybody into our community. We believe that every child should be provided with the opportunity to achieve his or her full potential. Every child has the opportunity to follow all National Curriculum subjects, with

Quality First Teaching designed to allow all learners to access the curriculum. However, some children may require extra support to allow them to achieve their potential, and this is where our SEND support is offered. We are committed to narrowing the attainment gap between SEND and non-SEND students. This may include one-to-one or small group school interventions with a Learning Support Assistant or Teacher. It may also include other learning or behavioural interventions developed on an individual needs basis.

We work closely with the Suffolk SEND team, who have specialist practitioners to assist us with our own provision for children with SEND. The Suffolk County Council Local Offer can be found at:

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannel=0>

Inclusion

“Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the needs of all pupils”

We fully endorse the above statutory inclusion statement, believing that all children at the Hundon and Thurlow Primary Federation should have equal access so that they may have the opportunity to progress and demonstrate achievement. We meet this by planning a broad and balanced curriculum which meets the needs of children, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds. We meet the needs of all children by:

- Providing resources that reflect diversity and are free from discrimination and stereotyping
- Bespoke PSHEE curriculum
- Using a range of teaching strategies that are based on their needs
- Ensuring access to every activity where it is safe and reasonable to do so

Admissions for children with SEND

Children with Special Educational Needs and Disabilities (SEND) are granted equal admission rights and each case is carefully considered with a programme of individual help if required.

What SEND provision is available at our school?

A young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A young person has a learning difficulty or disability if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school.

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on our website, detailing our philosophy in relation to SEND.

Additional and/or different provision can be made in school for children with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia.
- Sensory, Medical and Physical – hearing impairment, sensory processing difficulties, epilepsy.
- Communication and Interaction – Autistic Spectrum Disorder, Selective Mutism, Speech and Language difficulties.
- Social, Emotional and Mental Health – Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder, Anxiety, Depression, Attachment Disorder, Eating Disorders

How do we prepare our staff for their role in working with children with SEND?

- Our SENDCo has ongoing training and development in the field of SEND in addition to seeking out and acting on advice from other professionals involve with a child.
- Our team of Learning Support Assistants have extensive experience and training in planning, delivering and assessing intervention programmes.
- All of our staff are trained on the needs of students at the schools – this can include training from specialist agencies or consultants, as well as from our SENDCo or other staff with relevant expertise.
- SEND training forms part of the continuing professional development of all teachers and LSAs and is organised in accordance with the needs of our children.

Specific Special Educational Provisions

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things such as using more practical learning.
- Specific strategies (which may be suggested by the SENDCo or outside professionals) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work with in a smaller group of children.

Within the classroom environment, teachers may plan specific activities for your child to work on, either one-to-one or in a group with an LSA. These will be monitored and reviewed by the both the teacher and LSA, and will be adapted according to the needs of the child. Their progress is monitored throughout the intervention and is reported back to the class teacher and the SENDCo. The individual Pupil Support Passports have the small step targets for each child in order to track and monitor that progress is being made.

Some of the interventions offered in the schools are:

- One-to-One targeted support
- Fine/Gross Motor Skills Support
- Social Skills Support
- Phonics Support
- Literacy and Numeracy Support
- Memory Skills
- Speech and Language Therapy
- Emotional Literacy Support Assistant (ELSA trained members of staff)

Specialist groups run by outside agencies for example Speech and Language Therapy where a child has been identified by the class teacher/SENDCo or through the Assess Plan Do Review cycle, as needing some extra specialist support in school from a professional outside the school a referral can be made. This may be from:

- Speech and Language Therapy Service (SALT)

- Specialist Education Service (SES) at Suffolk County Council
- The School Nursing Team
- Child and Adolescent Mental Health Service (CAHMS)
- The Neurodevelopmental Disorder (NDD) pathway - for concerns/assessment relating to Autistic Spectrum Disorder (ASD) Attention Deficit Hyperactivity Disorder (ADHD)

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCo (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group
 - Group or individual work with an outside professional.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher and SENDCo as needing a particularly high level of individual or small group teaching because they are significantly below age related expectations, which requires additional support to be made available to the school. Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as SES
- Outside agencies such as physiotherapy, occupational therapy, speech and language therapy (SALT) service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need significantly more support in school to make progress. If this is the case they will write an EHCP. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- When an EHCP is issued it will outline the provision required for your child to reach the targets outlined in the plan and what strategies must be put in place. It will also have long and short-term goals for your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 20 hours of support in school

Attendance at a school run by an external provider.

Sometimes, your child's class-teacher, the SENDCo and you may conclude that your child's needs would benefit from a fixed-term specialised teaching provision from outside the school. In Suffolk, we have the opportunity to refer children to one of several special schools in the county. These include:

- Riverwalk School for children with Moderate Learning Disabilities
- The Priory School for children with Moderate Learning Disabilities
- Pupil Referral Units for older children with challenging behaviours.
- SEND Units - small units, attached to existing Mainstream schools, which offer provision for children with Special Educational Needs across all four categories. The children will sometimes be offered outreach support from these schools, or it may be decided that a fixed-term dual attendance would be more beneficial. In this instance, a child would attend the other school for part of the week and Hundon or Thurlow for the remainder of the week. At all times, you and the class teacher will be kept up to date with their progress.

Identification and assessment of children with SEND?

The aim of our provision is to identify and assess the SEND and to plan the provision needed for each young person to achieve his or her best at School. Some SEND pupils may need extra support to achieve their learning potential. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- 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.

If the school have any concerns about your child's progress or behaviour, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

It may be appropriate at this stage to provide your child with a Person Centred Pupil Support Passport. This is a target-setting device, which allows you and your class teacher to set appropriate small step targets to assist your child in making progress towards academic or social goals. The Passport will be reviewed termly.

Teachers will arrange a meeting with parents to talk about what is needed to put together a Pupil Support Passport. Before it can be drawn up we will need to consider the following information:

- The young person's needs and what he or she will require on their learning journey through school
- The views of the young person and what they think they need support with
- The views of the parents and what they would like to see as an outcome from their child
- A school based learning assessment
- Current and expected levels of attainment.

We will look at all this information and then the Passport will be drawn up.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher/SENDCo would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations may be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered.

How do we evaluate the effectiveness of provision for children with SEN?

- Use of qualitative and quantitative data analysis to measure progress and achievement
- Evaluation of individual Pupil Support Passports 3x yearly
- Use of assessment information/progress rates etc. pre- and post- interventions
- Use of attainment and progress data for children with SEND across the school part of whole school tracking of children's progress in terms of age-related expectations.
- Pupil/parent's views
- Monitoring by SENDCo

What are our arrangements for assessing and reviewing the progress of children with SEN?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed throughout the in reading, writing and numeracy.
- Children who are identified as having a Special Educational Need or Disability will have a Pupil Support Passport.
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.

- When assessing children with SEND, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the classroom is provided as far as is permitted during tests
- Initial concerns about a child's progress are discussed with the SENDCo and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate

What is our approach to teaching pupils with SEND?

- Unlocking potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, and use appropriate assessments and set suitable targets for learning.
- Children with SEND are afforded the same opportunities as all other children and there are high expectations of all of our learners. Children with SEND are treated with the same level of care and respect as every other child in our school, and this is monitored by the SENDCo and School Leadership Team.
- Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve; provision for children with SEND is a matter for the school as a whole.
- In addition, the Governing Body, Head teacher, SENDCo and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND - a continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements
- Children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEND in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage

their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively

- We aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENDCo, teacher assessment and use of assessments which will enable peer group comparisons to be made.
- In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential.
- Children who speak English as a second language may also require additional modified programmes and adaptation of the curriculum.
- We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset, without the need for disapplication. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities where required for the development of skills in practical aspects of the curriculum; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

How do we adapt the curriculum and learning environment?

- The curriculum is scaffolded and adapted to meet the needs of all our children. Adaptation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.

- The school always acts upon advice received from external agencies - use of aids as recommended; use of laptops for children with recording needs; use of coloured overlays and exercise books
- We endeavour to ensure that all class rooms are dyslexia, ASD and sensory friendly.

What additional support for learning is available for children with SEN?

- Non-academic support – pupils with Physical or Social Emotional and Mental Health related difficulties such as self-regulation, self-esteem, bereavement etc. The schools both support the emotional and social development of pupils, we have ELSA trained members of staff in both schools.
- Our bespoke PSHEE curriculum weaves inclusion, tolerance and a community ethos including how to prevent bullying.
- Learning Support Assistants are employed in school, providing a higher staff to pupil ratio which maximises learning potential for all our children; trained to deliver a number of intervention programmes in addition to support children on a 1:1 or small group basis.
- We follow the Code of Practice for SEN
- We teach and adapt the curriculum to ensure that the needs of all children are met
- We implement Pupil Support Passports with relevant, aspirational targets
- A large number of intervention programmes are in place for children who require additional support
- Laptops and Ipads may be used for children with recording needs.
- For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists). Meetings can be held in school involving specialists (as noted above) and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home
- Specific resources or strategies are in place for many children recommended by external agencies.

Arrangements for children with SEND during points of transition

- Class teachers Headteacher and SENDCo meet regularly throughout the year to discuss progress and issues that may affect children with SEND.
- In preparation for transition between classes, teachers meet to exchange information on targets, attainment data, pastoral information, strategies and interventions that have worked and the best ways to support the children in their class. Information is kept updated throughout the year with details of support received, emotional and behavioural information and changes in circumstances that may affect a child's progress and development.
- Children are supported and prepared throughout school for transition to the next class - children are familiar with all staff members in school. Drop ins and short visits to the new class, both formal and informally are set up to smooth the transition by gradually increasing frequency and duration with the new teacher.
- As soon as the SENDCo knows which secondary school your child will be attending, a meeting is held between the class teacher and SENDCo at either Hundon or Thurlow and the receiving SENDCo. At this meeting, targets, areas of difficulty and strategies are discussed. It may be necessary for some children to have extra transition support and extra visits. In these instances, children and parents are given extra opportunities to visit the school and familiarise themselves with staff and students.

What activities are available for children with SEND in addition to those available in accordance with the curriculum?

- All extra-curricular activities are available to all of our children, regardless of their need
- Wrap Around Care / Sports clubs is available to all our children
- Residential trips are available to all children

What should I do if I am not happy with the provision for my child?

- Our primary concern is the education and welfare of your child, and our SEND provision is designed to support all children who require additional assistance.
- If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENDCo or Headteacher.
- If you are still not happy, please refer to the school complaints procedure