



# SEND Information Report 2025-2026

This SEND Information Report should be read in conjunction with our Special Educational Needs and/or Disabilities (SEND) Policy, which is available on our website.

This report is also created from consultation with staff and families in school particularly considering some of their frequently asked questions.

**Our Headteacher is Mrs Amy Arnold. Our SENDCo is Miss. Rachel Bacon. Our Governor with responsibility for SEND is Miss Frances Cocks. All of these individuals can be contacted via the school office. More information about their roles and responsibilities can be found in the SEND policy.**

## INTRODUCTION

Barnham CEVC Primary school is committed to enabling children to flourish and achieve their fullest potential through providing opportunities to be 'the best they can be for themselves, for others and for God's world'. We want all children to feel respected and valued as contributors to our school family. At Barnham, we embrace the fact that every child is different and, therefore, the educational needs of every child are different. This is certainly the case for children with Special Educational Needs and Disabilities (SEND)

## ***What kinds of SEND do you provide for at Barnham?***

At Barnham CEVC Primary School, we pride ourselves on our inclusive practice and our getting to know the child as an individual. We use a child-centred approach to our SEN Support.

We cater for the 4 broad areas of SEN as specified in the SEND Code of Practice (2015):

<p><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>• Moderate Learning Difficulties (MLD)</li> <li>• Specific Learning Difficulties (SpLD), e.g. dyslexia</li> </ul>	<p><b>Communication and Interaction</b></p> <ul style="list-style-type: none"> <li>• Speech, Language and Communication Needs (SLCN)</li> <li>• Autism Spectrum Condition (ASC)</li> </ul>
<p><b>Social Emotional and Mental Health Needs</b></p> <ul style="list-style-type: none"> <li>• Attention Deficit (Hyperactivity) Disorder (AD(H)D)</li> <li>• Attachment Disorder (AD)</li> </ul>	<p><b>Sensory and/or Physical</b></p> <ul style="list-style-type: none"> <li>• Hearing Impairment (HI)</li> <li>• Visual Impairment (VI)</li> <li>• Multi-sensory Impairment (MSI)</li> <li>• Physically Disabled (PD)</li> </ul>

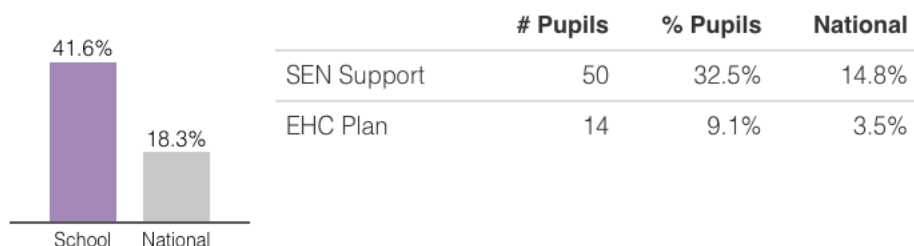
Children will primarily fit into one of the 4 broad areas; however, their needs may overlap with other areas and they may change over time. Children on the SEND register are divided into two categories: EHCP or SEND Support. Where a child needs some provision that is above our ordinarily available provision (OAP) they will be added to the SEND register and a learning plan will be drawn up; this will be in communication with the class

teacher, the child and the family. The SENDCo will oversee the writing of learning plans and will support as required.

## **PROFILE OF SEND 2025-2026**

The graph below gives an overview of the profile of SEND at our school during academic year 2024-2025 and shows how this compares to the national picture.

**Pupils with SEND**



You can see that for children at both the SEN support level and those with an EHC plan, we are significantly higher than the national average.

The types of special need included:

- Communication and interaction: autistic spectrum disorder, speech and language difficulties.
- Cognition and learning: dyslexia, moderate learning difficulties
- Social, emotional and mental health
- Physical and Sensory

In terms of primary area of need, our SEND register was made up of:

**SEND Specific Needs**

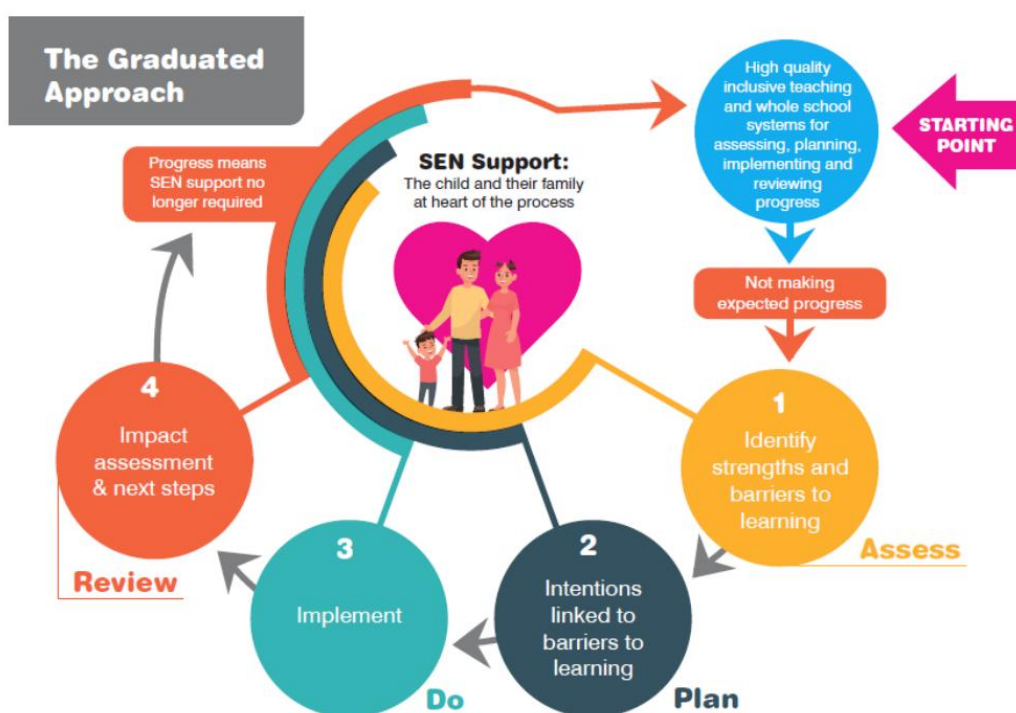
	# Pupils	% Pupils
Social, Emotional and Mental Health	35	22.7%
Specific Learning Difficulty	17	11.0%
Speech, Language and Communication Needs	11	7.1%
Autistic Spectrum Disorder	9	5.8%
Physical Disability	3	1.9%
SEN support but no specialist assessment of type of need	2	1.3%
Other Difficulty/Disability	1	0.6%

This means the primary area of need in our school is currently Social, Emotional and Mental Health although lots of these children have more than one area of need.

## How do you identify SEND in children that attend Barnham?

### IDENTIFYING SEND

The way in which we identify and work with children with SEND is clearly explained in our SEND policy and this can be found on our school website or a paper copy can be requested from the school office. Within this policy we have a clear procedure for children stepping up on to SEND support and on the SEND register and a clear stepping down procedure, as some children may make significant progress and no longer require SEND support.



As set out in the SEND Code of Practice, the school follows the **Graduated Approach to Assessment**, which follows the four stages of Assess, Plan, Do and Review. This allows for a more personalised approach to the identification, planning and assessment of SEND provision.

We also use The SEND Journey document from Suffolk to inform our procedures as outlined here.

**Suffolk County Council** Supporting CYP\* with SEND in Suffolk: A Graduated Response to support Schools and Settings

**Stage 1: Initiate Assess, Plan, Do, Review (APDR)**  
 A whole setting approach to identifying need and removing barriers to learning

**Assess**

- Discussion with key staff in the educational setting to build profile of need
- Capture CYP and parent/carer views
- Gather and analyse assessment information, based on observations, current attainment, formal and informal assessments

**Plan**

- Work together to create a time-limited support plan, utilising whole school approaches, high quality inclusive teaching and differentiation
- Use the categories of need descriptors to help inform planning

**Do**

- Put in place the agreed adjustments, support and intervention, with the implementation, linking interventions to

the impact of the provision, involving the updated information.

**expected progress despite intervention**

Education or Psychology & Therapeutic CYP and whole setting approaches. Local approaches through a SEND Support or SENDCo Support visit to your school and/or Education Facilitation support or an EP

Additional support such as Mental Health, Early Help, Social Care or SEND Funding may be used to support the updated information.

**Stage 3: CYP needs a higher level of support and intervention**

- Review the impact of interventions, continuing the cycle of APDR and involving the CYP and their parent/carers
- Review the impact of the SEND funding in place
- Consider a request for an Education, Health and Care Needs Assessment

For more information and resources, visit:

[www.suffolklocaloffer.org.uk](http://www.suffolklocaloffer.org.uk)    [www.sendgateway.org.uk](http://www.sendgateway.org.uk)    SENDIASS Training [www.suffolksendiass.co.uk](http://www.suffolksendiass.co.uk)    SEND Code of Practice [www.nasen.org.uk](http://www.nasen.org.uk)

\*We have used CYP to indicate children and young people aged 0-25 Updated September 2022

The SEND journey and process at Barnham is outlined below and will help you understand the process for identifying children with SEND, our 'step up' procedure for adding children to the SEND register and also our 'step down' procedure which explains when and why a child might be removed from the SEND register.

## Our Graduated Response Working TOGETHER to support a child's SEND Journey at Barnham

If you are worried your child may be struggling,

**Please talk to us**

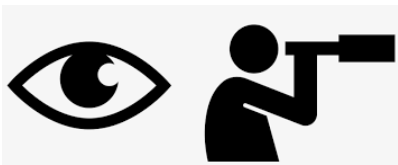
Check in with your child's class



teacher, they know your child best. E mail them or call and ask for a mutually convenient appointment to discuss your concerns.

Then the following the steps may happen:

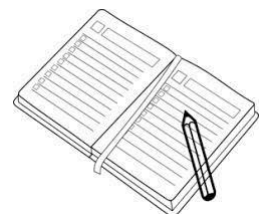
### Step 1: Observations (Wave 1)



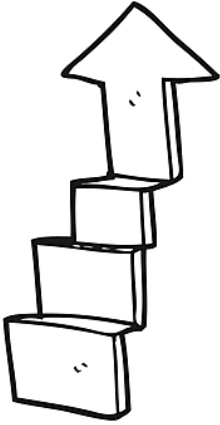
The class teacher will make observations and assessments and talk to the SENDCo about the findings in order to plan next steps. (Assess-Plan)

### Step 2: Implementation (Wave 1)

The class teacher will then implement some of the suggestions discussed (Do) and then review after a period of time, usually around half a term (Review). This may mean that they make reasonable adjustments in class or your child may join a specific intervention group.



**After the steps above, it may be that we are identifying a Special Educational Need and then the next steps maybe carried out:**



### Step 3: Identification of SEND (Wave 2)

**Step 3 is considered our 'Step Up' point and at this point the child will be added to our school SEND register**

In school we have a selection of different assessments and screenings that we can use to look for specific difficulties.

We may also seek to refer the child for further investigation from health professionals; this process will be carried out with parents.

The SENDCo may also seek to get further advice from an outside agency but this will be done in conversation with the child's parents/carers.

### Step 4: Assess- Plan- Do- Review (Wave 2)

Class teachers will work with the child and family to create a written plan.

The SENDCo may advise on the contents of this plan. It will outline targets for the child to work on and the provision that will be put in place to support them. These plans are called 'Learning Plans' as we hope these plans will support a child in their journey of learning, making progress and becoming the best that they can be.

## LEARNING PLANS

Learning plans record specific and challenging targets for the child to achieve over a set period of time (usually one term). These plans will also outline the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets. The 'Learning Plans' will be reviewed termly by all to ensure good progress or even better.

This is all part of the graduated approach of assess, plan, do and review. The school expectation is that there will be at least 3 cycles of these each year but in some cases there may be more.

Our learning plans are generated using the school's assessment programme called Insight. They will usually be 2x A4 sides and look similar to the images below:

### {First Name} {Last Name} – Learning Plan

Every child on the SEND register will have a learning plan. These plans are reviewed at least 3 times a year or more when required as part of our Graduated Response to meeting their needs. The review points are usually close to the half terms: October, February and May. If you have any questions, please do not hesitate to talk to your child's class teacher in the first instance or contact the SENDCo. More information about our SEND provision can be found on the school website [www.barnham.suffolk.sch.uk](http://www.barnham.suffolk.sch.uk)



<b>DOB:</b> {Date of Birth}	<b>Age:</b> {Pupil Age}
<b>Class:</b> {Class}	<b>Year Group:</b> {Year Group}
<b>Attendance:</b> {Attendance}	<b>UPN:</b> {UPN}
<b>Learning Plan Created:</b> {Learning Plan Creation Date}	<b>Review Date:</b> {Learning Plan Review Date}
<b>SEND Stage:</b> {SEND provision}	<b>Broad Area of Need:</b> {SEND Broad Area}

#### Strengths

{Learning Plan Comment: 1 Strengths}

#### Assess

The table below will show you the child's most recent assessments in core subjects of reading, writing and maths.

{Learning Plan Assessments}

#### Targets & Provision

{Learning Plan Targets}

#### Child views

{Learning Plan Comment: 3 Pupil comments}

#### Family views

{Learning Plan Comment: 4 Parent comments}

#### Signatures

By signing this learning plan, I acknowledge that school staff may need to discuss my child with other professionals outside of the school setting for example: Educational Psychologists, Occupational Therapists or Physiotherapists etc. They may visit school on occasions too. School will keep me informed of this but I give my permission for this to happen.

	School	Family	Child
Signature			
Date			

What have we tried? Reasonable Adjustments & Adaptive Teaching Strategies		
<small>(Please highlight trialled / used strategies)</small>		
Fidget toys	Now/next boards	ICT support & assistive technology
Personal learning space/ work station	Timers	Nurture/ pastoral check ins
Cushion on carpet	Silent countdown on fingers	Support for regulation eg: Zones
Weighted blanket	Wobble /Foot board	Visual supports -coloured overlays/ papers/ highlighted lines
Rewards -sticker chart/book	Whiteboard for recording work	Reduced distraction, using screen/ ear defenders
Personal timetable	Prompting by name	Pre-teaching / post-teaching
Visual supports	Peer support/ study buddy	Concrete manipulatives
Alternative written recording methods	Guided work/ modelled examples	Mind mapping / writing frames/ word banks
Scribing / dictation	Home/school communication log	Therapeutic support
Extra time given	Time out/ rest break / down time/ movement breaks	Careful placement in classroom
Sensory circuits/ gym trail	Adaptive equipment eg: furniture, equipment, pencil grips	
Feelings/ writing book	Memory cue cards, checklists	
Meef & Greet / trusted adult		
Chew toys		

**After the steps above, it may be that a child has a significant, long-term SEND. If this is the case then school and family will meet to discuss whether it is going to be necessary to apply for an Educational Health Care Needs Assessment (EHCNA)**

As the code of practice explains, “The majority of children and young people with SEND will have their needs met within local mainstream early years settings, schools or colleges, (like Barnham). Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.”



**Step 4 will be repeated at least twice so that the school have a wealth of evidence to use as part of the EHCNA request**

**Step 5: Request an EHCNA which may lead to the child obtaining an EHCP (Wave 3)**

At this point, various professionals and specialists will have worked with the child in order to gain a full picture of their needs.

A referral will then be sent to the child's home county local authority (Suffolk or Norfolk). It is then up to the authority to decide whether the EHCNA will take place.

If the panel decide that this should happen, the full assessment process should be completed within 20 weeks.

#### **EDUCATION & HEALTH CARE PLAN (EHCP)**

**The percentage of pupils with an EHC Plan in England is currently around 4%.**

Please bear in mind that Parents can apply for an EHC needs assessment (often referred to as an EHCNA) or the school can. It will take the school a significant amount of time to put together the referral paperwork and evidence required for this before the 20-week process will begin.

Please note that if you submit a parental request for an EHC, the local authority will then contact the school to request information from them. We are usually given a 14-day deadline in which to do this. Therefore, please may we encourage you to notify the school of your intention to apply for an EHC plan. If your request is sent to the local authority during a period of school closure eg: summer holidays, it may be difficult for the school to meet this deadline which may result in the local authority refusing to assess and then a resubmission of the paperwork may need to occur again once the school has reopened. Please remember this if you are going to submit a parental request. If you contact the SENDCo to discuss your intentions to submit a parental request for an EHCP she can further explain the dates and the process to you.

This diagram may also help to explain the 20-week process following the local authority receiving an EHC request either from parents or the school:



Children whom we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans.

Having a diagnosis (eg of ASD, ADHD or Dyslexia) does not mean that a child needs an EHC Plan. Equally, a child does not need to have a diagnosis to obtain a plan. They are based on the needs the child presents.

### ANNUAL REVIEWS

If the application for an EHC Plan is successful and a child secures an EHCP. The school at the instruction of the Local Authority (LA) will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family annually. This is called an Annual Review. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will adjust the EHC Plan which will record the decisions made at the meeting.



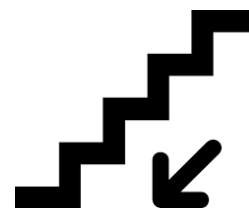
**At any point on the SEND journey and in consultation with parents/ carers, a child may be considered for removal from the SEND register where they have made sustained good progress that:**

- **better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age.**

- or where a child's wider development and/or social needs have improved and progress in the targeted area is considered to be sustained and SEND support is no longer required to ensure that this level of progress is sustained.

This is called our 'Step-Down' Procedure.

All children are regularly monitored and can begin the SEND journey again if required.



## DIAGNOSIS

At Barnham, we aim to meet the identified needs of children and young people, irrespective of their diagnosis.

It is important to understand that just because a child has a diagnosis, this does not mean that a child has to be on the SEND register if they are making progress in school through our universal offer or ordinarily available provision.

If you are concerned that your child may have neurodevelopmental challenges, you may wish to discuss getting them diagnosed with the school. We can access support through the NDD Pathway. You may also choose to go to your GP and access the NHS 'Right to choose pathway' which usually results in being seen much quicker.

We also acknowledge that some families choose not to have their child diagnosed and wish to emphasise again that provision at Barnham school is needs led rather than diagnosis based.

## PRIVATE ASSESSMENTS

We recognise that the wait to be seen by medical professionals when seeking a diagnosis can be significant.

Some families may choose to have their children assessed privately. **We would strongly encourage you to speak to school staff before pursuing this route.**

Private assessments will be dealt with and considered on a case-by-case basis.

Various private companies will probably wish to speak to the school regarding the child's needs and usually request various pieces of paperwork are completed including questionnaires. We will endeavour to do this within a reasonable time frame, however please be aware that this may not be within the time-frames given by these companies particularly at busy periods of the academic year.

If a diagnosis is given, there is no reason why a diagnosis should be ignored simply because it was obtained privately. You are more than welcome to share a copy of the report and diagnosis with the school should you choose to.

It is important to understand that some of the recommendations suggested by private professionals are not always reasonable and within our remit to provide as a local authority-maintained school but we can discuss the content of the report with families and plan next steps forward in line with this policy and our graduated response.

If seeking a private assessment please ensure that processes and diagnoses meet the same standards as those expected of the NHS. (More information about this can be found in our SEND policy)

## **OBSERVATIONS & ASSESSMENTS IN SCHOOL**

Progress in areas other than attainment are also considered when identifying SEND needs 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 considering all information gathered.

At Barnham CEVC Primary School, a range of specific, more specialised tests are used (usually by the SENDCo, Specialist TA or our Wellbeing and Inclusion Lead) to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions.

To obtain further understanding of a child's learning difficulties, we may use a variety of assessments including:

- Dyslexia Screening Test (DST) (no screening test will provide a diagnosis, they are used solely to indicate whether a child may have a condition and suggest further investigation).
- Speechlink and Language Link
- Lexplore
- Dynamo maths assessments

## **What does inclusion look like for children with SEND?**

### **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 Barnham CEVC Primary School 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 boys and girls, 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
- 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

## **So, what is the admissions process for children with SEND?**

### **ADMISSIONS**

Children with Special Educational Needs (SEN) or disabilities are granted equal admission rights and each case is carefully considered with a programme of individual help if required. Barnham CEVC Primary School is a Local Authority maintained school, and as such, we are bound by their admissions process, details of which can be found by visiting the admissions website:

<https://www.suffolk.gov.uk/children-families-and-learning/schools/school-places>

## **How do you teach children with SEND? What facilities do you have? Are staff trained appropriately for this? Will anyone else be involved in supporting my child outside of the school?**

### **TEACHING AND LEARNING**

In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that, as much as possible, this provision is designed by the relevant Barnham staff members working alongside the child, the child's family and, where necessary, outside agencies (e.g. a Speech and Language Therapist or an Educational Psychologist).

Reading our SEND policy will give you further information about adaptations made to learning and the environment.

### **FACILITIES TO SUPPORT CHILDREN WITH SEND**

The school is compliant with the demands of the Equalities Act and the Disability Discrimination Act. This means that most areas of the school are equally accessible to all children. The exception to this is that Year 5 classroom does not have a ramp to accommodate wheelchairs but where necessary, modifications to the school are made and classrooms can swap around to cater for the needs of the children. If necessary, the school is sometimes able to secure funding for new or specialist equipment as recommended by a medical professional.

Where appropriate, adults are trained for manual handling to ensure that they know how to support and help children in a manner which keeps both the adults and the child safe.

The school has a disabled toilet.

The school has additional rooms and group work spaces, known as the snug, the den, the cabin which can be used by children to relax, to calm down or for specific interventions.

Children have access to a range of computing equipment to support their physical and learning needs. We also ensure that classroom equipment used is accessible to all children regardless of their needs.

## **STAFF EXPERTISE**

All of our teachers are teachers of children with SEND and they all know about ways in which their teaching may need to be adapted in order to accommodate the needs of all learners. All staff members have access to a wealth of resources and books about different special educational needs and if necessary, we can call on training and further support from external agencies that work with our children.

Some of the training this year undertaken by staff has covered topics including:

- Effective adult support
- Metacognition
- Mental Health
- The importance of play
- Thrive
- Positive Behaviour Strategies including self-regulation and de-escalation
- Adaptive teaching strategies
- EEF Five-A-Day approaches
- SLCN Support

\*This list is not exhaustive\*

Our SENDCo (Rachel Bacon) also has the National Award for SEN Co-ordination with a Postgraduate Certificate in Educational Research (related to SEND) the advanced SENDCo award with a Postgraduate Diploma in Educational Studies (related to SEND) and over 16 year's experience of being a SENDCo.

## **EXTERNAL AGENCIES**

If required, we will seek further advice and support from external agencies. This will be done in consultation with the family.

External agencies the school has worked with during the year have included:

Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, School Nursing Team and SES Outreach Services.

## **How will children be supported with their social and emotional needs? How will you prevent bullying of children with SEND?**

### **BULLYING OF CHILDREN WITH SEND**

As a school, we have a policy of zero tolerance towards bullying of any nature (see our anti-bullying policy). We recognise that bullying of children with SEND is particularly sensitive, especially when the children either are not aware they are being bullied or they struggle to communicate their experiences. The playground and school are always patrolled during playtimes and lunchtimes and members of staff often the class teachers and members of the senior leadership team are always available to listen and intervene where there is any suggestion of bullying.

We teach children that bullying is everyone's responsibility and encourage them to come forwards if they think another child is being bullied. We will also investigate complaints of bullying from parents.

We are proud to report that, in the year 2024-2025, we had no complaints of bullying of children with SEND. If we do have such reports, we ensure that they are investigated thoroughly.

## **How will the school involve the family and the child so that we are all involved in the child's education?**

### **WORKING WITH PARENTS**

At Barnham, we are committed to working with parents in the best interests of the child. Parents will be involved in the identification of SEN and informed when the school makes special education provision for the child. Thereafter, parents will be involved in any reviews of provision and the school will ensure that parents are kept regularly informed about their child's progress.

Throughout the year there are 2 Parents' Evenings and there is an end of year annual report to parents. Parents/Carers are invited to meetings on a termly basis to review and update learning plans. These meetings may be part of the Parent Consultation meetings or an appointment will be made an alternative time. These meetings will be with the Class Teacher and are an opportunity for parents to speak in depth to the class teacher about the specific Special Educational Needs of the children, and their specific targets. These meetings take place around the half-term point of each term (i.e. October/November; February and May/June):

Previous learning plan targets are evaluated with parents and recommendations for new targets are discussed alongside suggestions for supporting their child in the home setting. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEN; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child.

The progress of children holding an EHC plan is discussed at their annual review (interim reviews may also be called as necessary). When a child is in Year 5, at their annual reviews transition to high school is considered with discussion involving parents and the Local Authority.

At Year 6 annual reviews, the SENDCo of the receiving high school is sometimes invited to attend.

Parental survey forms are issued throughout the school to obtain parents' views about their child's education.

Should parents wish to make a meeting with the SENDCo, they are more than welcome to send her an e mail directly and this can be arranged.

Our family support worker will hold regular coffee mornings throughout the year called CONNECT, all families who have children with SEND will be welcome to attend these events and have the opportunity to network and receive support.

Regular (usually monthly) newsletters with a SEND focus have been sent this academic year and will continue to be sent home to families from the SENDCo, these will be called 'SENDing News' and will hopefully be a source of support and information.

Class teachers will work directly with the child and involve them in their target-setting and reviews using our Learning Plans. On occasions the SENDCo will also meet with the child and hear their voice and collect their views so that we can ensure the best possible provision for them. As part of this they may complete a one-page-profile or share their likes and dislikes etc. The work used to collect their voice will depend on their age and development. Children are regularly asked about their own learning and targets and are regularly asked for their perceptions about their education as part of whole-school monitoring

## ***Will my child be able to attend clubs at Barnham?***

### **ACCESS TO EXTRA-CURRICULAR CLUBS AND ACTIVITIES**

We do not offer targeted extra-curricular activities for children with Special Education Needs, but instead actively try to ensure that all our extra- curricular activities are fully inclusive and adapted for children's specific needs.

We also offer wrap-around care in the form of breakfast club and after school club. This is subject to availability and a fee. Please ask at the school office for more information.

# ***My child is fostered or adopted, how will they be supported if they have SEND?***

## **WORKING WITH CHILDREN IN CARE (CIC)**

We do have children in care attending Barnham School and it is important to note that these children have access to the same processes and support as other children and additional if they need it.

## ***I understand how my child will be supported currently but what about when they transition to a different school? Will they continue to receive support?***

### **TRANSITION ARRANGEMENTS**

When a child moves school at the normal age of transition, we will engage in thorough liaison with the receiving school to share information and familiarise the pupil with the new environment and provide opportunities for them to meet key members of staff at the new school. Depending on the receiving school and the needs of the child, this will include visits to the school by special needs staff, visits to the receiving school by the pupil, meetings between staff and parents and the sharing of information between the schools. Where transition takes place at other times, we will use our best endeavours to engage in the same way.

Children who were on the SEND register at Barnham School will not always need to be on the SEND register when they attend another school. Each school will have their own SEND policy and procedures. These should be readily available for you on the school's website.

Transition into our school, from our school and from class to class is given careful and individual consideration. Most children manage their transitions well as part of the whole class transition arrangements.

However, we need to do additional planning and preparation for some children who become anxious when facing changes. This might include additional visits, taking photographs, doing work about what they can look forward to in the new class or school, addressing concerns etc. All of our transition plans hold the child's views at the centre and we do our best to cater for each individual and offer enhanced and personalised transition packages for any that may require it.

During this year, we have increased our transition offer. This has included home visits to new reception children and visits to their nurseries. Going out to multiple primary schools to assist the transition of new children joining us in Year 3. Each teacher has made a transition booklet that includes a social story and support to aid class to class transition. We have continued to have regular communication with secondary settings, meeting often multiple members of staff to discuss our children. Our SENDCo has attended extra transition sessions with some children that have needed it and we have had the privilege

of welcoming one of the secondary school staff members to our school every Thursday for a half term to build relationships particularly with the children who have SEND.

## ***Will my child receive additional funding to support them?***

### **FUNDING**

Barnham receives funding from the local authority, 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 (HNF) from Suffolk or for a child living in Norfolk we apply for similar funding known as INDES funding from Norfolk. In 2024-2025 this funding was used primarily to employ additional teaching assistants to provide additional support for these children who require a high level of support. We have also used some of this money to buy specialist resources, interventions and equipment such as assistive technology.

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

### **COMPLAINTS POLICY**

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 (Rachel Bacon) or Headteacher (Amy Arnold).

If you are still not happy, please refer to the school complaints procedure.

## ***Is there anywhere else that I can go to find out more information about SEND support available for my child?***

### **LOCAL OFFER**

Barnham is a Suffolk School and therefore we are supported by the local authority of Suffolk.

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth-25, across education, health and social care.

Each local authority will have their own local offer detailing the information for parents/carers about the provisions and services that can be accessed. You will need to search for the local offer of the county that your child resides in.

### **Suffolk Local Offer**

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

In addition to this,

<https://www.access-unlimited.co.uk>

is the One Stop Shop for Suffolk children and young people with additional needs and disabilities.

It includes information about activities and breaks available for Suffolk children with SEND as well as information for parents about benefits and how Suffolk aim to support children through education, health and social care.

### **Norfolk Local Offer**

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

### **SENDIASS AND ADDITIONAL SUPPORT FOR FAMILIES**

At all times, staff at Barnham CEVC Primary School will ensure transparent and effective communication with parents. We understand that the language surrounding Special Educational Needs and Disabilities can sometimes be confusing and can invoke strong feelings for parents. We work alongside other agencies (e.g. SENDIASS) to offer support to parents, and can help parents to find information when their child has been identified as having a Special Educational need or Disability.

Please see the following links for additional information about these services and what they are able to offer:

Suffolk SENDIASS

<https://suffolksendiass.co.uk/>

Norfolk SENDIASS

<https://www.norfolksendiass.org.uk/>

Our SENDCo also has many copies of the resources and leaflets that they provide in her office, please don't hesitate to ask her to view these/ take copies of these if they will be useful for you.

PACT may also be a useful resource to families and their website is:

<https://www.parentsandcarerstogether.co.uk/>

## ***How is the effectiveness of the provision made for children with SEND evaluated and reviewed?***

### **SEND DOCUMENTATION**

All of our SEND documentation, including this information report is reviewed and updated at least annually and sooner in the events of revised legislation or guidance.

### **GOVERNING BODY**

The governing body will regularly evaluate the effectiveness of our SEND policy by assessing how pupils with special educational needs:

- participate in the lessons and the curriculum

- gain independence
- take responsibility about the school

The governing body will also evaluate:

- how resources have been allocated between pupils with special needs
- type of INSET provided
- accuracy of paperwork

***There seems to be so much terminology used when talking about SEND and many acronyms and abbreviations, can you help me to understand this?***

## **GLOSSARY**

Hopefully this glossary will be of some use to you, but remember if there is anything that you don't understand please just ask.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autistic Spectrum Condition
BIP	Behaviour Improvement Programme
BSL	British Sign Language
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
CBT	Cognitive Behaviour Therapy
CF	Cystic Fibrosis
Cluster	Group of schools that come together for a purpose
DfE	Department for Education
DH	Department of Health
EAL	English as an additional language
EHC Plan	Education Health Care Plan
EKLAN	A type of 'Speech and Language' training
EP	Educational Psychologists
EPS	Educational Psychology Services
EWO	Education Welfare Officer
EYFS	Early Years Foundation Stage
HLTA	Higher Level Teaching Assistant
IEP	Individual Education Plan

INSET	In-service education and training
KS1	Key Stage 1 – Years 1 & 2
KS2	Key Stage 2 – Years 3 – 6 (inclusive)
LA	Local Authority
MLD	Moderate Learning Difficulties
Neurodiversity	Neurodiversity refers to the natural variation in how human brains function and process information. Rather than viewing cognitive differences as diseases or deficits, it recognises that there is no single "right" way for a brain to think, learn, or behave
Neurodivergent	Describes an individual whose brain functions, learns, and processes information differently from the societal standard. Common examples include Autism, ADHD, Dyslexia, Dyspraxia, and Tourette's syndrome
Neurotypical	Describes individuals whose brains function and process information in the way society broadly expects or considers "standard"
Ofsted	Office for standards in education
PECS	Picture exchange communication system
PMLD	Profound and Multiple Learning Difficulties
PRU	Pupil Referral Unit
SA	School Action
SALT	Speech and Language Therapy
SAP	School Action Plus
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SENDIASS	Special Educational Needs and Disabilities Information Advice and Support Service
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SMART targets	Specific-Measurable-Achievable-Realistic-Time-Related Targets
TA	Teaching Assistant

***Who should I contact to discuss the concerns or needs of my child?***

## **CONTACTS AND RESPONSIBILITIES**

If you would like to know what provision is in place for your child or if you have any concerns that your child has some additional needs please speak to your child's **class teacher first**.

He/she is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all students.
- Checking on the progress of your child and identifying, planning and delivering of any additional support.
- Contributing to devising learning plans to prioritise and focus on the next steps required in your child's learning.
- Applying the school's SEND Policy

For more information about our 'Local Offer' for children with Special Educational Needs and/or disabilities, you are also very welcome to make an appointment with:

### **School SENDCo (Special Educational Needs Co-ordinator) – Miss. Rachel Bacon**

who is responsible for:

- Coordinating provision for children with SEN and developing the school's SEN policy.
- Ensuring that parents are:
  - Involved in supporting their child's learning and access.
  - Kept informed about the range and level of support offered to their child.
  - Included in reviewing how their child is doing
  - Consulted about planning successful movement (transition) to a new group or school
- Liaising with a range of agencies outside school who can offer advice and support to help students overcome any difficulties.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

You may also wish to contact the

### **Special Educational Needs Link Governor -Miss. Frances Cocks**

Who is responsible for:

- Supporting our school to evaluate and develop the quality and impact of provision for students with SEN across the school.

### **Mrs Amy Arnold our Headteacher**

is also available by appointment as she is responsible for:

- The day-to-day management of all aspects of the school, including the provision made for students with SEND.

**Any of these individuals can be contacted through the school office who would be happy to make an appointment for you.**

Please e mail: [admin@barnham.suffolk.sch.uk](mailto:admin@barnham.suffolk.sch.uk)  
or telephone: 01842 890253

## ***Is there anywhere else that I can find relevant information?***

### **FURTHER INFORMATION**

The school website may also be helpful for you, here you can view information and policies connected to the provision that we provide. Please visit:

[www.barnham.suffolk.sch.uk](http://www.barnham.suffolk.sch.uk)

### **INFORMATION AND POLICIES**

A SEND Information report will be published annually and can be access on our school website.

The following policies also link to this document and may be found on our website or by contacting the school office for a paper copy:

SEND policy

Safeguarding policy

Behaviour policy

Equality and diversity policy

As a school we are aware of the requirements of the Disability and Discrimination Act 1995 and the Equality Act 2010.

Please also look at our school social media channels to find out more information to stay up to date with the current news of the school.

Instagram - @barnhamcevc

Facebook Page – Barnham CEVC Primary School, Suffolk

## ***What can I do if I have comments about this SEND Information report and the school offer?***

### **COMMENTS, FEEDBACK AND REVIEW**

We are always keen to have comments and feedback from you, so please feel free to contact the SENDCo through the School Office if you would like to make comments about this local offer.

**This Local Offer was reviewed by the SENDCo, Wellbeing and Inclusion Lead and SEND Governor in June 2026. This will continue to be reviewed annually (next review-June 2027) following consultation from teaching staff, support staff, governors and parents.**