

Exning Primary School SEND information and overview
(Updated in Consultation with Parents and Staff October 2025)

Our Special Educational Needs Co-ordinators are:

Ruth Clifford-Turner

ruth.clifford-turner@easterneducationgroup.ac.uk

and

Katrina White.

katrina.white@easterneducationgroup.ac.uk

Our Excellence Committee Member with responsibility for SEND is

Alex Friend.

Persevere, Shine, Be Happy.

Be Proud of Our Achievements.

Value Ourselves and Others.

Never, Never, Never Give Up

NB: At Exning Primary School, we have children in our Mainstream School who are supported, as well as a 15 place Reception and Key Stage 1 unit (The Hive) which supports children with a range of SEND, but primarily those with communication and interaction needs that cannot be met in a mainstream provision. Throughout this Information Report, both settings will be referred to.

Please see the glossary at the end of the document for clarification of any specific terminology.

Profile of SEND 2024-25

Mainstream School: During the academic year 2024-2025, we had 47 children on our SEND register which was around 28% of our school population. By July of this academic year, we had 11 children who had an EHCP and we had 2 children who were waiting for assessments for an EHCP. The types of special need included:

- Communication and interaction: autistic spectrum disorder/condition, speech and language difficulties.
- Cognition and learning: dyslexia, moderate learning difficulties
- Social, emotional and mental health
- Physical and Sensory: including hearing and vision needs.

The Hive: During the academic year 2024-2025, we had a total of 15 children in our unit - 7 children moved to new settings for KS2 and we welcomed 8 new children. The SEND unit now officially has 15 spaces for children, in Reception, Yr 1 and Yr 2, with a range of needs that are better met in an alternative provision. These children are officially on roll at Exning Primary School and thus our numbers of children with SEND, and children with an EHCP, have increased quite sharply. In this report, the data is separated out so that readers can differentiate between the mainstream school and The Hive. The children are educated in The Hive - a specially designed learning environment in our school grounds, which is staffed by highly-skilled and experienced EPS staff. Children are integrated into as much of the mainstream school environment as appropriate for each individual child. Please see the information below for the admissions procedure.

When The Hive and the mainstream school were added together, we had 28% of our school community presenting with SEND.

The national average of children with SEND in mainstream schools as of June 2025 was 19.6%

Our breakdown of figures for 2024-25 was as follows:

- Children with SEND but no EHCP (SEN support) was 17.2%, compared to 14.2%, nationally
- Children with an EHCP was 12.4% compared to 5.3%, nationally

CONTENTS OF THE INFORMATION REPORT

(PLEASE CLICK ON EACH QUESTION TO JUMP TO THAT SECTION)

[What kinds of Special Educational Needs and Disabilities are supported at Exning Primary School?](#)

[What Facilities do we provide to help children with SEND to access the school?](#)

[How is SEND Funded at Exning Primary School?](#)

[How are children with SEND included at Exning Primary School?](#)

[What does Inclusion look like for children with SEND?](#)

[What is the Admissions process for children with SEND?](#)

[What SEN provision is available at our school?](#)

[What Specific Special Educational Provisions are in place?](#)

[What are our school's policies on the identification and assessment of children with SEN?](#)

[What are school's policies for making provision for children with SEND whether or not they have Education, Health and Care Plans?](#)

[What are the arrangements for involving and consulting parents of children with SEND about the education of their child?](#)

[What are the arrangements for involving and consulting children about their education?](#)

[What arrangements are made for children with SEND during points of transition?](#)

[What should I do if I am not happy with the provision for my child?](#)

What kinds of Special Educational Needs and Disabilities are supported at Exning Primary School?

The SEND Code of Practice 2014 (updated January 2015) sets out four broad areas of special educational need that include a range of difficulties and conditions, all of which are supported at Exning Primary School within the mainstream environment:

- Communication and Interaction Needs, including but not limited to: autistic spectrum disorder/condition, speech and language difficulties.
- Cognition and learning, including but not limited to: dyslexia, dyscalculia, moderate learning difficulties
- Social, emotional and mental health, including but not limited to: ADHD, anxiety, depression
- Physical and Sensory, including but not limited to: hearing and vision needs, cerebral palsy, dyspraxia

Our Reception and Key Stage 1 Specialist Education Unit, “The Hive,” caters for children with complex needs. The children primarily have needs within Communication and Interaction usually with a diagnosis of ASC/ASD and other co-existing conditions, e.g., Global Development Delay, ARFID etc

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

Our school building is fully accessible to children with physical disabilities via ramps. There are four toilets for the disabled (two in the main building, one in the Studio building and one in The Hive). 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. - **Please see our school web page for a list of equipment and example interventions currently available to students in our school.** ([SEND at Exning Primary School - Exning Primary School](#))

The Hive also has a separate entrance for children who attend, as well as an accessible toilet with a changing bed, a sensory room and its own outdoor provision, including an in-ground trampoline.

For further information, please see the school’s accessibility plan (available on the school website [here](#)).

How is SEND Funded at Exning Primary School?

Exning Primary School receives funding from the local authority for every child, some of which is intended to support children with SEND. For children from different counties, funding is provided differently, depending on the county. However, for children with a Suffolk-issued EHCP, and for children who have particularly high levels of need and support who attend our school, we apply for top-up funding (High Needs Funding or HNF) from Suffolk. In 2024-2025 this was used primarily to employ additional teaching assistants to provide individual and small group support for these children who require a high level of support. We have also used some of this money to buy specialist resources and equipment.

In March 2023, we were fortunate enough to receive £8000 funding from the St Edmund's Trust to purchase and install an in-ground trampoline and enclosure in our Hive, to allow all children with sensory needs the opportunity to regulate their vestibular and proprioceptive needs. This is used by a range of children across the school to support both sensory needs, communication and to provide sensory breaks and exertion for children with a range of needs including ADHD and ASD/ASC.

As a school, we are also particularly proactive in applying for funding from other streams. We have recently applied for, and been granted the following:

- a £1500 grant from Tesco to support mental health provision for parents and children.
- £1000 from the Bee-lieve Foundation to cover the cost of buying the Hamish and Milo support package.
- £300 additional funding from the DBV team to cover the cost of Junior Language Link Screener.
- £500 from the Parish and District councils to fund SEND parent coffee mornings

How are children with SEND included at Exning Primary School?

If you have any queries, you can contact the SENCOs by email on ruth.clifford-turner@easterneducationgroup.ac.uk and katrina.white@easterneducationgroup.ac.uk.

At Exning Primary School, we welcome everybody into our community. We believe that every child should be provided with the opportunity to achieve his or her full potential.

We believe that every child should have the right to “digital dignity” which is why we provide all KS2 students with a Chromebook to allow them to use the accessibility features and other software to support their learning, without being set apart from others by their use of technology. All other students in school have access to I pads with a range of accessibility features included as part of their normal curriculum.

Every student at Exning Primary School’s mainstream 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 dedicated SEND Teaching Assistants, Classroom Teaching Assistant or Teacher. It may also include other learning, mental health 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 SEN. The Suffolk County Council Local Offer can be found at: <https://www.suffolklocaloffer.org.uk/>

What does Inclusion look like for children with SEND?

“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 Exning 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



INCLUSION QUALITY MARK

In July 2025, we undertook a fourth assessment of our school practice in order to ascertain whether we met the criteria to move from Centre of Excellence to Flagship School status. Our Assessor spoke to children, parents, teachers, TAs and agencies who work alongside the school, and conducted learning walks and work scrutinies.

At the end of the assessment day, we were proud to be awarded Flagship status. The report can be found [here](#)

What is the Admissions process for children with SEND?

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. Exning Primary School is an Academy school, but we currently follow the admissions policy of the Local Authority, details of which can be found [here](#)

Admission to The Hive SEND unit KS1 and Reception is through a separate panel, please see the information [here](#) for more details.

What SEN provision is available at our school?

A young person has *Special Educational Needs* if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A young person has a *learning difficulty or disability* if they:

(a) Have a significantly greater difficulty in learning than the majority of others of the same age,

or (b) Have a disability which prevents or hinders them 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 is currently being made in school, or can be made 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, Speech and Language difficulties.
- **Social, Emotional and Mental Health** – Attention Deficit Hyperactivity Disorder, Anxiety, Depression, Attachment Disorder, Eating Disorders

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

- Our SENCOs have ongoing training and development in the field of SEND and both hold the National SENCO Award.
- Our team of teaching assistants have extensive experience and training in planning, delivering and assessing intervention programmes.
- Our SEND-specific TA has a wealth of experience in delivering, assessing and evaluating interventions, and continually trains and monitors staff performance in new interventions.
- All of our staff are trained each year, dependent on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from our SENCOs or other staff with relevant expertise.
- Staff in The Hive have ongoing training from a variety of professionals and agencies
- SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of our children.
- Our school's [Accessibility Plan](#) outlines adaptations made to the building to meet particular needs and enhance learning.

What Specific Special Educational Provisions are in place?

1. 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 SENCO or outside staff) 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 gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should get this as part of excellent classroom practice when needed. At Exning Primary School, we address the needs of all children, regardless of whether they have a formal diagnosis of a Special Educational Need or a Disability.

2. Specific group work within 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 a classroom Teaching Assistant. These will be monitored and reviewed by the both the teacher and TA, and will be adapted according to the needs of the child.

Your child's class teacher may also request extra support from the SEN Teaching Assistant, Mrs Carter. Mrs Carter is responsible for small group and one-to-one withdrawal sessions for children with and without SEND, using a variety of interventions. Their progress is monitored throughout the intervention and is reported back to the class teachers and the SENCOs.

Some of the interventions offered in the school include, but are not limited to:

- One-to-One Reading Support
- Draw and Talk
- Fine/Gross Motor Skills Support
- Social Skills Support – Talkabout
- ELS Phonics Support
- Sentence Structure Support
- Memory Skills
- Speech and Language Interventions (with advice from Language Link screener and Intervention package)
- Ready to Progress Maths
- Delivering Better Value - Essex Maths
- Paired Reading
- Hamish and Milo
- Accelleread, Accellerwrite
- Sensory Circuits
- Attention Autism
- Time to Talk
- Dynamo Maths
- Lego Therapy

3. Specialist groups run by outside agencies e.g., Speech and Language therapy OR Occupational therapy groups

This means they have been identified by the class teacher/SENCo as needing some extra specialist support in school from a professional outside the school. This may be from:

- NHS Speech and Language Therapy Service (SALT)
- Specialist Education Service (SES)
- Educational Psychologists (EP)
- The School Nursing Team
- Child and Adolescent Mental Health Service (CAHMS)
- Community Paediatrics - for concerns relating to Autistic Spectrum Disorder or Developmental issues - accessed through the NDD Pathway for children resident and having a GP in Suffolk
- Suffolk NDD Pathway for concerns relating to ADHD
- Independent Specialists who are able to diagnose cognitive difficulties

For your child this would mean:

- Your child will have been identified by the class teacher/SENCo (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 will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- 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 or Educational Psychologist. 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.

4. 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/SENCo as needing a particularly high level of individual or small group teaching, 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 the Psychology and Therapeutic Services Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out an assessment of your child's needs through the Education Health Care Needs Assessment (ECHNA). This is a legal process which sets out the amount of support that will be provided for your child.
- After the school/you 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 an ECHNA. 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. If this is the case they will write an Education, Health and Care Plan (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. Even without an EHCP in place, staff at Exning Primary School will support your child to make progress.
- The EHC Plan 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. It will be reviewed annually in collaboration with parents, school, your child (if appropriate) and any relevant other services working with you.

5. Attendance at a school run by an external provider.

Sometimes, your child's class-teacher, the SENCo and yourselves may conclude that your child's needs would benefit from a specialised teaching provision from outside the school. This is never a decision that is taken lightly, and is always made in consultation with parents, following extensive assessment and intervention in our mainstream school. In Suffolk, we have the opportunity to refer children to one of several special schools in the county. These include, but are not limited to (locally):

- Specialist schools, for example, Riverwalk School for children with Profound, Multiple Learning Disabilities or Priory School for children with Moderate Learning Disabilities
- Pupil Referral Units for children with challenging behaviours (more temporary placements).

- Alternative Provision Settings for children who can't currently attend their school (usually on a longer-term basis)
- SEND Units - small units, attached to existing Mainstream schools, which offer provision for children with Special Educational Needs across all four categories.

At all times, staff at Exning 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., Sharing Parenting and 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. Our SENCos and class teachers are always happy to meet with parents to discuss any concerns

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

- Sharing Parenting: <https://www.sharingparenting.com/for-parents/send-support/>
- SENDIASS: <https://suffolksendiass.co.uk/>

What are our school's policies on the identification and assessment of children with SEN?

The aim of our provision is to identify and assess the SEND and to plan the provision needed for each young person to achieve their best at Exning Primary School.

Some young people with SEND 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 an Individual Education Plan (IEP). This is a target-setting device, which allows you and your class teacher to set appropriate targets to assist your child in making progress towards academic or social goals. The IEP will be reviewed termly (half-termly in the Early Years) by you and your child's class teacher, and is also shared with your child. The process is overseen by the school SENCo and targets are tracked and monitored in school on our school's SEND register to ensure that they remain appropriate.

We will arrange a meeting with their parents to talk about what is needed to put together an Individual Education Plan (IEP). Before the IEP can be drawn up we will need to consider the following information:

- The young person's needs and what they will require on their learning journey through Exning Primary 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's time at Exning Primary School
- A school-based learning assessment
- Current and expected levels of attainment.

We will look at all this information and then the IEP will be drawn up. The IEP will include success criteria so everyone at the meeting will have something to do to help the young person on their learning journey. We will set a review date on the IEP This will give us time to work together to achieve the agreed outcomes.

**For children in The Hive, small step target setting will be ongoing and measured and reported on to parents throughout the year in order

that it can feed into their longer-term EHCP outcomes. The small step targets will be worked towards on a rolling basis, rather than through structured start and end points**

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/SENCo 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 the playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered.

At Exning Primary School, a range of specific, more specialised assessments are used (usually by the SENCo or SEN TA) 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 (this is not an exhaustive list_:

- Phonological Assessment Battery (PhAB)
- Meares-Irlen Assessment (or Intuitive Overlays)
- Dyslexia Screening Test (DST-J)
- Dyslexia Early Screening Test (DEST) (*no screening test will provide a diagnosis; they are used solely to indicate whether a child may have a condition and suggest further investigation*).
- Sound Discovery Assessments
- Spingo assessments
- Running Records
- Language Link Assessments
- SALFORD Reading Assessment
- Sensory Suggester Software

We may also recommend that we invite a professional from outside school to help us to administer assessments to help us to support your child's needs better. This will always be discussed with you and your permission sought beforehand.

What are school's policies for making provision for children with SEND whether or not they have Education, Health and Care Plans?

At Exning Primary School, we believe in a holistic education for all of our children. Children in our school are treated as individuals and we support them to make progress whether or not they have an EHCP, or an official diagnosis of a Special Educational Need or a Disability. Our staff have regular training in how to identify and support a range of Special Educational Needs and Disabilities, and coupled with our clear communication with parents, we pride ourselves on providing an outstanding education for all of our children.

a) 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 Education Plans 3x yearly
- use of assessment information/progress rates etc. pre- and post- interventions
- use of attainment and progress data for children with SEN across the school part of whole school tracking of children's progress in terms of National Curriculum levels of attainment
- monitoring by SENCos

b) 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 year and a National Curriculum level given in reading, writing and numeracy. Children not working academically within their Key Stage will be assessed using the Pre-Key Stage Standards.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool can be used which shows their level in more detail and will also show smaller but significant steps of progress. This is called the Engagement Model.
- Children can be assessed using both the engagement model and the National Curriculum to take account of strengths and needs in specific subject areas
- At the end of primary school, (i.e., at the end of year 6), children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children will also sit the Multiplication check in Year 4 and the Phonics check in Year 1.
- When assessing children with SEN, 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. Children are supported throughout their school career to ensure that they are confident and
- Children who are identified as having a Special Educational Need or Disability will have an IEP which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also monitor your child's progress within any intervention work that they take part in.
- Initial concerns about a child's progress are discussed with the SENCo and parents and followed by referrals to external agencies

or placement on intervention programmes as deemed appropriate

c) 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 SENCos and SLT.
- 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 Primary Excellence Committee, Head teachers, SENCos 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 of 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
- At Exning Primary School, 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 SENCo, teacher assessment and use of assessments which will enable peer group comparisons to be made.
- Children who speak English as an additional language may also require additional modified programmes and adaption of the curriculum, although this is not necessarily related to a specific SEND.
- We acknowledge that not all children with disabilities necessarily have special educational needs. All of our staff 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.
- It is not necessary for a child to have a diagnosis in order to be given additional support within school, or to be placed on the SEND register. Where appropriate, we will work with parents, carers and outside agencies to instigate and/or support the referral process.

d) How do we adapt the curriculum and learning environment?

- The curriculum is scaffolded and adapted to meet the needs of all our children. Adaptive teaching 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 (e.g. enlarging of print for children who are blind or have low vision; most advantageous positioning of children who are deaf or hard of hearing) within the classroom and use of aids as recommended; use of Educational Technology for children with recording needs (e.g. the use of Clicker/Voice Recorder); use of coloured overlays and exercise books for children with Meares-Irlen syndrome; use of brain breaks, sensory cushions, weighted blankets for children with sensory issues).
- We endeavour to ensure that all classrooms are dyslexia, Autism and sensory friendly.
- Small group rooms are available in both key stages to provide quiet work areas for 1:1 or small group work

e) What additional support for learning is available for children with SEND?

- Teaching assistants are employed in school, providing a higher staff to pupil ratio which maximises learning potential for all our children; most are trained to deliver a number of intervention programmes throughout the school. Some TAs are deployed in classes to support children on an individual or small group basis or to cover the class in order that the class teacher can provide individual or small group support.
- We follow the [Code of Practice for SEN](#)
- We teach an adaptive curriculum to ensure that the needs of all children are met
- We implement Individual Education Plans with relevant, aspirational targets
- A large number of intervention programmes are in place for children who require additional support
- Laptops (Chromebooks) and iPad may be used for children with recording needs employing dictation software and programmes such as Immersive Reader and Clicker to support recording across the curriculum.
- 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 are often held in school involving specialists (as noted above) and/or parents/carers 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 e.g., coloured overlays/exercise books, sloping boards, sensory cushions, use of 'brain breaks', access to area of quiet retreat, personalised schedules or sequence strips

f) What activities are available for children with SEN in addition to those available in accordance with the curriculum?

- All extra-curricular activities are available to all of our mainstream children, subject to staffing, regardless of their need - we liaise directly with providers to ensure that our children's needs can be catered for. Some children in The Hive have also taken part in extra-curricular activities, where LA transport arrangements and additional staffing have allowed.
- Wrap Around Care is available to all of our mainstream children, regardless of need - within the holidays, there are specific sessions which are available for children with EHCPs during holiday clubs, where a higher level of staffing is deployed.
- Residential trips in Year 4 and Year 6 are available to all children in the mainstream school, regardless of need
- Children also have access to extra-curricular activities provided specifically for children with SEND, when the school is made aware of these e.g., Riding for the Disabled sessions.
- Offsite visits are available to all children in the mainstream school, regardless of need
- Each year, children in The Hive enjoy at least one off-site school trip

g) What support is available for improving the emotional and social development of children with SEN?

- Specialist advice from colleagues at the Child and Adult Mental Health Service (CAMHS)
- Intervention programmes e.g., Time to Talk, Socially Speaking, Lego Therapy
- Talk and Draw intervention – emotional support for any children in school who have difficulties with expressing their feelings
- Quiet lounge available during the school day
- Check-in times with TAs for children who have a difficult home-school transition
- Whole-school ethos, using the Zones of Regulation philosophy
- Access to in-school counselling sessions
- Specific interventions e.g., Hamish and Milo

What are the arrangements for involving and consulting parents of children with SEND about the education of their child? What are the arrangements for involving and consulting children about their education?

- Throughout the year there are 2 Parents' Evenings and there is an end of year annual report to parents; Parents are invited to Individual Education Plan meetings on a termly basis. These IEP meetings last for 20 minutes 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 usually take place around the half-term point of each term (i.e., October/November; February and May/June)
- Previous IEP 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 (Early Annual Reviews may also be called as necessary).
- At Y5 (and Y2 for children in The Hive) annual reviews, transition to the next school setting is considered with discussion involving parents and the Local Authority.
- Parental survey forms are issued throughout the school to obtain parents' views about their child's education
- There is an SEN parent forum where education arrangements and policies are shared and discussed with representatives from the parent community.
- Children that are able to do so are involved in writing and reviewing their own IEP targets and have their own contributions to make in their own successes, which are outlined on the IEP.
- Children that are able to do so are involved in their EHCP reviews
- Children who are able to do so are regularly asked about their own learning and targets
- Children are regularly asked for their perceptions about their education as part of whole-school monitoring

For further advice and support for parents and carers of children with SEND, please see the Suffolk SENDIASS website:

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendiaass/>

What arrangements are made for children with SEND during points of transition?

- For children joining us in Reception, we offer transition days in July to all of our new Robins Class. For children with additional needs, we are often able to offer additional visits both during and outside the school day so that children can familiarise themselves with the staff and environment.
- When children join us from another setting, we will ensure that we make contact with the school to ensure that we have all relevant paperwork relating to their SEND in order that we can put the necessary support in place for them.
- When children join The Hive, members of the teaching team will visit them in their current setting and/or at home, before offering additional transition visits to school in July.
- All class teachers meet regularly throughout the year to discuss issues that may affect children with SEN.
- Once classes have been decided, 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 and classes across phases are often team-taught so that children spend time with other teachers.
- As soon as the SENCo/s know which secondary school your child will be attending, a meeting is held between the SENCo/s at Exning Primary School and the receiving SENCo/s. 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 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 SENCo/s (Ruth Clifford-Turner and Katrina White) or Headteachers (James Clark and Emma Hardy).
- If you are still not happy, please refer to the school complaints procedure.

Glossary of Terminology used in this Information Report

Accelleread / Accellerwrite	Literacy intervention programmes
Adapted Curriculum/Adaptive Teaching	Children make progress at different rates and have different ways in which they learn best. Teachers take account of this when planning their lessons, organising the classroom and choosing books and materials. They are then able to choose from the range of available approaches and resources to make a selection which best fits the learning styles of a particular child or group of children. This is what is meant by a differentiated curriculum.
ADHD	Attention Deficit Hyperactivity Disorder
Annual Review	The review of an Education, Health & Care Plan. This must be completed within 12 months of making the Plan and then on an annual basis
Anxiety / Depression	Mental health conditions affecting mood and behavior
ARFID	Avoidant/Restrictive Food Intake Disorder
ASC / ASD	Autistic Spectrum Condition / Disorder
ASD/ASC	Autistic Spectrum Disorder/Condition (some people prefer one term over another)
Attachment Disorder	Difficulty forming emotional bonds due to early trauma
CAMHS	Child and Adolescent Mental Health Service
CAMHS	Child and Adolescent Mental Health Service
Cerebral Palsy	A condition affecting movement and muscle tone
DBV	Delivering Better Value – funding initiative for SEND provision
Draw and Talk	Therapeutic intervention using drawing to express emotions
Dynamo Math's	Programme supporting children with Maths difficulties
Dyscalculia	Difficulty with understanding numbers and Maths
Dyslexia	Difficulty with reading, writing, and spelling
Dyspraxia / DCD	Developmental Coordination Disorder – affects motor skills, organisation and position and direction.
Education, Health & Care Plan (EHCP)	The plan is a legal document describing a young person's needs, the provision to meet those needs and the most suitable educational placement. The Plan must be person-centred, focusing on the needs and aspirations of the child. EHC Plans will continue into further education and training, and for some young people up to the age of 25. If a child/young person has a health or social care need only, they will not get an Education, Health & Care Plan unless these needs impact on their education.
Engagement Model	Assessment tool for children not yet working within National Curriculum levels

EP	Educational Psychologist
Epilepsy	A neurological condition causing seizures
Fine and Gross Motor Skills	Fine: Small movements of the body for example, using fingers to pick up small items, holding a pencil or doing up zips and Buttons; Gross: Whole body actions for example, playing games, walking, running, swimming or riding a bicycle. Gross: Whole body actions for example, playing games, walking, running, swimming or riding a bicycle.
Global Developmental Delay	Delay in reaching developmental milestones
Hamish and Milo	Mental health and wellbeing support package
HNF	High Needs Funding – additional funding for children with significant needs
IEP	Individual Education Plan: This is a target-setting device, which allows you and your class teacher to set appropriate targets to assist your child in making progress towards academic or social goals.
Intervention	A specific programme of support designed for individual children or small groups, which usually takes place outside the classroom and is led by a trained adult.
Language Link	Screening and intervention tool for speech and language
Learning disability	A child with a general learning disability finds it more difficult to learn, understand and do things compared to other children of the same age. Like all children and young people, children with learning disabilities continue to progress and learn throughout their childhood - but more slowly. General learning disability is different from specific learning difficulty which means that the person has difficulties in one or two areas of their learning, but manages well in other areas of their development. For example, a child can have a specific learning difficulty in reading, writing (e.g., dyslexia); maths (e.g., dyscalculia) or understanding what is said to them (e.g., processing difficulties), but have no problem with learning skills in other areas of life.
Lego Therapy	Social development programme using collaborative play
Meares-Irlen Syndrome	Visual processing difficulty affecting reading and focus
NDD Pathway	Neurodevelopmental Disorder Pathway – assessment route for ADHD/ASD
Outreach team	A specialist service, often health-based, who offer support to children and schools outside of their setting.
Pre-Key Stage Standards	Assessment criteria for children working below expected levels
Quality First Teaching	High-quality inclusive teaching for all pupils
SALT	Speech and Language Therapy
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
Sensory Circuits	Activities to help regulate sensory input and improve focus

Sensory Needs	This covers hearing loss and/or visual impairment; sensory processing difficulties (Our bodies and the environment send our brain information through our senses. We process and organise this information so that we feel comfortable and secure. When a child has difficulty coping with these demands, they may have sensory processing difficulties) and physical difficulties (Physical/medical injuries can be for a variety of reasons, e.g., congenital conditions (some progressive), injury or disease)
Sensory Processing Difficulties	Challenges in processing sensory input (touch, sound, etc.)
SES	Specialist Education Services
Statement of SEND	These were the predecessors to the EHCP and have now been phased out
TA	Teaching assistant - trained professional who works alongside the class teacher to provide learning, assessment and support opportunities for children in school
Time to Talk / Talkabout / Socially Speaking	Programmes for developing social communication skills
Wrap Around Care	Extended school services (e.g., Breakfast Club, After-school club and Holiday Club)
Zones of Regulation	A whole-school approach, which can also encompass specific intervention for groups and individuals, which focuses on mental health and recognition of children's own triggers and reactions to situations.