



SEND Information Report

Editable by Trust Schools

Every child’s needs are considered on an individual basis.
Our school is experienced in working with a range of diagnosed conditions including
ADHD, Autism, Dyslexia, Dyspraxia, Speech and Language Needs, Visual and Hearing Needs.
Consortium Trust is committed to inclusive learning and wellbeing for all our pupils.

Who are the best people to talk to in school about my child’s educational needs and/or disabilities (SEND)?

The Class Teacher: They are responsible for ensuring your child is making progress and liaising with the Assistant Heads about the support they may need.

The SEND Trustee: The Trust has a SEND Trustee who can be contacted through the school. They are responsible for monitoring the school’s SEND Provision through regular contact with central team and school staff.

How do teachers at my child’s school identify and assess pupils with SEND?

We gather information from parents/carers, school staff, pupils, and from other agencies.
We use various standardised assessments to monitor your child’s progress in school.
We refer children to other agencies for further assessment where needed, in consultation with parents/carers

What kinds of SEND are provided for at my child’s school?

There are 4 main broad areas of SEND:
1. Cognition and Learning.
2. Communication and Interaction
3. Sensory and Physical
4. Social, Emotional and Mental Health



How does the school communicate with the parents/carers?

Schools use a variety of ways to communicate with parents, including:

- Autumn and Spring term parents' meetings
- Summer term Meet the Teacher meeting
- Termly PLP progress reports
- Website
- Annual review meeting
- Meetings with outside agencies
- Social Media - Twitter/Facebook - PENDING
- E-mail
- Newsletters
- Appointments with staff
- Home school communication books
- LearningPi - PENDING

How do staff communicate with the students?

- Where appropriate students are involved in setting and reviewing their targets
- Visual resources in classrooms to support targets
- Social stories
- Live marking and feedback
- Staff give children time to speak and listen carefully to what children have to say
- Celebration assembly
- Augmentative and alternative communication – no-tech, low-tech and high-tech
- School council
- Pupil views
- Moving into Adulthood

How does the school provide students access to the whole curriculum and support their emotional well-being?

- Consortium Trust schools offer a unique curriculum which includes formal learning, informal learning and personalised learning and extra-curricular activities
- Assistant Heads makes sure all staff are aware of the need of pupils so that they are included in all teacher's planning
- Personal Learning Plans with regular review (at least half-termly)
- Opportunities for whole class, small group and individual support



- Bespoke values based collective worship
- Zones of Regulation
- SEND PSHE and RSE programme
- Lessons and learning spaces are adapted to take account of individual needs
- Trained mental health leads
- Emotional Literacy Support Assistant work across the Trust
- Support from other outside agencies such as LDCAMHs
- Norfolk Steps
- Licensed Thrive Practitioners



What are the different types of support available at my child’s school?

- All children receive quality first classroom teaching from highly motivated and enthusiastic teachers
- Intervention and support groups run inside and outside the classroom
- Individual support inside and outside the classroom
- Specialist monitoring and assessment from outside agencies where necessary and agreed with parents/carers
- Trained and experienced teaching assistants provide a range of supports such as literacy interventions, pastoral support or behaviour support

These are some of the interventions that are used across our school

- Literacy interventions including Jolly Phonics
- Maths interventions
- Core learning interventions
- Communication interventions
- Specific resources for comprehension and language work or memory
- Social skills groups
- Lego therapy
- Thrive
- Art therapy
- Talkabout
- Rebound therapy
- Music therapy
- Soft Start
- Speech and language therapy
- Physiotherapy and occupational health interventions

How is extra support allocated to pupils?

- In class support allocated in discussion with the Assistant Heads, class teacher and external professionals
- Intervention groups and individual support is arranged according to need or as specified in EHCP
- Support is funded from the school budget
- High Tariff Need Funding can be applied for where pupils with severe or complex needs require an exceptionally high level of support

How does the school evaluate the effectiveness of provision?



- Pre and post intervention data
- Pupil progress meetings
- Work scrutiny
- Lesson observations
- Learning explorations
- Discussion with parents/carers
- Surveys
- Use of specialist tools

How accessible is the environment at my child’s school?

- All schools are unique and accessibility depends on the age and design of the building.
- Most schools have an accessible toilet and changing facilities.
- Provision can be made for a range of physical and sensory needs.

What other agencies does the school work with to support the students?

Where necessary, and in consultation with parents/carers, the school liaises with the following outside agencies in Suffolk and Norfolk:

- Educational Psychology Service
- Speech and Language Therapists
- Physiotherapist and Occupational Therapist
- Specialist Education Services (previously called CISS)
- Sensory Impairment team
- Learning Disability Child and Adolescent Mental Health Service (LDCAMHs)
- Common Assessment Framework workers (CAF)/Early Help/Family Support Practitioners
- Community Paediatrician
- Paediatric Epilepsy Specialist Team
- Dieticians
- Clinical Psychologists
- School Nurses
- Social Services
- Education Welfare
- Dyslexia Outreach Support
- Where needed outreach support such as Community Kitchen and P.L.O.T



- Education Counsellors and Consultants such as Bells Croft
- All Together – Skilled for Life

What is the expertise of the staff and what training is provided at my child’s school?

- Qualified Teacher Status and/or Specialist Class Leads
- First Aiders
- Mental Health First Aiders and Mental Health Champion
- Safeguarding training
- Communication training
- Norfolk Steps
- 2x Licensed Thrive Practitioners
- Food Hygiene
- Trained Teaching Assistants/Higher Level Teaching Assistants
- School Safe Training/Behaviour Management/Positive People Handling
- On-going CPD for all staff including our Teaching Assistant Induction Programme



How is transition into and out of my child's school arranged?

- Transition meetings are held with parents/carers, previous schools and settings to plan an individual transition for children
- Children moving on from school to high school have a range of transition activities and taster days.
- Liaison with schools arranged on an individual basis for pupils with SEND to ensure consistency of provision and progress

Who, outside of school, can I turn to for advice and support if I am not happy?

- The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provide impartial information for the parents/carers of all children and young people with SEND, up to the age of 25.
- SENDIASS in Suffolk <https://www.suffolksendiass.co.uk/>
- SENDIASS in Norfolk <http://www.norfolksendpartnershiass.org.uk/>
- In some circumstances you can appeal to the SEN and Disability Tribunal. <https://www.gov.uk/special-educational-needs-disability-tribunal>
- All schools and Suffolk County Council or Norfolk County Council have complaints procedures which are followed.

More information

- Please read the Behaviour and Inclusion Policy and Teaching, Learning and Curriculum Policy on the CMAT website.
- You may also have heard about the 'local offer'. This is part of the Children and Families Act 2014. Local Authorities must publish a local offer setting out information about the provision in their area for children and young people with SEND. Schools contribute to the local offer by sending information to the local authority.
- For information about Suffolk's Local Offer visit <http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannel=0>
- For information about Norfolk's Local Offer visit <https://www.norfolk.gov.uk/children-and-families/send-local-offer>
- This SEND Information Report was reviewed in May 2023 and will be updated annually.
- We value your feedback so please contact the Academy Head or Consortium Trust if you have any comments on this SEND Information Report.



Glossary of commonly used terms

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
EHCP	Education and Health Care Plan (replaced statements in 2014)
IEP	Individual Education Plan (or Support Plan)
LAC	Looked After Child
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENDCo	Special Educational Needs & Disability Coordinator
SENDIASS	SEN & Disability Information Advice and Support Service
SpLD	SpLD Specific Learning Difficulty (dyslexia)