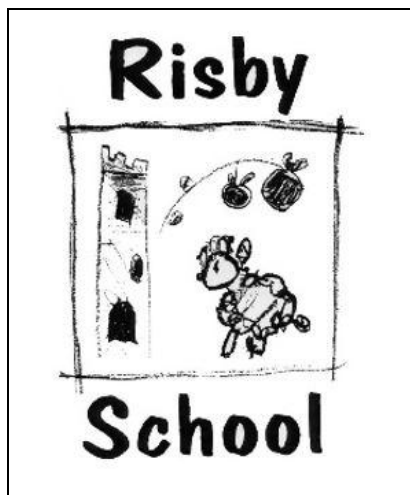


SEN Information Report

Risby CEVC Primary School



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| Approved by: | Chair of Governors | Date: September 2025 |
| Last reviewed on: | September 2025 | |
| Next review due by: | September 2026 | |

The aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4#inclusion>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

What are special educational needs (SEN) or disability?

At Risby, we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

- **Special Educational Needs:** *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*
 - *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***

- *Special educational provision means **educational or training provision that is additional to, or different from**, that which is made generally for others of the same age in a mainstream setting in England.*
- **Disability:** *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties
- › Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- › We take into account the parents’ concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

What a parent should do if they think their child may have special educational needs

If parents have concerns relating to their child's learning or inclusion then they should initially discuss these with their child's teacher. This may then result in a referral to the school SEND Team, which includes SENDCo, Mrs Adele Jones, whose email address is SENDCO@risbyprimary.com.

- Parents may also contact the SENDCo or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**:

1. **Assess:** The class teacher will work with the SEND Team and Headteacher to carry out a clear analysis of the pupil's needs. This will draw on:
 - The teacher's assessment and experience of the pupil
 - Their previous progress, attainment and behaviour
 - Other teachers' assessments, where relevant
 - The individual's development in comparison to their peers and national data
 - Advice from external support services, if relevant
2. **Plan:** If review of the action indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher, with advice from the SEND Team. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.
3. **Do:** SEND support will be recorded on a Learning Support Plan that will identify a clear set of expected outcomes, which will include ambitious and relevant academic and developmental targets, as appropriate. Parents and the pupil will also be consulted on the action they can take to support the attainment of the desired outcomes.
4. **Review:** We will review the effectiveness of the support and interventions and their impact on the pupil's progress, at least half-termly in Pupil Progress Meetings with the Headteacher and meetings with the SENDCo.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Health partners such as School Nurse and Child & Adolescent Mental Health Service
3. Social Services

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. The annual review in Year 5 for pupils an EHCP begins the process where parents are supported to make decisions regarding secondary school choice. Accompanied visits to other providers may be arranged as appropriate.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. When a pupil is identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENDCO and/or external specialists.

We will also provide the following interventions, as appropriate:

| Cognition and Learning Needs | Communication and Interaction Needs | Sensory and/or Physical Needs | Social, Emotional and Mental Health Needs |
|---|--|--|--|
| Beat Dyslexia | TA support | Sensory Circuits | Lego Therapy |
| Toe-by-Toe | Lego Therapy | Dough Disco | Nurture Group |
| Sound Foundations - Dancing Bears, Apples and Pears | Speech and Language Therapist input | Occupational Therapist input | TA support |
| Write From The Start | Talkabout Social Communication Skills Package | Teacher of the Deaf input | Play Therapy |
| Fresh Start | | Writing slopes / pencil grips | Mental Health First Aider support |
| Success @ Arithmetic | | Coloured overlays/ paper/books | 1:1 Support during break times |
| Plus 1 | | Technological aids | |
| Power of 2 | | Qualified Teacher of Children with Visual Impairment input | |
| Dyslexia Outreach Team input | | | |
| RWI focused small group work | | | |
| Touch Typing Programme | | | |
| SNIP spelling program | | | |
| Reading and Language Intervention for Children with Down Syndrome | | | |
| Precision Teaching approach to spelling | | | |

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Expertise and training of staff

Our SENDCo, Mrs Adele Jones, is the Deputy Headteacher and an experienced class teacher and has worked closely with the SEND Team since 2018. She will complete the National SENCo Award Qualification in 2027. She is allocated 3.5 hours a week to manage SEND provision.

We have a team of 17 Teaching Assistants and Learning Support Assistants who are trained to deliver SEN provision.

We use specialist staff for music therapy, occupational therapy, play therapy, speech & language therapy, visual impairment and hearing impairment.

Securing equipment and facilities

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools.
3. Higher Needs Funding

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a maximum of 12 weeks
- Ongoing assessment of progress made by pupils with SEND
- Monitoring by the Senior Leadership Team and SENDCo, including classroom observation, work sampling and scrutiny of planning to ensure effective matching of work to pupil need
- Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils. Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

- All pupils are encouraged to go on our Year Six residential trip to Hilltop.
- All pupils are encouraged to take part in Sports Day, school plays and enrichment activities.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN, who find break times difficult, are supported by a familiar adult to help emotional and social development

We have a zero tolerance approach to bullying.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Headteacher or SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

The local authority local offer

Our local authority's local offer is published here: <https://www.suffolklocaloffer.org.uk/>