

Moderate Learning difficulties

Hearing Impairment

4 Areas of Need:

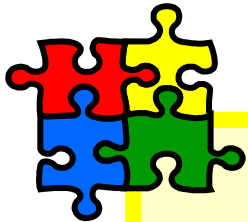
- +Cognition and Learning
- +Communication and Interaction
- +Physical and Sensory
- +Social, emotional and mental health

The kinds of SEN that are provided for

A range of diagnosed conditions, including:

- ADHD
- Autism
- Dyslexia
- Dyspraxia
- Speech and Language
- Global delay

Visual impairment



The SENCO's email address is:  
[office@creetingstmary.suffolk.sch.uk](mailto:office@creetingstmary.suffolk.sch.uk)

The SEN Policy can be found on the  
website here:  
[www.creetingstmary.suffolk.sch.uk](http://www.creetingstmary.suffolk.sch.uk)

The name of the SENCO is:  
Mrs Lyn Spall

Data from the  
school's tracking  
system is analysed  
each half term

**Policies for identifying children  
and young people with SEN and  
assessing their needs, including  
the name and contact details of  
the SENCO**

Concerns raised  
by parents or  
other members  
of staff

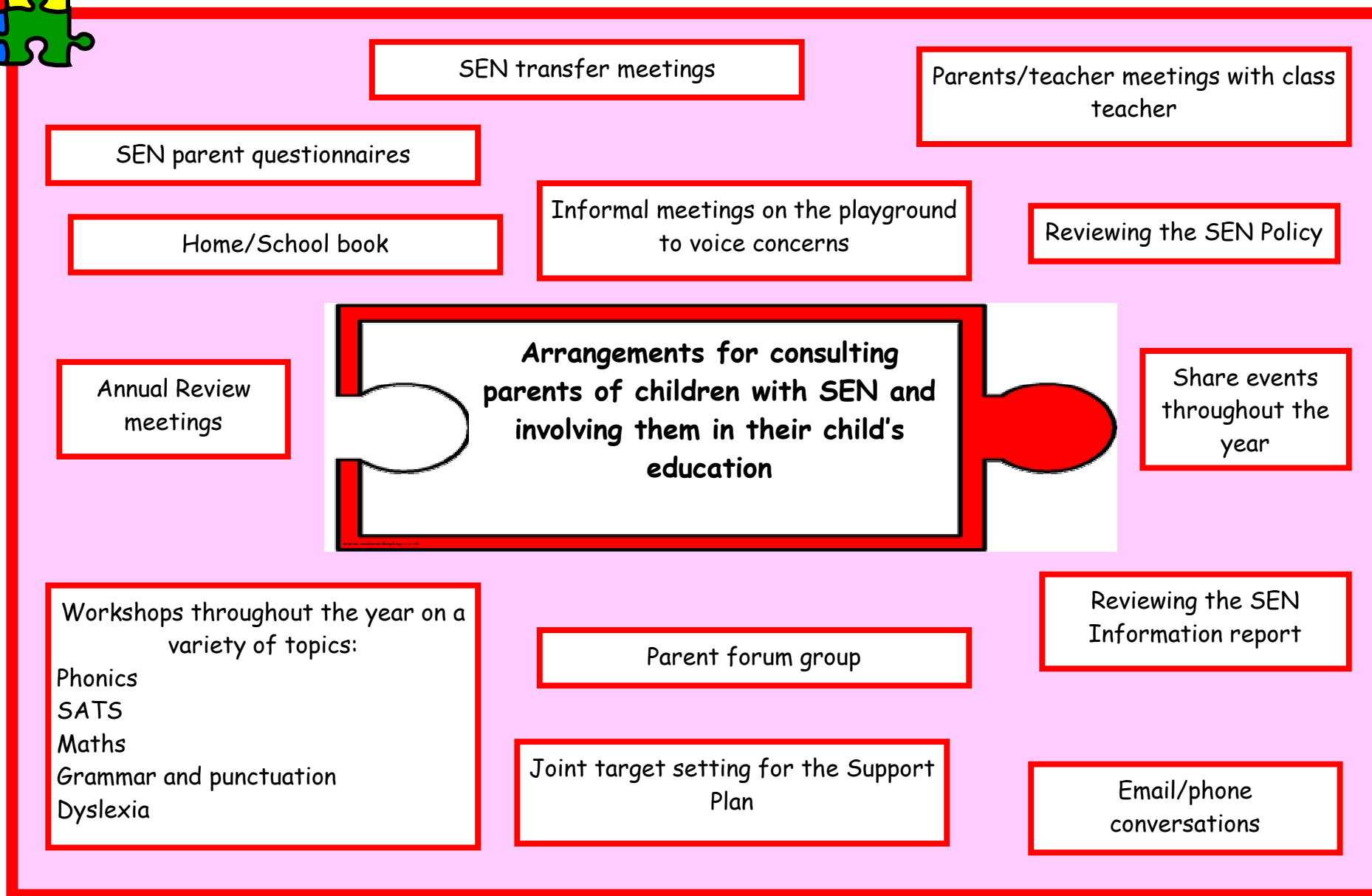
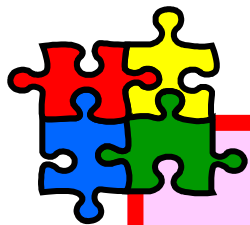
Pupil Profile from Suffolk Learning

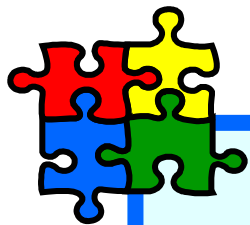
Use of a variety of specific  
standardised assessments to provide  
a more detailed picture of the child's  
needs:

Young Spelling  
Salford Reading  
BPPVS  
Renfrew

School phone number  
is 01449 720312

Pupil progress meetings with class  
teachers





Creating one page profiles

Setting targets with pupils

SEN pupil questionnaires

Regular use of self assessment

**Arrangements for consulting young people with SEN and involving them in their education**

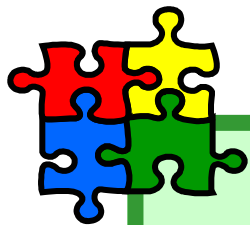
Pupils consulted about the support they receive

Pupil voice included in Support Plans

Membership of School Council

Pupils involved in Annual Reviews

Regular meetings with pupils to review progress



Spelling, Reading and Vocabulary standardised tests carried out every 6 months

Half termly levels recorded and tracked in each of the core subjects

Pre and post intervention assessments carried out to analyse effectiveness and progress

Review of targets at the end of each term

End of unit assessments

Pupil progress meetings held with class teachers and the head teacher each term

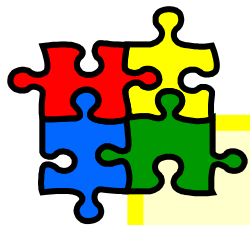
**Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review**

Annual Review meetings

Termly review of Support Plans

Formal assessments at end of the Key Stages

Teacher assessments throughout lessons to check progress and to plan for the next steps



Close links with local secondary

Transition Annual Reviews

Pupil Passports

Additional visits to secondary schools

SEN transfer evenings for parents and pupils

One page profiles

**Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society**

Transfer Days

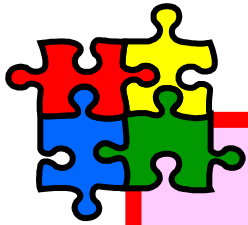
Visits to the school by the secondary school staff prior to transfer

SEN transfer packs

Extra curricular activities hosted by the secondary school

Support from outside agencies to support pupil transition e.g. Behaviour Support Service; County Inclusive Resources; Looked After Children Educational Support Service

Links between Key Stages within the school with liaison between class teachers/ phase leaders



Reports by outside agencies shared with all staff who support the child

Differentiated classroom teaching

Teaching assistants to support learning in each classroom

Regular staff inset on different SEN support strategies

Regular meetings with parents to share success and concerns

SEN pupils identified on lesson plans

One to one support given when appropriate

**The approach to teaching children and young people with SEN**

Pupil progress meetings each term to monitor the progress of all pupils

Elklan trained staff

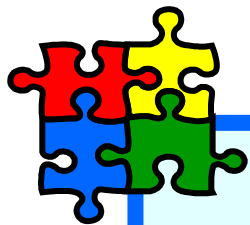
All teachers are teachers of SEN

Dyslexia-friendly classrooms

Termly lesson observations and learning walks by the SENCO to monitor the SEN provision within the school

Specific interventions carried out by specialised staff to help plug any learning gaps

SEN pupils identified on the school's tracking system and their progress analysed each half term



All interactive white boards set as aqua backgrounds as default

Comic Sans font used for all resources produced within the school

Following advice in the reports from other professionals

SENCO makes sure all staff are aware of the needs of those pupils with SEN so that information can inform their planning

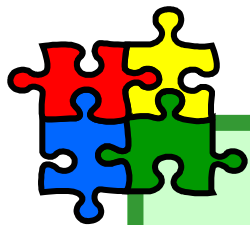
**How adaptations are made to the curriculum and the learning environment of children and young people with SEN**

Subject leaders ensure appropriate resources for the teaching of their subject area

Other professionals consulted as soon as a difficulty has been identified and investigated within the school

Class teachers made aware of the needs of the pupils in their class prior to transfer





SENCO attends Network meetings to share good practice and find out about the latest developments within SEN

All class teachers are highly trained to support children with a wide range of needs.

Teaching Assistants receive regular training opportunities within school and also through courses run by the Local Authority

Some teaching assistants  
Elklan trained

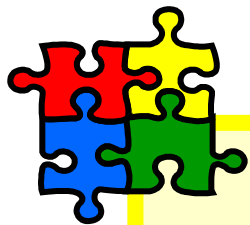
**The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured**

SENCO  
a qualified teacher

When necessary, SEN consultations requested with the SEN Advisor to offer advice and support strategies

SENCO refers to outside agencies for additional expertise when required

Teaching Assistants are highly experienced and trained to support children with medical, physical, behavioural and learning needs.



SEN information report reviewed annually with parents, staff and governors

SEN policy reviewed annually with parents, staff and governors

SEN pupils identified on the school's tracking system and progress data analysed each half term

Annual SEN report to governors which analyses SEN progress

Provision map created for analysing the cost effectiveness of all interventions and support strategies

**Evaluating the effectiveness of the provision made for children and young people with SEN**

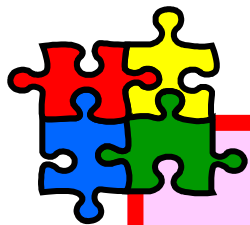
Regular meetings with SEN governor, with them acting as a critical friend

Termly meetings with parents to discuss progress and provision

Use of Raise Online data to compare school performance with that of the Cluster, locality and nationally

Pupil perception interviews carried out to collect soft data on provision and progress

Pupil progress meetings each term with class teachers to analyse the progress of pupils and identify next steps or training needs



We have a number of lunch time and after school activities that all pupils are included in. Details of activities are sent home each term and appear on our website.

The guidance detailed in the Equality Act 2010 adhered to

Staff trained in various aspects of SEN so that they understand the difficulties the child may face and can plan how best to support term in partaking in activities

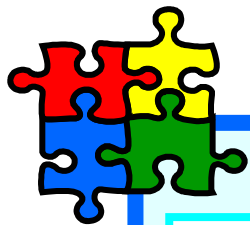
**How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN**

Scaffolding used within lessons to ensure all pupils make progress

Use of additional funding to support families with the cost of trips and residentials

We have regular educational visits and residentials. We provide additional support so all pupils can be as fully involved as possible.

The accessibility of venues and the ability for all pupils to take part in trips is carefully considered during the planning stages



Relevant staff are trained to support medical needs and in some cases, such as allergies and diabetes, all staff receive training.

Each child has a class teacher who is responsible for their well-being.

Several "safe spaces" around the school to support children as necessary. Children can go there at break times and lunchtimes.

SENCO will co-ordinate any specialist Behaviour and Learning Support that child and families may benefit from.

**Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

Regular monitoring and rewarding attendance, taking the necessary actions to prevent prolonged unauthorised absence.

Cyber-bullying covered within the ICT and PSHE curriculum.

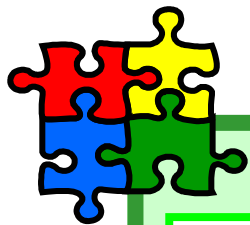
Staff model treating everyone fairly and with respect to pupils.

Social Skills and self esteem programmes are provided for small groups or individuals.

Behaviour policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.

Children have supervised access to a variety of after school clubs.

Assemblies and Citizenship lessons are used to discuss the issues around bullying.



Looked After Children Support Services work with pupils and staff to support those children who are under the care of the Local Authority.

Support from local authority services sought when required for training and advice

Support from specialist teachers/ support staff for accessing the curriculum and extra work on SEN related needs.

Half-termly drop-in sessions for pupils and parents with the School Nursing Team.

**How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families**

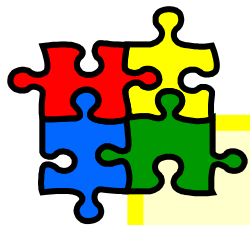
CAF referrals made when appropriate.

Support from advisory teacher for Visual Impairment

County Inclusive Services work within the school to support those pupils who have received a diagnosis of an Autistic Spectrum Disorder.

Receive guidance from occupational therapy for pupils who need additional support with seating and hand positioning for writing.

Speech and Language Therapy to train our staff; advise on strategies and programmes and referring pupils for assessment if it is believed they would benefit from additional support.



If your concern is with the local authority, contact the Senior Special Needs Officer or the Parent Partnership for advice.

If you feel you would like support with this, then the Parent Partnership are an independent organisation that can offer parent's additional advice.

**Arrangements for handling  
complaints from parents of  
children with SEN about provision  
in the school**

If you do not feel the issues have been resolved, and your child has SEN, then you can contact the Senior Special Needs Officer. Please contact the school for the details.

First point of contact is always the person responsible- this may be the form teacher, subject teacher or the SENCO. Explain your concerns to them first. If you are not satisfied that your concern has been addressed, speak to the head teacher then ask for the Chair of Governors.