

### How does the school communicate with me and my child?

Regular discussions, including:

- Progress Consultation Meetings—joint meetings between parents, children and class teachers.
- Review meetings or meetings with outside agencies.
- Transition Meetings –when I child is moving to a new year group or school

In addition to this:

- Through the Flyer—our regular newsletter
- Via the website or Twitter Feed
- Teachers to Parents text message service
- Annual Reports
- Learning Cafes and Share Mornings

### Can this school meet my child's needs?

We are an inclusive, mainstream school that aims to meet the needs of all learners. Approximately 14% of children are identified with SEND in this school. We support the children in the following areas:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or Physical needs**
- Medical needs. (see medical policy)

### How will my child be included in school life?

A welcome meeting and a tour of the school.  
Transition meetings where needed  
Lunchtime nurture provision and Playground Buddy System  
Various extra-curricular clubs  
Regular staff training in response to children's needs  
A focus on pastoral support, including a Pupil and Family Support Worker  
Care plans for individual medical needs  
Fully accessible building (via chairlift system)  
Adjustments to learning and teaching to ensure all children access the curriculum at their level.

### Who should I talk to about my child's difficulties with learning or medical/special educational needs?

- My child's class teacher.
- SENDCO—Ms S. Clay
- Headteacher—Mrs H. Thorne
- SEND Governor— Mrs J Hood

#### **If I have a concern?**

Talk to your child's class teacher, SENDCO, Pastoral Support Worker or the Headteacher. If your concerns are not resolved, please see the school's Complaint Policy for advice on how to proceed. The parent support service, SENDIASS can help with this if needed.

'Pupils with special educational needs and/or disabilities are supported well to access the full curriculum. For example, those with emotional and mental health needs can regulate their behaviour and, as a result, are able to learn well. The special educational needs coordinator ensures pupils' needs are accurately identified and met. She works effectively with external specialists, including alternative education providers.'

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### How does my child have their say?

We talk to children regularly about their learning and progress. In addition to this, each class has a Learning Council representative, which includes children with SEND.

### What sort of special needs support is available for my child at the school?

High quality targeted teaching from the class teacher with adapted planning to meet individual needs. Where required, pupils will receive a range of intervention delivered in a group or individually.

A Half Termly Tracker identifies pupil's progress and is reviewed termly with parents.

### How does the school identify and assess children with Special Educational Needs and Disabilities?

Information is gathered from:

- Parents/carers and the child's views
- School staff, including school based assessments
- Common Assessment Framework( CAF)

In some cases advice may be sought from Specialist Education Services, Speech and Language, Educational Psychologists or School Nurse

### Where else can I find support and information?

The Suffolk Infolink website :  
[www.suffolklocaloffer.org.uk](http://www.suffolklocaloffer.org.uk)

Also:

- Special Educational Needs and Disability Information Advice and Support Service (SENDIASS: [www.suffolksendiass.co.uk](http://www.suffolksendiass.co.uk))
- Your G.P.
- School Nurse -<https://www.suffolk.gov.uk/children-families-and-learning/childrens-health/school-nursing/>
- Autism Suffolk: [www.autism.org.uk/autismsuffolk](http://www.autism.org.uk/autismsuffolk)
- Butterflies Children Centre (01502 718750)