



SEND Information Report 2026-2027

Welcome to the SEND area of our website. This area will help you understand the provision and support children with SEND will get at St. Felix.

SENDCo Mrs A M Price contact on 01440 703775 or

via admin: @st-felixrc.suffolk.sch.uk

From the SENDCo- Mrs Price

At St. Felix, we aim to ensure that all children are able to access the curriculum and make progress from their own starting points, regardless of their area or level of need in line with the Equality Act 2010.

We are an inclusive school that identifies and celebrates the strengths and achievements of all children including those with disabilities. Children with disabilities are fully included in their class, with reasonable steps taken to ensure they can physically, socially and emotionally access all areas of the curriculum and are seen as a valued member of their class by both their teachers and peers.

We work closely with parents and children to ensure the best help is given and we follow a child-centred approach; for example, we hold Pupil Perception Interviews where children with SEND are asked how they feel about the help that is given to them and what helps them best with their learning; This enables us to involve them as much as possible with their education using the One-Page Profile.

More detailed information about the identification, assessment and interventions for SEND support, as well as how this is reviewed can be found in our SEND Policy which is on the website. Arrangements for the admission of disabled children are also detailed in the SEND section of the website under Accessibility.

What we offer at St Felix

At St Felix, all staff are front line professionals and provide Quality First Teaching; this means that all teachers provide for children with SEND at a whole class level in the first instance. Teachers adapt their lesson objectives, resources, class activities and questioning. All teaching staff have regular training sessions provided by the SENDCo and specialist outside agencies. Some staff are specially trained in delivering speech and language programmes; Language Link.

Kinds of SEND Provided For:

We recognise and respond to the four broad areas of need identified within the SEND Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

These categories help us to understand the types of support a child may require; however, they are not intended to describe children as fitting into a single category. Many children and young people have strengths and needs that span more than one area. For example, an autistic pupil may also have dyslexia, requiring support for both communication and interaction, and cognition and learning. Similarly, a child with a physical disability may also experience anxiety related to accessing school. We therefore take a holistic, child-centred approach, considering each pupil's individual profile of strengths, needs, aspirations and outcomes rather than focusing on a single diagnosis or category of need.

In addition to the four broad areas of SEND identified in the SEND Code of Practice, we recognise that some children experience additional barriers to learning that may not constitute special educational needs but nevertheless require timely support. These may include challenges related to attendance, health, family circumstances, disadvantage, or emotional wellbeing. We work proactively with families and partner agencies to identify and remove barriers to learning at the earliest opportunity.

How we ensure that children who need extra support are identified early

A child has a Special Educational Need if he or she has a learning difficulty or disability that means he or she has a *significantly greater difficulty in learning* than the majority of others of the same age, or has a *disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools*. Children are identified as having special educational needs through a variety of ways, including the following:

- Child performing below expected age levels
- Concerns raised by parent
- Concerns raised by class teacher
- Consultations between class teachers, the SENDCo and head teacher where progress data is discussed
- Liaison with external agencies e.g. Speech and Language Therapy Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

If a concern is raised regarding a child, a range of evidence will be collected through assessment and monitoring, including the following:

- A range of standardised tests
- National Curriculum Tests – Year 6
- Phonic assessments
- Ongoing classroom observation
- Early Learning Goals

Some children require additional support following the Assess–Plan–Do–Review cycle. Where further intervention is needed, teachers and the SENDCo work together to create an individualised provision plan (IPP) with short-term, measurable targets. These targets are reviewed regularly and revised in response to the pupil's progress, ensuring that provision remains tightly aligned to need. This forms part of the school's graduated response.

Teachers collaborate closely with the SENDCo to identify what additional support, adaptations or interventions are required. When specialist input is needed, the SENDCo seeks further advice and makes timely referrals to external agencies. All referrals, professional advice and IPPs are

logged systematically, providing a clear and continuous record of provision that supports consistency, accountability and effective monitoring over time.

Teachers meet regularly with the senior leadership team to review outcomes from both summative and formative assessments. These discussions enable staff to identify children who may be beginning to struggle or whose progress indicates that additional support may be required. This early identification is a core element of effective assessment practice and contributes directly to the school's graduated response.

Children are also encouraged to voice any concerns about their understanding. These contributions are valued, listened to and acted upon, ensuring that pupil voice remains central to decision-making. Where a child indicates that they are finding learning difficult, teachers respond promptly with appropriate support, adaptations or further exploration of need in collaboration with the SENDCo.

This approach ensures that emerging needs are recognised early, support is responsive, and children feel confident and safe to articulate when they require help.

Some children may need an Educational Health Care Plan (EHCP) and an assessment is requested with parental involvement. Children and parents are both involved in the review of EHCPs.

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

Parents and carers are encouraged to talk to us at the earliest opportunity. In the first instance, concerns should be discussed with your child's class teacher, who knows your child best and can explore any emerging needs. Following this conversation, the teacher may decide to seek further guidance from the SENDCo to ensure that the right support is considered promptly.

If additional advice is required, parents may also contact the SENDCo directly by arranging an appointment through the school Reception office. This ensures that communication remains clear, timely and supportive for families.

Our SENDCo, Mrs Price, has extensive experience in delivering high-quality SEND provision and is currently undertaking a national award to further strengthen her expertise. This ongoing professional development ensures that the school's approach to inclusion remains informed, evidence-based and responsive to the needs of all children.

Who will explain my child's needs and progress to me?

Class teachers meet with parents regularly, including through the school's termly Parent Consultation meetings, to discuss each child's needs, support and progress. These formal meetings take place three times a year and provide a structured opportunity to review learning, share observations and agree next steps. However, parents are encouraged to speak with class teachers at any point if they have concerns about their child's needs; early communication ensures that support can be put in place promptly and effectively.

When issues relate specifically to a child's special educational needs or disability, the SENDCo will arrange to meet with parents to explore these concerns in greater depth. This may include discussing emerging needs, reviewing current provision, or considering whether further assessment or intervention is required as part of the school's graduated response.

This approach ensures that parents remain fully informed, involved and supported, and that decisions about provision are made collaboratively and transparently.

How the School Supports Your Child

- The SENDCo oversees and monitors the progress of all children who require additional help across the school, ensuring that provision is consistent, evidence-based and regularly reviewed. Class teachers follow the Assess–Plan–Do–Review cycle to assess need, plan appropriate support, deliver targeted teaching and review the impact. They work closely with children who have special educational needs or disabilities to secure progress across all areas of learning.
- Teachers and support staff use a provision map and a tracking system to record the support your child receives and to evaluate the impact of any interventions. Reviews are documented on the school's intervention paperwork, enabling leaders to monitor progress carefully and ensure that provision remains responsive to need.
- Children on the SEND register may have an Individual Pupil Plan (IPP) with specific, measurable targets designed to secure progress. These targets are reviewed regularly as part of the school's graduated response, ensuring that provision is continually adapted in line with your child's development.
- Parents are always informed if their child is taken out of class for an intervention. They receive clear information about the provision being delivered and the expected progress. Parents' views are actively sought and recorded, and the school listens carefully to any preferences regarding their child's support, recognising that parents

SEND Pupil Voice

- At St Felix, children are actively involved in their learning and in shaping the support they receive. At the beginning of each academic year, children complete a one-page profile that enables all adults in school, as well as visiting professionals, to understand their needs, preferences and the approaches that help them learn best. This forms an important part of the school's commitment to child-centred practice.
- Children are routinely involved in the review process for their Individual Pupil Plans. They are encouraged to comment on their progress, identify what has worked well and articulate any additional support they feel may be helpful. This ensures that children develop a clear understanding of their own learning journey and contribute meaningfully to the Assess–Plan–Do–Review cycle.
- For children with an Education, Health and Care Plan, there are further opportunities to express their views on how they feel they are progressing and what their next steps should be. Their contributions are valued and incorporated into planning, ensuring that decisions reflect the child's lived experience and aspirations.
- Through these actions, children feel involved in decision-making and develop ownership of their targets and learning outcomes. This approach strengthens engagement, builds confidence and ensures that support remains responsive to each child's voice.
- When children are preparing to move to secondary school, the transition process is carefully planned to ensure continuity of support and a smooth changeover. There is close collaboration between St Felix and the receiving secondary school, including face-to-face meetings and the transfer of all relevant documentation. This enables staff at the next setting to develop a clear understanding of the child's needs, strengths and the provision that has been in place, supporting an effective graduated response as they move forward.
- In addition to the standard transition arrangements, children who require further support are offered additional transition days at their new school. These visits help

children to become familiar with the environment, routines and key staff, reducing anxiety and building confidence ahead of September. This enhanced transition ensures that support is in place from the outset and that children feel prepared, reassured and ready for the next stage of their education.

Adaptations to Curriculum and Learning Environment

The school provides a wide range of adaptations to ensure that all children can access learning and make sustained progress. Staff use assistive technology and alternative recording methods to remove barriers and enable children to demonstrate their understanding in ways that best suit their needs. Sensory adaptations and reasonable adjustments are implemented where required, ensuring that the learning environment remains calm, predictable and responsive. Resources are made accessible through careful design, visual clarity and appropriate scaffolds, and children benefit from a range of communication supports to strengthen understanding and interaction. Classroom environments are adapted to reduce cognitive load, support regulation and promote independence.

High-quality teaching underpins all provision. Teachers use adaptive teaching to respond to children's needs in real time, adjusting explanations, tasks and levels of support. Scaffolding is used to break learning into manageable steps, while explicit instruction ensures that teaching is clear, direct and well-sequenced. Retrieval practice is embedded to strengthen long-term memory, and visual supports are used to reinforce key concepts and routines. Teachers model new learning carefully, provide opportunities for pre-teaching where appropriate, and use overlearning to secure fluency and confidence. These approaches form part of the school's commitment to inclusive classroom practice, ensuring that every pupil can access the curriculum and achieve well.

Who will support my child?

The school is committed to maintaining high levels of staff expertise so that children with additional needs receive high-quality, evidence-based support. All staff engage in continuous CPD that strengthens their understanding of inclusive practice and ensures consistency across the school. Teachers and support staff access specialist qualifications and external training opportunities, including specific training related to current need, trauma-informed practice, and safeguarding and medical training where relevant. This ensures that staff are confident in meeting a wide range of needs and can respond effectively to children who require additional support.

The school works closely with external agencies to secure specialist advice and provision. This includes Educational Psychology, Speech and Language Therapy and Occupational Therapy.

The SENDCo coordinates this involvement, monitors progress and ensures that recommendations are implemented consistently within the classroom. This collaborative approach strengthens assessment, informs intervention planning and ensures that provision is tailored to each child's needs.

Class teachers remain responsible for ensuring that every pupil makes progress across all areas of learning. They plan and deliver high-quality teaching, adapt the curriculum and monitor the impact of interventions. Teaching Assistants provide additional support to individuals and groups as directed by the class teacher. Several Teaching Assistants have specialist expertise and work alongside teachers to deliver targeted interventions designed to meet specific needs. This ensures that support is both skilled and purposeful.

All children receiving Special Educational Needs Support have access to this combination of high-quality teaching, targeted intervention, specialist guidance and a staff team trained to meet diverse needs. This integrated approach ensures that provision is coherent, responsive and focused on securing strong outcomes for every pupil.

Social and Emotional and Mental Health

- An Individual Pupil Plan that targets the child's specific area and level of need (this will be reviewed termly with the parents and the child if appropriate)
- Small group or one-to-one support at varying levels and for varying amounts of time in the day as appropriate
- Individual rules and reward systems
- Individual Behaviour Support Plan
- Social Stories interventions
- Nurture style support from TAs
- Additional arrangements for transition
- Access to PMHW/CAMHS/Health/Social Services/ Specialist Education Service (SES)
- St Felix is visited half-termly by the Suffolk school's mental health team where referrals are discussed, but they are available for advice at any time.

Communication and Interaction:

- An Individual Pupil Plan that targets the child's specific area and level of need (this will be reviewed termly with the parents and the child if appropriate)
- Small group or one-to-one support at varying levels and for varying amounts of time in the day as appropriate
- Access to qualified Speech and Language Therapists
- Language Link Assessment in EYFS
- Class visual timetables
- Social stories to improve emotional resilience
- Individual visual timetables/ feelings and worries box/book of happy thoughts
- ICT support – iPads and laptops
- Additional arrangements for transition

Sensory and Physical:

- An Individual Pupil Plan that targets the child's specific area and level of need (this will be reviewed termly with the parents and the child if appropriate)
- Small group or one-to-one support at varying levels and for varying amounts of time in the day as appropriate
- Provision of specialist furniture / equipment as advised by the Occupational Therapist
- The school building is accessible to all children with wheelchair access and separate disabled toilet facilities for both Early Years and Key Stage 1 and 2
- Referrals (when considered appropriate) to Physiotherapist / Occupational Therapist/ Other Health Professionals / SES (Specialist Education Service)
- Individual ICT to support access to curriculum as appropriate
- Additional arrangements for transition
- Work stations when advised by professionals

Cognition and Learning:

- An Individual Pupil Plan that targets the child's specific area and level of need (this will be reviewed termly with the parents and the child if appropriate)

- Small group or one-to-one support at varying levels and for varying amounts of time in the day as appropriate
- In school, we might use diagnostic tests to further pinpoint the child's area and level of need: British Picture Vocabulary Scale III, Phonological Assessment Battery 2, Boxall Profile
- We will make referrals to outside professionals if appropriate: School Nursing Service / Speech Therapist / Physiotherapist / Occupational Health Therapists / Emotional Well Being Hub / SES (Specialist Education Service) / Barnardos Neurological Developmental Disorder Pathway

How are the school's resources allocated and matched to children's special educational needs?

We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available. The budget is allocated on a needs basis to ensure that each child receives the support the school feels they require enabling them to make progress without reducing pupil independence. If a child needs additional funding the school will apply for High Tariff Needs Funding.

The Headteacher is responsible for allocating funding for supporting children and they consult with the school's finance officer and class teachers so that the best use possible is made of the funds available. St Felix school is committed to offering appropriate support to all children and if a child needs additional support, we strive to provide this.

Evaluating the Effectiveness of Provision

The effectiveness of provision is evaluated through continuous, rigorous assessment and monitoring. Class teachers and Teaching Assistants make ongoing formative and summative assessments throughout the school day and within specific interventions. These assessments inform teaching, shape next steps and ensure that support remains tightly aligned to need. Outcomes are discussed with the SENDCo during pupil progress meetings and at Parent Consultations, enabling leaders to maintain a clear overview of each child's development.

The Assess-Plan-Do-Review cycle is implemented for all children receiving SEND support and documented within an Individual Pupil Plan, which is reviewed at least termly. These reviews capture progress, evaluate the impact of interventions and identify any adjustments required to strengthen provision. Children are encouraged to reflect on their achievements, and their successes are celebrated with them to reinforce motivation and ownership of learning.

A range of monitoring activities ensures that evaluation is robust and multi-layered. Provision mapping enables leaders to track support across the school and identify patterns, gaps or emerging needs. Parent feedback and pupil voice provide valuable insight into the lived experience of provision. Learning walks allow leaders to observe inclusive practice in action, while intervention evaluations ensure that targeted support is evidence-based and effective. Governors contribute to monitoring through focused SEND discussions and reviews, and findings inform ongoing SEND development planning.

Together, these processes ensure that provision is continually refined, responsive to need and focused on securing strong outcomes for every pupil.

Accessibility Plan

Please see the [Accessibility](#) section.

Working With Parents

St Felix school is committed to working in partnership with parents and carers to ensure that provision for children with special educational needs is transparent, responsive and collaborative. If a parent has a concern or complaint about SEND provision, they are encouraged to speak with the class teacher in the first instance.

Where further discussion is required, appointments can be arranged with the SENDCo or Headteacher to explore the issue in greater depth and agree appropriate next steps.

Parents may also choose to follow the school's formal Complaints Procedure, which is available on the website under Policies. This approach ensures that concerns are addressed promptly, respectfully and in partnership, reflecting the school's commitment to strong parental engagement.

Preparing for Adulthood

St Felix school promotes early development of the skills and attributes that contribute to successful preparation for adulthood, in line with the SEND Code of Practice. Children are supported to develop independence through opportunities to make choices, manage routines and take increasing responsibility for their learning. They are encouraged to build self-advocacy skills by expressing their views, contributing to decisions and understanding their own needs.

Participation is fostered through involvement in school life, collaborative learning and engagement with wider opportunities. As children grow older, they are supported to explore employment aspirations in age-appropriate ways, developing awareness of strengths, interests and future pathways. Community participation is promoted through inclusive activities and experiences that build confidence and social understanding. Where appropriate, children are supported to develop skills linked to independent living, such as organisation, self-care and decision-making.

These elements ensure that children begin to build the foundations for adulthood from an early stage, developing confidence, resilience and a clear sense of their own capabilities.

Transition is a significant period of change for many children, and the school puts in place carefully planned programmes to support individual needs. These programmes are not limited to moving to a new school; they also support transitions between key stages and even into a new class. Activities such as Moving Up Morning, increased time spent in the new classroom and opportunities to work with new staff are adapted each year to ensure that children feel secure, confident and well-prepared. This approach reflects the school's commitment to child-centred practice and responsive support during times of change.

For children with SEND, the transition into Nursery or Reception is supported through a graduated approach beginning with an initial visit to school. This enables staff to understand the child's needs early and plan appropriate provision. When children move to a new school or progress to secondary school, vulnerable children receive enhanced support and a longer transition period. Additional visits, personalised programmes and close collaboration with receiving schools ensure that information is shared effectively and that children experience a smooth, well-supported transition. These measures help children to feel prepared, reduce anxiety and ensure continuity of provision.

Looked After Children

Children who are looked after by the local authority and have additional needs receive carefully coordinated support to ensure their wellbeing, progress and inclusion. The SENDCo, class teacher and the school's Designated Teacher for Looked After Children. Mrs Price holds professional meetings to review provision, monitor progress and ensure that support is tailored to each child's individual needs. Mrs Price works closely with sending and receiving schools, as well as the local authority's Virtual School, to maintain continuity and ensure that information is shared effectively.

Termly meetings are held to review the child's Personal Education Plan (PEP), detailing the support in place, its impact and any additional actions required. This structured approach ensures that provision is responsive, well-coordinated and focused on securing strong outcomes for looked after children with SEND. Through close collaboration, consistent monitoring and clear communication, the school ensures that these pupils receive the highest level of care, stability and educational support.

Inclusion in Wider School Life

The school is committed to ensuring that all pupils, including those with SEND, participate fully in the wider life of the school. Children are encouraged and supported to take part in clubs, the school council, performances, sports, leadership opportunities and enrichment activities. Residential visits and day trips are planned inclusively, with adaptations made as necessary to ensure that every child can participate meaningfully.

We aim for all children to be included in school day trips and residential stays. Staff consult with parents to identify any adaptations required, ensuring that provision is personalised and appropriate. A risk assessment is completed prior to any off-site activity to ensure that health and safety are maintained and that no children's participation is compromised. This approach reflects the school's commitment to inclusive practice and ensures that all children benefit from the full range of experiences offered.

Emotional and Social Development

The school places strong emphasis on children's emotional and social development. A range of wellbeing support and pastoral systems are in place to help children feel safe, valued and able to engage positively with school life. A clear Behaviour and Anti-Bullying policy ensures that concerns are addressed promptly and that children understand how to seek help.

Children are supported to develop emotional literacy through targeted teaching and intervention, helping them to recognise, express and manage their feelings. Access to mental health support is available where needed, and staff use a range of regulation approaches to help pupils maintain focus, manage stress and build resilience. Children's views are actively listened to and incorporated into decision-making, reinforcing their sense of belonging and agency within the school community.

These systems ensure that children's emotional wellbeing is prioritised and that they are equipped with the skills needed to thrive socially and academically.

How does the school manage the administration of medicines and personal care?

We have a policy regarding the administration and management of medicines on the school site under Policies.

- Parents need to inform the school in writing if medication is recommended by Health Professionals to be taken during the school day and the parents and SENCO will produce a care plan to ensure safe administration.
- At St Felix school we do not administer general medications; antibiotics and advise these are taken before and after school.
- St Felix staff have regular training regarding conditions and medication affecting individual children so that trained staff can manage medical situations if the need arises.
- All St Felix staff have undertaken anaphylaxis training in preparation for Benedict's law coming into effect in September 2026. St Felix are registered with Kitt Training: [Anaphylaxis Kits + Adrenaline Pens + CPD Training for UK Schools & Businesses](#)
- If a child requires personal hygiene care, this will be managed by trained and authorised members of staff and there will be a care plan agreed by parents and the staff involved.

Where can parents go for help?

The SENDIASS service is for parents, carers, children and young people (aged up to 25)

Email: sendiass@suffolk.gov.uk

Helpline phone: 01473 265210 (9-5, Mon-Fri)

General enquiries phone: 01473 264702 (9-5, Mon-Fri)

Here are some web sites that may be helpful for parents.

Emotional Wellbeing Gateway infolink.suffolk.gov.uk

Suffolk County Council www.suffolk.gov.uk

British Dyslexia Association www.bdadyslexia.org.uk

National Autistic Society www.autism.org.uk

British Deaf Association www.bda.org.uk

Disability Alliance www.help4me.info

Disability Living Fund www.dlf.org.uk

Down Syndrome Association www.downs-syndrome.org.uk

Citizens Advice Bureau www.adviceguide.org.uk

Epilepsy www.epilepsysociety.org.uk

Access Unlimited in Suffolk www.access-unlimited.co.uk

Children's communication charity www.ican.org.uk

IPSEA support for parents and carers to navigate SEND law www.ipsea.org.uk

www.natsip.org.uk

West Suffolk Neurodevelopmental Support Service 01284 636655

Key Contacts

- SENDCo Mrs AM Price – admin@st-felixrc.suffolk.sch.uk
- Designated Safeguarding Teachers Mr C. Thirkell & Mrs Naylor
- Assistant Head & Year 6 Teacher, Mrs A. Harris
- SEND Governor Mrs Wendy Lashmar
wendylashmar@stfelixhaverhill.com

Glossary of terms:

SEND Vision and Inclusive Ethos

St Felix school is committed to an inclusive ethos where every child is valued, supported and challenged. Provision is designed to remove barriers, promote independence and ensure that all pupils experience success.

Ordinarily Available Provision

The school provides a wide range of support that is ordinarily available to all pupils, including adaptive teaching, targeted feedback, accessible resources and pastoral support.

Graduated Response

The school follows the graduated response, ensuring that needs are identified early and provision is adapted through Assess–Plan–Do–Review cycles.

Universal, Targeted and Specialist Support

Provision is organised across three tiers: universal high-quality teaching, targeted interventions and specialist support from external agencies.

Adaptive Teaching

Teachers use adaptive teaching strategies to respond to pupils' needs in real time, adjusting explanations, scaffolds and tasks to ensure access for all learners.

Attendance Support

Attendance is monitored closely, with early intervention for pupils whose attendance patterns indicate emerging barriers to engagement. There are fortnightly internal meetings and termly meetings with the Suffolk EWO, Anna Mayhew anna.mayhew@suffolk.gov.uk

EBSA Support

The school provides support for children experiencing Emotionally Based School Avoidance, working with families and external agencies to reduce anxiety and rebuild confidence.

Medical Needs

Children with medical needs are supported through individual healthcare plans, staff training and clear procedures for medication and emergency response.

All staff have been trained in dealing with anaphylactic shock and we have an emergency kit in school.

Communication with Families

The school maintains open, proactive communication with families through meetings, consultations, reports and ongoing dialogue.

Annual Review of the Report

The SEND Information Report is reviewed annually to ensure accuracy, compliance and alignment with current practice.

SEND Policy, Accessibility Plan and Local Offer

These can all be downloaded from our website in the SEND section.