



Special Educational Needs and Disabilities Information Report 2025-26

As a school we recognise that each child has a variety of abilities. Children identified as having a Special Educational Need and/or Disability (SEND) will require effective inclusion across the curriculum and may require additional intervention and provision to enable them to access a broad and balanced curriculum. Ickworth Park Primary School is committed to children with SEND. We believe that every child should participate to the best of their ability in the everyday life of the school.

Approximately 1 in 5 children will have a special educational need at some time during their school career. This means they may have a difficulty with:

- Reading, writing or maths
- Understanding information and other people
- Expressing themselves
- Relating to other children or adults
- Sensory perception or physical mobility

The purpose of this report is to outline how we teach and support children so that they are able to achieve their potential.

What is SEND?

The Department of Education SEND Code of Practice states that;

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. A child of compulsory school age or a young person has a learning difficulty or disability if 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 or mainstream post-16 institutions.

Over a child's time in school there may be times when they struggle and need support. We would class them as having Special Educational Needs if they were working at a significantly lower level than their peer group, or had a specific need that required additional provision.

Once a child is placed on the school's SEND register it doesn't always mean they remain on the register for the rest of their school life. We regularly review the progress and attainment of children and if a child no longer requires additional support, they will be removed from the school's SEND register.

How does the school identify children who may need SEND support?

All pupils are entitled to access a broad and balanced curriculum. Through early identification we are able to plan for each individual learner's needs and ensure that the correct and appropriate support is put in place for each child.

The [SEND Code of Practice](#) identifies 4 broad categories of need:

- 1) Communication and interaction
- 2) Cognition and learning
- 3) Social, emotional and mental health
- 4) Sensory and/or physical needs

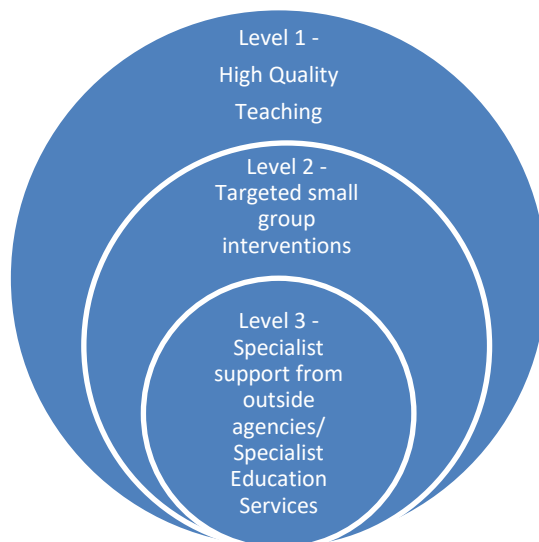
We identify the needs of our learners by looking at the whole child and we use a range of assessment measures so we are able to understand and support each child fully, these include:

- Listening and responding to the views of children
- Formal and informal meetings with parents/carers
- Information from class teachers
- Tracking progress of pupils learning and sharing this information during pupil progress meetings
- Setting achievable and measurable targets termly and careful monitoring of targets
- Observations of pupils by class teachers/ Senior Leaders/SENDCo (Special Educational Needs and Disabilities Coordinator)
- Formal assessments
- Support/discussions/observations with outside agencies.

Class teachers and the SENDCo welcome meetings with families to discuss pupils' progress and any concerns. We believe this is fundamental to the success of our pupils and benefits all involved.

What are the different types of support available in school?

We assess and provide personalised learning within 3 levels of support.



Level 1 – High Quality Teaching

High Quality Teaching is what every child can expect at Ickworth Park Primary School. Most pupils are able to make good progress through high quality teaching in class. Some children will require additional help with their learning. This support may be carried out in the classroom as part of the timetabled day, or in an additional classroom or teaching area in the school. It may be taught by the class teacher, by a Higher-Level Teaching Assistant (HLTA), by a Teaching Assistant (TA). High Quality Teaching at Ickworth includes:

- Adapting the learning as necessary to meet the needs of all the learners and to support them in achieving their goals.
- Universal access to specific resources/equipment, visual timetables, speech and language support and adult support.
- Using specific resources to meet the individual needs of the pupils and to support their learning.
- Planning and teaching adaptations within the lesson and providing small group support to enable children to achieve the learning.
- Chunking learning to ensure a child's cognitive load is never exceeded.
- Meeting regularly with parents, in addition to providing two interim reports and an end of year report.

Level 2 – Targeted Small Group Interventions

- Support takes place through more specific and targeted teaching, this may be through a range of interventions/small group work to target any specific difficulties that learners may have.
- We collate data through assessments to inform any interventions. These time-limited interventions will then be closely monitored to ensure their effectiveness and impact.

- At this stage pupils may have a personal Learning Plan detailing their individual targets and how they can be supported. These plans provide essential information for our learners and help staff and parents support the children in progressing towards their next steps.

Children may access some of the following small group interventions to achieve their targets:

- Listening skills activities for English and Maths
- Pre and post teaching of topic vocabulary
- Pre and post teaching of specific concepts
- Gym trails and motor activities
- Sensory circuits
- Dancing Bears (Literacy)
- Apples and Pears (Literacy – spelling and grammar)
- Max’s Marvellous Maths
- Number Stacks (Maths)
- WellComm (Speech and Language)
- Little Wandle Phonics Groups
- Nurture Groups
- Drawing and Talking
- ELSA
- Friendship Groups (E.g. Socially Speaking/Time to Talk/Talkabout)

Level 3 – Specialist Support

- This means your child will have been identified by their class teacher and SENDCo as needing a particularly high level of support or specific small group teaching.
- Support comes through more specific interventions and/or a higher level of support within and outside the classroom, at times this may be small group support or targeted interventions.
- Pupils may have access to outside agencies for further support and advice; these may be Educational Psychologists, Speech and Language Therapists, Local Authority Advisors, the Specialist Education Service (SES) or the School Nursing Team.
- In some circumstances, pupils may require an Education, Health and Care Plan (EHCP) to support and plan for their more complex needs, particularly at times of transition between schools or Key Stages.

Education, Health and Care Plans

An EHCP is a statutory document for individual children and young people aged up to 25 who need more support than is available through SEND support. An EHCP identifies any educational, health and social needs and sets out the additional support to meet those needs. If children fail to make progress in spite of high-quality targeted support, we

may apply for your child to be assessed for an EHC Plan. Generally, we will make a referral for a child to be assessed if:

- The child is in the care of the Local Authority and therefore additionally vulnerable.
- The child has a disability that is lifelong and means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think the child may need specialist provision.

Both the school and individual families are able to request for an Education, Health and Care Needs Assessment (EHCNA) at any time. The request is made to the Local Authority via a 'Panel of Professionals' and using a range of information about your child gathered from the school, home and any other professionals who have worked with your child. The panel decides whether your child's needs seem complex, severe or long-term enough to require an EHCP. If the panel decides that they do not feel that your child does require an EHCP, they will ask the school to continue with the current support they are providing. The school (and families) can request for the EHCP application to be reconsidered and submit additional information if required. An EHCP is a legal document and it is reviewed at least annually to ensure that it still fits with the needs of the child.

How is extra support allocated to children?

The Local Authority for Suffolk allocates an annual SEND budget, which is distributed according to the needs of the pupils across the county and received as part of the school's budget. For pupils with significant additional needs, applications can be made to the Local Authority for extra funding via the High Needs Funding (HNF) process. Staff members meet regularly to discuss and review support for pupils as is necessary. Interventions are closely monitored to ensure they are effective for particular pupils. Teaching Assistant timetables are monitored and adapted to support the allocation of time to those pupils in need.

How will we measure progress and review provision for each child?

All children have individual targets which are monitored and reviewed as an ongoing process. Teaching staff meet with other Key Stage staff and Senior Leaders to have regular pupil progress meetings where pupil's progress is discussed and monitored carefully.

Children identified as having a special educational need may require a Learning Plan with targets which are reviewed regularly and shared with both pupils and families, through family/teacher/pupil consultations.

How can I tell the school I am concerned about my child's progress or wellbeing?

- In the first instance it is always best to speak to your child's class teacher
- The SENDCo, Mrs E. Reynolds
- Headteacher, Mrs S. Steele

Please contact the school via the SENDCo email: sendco@ickworthparkprimary.org.uk

How will the school work with me as a parent in discussions about my child's learning?

- We will invite you to discuss your child and any concerns you may have
- We will review targets and discuss next steps at school and at home
- We will discuss further support that may be required and make any referrals to outside agencies as necessary
- We will review progress termly and discuss next steps.

How do we involve young people with SEND in discussions about their education and support?

We encourage children to talk about their learning and what their next steps are. Pupils on the SEND Register are encouraged to participate in discussions about their personal targets and discuss with staff and parents what they can do to move their learning on. Children are involved in all stages of the development and delivery of Learning Plans, and children may also complete a One Page Profile detailing what the child would like the adults working with them to know.

As part of the school's monitoring systems children are asked their opinion of aspects of the school. We call this 'pupil voice'. This could be through discussions with SENDCo or other senior leaders, or by raising ideas through the school council.

Additionally, if a child has an EHCP, they are invited to contribute towards the application and each annual review.

How are adults in school trained and supported to work with children with SEND?

All teachers are trained to provide High Quality Teaching. Learning is planned and adapted carefully with all children in mind. Teachers attend meetings and training to develop supporting learners with Special Educational Needs through both external and internal training. Good practice is regularly shared through staff and Key Stage meetings. We are fortunate enough to have staff trained in expertise and interventions such as Drawing and Talking, Lego Therapy, gym trails, WellComm and ELSA. All staff are regularly trained in safeguarding.

How will the teaching and curriculum be adapted for my child with SEND?

We have a variety of resources/strategies and specialist equipment that can support your child. These include:

- carefully adapted learning
- deployment of additional adults within the classroom
- visual timetables/now and next boards /visual prompts/dual coding
- use of interactive whiteboard/iPads and specialist computing programmes
- reading rulers
- alphabet arcs
- writing slopes
- pencil grips
- chair/wobble cushions

- resources to develop and support fine and gross motor skills
- concrete and manipulative resources
- Read-aloud pens
- Clicker

Who are the other people providing services to children with SEND?

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- The Specialist Education Service (SES)
- The Early Help team
- Paediatricians
- Child and Adolescent Mental Health Services
- School Nursing Services and Health Visitors

How is Ickworth Park accessible to children with SEND?

Pupil areas of the school building are on one level, all entrances and exits are accessible and there is a fully equipped disabled toilet with a shower. All classrooms have interactive whiteboards and access to iPads to enable visual learning. Seating arrangements are considered carefully to ensure a good visual and auditory environment for all learners.

How will we support your child when they leave our school or move into another class?

Children are prepared for their new classes or schools through a range of strategies. Transitions are discussed carefully and considerately for all learners. Pupils have opportunities to meet new staff and visit new schools. When necessary extra visits; social stories and transition plans are put in place to support vulnerable learners.

Additional Barriers to Learning

At Ickworth Park Primary School, we recognise that not all barriers to learning are related to SEND. Some children may face additional challenges that can impact their progress, wellbeing and access to learning. These may include, but are not limited to:

- Attendance difficulties or irregular school attendance
- Changes in family circumstances (e.g. bereavement, separation, housing changes)
- Emotional wellbeing or mental health concerns
- Social challenges, including friendships or behaviour needs
- Having English as an additional language (EAL)
- Experiences of trauma or adverse childhood experiences
- Medical needs that do not meet the threshold for SEND

We take a holistic approach to supporting all learners when identifying needs. While these barriers may not always result in a child being placed on the SEND register, they are carefully monitored and supported.

To support children and families facing challenges, we provide a range of pastoral and early support strategies, including:

- Regular communication and collaboration with parents/carers
- Access to nurture provision, ELSA support and wellbeing interventions
- Flexible and responsive classroom approaches
- Communication with external professionals where appropriate
- Early identification and support planning through school systems

For some families, additional support may be accessed through our Early Help Offer, which provides guidance, support and signposting to appropriate services. This may include support around attendance, routines, family wellbeing and accessing external agencies.

Ickworth Park's Early Help Offer can be found [here](#).

Where else can I find support information as a parent of a child with SEND?

You can read our school policies on relevant issues by requesting copies from the school office, these include:

- Behaviour Policy
- Anti-bullying policy
- Complaints procedure
- SEND policy
- Safeguarding Policy