

# SEND Information Report

## 2025-2026

Lakenheath Community Primary School



“The school atmosphere has completely changed to one of positivity, calm and purposefulness. Pupils were smiling and engaged, able to speak about what they were doing with enthusiasm and knowledge.”

“It is very clear how hard staff have worked to change mind-sets and create a whole school ethos of “we can do this”

“Protocols and procedures were clearly available in the classrooms and pupils understood how they and others could use them.”

(Whole School Inclusion Service)

“There was a positive working atmosphere as we visited each class and the children seemed to be calm and engaged in their learning. The provision of additional support resources, tailored interventions, and collaborative efforts between teachers and support staff showcased a holistic approach to addressing the diverse learning needs of all children.” (SEND governor)

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## Introduction

Lakenheath Community Primary School is a fully inclusive setting and we always endeavour to do our very best for all children. We are committed to welcoming children of all abilities into our school community and helping them reach their full potential through a broad, varied, and personalised curriculum alongside individual support programmes where required.

All of our teachers are teachers of children with Special Educational Needs and Disabilities (SEND). Staff follow the school's SEND policy and understand how classroom organisation, teaching approaches, and provision may need to be adapted to support children with a wide range of additional needs and disabilities.

The aim of our SEND Information Report is to explain how we implement our SEND policy and how SEND support works within our school.

Hedgehog Class is our Specialist Provision Unit (SPU) for up to 12 children aged 4–7 with speech, language, communication, learning, and other complex needs. The provision offers a calm, structured, and nurturing environment with personalised learning focused on communication, emotional regulation, independence, life skills, and engagement in learning. Children access tailored learning opportunities, sensory regulation support, and specialist interventions within a highly supportive environment.

Please find more information about the Specialist Provision Unit under “Classes – Hedgehog Class SPU” on our website. You can also find our SEND policy on the school website.

## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)

<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO

Our SENDCO's name's are



Molly Mullings – [Molly.mullings@lakenheath.suffolk.sch.uk](mailto:Molly.mullings@lakenheath.suffolk.sch.uk)



Christa Page- [Christa.page@lakenheath.suffolk.sch.uk](mailto:Christa.page@lakenheath.suffolk.sch.uk)

### Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

### Teaching assistants (TAs)

We have a team of 20 TAs, including two higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Specifically, the school has:

- Two qualified SENDCO's
- 1 qualified ELSA practitioner
- 2 Teachers trained in the delivery of Forest Schools at on our site Forest School
- 2 trained LEGO Therapy assistants
- 1 Speech and Language TA
- 6 TA's trained in TACPAC

- Appropriate staff trained in behaviour and the law and physical de-escalation to match individual children with risk assessments for difficult and dangerous behaviour.
- 2 Makaton trained member of staff
- 2 Trained in Alphabet ARC
- 2 trained TA' in NELI
- All teachers have received PACE training from the MHST and WSI team

All staff have been provided with information regarding a wide range of SEND and how they can adapt their teaching to support these. Staff receive training that is appropriate to their role in school. This may be delivered by staff in school or by other agencies.

Both SENDCO's provide additional information and support to enhance teachers knowledge and expertise. All teachers have been provided with a copy of 'Good Practice' Strategies to support Pupils with SEND.

## External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Barnardos Neurodevelopmental Diversity Pathway
- Bellscroft Consultancy
- Early Help
- Educational psychologists
- Mental Health Support Team
- NHS Speech and language therapists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Shared Parenting
- Specialist Children's Nurses
- Special Education Services
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisation

### 3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can speak to them at the beginning and end of the day.

They will pass the message on to our SENCO, Miss Mullings and Mrs Page who will be in touch to discuss your concerns.

You can also contact the SENCO directly.

[Molly.mullings@lakenheath.suffolk.sch.uk](mailto:Molly.mullings@lakenheath.suffolk.sch.uk)

[Christa.page@lakenheath.suffolk.sch.uk](mailto:Christa.page@lakenheath.suffolk.sch.uk)

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

### 4. How will the school know if my child needs SEN support?

At different times in their school journey, a child or young person may have a special educational need. The Code of Practice defines SEN as: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them." A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age: or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions." To view the whole SEN Code of Practice document please follow the link <https://www.gov.uk/government>

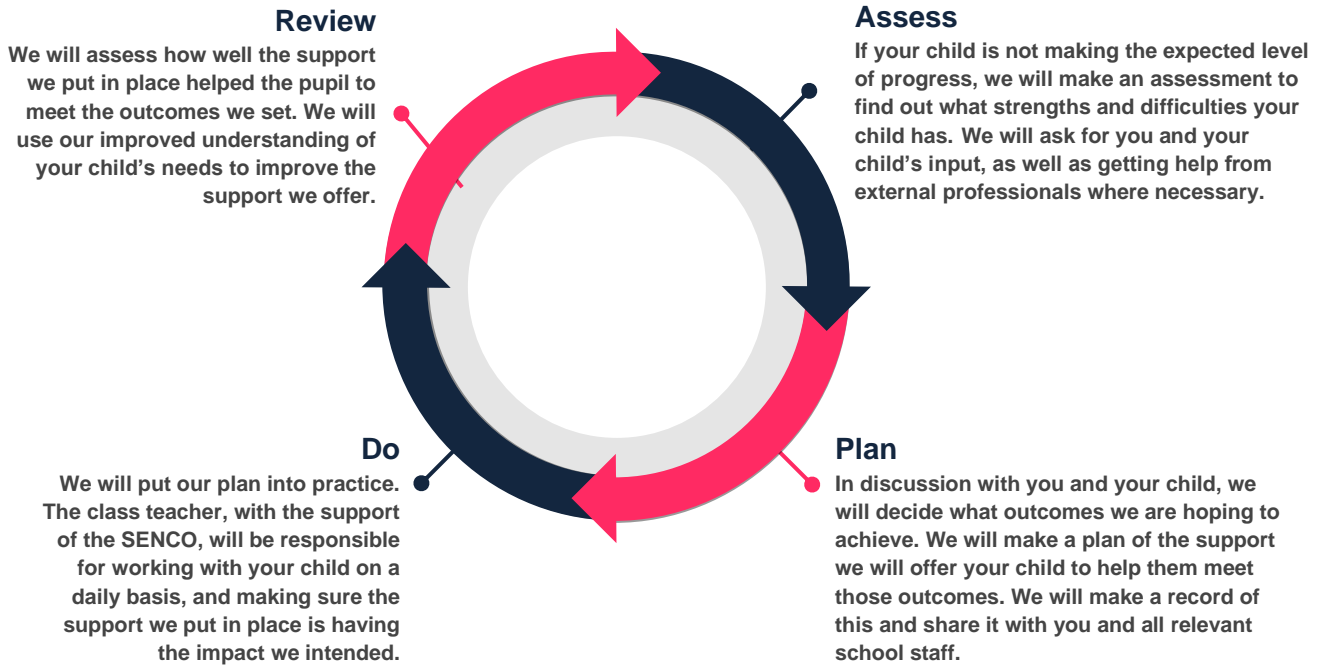
If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school or they may have attended many different schools and not had a consistent opportunity to learn. They may be worried about different things that distract them from learning or they may have a specific barrier, which means they need support to access the learning provided. At Lakenheath, we are committed to ensuring that all learners have access to learning opportunities and for those who are at risk of not learning and making the desired progress, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

### Education, Health and Care Needs Assessment

A very small number of children will be referred for assessment for an Education, Health and Care Plan (EHCP). Children with EHCPs have a record of support and a Individual Support Plan to show progress.

## 6. How will I be involved in decisions made about my child's education?

Your child's class teacher will contact you every 6 weeks to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## **8. How will the school adapt its teaching for my child?**

Please read the accessibility plan here <https://www.lakenheath.suffolk.sch.uk/web/sen/585162>

Your child's teacher is 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Teaching assistants will support pupils on a 1-to-1 basis when needed/appropriate/ stated in an EHCP
- Teaching assistants will support pupils in small groups when needed/appropriate/ stated in an EHCP

The list of the interventions that we can provide can be found on the whole school provision map

<https://www.lakenheath.suffolk.sch.uk/web/sen/585162>

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

Lakenheath Primary School receives funding from the Department of Education, some of which is intended to support children with SEND. For children who particularly high levels of need and support, we apply for top-up funding (High Needs Funding) from Suffolk.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip(s) to Burwell House and Eaton Vale

All pupils are encouraged to take part in sports day/school plays etc

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

*No child will be refused admission to the school on the basis of his/her special educational need, ethnicity or language. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see admission policy for the school, as agreed with the Local Authority).*

*All complaints are taken seriously and any complaints relating to the provision for children with SEN will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the head teacher. The governor with specific responsibility for SEN may be involved if necessary. Unresolved complaints are heard through the school's complaints policy and procedure.*

## 13. How will the school support my child's mental health and emotional and social development?

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

- We do regular check-in's with our children using the zones of regulation. Zones of Regulation are used as a whole school approach. It is taught to children every year. It is used to create a shared language for communicating and regulating our emotions.
- We can refer children to SES (Special Education Services)
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Lunchtime Club club to promote teamwork/building friendships
- We also have a Family Support Practitioner and Pastoral Lead who will support children in school
- We also have half termly consultations with the MHST when advice can be support about individual children with parental permission. This could lead to a referral to the Children's and Young People's Emotional Wellbeing Hub. This is done jointly with parents.
- We have a 'zero tolerance' approach to bullying.
- We also have an ELSA trained member of staff

## 14. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Transition into our school, from our school and from class to class is given careful and individual consideration. Most children manage their transition well as part of the whole school transition arrangements. However, if we do need too additional planning and preparation for some of our children who become anxious when faced by change. This might include additional visits, taking photographs, social stories, doing work about what they can look forward to in the new class or school, addressing concerns etc.

## 15. What support is in place for looked-after and previously looked-after children with SEN?

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher/SENCO/headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Suffolk County Council's local offer. This can be found here <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page>

Our local special educational needs and disabilities information advice and support services (SENDIASS) can be found here: [https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa\\_9Q](https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa_9Q)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

