

What kinds of SEN are provided for?

- All areas of Need (with or without diagnosis) including, but not limited to:
- Cognition and Learning
- Communication and Interaction
- Physical and / or Sensory
- Social, emotional and mental health
- Medical
- A range of diagnosed conditions including: ADHD; Autism; Dyslexia; Dyspraxia; Speech and Language and Global Developmental Delay.

How can I get involved and support my child?

- Pupil progress meetings
- Review meetings half-termly / termly
- Look and Share events throughout the year
- HSA
- Informal phone and email conversations
- Class / school news on Nayland app

How is my child involved in their education?

- Regular use of self-assessment
- Pupils consulted about the support they receive
- Pupil voice within Learning Action Plan
- School Council
- Meetings around progress and support
- Setting their own targets

How is the effectiveness of provision monitored?

- All pupil progress is regularly monitored by teaching staff and Senior Leadership Team
- Progress of those on SEN register monitored by SLT and SENCo through analysis of assessment data, teacher assessment and pupil conversations
- Regular audits of staff expertise identify areas for improvement; relevant training is then organised by SENCo

NAYLAND SCHOOL



SEN INFORMATION

More detail can be found in the SEN policy [here](#)

How is progress assessed and reviewed?

- Teachers monitor progress throughout lessons
- Pre and post intervention assessments carried out to analyse effectiveness
- Subject levels analysed each term
- Learning Action Plans reviewed each term
- End of unit assessments
- Pupils progress meetings
- Learning Conversations between individual children, and staff / governors

Who is the SENCO and how do I contact her?

- Angela Chappell is the SENCO
- Contact the school on: 01206 262348
- Email the SENCO: senco@nayland.suffolk.sch.uk

What are the transfer and transition arrangements?

- Close links with local high schools
- Meetings between the SENCOs to share information
- Use of Learning Action Plans to document need and provision
- Transition Annual Reviews
- Transfer Days
- Transfer books, photos and virtual tours
- Additional visits arranged for vulnerable pupils and their parents
- Involvement of outside agencies to support transition

How are the curriculum and learning environment adapted?

- All staff aware of pupil needs—VSEND
- Dyslexia-friendly learning environment and resources in all classrooms
- Interactive white boards and SoundField system in all classrooms
- Use of I-pads as access tools
- Assistive technology used
- Advice from professional and specialist reports used to inform teaching and learning environment
- Subject leaders ensure appropriate resources for their subjects
- Sensory Breaks integrated into provision

What is the school's approach to teaching children with SEN?

- Inclusive ethos; all teachers are teachers of children with SEN
- Quality-first carefully adapted and scaffolded classroom teaching
- Teaching Assistants to support learning within all classes
- Small groups for targeted additional support in core subjects
- Specific interventions by trained staff
- LAP targets inform class planning and teaching
- Regular contact with parents to share successes and concerns
- Regular staff training on SEN support strategies
- Reports from outside agencies shared with staff
- One to one support given when necessary
- Ekklan trained staff
- Pupil progress meetings each term
- Dyslexia-friendly classrooms
- Lesson observations and learning walks each term by the SENCO
- SEN pupils identified on the pupil progress tracking system

What support is there for my child's emotional and social development?

- Each child's class teacher is responsible for their well-being
- "Safe spaces" around the school for those who need them, a "Calm Corner" in every classroom
- Anti-bullying lessons
- e-safety lessons
- Social skills and self-esteem interventions
- Extra-curricular clubs

What activities can my child be involved in?

- Wide range of extra-curricular activities offered in line with the Equality Act 2010
- Club lists sent home each term for all pupils
- Nurture activities and Wellbeing Healthy Hub each lunch time
- Regular educational trips and residential activities for all pupils

How does the school involve other professionals?

- Local Authority support sought when required through the Specialist Education Services Inclusion Referral process
- Each area of need has a dedicated specialist team to support children with SEN
- Speech and Language Therapists train staff and offer advice
- Occupational Therapy advice and training requested if appropriate
- CAF referrals to co-ordinate support from external agencies
- Drop in sessions with the School Nurse Team
- Looked After Children Support Services involved with pupils if appropriate

Who can I contact if I have a concern about my child's progress?

- Contact the class teacher initially
- Contact the SENCO to voice your concerns
- If you still feel your concern has not been listened to, then contact the Head Teacher or Governing Body
- The Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) offer free, impartial advice
- The Senior Special Needs Officer can also offer guidance on more serious concerns.

What is the expertise and training of staff?

- SENCO a qualified teacher who gained the National SENCO Award qualification in 2011
- All class teachers receive regular training updates ensuring they can confidently and effectively support children with a wide range of needs
- SENCO utilises regular training opportunities, network bulletins and personal research to keep up to date with SEN developments and practices
- Teaching assistants receive regular training within school and through courses
- SENCO refers to outside agencies when more specialist expertise is required

How is the effectiveness of provision evaluated?

- SEN and related policies reviewed annually
- SENCO monitors provision, planning, assessment and reasonable adjustments through classroom visits and scrutiny of planning folders at least twice termly
- Pre and post intervention assessments carried out termly to analyse need and evaluate impact
- SEN pupils identified on the tracking system
- Annual SEN report to governors which analyses SEN progress
- Regular meetings with SEN governor, acting as a critical friend
- Pupil progress meetings with staff
- Use of Perspective, GIAS and SISE to compare SEN performance within the cluster, locally and nationally
- Pupil perception interviews
- Meetings with parents each term
- Provision Maps to analyse cost-effectiveness of support and interventions