

Elveden C of E Primary Academy



SEND information report 2025-26

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Teaching and Learning



Inclusive classrooms

Elveden is an inclusive school where we endeavour to do our best for all our children. As a Christian school, we believe that in whatever they undertake in life, all our children deserve a chance to **‘Let Their Light Shine’**. Within a climate of high expectation and challenge, our pupils with SEND are guided, supported and inspired to fulfil their true potential. At Elveden, we therefore provide every pupil with the ‘building blocks’ to become confident individuals who can make a successful transition into adulthood.



At Elveden, all our teachers are teachers of SEND. They are able to confidently adapt their teaching practice, pedagogical approaches and modify their learning environments, so that pupils with SEND flourish and achieve. Our teachers follow the school's SEND policy to ensure reasonable adjustments are made within their classrooms and understand the importance of the EEF (Education Endowment Fund) five-a-day approach to SEND and how it resonates within their practice. Furthermore, **The SEND Code of Practice (2014)** is the legal document which describes how schools should support children with SEND. According to that document: *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.*

With the **SEND white paper "Every Child Achieving and Thriving"** outlining significant reforms to the Special Educational Needs and Disabilities (SEND) systems in England, the School's SENDCo/Director of SEND & Inclusion, ensures key proposals, such as Every child receive a universal offer of support in the mainstream school, whilst ensuring there is a three-tiered support system implemented, with Individual Learning Plans (ILPs) for all children identified with SEND.

Bullying of children with SEND

As an inclusive school, we have a zero tolerance policy towards bullying of any nature (see our anti-bullying policy). We recognise that bullying of children with SEND is particularly sensitive, especially when these individuals may be unaware that they are being bullied or could struggle to communicate their experiences. Play times are always supervised and class teachers and members of the senior leadership team are always available to listen or intervene where there is any suggestion of bullying. At Elveden, our Christian values are truly embedded in all we do and how we all behave. We teach children to persevere, develop positive friendships, be respectful and trustworthy and to forgive others, therefore we believe that bullying is everyone's responsibility. All staff encourage our pupils to talk to an adult and come forward if they think another child is being bullied. We follow a restorative practice process, so that everyone's voice is heard and their viewpoints listened to fairly and respectfully. We will also investigate complaints of bullying from parents, as we take these extremely seriously too. In the academic year 2025-26, we had 0 complaints of bullying of children with SEND.

Identifying additional and special educational needs

Initial concerns

Parents, class teachers and teaching assistants are all involved in identifying children's learning needs. All teachers and teaching assistants know their pupils well and will communicate any concerns they might have discreetly and sensitively to the parents of the child they are concerned about. The importance of a person centred approach is paramount when it comes to providing support to parents and pupils at Elveden. All staff

build good relationships and rapport with all pupils. Therefore if a child is not making the expected progress as anticipated, this will be promptly identified and effective support put in place.

Initially the teacher will use their breadth of knowledge of SEND to adapt the pupil's learning environment or activities, in order to see if progress can be made. Often, this will enable the child to be successful in their learning, engage positively within school life again and no further action will be required. However, some individuals may require something which is '*different from or additional to*' the provision offered to the rest of the class. These children are identified (according to the latest Suffolk documentation which gives clear guidance as to additional needs) and with parent's permission, they are then discussed with the school's SENDCo.

Alongside these initial conversations, the child's teacher would have previously completed a 'First Response' form. This valuable assessment tool allows the class teacher to reflect on the child's difficulties, to evaluate where these concerns fall within the **four broad areas** of need, as outlined by SEND Code of Practice (DFE January 2015), so that they can make reasonable adjustments to support them. Consequently, if the SENDCO and teacher together think there may be an additional need, the parent is then invited to a meeting and arrangements are made for more in-depth class-based assessments.

The SENDCO would then carry out 2/3 classroom observations of the child, so that she can provide guidance/inclusive strategies for the class teacher to implement. At Elveden, this is the first part of the Assess-Plan-Do-Review cycle, as set out in the SEND Code of Practice.

Next Steps

Our school operates a Person-Centred approach to involving children in their education. Pupil voice is paramount in ensuring all children feel valued and listened to. All children on the SEND register complete a Pupil Passport at least annually. This pupil passport records information about the pupil, what is important to them, how best to support them and the views of all adults (inclusive of parents) who work with them. These pupil profiles are live, working documents that ensure reasonable adjustments are made in our classrooms, so barriers to learning are removed. All staff working with these children have access to this document, so they can support them appropriately.



Every child with identified SEND on our SEND register, who does not have an EHCP has a digital, school-led ILP with termly reviews. These children will be working towards personalised targets that may have an academic or SEMH focus or a selection of both. The support given to ensure they reach their targets, may be an intervention, adapted learning, additional adult support, access to assistive technology or some change to their learning environment. These reasonable adjustments help them to meet their individualised targets on their ILPs. The ILP targets are up to three and are SMART (Specific, Measurable, Achievable, Relevant and Time-Based). The IL is updated half-termly in a meeting with the parents, class teacher and child if appropriate. At the meeting, the child's progress towards their targets is discussed and necessary support identified. Targets achieved are celebrated and new targets will be added if necessary. Children with EHCPs will also have an ILP with specific targets reviewed half termly and also as part of annual EHCP reviews.

Provision Mapping

Provision Mapping is used as an online portal to track and share our pupils' targets and their progress with parents and carers. The child's successes are celebrated via the online platform where parents can leave messages, read about their child's progress and see evidence of how progress is being made. In addition, parents are invited to share their views on their child's provision via an annual questionnaire and face to face meetings when needed.



Priority Learners

At Elveden, we also have a priority learners list for those learners who may have a medical or learning need that potentially could impact the progress they are making. Usually this difficulty has not been considered as a special educational need. Therefore, these children are monitored half termly by the SENDCO, Teacher, Governor for SEND and Senior Leadership team. Within the classroom as part of quality first teaching, the teacher will then adapt and make reasonable adjustments so that these pupils can achieve alongside their peers.

School –Based Assessments for Specific Needs

For this year 2025-26, **Lexplore** has been an effective screening tool to identify those pupils who could be struggling with visual stress and reading difficulties, such as word processing, word fluency and speed, etc. All Y3 pupils are screened in the autumn term. Because of screening this year, two pupils were identified as having traits of a specific learning difficulty such as dyslexia or processing difficulties. In this instance, further investigations by qualified professionals were discussed with both families. Although the child's parents thought school had a solid understanding of their child's learning needs, they were taken for an SPLD assessment at a SRSC Assessor and Dyslexia was confirmed.

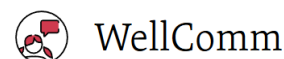


For the academic year of 2026-27, the school has chosen to use **SNAP** -this tool will help with the identification of additional, reading difficulties/specific learning needs within the school. This early screening, alongside the new assessment tool for Maths Anxiety/Dyscalculia will be introduced. Again, all children starting Year 3 in September 2026, will be screened for these difficulties, ensuring that early detection can lead quickly to effective intervention.



The School also uses **Wellcomm** as early detection for speech and language needs.

Trained staff use this complete speech and language toolkit, from screening to intervention, as it is evident that delayed language skills can impact learning and future success. WellComm helps identify our EYFS & primary school children facing speech and language barriers early, so they get the right support at the right time. All children are screened in EYFS in the Autumn term, as there are often long waits for speech and language therapy, so this gives us an instant speech, language and communication needs (SLCN) profile and ready-made interventions that we can use straight away. The programme is backed by Elklan, Oxford University, Nuffield Foundation and the EEF as being an effective tool to assess spoken language. We assess all children in Reception for potential Language difficulties and then also screen those in Y1 that were identified in Reception. We then put in place any recommendations the programme made. Interventions are carried out and guidance is given to parents on how to support their child at home.



The Wellcomm outcomes for 2025-26 were:

Reception: 15 children were assessed and 14 children successfully completed the Wellcomm screening- 1 did not, but has made progress for them. They will be picked up in Y1.

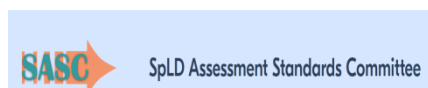
Year 1: 15 children were assessed and 13 passed. 2 will be reassessed in September.

Specialised Assessments

Where school-based assessments have uncovered difficulties that may have a long-term impact, we will refer to external agencies with the necessary qualifications to perform specialist, diagnostic assessments or action plans. At Elveden, a diagnosis is not necessary to unlock the support that a child may need. Outreach services do not require a diagnosis to secure a successful referral. A diagnosis is not necessary to apply for special arrangements for a child who is to participate in standardised tests such as SATs. A diagnosis is not necessary to secure High Needs Funding. Our SENCOs will talk through all next steps with parents/carers and the child (where appropriate), inclusive of the personal, family choice as to whether or not to pursue a potential diagnosis.

Where a child presents with traits of dyslexia, dyscalculia or visual stress, we no longer make referrals to a dyslexic assessment centre. In order for parents to gain a full diagnostic assessment for their child, we only recommend that they seek advice from someone who has SASC P.C.A (Assessment Practice Certificate). These are found on the SASC Assessors website (<https://sasc.org.uk>) and parents can pay for a Full diagnosis assessment. Only SASC Assessors with APC can make a diagnosis of Dyslexia and Dyscalculia. However, as a

Dyslexia friendly school, we ensure through Quality First Teaching that pupils are well supported well using adapted strategies such as: developing processing skills at start of lesson by recapping prior knowledge, talk partners to explain task or prior learning, instructions on board, scaffold & model task first, overlays to support visual stress, recording devices, reading pens, word banks, clicker, colourful semantics, spelling mats and times table grids, etc.



This year we have made recommendations to 3 families, two pupils of which were assessed by a reputable SASC Assessor and were diagnosed with dyslexia.

Where a child presents with visual stress, we make recommendations for children to under-go an eye test and potentially a visual stress test at their chosen opticians. This academic year, 1 child had been diagnosed as experiencing visual stress at their opticians, with reasonable adjustments made with overlays, appropriate coloured paper and tinted exercise books. 1 child was also diagnosed with Irens.

In a few cases where all other avenues have been explored, the school has consulted with the Psychology and Therapeutic Services to secure advice from an Educational Psychologist. This year, there have been 3 children who have been referred to and supported by this service, alongside multiple agencies to support their complex needs. These have included Occupational Therapy and Sensory support, which has been carried out at school and at home.



Education, Health and Care Needs Assessment

A small number of children will be referred for assessment for an Educational, Health and Care Plan (EHCP). Children with EHCPs have a record of support and a termly Individual Learning Plan meeting to discuss progress in the same way as children on SENS.

More information on SENs and EHCPs for parents can be found at:



In the academic year 2025-26, the school has supported 5 children who hold an EHCP. We also completed another referral for an Education Health and Care Plan, of which was successful in the late spring term, taking our EHCPs up to 6 pupils.

Profile of SEND 2025-26

For the academic year 2025-26, Elveden maintained a Special Educational Needs and Disability (SEND) List to account for all the children within the school categorised as SEN Support (K) or in possession of an Educational Health Care Plan (EHCP). 30 children were on the SEND list, equating to **29% of the school population** from Reception to Year 6 (we had 103 on role). This is a decrease of 1 child from the academic year 2024/25 who left to go to specialist provision.



30% of all pupils is **above the national average of 20 %**, as set out in the government's national statistics.

Of these children, 6 now hold EHCPs. This placed the total number of EHC Plans at **5.8% of all children**, more than **the national average of 4.8%**.

The children with identified SEND fall within one or more of the **four broad areas** of need as outlined by SEND Code of Practice (DFE January 2015).

Communication and interaction

These can include: Speech Language and Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD).

Cognition and learning

These can include: Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia, Moderate Learning Difficulty (MLD), Severe Learning Difficult (SLD) and Profound and Multiple Learning Difficulty (PMLD).

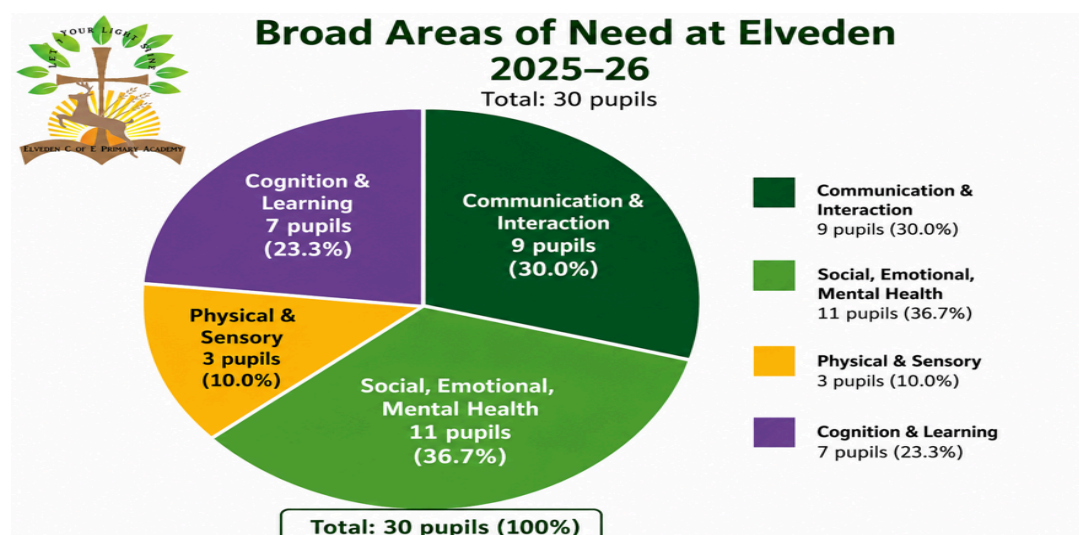
Social, Emotional and Mental Health

These can include: Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) and Mental Health disorders such as anxiety or depression.

Sensory and/or Physical Needs

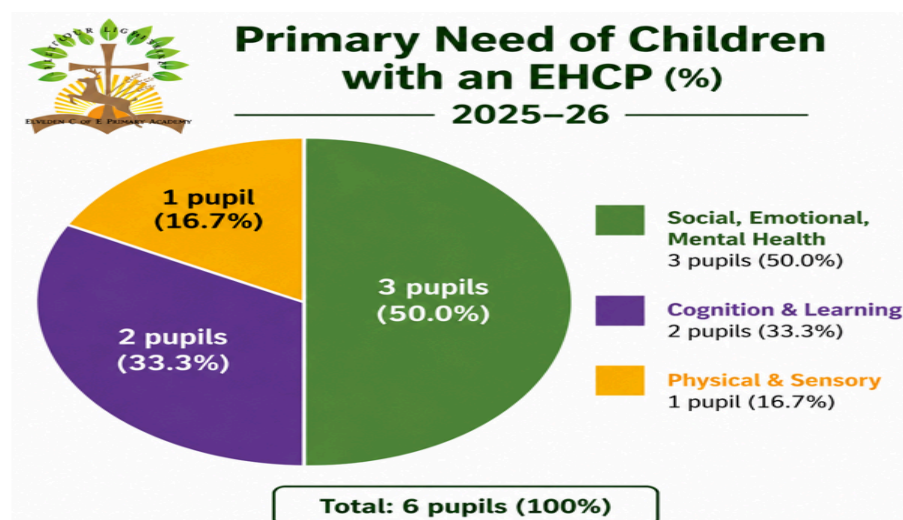
These can include: Visual Impairment (VI), Hearing Impairment (HI), Multiple Sensory Impairment (MSI) and Physical Disability (PD).

Below is a chart demonstrating the percentage of the broad areas of need at Elveden 2025-26:



For 2025-26, SEMH has the highest profile of need with C&I a close second. This is due to most pupils with Autism/ASD struggling with SEMH difficulties such as finding the school environment overwhelming or suffering with anxiety related outbursts. There has also been an increase in C&L due to specific needs of some pupils with learning & processing difficulties being flagged up on Lexplore or by receiving a Dyslexia diagnosis.

Primary Need of children with an EHCP (%) 2025-26



For our pupils with EHCPs, over half present with SEMH as their main area of need. Every child with an EHCP currently receives support from at least one external agency for intervention, recommendations, staff coaching, therapy or diagnosis. 4 out of 6 of these pupils received Therapeutic support through Thrive, PAWS or ELSA support for emotional literacy.

Working with children who are looked after by the local authority

In the Summer term of 2025, 1 child joined us who was looked after by the local authority. This child was added to the SEND register as they have Trauma based anxiety and SEMH difficulties. They now have an EHCP and a diagnosis for ADHD. They also receive High needs funding at a Band F to support in school, alternative provision and for the amount of therapeutic support they require.

Adaptations to the curriculum

At Elveden, we ensure all teachers are confident and reflective practitioners, who can adapt their teaching and learning environments to ensure inclusion of all pupils. Children with SEND require provision that could be different from or additional to that of their peers. Most adapted provision is delivered by the class teacher and ensures that they consider the needs of SEND pupils when delivering the curriculum. Vital evidence which informed the EEF's '[Special Educational Needs in Mainstream Schools](#)' [guidance report](#) indicated that there are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their peers. The 'Five-a-day' is part of our teachers' daily practice and is responsible for the significant positive difference it has on the pupils we teach.



In addition, whole school strategic planning supports children with SEND. This is laid out in more detail in the school's developmental plan and annual accessibility plan.

Looking after children's social and emotional well-being

We recognise children's mental health and emotional states impact significantly on their ability to concentrate and make progress in school. Social and emotional difficulties are often communicated through anxiety related outburst, angry, aggressive, hard to manage behaviours; through self-harming or through withdrawn, introverted behaviours.

All our teachers are very aware of the social and emotional needs of the pupils in their classes and accommodate individual needs extremely well. This might involve additional access to the teacher or a familiar teaching assistant, through a check in or nurture session, it may be through a social skills intervention, through an individual reward system, a soft start or meet and greet opportunity, through break/time out cards or another personalised intervention that meets the child's specific needs.

This academic year the school has invested in staff training to increase awareness and put support in place for children and staff alike. Not only do we have another **Mental Health First Aider (MHFA)** and an **Emotional Literacy Support Assistant (ELSA)** we have also enlisted a Thrive Practitioner who works with the most vulnerable pupils at school. Our plan this year was for all staff to be Thrive trained, so that we became a Thrive setting. In September 2025, ALL pupils were assessed using the Thrive framework, and support was put in place for those who needed it most. This support could be as part of teacher quality first teaching or individual Thrive interventions. In the future, we hope to increase the level of Thrive support to whole class weekly sessions. Later this year, we also introduced our PAWs Therapy dog 'Ava' to the children. She is having a lovely claiming effect on the children and staff and is becoming a loved member of the team.

Teachers can also complete an ELSA referral for pupils who they feel require additional support with emotional literacy or SEMH. This year ELSA Intervention has supported over 37% of pupils on our SEND register with personalised SEMH strategies and Wellbeing support.

Our SENDCo is also the school's **Senior Mental Health Lead (SMHL)** and we have a Wellbeing Action Group with a variety of stakeholders from Staff, School Governors to pupils.



The **Zones of Regulation** is truly embedded at Elveden. This self-regulation programme was initially to support children with SEND who require support with emotional literacy or for those who were using behaviour as a form of communication. However, due to the success of this intervention for children with SEND, this has now become a successful tool to use for self-regulation and emotional literacy across our whole school community.

All children have also benefited from an in-class Emotional Literacy tool called The Mood Tracker. This interactive device allows pupils to check in, so that teachers/staff are made aware if they are feeling sad or upset. Moodtracker has proven to be an excellent 'in the moment' tool to provide support for solving conflict, improving individuals mood or to just ignite discussions between a pupil and staff member about a worry they may have. The device itself allows our children to pick an icon to show how they are feeling and then determine whether it's about school, home or something they have viewed online. This device has proved very effective at safeguarding our pupils at all times of the day.



Should a child need more specialised support in managing their emotional wellbeing and mental health, a referral can be placed through to the **Children and Young People's Emotional Wellbeing Hub**. This is done jointly with parents if appropriate. We also have regular communication with Suffolk's Mental Health Schools Team (MHST) and have carried out 2 referrals this year and a referral for a member of staff through the Wellbeing Hub and 1 for a member of staff throughout our schools' wellbeing support package for staff.



Should we need more support with strategies to use in school, we engage outside services such as Mental Health Support Team (**MHST**) & Specialist Education Services (**SES**). MHST have supported our staff this year with emotional support/reflective practice for our SENDCo/Senior Leadership Team and also through the facilitation of therapeutic support for pupils/parents. SES have supported us with their Whole School Inclusion offer this year, SES support with SLCN and we have had 2 children supported at core caseload for SEMH and another 2 for C&I and complex sensory needs.



Should a child need more therapeutic alternative provision alongside their mainstream setting, we have engaged with outside APs, one being innov8 in Bury St Edmunds. This year, they have helped us to successfully support 1 pupil with SEMH needs and together we have made sure that this dual provision supports the children well and allows them to continue to attend Elveden.



Evaluating the effectiveness of our work with children

All of the work we do with our children is carefully monitored. Overall progress is discussed at half termly pupil progress meetings and any causes for concern are highlighted.

Interventions and programmes purchased and deployed by the school are evidence-based.



All staff carrying out interventions with pupil switch SEND are asked to complete intervention monitoring sheets, which record the progress made, the effectiveness of the intervention and the impact of it. This allows us to decide whether the intervention is effective or not. Ineffective interventions are stopped or are altered so that they become effective.

Overall, the majority of children with SEND made good progress and met the individual targets that had been set for them each term. Many pupils with SEND had made exceptional progress with personalised ISP targets too. This was all evidenced on our parent portal-Tapestry before we moved over to Provision Mapping/ILPs.

Access to extracurricular & enrichment activities

Our school offers all children regular enrichment opportunities to attend 'Forest School' at a woodland site within walking distance, built in conjunction with the Elveden Estate. All children also have the opportunity to engage in our Outdoor Play and Learning (OPAL) during lunchtimes and the Daily Mile each day. Family campfire cooking opportunities have also been offered to pupils with SEND through Explore Outdoors and these have been a huge success with our SEND families. We have engaged with families for fitness sessions as part of mental health week and National fitness day and involved them in OPAL & Forest school family sessions, where they get to enjoy the outdoors and play with their children.

Elveden has offered a range of extra-curricular activities, both during and after school. Children on the SEND register were actively encouraged to attend clubs, which enabled them to learn new skills and to develop confidence.

62% of children with SEND attended lunch time Football/Rugby club.

22% of children with SEND attended an Active RE lunch time club.

100% of children had represented the school competitively in the Forest Heath Sports Partnership by the time they reached Year 6.

100% of children with SEND can swim 25m by the time they have reached Year 6.

97% of children with SEND can perform self rescue in the pool and swim 25m by the time they have reached Year 6.

100% of children with SEND had attended instrument-specific music lessons from Key Stage Two (Ukulele & Guitar) with 5 pupils also partaking in private drum lessons..

Every KS2 child with SEND was given an active role in the school productions, all of whom have had either lines, actions to perform or have helped with music/lighting.

Every child with SEND has access to a MOKI fit bit band to record their steps and physical activity each day.

Every child with SEND enjoyed a trip to Southwold Beach and took part in World Cup Sports Enrichment.

The School's SENDCo completes termly tracking of the extra-curricular/enrichment activities that children with SEND participate in, ensuring they are encouraged at every opportunity. She also tracks wider school participation, responsibilities, and trip attendance to ensure maximum participation in wider school life. Where a child is not participating, we have worked closely with families to help them overcome the barriers so that they can fully participate.



Working with Children

All children at Elveden, including those with SEND, have targets which they work towards and the school feedback policy explains how teachers feedback to help pupils move on. All children including those with SEND are regularly invited to complete pupil perceptions surveys in order to capture a snapshot of children's views about learning, the school vision and ethos, friendships and their feelings of being safe in school.

As part of their pupil passports or individual learning plans, pupils with SEN are asked to think about their futures, as we want all of our children to have high aspirations. All KS2 pupils with SEND take part in our Summer Careers fair where they meet the public workers and get to learn about local business, etc. We want all our pupils to 'let their light shine' and if we know about their hopes and dreams, we can sometimes direct them towards local opportunities for developing these skills and interests. Reasonable adjustments are made for all children on the SEND register where possible. In some cases other policies including our behaviour policy and SEND policy may be followed to ensure that all children in school are being supported.

Working with Parents & Families

Working with families' is paramount at Elveden and the importance of a Person-Centred approach means that all voices are heard when it comes to SEND provision. Furthermore, by working closely with parents and their children, holding regular meetings will ensure the whole family is given the best support we can, so best outcomes for all are achieved. Where needed, we may call upon our safeguarding and welfare officer or our education welfare office (EWO) for support.

The SENDCo also invites parents with children with SEND to half termly SEND Socials. These are informative, but relaxed gatherings, where like-minded parents can discuss any concerns or worries they may have. This year we have had guest speakers in Autism, SENDIASS workshop/Anxiety in children and an ELSA Emotional Literacy session, where parents gain information on how to support their children's anxiety at home.



SEND administration

Transition arrangements

Transition into our school, from our school, and from class to class is given careful and individual consideration. Most children manage their transitions well as part of the whole class transition arrangements. However, we need to do additional planning and preparation for some of our children who become anxious when faced by change. This might include additional visits, taking photographs, doing work about what they can look forward to in the new class or school, addressing concerns etc. Class teacher/SENDCo have created transition booklets for pupils with SEND and these are sent home by post over the summer.

Involving outside agencies

Outside agencies we worked with during this year were mostly from Suffolk County Council or the local health authority, such as: Educational Psychologists, County Inclusive Support Services, Mental Health Support Team, ADHD Service, Special Educational Needs and Disability Access Trust, NHS Speech and Language Therapists, Child Development Centre, paediatric diabetes specialists, school nursing service and occupational therapists. In consultation with parents we would refer to outside agencies where it was felt appropriate. The school is also a member of the Community Inclusion Forum which is a collaboration of Suffolk SEND practitioners and local primary schools working together to support children with SEND. We benefit from sharing information and resources, networking meetings, annual conferences and the support of the Hub coordinator.

Training and expertise of staff

All of our teachers are teachers of children with SEND and have a broad understanding of the needs of children with SEND.

Specifically, the school has:

- One qualified SENDCo/Director of SEND & Inclusion to perform monitoring, learning walks, assessments, referrals, and annual reviews.
- One SEND Governor who also monitors, carries out learning walks and pupil perceptions.
- One qualified Senior Mental Health Lead.
- 2 Mental Health First Aiders.
- One Emotional Literacy Support Assistant.
- One Thrive practitioner
- One PAWs Therapist.
- Two teachers trained in the delivery of Forest Schools at our nearby 'Forest School' woodland site (Level 3).
- Three TAs trained in the delivery of Forest Schools at our nearby 'Forest School' woodland site (Level 2).
- One OPAL Curriculum lead & Play Team trained in the delivery of Outdoor Play Provision.
- School wide Eklon certification for supporting speech and language.
- School wide BLANK level certification for supporting speech and language.
- School wide Sensory Processing certification for supporting sensory needs.
- School wide Metacognition training for supporting pupils' cognitive overload.
- School wide Developmental Language Delay for supporting pupils' speech & language skills.
- School wide behavior training through Paul Dix.

- Appropriate staff trained in behaviour and the law and physical de-escalation to match individual children with risk assessments for difficult and dangerous behaviour.
- 1 teaching assistant trained in therapeutic/sensory processing needs.
- 1 teaching assistant trained in Wellcom language intervention.
- All EYFS & KS1 Teachers & Teaching Assistants trained in the Little Wandle Phonics programme.
- Two members of staff qualified in Level 3 'Understanding Dyslexia' (delivered by Suffolk SEND Dyslexia Outreach Team).
- Two members of staff trained in Lexplor Reading intervention.

All staff have been provided with regular information regarding a wide range of SENDs topics. Our SENDCo has advised staff on how to adapt their teaching and classroom environments in order to support pupils with SEND. Staff have received training that is appropriate to their role in school. This may be delivered by staff in school, by other agencies or through the National College. The SENDCo has also carried out two termly Staff SEND audits a year, to ensure areas of weakness in knowledge or skills are identified quickly so training can be provided.

The SENCO provided additional information and support to enhance teachers' knowledge and expertise. In addition, staff have access to a library of information books and, where applicable, teachers are directed to websites which are particularly useful for information about different SENDs. If necessary, we can call on additional services to support our work with the children.

Our SEND Governor works very closely with the school and SENCO to ensure SEND occupies a prominent place with our whole school approach to inclusion. This year saw the introduction of half termly SEND Governor reports to ensure frequent reviews and action plans continue to drive SEND at Elveden. This ensures high expectations and aspirations can be achieved and progress of pupils with SEND is tracked. Each term, the SEND governor, alongside the SENDCo, also monitors progress, by carrying out joint learning walks and then pupil perceptions with SEND pupils.

Funding

Elveden receives funding from the Department for Education, some of which is intended to support children with SEND. For children who have particularly high levels of need and support, we apply for top-up funding (High Needs Funding) from Suffolk. In 2025-26 we were successful in **securing £103,800**. At Elveden **we had a 100% application success rate**, securing all we applied for. This is monitored closely against the SEND register, knowing precisely how much is allocated to each child and how it is spent. Provision mapping then enables the SENDCo to cross reference the level of support that is in place for each individual, compared to the funding allocated for that child. This money, along with a portion of Pupil Premium funding, has largely been invested in additional adults for classrooms with the highest need. It has also funded a significant programme of CPD and additional therapeutic support and resources.

Complaints Policy

We work hard to support all our children, but sometimes parents have concerns which they feel have not been addressed adequately. If you have any complaints, please follow the complaints policy as outlined on our website or as summarised below:

- Step 1: informal discussion with class teacher
- Step 2: informal meeting with member of senior leadership/ head teacher
- Step 3: formal written complaint to head teacher
- Step 4: referral to governing body or the local authority

Strategic management

Below is a list of people who are particularly concerned with the organisation of SEND at our school. They can all be contacted via the school office:

SEND Governor/Chair of Gove- Leanne Metcalfe/Michelle Jermy

SENDCo/SMHL/Head of School/Director of SEND & Inclusion: Zoe Maguire

Executive Head teacher/CEO: Lorna Rourke

The way in which we identify and work with our SEND children is clearly explained in our SEND policy.

The Barn Owl Nest -Communication & Interaction Specialist Unit



From February 2026, we opened our Communication & Interaction Specialist Unit. This specialist provision is known as The Barn Owl Nest and comprises an EYFS/KS1 class of up to 18 children. All these children present with speech and language needs. Within the unit, we have one Teacher, a Higher-Level Teaching Assistant, two Teaching Assistants and two experienced speech and language therapists. For Sept 2026, we will also have two SALT apprenticeships. Our adults are extremely knowledgeable in SEND, in particular Speech and Language. Although we have a cohort of 18 pupils, their individual needs may vary, so there is flexibility and adaptations made to their learning environment and there may also be times when they are taught in separate classrooms, in our small group rooms or in the mainstream. All children will access intensive speech and language therapy by a Highly Specialist Speech and Language Therapist (SLT) who will be in school for 3 days per week and a Speech and Language Therapy Assistant (SLTA) who will be in school for 2 days per week. Intervention sessions may be 1:1, in pairs, small groups or class-based.

There may be times that the pupils in the unit require a more therapeutic approach to their learning day. We are very fortunate to have some excellent practitioners who can offer therapeutic support, such as PAWs therapy sessions with our very own dog Ava, Nurture sessions and Art therapy. We are very fortunate to have various practitioners who are trained in THRIVE/ELSA and Play therapy too.