



Whatfield CEVC and Bildeston Primary School Federation

SEND Annual Information Report – September 2024 to July 2025

Name of SENDCo: Charlotte Clarke (based at Whatfield)

Name of SENDCo Assistant: Nicole Woodfield (based at Bildeston)

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Contact Details Bildeston: office@bildeston.suffolk.sch.uk Tel No: 01449 740269

Name of SEND Governor: Mrs Jessica Searle Tel No: 01449 740269

Bildeston School Offer Link:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=aeEb6B-Lf1Q>

Whatfield School Offer Link:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=2cQUf3Q3FuQ>

Whole School Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Policy

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children/young people that require support to catch up using termly assessments, pupil progress meetings and use of tracking system.
- ✓ Stage 1 - Identification of children/young people requiring SEND Support and initiation of assess, plan, do, review cycle.
- ✓ Stage 2 – Seek support from Specialist Education Services (SES), Psychology and Therapeutic Services or AANT. Assess, plan, do, review cycle starts again.
- ✓ Stage 3 - Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our SEN List.

<https://www.suffolk.gov.uk/asset-library/imported/graduated-response-to-support-schools-and-settings.pdf>

How we identify children/young people that need additional or different provision:

- ✓ Have a significantly greater difficulty in learning than most others of the same age; or have a disability which prevents or hinders them from making use of the educational facilities provided for others of the same age in mainstream schools.



<https://info.suffolk.gov.uk/kb5/suffolk/info/localoffer.page?localofferchannel=3>

- ✓ Class teacher refers to SENCO – there is little to no progress made in learning, behaviours are a cause for concern, a range of QFT strategies have been used and these are not having any impact towards learner being successful.
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach by all aspects of a child's development and well-being. Our support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

How we listened to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils	Termly
School Dojo	All pupils	Daily
Assess, Plan, Do, Review meetings Face-to-Face or Virtually	Pupils on School Record of Need	Termly
Questionnaires	All pupils and parents	Annually
General SEND Meeting	All parents	As required
Providing support from outside agencies or charities.	Invited parents	As required

The Assess, Plan, Do, Review Cycle:

For children/young people on our SEN list, an Assess, Plan, Do, Review cycle was established by the SENCo in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

This year, provision made for children/young people on our SEN list has been:

- ✓ **Communication and Interaction** – Access to specialist teacher from SES, occupational therapist, Rock Steady, Communicate SALT, referrals to NDD Pathway, support from external agencies such as Autism and ADHD charity. Additional support from teaching assistants. Makaton training for our Reception and Ks1 class.
- ✓ **Cognition and Learning** – Access to specialist teacher from SES, technologies such as reading pen, voice to text software, Little Wandle Rapid Catch Up, DBV programmes from the local authority e.g. Self Regulated Strategy Development (SRSD)



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- ✓ **Social, Emotional and Mental Health** – Access to specialist teacher from SES, Thrive, play therapist, Zone of Regulations, referrals to Wellbeing Hub and school nurse. Hamish and Milo. ELSA.
- ✓ **Sensory and/or Physical Needs** – Sensory circuits and brain breaks, occupational therapist, access to teacher of the deaf, safe spaces, wobble cushions, blankets, ear defenders. Private referral to Sensory Occupational Therapist.

During the 2024/25 academic year across the federation, we had 34 children receiving SEN Support and 10 children with Education, Health and Care Plans a further 2 Education, Health and Care Plans are at needs assessment stage at the end of Summer Term 2025.

We monitored the quality of SEND provision by....

- Discussions with children about how they feel their learning is progressing
- Pupil progress meetings with class teachers.
- Detailed ADPR with SMART targets and termly updated
- Support from the local authority
- Action plans with SES teachers to support next steps for children
- Working with Specialist Provision to quality assure provision

Support Staff Deployment:

Support staff were deployed in several roles:

- ✓ Support in Classroom
- ✓ 1: 1 Provision
- ✓ Small group intervention
- ✓ Playground support
- ✓ Lunchtime support
- ✓ Supporting at Afterschool Clubs
- ✓ Running Afterschool Clubs
- ✓ Breakfast Club
- ✓ First Aid
- ✓ Support for medical needs:
 - Administering medicine
 - Feeding via pump and feeding tube

We monitored the quality and impact of this support by looking at the outcomes of the children and discussions with parents and class teachers around the impact in the classroom and outside of school in terms of children's wellbeing and confidence to come into school.

Distribution of Funds for SEND:

SEND funding was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)



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- ✓ Teaching and Learning resources including assessments and access to interventions.
- ✓ Well-Being Provision
- ✓ Staff training

Continuing Development of Staff Skills:

Individuals' CPD this year:

<u>Area of Knowledge/Skill</u>	<u>Role of Staff undertaking CPD</u>	<u>Training Received from</u>
Reception/KS1 Downs Syndrome Training	Class teacher and support staff from Whatfield	SES (Local Authority)
Reception/KS1 Motor Skills United	Support staff from Whatfield and Bildeston	SES (Local Authority)
Reception Identiplay	Support staff from Whatfield	SES (Local Authority)
Being Prem Aware	SENDCo	Smallest Things Charity
Understanding Pupils with Demand Avoidance	Staff from Whatfield	National College
Makaton Signing	Reception and Ks1 staff	Makaton Tutor
Speech and Language	Teaching assistants from Eys Bildeston	SES (Local Authority)
Speech and Language	Ks1 teacher at Bildeston	Communicate
Engagement Model	Class teacher at Whatfield SENDCo	SES (Local Authority)
Transition planning for pupils with SEND	Class Teacher at Whatfield	SES (Local Authority)
Inclusive practice to support pupils with a cognition and learning need	Class Teacher at Whatfield	SES (Local Authority)
Sensory processing	Class Teacher at Whatfield	SES (Local Authority)
Delivering Self Regulated Writing	SENDCo, class teacher and teaching assistant	Local Authority
Delivering Precision Teaching	Teaching assistants at Whatfield	Local Authority

Whole Staff / Group Training (INSET)

<u>Area of Knowledge/Skill</u>	<u>Roles of Staff undertaking CPD</u>	<u>Training Received from</u>
Understanding Sensory Needs	Whatfield and Bildeston PD day	Jumpstart



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Adaptive teaching	All teaching staff across Federation	SES (Local Authority)
Trauma Training	All staff from Whatfield	Essex Local Authority

We monitored the impact of this training by...

- Children's outcomes, showing progress is being made.
- Staff communicating and sharing resources with others.
- Children accessing the full school curriculum.

Partnerships with other schools and how we manage transitions:

We have worked with several schools in the area in the following ways:

- ✓ Meetings to provide individual handovers with Headteachers or SENDCo where appropriate
- ✓ Initial sharing meetings with SENDCos from relevant high schools.
- ✓ SEN children identified to attend additional transition days at High School
- ✓ Visiting settings before child transition to us.
- ✓ Meet with parents and children for a tour of the school and visual transition booklet for children.
- ✓ Sharing of resources and accessing training.

In 2024/25 year we had 2 children requiring SEN Support and 0 children with Education, Health and Care Plans join us from other schools.

0 children on our SEN list in 2024/2025 made a move to other schools. At the end of 2024/25 we had 2 pupils moving onto their secondary education.

We supported the transition from our Nursery and other local nurseries into our Reception class by;

- ✓ Meet with parents and children for a tour of the school and visual transition booklet for all children.
- ✓ Phone calls with SENDCo in Early Year settings.
- ✓ Visits by the class teacher to Early Year settings and any children identify as needing SEN support shared with SENDCo on return.
- ✓ Additional SEN visits into the school setting
- ✓ Met with Occupational Therapists and Physio
- ✓ Supporting class teachers by engaging with SES services to set up whole school support from September.

We helped children to transition to their new classes by sharing the relevant paper work with class teachers in order for them to understand children individual needs, sending photos home of new teachers joining the school, creating social stories for what transition is about, creating scrap books of memories with their class teachers to help with the process of moving on and where needed parents have met with class teachers.

Ongoing development:



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We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. This can be found at

<https://www.whatfieldprimaryschool.co.uk/accessibility-plan/>

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should

This year we received no complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Julia Shaw, Charlotte Clarke, Adam Hitchin and Harriet Young (Whatfield CEVCP) and Liz Healy and Nicole Woodfield (Bildeston Primary School)

The Designated Children in Care person in our school is Julia Shaw

The Local Authority's Offer can be found at

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=i6xW1anGVPE>

Our Accessibility Plan can be found on our website

<https://www.whatfieldprimaryschool.co.uk/accessibility-plan/>

<https://www.bildestonprimaryschool.co.uk/site/data/files/migrated/accessibility-plan/bildeston-accessibility-action-plan-2025.pdf>

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website.

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Governing Body approved this SEND Information Report in November 2025.