



SEND Information Report

September 2026

Handford Hall Primary School is a mainstream school catering for children aged 4 to 11 years old. Our school motto is 'Achieve Believe Celebrate' and we believe that every child can make progress. It is our job to make sure that this happens for **all** of our pupils, by providing appropriate provision for those who belong to vulnerable groups. This includes ensuring that the needs of pupils with special educational needs and disabilities are met.

All teachers are teachers of pupils with SEND and provide quality first teaching which takes into account the particular needs of every child within the classroom.

In 2014 a new Code of Practice for Special Educational Needs and Disabilities was established. It states in Chapter 6 (page 106) that all schools should publish a SEND Information Report that describes their provision for pupils with SEND. The link to the updated version of this document is:

www.gov.uk/SEND_Code_of_Practice_January_2015

The Code of Practice also requires Local Authorities to publish their arrangements for children and young people with SEND, so that parents and carers can see what is offered across the county and what can be provided for their child/children. This information is called the Local Offer. Suffolk's Local Offer can be accessed via the following link:

www.suffolk.gov.uk/children-families-and-learning/SEND-and-the-local-offer/

Children, young people, parents and carers can also access independent advice and support from a service called SENDIASS – Special Educational Needs and Disabilities Independent Advice and Support Service. The service can be accessed via the following link:

www.suffolk.gov.uk/sendias-for-parents-and-carers/

What is SEND?

The Code of Practice states that schools must use their best endeavours to ensure that **all** pupils receive an appropriate education that enables them to have their needs fulfilled and to reach their potential. A child or young person has special educational needs if they require provision that is different from and additional to that which is provided for all pupils through quality first teaching. This provision may be required for a variety of reasons and the Code of Practice identifies these reasons across four main categories – Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health and Physical/Sensory. There must be an identified teacher within the school who is responsible for SEND pupils and they should coordinate provision, train staff and communicate with parents. At Handford Hall Primary School this person is Mrs Helen Caston, who can be contacted via:

h.caston@handfordhall.omat.org.uk or 01473 251603

There must also be an identified governor for SEND and at Handford Hall Primary School this person is Mr Colin Kreidewolf, who can be contacted via the school office – 01473 251603.





What kind of SEND can the school cater for?

At Handford Hall Primary School we aim for all pupils with SEND to learn in mainstream classrooms, with the necessary support. Teachers adapt learning experiences to meet individual need and plan with support staff to ensure that every pupil accesses learning. Support staff are trained to provide the necessary support, but at the same time encourage independent thinking and growing confidence. We also provide one to one and small group targeted interventions that cater for individual pupil need. These take place in various areas around the school and are led by both school-based staff and professionals from outside agencies. We source the outside agency support from established services provided by the local authority, the NHS and private services that are commissioned and funded by the school. To this end, we are confident that we can meet the needs of pupils across all four categories of SEND. We also make provision for pupils who may require a dual placement, enabling them to spend part of their week in a specialist provision. The aim is always to ultimately reintegrate these pupils back into full time mainstream provision. In a minority of cases, we may seek (with parental approval) a permanent move into a specialist setting. This would happen when a pupil's needs are complex and severe and the needs can be better provided for in a long-term specialist environment.

How does the school identify and assess for SEND?

Handford Hall Primary School has a rigorous system in place for identifying pupils who may have additional needs. We monitor and review progress regularly against national and age-related expectations. If a teacher is concerned about a pupil, they will discuss their concerns with parents/carers and arrange a meeting with the SENDCo (Mrs Caston). We believe that early intervention is always in the best interests of the child. The SENDCo will carry out an initial assessment to identify the areas of difficulty and what the barriers to learning are. In addition, we hold termly pupil progress reviews where we analyse each pupil's progress and the progress of groups of pupils. Any identification of underperformance will lead to a discussion about what strategies can be implemented and once put into place, will be monitored regularly. When a pupil does not respond to these strategies or teacher/parent/carer/SENDCo concerns continue or increase, the SENDCo will carry out further assessment and may make referrals to outside agencies as required. At this stage the pupil will be added to our SEND register and the 'Assess Plan Do Review' system that is outlined in the Code of Practice will begin.

What should I do if I have concerns about my child?

Your child's class teacher should always be your first point of contact. Making an appointment to sit down and speak with them about your concerns will help you to determine whether your child is experiencing the same difficulties in school. Together you can decide whether the SENDCo needs to be consulted and an appointment made.





How will the school communicate with parents/carers about SEND?

Once you have been informed that your child requires SEND provision, the support and resources required will be discussed with you and then put into place. This will be monitored and reviewed regularly, and you will be kept informed of any changes. An Individual Learning Plan captures important information about the child's needs and details targets and how they will be supported. Some pupils will have special educational needs/disabilities that are so significant that they impact not just on education and learning. In this case the school would refer to the Local Authority for Statutory Assessment (EHCNA). If agreed, the Local Authority will carry out their own assessments and decide whether to issue an Education Health and Care Plan. This is a legal document that ensures that as your child progresses into adulthood, they will have the support and provision detailed within the plan, whatever educational setting they are in. An Annual Review of the plan will take place each year and this will be organised by the SENDCo. You will be invited to this meeting, where all the relevant professionals will review the plan with you and a report will be sent to the Local Authority.

How will my child be supported if they have medical needs?

The school will always endeavour to make reasonable adjustments for medical needs and there is a separate Medical Needs policy in place. We would initially meet with you and gather as much information about the condition(s) and the interventions that are required. We would also liaise with medical professionals who are working with your child to ensure that their advice is acted upon. For more complex medical conditions we would draw up a Healthcare Plan that includes all relevant information and advice. If staff training is required to further understanding or acquire skills for interventions, we would do our best to arrange for this to take place. Where our staff are expected to administer medications, the school's Administration of Medicines policy will be followed. We have open access to the School Nursing service and regularly liaise with it to gain information/advice and share concerns.

How is the curriculum and the environment adapted for pupils with disabilities?

The school is a single level building with ramp access at all entrances that have steps. There is also an outside shelter in the playground for wheelchairs. The school has a washroom/toilet with wheelchair access and provision for personal care and includes the use of a shower. We will liaise with support services and outside agencies to ensure that physical and sensory needs are fully understood and any necessary therapeutic interventions are provided. We will also aim, within reason, to provide or source any necessary equipment/specialist resources. Resources like coloured overlays, special pens/pencils and technology apps are always available.

What support does the school offer for SEND pupils with emotional and social needs?

The social and emotional needs of all our pupils is a high priority at Handford Hall and our multi-ethnic community is harmonious and culturally enriching. All staff, both teaching and support staff, are committed to providing a pastoral system that models care and respect for each other and support for all aspects of everyone's social and emotional well-being. Pupils are actively encouraged, through extensive curricular and social activities, to work together and understand each other. Pupils with SEND are fully included in this approach. Where a pupil's special educational need(s) are of a complex social, emotional or mental health nature, we will ensure that referrals are made to the relevant outside agencies. We endeavour to also support parents with the process of accessing the right agencies, understanding their child's difficulties and providing the right help for the child.





What support does the school offer for pupils with SEND who are also a Child in Care?

Children in care are regularly monitored by Social Care and the educational input to these reviews is particularly necessary when a child has SEND. We work with our colleagues in Social Care and the Suffolk Virtual School to ensure that our joint resources are fully supporting these pupils. Where there are significant social and emotional difficulties, we would provide specific pastoral support and liaise very closely with the carers.

What is the school's approach to training staff in how to support pupils with SEND?

The SENDCo is responsible for ensuring that all staff receive training in how to support pupils with SEND. An annual audit of staff determines what the focus of this training will be, and all new staff are provided with an induction programme that includes training for SEND. Where possible, the SENDCo will deliver SEND training but, if necessary, outside agency training will be sought. SEND training covers all four categories of need. A training package for support staff is available on the school's shared drive, which contributes to the continued professional development of all support staff. It covers all levels of training from that required by staff who are new to the role, to that required by staff who work at a higher/specialist level.

How does the school support transition for pupils with SEND?

We have many robust transition systems in place that cater for movement from class to class, key stage to key stage and ultimately for preparing to go to high school. When pupils join us in Reception from a nursery setting, we liaise with relevant staff and gather information about their early years' experiences. This may involve liaising with health professionals like Health Visitors or other professionals. As pupils progress through the school from class to class, we always ensure that they are fully prepared with early introductions to a new teacher and support staff. At the end of Key Stage 1 pupils move into Key Stage 2 with relative ease. The school is an average sized primary school and pupils from Year R to Year 6 interact daily. Our links with various local high schools is well established and transition for our Year 6 pupils begins with regular visits from high school staff in the autumn and spring terms, followed by visits and taster days at the high schools in the summer term. We endeavour, wherever possible, to involve parents/carers in these processes.

How does the school ensure that pupils with SEND engage in all activities available to others?

Where possible we will make every attempt to ensure that every child has access to everything that is on offer. However, if a specific event or activity was deemed unsafe or inappropriate for a pupil, we would always involve the parent/carer and carry out a risk assessment before making a final decision. The school has to consider the safety and wellbeing of all of pupils when making this decision. If the safety of an individual pupil requires enhanced adult to child ratio, we will do our best to provide this or may ask the parent to be involved. A risk assessment will apply to after-school clubs as well as off-site trips.

How can I support my own child's learning?

By attending meetings that are arranged with the class teacher or the SENDCo, parents/carers of children with SEND will know what provision is being put into place in school. This will include information about strategies and interventions and often these can be continued at home. Individual Learning Plans are shared with parents and reviewed termly. By working together and providing a consistent approach, strategies and interventions have the best chance of being successful. If you





require any resources like reading books or access to information about techniques to use in the home, the class teacher will be able to help you. School staff can also signpost to parenting courses if you require help to deal with social and emotional aspects.

How does the school handle complaints about SEND issues?

The school will always do its best to resolve any complaints about SEND issues and this will be addressed in the first instance by the SENDCo. By arranging a meeting with the SENDCo you can discuss your complaint, and the relevant steps can be taken. If you are not satisfied that your complaint has been resolved, you should then ask to meet with the Head Teacher. You may find it helpful to have independent support in these meetings either from a friend/family member or a professional support service. This could be provided through SENDIASS and a link is provided at the beginning of the report.

How does the school evaluate its provision for pupils with SEND?

The SENDCo is a senior leader within the school and is involved in the performance management of teachers and support staff. Together she will liaise with the Head Teacher to ensure that individual performance is scrutinised and evaluated on a regular basis. The Head Teacher will also carry out this evaluation when the SENDCo's performance is reviewed. All pupils who are identified as having SEND will have an Individual Learning Plan written for them and this will detail their need(s), strategies, support and interventions. In addition, there is a data tracking system monitoring progress towards individual targets and overseen by the SENDCo. The school will do its best to ensure that all current support and advice that outside agencies can provide is utilised and the SENDCo will ensure that all new local and national information about SEND is implemented.

What specialist services and outside agencies does the school currently use to support pupils with SEND?

EDUCATION	HEALTH	SOCIAL
Local Authority Family Services LA Specialist Education Services Educational Psychology Service Alternative Provision Placements Specialist Units and Groups Education Welfare Service Suffolk Virtual School	School Nursing Service Community Paediatric Services Ipswich Hospital Addenbrooke's Hospital Great Ormond Street Hospital NHS Speech & Language Team NHS Physiotherapy Team NHS Occupational Therapy Team NHS Sensory Team NHS Primary Mental Health Team NHS Emotional Wellbeing Hub	Social Care LA Family Support Common Assessment Framework (Child in Need/Child Protection) Customer First Safeguarding Children's Centres Anglia Care Trust Suffolk Family Carers Suffolk Refugee Support Youth Justice Team Home Start

