

SEND Information Report

SENDCo: Miss Emma Campbell

Email: emma.campbell@britannia.suffolk.sch.uk

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Need this in a different format?

If you would like this information in larger print, a different language, or would prefer to talk it through, please contact the school office.

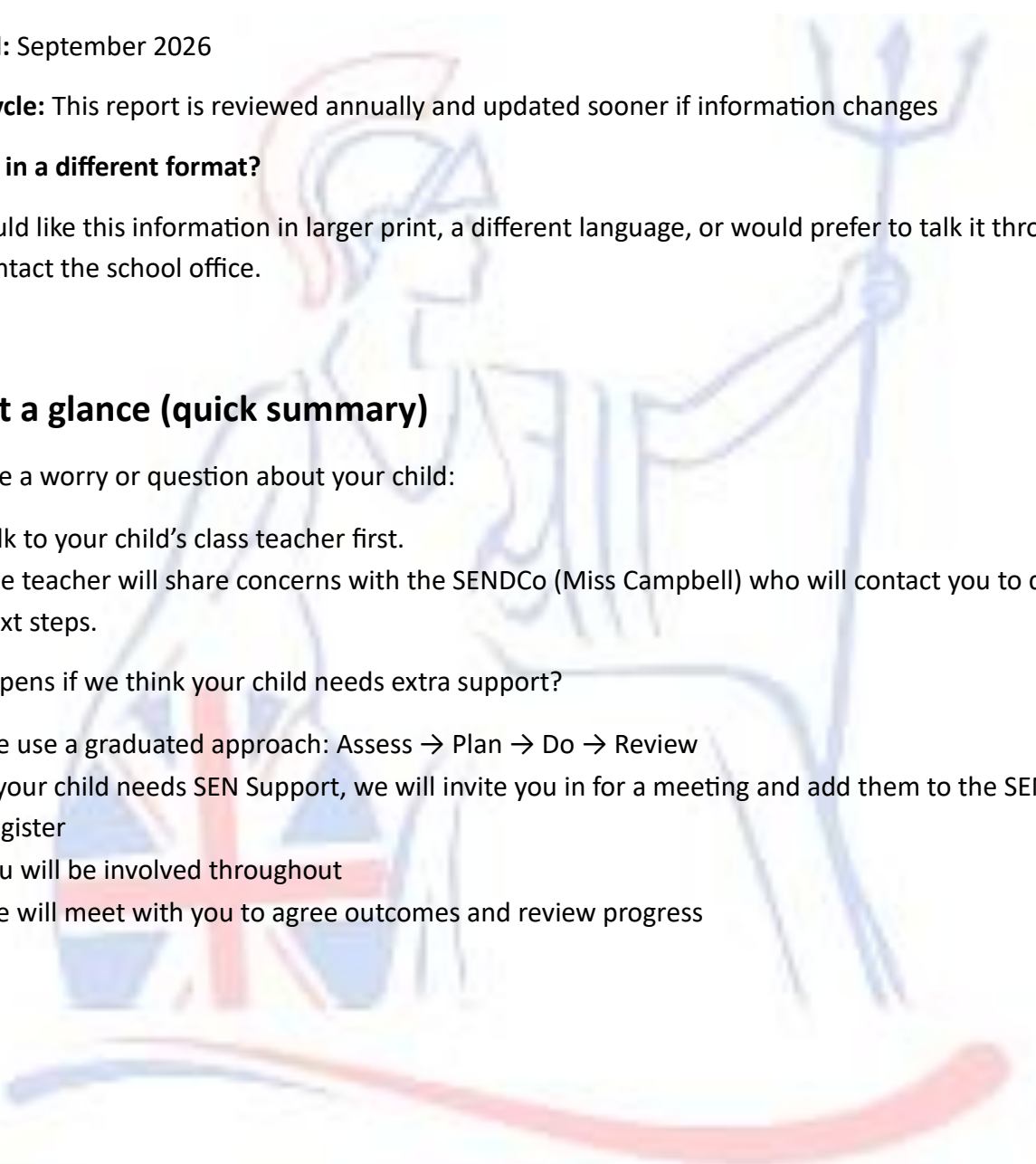
SEND at a glance (quick summary)

If you have a worry or question about your child:

- Talk to your child's class teacher first.
- The teacher will share concerns with the SENDCo (Miss Campbell) who will contact you to discuss next steps.

What happens if we think your child needs extra support?

- We use a graduated approach: Assess → Plan → Do → Review
- If your child needs SEN Support, we will invite you in for a meeting and add them to the SEND Register
- You will be involved throughout
- We will meet with you to agree outcomes and review progress



Britannia
Primary School and Nursery

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1. Our vision for Inclusion

At Oxlip Learning Partnership, we believe that inclusion is the foundation of a thriving learning community. Our vision is to create an environment where every learner-regardless of their background, ability, identity, or personal circumstance-feels welcomed, valued, and empowered to achieve their full potential.

We are committed to:

Equity in Opportunity – Ensuring that all pupils and staff have fair access to learning, **development, and success.**

Respect and Belonging – Cultivating a culture where differences are celebrated, and everyone feels safe, respected, and included.

Removing or Reducing Barriers – Actively identifying and dismantling obstacles to participation and achievement, especially for those who may face disadvantage or discrimination.

Empowered Voices – Listening to and amplifying the voices of our pupils, families, and staff from all walks of life.

Continual Growth – Embedding inclusive practices in all aspects of school life, from curriculum design to recruitment, and committing to ongoing reflection and improvement.

Our Trust stands united in the belief that inclusion is not a one-time goal, but a continuous journey - a journey we undertake with integrity, compassion, and ambition.

2. What are Special Educational Needs?

Special educational needs (SEN) refer to the learning difficulties or disabilities that require special educational support. These needs can affect a child's ability to learn, socialize, or behave, and they require provisions that are different from what is provided to other students of the same age.

3. What types of SEND do we provide for?

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
	Attention deficit hyperactivity disorder (ADHD)

Social, emotional and mental health	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

4. Identifying, Assessing and Reviewing pupils with SEND

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

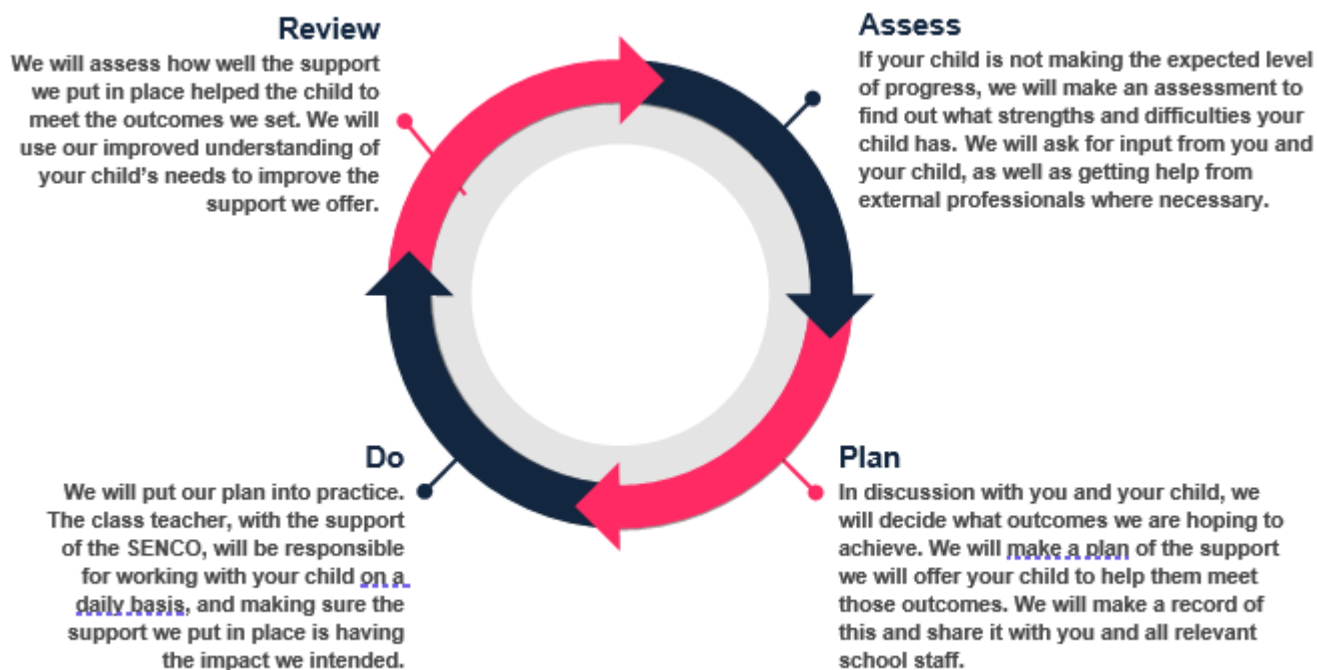
Based on this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with teachers to create a SEN support plan for them.

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

Britannia follows the 'graduates 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.

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.

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

We will provide you with annual reports on your child's progress.

Your child's class teacher will meet you twice a year, 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. 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?

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 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 with 1-to-1 interventions
- Teaching assistants will support pupils in small groups interventions

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Now- Next- Then boards Sensory Regulation Strategies
	Speech and language difficulties	Speech and language therapy programmes Visual supports and prompts Pre-teaching of vocabulary Small group language interventions

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays where appropriate Assistive technology and adaptive resources Precision teaching interventions
	Moderate learning difficulties	Quality First Teaching with adaptive approaches Small group interventions Task chunking and scaffolding Overlearning and repetition
	Severe learning difficulties	Highly differentiated curriculum Multi-sensory teaching approaches Specialist agency involvement where required
Social, emotional and mental health	ADHD, ADD	Quiet workstation Movement breaks Visual timetables and routines Chunked instructions and tasks
	Adverse childhood experiences and/or mental health issues	Pastoral groups Access to a trusted adult Emotion coaching approaches Pastoral and family support
Sensory and/or physical	Hearing impairment	Seating near the teacher Clear visual supports Use of radio aids where required Liaison with specialist hearing services
	Visual impairment	Limiting classroom displays Modified and enlarged resources Appropriate seating and lighting Support from specialist visual impairment services
	Multi-sensory impairment	Individual risk assessments Specialist equipment and resources Adapted teaching materials Multi-agency support
	Physical impairment	Reasonable adjustments to the environment Adapted furniture and equipment Access arrangements for learning activities Physiotherapy or Occupational Therapy programmes where appropriate

These interventions are part of our contribution to Suffolk County Council's local offer.

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 half termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Termly Pupil Progress Meetings
- 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?

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.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

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

All pupils are encouraged to go on our school trips, including our residential trips in Year 5 and Year 6.

All pupils are encouraged to take part in sports day and school plays.

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 they can be included.

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

We follow Suffolk County Council's admission agreements which can be found at <https://www.suffolk.gov.uk/children-families-and-learning/schools/school-places/>

Details of the admissions team and guidance can be found [here](#).

13. How will the school support pupils with disabilities?

Britannia Primary School is committed to providing an inclusive environment where pupils with disabilities can participate fully in all aspects of school life. We make reasonable adjustments and provide support tailored to individual needs to ensure that disabled pupils are not treated less favourably than their peers.

Support may include adapted teaching approaches, specialist equipment, assistive technology, visual resources, sensory supports and access arrangements where appropriate. We also work closely with families and external professionals to identify and remove barriers to learning, participation and wellbeing.

We recognise that pupils with SEND may face additional safeguarding vulnerabilities and ensure that staff are trained to identify and respond appropriately to any concerns.

Our Accessibility Plan outlines how we will:

- Increase the participation of disabled pupils in the curriculum.
- Improve the physical environment to enable better access to education, facilities and services.
- Improve the availability of accessible information for pupils and families.

The Accessibility Plan is available on our school website or from the school office on request.

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

We provide a nurturing and inclusive environment that supports pupils' emotional wellbeing and social development.

- Access to pastoral support and trusted adults.
- Soft-start provision in the ARC for pupils who need support to regulate and prepare for learning.
- Nurture and targeted social/emotional interventions.
- Visits from our therapy dog twice per half term.
- Opportunities to take on responsibilities and jobs around school to develop confidence, independence and a sense of belonging.
- Access to a range of after-school clubs that promote friendships, teamwork and inclusion.
- Regular opportunities for pupils to share their views through pupil voice activities and discussions with trusted adults.
- All staff are trained in Therapeutic Thinking, ACE-aware and Trauma-Informed practice.

We have a zero-tolerance approach to bullying. Through our curriculum, assemblies and pastoral support, we actively promote kindness, respect and inclusion. Any concerns about bullying are taken seriously and addressed promptly in line with our behaviour and anti-bullying policies.

15. What support will be available for my child as they transition between classes or settings?

We are committed to working in partnership with children, families, professionals and other settings to ensure positive and successful transitions at every stage of a child's education.

To support transitions between year groups, teachers meet to share information about each pupil's strengths, needs and successful support strategies. Pupils spend time with their new teacher and have opportunities to become familiar with their new classroom, routines and expectations. Our year group transition packs, available on the school website, provide additional information to support pupils and families.

For pupils with an EHCP, and others who may benefit from enhanced transition support, the SENDCo coordinates individual transition meetings involving parents, current and receiving teachers, and relevant support staff. These meetings ensure that effective provision is understood and continues seamlessly. Where appropriate, pupils and families are provided with photographs of new staff and learning environments, social stories and additional visits.

We recognise that some pupils require additional support during periods of change. Transition arrangements are therefore tailored to individual needs and may include extra visits, opportunities to meet key adults, personalised transition plans and enhanced support.

We work closely with nurseries and pre-schools to ensure that children joining Reception have a positive start. Staff visit children in their current setting where possible, gather information about individual needs, and provide opportunities for children and families to visit the school before they start.

At the beginning of each academic year, we offer opportunities for parents and carers to discuss any concerns, share updated information and work with staff to plan support for their child.

When a pupil moves to another school, the SENDCo ensures that all relevant information is transferred promptly. We work closely with receiving schools to help ensure continuity of support and a smooth transition.

For pupils transferring to secondary school, we have a strong partnership with Copleston High School through our Trust Transition Team. Information is shared between schools, transition meetings are held where appropriate, and enhanced transition programmes are offered for pupils with SEND. This includes additional visits and a transition tea party, helping pupils build confidence, familiarity and positive relationships before moving to secondary school.

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

Our SENDCo is also the school's Designated Teacher for Looked-After and Previously Looked-After Children. This helps to ensure that a child's SEND needs, educational progress and wider wellbeing are considered together and supported through a coordinated approach.

We work closely with the child's social worker, foster carer (where applicable), family members and the Virtual School to ensure that support is tailored to the child's individual needs and circumstances.

Looked-after and previously looked-after children with SEND are supported in the same way as other pupils with SEND through the graduated approach of **Assess, Plan, Do, Review**. Where a pupil is looked after, their **Personal Education Plan (PEP)** is closely aligned with any SEND Support Plan or Education, Health and Care (EHC) Plan to ensure targets, provision and outcomes are consistent and complementary.

Regular communication between school, home, the Virtual School and other professionals helps us to monitor progress, remove barriers to learning and ensure that pupils receive the academic, social and emotional support they need to thrive. We recognise that looked-after and previously looked-after children may have experienced additional challenges and are committed to providing a nurturing, inclusive and trauma-informed environment in which they feel safe, valued and supported.

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 Principal in the first instance. They will then be referred to the school's complaints policy which can be found on our school website.

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 [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, 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 SEN, 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 Suffolk County Council's local offer. Suffolk County Council publishes information about the local offer on their website:

<https://www.suffolklocaloffer.org.uk/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://suffolksendiass.co.uk/>

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

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

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- Transition** – when a pupil moves between years, phases, schools or institutions or life stages