

Pot Kiln Primary School

Special Educational Needs Information Report

What is the Local Offer?

The Local Authority (LA) Local Offer

- The Children and Families Bill became enacted in 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Suffolk's Local Offer can be found through the following link:

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

Introduction

At Pot Kiln Primary we endeavour to meet the needs of pupils with Special Educational Needs, regardless of their specific needs, make the best possible progress in school. We are an inclusive school and tailor support to meet the needs of pupils with Special Educational Needs and Disabilities.

The broad area of SEND need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and /or Physical

What is the Special Educational Needs Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as The Special Educational Needs Information Report.

Questions?

What types of SEN do we provide for?

Schools and other agencies can help most children overcome their difficulties quickly and easily. But a few children will need extra help for some or all of their time in school. Special educational provision is educational support that is additional to or different from that made generally for others of the same age. It goes beyond the provision normally provided as part of the high quality teaching that occurs in our classrooms. It may take the form of additional support from within school or requirement involvement of specialist staff or resources and adaptations.

Our school provides for pupils with the following needs: Each child's needs are different and we aim to adapted our provision to meet individual pupil needs. Each area of need may have a different level of severity and we will discuss with individual parents how we aim to meet your child's needs.

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Physical impairment

If a child has special educational needs they will be recorded in one of two categories:

- SEN support
- Educational Health and Care Plan (EHCP)

How do we identify and assess pupils with SEN?

- Children may be identified as having SEN before starting school.

- Children may be identified as having Special Educational Needs through parental concern or on transfer from other schools.
- Children with SEN may be identified within school, by the class teacher, SENDCo or other adults working with the child.
- Children with SEN may be identified during Pupil Progress Meetings, during which the learning progress of individual children is discussed.
- Children with SEN may be identified from the analysis of progress data.
- Additional assessments may be carried out by the SENDCo, relating to a specified area of concern.

In school we constantly track the progress of children through personal target setting, informal and formal assessments. Pupil Progress Meetings are held every term and pupils' who are a cause for concern are highlighted to the Head Teacher and the SENDCo at this time. Further assessment of individual children may then be appropriate.

Assessments used for analysis include:

- Insight Tracking
- Thrive assessment
- Pre-Key Stage Expectations
- Salford Reading Test
- PhAB (Phonological Assessment Battery)
- English screening tools (including Pearson Dyslexia Screening Test)
- Wellcomm- speech and language
- British Picture Vocabulary Scale (BPVS)
- Rising Stars (Maths and Reading)

How do we support pupils who have disabilities?

Pot Kiln is wheelchair accessible. The school is on one level, the majority of classroom have both internal and external doors and the Key Stage 2 playground is accessible by a ramp. There is a disabled toilet located near the school office.

We also have a number of staff who are trained in Makaton.

We can provide coloured overlays and exercise books for pupils with Irlen's and dyslexia. If additional support is needed, which is not available in school, we can work with professionals from a range of agencies: School Nursing Service, physiotherapists, occupational therapists, speech and language therapists, educational psychologists etc. These specialists may work with pupils; carry out assessments; meet with parents; or offer specialist advice to home and school. Some of these specialists will be accessed via the Suffolk Education Service (SES), other LA departments, or direct with third party providers.

Who is our special educational needs coordinator (SENDCo) and how can they be contacted?

The SENDCo is Mr Greg Pemberton. He can be contacted via the school office and can be contacted directly on greg.pemberton@potkiln.net

What is our approach to teaching pupil with SEN?

All teachers are teachers of pupils with Special Educational Needs & Disabilities, (SEND), therefore we take collective responsibility and have a whole school approach to the teaching of pupils with additional needs. Class teachers work with the SENDCo and school leadership team to identify and support children with additional needs.

The benefits of early identification of SEND are widely recognised; identifying need at the earliest point, and then providing good interventions, improves long-term chances of success for the child or young person. Special educational provision relates to that which is additional

to or different from the educational provision made generally for others of the same age. The majority of children with SEND can have their needs met through mainstream education providers, like Pot Kiln Primary School, and will not need an Education, Health and Care Plan (EHCP).

How do we adapt the curriculum and learning environment?

The school delivers the EYFS and National Curriculum adapted to meet individual needs. We work with a key skills approach, focusing on teaching learners the skills needed for lifelong learning and independence. All learners are targeted to achieve good or outstanding progress based on national expectations for all learners including those with SEN and Disabilities.

In school we regularly track the progress of children through personal target setting, informal and formal assessments.

We deliver a variety of interventions which aim to close gaps in learning. These are monitored for effectiveness every Half-Term by the SENDCo and SLT.

Where additional support is needed, outside the pupil's usual classroom, this is usually done in smaller groups and is timetabled sensitively to no intervention should take place in English or maths at all avoid the pupil missing input for mathematics and English learning. We have expertise in the school to make the following interventions available to identified groups of children as appropriate:

- Small Group Reader
- Pre and post teaching interventions
- Thrive
- Outdoor Oracy
- Talkabout – Social Skills
- Literacy Gold
- SEMH Farm Programme
- Attention Autism (Bucket)
- Sensory Gym Trail (gross/fine motor skills)
- PECs/ Makaton
- Supporting children through art
- Time to Talk sessions
- Toe-2-Toe
- SEND focused Cookery

How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

We are an inclusive school and as much as possible endeavour to have the pupils taught primarily by their teacher within their classroom. Grouping is not fixed and pupils have the opportunity to work with a range of their peers. Social times are not segregated unless for reasons relating to a pupil's SEN, e.g. requiring close monitoring for eating or emotional regulation.

How do we consult parents of pupils with SEN and involve them in their child's education?

The SENDCo is available to have individual meetings with parents and pupils throughout the year, as well as being available via telephone, email or via Teams meetings. The SENDCo is available at parents evening to either be in meetings with the class teacher or to have individual meetings with parents. In times where learning has moved to online learning, the SENDCo will ensure plans are made to support all our children in remote learning. Please telephone the school for a TEAMS meeting if required. The SENDCo is also able to offer weekly surgery meeting times, again, the School Office can help you book an appointment.

All SEN pupils have a learning plan (often referred to as an IEP – Individual Education Plan) which includes their targets and associated provisions and outcomes. These are reviewed with pupils and class teachers termly. Parents are sent a copy of these reviews and are able to book a meeting with the SENDCo if they feel necessary. Parents of pupils who have an EHCP, are invited termly to meet with the SENDCo. In addition, pupils who have an EHCP will have a yearly review with the parents, SENDCo, class teacher and any other professionals. This is child lead (often referred to as child centred approach) and very much focusses on the needs of the child.

Pupils and their Class Teacher also complete a one-page profile, which is reviewed twice a year.

How do we consult pupils with SEN and involve them in their education?

Pupils have regular and ongoing meetings to give feedback and discuss their learning. They are also encouraged to attend parents evening. The SENDCo carries out pupil perception work with pupils and complete lesson observations regularly and talks with pupils during these sessions. This is also captured as part of the SLT monitoring programme. Within specific sessions, pupils may also complete 4 houses and the Rosenberg self-esteem questionnaire.

How do we support pupils moving between different phases of education?

We work with other settings (nurseries and other schools) and within our own setting (Nursery to Reception, Reception to Key Stage One and Key Stage One to Key Stage Two) to ensure that full consideration is given to the needs of those making transitions with SEND.

Individual needs are catered for by:

- Arranging mentoring sessions or discussion with the child about the transition.
- Arrangements for standard, whole class and individual visits to the new class/setting. This will include additional transition opportunities to spend time with their new teacher or LSA in their future class. The use of Social Stories to manage transition (as well as other changes, in or outside of school) is standard practice. The School's SEND LSA, Mrs Lisa Edwards is trained in producing these in conjunction with the child and/or parents.
- Individual discussion and additional information for parents.
- Physical preparations for disabled access arrangements.
- Transition meetings between old and new teachers, including between different school settings.
- SEN Records and Pupil Passports/One Page Profiles to provide key information on SEN and vulnerable learners.

Our Reception Teachers visit children joining our school in their Nursery settings and discuss individual needs with their key workers. We also work closely with our partner Secondary Schools: Thomas Gainsborough and Ormiston Academy according to where our pupils choose to attend. We work with these schools on 'taster' days and general transition arrangements. Should transition occur when school closures are in place, the SENDCo will arrange virtual tours of our school and contact the receiving school for their virtual tours to support our children with SEND. Since 2024 we have also offered a transition themed 'Kiln Club' where children identified with SEND and or increased anxiety, relating to the move to secondary school, undertake a 5-6 week programme of support. This includes additional visits to the school lead by a member of the SEND Team at the school.

How do we support pupils with SEN to improve their emotional and social development?

Fundamentally, we use The Thrive Approach as a way to support pupils with their emotional and social development, as part of our whole school ethos, as well as through 1:1 or small group work.

We recognise that sound mental health, social and emotional development are vital components of well-being and good progress in school. We follow the guidance in the Department for Education document: **Promoting and supporting mental health and wellbeing in schools and colleges**. This non-statutory advice clarifies the responsibility schools have in this area and outlines what can be done and how to support a child or young person, whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need.

Since 2025 the school has been accessing the use of **Mental Health Support Teams (MHSTs)**. The SENDCo has 6 weekly online meetings to discuss, school-wide or pupil specific concerns. These are only carried out with parental permission.

As a school, we recognise that up to 1 in 6 children and young people aged 5 to 16 have a clinically diagnosed mental health disorder. Staff have been trained to promote positive mental health in our pupils and identify and address those with less severe problems at an early stage and build their resilience. The school also has a post for a Mental Health Nurse on the staff, in addition to the Senior Mental Health Lead for the school.

During any national lockdown, or school closure, the Thrive practitioner will continue to have Thrive sessions online with pupils through Teams meetings. These will all be recorded for safeguarding purposes. The SENDCo will monitor the quality of these regularly throughout any closure time.

The Senior Mental Health Lead and they work with the SENDCo to support positive mental health education for all pupils including those with SEN.

What expertise and training do our staff have to support pupils with SEN?

At Pot Kiln Primary we have a dedicated Special Educational Needs Co-Ordinator (SENDCo), Mr. Pemberton, who is a fully qualified teacher. He has also completed the SENDCo Award (Hertfordshire University 2017).

Mr. Pemberton is responsible for attending regular update meetings and briefings, and shares these with all members of staff in school. The team of Learning Support Assistants also meet regularly with the wider teaching team for training purposes. Key messages and essential information are communicated and shared through these meetings regarding key pupils, intervention strategies, and relevant research and policies.

Pot Kiln also has a member of staff trained as Thrive practitioner. We also have a number of ELKLAN trained support staff and an LSA trained in Makaton in addition to Mrs Edwards.

How will we secure specialist expertise?

As a school we work closely with a range of external specialist services which are relevant to our pupils' needs. These may include Speech and Language Therapists, Physiotherapists, Occupational Therapist, Primary Mental Health Workers, Social Workers, Paediatricians, School Nurse, Educational Psychologists and Specialist Education Services. We also use external Alternative Provision providers to meet the higher needs experienced in mainstream. (e.g. Befriending Scheme, PLOT and Green Light Trust).

How will we secure equipment and facilities to support pupils with SEN?

We support most children with SEND from our general school budget. However, if more extensive support is needed by some children and this requires additional core funding – often referred to as Higher Needs Funding (HNF). At this stage, an assessment for an Education, Health and Care Plan is often undertaken by the Local Authority in collaboration with school staff, the child and the child's parents/carers and guardians maybe required. Children who have an EHCP, have a 'SEND Support Plan' drawn up in consultation with the child, their parents/carers and guardians and professionals within school, education specialists and the health service. Access to the HNF is not dependent upon an EHCP being granted as pupils at SEND Support status are able to have requests for funding submitted. EYFS HNF is also available, and accessed each term as required.

How do we evaluate the effectiveness of our SEN provision?

The SENDCo attends termly pupil progress meeting with the other members of SLT. These meeting review the progress of SEN pupils and any interventions which need to be put in place and/or reviewed for impact and effectiveness. Each Summer Term a SEND Governors Report is produced and shared. Termly meeting with the SEND Governor, Tracey Welsh are also scheduled.

Within school, lessons are observed termly by a member of the senior leadership team and observations shared with staff. Monitoring of books and planning is also carried out by the SENDCo, along with observations of interventions. The SENDCo has termly 1:1 meetings with all teachers and has weekly drop in sessions for LSAs and teachers alike to discuss specific pupil needs. This is managed using a submission for to ascertain what is already in place (Access, Plan, Do, Review).

How do we handle complaints from parents of pupils with SEN about provision made at school?

If parents have a complaint in regards to the provision provided, they can contact the SENDCo, Mr Pemberton in the first instance. If parents are not happy with the way the matter is dealt with they can seek support from the Headteacher, Mr Sean Ambrose. If after this, parents are still unhappy with the provision at the school, they can lodge a complaint with the governors, in particular, Tracey Welsh – SEND Governor. Governors can be contacted through contacting the school office or School website.

Who can pupils contact if they have concerns?

Pupils can contact either the Class Teacher or SENDCo or Sean Ambrose, Headteacher. We also have a worries@potkiln.net for our KS2 pupils. Each class will also have a worry box in and class-based staff check this daily. Once a term all pupils complete a I wish my teacher knew... activity and this also helps the school monitor pupil voice.

What support services are available to parents?

For services provided by the Local Authority please access their website. Click on the link below:

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer>

Alternatively, there are some support agencies listed below.

Contact

Previously known as 'Contact a Family', Contact provides a range of information and advice for parents of children with medical conditions. For information about their Education Helpline, see [here](#).

Council for Disabled Children

The Council for Disabled Children provides a range of resources. Also provides information about any forthcoming events. Read their briefing on the differences in the Local Offer websites in terms of the information provided by schools, and how effectively the Local Offer provides the information for parents.

The Council for Disabled Children also runs the IAS services (formerly known as Parent Partnership). To find your local IAS service and understand more about what support can be offered, see [here](#).

Disability Rights UK

If you need to find out about the benefits to which you might be entitled as the parent of a child with a disability then this is a very good place to start. Their Factsheets are really helpful and free! See [here](#). We strongly recommend their handbook which is updated every year.

Douglas Silas

Douglas Silas is a lawyer who specialises in SEN. He gives talks which are full of useful ideas based on his experience of representing parents for many years. His website is a wonderful resource which provides a list of specialist schools and other organisations. See [here](#). He has also published an ebook called 'A Guide to the SEN Code of Practice' which has all the information you will need to understand the new SEND system. Being an ebook it will no doubt be updated as changes to the system are made.

SENDIAS (Information, Advice and Support)

IAS are available to parents in every Local Authority. They were formally known as PPO (Parent Partnership Officers). They are often very knowledgeable about local services and have had legal training from IPSEA.

You can find your local SENDIAS service [here](#).

IPSEA

We strongly advise you to get to know this website which is a treasure trove of valuable information not just about the new SEND system but you may well find the answer to your specific queries on this website. They also have a General Advice and a Tribunal Support Service for parents who need help with submitting an appeal. Both of these services are accessed through [booking](#) an appointment.

Irwin Michell

Irwin Michell is a firm of solicitors whose Public Law division has produced a range of extremely useful Factsheets and Template letters which can be found [here](#).

Legal Aid

You may be entitled to Legal Aid to assist you with the preparation of your appeal if you are entitled to what is called a 'passport' benefit. However, in all cases, a financial eligibility assessment will still be undertaken.

If you own a property, the value of the property, less any mortgaged owed on the property, is taken into consideration. If the resulting figure is less than £8K then you are likely to be entitled to Legal Aid.

What does Legal Aid Cover?

Legal Aid will mean you will have a firm of solicitors who have a Legal Aid contract for Education, to assist with the preparation of your appeal.

Please note: this does not (in all but the most exceptional cases) include the provision of a representative for the hearing of your appeal.

Legal Aid can also fund, where appropriate, reports by independent professions, such as an assessment by an independent Educational Psychologist or independent Speech and Language therapist.

How can I find a Legal Aid solicitor?

There are two routes:

1. Via the CAA (Civil Aid Agency). In this case you will need to complete an online form to provide your financial details and, if you qualify you will be put in touch with a legal aid solicitor. For more details, see [here](#).
2. Via a local Legal Aid solicitor. To find a local Legal Aid solicitor see [here](#).

Mental Health

The hub of hope website has is an excellent signposting for all things Mental Health related in your own area:

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

Support for parents and children with NDD

There is a wealth of online support available for parents and carers for both pre and post assessment of NDD conditions including:

<https://www.kids.org.uk/services/suffolk-neurodiversity-support-service/>

<https://suffolkfamilycarers.org/who-do-we-support/parent-carers/neurodevelopmental-differences-project/>

<https://www.autismandadhd.org/>

<https://www.catservices.uk/>

<https://www.autism-anglia.org.uk/>

However, the go to document to support parents, carers and school staff is:

<https://www.suffolklocaloffer.org.uk/asset-library/ecc-supporting-your-neurodivergent-child-indesign-v8.pdf>