SEND Information Report 2026-2027

Bawdsey C.E Primary School

The TILIAN PARTNERSHIP

Inspiring to Achieve and Aspiring to Excel

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What is the Local Offer?

Following the Children and Families Act (2104), the Special Education Needs and Disability Code of Practice: 0 to 25 years (2104) became effective from the 1st September 2014. From this date, Local Authorities and schools are required to publish information about services they expect to be available to support children and young people with special educational needs and disabilities. The Local Authority refers to this as the 'Local Offer'. Our Local Authority is Suffolk County Council.

The purpose of the Local Offer is to provide choice and transparency for families. It will be an important resource for parents in understanding the range of services and provision in the local area and should support them in making informed choices and decisions. The local offer can be found here - https://www.suffolklocaloffer.org.uk

Our School Approach

At Bawdsey Church of England Primary (CEP) School, we believe that every child is unique and valued. Our aim to ***Inspire to Achieve and Aspire to Excel***, is rooted in our Christian values of Respect, Courage and Compassion.

As part of the Tilian Partnership, we are committed to ensuring that every child belongs, is meaningfully included in all aspects of school life and is inspired and supported to reach their full potential.

Our vision and values

Curiosity: We encourage every child to explore, ask questions and develop a love of learning, recognising their individual strengths and interests.

Pride: We celebrate every child's achievements and progress, helping them to recognise their successes and develop confidence in their abilities.

Kindness: We create a caring and inclusive environment where everyone feels valued, respected and supported.

Resilience: We help children overcome barriers, embrace challenges and develop the confidence and independence to keep trying.

Teamwork: We work closely with children, families and professionals to ensure every child receives the support they need to thrive.

Trustworthiness: We build positive, trusting relationships through honesty, consistency and open communication, ensuring children and families feel listened to and understood.

How we support children

We believe that high-quality teaching is the starting point for supporting every child. We adapt teaching, resources and the learning environment to help children access the curriculum, overcome barriers to learning and make progress. Support is tailored to individual needs rather than taking a one-size-fits-all approach.

Our approach includes:

- Getting to know each child’s strengths, needs and aspirations.
- Working in partnership with parents and carers, listening to their knowledge and views.

- Adapting lessons, instructions, resources and the time children have to think and respond.
- Providing additional support, targeted interventions and specialist advice where appropriate.
- Monitoring progress regularly and reviewing support to ensure it makes a difference.
- Ensuring children with SEND can participate in all aspects of school life, including trips, clubs, worship and sports.

The Tilian (T)EACH framework

The (T)EACH framework supports effective teaching and learning in every classroom, every day. It helps children, including those with SEND, to understand their learning, feel calm and make progress. Through clear teaching, supported practice and opportunities to develop independence, we aim to ensure that every child can access learning and achieve their best.

Working together

We know that parents and carers are experts in their children. We work in partnership with families to agree priorities, review progress and identify the support that will make the greatest difference. We also listen to children's views and work with other professionals when needed.

Our commitment is simple: every child matters, every child belongs, and every child should have the opportunity to achieve their very best.

The Graduated Approach

The graduated approach describes the process by which Bawdsey Primary School identifies and supports children with SEND.

There are three levels of support and provision offered by our school:

Whole School Approaches: All children in the school benefit from this first level of provision, which includes high-quality, inclusive teaching and approaches that support a wide range of learning needs.

Additional, Targeted Support and Provision: Children who are not making expected progress may access this second level of provision. This may include small-group interventions, additional adult support or targeted activities to develop specific skills.

Specialist, Individualised Support and Provision: Children with more significant or complex needs may access this third level of provision. This may include personalised learning programmes, individualised support or advice and input from external specialists, such as Specialist Education Services (SES) or Educational Psychologists.

Who can I speak to about my child's needs?

In the first instance, please speak to your child's class teacher, as they are best placed to discuss your child's needs.
If you require further information or support you can contact:

SENDCo (Special Needs Co-ordinator)	Mrs. Williams
Headteacher	Mr. Head
SEND Governor	Rev. Simon Cake and Mrs Elizabeth Mann
Special Educational Needs and Disability Information, Advice and Support Service (SENDIAS)	https://suffolksendiass.co.uk/ 01473 265210

If your child has special educational needs and/or a disability and you would like more information about provision at Bawdsey Church of England Primary School, please contact us on 01394 411365 or email at Bawdsey@tilian.org.uk

What are the 4 categories of Special Educational Needs (SEN)?

Children may have a Special Educational Need and/or a Disability if:
• They have significantly greater difficulty in learning than most children of the same age.
• They have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided in local authority or schools for children of a similar age.
Bawdsey Church of England Primary School is a mainstream primary school which makes provision for children in these four areas.
In the current school year 2026/27 we have 9 children receiving SEND support. This equates to 14.5% of the number of children on roll. The National Figure is 14.8%.

Provision for children with SEND will be additional to or different from that which is made for most children in school. Children and young people's Special Educational Needs are generally thought of in the following four broad areas of need and support.

Area of need	**Examples**
Communication and Interaction	Speech and Language Difficulties, Autistic Spectrum Disorder
Cognition and Learning	Moderate Learning Difficulties, Specific Learning Difficulties - dyslexia, dyspraxia, dyscalculia
Social, emotional and mental health	Attention deficit hyperactivity disorder, Anxiety
Sensory and/or physical needs	Visual Impairment, Hearing impairment, Hypotonia, Hypermobility

How do you identify and assess children who may need additional support?

At Bawdsey, we identify special educational needs and disabilities (SEND) by working closely with children, parents and carers and school staff to understand each child's strengths, needs and progress. We seek to identify barriers to learning as early as possible so that every child receives the support and adaptations they need to access learning and achieve their best.

Our approach includes:

Ongoing classroom observation: Teachers monitor children's learning, development, behaviour and social interactions, looking for signs that a child may be experiencing difficulties or not making expected progress.

Identifying gaps in learning: Where a child is falling behind, teachers first explore whether there are gaps in their knowledge or understanding and provide additional teaching where appropriate.

Working with parents and carers: We discuss concerns with families and value their knowledge of their child's strengths, experiences and needs.

Listening to the child: We seek the child's views to help us understand their experiences, what they find difficult and what helps them learn.

Involving the SENDCo: If difficulties persist, the SENDCo may observe the child in the classroom and playground, discuss progress with staff and gather further information.

Seeking specialist advice: Where appropriate, we may seek advice from external professionals to develop a clearer understanding of the child's needs.

Following this process, the school considers whether SEND support is needed. Where appropriate, a personalised learning plan and SEND support plan are developed with the family and relevant staff.

We use the graduated approach of Assess, Plan, Do, Review to understand children's needs, put appropriate support in place and regularly evaluate whether it is helping them make progress.

What makes Bawdsey Primary School accessible?

Whole School Approach- The universal offer to all our pupils

At Bawdsey, high-quality, inclusive teaching underpins our approach ensuring that learning is accessible to all children. We provide a consistent foundation of support, helping children feel secure, engage in their learning and make progress. This universal approach aims to meet children's needs through effective teaching and appropriate adaptations and includes:

Precision teaching	Adults model learning and clearly explain what children need to do and know, helping pupils understand new concepts and expectations.
Support for understanding	Children are given clear instructions, supported by visual prompts and pre-teaching of vocabulary where appropriate. Lessons are carefully structured to ensure children have opportunities to revisited and embed learning.
Opportunities to practise	Lessons are thoughtfully planned to give children opportunities for adult-guided practice and repeated opportunities to apply learning. This helps build children's confidence, embed knowledge and develop independence.
Time to think and respond	Teachers allow additional processing time and adapt the level of support to ensure all pupils engage with learning.
Reflection and feedback	Children are supported to recognise their progress, understand what they have learned and identify the next steps in their learning.

Targeted support and provision
Targeted support may be provided when adaptations through our universal offer are not sufficient to meet a child's needs. This support is carefully matched to identified needs, with clear aims and is regularly reviewed to assess its effectiveness and the child's progress. Targeted support complements, rather than replaces, high-quality classroom teaching.

Examples of targeted support include:

Communication and Interaction	Neli and Wellcomm Language interventions, Colourful Semantics, speech and language therapy (based on specialist guidance), visual timetables and social stories.
Learning	Little Wandle Keep Up, Little Wandle Rapid Catch Up, Beat Dyslexia, Bespoke support for pupils with moderate or severe difficulties

Social, emotional and mental health	Social skills interventions, Mental Health First Aider, Therapeutic Thinking Toolkit including assessment of anxiety and/or behavioural needs, adapted/quiet workstations
Sensory and physical	Visual technologies, enlarged or colour-adjusted resources and individually tailored equipment or adaptations.

Specialist support and provision
With parents/carers consent, we will seek advice and support from Suffolk Specialist Educational Services (SES) or other specialist professionals when a child's needs require expertise beyond that available within school. We work closely with external services to develop a fuller understanding of each child's needs and identify the most appropriate support and provision.

Examples of specialist support include:

Area of need	**Examples of specialist support we may access**
Speech, language and communication	Speech and Language Therapy, Suffolk Specialist Education Services (SES) Speech, Language and Communication Needs Outreach Team, Suffolk SES Communication and Interaction Service, Suffolk Communication Aids Resource Centre (SCARC)
Learning and development	Specialist assessment and advice from educational psychologists or the Specialist Education Service (SES) Cognition and Learning Service or Specific Learning Difficulties (SpLD) Service
Sensory and physical needs	Occupational therapy, Physiotherapy, Audiology, Suffolk Specialist Education Services (SES), Sensory Services, Suffolk Specialist Learning Support Service
Medical and health needs	GPs, Paediatricians, Health Visitors and the School Nursing Team
Social, emotional and mental health:	Mental Health Support Team or Child and Adolescent Mental Health Services (CAMHS)
Wider family support	Family Support Workers, Social services, Education welfare officers and specialist voluntary organisations

Applying for an Education, Health and Care Plan (EHCP)

Applying for an EHCP may be appropriate when a child has significant or complex special educational needs that require support beyond what can ordinarily be provided. The school or parents can request a statutory assessment from the Local Authority. More information is available on Suffolk County Council's Local Offer: https://earlyhelpportal.suffolk.gov.uk/web/portal/pages/ehcp

The Local Authority reviews the information provided to decide whether an Education, Health and Care needs assessment is necessary.

- **If an assessment is not agreed**, the school will continue to support the child through its existing SEND provision, taking into account any recommendations from the Local Authority.
- **If an assessment is agreed**, the Local Authority will gather further information and advice from parents, carers and relevant professionals to build a comprehensive understanding of the child's needs and the support they require.

The Local Authority collates the reports and writes an Education, Health, and Care Plan (EHCP).

The EHCP outlines:

- Support the child will receive from school and other agencies
- Strategies to be put in place
- Long- and short-term goals for the child

The EHCP is reviewed annually, with input from the child and parents to ensure it continues to meet the child's needs.

How will you measure my child's progress?

We assess and review pupils' progress towards their individual outcomes in a variety of ways to build a clear picture of their achievements, development and next steps.

- **Formative assessment** takes place during everyday lessons. Teachers use questioning, observation, discussions and pupils' work to check understanding and identify next steps.
- **Summative assessment** takes place at key points to measure what your child has learned and the progress they have made.
- **Quantitative assessment** provides numerical information, such as assessment scores, test results and progress measures.

- **Qualitative assessment** provides a broader picture of your child's learning through observations, discussions, work samples and feedback on their engagement, understanding and independence.

We use these approaches to assess learning during lessons and evaluate progress through additional interventions or activities where these are provided. We record and review how well your child is achieving the targets set in their support plan, using this information to evaluate the impact of support and identify next steps.

We work in partnership with parents and carers to review progress regularly and ensure that teaching and provision continue to meet your child's needs.

How do you communicate and work with parents and carers?

We value parents and carers as partners in their child's education. We encourage open communication with class teachers, as this helps us to build a shared understanding of your child's needs and work together to support their learning, progress and wellbeing

We offer parents' evenings three times a year, alongside written school reports, to share information about children's learning, progress and development. Parents and carers are always welcome to speak with teachers at drop-off or pick-up times, or request a meeting if they would like to discuss their child's needs or progress in more detail. We value families' knowledge, views and concerns and welcome their involvement in supporting their child's learning.

Where a child needs additional support, we work with parents and carers to identify priorities, agree outcomes and plan appropriate provision using a Personalised Learning Plan (PLP). Class teachers meet with parents or carers termly to discuss progress towards targets and agree next steps together. Parents and carers are encouraged to share what works well at home so that support can be consistent and effective.

How do you listen to and use the views of pupils?

We value every child's voice and encourage children to share their views, feelings and experiences to help shape the support they receive. Where additional or specialist support is needed, we seek children's views about their strengths, needs and progress, involving them in setting and reviewing their individual targets and outcomes wherever appropriate. Depending on their age and needs, children may contribute directly to discussions and meetings or share their views with a trusted adult who can represent them.

How will you support my child's social and emotional development?

As a small, close-knit school, we pride ourselves on knowing every child as an individual. Our nurturing school community allows us to build strong relationships with children and their families, developing a genuine understanding of each child's strengths, interests and needs.
We provide a caring, inclusive environment where every child feels safe, valued and supported. We promote positive relationships, emotional literacy and a sense of belonging, helping children develop confidence, resilience and positive relationships with others. We listen to children's concerns, respond to their individual needs and work in partnership with parents and carers. Where additional support is needed, we draw on approaches such as Talking and Drawing and Mental Health First Aid, alongside working with relevant professionals to support children's emotional and social development.

How will you prepare and support my child when moving to a new class or school?

We aim to make transitions a positive experience, ensuring children feel confident, secure and ready for their next stage of learning. We support children by helping them become familiar with new teachers, classrooms and routines, through discussions, visits and opportunities to build positive relationships. Class teachers and the SENCo share relevant information to ensure continuity of support and learning.
Where additional support is needed, we provide further opportunities for familiarisation and for children with more complex needs, we work closely with parents and carers, receiving schools and relevant professionals to plan personalised transitions. This may include additional visits, sharing successful strategies and adaptations, and agreeing appropriate support to promote each child's wellbeing and continued progress.

What training and support is provided for staff who support and work with children with SEND?

All staff receive regular training to support pupils with SEND and use the Tilian (T)EACH framework to promote high-quality, inclusive teaching, ensuring learning is accessible to all children. The SENDCo works closely with staff, providing guidance on appropriate strategies, adaptations and interventions to meet pupils' individual needs.
Staff receive training to enable them to deliver specific interventions where appropriate, helping children develop key skills and make progress. Where children have more complex needs, we seek advice and support from relevant external professionals to develop staff knowledge and expertise, ensuring provision is carefully tailored to each child's needs.

How are the school's resources allocated and matched to children's additional needs?

Schools receive funding to support children with special educational needs and disabilities (SEND). At Bawdsey, we use this funding to provide appropriate support and provision, helping children overcome barriers to learning and make progress. This may include:

- Additional teaching assistant support
- Targeted interventions and individualised learning programmes
- Staff training and professional development
- Specialist resources, equipment and adaptations to the learning environment

Suffolk Local Authority provides High Tariff Needs top-up funding for pupils whose needs are greater than can be met through the school's general SEND allowance. Extra funding is allocated based on strict criteria and is banded, with higher amounts for more complex needs.

Children with an Education, Health and Care Plan (EHCP) do not automatically receive additional funding. Instead, the support and resources provided are determined by their individual needs and the provision outlined in their plan. Where this requires support beyond what is ordinarily available within school, additional funding may be allocated by the Local Authority to ensure the agreed provision is delivered. Parents and carers are involved in decisions about their child's support and can request a personal budget for certain aspects of their EHCP. The Local Authority will consider these requests and advise families on the options available. Any agreed personal budget must be used to provide the support specified in the plan.

Where else can I find support information as a parent/carer of a child with SEND?

Suffolk SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) provides free, confidential and impartial advice and support to parents and carers of children with SEND. The service can help families understand their rights, navigate SEND processes, including Education, Health and Care Plans (EHCPs), and make informed decisions about their child's education and support. SENDIASS can also help parents express their views and work positively with schools and other professionals.

Further information and our school policies are available by visiting our school website.

If you have any questions or would like further information or support, please don't hesitate to get in touch. We are always happy to help.

Email: Bawdsey@tilian.org.uk

Call: 01394 411365