

Sexton's Manor SEND Information Report 2025-2026

Welcome

Welcome to Our SEND Information Report

Welcome to our Special Educational Needs and Disabilities (SEND) information report, which is part of the Suffolk Local Offer for learners with SEND. All schools and academies have a legal duty to share information about how they support pupils with SEND. This report is updated every year to keep you informed.

If you have any questions or need support, the best people to contact are:

- **Headteacher:** Lorraine Ratcliffe
- **SEND Coordinator (SENDCO):** James Murray
- **Inclusion Lead:** James Murray

Our Approach to Teaching Learners with SEND

Our Vision

At Sexton's Manor Primary School, we aim to meet the needs of all children. Our mission statement is:

Think Believe Achieve

We are a friendly and caring school that values each child as an individual. We celebrate every child's strengths and contributions, and we aim to help each one achieve their very best, whatever their needs or abilities.

We believe in high-quality teaching for all learners. Teaching and learning are regularly monitored, and staff continually assess progress to make sure every child is supported to move forward. Our school uses a whole-school system to track progress, including termly progress meetings.

For children who need extra support, we can access specialist services through referral. These include:

- Speech and Language Therapy
- Neurodivergent pathways
- Educational Psychology
- School and Community Teams

How We Identify Learners with SEND

At different times in their school life, a child may have an additional learning need.

The SEND Code of Practice defines a child or young person as having SEND if they:

- Have a learning difficulty or disability that means they need special support to help them learn.
- Are of compulsory school age and either:

1. Have a significant difficulty in learning compared to most children of the same age, or
2. Have a disability that makes it hard to use the educational resources usually provided for children of the same age in mainstream schools or post-16 institutions.

Pupils with Special Educational Needs (SEN) are classified as Follows:

SEN Support

Some children need extra or different help in addition to the usual classroom teaching. To support these children, the class teacher and the SENCO (Special Educational Needs Coordinator) may seek advice from outside specialists. It is important to note that not all children with SEN need an Education, Health, and Care (EHC) plan to have their needs met effectively.

Education, health and care (EHC) plans and statements of SEN

An Education, Health, and Care (EHC) plan is put in place when a formal assessment has been completed to identify a child's needs. The plan is a document that sets out the child's special educational needs and the extra support they should receive. Since September 2014, Statements of SEN and EHC plans have been recorded together. EHC plans are designed for children and young people up to age 25 who have complex special educational needs and disabilities and require more support than can be provided through regular SEN support.

Assessing SEND

Class teachers, support staff, parents/carers, and the learner themselves are often the first to notice a difficulty with learning. At Sexton's Manor, we ensure that the assessment of educational needs directly involves the child, their parents/carers, and their teacher. The SENDCO also supports the identification of any barriers to learning. For some learners, we may seek advice from a range of specialist teams. In our school, we have access to various specialist services, including those universally provided by Suffolk County Council, as described on the Local Offer website <https://www.suffolklocaloffer.org.uk/>.

Information is gathered from:

- teacher knowledge of the child
- pupil progress meetings
- school assessments
- information from meeting with parent
- external professionals.



If a child is identified as having SEND, the school will provide support that is additional to or different from the usual adapted curriculum. All children will need work adapting for them at some point and find some subjects harder than others. Only children with a learning difficulty that requires special educational provision will be identified as having SEN, and these pupils will be recorded on the academy SEND register. Special educational needs and the support provided are usually grouped into four broad areas:

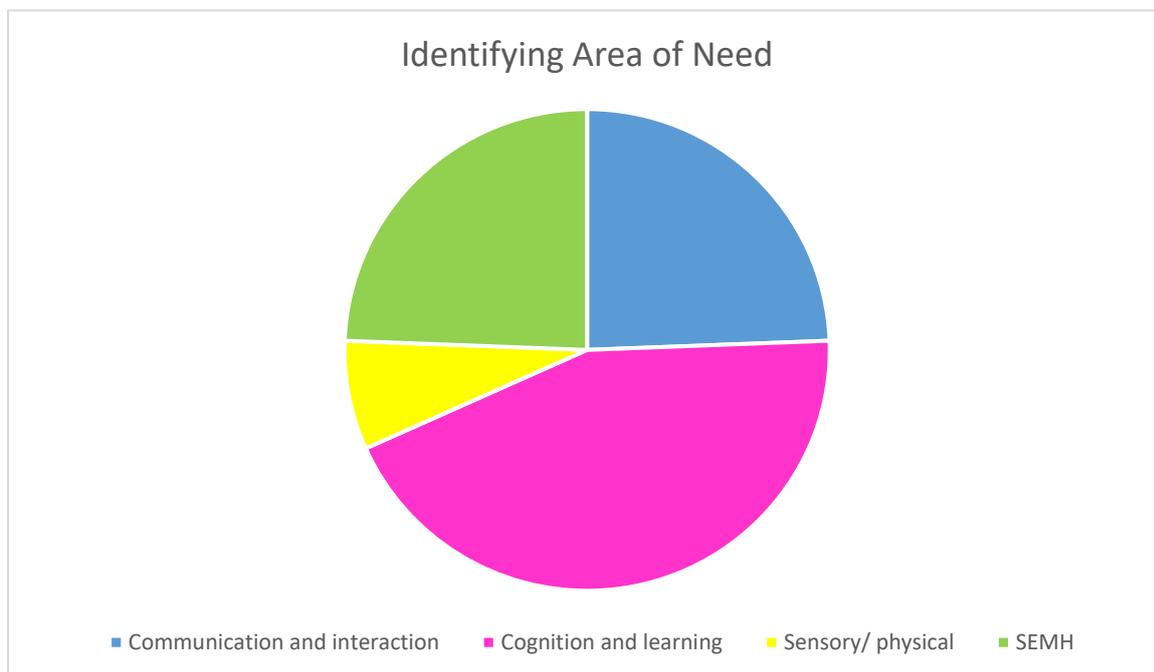
1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional, and Mental Health
4. Sensory and/or Physical Needs

SEND Profile at Sexton's Manor (2025/2026)

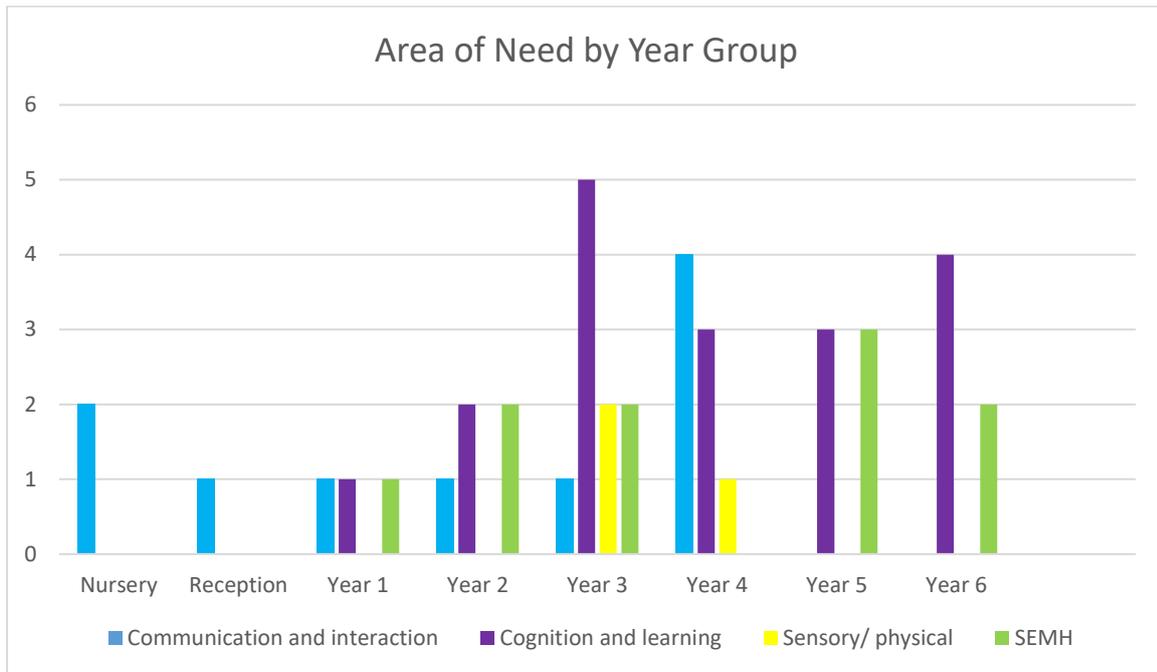
In the 2025/2026 school year, 42 children on roll have been identified as having SEND, which is 25% of all pupils.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Totals	Percentage
EHCP	1		2			1	1	2	7	4.2%
SEN	1	1	1	5	10	7	5	4	34	20.6%
Grand total	2	1	3	5	10	8	6	6	41	24.8%
EHCNA		1		2				1		2.4%
SEN Watchlist		5	2	4	2					4.2%

Many children on the SEND register present as having numerous areas of need. The graph below has been compiled by identifying them by their main area of need.



Communication and interaction	10
Cognition and learning	18
Sensory/ physical	3
Social, emotional and mental health	10



	Communication and interaction	Cognition and learning	Sensory/physical	SEMH
Nursery	2			
Reception	1			
Year 1	1	1		1
Year 2	1	2		2
Year 3	1	5	2	2
Year 4	4	3	1	
Year 5	3			3
Year 6		4		2

In addition, some children who are not on the SEN register may still receive extra support in school to help them achieve success. This can include additional input in areas such as phonics, reading, or maths.

- We keep a record of all children who have been identified for this type of support.
- We work in partnership with teachers, families, and, where appropriate, outside professionals to ensure the right support is in place.

What do we do to support learners with SEND?

When a learner is identified as having SEND, we provide support that is additional to, or different from, the differentiated approaches and personalised learning arrangements already in place as part of high-quality teaching. The type of support offered is tailored to the learner’s individual needs and is designed to remove barriers to learning and enable access to the curriculum. This support is outlined in our whole-school provision menu, which details the interventions and actions implemented at Sexton’s Manor to support learners with SEND.

Environment	Scaffolding	Visuals and Structure	Communication and Shared Language	Assessment and Planning	Regulation and Wellbeing
School environment kept free of clutter.	Adaptive teaching and questioning.	Visual timetables.	Shared behaviour language.	ADPR cycle.	ELSA*.
Reduction of visual noise.	Visual prompts.	Hand gestures for commands.	Positive communication.	Marking and feedback policy.	Forest schools club*.
Resources organised and labelled.	Additional processing and thinking time.	Now and next boards.	Restorative practice.	Live marking.	Movement breaks.
Consistent displays.	Talking partners.	Timers.	Social stories.	Learning plans and pupil passports.	Sensory circuits.
Fidget resources available.	Strategic seating plans.	Sentence stems.	Pre-warning of changes to routines.	Whole school awareness of need.	Consistent approaches.
Strategic seating plans.	Modelling.	Modelling.	Take up time.	Pre and post teaching.	Behaviour policy and curriculum.
Consistent routines across school, which are taught.	Writing frames and sentences stems.	Neutral backgrounds on slides.	Repetition of instructions.	Learning intentions shared verbally and visually.	Soft starts and ends to the day.
	Word banks.	Brain breaks.	Positive family relationships.	Success criteria explained clearly.	Building positive relationships.
	Grapheme charts.		Agreed school rules.	Regular reviews of universal strategies and provision.	Fidget and sensory aids.
	Manipulatives.				Discreet check-ins.
	ICT.				

Needs are identified and supported using the following approach:

- Tier 0: universal routines and systems
- Tier 1: personalised in-school support
- Tier 2: targeted external agency involvement
- Tier 3: high-level specialist or safeguarding intervention
This ensures early identification and coordinated support.

EHCP

Once a learner is identified as requiring support that is additional to, or different from, the high-quality differentiated teaching normally provided, we follow a four-stage process:

Assess – We gather information through discussions with parents/carers, the child, and the class teacher, alongside completed assessments.

Plan – Barriers to learning are identified, intended outcomes are set, and the support to be provided is agreed. This is recorded on a support plan, which forms the basis for half-termly (or more frequent, if appropriate) review meetings and is also discussed during parent/teacher consultations.

Do – The planned support is delivered, which may include extra assistance, targeted teaching, or the use of learning aids as outlined in the individual support plan.

Review – The impact of the support is measured, and any necessary changes are considered to inform the next cycle. Parents/carers, the pupil, class teacher, and SEND Coordinator all contribute to this review.

Regular meetings are also held between class teachers and teaching assistants, as well as pupil progress meetings with the class teacher and Senior Leaders, to ensure progress is closely monitored.

How We Make Lessons Accessible for All

Planning and Teaching

Our teachers carefully plan lessons so that all children can take part and learn. Lessons are structured with clear routines, explanations and activities, and teachers adapt their delivery to meet children's needs.

Sharing Information

Teachers are given detailed information about the needs of children in their class. This may include Support Plans, strategies from specialists, and regular discussions with the SENDCo. This helps staff understand what each child needs to succeed.

Checking Engagement and Progress

Teachers and teaching assistants check how well pupils are engaging and learning throughout lessons. This might be through questioning, observing participation, or looking at work completed. If a child is finding something difficult, support is adapted straight away.

Curriculum

The curriculum is adapted so that children can learn at the right level and pace. For example:

- Breaking down tasks into smaller steps with clear instructions
- Differentiated resources (for example, simplified texts, practical tasks, scaffolded worksheets)
- Alternative methods of recording learning (for example, mind maps, drawings, oral presentations)
- Tailored programmes for literacy, numeracy or social skills (for example, precision teaching, social stories)
- Adjusting the level of challenge to match the learner's starting point, while keeping high expectations.

Enabling Pupils Who Cannot Physically Attend (e.g. Medical Needs)

We take steps to ensure that pupils who cannot physically attend are still included in learning. For example:

- Home learning packs matched to the class curriculum
- Online learning platforms and virtual lessons (live or recorded)
- Virtual participation in class via video link where appropriate
- Liaison with hospital schools or outreach services to ensure continuity of education
- Flexible timetables or part-time attendance plans, supported by reintegration programmes when pupils are ready to return
- Regular communication with families

For some children, it may be necessary to seek advice from specialist services. At our school, we are able to commission support from a range of professionals and services, including:

- Educational Psychologist
- Specialist Teachers
- Advisory Support
- Speech and Language Therapist
- Specialist Education Service
- Sensory Support
- Autism Support
- Inclusion Service
- School Health
- Schools and Communities Team
- Mental Health Schools Team
- Early Help / Early Childhood and Family Support Services
- Referrals to other organisations offering specialist support



We also make referrals to Suffolk Neurodevelopmental Services for autism and ADHD assessments. In addition, we support families who wish to pursue assessments via the *Right to Choose* pathway.

While the majority of children will have their needs met at the level of SEN Support, some learners with very high needs may require an Education, Health and Care Needs Assessment (EHCNA) to determine whether provision through an Education, Health and Care Plan (EHCP) is necessary.

Where a child has an EHCP, an annual review will be held in addition to the termly support plan reviews. Annual review meetings ensure that the views of the child, their parents or carers, and all professionals involved are taken into account when planning next steps

Measuring the Impact of Support

Monitoring pupil progress is an essential part of teaching and leadership at Sexton's Manor. We involve pupils, staff, and parents/carers in the assessment process, following the *Assess – Plan – Do – Review* model.

Learners receiving SEN Support will have an Individual Learning Plan, which is reviewed regularly throughout the year with parental involvement, including during SEN parent evenings. If progress is less than expected, the frequency or type of intervention may be adapted. Where difficulties persist despite high-quality interventions and appropriate adjustments, advice and support may be sought from specialist teams or external professionals, with parental consent. The children also have a Pupil Passport

The progress of children with an EHCP is formally reviewed at an Annual Review, where the views of the learner, their parents/carers, and all professionals involved are considered.

Class teachers also maintain regular contact with parents/carers through informal discussions, home–school contact books, letters, reports, and additional meetings as needed.

When further support is required, referrals may be made to external professionals or services, such as:

- Educational Psychologist or Specialist Teacher (EPSS)
- Schools and Communities Team
- SOAS advice and outreach support
- SRB advice and outreach support
- Educational Welfare Officers
- MHST (Mental Health in Schools Team)
- Specialist Education Service
- Medical Needs Team
- Speech and Language Therapy

How We Check SEN Support is Working

At Sexton's Manor, we want to make sure the support we give children with SEND is making a real difference. To do this, we look at lots of different types of information.

Looking at Progress (Numbers and Results)

We check how children are doing in their learning by looking at:

- Reading, writing and maths progress
- Phonics results and test outcomes (for example, SATs)
- Attendance and behaviour records
- Progress in interventions (before and after results)

This helps us see if children are making good progress and whether support is helping to close any gaps. We also compare our results with other schools locally and nationally.

Listening to Voices (Children, Parents and Staff)

We know numbers don't tell the whole story, so we also listen carefully to:

- **Children** – they share what helps them in class and what they find tricky
- **Parents and carers** – we gather your views at SEND review meetings, parent evenings, and through surveys or informal chats
- **Staff** – teachers, teaching assistants and specialists also share what they see working day to day

How Often Do We Ask for Views?

- Parent and pupil voices are collected formally at least once a term in review meetings
- Additional chances are given at parent evenings, through surveys, or informal conversations
- Children may also be asked during interventions, class discussions or small groups

How We Use This Information

- We look at both progress data and feedback to decide what is working well and what needs to change
- This helps us update our SEND Development Plan and Provision Map so support matches children's needs
- We share updates with governors, who help us make sure SEND provision is effective across the whole school

Funding

Funding comes directly from the Local Authority to support the needs of learners with identified high needs SEND. This funding is applied for three times during the academic year, in the weeks before the October, February and May half-terms.

In October half-term, the Higher Needs Funding totalled £56,448 and was allocated to meet the needs of 15 children.

At February half-term, applications were sent to the local authority to increase funding for nine of these children, a further ten applications were made and four children were kept on the same band. Two of the children for whom we received Higher Needs Funding have left the school.

Other Opportunities for learning

At Sexton's Manor, we believe that all learners are entitled to equal access to extra-curricular activities. We are committed to making reasonable adjustments to ensure that every child can participate fully. Parents and carers are encouraged to contact us if their child has specific requirements for extra-curricular activities so that we can provide the appropriate support. In February 2026, parents were consulted regarding extra-curricular opportunities and new clubs were made available. The uptake for these clubs was minimal, and so the clubs were not offered.

All staff at Sexton's Manor work within the framework of the Equality Act 2010. This legislation places duties on schools and settings, including the responsibility not to

discriminate, harass, or victimise a child or adult in relation to a protected characteristic, and to make reasonable adjustments to remove barriers to participation.

The Equality Act 2010 definition of disability is: “A person has a disability for the purposes of this Act if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.” Section 1 Disability Discrimination Act 1995 This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is an overlap between disabled and young people with SEND. Children and young people with SEND may therefore be covered by both SEND and disability legislation.

Pupil Voice and SEND

At Sexton’s Manor, we believe that every pupil’s voice matters. Children with SEND are encouraged and supported to share their thoughts and feelings about their education, both informally in everyday school life and formally through structured opportunities.

How pupils’ views are encouraged and valued

- Pupils are regularly asked to share what helps them learn and what they find difficult.
- Their opinions are included in Support Plans, Annual Reviews (for EHCPs) and meetings with teachers or the SENDCo.
- Teachers take time to listen to pupils individually and adapt support based on what they say.
- Positive feedback is given to pupils when they express their views, showing that their voice makes a difference.

How pupils with SEND are supported to give their views

- Staff use a variety of approaches such as visuals, symbols, emotion cards, talking mats, drawing or role play to help children who may find it hard to express themselves verbally.
- Adults may meet with pupils one-to-one in a calm setting to make it easier to share their thoughts.
- Pupils are given extra time to process questions and form responses.

Preparing for the Next Steps

Transition is a part of life for all learners, whether moving to a new class, a new school, or on to secondary education. We recognise that change can be particularly challenging for children with SEND, and we take steps to ensure transitions are as smooth and supportive as possible.



Starting in the Nursery or Reception Class

- When children join our academy in Nursery or Reception, the class teacher will meet with parents/carers and visit new pupils in their pre-school setting or at home during the term prior to starting in September for Reception and the term before your child starts in nursery.
- Discussions take place between the pre-school setting and our school to ensure that we fully understand the needs of children due to join us, and that records are transferred.
- The class teacher/SENDCo will attend relevant meetings (e.g. EHCP reviews) before the child starts school, wherever possible.
- Children due to join the school will take part in several visits to school. Additional visits can be arranged for children with SEND where needed.
- Resources such as photos of the school, classroom, and staff may be provided to support children in becoming familiar with their new environment.

Moving Between Schools

- When a child transfers to another school, we contact the new school's SENDCo to share information about the child's needs and the support in place.
- All records are transferred promptly, in line with safeguarding requirements.
- Where appropriate, we will arrange for staff from the new school to meet the child at our school before the move.

Moving Up to the Next Class

- Information is shared with the new class teacher in advance of transition.
- Current Support Plans are reviewed and passed on to the new teacher.
- Teachers prepare a transition plan and share it with the new class teacher during a planning meeting.
- Transition days and other activities are organised to help children adjust to their new class.
- Targets for the next Support Plan are discussed and agreed at the planning meeting, with SENDCo support as required.

Moving to High School

- In Year 6, the SENDCo and class teacher will meet with the receiving high school's SENDCo to share detailed information about the child's needs. This may include developing a *Transition Plan*, which contains key information about the learner to share with the new school.
- Records are transferred promptly to the secondary school.

- Children attend their new school for transition days with their peers. Additional visits are arranged for pupils with SEND where appropriate.
- Staff from the secondary school may visit SEND pupils in our setting.

Getting support and raising concerns

Talk to the class teacher (informal, first step)

- Contact the teacher (email or phone) and ask for a meeting. Explain your concerns briefly and request a time to talk.
- Aim to bring examples (work, records, dates of incidents) and say what you would like to see change.

Raise the concern with the SENDCo

- If the meeting with the teacher does not resolve things, ask to meet the SENDCo. They coordinate SEND support and can explain Support Plans, evidence of progress and next steps.

Ask for a written record and agreed actions

- At the meeting, ask for a short written note of what was agreed and by when. This keeps everything clear and helps with later steps if needed.

Use the school's complaints or escalation process

- If things remain unresolved after informal steps, follow the school's published complaints procedure (you can request a copy from the school or find it on the school website). This usually means a formal written complaint to the headteacher, and if still unresolved, escalation to the governing body or academy trust.

If the issue is about an EHCP decision — mediation then Tribunal

- If a dispute relates to an EHC needs assessment or what's in an EHC plan, you can request mediation (a confidential meeting with an independent mediator) and, if it is still unresolved, you may appeal to the Special Educational Needs and Disability Tribunal (SENDIST). GOV.UK explains the mediation route and tribunal appeal process. [GOV.UK+1](#)

Escalation beyond the school

- You may escalate to the All Saints Schools Trust and, if necessary, the Department for Education / ESFA (they will check the process was followed, but cannot usually overturn decisions). GOV.UK guidance explains the different escalation routes.

Have Your Say

To help us continue to improve our provision for children with SEND, we welcome the views of parents/carers, staff, and governors. If you have any comments about this document or about the support provided by the academy, please contact the SENDCo, in the first instance. We take pride in building positive relationships with families and encourage

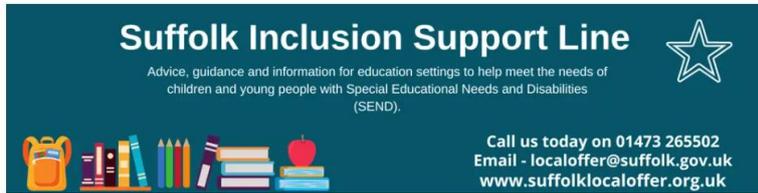
parents and carers to work in partnership with the academy and other professionals to ensure the best possible progress for their child.

Appendix one

Useful Links Details of the Suffolk Local Offer can be found at:

[Home - Suffolk SEND Local Offer](#)

The SEND and Inclusion and Support Line via Tel: 01473 265 502



[Inclusion Support Line - Suffolk SEND Local Offer](#)

[Suffolk Support Services - Suffolk SENDIASS](#)

Appendix Two

Other school policies relating to this report including safeguarding and SEND can be found at:

[Sexton's Manor Primary School - Policies](#)

Sextonsmanorschool.com/page/?title=policies&pid=26