

# Felix Primary School

## SEND Information Report January 2026

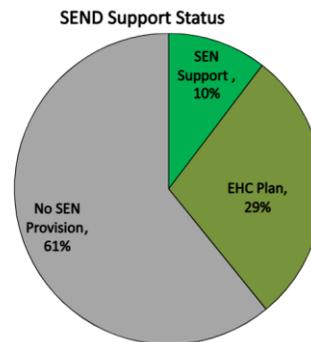
1 Variety of Special Educational Needs that are provided for at Felix Primary School.

The SEN Team provides support for pupils across the 4 broad areas of need as laid out in the SEN Code of Practice 2014 (last updated May 2015):

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

**The school currently has 40% of all students identified with SEND including 24% of students with an EHCP.**

This includes 41 pupils with EHCPs placed within our 3 Specialist Units.



Please note our admission to any of our Specialist Units is via Suffolk Local Authority's Specialist Placements Team and only available to pupils with an EHCP. Felix Primary School is unable to transfer main school pupils to a Specialist Unit within the school and there is **no priority** admission process for main school pupils.

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<p>2 Information about the school's policies for identification and assessment of pupils with SEND.</p>	<p>Pupils are identified as having SEND with their needs assessed through a multi-pronged approach incorporating:</p> <ul style="list-style-type: none"> <li>• Information passed on from Pre-school/Nursery/infant/previous schools</li> <li>• EYFS Early Learning Goal baseline assessments and results, KS1 and KS2 Trust directed baseline testing, phonics screening checks and progress data</li> <li>• Individual assessment using standardised score assessments including British Picture Vocabulary Scale, Wellcomm Screening, Literacy Gold assessment screening, Dyscalculia Assessment screening and termly NTS assessments.</li> <li>• Feedback from teaching staff and observations</li> <li>• Feedback from specialist agencies e.g. Educational Psychologist (EP), SES support services, NHS Sensory Therapist, SALT.</li> <li>• Referrals from parents or carers</li> <li>• Pupil Voice</li> </ul> <p>Pupils who are placed by Suffolk Local Authority within one of our Specialist Units will have undergone the EHCP assessment process prior to arrival at the school.</p>
<p>3c The school's approach to teaching pupils with SEND</p>	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> <li>• High Quality Teaching, with appropriate and effective adaptive teaching in place as Every Teacher is a Teacher of SEND</li> <li>• Additional adult support in classrooms where appropriate to form Teaching Teams; TA and 1-2-1 TAs where resources allow</li> <li>• Personalised provision through time limited programmes</li> <li>• Personalised intervention programmes led by trained TAs</li> <li>• Referral to Alternative Provision where suitable and appropriate</li> <li>• All classrooms have SEN folders with all SEN Support Plans, Risk Assessments, Positive Behaviour Plans and any other additional diagnostic information is used to inform planning and teaching.</li> <li>• The sourcing of additional specialist support via external agencies e.g. SES, NHS Sensory Therapist, SALT and Educational Psychologist.</li> </ul> <p>Felix Primary School also consists of 3 Specialist Education Units. These are REC/KS1 – catering for 12 pupils (max), KS2 Communication and Interaction – catering for 18 pupils (max) and a KS2 Cognition and Learning – catering for 18 pupils (max).</p>

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	<p>The 3 Specialist Education Units follow the Chapel Green Specialist Curriculum which is specifically aimed at identifying and developing children's needs and learning abilities from their individual starting points through a termly theme.</p> <p>Please note our admission to any of our Specialist Units is via Suffolk Local Authority's Specialist Placements Team and only available to pupils with an EHCP. Felix Primary School is unable to transfer main school pupils to a Specialist Unit within the school and there is <b>no priority</b> admission process for main school pupils.</p>
<p>3a Evaluating the effectiveness of the provision made for pupils with SEND</p>	<ul style="list-style-type: none"> <li>• Impact tracking is completed at least termly and adaptations to provision made in light of the findings.</li> <li>• SEND Parent Voice Survey annually</li> <li>• SEND Pupil Voice Survey annually</li> <li>• <i>Progress and evaluation are reported to Sapientia Education Trust's Board of Trustees and the Director of Inclusive Learning</i></li> <li>• <i>Progress and evaluation of SEND is reported to the Education Committee via the Headteacher's report termly</i></li> <li>• Specialist External Support is provided via the Trust Education Team.</li> <li>• SEND is a priority for all Quality Assurance undertaken by the Trust Education Team.</li> <li>• The Whole School SEND Review Guide is used as a key effectiveness review tool to evaluate the impact of SEND provision.</li> <li>• Bi-annual meeting with Suffolk Send Services to QA Whole school SEND provision</li> <li>• Annual Suffolk LA Specialist Unit QA – Provider Review Meeting</li> <li>• Visits from Specialist Suffolk SEND Services to support QA of main school and SEU provision in relation to individual pupils, groups of pupils and specialist units.</li> <li>• Liaison with Chapel Green Special School in relation to QA the Chapel Green Curriculum being used within the specialist units</li> </ul>
<p>3b Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review</p>	<p>We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review.</p> <ul style="list-style-type: none"> <li>- Assess: when a learner is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff, and the pupil.</li> <li>- Plan: together we plan about what actions need to be taken and what support needs to be put in place. A date is set for review.</li> </ul>

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	<ul style="list-style-type: none"> <li>- Do: the plan is put in place as agreed.</li> <li>- Review: the impact of the provision on the pupil is evaluated. The next steps are established. The cycle may begin again.</li> </ul> <p>These arrangements include:</p> <ul style="list-style-type: none"> <li>• Data tracking for pupil progress including use of termly NTS tests.</li> <li>• Pupil progress meetings between class teacher, SLT and SENDCO</li> <li>• Support plan and EHC Plan reviews</li> <li>• Individual, personalised Support Plans for all learners with SEND</li> <li>• Observations and follow-up</li> <li>• Parent/Carer's meetings</li> <li>• Pupil Voice</li> <li>• Use of the Chapel Green School Specialist Curriculum Skills Assessment Strands. There are 4 core areas; Literacy &amp; Communication, Maths &amp; Problem Solving, PSHE including Relationships Education and Physical Development and Health.</li> </ul>
<p>3d How adaptations are made to the curriculum and the learning environment of pupils with SEND</p>	<p>At Felix, we aim to ensure that all learners within the classroom can access the learning taking place. This may be from adaptations or reasonable adjustments. Pupils with SEND may, at times, receive support through interventions away from the classroom.</p> <p>At Felix, all teachers follow the Felix 5-part lesson structure to engage and support the teaching and learning in the classroom.</p> <p>The curriculum/learning opportunities may be adapted by:</p> <ul style="list-style-type: none"> <li>• Application of EEF High Quality Teaching Strategies including: scaffolding, modelling, flexible grouping, explicit instruction, meta-cognition strategies</li> <li>• Use of a visual timetable</li> <li>• Use of a now/next/later</li> <li>• Groupings that target specific levels of progress</li> <li>• Adapted resources and teaching styles</li> <li>• Appropriate choices of texts and topics to suit the learner</li> <li>• Access arrangements for tests and other assessments</li> <li>• Additional adult support</li> <li>• Implementation of the Chapel Green curriculum across our Specialist Units</li> </ul> <p>Further Examples are:</p> <ul style="list-style-type: none"> <li>• Clear and consistent classroom routines;</li> </ul>

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- Visual aids, checklists, timers and manipulatives;
- Writing frames, sentence starters;
- Reading text/instructions aloud;
- Pre-teaching vocabulary; and
- Breaking up longer texts and tasks into manageable chunks.

Additional, targeted support will be provided in the classroom, based on individual learner' needs.

This could take the form of:

- Specific seating arrangements to accommodate learner needs;
- Use of personalised visual timetables;
- Use of larger font size;
- Specific equipment, e.g. wobble cushion, writing slope;
- Rest breaks/movement breaks;
- Support from a teaching assistant as a scaffolder / prompt / scribe / note-taker;
- 1:1 support (where resources allow);
- Extra time to complete tasks; and
- Reasonable adjustments to rewards and sanctions issued in the context of the learner's special educational needs .

At Felix, interventions may include:

- Precision teaching;
  - Pre/Post teaching
  - Phonics intervention
  - Literacy/maths interventions
  - Fine/Gross intervention skills
  - SALT intervention
  - Colourful semantics
- Meet and greet at the start of the day
  - SEMH/social interaction Support
  - Sensory circuits
- Provision of specific support programmes e.g. Literacy Gold, Dynamo Maths, Thrive, Sensory Circuits;
- Alternative Provision - AS A SHORT-TERM SUPPORT MECHANISM

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<p>3g Support that is available for improving the social, emotional and mental health needs of pupils with SEND</p>	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> <li>• Whole school Norfolk STEPS Approach for all trust schools which promotes positive behaviour through a therapeutic approach for all learners.</li> <li>• An anti-bullying policy that is supported by specialist trained members of staff</li> <li>• Dedicated Pastoral Team who are on call throughout the school day who provide programmes such as self-esteem building, managing emotions etc..</li> <li>• Targeted support for individual pupils including Play Therapy</li> <li>• Pupil Voice</li> <li>• SEMH group and individual interventions</li> </ul>
<p>4 In relation to Mainstream Schools, SEU's and maintained nursery schools, the</p> <ul style="list-style-type: none"> <li>- Name and Contact details of SEND Coordinator</li> <li>- Name and Contact details of SEND Trustee</li> </ul>	<p>Mr Leon Hall (Head Teacher)  <a href="mailto:office@Felixprimaryschool.org">office@Felixprimaryschool.org</a></p> <p>Ms Kathy Spurgeon (SEND/Assistant Head Teacher)  <a href="mailto:senadmin@Felixprimaryschool.org">senadmin@Felixprimaryschool.org</a></p> <p>Trust SEND Trustee: Penny Sheppard          Contact Email: <a href="mailto:ea@setrust.co.uk">ea@setrust.co.uk</a></p> <p>School Telephone Number: 01394 283374</p>
<p>5 Information about the expertise and training of relevant staff in relation to children and young people with SEND, including how specialist expertise will be secured</p>	<p>All staff receive training on SEND. Ongoing training is provided as needed in response to the individual needs of learners which is informed by an annual audit of staff expertise in SEND. This includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• The SENDCO has NASENCO qualification/BEd Hons/MA/NPQSL</li> <li>• Termly Trust SEND Strategy Days for SENDCOs led by the Director of Inclusive Learning</li> <li>• EYFS Lead Network SEND Training – Whole Class Approaches to support the 4 broad areas of need</li> <li>• Termly CPD training covering topics including EEF Special Educational Needs in Mainstream Schools Guidance, SEND Code of Practice, High Quality Teaching Strategies to support pupils with SEND, Step-On/Step-Up training, Suffolk SMIF (Suffolk mainstream inclusion framework).</li> <li>• Whole staff training in Speech, Language and Communication needs, Dyslexia, Step-On, ASD.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Specialist expertise engaged from external services – SES, NHS Sensory Therapist, NHS SALT.</li> <li>• Whole School SEND Online Training Units</li> <li>• Specialist Unit Specific Training in 2025: Gestalt Language Processing, SCERTS, Sensory Processing, TalkPad training and Makaton refresher.</li> <li>• Sapientia Education Trust CPD Programme 2025-26</li> </ul>
<p>6 Information about how equipment and facilities support children and young people with SEND will be secured</p>	<ul style="list-style-type: none"> <li>• Suffolk LA Support Services including: SES, Health services, School Nursing Services, OT Sensory Service and Suffolk Well-being Hub</li> <li>• National and Local Charities</li> <li>• Volunteers</li> <li>• Early Help</li> </ul>
<p>7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child</p>	<p>The views of parents and carers are important to us, and we will involve you in discussions about provision for your child's SEND both at the point of identification and through their termly review. Discussion and communication may take place in a variety of ways:</p> <ul style="list-style-type: none"> <li>• Before school, lunchtime support, afterschool support</li> <li>• Telephone calls</li> <li>• Text</li> <li>• Email</li> <li>• Parent View</li> <li>• Parents Evenings</li> <li>• Pastoral Team Mentors</li> <li>• SENDCO direct contact</li> <li>• Face-to-face meetings</li> <li>• Annual Parent SEND Survey</li> </ul>
<p>8 The arrangements for consulting young people with SEND about and involving them in their education</p>	<p>The wishes and feelings of young people with SEND are central to our provision. We involve them in discussions about the support they receive in an age-appropriate manner. We gather their views as part of the termly review of their learning plan as well as through:</p> <ul style="list-style-type: none"> <li>• Pupil Voice</li> <li>• Annual Reviews for EHC Plans</li> <li>• Personal Interviews</li> <li>• The Four Houses - signs of safety activity</li> <li>• Thrive-based activities</li> <li>• Family Support Worker</li> </ul>
<p>9 Any arrangements made by the governing body or the proprietor relating to</p>	<p>Please refer to and use the school's existing complaints policy and procedure which is available directly from the school or website.</p>

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<p>the treatment of complaints from parents of pupils with SEND concerning the provision made at the school</p>	<p><a href="https://www.felixprimaryschool.org/assets/Documents/Attachments/School-Complaints-Policy-May-2025.pdf">https://www.felixprimaryschool.org/assets/Documents/Attachments/School-Complaints-Policy-May-2025.pdf</a></p>
<p>10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.</p>	<p>The Sapientia Education Trust is governed by a Board of Trustees who have statutory responsibility for governance. The Board of Trustees empowers the SEND Coordinator and Headteacher to use the range of support and resources required to benefit the children at Felix Primary School. This can include:</p> <ul style="list-style-type: none"> <li>• Family Support</li> <li>• Speech and Language therapy</li> <li>• MAT support and advice</li> <li>• Specialists e.g. SES, Educational Psychologists, School-to-School support, AP's etc.</li> </ul> <p>In its turn, through monitoring and challenge, the Board of Trustees assess the impact, costs and cost effectiveness of the support used and amends the strategy of the school appropriately.</p>
<p>11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.</p>	<p>Suffolk SEND Local Offer – <a href="http://www.suffolklocaloffer.org.uk">www.suffolklocaloffer.org.uk</a></p> <p>Sendiass in Suffolk – <a href="http://www.suffolksendiass.co.uk">www.suffolksendiass.co.uk</a></p>
<p>12 The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p>Transfer Transition arrangements</p> <ul style="list-style-type: none"> <li>• Meetings with feeder and MAT schools to ensure all appropriate information is passed on in a timely manner</li> <li>• Contact and handover of information and strategies to and from receiving schools</li> <li>• EYFS – contact with feeder nurseries and observation of pupils, parent/child stay and play sessions, parent introductory meeting, child stay and play session</li> <li>• Year 6 – contact with feeder schools, discussion with SENDCO at High School, enhanced transition package with main feeder school.</li> <li>• Specialist Unit Transition – phone call with parents, visit to pupil in current school placement, stay and play session with parent, child stay and play session.</li> </ul>
<p>13 Information on where the local authority's local offer is published</p>	<p>Suffolk SEND Local Offer – <a href="http://www.suffolklocaloffer.org.uk">www.suffolklocaloffer.org.uk</a></p>