



The Pines Primary School

SEND Information Report

2026–2027

Our commitment

The Pines Primary School is an inclusive mainstream school. We are committed to ensuring that every child is welcomed, valued and supported to achieve their best. We work closely with children, families, our skilled support staff team, teachers and specialist services to reduce barriers to learning and participation.

Headteacher	Mrs Diane Mitchell
SENDCo	Clare Warwick
SENDCo email	SEND@pinesprimary.org
School office	office@pinesprimary.org 01638 790135
Address	Manor Wood, Red Lodge, Bury St Edmunds, Suffolk, IP28 8WL

SEND information report

This SEND Information Report explains how The Pines Primary School identifies, assesses and supports children with Special Educational Needs and/or Disabilities (SEND). It is intended to complement our SEND Policy and to give families clear, practical information about what SEND support looks like at The Pines.

The Pines Primary School is an inclusive mainstream school. Children with SEND are supported within our mainstream classes, with reasonable adjustments, adapted teaching and additional provision put in place according to individual need.

This report is reviewed annually and forms part of the Suffolk Local Offer for children and young people with SEND.

The SEND Code of Practice identifies four broad areas of need. At The Pines, we support children with a wide range of needs across these areas. A child may have needs in more than one area, and their needs may change over time.

- Communication and Interaction – including speech, language and communication needs, social communication differences and autism.
- Cognition and Learning – including specific learning difficulties such as dyslexia, and difficulties affecting literacy, numeracy or wider learning.
- Social, Emotional and Mental Health (SEMH) – including difficulties with emotional regulation, anxiety, attention, relationships, self-esteem and mental health.
- Sensory and/or Physical – including visual or hearing needs, sensory processing differences, physical disabilities and long-term health conditions that affect access to learning.

We recognise that not every child with an identified condition will require SEND Support, and that a child does not need a formal diagnosis before the school can identify barriers to learning and provide appropriate support.

Identifying pupils with SEND and assessing their needs

We build identification of SEND into our overall approach to monitoring the progress, development and wellbeing of all pupils. Class teachers know their pupils well and make regular assessments of learning and progress.

Where a child is not making expected progress despite high-quality teaching and appropriate classroom support, the class teacher will discuss concerns with the SENDCo and consider what further assessment or provision may be appropriate.

Progress may be considered to be a concern where it:

- is significantly slower than that of peers starting from a similar baseline;
- fails to match or better the child's previous rate of progress;
- fails to close an attainment gap between the child and their peers; or

- is accompanied by barriers in communication, interaction, emotional wellbeing, behaviour, sensory processing or physical access.

Slow progress or low attainment does not automatically mean that a pupil has SEND. We consider the whole child, including their starting point, strengths, development, attendance, wellbeing and individual circumstances.

Information used to identify need may come from the child, parents/carers, teachers, observations, assessments, previous settings, pupil progress discussions and external professionals where appropriate.

The school does not diagnose medical or developmental conditions. Where a family has concerns about possible diagnosis, we will discuss appropriate routes and signpost to relevant health or specialist services.

Consulting and involving pupils and parents/carers

We value parents and carers as partners and recognise that families know their children well. We aim to discuss concerns early and work together to identify strengths, barriers, outcomes and practical strategies.

- Class teachers are the first point of contact. Parents/carers can speak to them at the start or end of the school day, or contact them via the school office at office@pinesprimary.org.
- Clare Warwick, SENDCo, can be contacted at SEND@pinesprimary.org for questions about SEND identification, provision, referrals or reviews and works Thursdays and Fridays as SENDCo.
- Children are encouraged to share their views, wishes, strengths and aspirations in an age-appropriate way.
- Parents/carers are involved in decisions about additional support and in reviewing whether support is effective.
- Where appropriate, we use person-centred approaches such as a one-page profile to help staff understand what is important to the child and what helps them to learn.

If external professionals become involved, we will work with parents/carers to share relevant information, obtain consent where required and keep families informed.

SEND support pathway for class teachers - Primary



Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review.

Assess: We gather information about the child's strengths, needs, progress and barriers to learning.

Plan: We agree intended outcomes and decide what adaptations, strategies or additional support are needed.

Do: The class teacher remains responsible for the child's learning. Support is implemented by teachers and appropriately deployed support staff, with guidance from the SENDCo and external specialists where relevant.

Review: We evaluate progress and the impact of provision. Support may be continued, adapted, increased, reduced or stopped according to need and evidence.

Children receiving SEND Support will have their needs and provision reviewed regularly. The frequency and format of reviews will reflect the individual child's needs. Parents/carers and pupils will be involved in these reviews.

Supporting pupils moving between phases

We recognise that transitions can be particularly important for children with SEND. We plan transition arrangements according to individual need and aim to make changes of class, setting or school as smooth and predictable as possible.

- When a child joins us from another setting, we liaise with the previous school, preschool and/or professionals where appropriate.
- Children may have additional visits, opportunities to meet key adults and time to become familiar with new classrooms and routines.
- Information about successful strategies, communication needs, support plans and relevant professional advice is shared with the receiving teacher or setting.
- For transition to secondary school, we work with families and the receiving school to plan appropriate support, including enhanced transition where needed.
- Where a child has an EHC plan, transition planning will take account of the statutory requirements and the child's individual outcomes and needs.

How do we teach pupils with SEND?

Teachers are responsible and accountable for the progress and development of all pupils in their class. High-quality teaching is our first response to pupils who have SEND. We aim to provide ambitious, inclusive teaching that builds on what each child already knows, can do and can understand.

We work closely with our highly skilled Support Staff team to deliver Quality First Teaching and to provide targeted support where this is needed. Additional adult support is used thoughtfully, with a focus on helping children to become increasingly independent.

The intervention offer will adapt and change throughout the year according to the needs of the children. Some of the interventions may include; Nessy Dyslexia programme, Precision teaching, 5 minute box (literacy and numeracy), targeted reading support, Fine motor skills support, Sensory circuits as well as well-being support via Cosy Club or sessions with our school ELSA.

Adaptations to the curriculum and learning environment

We aim for all pupils to have access to the full National Curriculum. We make reasonable adjustments and adapt teaching, resources and the learning environment where this helps a child to participate and make progress.

- Differentiating or adapting tasks, content, grouping, teaching style and recording methods.
- Using visual, practical and concrete resources where appropriate.
- Using visual timetables, prompts, scaffolds and other communication supports.
- Providing additional processing time, repetition, modelling, pre-teaching or explicit teaching of vocabulary where needed.
- Adapting resources, seating, equipment or classroom organisation.
- Using recommended assistive technology or specialist aids where appropriate.
- Planning opportunities for regulation, movement or sensory breaks where these support access to learning.
- Adapting activities, trips and wider school experiences so that children can participate safely and meaningfully.

The school's Accessibility Plan provides further information about accessibility and reasonable adjustments.

Additional support for learning and specialist services

Children may receive additional support when this is identified as appropriate through the graduated approach. Support may take place in the classroom, in a small group or individually, depending on the child's needs and the intended outcome.

We work with Suffolk County Council's Specialist Education Services (SES) when specialist advice or support is needed. SES brings together specialist expertise across areas including Cognition and Learning, Communication and Interaction, Sensory and Physical needs, Social, Emotional and Mental Health and Whole School Inclusion. SES works with schools and children across Suffolk, with an emphasis on early intervention and inclusive practice. We may also seek advice from other appropriate professionals or services, depending on the child's needs.

External professionals may provide advice to school staff, observe or assess a child, recommend strategies or contribute to planning. We will discuss external involvement with parents/carers and share relevant information appropriately.

The Suffolk Local Offer provides further information about services available to children and young people with SEND and their families.

Expertise and training of staff

The SENDCo is Clare Warwick, who holds the NASENCo Award (2019). She works closely with our dedicated teaching staff and highly skilled Support Staff team to coordinate SEND provision and promote high-quality inclusive teaching.

Character | Communication | Creativity | Critical Thinking | Collaboration | Citizenship

As a staff team we are committed to learning and improving our own practice and knowledge. In the last year we have completed regular CPD training focused on SEND, including; working memory strategies, Speech and Language, emotional regulation, inclusive classrooms, use of visuals, Wigit training and ongoing training focused on our whole school approach to managing behaviour and well-being; Positive Regard.

Securing equipment and facilities

Where a child requires additional equipment, resources or environmental adaptations, we consider their individual needs, professional advice and the provision available through the school. We use school resources carefully and will seek specialist advice or additional funding where appropriate.

For children with an EHC plan, we consider the provision specified in the plan when planning resources and support. Where specialist equipment or technology is recommended, we will follow the relevant Suffolk or specialist service pathway.

Our approach is to make reasonable and appropriate adaptations within our mainstream environment so that pupils can access learning and school life.

Evaluating the effectiveness of SEND provision

We evaluate SEND provision through a combination of pupil progress information, review of individual outcomes, monitoring of support and interventions, observations, discussions with staff and feedback from children and families.

- Reviewing individual progress and outcomes regularly.
- Monitoring the impact of targeted provision and interventions.
- Reviewing whether classroom adaptations are reducing identified barriers.
- Using information from pupils and parents/carers.
- Monitoring by the SENDCo and school leadership.
- Reviewing EHC plan provision and annual review outcomes where applicable.

Where support is not having the intended impact, we will review the approach and consider whether different strategies, further assessment or specialist advice is needed.

Enabling pupils with SEND to engage in activities available to other pupils

We want children with SEND to be included in all aspects of school life. This includes lessons, clubs, trips, assemblies, performances, playtimes, special events and other enrichment opportunities.

- Reasonable adjustments are considered so that pupils can participate wherever it is safe and reasonable to do so.
- Risk assessments are completed for off-site activities and additional support is planned where needed.

- Parents/carers are involved in planning where a child has significant medical, physical, communication or emotional needs.
- Staff liaise with external professionals where specialist advice is required.
- Children are not excluded from a school trip or activity simply because they have SEND, a disability or a medical need; we plan carefully to enable participation.

Supporting emotional and social development

We recognise that emotional wellbeing and social development are important foundations for learning. We take a whole-school approach to wellbeing and support children to understand emotions, develop relationships, regulate themselves and feel safe and included.

- Our ELSA staff member provides emotional literacy support as part of our wider pastoral and SEMH provision.
- Support is tailored to individual needs and may include emotional literacy work, targeted pastoral support, structured conversations, regulation strategies or small-group/individual support.
- We work with parents/carers when a child is experiencing emotional or social difficulties and will signpost or refer to appropriate services when further support is needed.
- We have a zero-tolerance approach to bullying and take particular care to ensure that children with SEND and disabilities are protected from discrimination and bullying.

Behaviour is not, in itself, a category of SEND. However, persistent or significant difficulties with behaviour or emotional regulation may indicate an underlying need, which will be considered as part of a holistic assessment.

Working with other agencies

We work with other professional bodies when additional guidance or specialist support will help us meet a child's needs. In Suffolk, our key specialist education partner is Suffolk County Council's Specialist Education Services (SES).

- Suffolk Specialist Education Services (SES).
- Suffolk Psychology and Therapeutic Services / Educational Psychology, where appropriate.
- Suffolk sensory services, including hearing and visual impairment support.
- Speech and Language Therapy and other health professionals, where appropriate.
- School Nursing and community health services.
- Children and young people's mental health services, where appropriate.
- Suffolk SENDIASS and other family support services.

The exact professionals involved will depend on the individual child's needs. Referrals and requests for specialist advice will follow the relevant service pathway and will normally be discussed with parents/carers.

Complaints about SEND provision

We encourage parents/carers to raise concerns early so that we can work together to resolve them. The first step is normally to speak with the class teacher and/or SENDCo.

If a concern cannot be resolved informally, parents/carers can contact the Headteacher, Mrs Diane Mitchell. Formal complaints will be managed in line with the school and Trust Complaints Policy and Procedure.

Parents/carers of children with disabilities also have legal rights relating to disability discrimination. Further independent information and support is available from Suffolk SENDIASS.

Support services for parents/carers of pupils with SEND

There are a number of services available to families in Suffolk. These include:

Service	What it provides
Suffolk SEND Local Offer	Information about local SEND education, health and social care services, EHC plans, travel, preparing for adulthood and wider support.
Suffolk SENDIASS	A free, confidential and impartial service providing information, advice and support about SEND and the EHC plan process.
Suffolk Parent Carer Forum	A parent-carer-led organisation that works to influence and improve services for families of children and young people with SEND.
Suffolk Specialist Education Services	Specialist support for schools and children across Suffolk in a range of SEND areas.

Useful links:

- Suffolk SEND Local Offer: www.suffolklocaloffer.org.uk
- Suffolk SENDIASS: www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendiass
- Suffolk Specialist Education Services: infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=FBn2OXIJFE

Contact details for raising concerns

Your first point of contact is your child's class teacher

Class Teachers know your child best and should normally be your first point of contact. You can speak to them at the start or end of the school day or contact them via the school office at office@pinesprimary.org.

Class teacher	First point of contact for day-to-day learning, progress, wellbeing or concerns.
SENDCo – Clare Warwick (SENDCo working days Thursdays and Fridays)	SEND@pinesprimary.org
Headteacher – Mrs Diane Mitchell	Contact via the school office: office@pinesprimary.org
School office	office@pinesprimary.org 01638 790135

The Suffolk Local Offer

The Suffolk Local Offer sets out information about services available for children and young people with SEND and their families. It includes education, health and social care provision and information about EHC needs assessments and plans, travel and transport, preparing for adulthood and other support.

The Pines Primary School's SEND Information Report forms part of this wider local offer. Families can use the Suffolk Local Offer alongside this report to understand both what is available locally and how The Pines provides support within our school.

Suffolk Local Offer www.suffolklocaloffer.org.uk

Monitoring arrangements

This SEND Information Report will be reviewed annually by Clare Warwick, SENDCo, in consultation with the Headteacher and relevant staff. It will also be updated during the year if there are significant changes to the school's SEND provision, staffing, local authority arrangements or statutory guidance.

The report is intended to remain a clear and accurate description of the support and provision available at The Pines Primary School for the 2026–2027 academic year.

Report period	2026–2027
Reviewed by	Clare Warwick, SENDCo

Headteacher	Mrs Diane Mitchell
Next scheduled review	Summer Term 2027

Links with other policies and documents

This report should be read alongside the following school policies and documents, available through The Pines Primary School website:

- SEND Policy
- Accessibility Plan
- Positive Relationships and Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Admissions Policy
- Complaints Policy and Procedure
- Suffolk SEND Local Offer

School website: www.pinesprimary.org