Mendlesham Primary School

Mendlesham
Primary School

SEN Information Report

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Published: September 2026

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Special Educational Needs and Disability Information, Advice & Support Service
sendiass in Suffolk

GLOSSARY

Our Vision

At Oxlip Learning Partnership, we believe that **inclusion is the foundation of a thriving learning community**. Our vision is to create an environment where every learner—regardless of their background, ability, identity, or personal circumstance—feels **welcomed, valued, and empowered to achieve their full potential**.

We are committed to:

Equity in Opportunity – Ensuring that all pupils and staff have fair access to learning, development, and success.

Respect and Belonging – Cultivating a culture where differences are celebrated, and everyone feels safe, respected, and included.

Removing or Reducing Barriers – Actively identifying and dismantling obstacles to participation and achievement, especially for those who may face disadvantage or discrimination.

Empowered Voices – Listening to and amplifying the voices of our pupils, families, and staff from all walks of life.

Continual Growth – Embedding inclusive practices in all aspects of school life, from curriculum design to recruitment, and committing to ongoing reflection and improvement.

Our Trust stands united in the belief that inclusion is not a one-time goal, but a continuous journey—a journey we undertake with integrity, compassion, and ambition.

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What are Special Educational Needs (SEN)?

Mendlesham Primary School supports children with a wide range of SEN(D) as outlined in the 'Special educational needs and disability code of practice: 0-25 years' (pages 97-98, 2015)
SEN Code of Practice

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What types of SEN does the school provide for?

- At Mendlesham Primary School we make provision for children with a range of needs as set out in the SEND code of practice including children with:

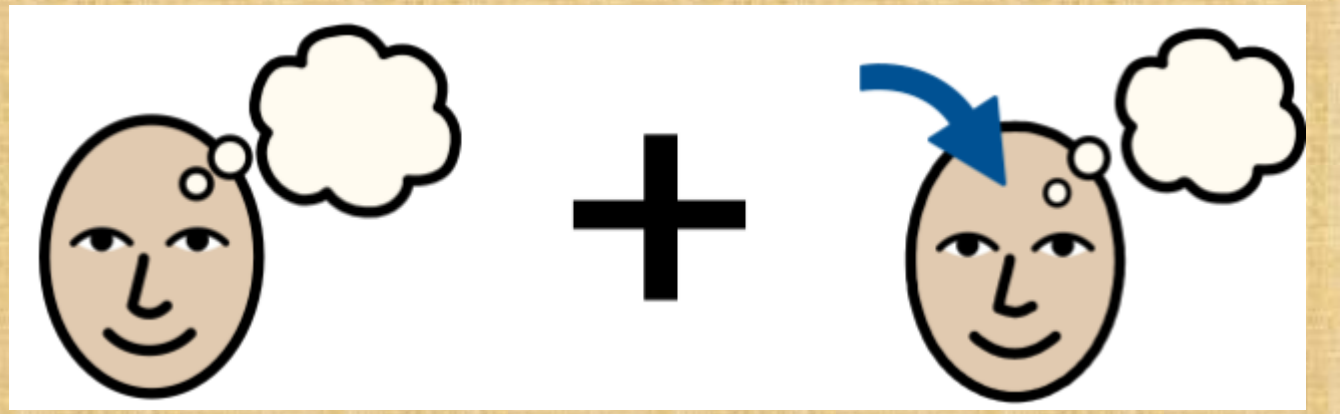
Sensory and/or Physical	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health
• Hearing Impairments • Visual Impairment • Multi-sensory Impairment • Physical Impairment	• Autism Spectrum Disorder (ASD) • Speech and Language Difficulties	• Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia • Moderate learning difficulties	• Attention Deficit Hyperactivity Disorder (ADHD) • Anxiety • Attention Deficit Disorder (ADD

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Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.



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Communication and Interaction needs

Children and young people with Communication and Interaction needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with communication and interaction needs is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.



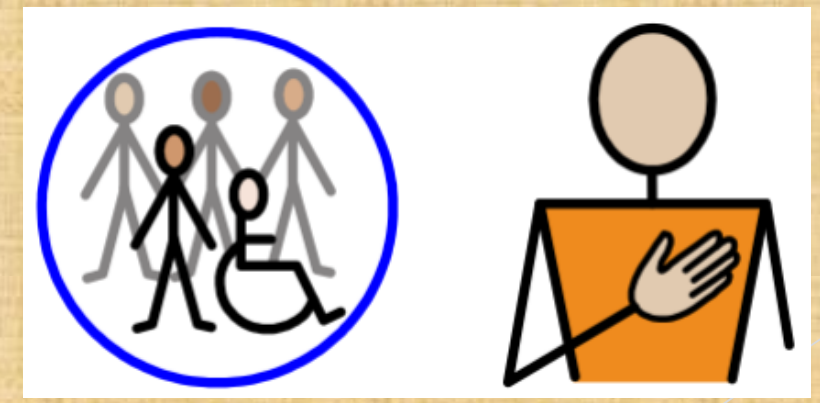


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Social, emotional and mental health needs

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Covid-19 and the period of school closure has had a significant impact on the mental health of some of our pupils. Mendlesham School is a hub for the Schools Mental Health Team (SMHT). We have also work closely with the local offer including the school nursing team, emotional well-being hub, CAHMS and other appropriate support.

Mendlesham Primary School has clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils (see: Behaviour and Anti- Bullying Policy)



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Sensory and/ or Physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI) or hearing impairment (HI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



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Medical conditions

All staff and those responsible for governance are aware of the duty Mendlesham Primary School has to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such children. Where children and young people also have SEN(D), their provision should be planned and delivered in a coordinated way with their healthcare plan (if relevant). See Mendlesham Primary School's Supporting Children with Medical Needs Policy and the Oxlip learning partnership policy https://www.Mendlesham-pri.suffolk.sch.uk/page/?title=Policies&pid=16



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Which staff will support my child, and what training have they had?

Angela Thomas is our Assistant Principal (Inclusion) is our School SENDCo

For our full list of staff, please go to: https://www.Mendlesham-pri.suffolk.sch.uk/page/?title=Our+Staff&pid=14

All of our staff are provided with regular training in supporting children with SEND needs. The SENDCo supports the provision of CPD within the school. She is also involved in sourcing resources and supporting teachers to develop learning plans and develop 'High Quality Teaching' methods to support all children.

Teachers and Teaching assistants are also offered the opportunity for training with local school hubs to develop knowledge in areas such as dyslexia, ADHD, ASD, Makaton and how best to support pupils. We have teachers and support staff trained to deliver the speech and language link intervention programmes and Hamish and Milo.

Outside agencies provide training for specific medical needs e.g., asthma, epilepsy, diabetes and anaphylaxis. Further training from the Local Authority is accessed to support pupils' specific needs for example in the delivery of the Zones of Regulation Programme. Other specialists deliver CPD to support areas of need e.g., speech and language therapists.

We are a member of the National College and this provides all of our staff with a wealth of up to date and detailed CPD on a full spectrum of SEN topics.

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What should I do if I think my child has SEN?

If you have concerns around their attainment in any area of the school your child's class teacher is your first point of liaison.

Class Teachers are responsible for:

- The learning of all the children in their class and the delivery of all National Curriculum subjects
- Planning for **all** children
- Liaising with the SENDCo
- Setting subject specific targets for children identified with a specific learning difficulty, recording progress on our MIS systems ARBOR and Insight
- Following on from this initial meeting a further meeting may be arranged between parent/carer and the SENDCo and/or member of the Senior leadership team. The Senior leadership team includes the Executive Principal, Principal or Assistant Principal.

SENDCo: Angela Thomas

- The key responsibilities of the SENDCo include:
- overseeing the day-to-day operation of the school's SEN(D) policy
- coordinating provision for children with SEN(D)
- liaising with the relevant Designated Teacher for Safeguarding where a looked after pupil has SEN(D)
- liaising with parents of pupils with SEN(D)
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- working with the head teacher and Trust leaders to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN(D) up to date

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How will the school know if my child needs SEN support?

At Mendlesham Primary School there is a graduated approach to addressing SEN(D). Initial identification is the responsibility of the class teacher, unless the child comes from another school or enters the school with an EHCP.

The process begins with the professional judgment of the class teacher with support from the SENDCo, subject leaders and senior leaders.

This can be characterised by progress which:

1. is significantly slower than that of their peers starting from the same baseline
2. fails to match or better the child's previous rate of progress
3. fails to close the attainment gap between the child and their peers
4. widens the attainment gap

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How will the school measure my child's progress?

At Mendlesham Primary School the first response to such progress is high quality teaching targeted at their areas for development e.g. a child may have work further differentiated within their literacy group, be placed in an intervention DSR or phonics group or math intervention group for a measurable period of time.

Where progress continues to be less than expected following a time specific intervention, external professional's advice may be sought or they may be identified for further support. If pupils are referred to external professionals, or have a number of interventions within school, the pupil may be placed on the school's SEN(D) register so that we can better monitor their progress.

If the pupil has significant difficulties and has multi-agency involvement, the school may apply for an Education, Health and Care plan. An Education, Health and Care plan (EHCP) describes your child's special educational need and/or disability (SEND) and the help they will get to meet their needs.

- The Suffolk Local Offer has more information about the EHC assessment and planning process: https://www.suffolklocaloffer.org.uk/education/education-health-and-care-needs-assessments-and-plans/education-health-and-care-needs-assessments-ehcnas

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How will I be involved in decisions made about my child's education?

Universal (everyone)

- Mendlesham Primary School has two parents' evenings a year where all parents/carers have a time slot to meet with their child's class teacher to discuss their progress in all areas of the curriculum. The SENCo is also available for appointments regardless of whether your child is on the SEN register. This is an excellent opportunity to find out about the progress your child is making. This meeting may take place in the school or online. There is a further opportunity following the children's summer school report to make an appointment to discuss your child's progress. All children take part in pupil voice surveys each term where they talk about what helps or hinders their learning.

Targeted (some children)

- Once per term (more often in needed), children on the SEND register will receive targets linked to their primary need. Please see '7. Measuring children's progress' for more information. For the majority of children this information will be shared at parents' evening on a personal learning plan (PLP) in discussion with you. Your child will also have an input into their PLP in discussion with their class teacher.
- **EHCP Review meetings**

For children with an EHCP, there will also be an Annual Review of the child's EHCP or Statement of his/her special educational needs. External professionals working with the child will be invited.

Pupils are often invited to their EHCP annual review and are able to share their views and talk about what works well for them. Written pupil voice information is also gathered before the meeting to ensure that anything that the child would like to raise is discussed in the meeting.

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How will the school adapt its teaching for my child?

Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. At Mendlesham Primary School we use evidence based approaches to ensure high quality teaching for all. We ensure that all pupils have access to high quality education and support their learning through a range of strategies. We adapt and make use of these strategies to meet the ever changing needs of the pupils. They include:

- Ensuring that our language and instructions are clear and explicit for all, utilising a range of communication techniques.
- Using a range of cognitive and meta cognitive strategies to help pupils learn and build their understanding in a consistent and increasingly independent way.
- Flexibly adapt the way we group and support the children with activities and adult support that is best suited to them and different ages and stages.
- Use a range of physical and visual supports and scaffolds to help children to access their learning. We try to ensure that this is done is a discrete and proactive manner.
- Make use of technology to support the delivery of interventions and to help children to record their learning.

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How will the school adapt its teaching for my child?

All staff are trained in a variety of approaches to teaching and learning, which mean that we are able to adapt to a range of SEN (specific learning difficulties-including dyslexia; Autistic Spectrum Disorders; speech, language and communication needs; and social, emotional and mental health difficulties). This may involve but is not limited to:

- Extra help from a learning support assistant or intervention teacher, when required.
- Small group or individual support out of class (interventions).
- Support to regulate their emotions.
- Changing type and length of instructions given.
- Alternative resources and specialist equipment may be given to your child e.g. specialist work stations, IT access, visual prompts, writing slopes, concentration cushions, colour overlays, pen/pencils grips or easy to use scissors.
- Targets specifically for each child. These are set through a support plan, which will specify in detail what will be learned, how and who will help.
- Use of dyslexia friendly resources.
- Use of communication resources such as Widgit online and Clicker.

At every stage of the process, the pupil's voice is at the centre of decision making and provision. Your child will be listened to and supported, and their views will be taken into account along with those of teachers, families and professionals.

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How will the school adapt its teaching for my child?

The range of support available to pupils with SEN(D) is reviewed by the Senior Leadership Team including the SENDCo annually.

Range of support for the academic year 2025-2026

The school runs a wide range of interventions to support children with SEN(D) to narrow any attainment of skills gaps.

Internal Support

- KS1 and KS2 intervention: maths and literacy groups.
- EYFS, KS1 and KS2 daily supported reading groups
- Little Wandle Keep up and Catch-up phonics
- Speech and Language link and WELLCOM (language groups)
- Gross and fine motor skills groups.
- Zones of Emotional Regulation
- Desty one to one support for emotion regulation
- Adapted in-class support.
- Hamish and Milo
- Talkabout social skills.

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How will the school adapt its teaching for my child?

External agencies within school

- Speech and Language Therapists, on site, working directly and indirectly with identified children.
- Outreach support for children from the Specialist Education Service (SES). This support is provided from a range of different teams depending on the area of need.
- Outreach for well-being support from The Mix
- School nurse service
- School Mental Health Support Team
- Educational psychologist (often via the EHCP process)
- Play therapist
- Psychology and Therapeutic Team

External Services

- CAMHS
- Suffolk Young Carers
- Occupational Health
- Community Paediatric Service advice

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Mendlesham Mulberry-
Cognition and learning Specialist provision

MULBERRY

MENDLESHAM

Mendlesham Mulberry-
Cognition and learning Specialist provision

Mendlesham Mulberry is designated as a Key Stage 2 SEU for children with cognition and learning needs.

We currently support the learning of children from Years 3-6. All children follow a highly adapted curriculum and are taught by experienced teachers with support from trained specialist teaching assistants.

Some children that join us may be able to transition to a full mainstream place if their needs change, if progress is being made, and if they are able to do so. Other children will remain with us throughout Key Stage 2, but accessing some mainstream provision appropriate to need.

The Mulberry curriculum is broad and balanced and is also tailored to the needs and interests of each child. Our high quality adaptive teaching and pastoral provision encourages curiosity and confidence in our children, preparing them to accomplish and enjoy learning as they journey towards the next stage of their learning

Mendlesham Mulberry-
Cognition and learning Specialist provision

Mulberry children receive targeted provision in line with their EHCP outcomes. They are encouraged to be involved in all aspects of school life at Mendlesham and many Mulberry children engage in extra-curricular activities alongside their peers in the main school, enjoying breaks, lunchtimes, assemblies and sporting/cultural school events. The Mulberry expectations for behaviour and uniform are streamlined with the main school and promotion of our inclusive culture and ethos is embedded within every aspect of our whole school community.

Please follow this link for our Mulberry Admissions Statement for Mendlesham Primary School and our Mulberry Prospectus. You can also access the Mulberry Prospectus through the following link: Suffolk Info Link and by looking at the dedicated page on our website- click here

How will the school evaluate whether the support in place is helping my child?

At Mendlesham Primary School there is a graduated approach to addressing SEN(D). Initial identification is the responsibility of the class teacher, unless the child comes from another school or enters the school with an EHCP.

- The process begins with the professional judgment of the class teacher with support from the SENDCo, subject leaders and senior leaders.

This can be characterised by progress which:

- 1. is significantly slower than that of their peers starting from the same baseline
- 2. fails to match or better the child's previous rate of progress
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- 4. widens the attainment gap

At Mendlesham Primary School the first response to such progress is high quality teaching targeted at their areas for development e.g. a child may have work further differentiated within their literacy group, be placed in an intervention DSR or phonics group or math intervention group for a measurable period of time.

Where progress continues to be less than expected following a time specific intervention, external professional's advice may be sought or they may be identified for further support. If pupils are referred to external professionals, or have a number of interventions within school, the pupil may be placed on the school's SEN(D) register so that we can better monitor their progress.

If the pupil has significant difficulties and has multi-agency involvement, the school may apply for an Education, Health and Care plan. An Education, Health and Care plan (EHCP) describes your child's special educational need and/or disability (SEND) and the help they will get to meet their needs.

The Suffolk Local Offer has more information about the EHC assessment and planning process: https://www.suffolklocaloffer.org.uk/education/education-health-and-care-needs-assessments-and-plans/education-health-and-care-needs-assessments-ehcnas

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How will the school resources be secured for my child?

Universal

Schools receive an AWPU which is the amount of money per child to spend on their education. This is roughly £4000 per child in the primary phase. A generalised fund to meet special needs is also included in the national funding agreement for school.

Targeted/specialist (Some pupils)

Schools can apply for HNF (high needs funding) in certain circumstances to meet the needs of pupils with significant additional needs. These funds are ring fenced and must be spent meeting additional needs. The funds are banded and range from £1500 to £13000 per year dependant on need. The Local Authority manage, monitor and moderate applications for these funds. Pupils with EHCPs usually have some HNF funding to support them.

In very few circumstances in mainstream, a personal budget is formed as part of an EHCP in order to fund a significant alteration to the provision usually available. Parents have a say in how this fund is used in order to meet the plan.

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How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All children at Mendlesham Primary School are entitled to attend school trips, after school clubs and to be included in activities at school where the level of risk has been assessed. Appropriate reasonable adjustments will be made in order to ensure this.

Please speak to the office directly about securing a place at an after school club.

Mendlesham Primary is an inclusive school and there are policies, strategies, whole school initiatives and curriculum planning which celebrates diversity and children and adults with SEND are included within this. Consequently, all children who attend Mendlesham Primary are exposed to a wide range of images and resources that reflect adults and children with SEN or a disability (D) in a positive light.

In addition to this there are strategies and interventions that are frequently put into place to further support all children to play together like:

- Zones of Emotional regulation
- Social stories
- Assemblies
- Playground pals/play leaders
- Jigsaw
- Talkabout (Social skills intervention)
- Circle of friends
- Hamish and Milo

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How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Mendlesham Primary school is an inclusive small rural school and accessibility for all pupils is central to our ethos. We welcome parents and carers with a wide range of SEND and medical needs. The Oxlip Learning Partnership and school staff are committed to ensuring that all children can access the school and will always consider reasonable adjustment to the environment in order to meet needs.

School Building

Mendlesham Primary School is single story building, with all rooms accessed on the same level. Accessibility from outside into the main building is level and unimpeded. Disabled toilets for pupils are located throughout the building.

Staff and those responsible for governance at Mendlesham Primary School are committed to ensuring that all children and stake holders can access the school and will happily consider reasonable adjustments to the environment in order to accommodate a broad range of special needs.

Facilities for Personal Care

Changing facilities are available for pupils with medical needs or intimate care.

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How does the school support pupils with disabilities?

Please follow this link to access our Accessibility plan on our school website:

https://www.Mendlesham-pri.suffolk.sch.uk/attachments/download.asp?file=367&type=pdf

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How will the school support my child's mental health and emotional and social development?

All staff and those responsible for governance at Mendlesham Primary School believe that we should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child. Behaviour is tracked on our MIS system and monitored by senior leaders who look for patterns of worrying behaviour as they begin to emerge. Staff may begin a series of interventions to support SEMH needs. Parents/carers will receive a phone call from the class teacher or SENDCo if we have concerns about a child's behaviour or well-being to discuss strategies of support.

Commonly suggested interventions include:

- Hamish and Milo
- Zones of emotional regulation
- Desty
- Talkabout (Social skills Intervention package on a range of themes including self awareness, friendship skills and self esteem,
- Personal Inclusion plan and risk assessment
- Behaviour ladder
- Reflection book and social stories sessions
- Parental signposting to SENDIASS
- Referral to school nursing service
- Home school journal
- Trusted adult point of contact
- Referral for services at The Mix
- Referral to SES, Schools mental health team, CAMHS, CAF, Families together, Homestart and/ or Psychology and therapeutic teams.

Please see the Behaviour and Anti-bullying Policy and Safeguarding Policy/Local Procedure for more information.

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What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

At Mendlesham Primary School, there are systems and structures in place to ensure smooth transition for all children starting at or leaving our school. To support the transition process, Mendlesham Primary School shares information with key professionals at the education setting which the young person is arriving from or moving to.

We work closely with our partner high schools to ensure transition is smooth and as worry free as possible for children and their families. Examples of strategies to support transitions to and from our school include:

- Agreeing an enhanced transition package between destination high schools and families
- Observing young children in their pre-school settings before they arrive at school
- Offering home school visits to get to know children in the comfort of their own home before entering EYFS
- Working with in-year transfer schools ahead of transition for pupils who may find transition difficult
- Offering pre-arrival meetings with parents/carers to discuss pupil's needs ahead of transitioning in
- Offering "come and join in" sessions for pre-schoolers
- Meet the teacher events for parents before transitioning from pre-school

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What support is in place for looked-after and previously looked-after children with SEN?

Our school is committed to providing comprehensive and tailored support for looked-after and previously looked-after children with Special Educational Needs (SEN). We ensure that each child receives:

- **Personalised Education Plans** that address their individual learning and developmental needs.
- **Regular monitoring and assessment** to track progress and adjust support strategies as needed.
- **Access to specialist services**, including speech and language therapy, occupational therapy, and educational psychology.
- **A designated teacher** responsible for coordinating support, liaising with external agencies, and ensuring continuity of care.
- **Emotional and social support**, offered through counselling, peer mentoring, and extracurricular activities aimed at building confidence and social skills.
- **Collaborative working** with carers, social workers, and other professionals to create a strong, supportive network around each child.
- This holistic approach ensures that looked-after and previously looked-after children with SEN are supported both academically and emotionally, helping them to thrive in a nurturing school environment.

We work closely with the Virtual school to support any of our learner who are in care or previously looked after.

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What if I am not happy with a decision or what is happening for my child?

The Oxlip Learning Partnership have a complaints procedure.

https://www.Mendlesham-pri.suffolk.sch.uk/page/?title=Policies&pid=16

In the first instance, please contact your child's class teachers to request a meeting and ask to speak with the SENDCo if your concern is regarding a Special Educational Need and/or Disability. If following this meeting you feel your concern has not been dealt with, please follow the process outlined in the complaints procedure.

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Glossary

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Differentiation/ adaptation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

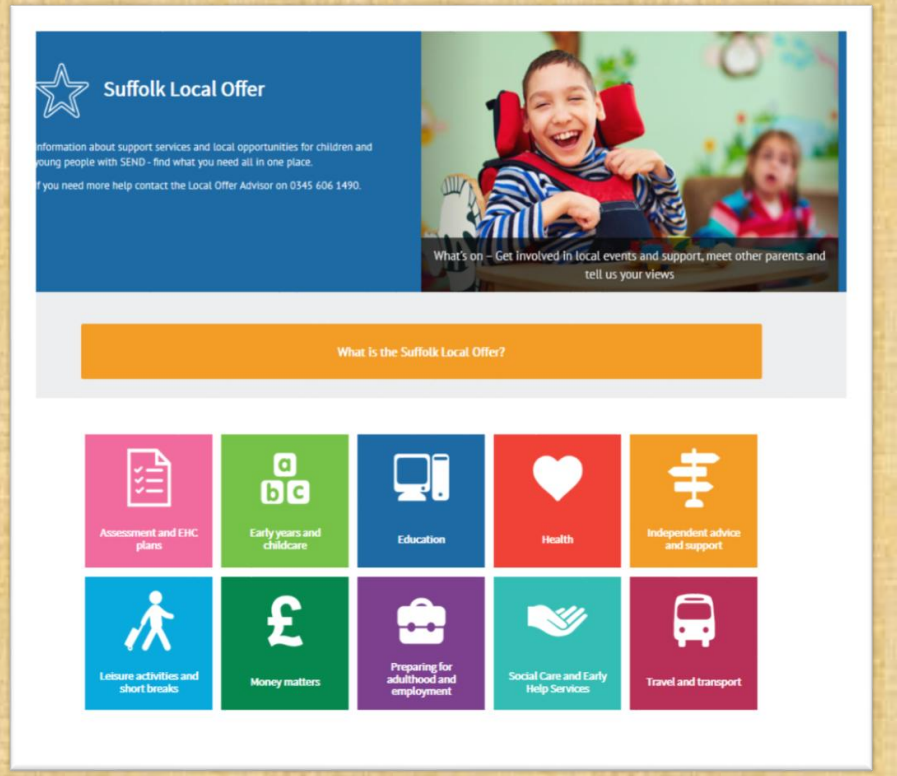
SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages

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Suffolk Local Offer

- Information about support services and local opportunities for children and young people with SEND - find what you need all in one place.
- If you need more help contact the Local Offer Advisor on 0345 606 1490.



Click on the picture to access the Suffolk Local Offer

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Suffolk SENDIASS

Suffolk SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) is a confidential and impartial information, advice and support service on issues related to Special Educational Needs and Disability (SEND). It is free, easy to access and confidential. They can help children, parents and young people take part in decisions that affect their lives.

We offer information, advice and support to:

- Children and young people (up to 25 years) with SEND
- Parents and carers of children with SEND
- Practitioners (who might support children, young people or parents to access our service)

Special Educational Needs and Disability Information, Advice & Support Service

sendiass in Suffolk

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Support for Parents and Carers

Within school, we have worked with local providers to help parents support their children with reading, maths and online safety. Please ask at the office for upcoming events.

The local authority also run classes for parents, please visit the link below for more information.

- https://www.suffolk.gov.uk/children-families-and-learning/childcare-information-and-support-for-parents-and-providers/parent-hub/parenting-programmes-overview/parenting-programmes

- The psychology in schools team (NSFT) also provide a regularly updated range of useful parenting workshops. These are available to join as live events or as pre-recorded sessions. https://www.nsft.nhs.uk/parent-workshops/

- In school we have offered phonics, maths and reading workshops as well as school induction meetings for parents. Please check out the website newsletters or contact the school office to find out about upcoming events.

- https://www.suffolk.gov.uk/children-families-and-learning/common-assessment-framework-caf/common-assessment-framework-caf-information-for-families/#tab1

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Support for Parents and Carers

Please visit the 'Mental Health and wellbeing page of our website for further information: https://www.Mendlesham-pri.suffolk.sch.uk/page/?title=Mental+Health+and+Wellbeing&pid=151

Useful websites:

- NSPCC - https://www.nspcc.org.uk/keeping-children-safe/our-services/
- Action for Children (parent support - https://www.actionforchildren.org.uk/how-we-can-help/get-parenting-support/
- NHS children's mental health - https://www.nhs.uk/every-mind-matters/supporting-others/childrens-mental-health/
- NHS parent's mental health - https://www.nhs.uk/every-mind-matters/supporting-others/childrens-mental-health/#your-own-mental-health
- National Autistic Society - https://www.autism.org.uk/
- Suffolk school nursing service https://www.suffolk.gov.uk/children-families-and-learning/childrens-health/school-nursing-service
- The Solihull approach, parenting support- https://solihullapproachparenting.com/

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