



Bungay High School

SEND Information Report (2026-2027)

This SEND Information Report outlines how Bungay High School implements its statutory duties to support pupils with Special Educational Needs and/or Disabilities (SEND) in accordance with the Children and Families Act 2014, the SEND Code of Practice (2015), and the Special Educational Needs and Disability Regulations 2014. It should be read alongside the school's SEND Policy and Accessibility Plan.

Bungay High Schools motto is "Opportunity, Aspiration and Excellence for All" At Bungay High we believe in raising attainment across the whole school and recognising and rewarding effort and achievement. We want to maintain the philosophy of inclusion which is an integral aspect of the ethos of Bungay High School and creating a positive atmosphere in which all members of the school are treated with respect.

1. Types of SEND Provided For

Bungay High makes provision for pupils across the four broad areas of need as defined in the SEND Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

The school supports pupils with a range of needs including autism spectrum condition (ASC), dyslexia, dyspraxia, ADHD, speech and language difficulties, and physical impairments. The Learning Support Department and the Deaf Resource Base are integrated and can provide specific support for deaf learners.

Our Sen (E and K students) are 16% of the school population with students with EHCP's currently at 5%. Our universal offer students are 26% of the students.

39% of students are on the SEN register.

2. Identification and Assessment of SEND

The school uses a range of evidence-based methods to identify pupils who may have SEND, including:

- Ongoing teacher observation and assessment
- Baseline and progress data

- Parental concerns and pupil voice
- Standardised screening or diagnostic assessments
- Information from previous settings or external agencies

Where a potential need is identified, the SENDCo oversees further assessment and coordinates appropriate support following the Assess–Plan–Do–Review cycle. All students are assessed for their literacy and numeracy skills in year 7, 8 and 9 using STAR assessments. Parents can arrange to meet staff whenever necessary and we have regular parents' evenings to discuss progress following key reporting points. Our interim and end of year reports track students' progress throughout the year with the Learning Support Department and pastoral teams meeting regularly to discuss progress of students.

The SEND Manager is in charge of data, monitoring and tracking of SEND students and ensures small group and 1:1 interventions are reviewed, assessed and monitored on a termly basis. Learning Action Plans are reviewed regularly with TAs and students and sent home to parents at two points after each review cycle twice a year. Annual Reviews of Education, Health and Care Plans will always strive to involve parents and students and the local authority where applicable.

3. SENDCo Details

Our Special Educational Needs Coordinator (SENCo) is Michelle Carnwell, who can be contacted via mcarnwell@bungayhigh.co.uk.

The SENCo is a member of the Senior Leadership Team.

The SEND Manager is Mickey Gillett mgillett@bungayhigh.co.uk

The Assistant SEND Manager is Selina Armour-Chelu
sarmourchelu@bungayhigh.co.uk

As leaders we can empower learners to:

- Identify their own strengths and to use these for themselves
- Contribute to learning targets/outcomes and goals and to notice their achievements and actions that led to the success eg: perseverance
- Believe in their own capacity and confidence

4. Consulting Parents and Pupils

Parents are actively involved in all stages of SEND support. The school:

- Invites parents to review meetings and planning discussions.
- Shares information on progress and provision termly.

- Provides opportunities for pupils to express their views on their support and progress.
- Pupil voice is gathered through meetings, surveys, and informal feedback.

We welcome discussions with parents and students regarding their education. This can be with Class Teachers, Year Team, SEND Manager/Assistant Manager, SENCo , Deputy Headteacher or Headteacher.

Students with a high level of need on the Learning Support Directory are involved in writing a Learning Action Plan (LAP). This details their support and is given to all their teachers. A referral for an Education, Health and Care Plan can be made by parents or students over 16 years old although we would advise speaking to the team first so we can follow a strict plan/do/review process to ensure the application is as detailed as it can be.

5. Assessing and Reviewing Progress

Progress of pupils with SEND is reviewed regularly through:

- Termly progress meetings with class teachers, SENDCo, and parents
- Intervention tracking and assessment data
- Annual reviews for pupils with EHCPs

Adjustments to provision are made based on these reviews to ensure continued progress.

Identifying students:

We have an Assistant SEND Manager in charge of transition who gathers information from feeder Primary Schools prior to transfer. We collect and analyse any additional information from the student, parents or school staff.

Assessing students:

We have numerous internal assessments for specific areas of need, including screening for dyslexia, dyscalculia , scotopic sensitivity/ Irlen syndrome and complete internal checklists for ADHD and Autism which can be used to inform the GP visit and the Right To Choose Pathway. We use Star assessments annually to inform interventions.

We can assess for a range of exam access arrangements which will take place in Year 9 and we receive support and guidance from outside agencies.

6. Supporting Transitions

Transition support is planned for pupils joining or leaving the school. This may include:

- Additional visits to the new setting

- Transition meetings with parents and professionals
- Sharing pupil profiles and key information with new teachers or schools

We have a designated Assistant SEND Manager in charge of SEN transition of students to High School and a Transition Lead Mrs A Corner who oversees and leads this approach across the whole school. This will include but is not limited to:

- Visits to feeder primary schools.
- SEND transition days and 1:1 tours and visits.
- Use of Passports to Learning and one-page profiles.
- Transition booklets.
- Liaison with any outside agencies involved with individual students.
- Getting To Know You evening.
- Open evening (Sep), Year 6 Transition evening (July) and settling in evening (Sep) where the SEN team are available to meet and discuss with parents.
- Transition days for Year 5 and Year 6

7. Adapting the Curriculum and Environment

The school provides an adaptive curriculum to meet individual needs. Adaptations include:

- Targeted classroom strategies and adaptive resources (Universal Offer and Universal offer plus)
- Assistive technology (e.g. laptops, reading software)
- Flexible groupings and small group interventions
- Accessibility modifications in accordance with the Accessibility Plan

Quality first teaching and high expectations by class teachers to ensure all students can access the lesson. This may also include bespoke students' timetables to meet individual needs. A range of GCSE /equivalent option choices available to meet student needs and a variety of ICT resources available.

The school has been made accessible with the provision of lifts, ramps and disabled toilets. Mobile Soundfield system available. We are proud of our programme of Examination Access Arrangements according to specific needs.

8. Staff Training and Expertise

All staff receive ongoing professional development in SEND. Recent training has covered:

- Autism and communication support
- Dyslexia-friendly strategies
- ADHD awareness and strategies to support

- Medical (Diabetes training)
- Supporting SEMH and anxiety (de- escalation Strategies)
- The four broad areas of need
- Commissioning of the teaching assistant
- VSend – whole setting readiness
- Universal offer workshops and reducing cognitive load
- SES local offer offered to all staff
- Deaf awareness training
- ELSA and THRIVE training (where applicable)
- Mental Health first Aid training
- Adaptive teaching strategies and Bungay way
- Therapeutic Thinking

Specialist staff and external professionals also deliver bespoke training where required. The SEND Manager holds a Postgraduate Certificate in Professional Studies in Education (PGCPSE) for dyslexia teaching and assessment.

The Assistant Head Teacher (Inclusion) and SENCo will have completed the National SENCo Award in October 2026.

The Teacher of the Deaf has a Post Graduate Diploma in Special Educational Needs; Teacher of the Deaf.

All staff have regular training opportunities relevant to their students' learning and medical needs with training is provided by staff in school and outside agencies.

The Learning Support Department provides more specialist training for Teaching Assistants using the SES local offer and bespoke training in Dyslexia screening, BSL levels 2-6, ELSA and Thrive.

9. Securing Equipment and Support

Specialist equipment and additional support are secured through:

- The school's notional SEND budget
- Requests for top-up funding or EHCP provision
- Liaison with health and social care professionals
- Applications to the Local Authority for specialist resources

10. Evaluating Effectiveness of SEND Provision

The impact of SEND provision is monitored through:

- Termly provision map reviews
- Pupil progress data
- Parent and pupil feedback
- Reports to governors on SEND outcomes and inclusion
- Quality Assurances models which are conducted three times a year in relation to the School Development Plan

11. Inclusion in School Activities

Bungay High School is committed to inclusion and ensures that pupils with SEND have access to all aspects of school life, including clubs, trips, and residential visits. Reasonable adjustments are made to ensure equal access for all pupils.

12. Emotional and Social Development Support

The school provides support for emotional wellbeing and social development through:

- Pastoral care and wellbeing mentoring
- Access to ELSA/ Thrive sessions or counselling
- Anti-bullying and behaviour policies promoting positive relationships

The Year Teams and in particular Pastoral Leads, who are non-teaching staff, monitor the well-being of their students. We have a Heads of Year who oversee the support given for those with mental health difficulties and a Mental Health Lead. The Inclusion Team (based in the old sixth form - a new resource base providing pastoral and behavioural support) deal with any safeguarding issues, which students can report through staff or anonymously using the 'links on the school website. Students are allocated peer or staff mentors from Year 7.

An Inclusion room run by our new Inclusion Manager (ELSA trained) for a more bespoke pathway, is also on offer this year: 'The Bridge' this space is to support access to the curriculum and has a clear entrance and exit strategy. It is to supplement but not to replace the school offer.

An ASDAN programme of work is in place to support social and emotional development and The Learning Support Department run a Lunch Club to support primarily years 7 and 8. A social group also runs two mornings a week and our new Harbour Project promotes a soft start from students who are struggling to get into school. An art and craft group and a gardening club also support students at lunchtimes.

13. External Agency Involvement

The school works in partnership with a range of external agencies, including:

- Educational Psychology Service
- Speech and Language Therapy
- CAMHS (Child and Adolescent Mental Health Services)
- Occupational Therapy
- Social Care and Health Services

- Deaf Resource Base with a Teacher of the Deaf on site.
- Dyslexia Outreach.
- Advisory Teachers (including Hearing and Visual Impairment Advisors).
- ADHD Nursing Team who run clinics in the base.
- Specialist Education Services (for both whole school and individual student support)
- Specialist nurses and health workers for individual cases (Jayne Grande emotional Coaching).
- School Counsellor
- Family Support Worker (in school and external through Early Help)
- Virtual School and Suffolk County Council Educational Access Team

14. Complaints Procedure

We advise, in the first instance, to Speak to the Year Team or if you need further support/information contact the Learning Support Department and speak to SEND Manager/Assistant Manager as a meeting in school may resolve any difficulties arising. Complex matters can be referred to the SENCo, the Assistant Head Teacher (Inclusion). If the matter is not resolved, they may follow the school's Complaints Policy available on the website. If you still feel your concerns have not been met contact the Headteacher and/or the Chair of Governors.

Independent information and advice is available from SENDIASS (Special Educational Needs and Disability Information, Advice and Support Services) who can be contacted at www.suffolksendiass.co.uk or on 01473 265210.

15. Local Offer

Further information about support available across the Local Authority can be found via the Local Offer: [Home - Suffolk SEND Local Offer](#)

Our updated Accessibility plan can also be found on our website.

16. Monitoring and Review

This SEND Information Report is reviewed annually by the SENDCo and approved by the Local Governing Body. Last reviewed: Oct 2025 | Next review due: summer 2027

Please find the link to Bungay High Schools SEND Policy: [SEND Policy.pdf](#)