



## Fressingfield Primary School SEND Report SEND Annual Report 2023-24

Learning to bring out the best in everyone.

The kinds of SEN that are provided for at Fressingfield CofE Primary School

Fressingfield CofE Primary School is an inclusive school which aims to ensure that the needs of every child are met. Our SEND policy is available on the school's website which details further our philosophy in relation to SEND. Our Local Offer is also available on the Local Authority's website.

Currently, the school provides for a range of additional needs. These may include:-

Communication and interaction - speech and language difficulties, autism spectrum disorder (including Asperger syndrome)

Cognition and Learning - MLD, PMLD, SpLD (dyslexia, dyscalculia)

Social, Emotional and Mental Health Difficulties - attachment disorder, ADHD, ADD, anxiety

Sensory and / or Physical - visual impairment, hearing impairment, physical disability (including developmental coordination disorder/dyspraxia)

### The approach to teaching children and young people with SEN

The aim of Fressingfield CofE Primary School's SEND policy is to ensure that all children have access to the best educational opportunities in order for them to achieve their personal and academic best. We have high aspirations and expectations of all pupils and act to remove barriers that would prevent a child from reaching his or her full potential.

In line with the SEN Code of Practice 2015, we adopt a graduated approach to support in order to meet pupils' needs. The graduated approach is a four-part cycle of 'assess, plan, do, review', through which earlier decisions and actions are revisited, refined and revised with a growing knowledge and understanding of the pupil's needs.

### How children with SEN are enabled to engage in activities with children in the school who do not have SEN

At Fressingfield CofE Primary School we believe wholeheartedly in inclusion and include all SEN pupils into the full life of the school. Quality first teaching takes place in all classrooms and the provision is adapted to meet the needs of pupils with a special educational need. Children with SEND receive support that is additional to or different from the provision made for other pupils. All teachers take account of a child's additional needs when planning, teaching and assessing, including:-

- Providing appropriate support for pupils with communication, language or literacy needs;
- Planning to develop children's understanding through the use of all available senses and experience;
- Planning to enable children to take full part in learning, including physical and practical activities;
- Managing children's behaviour in order to take part in learning effectively and safely;
- Helping children to manage their emotions in order to take part in the learning effectively.

### Children with disabilities

We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action, however, to ensure that children with disabilities are able to participate as fully as possible in the curriculum and statutory assessments. Potential areas of difficulty are identified and assessed from the outset so as to avoid the need to dis-apply any pupil from a statutory assessment.

Teachers plan enough time for the completion of tasks, opportunities required for development of skills in practical aspects of the curriculum and identify aspects of programmes of study and attainment targets that may present difficulties for children with disabilities.

### Support for improving social and emotional development

Staff are mindful of children's circumstances and put in place individual support as needed. This may include the use of a soft start to the day, access to an adult, or a quiet space. We use a range of programmes and services to support pupils in their social and emotional development, for example Thrive and TalkAbout. Where we feel additional support is needed, we may make a referral to an educational psychologist, SES, CAMHS, SALT etc. We also have an art therapist who works in school with some of our children, either weekly or fortnightly.

In line with the school's behaviour policy, the school ensures that measures are taken to prevent bullying of all pupils, including those with SEN. The school takes particular care to provide extra pastoral support, for example worry boxes in the classrooms, to ensure that the views of children with SEN are listened to.

### Adaptations to the curriculum and the learning environment for children with SEN

The curriculum is scaffolded and adapted to meet the needs of all our pupils. Adaptations may take the form of grouping, content of the lesson, teaching style, lesson format, pace of the lesson, provision for alternative recording methods, materials used,

support level provided or provision of an alternative location for the completion of work. The aim of adapting a curriculum is to enable as many pupils as possible to achieve age-related expectations.

Fressingfield CofE Primary School always acts upon advice received from external agencies, and we endeavour to ensure that all classrooms are dyslexia-, ASC- and SALT-friendly, for example by providing:-

labelled resources, word walls, prompt mats, highlighting pens, reading rulers; coloured overlays, ACE spelling dictionaries, visual timetables, quiet workstations, areas of retreat, visual feedback, 'chunking' of instructions, use of the ten second rule, pre-teaching, precision teaching.

Extra-curricular activities are available to all of our children, including breakfast club. Trips and external visits are planned to allow access to all pupils, wherever possible following individual risk assessment. The SENCo is able to advise, to ensure, wherever possible, all SEN needs are met. Activities and clubs are provided at lunchtimes or after school to engage all pupils.

## **SALT**

The school uses the NHS Speech and Language Therapy Team. Therapists visit the school to assess newly referred pupils, and to provide therapy sessions. They review pupils on the SALT caseload and give programmes and training to the relevant school staff. In addition, the school also has a teaching assistant who is qualified at ELKAN therapy in speech and language.

Where there are concerns about the speech and language of Reception children, the SENCo assesses using Speech and Language Link, which generates a programme to be used with individuals in class. The child is reassessed at least termly or sooner when the programme targets have been achieved. For pupils that would benefit from using Makaton signs and/or symbols, the SENCo can provide basic training to staff.

## **Thrive and Talk About**

Specialist support is provided to improve pupils' emotional and social development. The school's Thrive practitioners assess children using Thrive online and devise individual or group programmes for use in school, either by a practitioner or by a member of staff who has had basic Thrive training. A programme can also be sent home to be used by parents in the home setting. The practitioners attend two courses annually in order to maintain practitioner status. One practitioner has also completed Mental Health First Aider training. This year the SENCo has attended courses on *Understanding Emotionally Based School Avoidance*, and *Addressing Power Struggles in the Classroom*.

In addition, further intervention programmes are led by other school staff, such as:-

Lego™ therapy

Alex Kelly 'Talk About' programme

Social Stories

Comic Strip Conversations

### **Arrangements for supporting children in moving between phases of education and in preparing for adulthood.**

#### **Transition between year groups**

Children with special needs are prepared for transition to a new year group, through visits to the new class during the summer term, including a transition morning. In addition, where relevant, pupils with an additional needs may be given a transition booklet or a social story made specifically for the child that can be read over the summer break.

Information is provided to the new teacher by the previous teacher and the SEND folder is handed over, which contains copies of support plans, EHCPs, annual review reports, and reports and programmes from other agencies. The SENCo provides additional information and support to teachers and other adults so that they have the knowledge necessary to support that child from their first day in their new class.

#### **Transition to secondary school**

Along with parents/carers, secondary school staff are invited to the final annual review of a child with an EHCP during which current support strategies and the needs of the child are discussed in detail. The SENCo liaises with high school SENCos to pass on information on the children and may arrange additional visits to the secondary school for a child prior to transfer. For other children receiving SEN support, but who are not in receipt of an EHCP, the SENCo, along with relevant teaching and support staff, liaises with the appropriate secondary school staff during their visit to Fressingfield CofE Primary School during the summer term, providing them with the latest support plan. There is also a programme of visits that start in Year 4 at out three main high schools in the area; Stradbroke, Thomas Mills and Hartismere. All SEND documentation and information is forwarded to the child's new school.

#### **Transition from Nursery**

The EYFS lead/SENCo liaises with nurseries to meet with the nursery manager and key workers of SEND children transferring to Reception at Fressingfield CofE Primary School. Copies of support plans and Tapestry reports are passed on shortly after this

meeting. The children are invited into school for 'stay and play' sessions, one with and one without parents.

Parents of new children are given an 'All About Me' sheet to fill in prior to starting at the school, with space for providing information about the child's needs, likes and dislikes. In addition, a home visit is made to all children, including those with SEND, to give parents the opportunity to provide further information and to establish a joint working partnership between home and school very early on.

### **How we evaluate the effectiveness of the provision for SEND**

At Fressingfield CofE Primary School, we evaluate the effectiveness of our provision through a variety of means. We measure progress via the school's online system, as well as tracking the progress pupils make against their individual support plans. We use assessment information on pupils before and after an intervention to measure the impact, as well as tracking attainment and progress for pupils' progress three times a year in line with the school's assessment procedures. The school includes pupil and parent voice as part of the review process, with targets set collaboratively and with reference to advice and reports from other professionals.

### **Identifying pupils with SEND**

The school's SENCo is Sally East:

Fressingfield CofE Primary School: 01379 586393

[S.east@fressingfieldprimary.org.uk](mailto:S.east@fressingfieldprimary.org.uk)

At Fressingfield CofE Primary School we identify the needs of pupils by considering the holistic needs of a child. We measure the progress that children make against the National Curriculum and age-related expectations. All children complete a baseline assessment at the beginning of the Reception year year. Ongoing teacher assessment is completed and regular Pupil Progress Meetings are held to discuss and analyze pupils' attainment and progress. In addition, different or specific assessment tools are used when it is identified that a child is making less than expected progress.

In 2023-24 there were 36 pupils on the SEND register, and an additional 5 being monitored by class teachers. Of those 36, 1 has an EHCP, 7 have EHCNAs in process, 1 EHCNA declined, and 27 are on SEN Support.

In identifying whether a pupil has a special educational need, the school uses a variety of methods, including but not exclusively:-

Information gained through meetings with the child's previous setting;

Concerns raised by a parent/carer;

Significantly lower than expected levels of achievement and/or rate of progress;

Concerns raised by a member of staff;

Information gained through meeting with other professionals that might be in contact with the child, such as a physiotherapist, speech therapist, occupational therapist or paediatrician.

Additional assessments may be conducted to ascertain whether a pupil has additional needs. At Fressingfield CofE Primary School, these may include:-

Reading age tests (Salford, PIRA)

Dyslexia screening tests (Nessy)

Maths age tests (PUMA)

Observation by SENCo (including use of The Leuven Scale)

Observation and assessment by external professionals such as EP and SALT

Specialised assessments may also be used in school to identify barriers to learning.

These may include:-

Boxall Profile

Strengths and Difficulties Questionnaire

Sensory questionnaires and audits

Social, emotional and mental health checklists

Thrive online assessments

The school also evaluates children's progress in areas other than academic attainment, for example, where additional support may be required in order for a pupil to progress with social needs to ensure that they are fully included in school life.

The school believes that 'behaviour is a communicator of emotion' and adopts the stance that, if behaviour is causing concern, all measures must be taken to consider whether there are any underlying difficulties, with reference to Maslow's Hierarchy of Needs. If there are none, then the school reverts to the Behaviour Policy.



### **Arrangements for consulting parents of children with SEN and involving parents in their child's education**

Throughout the school year, there are opportunities for parent consultations. These include two parents' consultation evenings, an annual report to parents and a third parent consultation in the summer term for those children with support plans.

Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon capability and age) are involved in the assessment of the child and in planning to meet the identified need following an assessment. Any pupil identified, assessed and on the SEN register has a support plan. These are devised by the class teacher with the parents and support from the SENCo when necessary. The school has an 'open door' policy whereby the school's SENCo is contactable by telephone or by email. The SENCo sends out a termly newsletter, with information about relevant support groups and services. In the summer term 2024, the SENCo invited parents of children with SEND to an informal coffee morning, with the support of the Executive Headteacher and the SEND governor. Information and concerns gleaned from discussions with the parents has either already been passed on to staff, or will be incorporated into staff meetings or training in the next academic year.

Reports and outcomes of assessments by the educational psychologist, speech and language therapist and other external agencies are shared with parents when they are received, and discussion with parents takes place regarding the outcomes of any assessments completed.

The progress of children with an EHCP is discussed at the child's annual review. This includes, for year 5 pupils, discussions regarding transition to secondary school. For pupils in year 6, the receiving secondary school is, whenever possible, invited to attend the annual review.



## **Arrangements for consulting children with SEN and involving children in their education**

The pupil's voice is included on support plans by them being asked what they would like to achieve and what is going well. Targets are reviewed with the pupil. Pupils' self-reflection is actively encouraged throughout the school and children are supported to think about their learning and how best to develop in school and at home.

Child one-page-profiles and questionnaires are used at annual reviews and at other times during the year to gain children's views about their additional needs, the support already in place to help them and how they would like to be supported in the future.

The SENCo carries out an informal interview with each child on the SEN Register annually asking them what's 'good' 'okay' and 'not good' at school and filling in a green/amber/red house.

## **Graduated approach**

Once a child has been identified as having a special educational need, the school follows the graduated approach of ASSESS PLAN DO REVIEW as set out in the SEND Code of Practice in order to remove the barriers to learning for that child.

## **Arrangements for assessing and reviewing children's progress towards outcomes**

Support plans are written and reviewed in line with the graduated approach model detailed above. They include long term outcomes broken down into shorter term SMART targets. The school uses attainment and progress data for individual pupils with an additional need as well as analysing data for SEN across the school.

An annual review is held for children with an EHCP. Interim reviews are also arranged throughout the year when deemed appropriate. When pupils are assessed by the SENCo, EP or other external agencies, meetings will take place with the parents/carers and the class teacher to discuss findings and how best to address need and meet targets.

## **SEND funding**

The school's SEND funding is overseen by the headteachers and is spent through the deployment of teaching assistants and external support staff such as educational psychologists, art therapist etc. as indicated below. Funding is also allocated in ensuring that effective staff training takes place. The SENCo also has a department budget to purchase specific resources as required.



Where pupils with SEND are also eligible for Pupil Premium (PP), personalised interventions are put in place for students. There are currently 9 pupils who are on the SEN and PP registers in the school, out of a total of 14 PP students.

**Pupil Premium** provision is given in a number of ways, including:-

i) Quality Assurance / Quality Improvement

To develop the use of quality assurance and quality improvement activities to improve the quality of teaching of individuals for SEN pupils across the school

ii) Teaching and learning

In-house professional development will provide all staff with high quality professional development in formative assessment, metacognition and collaborative learning; personalised professional development for staff, based on individual needs of groups and individuals; personalised academic intervention in the form of one-to-one and small group intervention to disadvantaged pupils in all years in phonics, grammar and spelling, reading, writing, maths as required; Early Birds pre-school learning session for Years 1 to 6; Booster classes for SEN pupils in years 2 and 6 as appropriate; Online programs to support learning, such as Nessy.

iii) Parent / carer engagement

Planned sessions for parents to learn alongside their child in school in order to support their child's learning needs;

Parenting workshops to support families of children identifies as having SEN.

iv) Wider outcomes

Thrive practitioners - training and resources to support children with SEMH needs

Art therapy

Off-site educational visits

On-site educational experiences

**High Needs Funding**

The school is able to apply for additional funding for pupils with high needs. We currently have 13 pupils that receive additional funding through this means (7 band C, 3 band D, 3 band E).

## **Staff development**

### **The expertise and training of staff to support children and young people with SEND, including how specialist expertise is secured.**

Fressingfield CofE Primary School has a SENCo who has a part-time teaching commitment. At the end of the academic year, the school employed 8 nursery nurses / teaching assistants who are trained to deliver a range of interventions on a small group or one-to-one basis.

The school has a comprehensive programme of CPD which is used to deliver the school's strategic development plan and provide for personalised training for staff. Specialist information gained through research / training is disseminated at staff meetings, PD days, briefings, email, and individualised updates to specific staff.

As specific needs arise, the SENCo will seek input / advice from specialists from a range of agencies, for example, educational psychology, SES specialist teachers, occupational therapists, speech and language therapists to ensure that awareness of specific types of SEN is raised. To enhance knowledge about a specific type of SEN, additional training may be provided to teachers or TAs. General support from the SENCo is provided to all staff with a particular focus on ECTs and other new members of staff. The SENCo attends regular meetings with the school's Executive Headteacher, either in person or by telephone.

### **Work with external agencies**

At Fressingfield CofE Primary School, for children with specific identified or diagnosed needs, we work with a range of external agencies to ensure that the best possible support is in place. The school utilises the support of the following external agencies:-

Educational Psychology

Speech and Language Therapy

Occupational Therapy

SES specialist teachers

School nursing team

CAMHS

EWO

The school is also able to access Early Help, whereby help and support is offered to children and their families when low level issues emerge and before problems

escalate. The SENCo attends a termly area meeting with the SES team, and another with other SENCos within the MAT.

**Arrangements for handling complaints from parents and children with SEN about the provision of the school**

Parents who are not satisfied that their child's special educational needs are being adequately met by the school have the right to complain to the head of school / executive headteacher. Guidelines for the resolution of disagreements over provision for SEND are contained in the Code of Practice.

**Who to contact**

Name: Mr M. Taylor, Executive Headteacher / Mr J. Leicester, Head of School

Telephone: 01379 586393

Email: [office@fressingfieldprimary.org.uk](mailto:office@fressingfieldprimary.org.uk)

Website: <http://www.fressingfield.suffolk.sch.uk>