

# Fressingfield Primary School SEND Report

## SEND Annual Report 2021-22



### 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 Asberger 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 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 Talk About. Where we feel additional support is needed, we may refer to an educational psychologist, County Inclusion Support Service (CISS), CAMHS, SALT etc.

In line with the school's behaviour policy, the school ensures that measures are taken to prevent bullying for 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 differentiated to meet the needs of all our pupils. Differentiation 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 differentiation 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.

All 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 and require the SENCo to advise and sign off to ensure, wherever possible, all SEN needs are met. Activities are provided at lunchtimes 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 and review pupils on the SALT caseload, giving programmes and training to school staff.

In addition, the school also has a Nursery Nurse who is qualified at ELKAN therapy in speech and language. The EYFS children were assessed using Language Link during the 2020-21 academic year and activities from the programme were used with some children. This year, the government-funded NELI programme is being trialled with in Reception. This will enable the SENCo to ascertain the most suitable intervention programme for our pupils' needs.

## **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. These are carried out by the practitioners. In addition, further intervention programmes are led by other school staff, such as:-

Lego™ therapy  
Alex Kelly 'Talk About' programme  
The Friendship Formula  
Social Skills of Primary Pupils  
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 day. In addition, where relevant, pupils with an additional need may be given a transition booklet or 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 the child prior to transfer.

For other children receiving SEN support, but who are not in receipt of an EHCP, the SENCo, along with relevant support staff, liaises with the appropriate secondary school staff during their visit to Fressingfield CofE Primary School during the summer term, providing 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.

SEND documentation and information is forwarded to the child's new school.

## **Transition from Nursery**

The EYFS lead (and SENCo) visits the village nursery to meet with the nursery manager and key workers of all children transferring to Reception at Fressingfield CofE Primary School, including children with SEND. Copies of support plans and Tapestry reports are passed on at or shortly after this meeting. The SENCo also spends some time observing and interacting with the children.

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.

## **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 use a provision map of interventions to record support and measure progress via the school's online system, as well as tracking the progress pupils make against their support plan.

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 uses pupil and parent interviews and questionnaires to inform our evaluation, as well as ongoing monitoring by the school's SENCo.

## **Identifying pupils with SEND**

The school's SENCo is Sally East:

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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, having completed a baseline assessment at the beginning of each academic year. Ongoing teacher assessment is completed and regular Pupil Progress Meetings are held to discuss and analyse 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 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

Maths screening tests (PUMA)

Observation by SENCo

Observation and assessment by external professionals such as EP, OT and SALT

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

These may include:-

Boxall Profile

Strengths and Difficulties Questionnaire

Observation schedules, for example, behaviour, attention

Social, emotional and mental health checklists or 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. 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 an optional third parent consultation at the end of the academic year.

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. The school has an 'open door' policy whereby the school's SENCo is contactable via the school office, by phone or by email. The school welcomes information from parents about how their child learns best, in order to inform the approach adopted.

Progress and outcomes of assessments by an educational psychologist and other external agencies are shared with parents, 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, where 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 the teacher helps them to break down this into smaller achievable but challenging chunks. These 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 throughout the year to gain children's views about their additional needs, the support in place to support them and any modifications to these needs that the child may feel would benefit them.

### **Graduated approach**

Once a child has been identified as having a special educational need, the school follows the graduated approach as set out in the SEND Code of Practice, 2015, 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. This could include short or longer term 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. As detailed above, the school uses discussions / surveys from parents and pupils in their reviewing process. This is all monitored by the school's SENCo.

An annual review is held for children with an EHCP. Interim reviews are also arranged throughout the year when deemed appropriate. When pupils are reassessed 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 headteacher and spent through the deployment of teaching assistants and external support staff such as educational psychologists, counsellors 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 12 pupils who are on the SEN and PP registers in the school out of a total of 21 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 identified as having SEN.

iv) Wider outcomes

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

Lego therapy

Off-site educational visits

On-site educational experiences

### **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 teaching commitment. The school currently employs 7 nursery nurses / learning support assistants who are trained to deliver a range of interventions on a small group or one-to-one basis. 7 staff are trained as first aiders.

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, CISS, occupational therapy, speech and language therapy, and specialist teachers, 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 LSAs. General support from the SENCo is provided to all staff with a particular focus on NQTs and other new members of staff.

The SENCo attends a weekly meeting with the school's executive headteacher.

### **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;  
Specialist teachers;  
CISS;  
School nursing team;  
CAMHS

The school also uses the Local Authority's Early Help system, whereby help and support is offered to children and their families when low level issues emerge and before problems escalate.

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

#### **Complaints procedures**

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 headteacher. Guidelines for the resolution of disagreements over provision for SEND are contained in the Code of Practice.

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