Fressingfield Primary School SEND Report SEND Annual Report 2026-27

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 condition

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

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

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 for them to achieve their personal and academic best. We have high aspirations for 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 provision and interventions 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. In addition to quality first teaching for all pupils, learning is adapted to meet the needs of pupils with a special educational need, taking the Suffolk Mainstream Inclusion Framework (SMIF) into account. Children with SEND receive support that is additional to or different from the provision made for other pupils. Teachers consider a child's additional needs when planning, teaching and assessing,including:

- Providing appropriate support for pupils with communication, language or literacy needs;

- Using a multisensory approach with relevant concrete resources;

- Planning to enable children to take as full a part in learning as possible, with built-in brain/sensory breaks;

- Supporting children's social, behavioural and emotional needs in order to take part in learning effectively and safely;

- Helping children to manage their own 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 to avoid the need to dis-apply any pupil from a statutory assessment.

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 a trusted adult or a quiet space. We use a range of programmes and services to support pupils in their social and emotional development, for example, Hamish and Milo, Thrive and Talk About. Where we feel additional support is needed, we may make a referral to an educational psychologist, SES, CAMHS, SALT etc.

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. All children in the school will take part in a pupil perception of wellbeing, the results of which are closely monitored and acted upon. The school takes particular care to provide extra pastoral support for the SEN pupils, for example worry boxes in the classrooms and comic-strip conversations, to ensure that the views of children with SEN are listened to.

COGNITION AND LEARNING

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 methods of recording, materials used, level of support provided, or provision of an alternative location, such as an individual workstation. The aim of adapting the curriculum is to enable as many pupils as possible to achieve age-related expectations.

Fressingfield CofE Primary School 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 banks and working walls, reading rulers; coloured overlays, ACE spelling dictionaries, visual timetables, quiet workstations, areas of retreat (tents etc), visual feedback, 'chunking' of instructions, pre-teaching, and precision teaching. We use a range of interventions to support children with specific learning difficulties (Nessy, Beat Dyslexia, PAT workbook, STILE resources, 5 Minute Box, 10 Minute Box, Literacy Box, Spelling Made Easy). We are in the process of investigating an alternative dyslexia screener.

This year we have continued the work developed from our participation in the Delivering Better Value programme, using the Precision Teaching approach with children in KS2.

Extra-curricular activities are available to all children, as well as breakfast and after school club. Trips and external visits are planned to allow access to all pupils. Activities and clubs are provided at lunchtimes or after school to engage all pupils.

COMMUNICATION and INTERACTION

The school accesses the NHS Speech and Language Therapy Team for some pupils. Therapists visit the school to assess newly referred pupils, and to provide therapy sessions and advice to teachers and the teaching assistants that work on the children's programmes. In addition, the school also has a teaching assistant and a nursery nurse who are qualified in ELKAN therapy in speech and language.

This year, children in Thames Class have been assessed on entry using Language Link.

SEMH

The school has two mental health first aiders, and staff were trained by Trauma Informed Schools, to become trauma informed and mentally healthy places for all. Specialist support is provided to improve pupils' emotional and social development. All staff have had a basic introduction to Thrive. The school's Thrive practitioner can assess children using Thrive online and devise individual or group programmes. These can be carried out by the practitioner or implemented in class. 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

The school has also introduced the Hamish and Milo wellbeing programme. The Senco has run one course in KS1 and another TA has now completed the training.

PHYSICAL and SENSORY DIFFICULTIES

Children with fine motor difficulties are able to participate in finger gym activities. We use a range of pencil grips for those children who have not developed a tripod pencil grasp. We use the Write From the Start handwriting intervention for children needing additional support with letter formation alongside our Letterjoin school handwriting scheme. Where more specialized advice is need, we refer to the occupational therapy service.

Children with sensory needs – we currently have one pupil with diagnosed HI, though several others are currently being reviewed by the NHS audiology service.

For sensory difficulties related to ASD, for example, we use an online sensory suggester. A sensory diet is devised, such as the use of chewy necklaces and access to sensory equipment. A dedicated sensory area has been established in a former classroom and is used regularly.

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 two transition mornings. In addition, where relevant, pupils with an additional need may be given a transition booklet or a social story made specifically for the child that can be read over the summer break. They also have individual meetings with their new class teachers and parents also meet teachers to discuss specific transition plans.

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 can provide 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. Any equipment a child uses is handed to the next teacher/TA.

Transition to high school

Along with parents/carers, high 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 Year 6 teacher and SENCo liaise with high school SENCos to pass on information on the children and the receiving SENCo may arrange additional

visits to the high 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 support staff, liaise with the appropriate high school staff during their visit to Fressingfield School during the summer term. All SEND documentation and information is forwarded to the child's new school.

Transition from Nursery

The EYFS lead visits the village nursery to meet with the nursery manager and key workers of all children transferring to Reception, including children with SEND. Copies of support plans and Tapestry reports are passed on at or shortly after this meeting. The teacher 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 at the beginning of the autumn term, including those with SEND, to give parents the opportunity to provide further information.

Children are invited to attend 'stay and play' sessions prior to transition. This year we have offered four sessions for new starters, three with parents and one independent session. We have started home visits and will complete them prior to their first day. This gives us the opportunity to visit in a familiar and comfortable setting.

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 individual support plans to record interventions and record the impact. 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 meetings with the pupils and parents to inform the evaluation.

Identifying pupils with special educational needs

The school's SENDCo from June 2026 is Zoe Wright.

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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 (NFER, Salford, PIRA)

Dyslexia screening tests

Maths screening tests (NFER, PUMA)

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:-

Strengths and Difficulties Questionnaire

Observation schedules, for example, behaviour, attention

Thrive Online assessments

Stirling Wellbeing 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.

The Executive Head, Head of School and school SendCo completed Therapeutic Thinking training during the 2025-26 academic year and training has been rolled out to staff during 2026. Further training on administrative processes relating to this will be completed in the Autumn Term. The Sendco, alongside other ASST Trust Sendcos, is working on a Behaviour Curriculum for adoption during the 2026-27 academic year.



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 and additional support plan review meetings each term for children with support plans on the SEND register. There are also termly written reports to parents for all children. 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. Reports from other professionals are used to write the plans. 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, speech and language therapist 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. The school has adopted a new format of pupil and parent voice during this academic year and with the support of the SEND governor, has strengthened the format of pupil target and outcome setting and recording.

Child one-page-profiles and questionnaires are used at annual reviews and at other points in 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, as often as needed.

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, 2015, in order to remove the barriers to learning for that child. The school follows this process until successive cycles recognize that a formal support plan needs to be put in place.

The school has adopted a new format of pupil and parent voice collection with input from the Trust Sendco lead during this academic year and with the support of the SEND governor, has strengthened the format of pupil target and outcome setting and recording. This will be fully implemented during the

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.

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, assessment and advice, 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 10 pupils who are on both the SEN and PP registers in the school out of a total of 10 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.

iii) Parent / carer engagement

Planned sessions for parents to learn alongside their child in school in order to support their child's learning needs. Parent workshops/talks to support families of children identifies as having SEN.

High Needs Funding

The school is able to apply for additional funding for pupils with high needs. We currently have 14 pupils that receive additional funding through this means.

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 full-time teaching commitment. The school currently employs 1 nursery nurse and 3 learning support 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 provides 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 class teachers and SENCo will request involvement / advice from specialists from a range of agencies, for example, educational psychology, SES, 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 and TAs. The SENCo meets with the school's Executive Headteacher regularly, 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 (Acorn Tree PCS)

Speech and Language Therapy

Occupational Therapy

Specialist teachers

SES

School nursing team

NDD pathway

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

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.

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Appendix – Acronyms and abbreviations

Abbreviation	What it stands for	What it means
ACE	Aurally Encoded English	The ACE Spelling Dictionary helps children look up words using the sounds they hear.
ADD	Attention deficit disorder	An older term for ADHD where difficulties with attention are the main feature.
ADHD	Attention deficit hyperactivity disorder	A condition that can affect attention, activity levels and impulse control.
ASC / ASD	Autism spectrum condition / Autism spectrum disorder	Both terms refer to autism.
CAMHS	Child and Adolescent Mental Health Services	Specialist mental health support for children and young people.
CofE	Church of England	Part of the school's name.
EHCP	Education, Health and Care Plan	A legal document that sets out a child's needs and the support they must receive.
EYFS	Early Years Foundation Stage	The stage of learning from birth to age five, including Nursery and Reception.
HI	Hearing impairment	A term for hearing loss.
KS1	Key Stage 1	Years 1 and 2.
KS2	Key Stage 2	Years 3 to 6.
MLD	Moderate learning difficulties	Learning difficulties that can affect progress across several areas of the curriculum.
NHS	National Health Service	Provides services such as hearing assessments and speech and language therapy.
ODD	Oppositional defiant disorder	A diagnosis that describes a persistent pattern of angry, argumentative or defiant behaviour.
PAT	Phonological Awareness Training	A resource that helps children recognise and work with sounds in words to support reading and spelling.
SALT	Speech and language therapy	Specialist support for children with speech, language or communication needs.
SEMH	Social, emotional and mental health	An area of need that includes social relationships, emotional wellbeing and mental health.
SEN	Special educational needs	A term used when a learning difficulty or disability means a child needs special educational provision.
SENCo / SENDCo	Special Educational Needs Coordinator / Special Educational Needs and Disabilities Coordinator	The member of staff who coordinates SEND support and works with families, school staff and specialist services.
SEND	Special educational needs and disabilities	The term used in this report to refer to special educational needs and disabilities.
SES	Specialist Education Services	Suffolk County Council teams that provide specialist advice and support to schools.
SLD	Severe learning difficulties	Significant learning difficulties that mean a child needs substantial support across the curriculum.
SMIF	Suffolk Mainstream Inclusion Framework	Guidance on the support families can expect Suffolk mainstream schools to make available.
SpLD	Specific learning difficulties	Difficulties that affect particular aspects of learning, such as dyslexia or dyscalculia.
TA	Teaching assistant	A member of school staff who supports pupils with their learning.