



Inspiring a love of learning through  
the bonds of family, faith and friendship.

Folksworth CofE Primary School

## SEND Information Report

Review Date: November 2025

Next review: November 2026

The Code of Practice (2015) 6.79 states: 'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs (SEN). The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible'.



'A cord of three strands is not easily broken.' Ecclesiastes 4:12  
Inspiring a love of learning through the  
bonds of **family, faith** and **friendship**.

At Folksworth CofE Primary School we want to make sure that every child gets the best support we can offer in order to help them to enjoy their learning, feel confident and happy amongst their friends and make the best possible progress. Every child has individual needs that will affect their learning. Sometimes children need special support to give them an extra boost or to help them catch up with other children of the same age. They may need this support for a short time or a longer period, but during this time they will be part of our Special Educational Needs (SEN) register and we will keep a close eye on their progress, look carefully at what special support they need and keep in close contact with their parents. This list is updated regularly in line with the Code of Practice for Special Needs (2014). Children who receive tailored interventions will have a written assess, plan, do, review (APDR) which is a replacement of the old individual education plans. These are reviewed three times a year or more depending on the needs of the child and are shared with parents.

# What should I do if I think my child has Special Educational Needs?

Please come in and see us at school. The first person you should speak to is your child's class teacher as they will know your child best and have their up-to-date records of attainment and progress. The class teacher will listen to your concerns at a pre-arranged meeting. They will fill in an 'Initial Concern form', which outlines what provision will be made for your child as part of the support we offer. The meeting is to ensure that:

- Everyone develops a clear understanding of your child's areas of strength and difficulty
- You have a chance to explain your concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are. This is called a graduated approach to SEND.

However, a class teacher may fill in an 'Initial Concern Form' at any time that they feel it is necessary. This allows for an early observation to take place of your child and then strategies put in place and discussed with you, to ensure that early intervention is taken to provide support.

## Key Staff for SEND

- Miss Norbury, Head Teacher
- Mrs Tracey Dean, SENDCO (Special Educational Needs & Disability Coordinator) Contact on 01733 240562 or via email at [tdean@folksworth.cambs.sch.uk](mailto:tdean@folksworth.cambs.sch.uk)

Mrs Dean oversees the provision for children with special educational needs or disabilities in school and will speak to your child's teacher if you have any concerns.

Mrs Dean has completed the SEN Award and is also the school's Mental Health Lead.

# What training and experience do staff have in order to support my child's needs?

## **Our staff have received training in:**

How to identify children who may need extra help

How to write the assess, plan, do, reviews

Their role as class teacher in terms of special educational needs children

Specific needs such as Autism, Autism in girls, ADHD

## **Our teaching assistants have a variety of qualifications and certificates from CPD, including:**

HLTA, Open University Supporting Learning in Primary Schools, Positive Behaviour Management, Talking partners, First aid, Paediatric first aid, CACHE level 3 Diploma in Playwork, NVQ II in Early Years Care and Education, Identiplay, Lego Therapy and Level 2 Food Safety, Dragon Hunters (writing intervention), 1 st class at Number, Elklan and RWInc, Expanded Rehearsal Technique.

# Identifying pupils with SEN and assessing their needs

Your child's progress will be monitored regularly by their class teacher through formal and informal assessments and regular progress updates are shared with the senior leadership team and parents.

When a child is not making the expected progress, this will be shared with parents/carers. Assessments will identify those children whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Those children who fail to close the attainment gap or where the attainment gap widens.

Assessments can include measuring progress in all areas, including social and emotional development, communication and interaction, sensory and physical needs as well as cognition and learning. Slow progress and low attainment does not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes. This will include the expected progress and attainment, the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

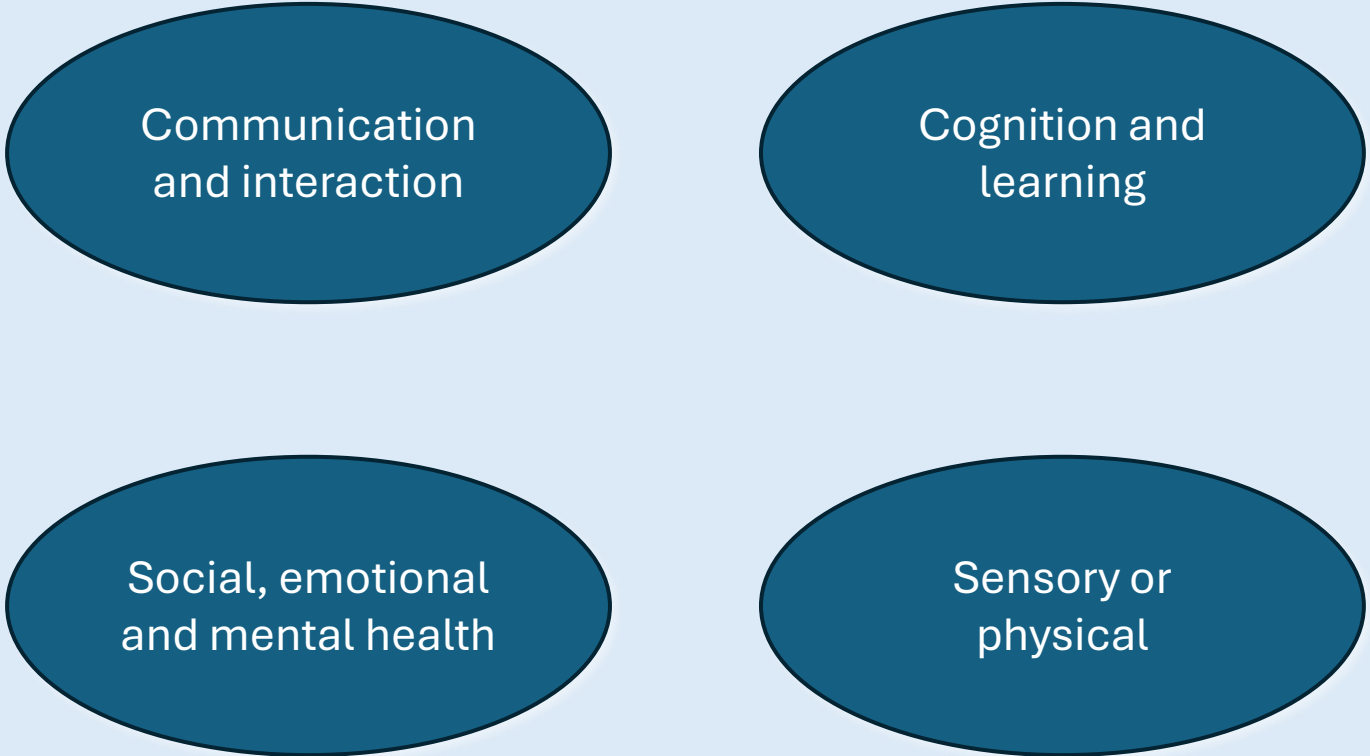
## Assessing and reviewing pupils' progress towards outcomes

We follow a four-part cycle of assess, plan, do, review. Class teachers will work with the SENDCO to carry out a clear assessment of your child's needs. Following this assessment your child will be supported to make progress through High Quality First teaching and a range of intervention strategies. This support will be detailed on their assess, plan, do, review (APDR).

This will be discussed with you at parents evening or other mutually convenient time. You will be given a copy for your records and any thoughts you have on this should be discussed with the class teacher or SENDCO. All teachers and support staff who work with your child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or interventions that are required. We will regularly review the effectiveness of the support and interventions and their impact on your child's progress. The type and duration of any interventions will be dependent upon your child's needs

## What kind of special educational needs can the school help my child with?

There are four main areas of support that the school provides for. These are in line with the guidance set out in the SEN Code of Practice published in 2014.



Communication  
and interaction

Cognition and  
learning

Social, emotional  
and mental health

Sensory or  
physical

On the following pages we explain some of the ways we support children in our school.

# Support for Communication and Interaction

## What do we mean by communication and interaction?

Basically, this is anything to do with language and how we communicate with others. It could be that your child has difficulty in pronouncing sounds or words. It might be that your child finds it difficult to say what they want to, or to understand what others are saying to them.

Children who are on the autistic spectrum may face particular problems in understanding the subtleties of language and may need teaching what to do and say in social situations in order to avoid misunderstandings when dealing with others.

If we assess your child as needing support in this area, the first thing we would ask you to do is to get their hearing checked. Once we know that their hearing is fine, we will do further assessments to find out what particular area of communication your child needs help with.

A large part of daily life in school revolves around communication so all of the time your child is in school their language skills are being improved. For those children who need a little bit of extra help, small group work may help your child overcome their difficulty or for those with particular difficulties this can be provided on an individual basis.

We work closely with the Speech and Language Therapist Services and may arrange for an assessment of their needs if we feel this is appropriate.

# Support for Cognition and Learning

## What do we mean by cognition and learning?

Cognition is the term we use for the mental processes of acquiring knowledge. These include thinking, knowing, remembering and problem solving. Some children may have difficulties with all of the processes whilst others may only struggle with one. Some children may have milder difficulties whilst others have more severe difficulties. Difficulties in this area can affect reading, writing, spelling, maths or any subject in school.

Your child may progress at a slower rate than their classmates due to one of the above processes and it will also take a lot more effort on their part to progress.

Here are some of the ways we can help your child if they are struggling with:

## Reading

Extra reading sessions with an adult or a buddy  
Extra group phonic sessions with teaching assistant  
Expanded Rehearsal Technique – This is teaching of the most common words your child will read to help with the fluency and understanding in their reading.

## Writing

Writing frames to help your child structure their writing.  
Personalised word banks.  
Extra fine motor and handwriting sessions to develop a fluent hand movement.  
Expanded Rehearsal Technique – This is teaching of the most common words your child will write to help with the fluency of their writing.

## Maths

Extra support in learning number facts either in a small group or individually  
Small group catch-up programme with a teaching assistant  
Precision teaching of the reading of numbers and number facts with an adult.

## Support across the curriculum

Partner work - Your child may be partnered with another child in some lessons. This works both ways as your child might struggle with writing but be great at putting ideas forward. Children who are good at writing might not necessarily be an 'ideas' person.

Activities broken into small manageable steps

Computer Programmes - Either to reinforce learning or help with the recording of knowledge.

Writing Frames - Writing frames can be provided for children across the curriculum. This helps them to record their understanding of the project in a manageable way.

# Support for Social, Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties which will show themselves in many ways. For some children listening, following rules or instructions, sitting still, understanding their own feelings or taking responsibility for what they do can all be challenging.

Some of these behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

There are many ways that school can support your child to overcome some of these difficulties:

Social skills group  
(Such as Lego Therapy) can be used to develop your child's understanding of acceptable social behaviour.

Use of visual timetables so children know what to expect each day.

Offer quiet places or special work tables for children who need a separate space.

Training and advice for staff from the Mental Health Support Team.

Regular movement breaks throughout the school day to help with emotional regulation

Pastoral support from the pastoral support TA

Provide clear structure, rules and boundaries throughout the school day.

Interventions for a whole class – Brain Buddies (Emotional regulation programme ran by the Mental Health Support Team)

Referrals to external professionals e.g. The Mental Health Support Team, YOUnited, Stars (bereavement support), Young carers

# Support for Sensory and/or Physical needs

## What do we mean by Sensory needs?

Sensory needs may relate to a hearing or vision difficulty. If a child has reduced hearing or vision then support may be needed to help them overcome the difficulties they face. Sensory processing difficulties are when the brain struggles to process all of the sensory information it is receiving and turn it into appropriate actions or behaviours.

Children with autism may struggle with noise, lights, smells or textures of food.

Children may also have physical difficulties such as dyspraxia and may need help with some physical tasks.

There are many things we can do to help your child. Here are some examples:

## Support for Hearing and Vision Impairments

Ensure your child is in a space in class where they can hear and see well

Provide resources that will be easily accessible for them, i.e. large print books  
Use special hearing devices provided by the Hearing Support Team

## Support for children with Sensory Processing difficulties

Provide children with items to hold  
Regular breaks for physical activity  
Small physical exercises throughout the day  
Fine motor activities  
Provide wobble cushions/pencil grips  
Online training for parents and school staff via the Cambs Community Services website  
Referral to Occupational Therapist for an individual plan

## Support for physical difficulties

Gross motor – Sensory circuits to work on motor skills/balance/strength  
Individual physio exercises that need repeating during the school day  
Fine motor – Fizzy skills, additional handwriting practice  
Additional movement breaks during the day  
Support with medical needs  
Making adaptations to equipment and classrooms e.g. foot stools, table risers, toilet steps and seats

# What happens if my child has a disability or needs medical help in school?

## **Disabilities**

Some children who have SEN may also have a disability. Under the Equality Act 2010, a disability is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

If your child is diagnosed with a disability, we will work with the medical professionals to support your child in school, for example supporting them to complete physiotherapy exercises that need to be done throughout the day, making individual resources appropriate for a child's visual difficulties or making adaptations to furniture.

## **Medical conditions**

We will endeavour to support your child so that they have full access to education, including school trips and physical education. Arrangements will be put into place depending on your child's needs whether their illness is long term or short term. We will consult with you and any health and social care professionals to ensure that the needs of your child are met.

If your child is being investigated for, or has been diagnosed with a medical condition, then please speak to the child's class teacher or contact the SENDCo.

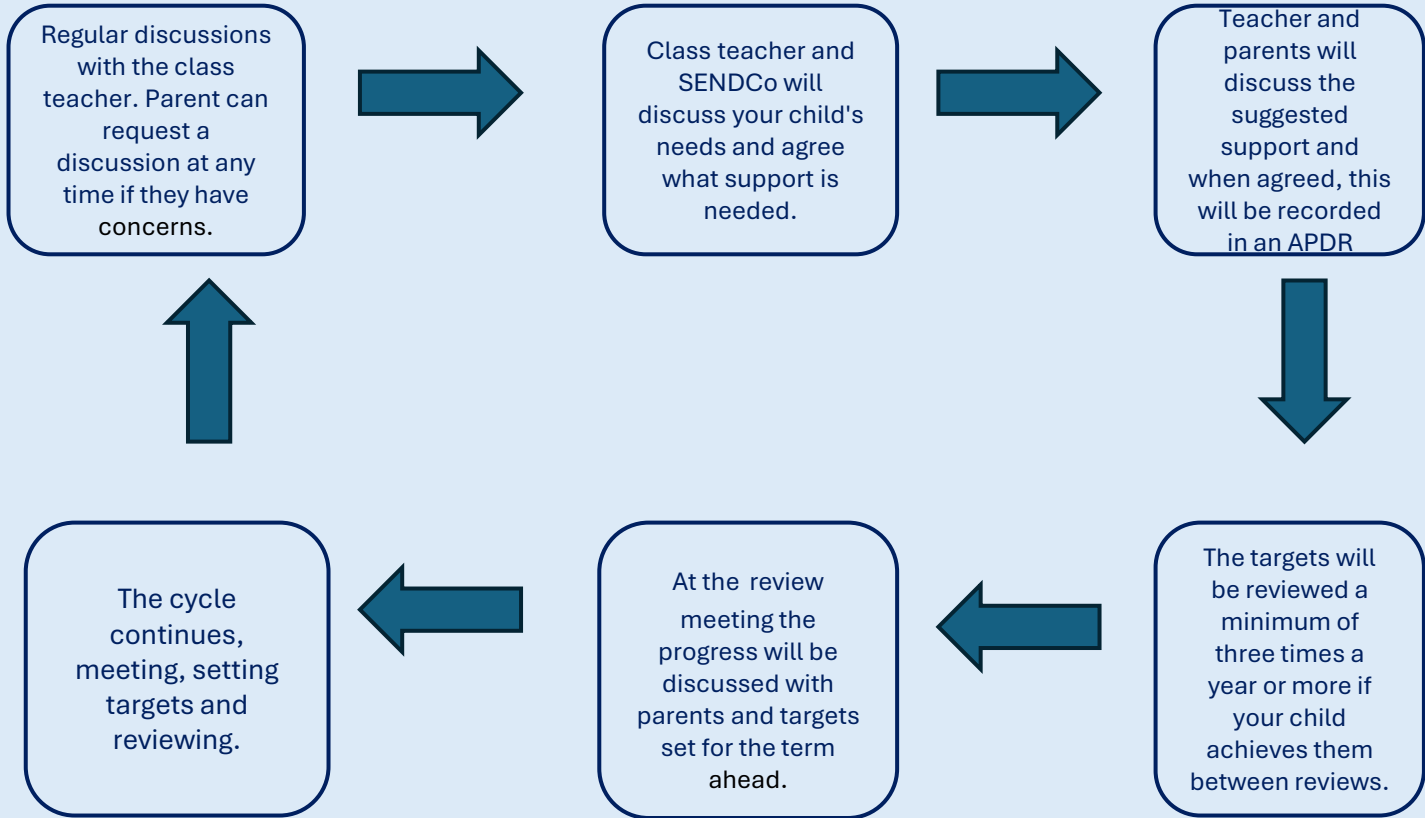
Further information can be found in the documents, 'Supporting pupils with medical conditions' and 'Folksworth accessibility plan' which can be found on the school website or requested via the school office.

# How will the school keep me informed of my child's needs and how they are getting on?

Partnership with parents plays a key role in enabling children with SEN to achieve their potential. We recognise that parents hold key information, knowledge and experience to contribute to the shared view of a child's needs. Parents will be consulted when needs first arise and throughout the cycles of APDR. If we feel we need advice from specialists, then this will be discussed with parents beforehand to gather their views and permission.

Children with SEN often have a good understanding of the things they find difficult and will be supported to share their views. Where it is not possible for a child to share their thoughts then the adults who know them best will share what the child needs, enjoys and what is important to them.

## Steps of parental involvement



# What happens if my child still struggles to make progress?

If we feel the strategies and interventions in place aren't helping your child make progress, then there are a range of external professionals we can contact.

## **Mental Health Support**

School may refer your child to CAMHS (Children and Adolescent Mental Health Services) or the Mental Health Support Team. MHST often support the parents of the child and also provide group interventions.

## **Educational Psychologist**

The Educational Psychologist may work with the teacher and SENDCo to provide strategies or assess your child. Educational Psychologists have both a teaching and psychological background.

## **SEND Services 0-25**

A specialist teacher from SEND Services may work with the teacher and SENDCo to provide strategies to use with your child. They can carry out assessments to help identify the difficulties your child is facing. All members of the team come from a teaching background.

## **Sensory Services**

Sensory services may be involved with your child if they have a hearing or visual impairment. This will involve regular visits to school to ensure that any barriers to school life are kept at a minimum. They can also work on a one to one basis with your child.

## **Occupational Therapist**

School may refer your child to an Occupational Therapist if there are concerns about your child's sensory needs, fine motor skills or visual perception. They may carry out an assessment and provide strategies to use with your child.

## **Speech & Language Therapist**

The Speech & Language Therapist may support your child's language development. This can be through direct work in school, or they may provide a programme for the school to deliver in order to support your child

If your child's needs are complex and likely to be life long then we may need to request further assessment through the Education, Health and Care Needs process. This would be discussed with you prior to any requests being made.

# Education Health and Care Plans

This support is for children whose learning needs are severe, complex and lifelong and who have not responded to previous support. Sometimes a child requires an intensive level of specialist help that cannot be met by the resources available in school. In these circumstances, the school could apply for an Education Health and Care Plan assessment for your child. This assessment could lead to your child getting an EHC plan. The purpose of this plan is to bring together all of your child's education, health and social care needs into a single legal document. Once the Local Authority receives a request for an EHC assessment they have up to 6 weeks to gather information which will inform their decision. When all the information has been gathered a decision on whether to carry out an EHC needs assessment will be made. This decision will be made by the Local Authority following discussion with the EHC needs assessment panel who act as an advisory body. If the panel decides that your child is not eligible for a plan, SAT (Statutory Assessment Team) will contact you to explain why an assessment will not be carried out. They will make sure that you are aware of other sources of support and can meet with you to discuss the decision. If you are not happy with this decision, you can take part in disagreement resolution or mediation services.

If the Local Authority decide to proceed with a plan they will work closely with you and the school to make sure the plan takes into account your views and wishes. A draft copy of the plan will be sent to you and you will have 15 days to make any changes and to request a specific school or setting that you want your child to attend. The process from requesting an assessment to issuing an EHC Plan can take up to 20 weeks. The school will review this plan with you and the Local Authority every 12 months.

# What happens when my child moves classes or moves between schools?

## Starting school

When a child joins our reception class, families are offered a home visit. This is so the class teacher can meet them at their most relaxed and gather lots of information about your child before they join us. Discussions take place with any pre-schools the children attend, especially where additional needs have been identified.

If your child joins us later in their school life, then we welcome the opportunity to meet you and your child ahead of time, and to discuss any additional needs they may have. Your child's previous school will send us any records they have, including records of additional support your child has been offered. We will also discuss these needs with the previous school, so we are ready to support your child.

## Moving between classes

Before the new school year starts in September, the class teachers will have discussed each child individually with the new teacher and handed over paperwork and any resources that help the child. Each class has an electronic file which can be accessed by the teachers and TAs which contains key documents relating to your child's needs as well as their APDRs. This folder is kept up to date by the SENDCo throughout the school year.

## Transferring to a new school

When children progress from primary to secondary school a planned transition takes place. For all children there are 'primary days' which involve spending time at their new school. They will meet their new teachers and some other members of staff and try out a range of lessons and activities. For children with additional needs, the SENDCo will have a separate discussion with the secondary school's SENDCo to hand over key information and make sure all electronic and paper files are handing over to the new school.

For children moving schools within the primary phase, we make ourselves available to speak to key staff such as the SENDCo or new class teacher. We ensure all electronic and paper files are handed over to school as quickly as possible.

## In what other ways does my school help my child feel included?

We run after school activities and sports. These are open to all children but can be year group specific. We make sure all communication, physical, medical, social and emotional needs are taken into account. This may mean that some children will have 1 to 1 support to access a club or a school trip. A risk assessment will be carried out before all school trips to ensure all individual needs are met.

# How does the school evaluate how effective the support is for my child and the effectiveness of provision across the school?

## How do we evaluate how effective the support is for your child?

As part of the SEN support cycle, your child's teacher and the SENDCo will regularly review your child's progress with both you and your child. We will look closely at how your child is progressing towards any targets on their APDRs that have been set to make sure that the provision is appropriate and effective.

If external professionals such as a specialist teacher from SEND Services is involved with your child then they will attend reviews whenever they can to contribute their opinion and any assessment observation or assessment information they may have.

If your child has an Education, Health and Care Plan, an annual review is held to assess your child's progress and the effectiveness of the provision.

## How do we evaluate the effectiveness of the provision we provide?

Head teacher conducts learning walks and classroom observations to assess the quality of teaching in all classrooms.

SENDCo observes interventions taking place across each term.

Teachers carry out termly assessments with the children.

Termly pupil progress meetings attended by the teaching staff to discuss progress, effectiveness of the provision/interventions and any new concerns or pressures on resources.

Deployment of support staff is considered based on current and changing needs

## What happens if I'm not happy with the support my child receives?

Our aim is to work in partnership with parents to meet their child's needs.

However, if at any time you become concerned about the support your child is receiving then speak to the class teacher or ask to speak to the SENDCo or Head Teacher. If a satisfactory outcome cannot be agreed, then please follow the steps set out in our Complaints Policy which can be found in the 'Policies and Documents' section of the school website. Alternatively, please ask for a copy via the school office.

# Where can I get extra help and advice?

There are many organisations that will provide support for families with children who have special educational needs or a disability. You might find some of the links below helpful.

<https://www.mencap.org.uk/advice-and-support/children-and-young-people/sen-resources-easy-read-guides>  
<https://www.pinpoint-cambs.org.uk/>  
<https://www.scope.org.uk/advice-and-support/where-to-get-educational-support/>  
<https://www.england.nhs.uk/learning-disabilities/care/children-young-people/send/>

## Cambridgeshire Local Offer

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

## Peterborough Local Offer

<https://www.peterborough.gov.uk/healthcare/special-education-needs-and-disabilities-local-offer>  
<https://www.cambscommunityservices.nhs.uk/what-we-do/children-young-people-health-services-cambridgeshire>

# Where can I get extra help and advice?

There are many organisations that will provide support for families with children who have special educational needs or a disability. You might find some of the links below helpful.

## Mental Health Services

<https://www.cpft.nhs.uk/childrens-young-peoples-and-families-services-/>

## ADHD and Autism

<https://www.autism-anglia.org.uk/cambridgeshire>

[http://www.shiftyourthinkingld.com/adhd?gclid=EAIaIQobChMI4oH8ifPN5QIVia3tCh38mQwpEAA YASAAEgl-jPD\\_BwE](http://www.shiftyourthinkingld.com/adhd?gclid=EAIaIQobChMI4oH8ifPN5QIVia3tCh38mQwpEAA YASAAEgl-jPD_BwE)

[https://www.autism.org.uk/?gclid=EAIaIQobChMIgNyt8fLN5QIVCbLtCh1BpgiwEAAYAiAAEglO5fD\\_BwE](https://www.autism.org.uk/?gclid=EAIaIQobChMIgNyt8fLN5QIVCbLtCh1BpgiwEAAYAiAAEglO5fD_BwE)

## Dyslexia

<https://www.bdadyslexia.org.uk/advice/children>

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There are many organisations that will provide support for families with children who have special educational needs or a disability. You might find some of the links below helpful.

## Dyspraxia

<https://dyspraxiafoundation.org.uk/>

## Memory Difficulties

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/working-memory-what-it-is-and-how-it-works>

## Handwriting

<https://www.growinghandsonkids.com/how-to-improve-handwriting-skills-with-kids>

## Speech and Language

<https://www.cambscommunityservices.nhs.uk/what-we-do/children-young-people-health-services-cambridgeshire/specialist-services/childrens-speech-and-language-therapy>

## Visually Impaired

<http://www.rnib.org.uk/children-young-people-and-families/resources-parents-blind-or-partially-sighted>