

Special Educational Needs

Information Report

2024-2025

Fenstanton and Hilton Primary School



At Fenstanton and Hilton Primary School our SEND profile shows that almost 20% of our children have been identified as having SEND, which is higher than the national average of 13.6%. 1.4% (rising to 3.8% if those with agreed EHCNA are finalised) of our children have an Education and Health Care Plan, compared to 4.8% nationally – children will only receive this funding if they have complex needs. *

The aim of this SEN Information Report is to explain how we implement our SEND policy.

If you want to know more about our arrangements for SEND, please read our Inclusion and SEND policy.

You can find it on our website [Inclusion and SEND Policy](#)

*School data includes Pre-School.

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1. What types of SEN does the school provide for?

All Cambridgeshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

The broad areas of SEND need are:

Speech, Language and Communication.

Cognition and Learning.

Social, Emotional and Mental Health Difficulties.

Sensory and/or Physical.

There is more information about the 4 broad areas of need in our Inclusion and SEND Policy.

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Jeana Dino

Mrs Dino is an experienced primary school teacher who has achieved The National Award in Special Educational Needs Co-ordination.

Mrs Dino is allocated 2.5 days a week to manage SEN provision.

Class teachers

All of our teachers Qualified Teaching Status, they receive regular in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

This year our SEN specific in-house training has covered creating SMART targets within the APDR documents, the use of the Local Authority Ordinarily Available Provision (OAP) to support adapted teaching, Sensory Circuits to support focus and attention and reinforcing the use of the whole-school approach for the Zones of Regulation. We are a Cambridgeshire Therapeutic Thinking (CTT) school and so all staff receive regular updates regarding CTT.

We are supported through the Local Offer; the subsequent partnerships we have formed with professionals for this year focus our training on supporting students with ASD, ADHD and Tier 1 Dyslexia classroom support. We have also worked with Occupational Therapists to develop skills and strategies to help all students be 'ready to learn'.

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who deliver SEN provision.

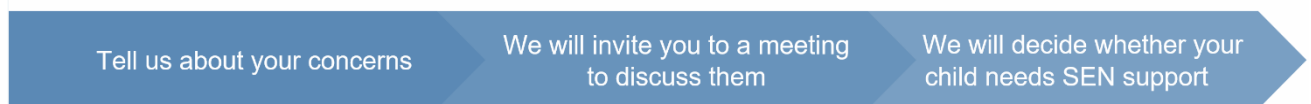
Our teaching assistants are trained to deliver interventions such as Sensory Circuits, Attention Autism, Intensive interaction, Identiplay and the Little Wandle Reading Scheme and the associated interventions.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Social services and other local authority (LA)-provided support services

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

You can get in touch with the class teacher by arranging an appointment via the school office.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

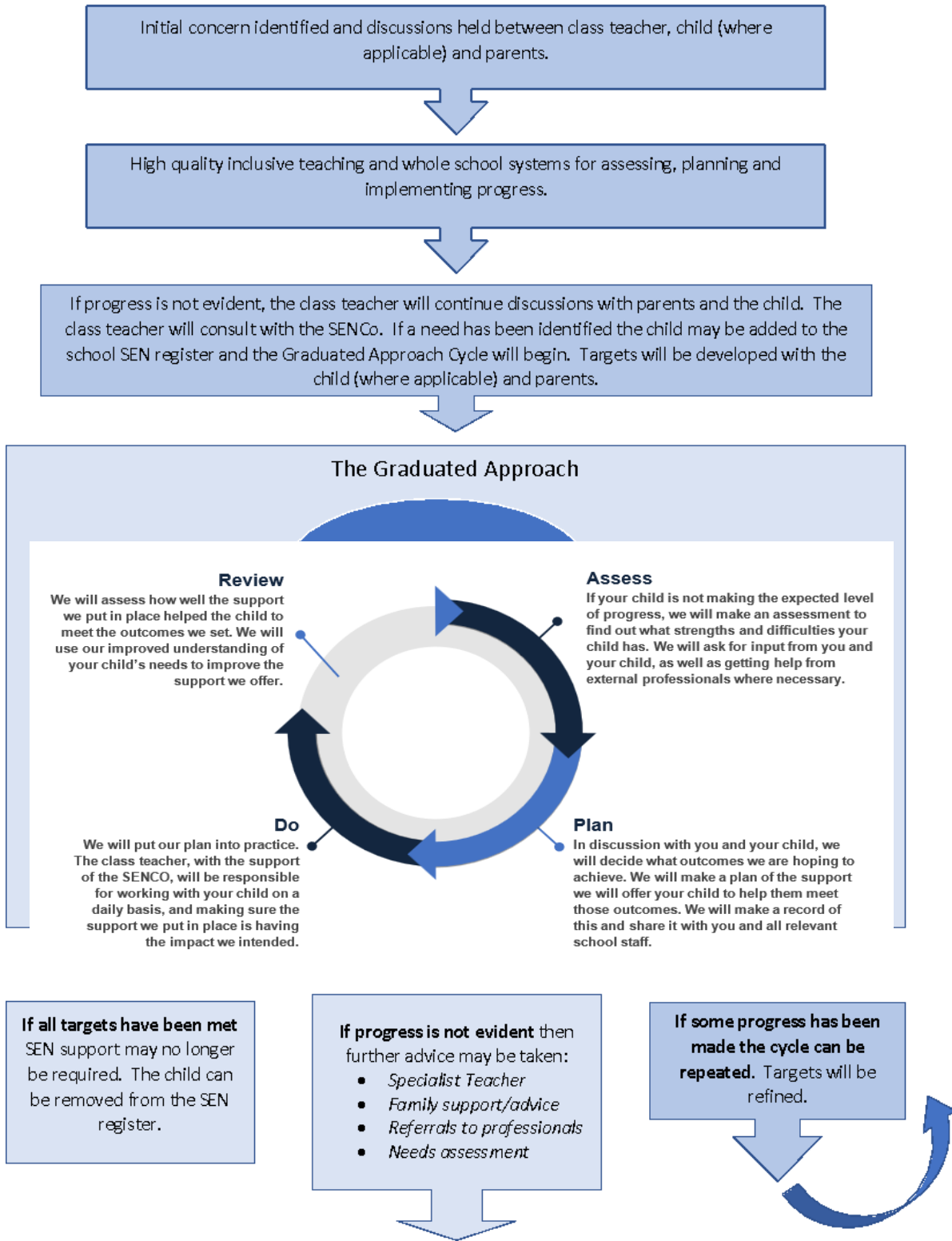
We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, your child will be added to the school's SEND register and targets will be set along with strategies for success in a document called Assess, Plan, Do, Review. (APDR)

This flow chart demonstrates our approach to SEND

Fenstanton and Hilton Primary School

Approach to SEND Flowchart



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support sessions to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled. These sessions often happen during 'Over and In' sessions, when the main class is partaking in P.E. development lessons.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCo, and will also contact you to discuss the possibility that your child has SEN.

The SENCo will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be kept informed throughout this time.

If your child does need SEN support, their name will be added to the school's SEND register, and the class teacher will work with you to create a SEN support plan for them. In Fenstanton and Hilton Primary School we call this plan the Assess, Plan, Do, Review document (APDR). You will receive a copy of this plan and we welcome collaboration with you when setting the targets.

Your child will receive their own version of the targets. We call this the Student Target Tracker document. This form will stay with the child and throughout the week the adults working with them will share conversations about progress towards meeting these targets. Often these conversations will be acknowledgements that the target has been met or further support towards meeting the targets.

Student Target Tracker

My Learning Targets

Name.....

Class/Year Group.....

Three things that help me learn:

- 1.
- 2.
- 3.

Fenstanton and Hilton
Primary School



Target:	On Target					Self-Assessment
						✓ ✓ ✓ 1, 2 or 3 ticks

5. How will the school measure my child's progress?

As a part of the planning stage of the Graduated Approach, we will set outcomes that we want to see your child achieve.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

In addition to this, if your child is on the SEN register, the APDR targets will be reviewed 3 times a year and shared with you.

Your child's class teacher will meet you twice a year during Parent Evenings to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings or request to meet with you more often, to provide extra support if required.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed on the Provision Map platform. This record will be shared with all relevant staff.

If you have concerns that arise between meetings, please contact your child's class teacher by making a request through the school office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. For most children the adults working with your child will have conversations with them to keep them aware of their own targets, these conversations will often include discussions around what helps your child learn. This information is held on the Student Target Tracker Form.

We may seek your child's views in other ways by asking them to complete other forms or carry out work with a trusted adult to gain an insight into how best to support them.

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt and differentiate how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Adapting our resources to scaffold the learning.
- Adapting staffing availability.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Teaching assistants will support pupils on a 1-to-1 basis when a sensory Circuit is required, for example
- Teaching assistants will support pupils in small groups when an intervention needs to take place such as Little Wandle or The Gardening Club, for example.

These interventions are part of our partnership with [Cambridgeshire's Local Offer](#) and we follow advice, guidance and specific strategies recommended through the [Local Authority Ordinarily Available Provision \(OAP\)](#).

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term through the Graduated Approach Cycle.
- Reviewing the impact of interventions after 1 term.
- Gathering pupil views.

- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If funding is needed beyond what is available to us, we will seek it from our local authority. This can be a lengthy process.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in sports day, school productions and any special workshop/event

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At Fenstanton and Hilton Primary School, our agreed Admissions Policy makes no distinction as to pupils with SEND. Our aim is to meet the needs of any child of any parent/carer who wishes to register their child at the school. In the case of pupils with an Education, Health and Care Plan, the SENCo will work closely with the Local Authority SEND casework officer in coming to a decision about the most appropriate provision for the pupil. No pupil will be refused admission solely on the grounds that he/she has SEND or that relevant resources are currently unavailable.

13. How does the school support pupils with disabilities?

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At Fenstanton and Hilton Primary School, community comes first and our success is underpinned by positive and meaningful relationships, where children are listened to and respected. We strive to create outward-thinking learners and citizens, who make positive connections and value diversity. We strive to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

The plan will be made available on the [school website](#), and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

14. How will the school support my child's mental health and emotional and social development?

We recognise that some children have extra emotional and social needs that have to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. The emotional health and wellbeing of our pupils is a high priority focus.

We have a robust Safeguarding and Child Protection Policy; Anti bullying Policy and we are a Cambridgeshire Therapeutic Thinking School. We follow the [Zones of Regulation Curriculum](#). Please see the [Zones of Regulation Parent Guide](#) for further information. We plan for regular 'Zoning in' time throughout the school day to offer moments of self-affirmation and regulation. This ethos is a whole-school approach and at the heart of all that we do. This should be seen in every interaction with the students. All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development too.

However, for those children who find aspects of this difficult we may offer

- In-school social skills groups or 1:1 well-being sessions, run by teaching assistants or the SENCo.
- An extra-curricular Lego club for children to learn how to cooperate with one another in a small group and be responsible for giving and following instructions.
- If your child still needs extra support, we can help you identify what is available within the Local Offer or with your permission, the SENCo or a member of SLT will access further support through the Early Help Hub.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule transition lessons with the incoming teacher towards the end of the summer term
- Develop transition plans for high profile SEN students

Between schools

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a Social Story to support them in understanding moving on, then one will be made for them

Between phases

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCo of their secondary school. In most cases, a transition review will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to aspects of transition to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a Social Story or further scaffold to support them in understanding moving on, then one will be made for them.

16. What should I do if I have a complaint about my child's SEN support?

The school's complaints procedure is available on our website.

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

17. What support is in place for looked-after and previously looked-after children with SEN?

The Headteacher will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

18. What support is available for me and my family?

We hold SEND Coffee Mornings to strengthen our links with parents; during these sessions we aim to explore our current whole school strategies for SEND, highlight the support available through the Local Offer and help you understand the contents of this report.

If you have questions about SEN, please consider attending a SEND Coffee Morning or if you are struggling to cope please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Cambridgeshire Local Offer. Cambridgeshire LA publishes information about the local offer on their website:

[Cambridgeshire Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[Cambridgeshire Online | SEND Information, Advice and Support Service \(SENDIASS\)](#)

National and local charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)

- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)
- [nessieined.com](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stage