The Federation of Fairfield and Colneis

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January 2026

Dear Parents and Carers,

I am writing to inform you of an important development in how we identify and support the diverse needs of our pupils across our Federation.

Across both schools, approximately 23% of pupils are currently either on the SEND Register, the Additional Needs Register, or a SEND Monitoring List. We have seen an increase in the number of children with identified special educational needs and disabilities, including those with formal diagnoses. This reflects a growing and evolving range of needs within our school community and mirrors national trends.

In response, we are working closely with the Local Authority's SES Whole School Inclusion Team to review and strengthen our SEND and inclusion practices. This collaborative work supports our commitment to ensuring that all pupils receive timely, appropriate, and effective support in line with statutory guidance and best practice.

As part of this work, we have clarified our use of the following registers and monitoring systems to ensure pupils' needs are identified accurately and supported appropriately:

- The SEND Register records pupils who require provision that is *additional to and different from* that which is ordinarily available to all pupils, in line with the SEND Code of Practice (0–25 years).
- The Additional Needs Register identifies pupils who have recognised additional needs but are able to make progress and access age-related expectations through high-quality universal provision and short-term targeted support.
- The SEND Monitoring List includes pupils who have been identified by parents and/or school staff as having a potential barrier to learning that requires further exploration. These pupils may need their needs to be monitored, reviewed, or more fully understood before decisions are made about additional provision. Inclusion on this list does not mean a child has SEND, but ensures that concerns are identified and addressed at an early stage.

We recognise that some children may have additional or emerging needs that do not meet the threshold for SEND as defined by the SEND Code of Practice. However, these needs are still important. For pupils on the Additional Needs Register or SEND Monitoring List, staff ensure that needs are clearly understood, reasonable adjustments are made, and appropriate strategies are in place within our universal and targeted provision.

To ensure high-quality and consistent support, we follow a graduated response approach of *assess, plan, do, review*. This approach supports us in exploring, monitoring, and reviewing potential barriers to learning, and ensures that decisions about further support are informed by evidence, including observations, assessments, and the impact of

strategies already in place. This process takes time, as it involves careful planning, implementation, and review to ensure that support is effective, proportionate, and tailored to each child.

All registers and monitoring lists are reviewed termly as part of our internal monitoring and inclusion systems. These registers are fluid, and children may move between the SEND Monitoring List, Additional Needs Register, and SEND Register at different points in their educational journey, depending on their needs and progress. Any changes to a child's status on these registers will be shared and discussed with parents to ensure transparency and partnership working.

This approach allows us to deploy resources effectively, while ensuring that every child's needs are identified, understood, and responded to in a timely and inclusive way. We value open communication and remain committed to working closely with you to support your child's learning and wellbeing. Please note that in Suffolk, there is no additional funding automatically attached to Education, Health and Care Plans (EHCPs). Regardless of this, our schools remain fully committed to using resources thoughtfully and working in partnership with families and external professionals to support all pupils.

If your child is on the SEND Register or Additional Needs registers, you will be contacted in due course with further information. Should you have any questions or wish to discuss your child's individual needs, please do not hesitate to contact your child's class teacher in the first instance.

Thank you for your continued support.

Kind Regards,

Miss E. Gooding
Assistant Headteacher/SENDco