Federation of Fairfield Infant School & Colneis Junior School

SEND Information Report

Updated February 2026

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What is the SEND Information Report?

Welcome to our SEND Information Report for Fairfield Infant School and Colneis Junior School. The SEND Information Report is specific to the school and includes information regarding the provision for pupils with SEND that is available at that school.

This SEND Information Report has been written in line with the SEND Code of Practice (2015) and is aligned with the EKO Trust SEND & Inclusion Policy (October 2025). It is reviewed annually and updated sooner if there are significant changes.

This report forms part of the Suffolk Local Offer for children and young people with Special Educational Needs and Disabilities (SEND).

Our Vision for SEND and Inclusion

At Fairfield Infant School and Colneis Junior School, inclusion is everyone's responsibility. We believe that every child should feel safe, valued, ambitious and successful, regardless of need or starting point.

In line with the Eko Trust vision and values of *Vitality, Optimism, Integrity, Courage and Equity*, we are committed to:

- High expectations and aspiration for all pupils with SEND
- High-quality teaching as the foundation for inclusion
- Provision that removes barriers to learning
- Strong partnerships with parents, pupils and professionals
- Preparing children for the next stage of education and for adulthood

Every teacher is a teacher of SEND, and all staff work collaboratively to ensure pupils make the best possible progress academically, socially and emotionally.

Our SENDCo

Our SENDCo, Miss Emma Gooding, works across the Federation supporting children across all ages from 3-11. Emma is a qualified teacher who has a passion for ensuring inclusion for all. Emma holds the National Award for SENCo and has been a SENDCo for 10 years.

The responsibilities of the SENDCo at Fairfield and Colneis include:

- Overseeing day to day operation of the SEN policy and co-ordinating provision for pupils
- Advising teaching and non-teaching staff working day to day with pupils on the graduated approach to providing SEN support and contributing to the training offer for staff

- Co-ordinating and developing school-based strategies for the identification and review of pupils with SEN
- Monitoring the progress of pupils on the SEN Register and overseeing the records of all pupils with SEN
- Supporting teachers in liaising with parents/carers of pupils with SEN
- Supporting school transitions
- Liaising with external agencies and making external referrals, where appropriate

In addition, the governing body has two dedicated SEND governors, Ian Mackenzie and Gemma Gooch, who oversees the SENDCo in their role.

Our SENDCo and SEND Governors can be contacted via the school offices.

	Fairfield Infant School	**Colneis Junior School**
Telephone:	01394 283206	01394 284052
Email:	fairfieldoffice@fairfieldandcolneis.co.uk	colneisoffice@fairfieldandcolneis.co.uk

What is SEND?

SEND stands for Special Educational Needs and Disability.

The SEND Code of Practice defines Special Educational Needs in the following way:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

Some pupils with SEND may also have a disability as defined by the Equality Act 2010, and the school has a duty to make reasonable adjustments so they are not placed at a disadvantage.

The Equality Act defines a disability in the following way:

'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.'

The SEND Code of Practice

In 2014, a new Code of Practice for Special Educational Needs and Disabilities was established. The latest version of this document can be found via the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The SEND Code of Practice (January 2015) clearly states that schools must do their best to

ensure that all pupils receive an appropriate education that fulfils their needs and enables them to reach their potential; including all pupils with special educational needs and disabilities. There must be an identified teacher who is responsible for ensuring that this is in place for pupils with SEND and for ensuring that parents are aware if their child has been identified as having SEND; this person is called the SENDCo. There must also be an identified governor who is responsible for ensuring that the school is doing its best for pupils with SEND.

What is the Local Offer?

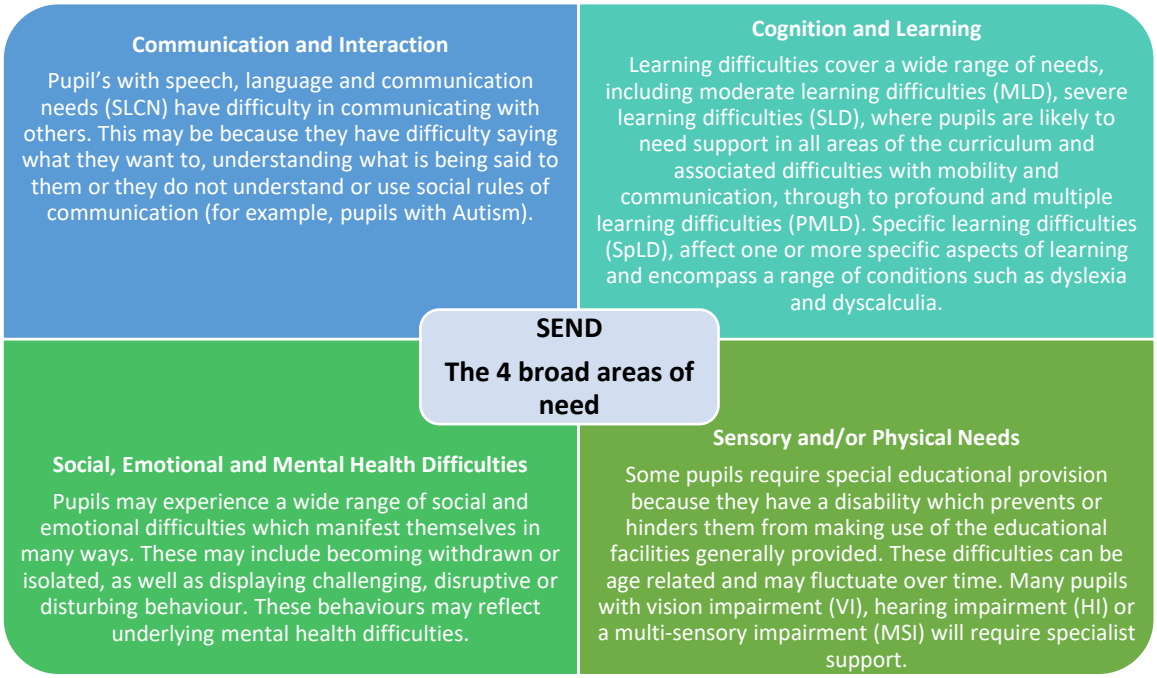
The SEND Code of Practice requires all Local Authorities to publish their arrangements for children and young people with SEND. This means that parents and carers can see what is offered across the county and what they can expect to be produced for their child. This information is referred to as the Local Offer. The purpose of the Local Offer is to provide choice and transparency for families. It is an important resource for parents and carers in understanding the range of services and provision in the local area and should support them in making informed choices and decisions regarding their child's education.

A short video explaining the Suffolk Local Offer can be found here:
https://www.youtube.com/watch?v=rChN2dYO4B0&feature=youtu.be

Suffolk's Local Offer Website can be accessed via the following link:
https://www.suffolklocaloffer.org.uk/

What kinds of SEND needs can we support in our school?

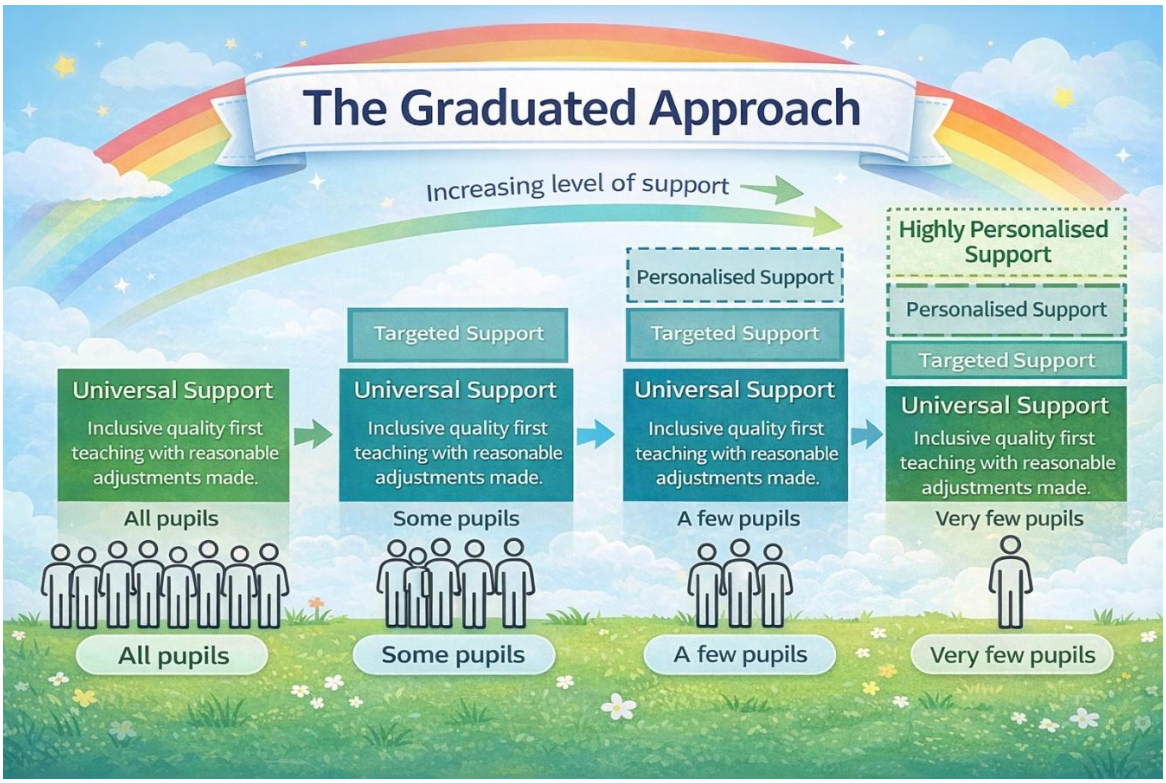
In accordance with the SEND Code of Practice, we categorise SEND under one or more of the four broad areas of need: cognition and learning; communication and interaction; social, emotional, mental health; sensory and/or physical. We recognise that often your child will have their own unique combination of needs and may have needs within more than one area.



At Fairfield and Colneis, we aim for all pupils with SEND to learn within mainstream classrooms, with the necessary support. All teachers are teachers of SEND and adapt learning experiences to meet individual need and plan support accordingly to ensure that every pupil accesses learning and makes progress from their starting points. Support staff are trained to provide the necessary support, but at the same time encourage independent thinking and growing confidence. We also provide a range of targeted interventions that cater for individual pupil need. To this end, we are confident that we can meet the needs of pupils across all four categories of SEND.

We also make provision for pupils who may require a dual placement, enabling them to spend part of their week in a specialist provision. The aim is always to ultimately reintegrate these pupils back into full time, mainstream provision. In a minority of cases, we may seek (with parental approval) a permanent move into a specialist setting. This would happen when a pupil's needs are complex and severe and their needs can be better provided for in a long-term specialist environment.

What is the school's approach to teaching children with SEND?



At our schools, we are committed to meeting the needs of all children, including those with Special Educational Needs and Disabilities (SEND). Most children's needs can be met through the universal offer, which focuses on inclusive, high-quality teaching and reasonable adjustments within the classroom.

Universal Support – Inclusive Quality First Teaching

For the majority of children, needs are met through inclusive Quality First Teaching, which forms the school's universal offer.

All teachers are teachers of SEND and are responsible and accountable for the progress and development of all pupils in their class. This includes pupils who may receive support from teaching assistants or specialist staff.

High-quality teaching includes:

- high expectations for all pupils
- careful planning that builds on what children can already do
- adapting teaching approaches to meet individual needs
- inclusive classroom practice
- use of evidence-based strategies and reasonable adjustments

These adaptations are part of everyday classroom practice and do not require a diagnosis or formal identification of SEND. Many children will make good progress through this universal support alone.

Targeted Support

Some children may need additional support alongside Quality First Teaching to help them make expected progress.

Where children require additional support, we follow the Graduated Approach, which ensures that support is carefully planned, monitored, and reviewed, making full use of the school's resources and expertise before increasingly personalised support is considered.

Specific, Personalised Support

For a small number of children, schools may have completed several cycles of the Graduated Approach and found that further support is required. In these cases, more specific, personalised SEND support may be considered.

This may involve:

- advice or involvement from external professionals
- the creation of a SEN Support Plan
- close collaboration between families, school staff, and professionals

The SENDCo works alongside the Senior Leadership Team and Year Group Leaders to map additional provision across the school and deploy additional staff to deliver small group and specialist 1:1 intervention which are time-monitored and have explicit targets. These are recorded on the school provision map which is a live document.

How do we assess what additional support your child might need?

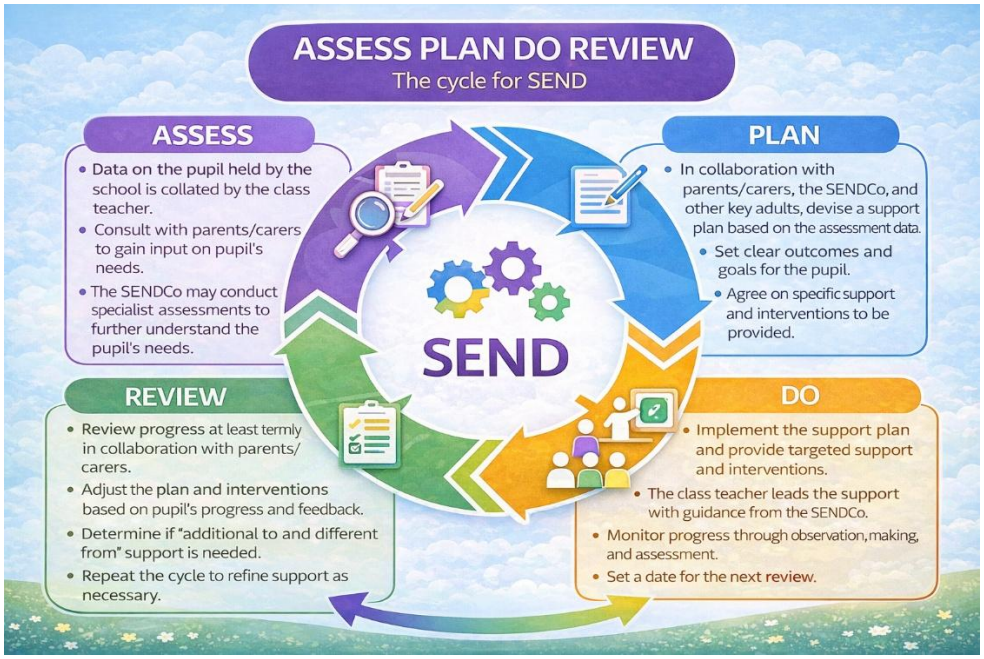
The general progress of all pupils in our school is carefully monitored by class teachers who know the children in their classes well. Our marking, feedback and assessment policy supports teachers in monitoring learning and regular assessed pieces of work means that class teachers have a very good understanding of where every child is up to in their learning journey and can help identify where there may be cause for concern or a possible barrier to learning. Attainment and progress are rigorously tracked by the class teacher and monitored alongside the Senior Leadership Team and SENDCo at termly pupil progress meetings.

We aim to identify any Special Educational Need(s) as early as possible in order to provide appropriate support and early intervention. However, we recognise that Special Educational Needs can become apparent or affect a child at any point during their school career and so

we continually monitor progress to ensure every child is making progress from their starting points.

Where a possible need or concern is identified, either by the class teacher and/or parent, this will lead to a discussion about what strategies can be implemented and once put into place, will be monitored regularly; the pupil will be under 'SEND Monitoring'. Any concern will be communicated and discussed to parents/carers via their child's class teacher and they will be fully involved and take an active part in the process of identifying any specific needs or barriers to learning.

As a Federation, we apply the Graduated Approach to identifying SEND when considering the strategies and approaches to use in the classroom with pupils with SEND. This process is often known as the ASSESS-PLAN-DO-REVIEW (APDR) cycle. This helps to ensure that individual needs are considered and suggested support is effective and appropriate for the individual.



What is the SEND Register?

Our school uses a graduated and inclusive approach to identifying and supporting pupils with additional and special educational needs. To ensure that support is accurate, proportionate, and responsive, we use the SEND register and Additional Needs Register.

Decisions regarding placement on the Additional Needs Register or SEND Register are made collaboratively by the class teacher, SENDCo and senior leaders. Both registers are reviewed termly as part of our monitoring and inclusion processes. They are flexible, and pupils may move between registers depending on their needs and progress over time. Any changes to a

pupil's status are shared and discussed with parents to ensure transparency and partnership working.

SEND Register

The SEND Register includes pupils who require provision that is *additional to and different from* the support ordinarily available to all pupils. These pupils meet the criteria for SEND as set out in the SEND Code of Practice (0–25 years) and may require ongoing targeted or specialist support to help them make progress.

All pupils with SEND are recorded on a register which is shared with teachers and support staff to ensure everyone is informed. Pupils with SEN needs will be recorded in a single category 'SEND Support'. Those pupils with an Education Health Care Plan are highlighted. This is a live document and is updated when necessary. These pupils will also be recorded as having SEND on our central system, Bromcom, and data linked to this is shared with the Local Authority via the School Census twice yearly.

Pupils on the SEND Register have a SEND Support Plan, which helps staff understand how best to support them in school. The plan brings together key information to ensure support is consistent, well-coordinated, and focused on helping pupils make progress, feel confident, and achieve their goals.

Each plan outlines the pupil's strengths, special educational needs, and clear targets, and describes the support provided that is additional to and different from that available to their peers. Plans include a one-page profile and SEND targets, which are reviewed termly. SEND Support Plans are reviewed three times a year with the class teacher and parents. These meetings focus on reviewing progress, celebrating achievements, and ensuring that support remains appropriate and effective. SEND review meetings replace standard parents' evening appointments for pupils on the SEND Register and take place during the first half of each term, after school.

Additional Needs Register

The Additional Needs Register identifies pupils who have recognised additional needs but are able to access age-related expectations through high-quality universal provision and, where appropriate, short-term targeted support. These pupils do not meet the threshold for SEND but may benefit from reasonable adjustments and specific strategies within the classroom.

Pupils on the Additional Needs Register have an Additional Needs Plan, which helps staff understand a child's needs and how best to support them in school. The plan brings together key information to ensure that support is consistent, thoughtful, and responsive. The plan outlines the child's strengths and interests, any identified needs or diagnoses (where applicable), potential barriers to learning or wellbeing, and the aspects of universal classroom provision that best support the child. Support is delivered primarily through high-

quality classroom practice and, where appropriate, short-term targeted or small-group support, enabling pupils to access learning alongside their peers.

Additional Needs Plans are reviewed regularly by class teachers as part of everyday practice and discussed with parents during the normal parents' evening cycle. Plans may be updated if needs change, strategies require adjustment, or ahead of key transition points.

What is an Education, Health and Care Plan (EHCP)?

In a small number of cases, where a child does not make progress over a period of time, in spite of high quality, targeted support it may be decided that an Education, Health and Care Plan (EHCP) request is appropriate; this process is always done in consultation with parents/carers. Parents/carers can also independently request for an EHCP referral directly from the Local Authority. The EHCP is a legal document and will outline the support the child will receive from school and any other agencies involved in their care and what strategies must be put in place. It will also have long and short-term goals for the pupil.

The guidelines for an EHCP are set by the Local Authority and are very specific. Generally, they are only considered if the pupil is Looked After and therefore is additionally vulnerable; the child has a lifelong disability which means they will always need support to learn effectively; or the child's achievements are so far below their peers that it is likely alternative provision will be required at some point. Pupils who are considered to be able to manage within mainstream provision, albeit with support, are less often assessed for an EHCP. Having a diagnosis (for example, Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), dyslexia), does not mean necessarily that a child's needs will qualify for an EHCP.

If the referral for an EHCP is successful, a member of the Local Authority will begin the 'Neds Assessment' process. If a referral is refused at any point of the process, the parents/carers can appeal the decision.

The EHCP will be regularly reviewed by the class teacher and SENDCo in consultation with parents/carers and the pupil. In addition, there will be a formal meeting each year called an Annual Review. Parents/carers, the SENDCo and the pupil will always attend this meeting. Often other professionals involved in working with the pupil will be invited to attend too. At this meeting the pupil's progress will be discussed in relation to the outcomes in their EHCP. If any changes are felt necessary to the EHCP, this will be discussed and those present at the meeting will seek agreement as to what those changes should be. A formal written report will be sent to the Local Authority within two weeks of the meeting. The Local Authority will then consider the recommendations made in the report and formally respond, making any

necessary changes that they agree to. If parents/carers do not agree with the Local Authority's decision at any point, they can engage in the Local Authority's appeal process.

For additional information and FAQs about EHCP's, please refer to the Suffolk SENDIASS website via the following link: https://suffolksendiass.co.uk/education-health-care-needs-assessments-and-plans/

What should I do if I believe my child may have a special education need?

Your child's class teacher should *always* be the first point of contact. Making an appointment to sit down and speak with them about your concerns as this will help you to determine whether your child is experiencing the same difficulties in school. Together you can decide whether the SENDCo needs to be consulted.

What adaptations can we make to the curriculum and learning environment to support your child?

At Fairfield and Colneis, we aim to adapt the curriculum and learning environment to meet individual needs wherever it is possible and reasonable to do so. Our Universal Offer ensures that all pupils can access high-quality teaching and learning through thoughtful adaptations, inclusive classroom practice, and appropriate use of resources.

This may include individualised curriculum planning, consideration of different learning styles, and adaptations or specialist equipment to support sensory or physical needs, such as visual or hearing impairments. Resources including coloured overlays, pencil grips, loop scissors, and supportive technology apps are readily available to support learning in class.

When required, we seek advice from a range of professionals to ensure pupils' needs are fully understood and supported effectively. Both school buildings are single-storey and have accessible toilet facilities. Further information about accessibility can be found in our Accessibility Plan on the school website. Parents who wish to discuss specific accessibility needs or arrange a visit are encouraged to contact the school office to speak with a member of the senior leadership team or the SENDCo.

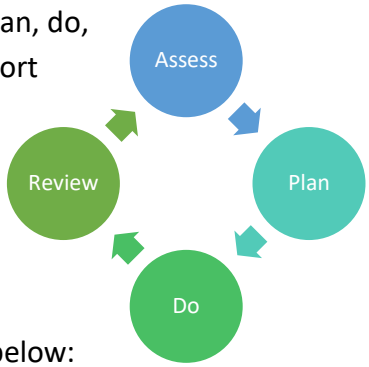
How are children with SEND enabled to engage in activities available with children who do not have SEND?

We pride ourselves on being an inclusive school and children at Fairfield and Colneis have equal access to activities irrespective of their individual needs. We endeavour to provide a

range of activities and opportunities to make learning interesting and enjoyable. Pupils with SEND are always encouraged to join in and, where necessary, we make sure they have the support to do so. Children have regular opportunities to work in mixed ability groups and we actively try to identify opportunities for pupils with SEND to take the lead role in activities and be a role model for other children. It may be appropriate for an individual risk assessment to be put in place to ensure the pupil's safety and those of others.

How will we monitor your child's progress?

We use the graduated approach which considers the cycle of 'assess, plan, do, review' to guide us in the planning, implementation and review of support for children with SEND. Progress towards a child's targets will be assessed by the class teacher. Ongoing assessment of the child's learning will take place during lessons and marking of work. In addition, specific assessments may be carried out in order to measure the child's progress towards targets and outcomes.



In order to inform our review, we consider the following factors listed below:

- Gain feedback given by the staff who support the provisions
- Communicate with the class teacher and teaching assistant(s)
- Review termly assessment data
- Review data from any specific assessments undertaken
- Listen to you and your child's views

This information will contribute to the review of targets and provision and amendments will be made to the support plan as necessary. It may be decided that a provision will be maintained, discontinued or a new one introduced. If an outcome has not been met, limiting factors will be discussed and the plan will be adjusted accordingly.

Provision for all pupils with SEND is tracked and regularly reviewed by the SENDCo and senior leadership team.

How can we support your child with improving emotional and social skills?

At Fairfield and Colneis, we recognise that most children need support in their social and emotional development from time-to-time. Therefore, we are committed to ensuring that all of our pupils are supported socially and emotionally, whenever it is needed. We also pride ourselves on having very caring staff, who take the time to get to know the children they work with. They are skilled in spotting children who may be having difficulties and we have a range of strategies and support we can put in to place to support individual needs including meet & greet, walk & talk time and lunch clubs.

Since 2018, we have adopted a whole school approach to supporting all children with their social and emotional wellbeing and development using the Thrive Approach. By using the Thrive Approach, we are able to screen whole classes so that teachers can support all children to develop their social and emotional skills at an age appropriate level. We are also able to create individualised support offering tailor made sessions for children either on a small group or 1:1 basis.

We have a Pastoral Team who work closely with children and families where children may need additional support with their emotional or social development.

We recognise that children with SEND are sometimes vulnerable to factors that may impact on their self-esteem. We are aware of this and consider this as part of your child's one-page profile and support plan. The achievements of all children are celebrated at Fairfield and Colneis, in line with our school values and behaviour policy.

Any concerns regarding bullying are dealt with immediately in accordance with our anti-bullying policy.

How can my child share their views and explain what support works for them?

At Fairfield and Colneis, we aim to take a pupil centred approach to planning for pupils with SEN. Pupils with a SEN often have a unique knowledge of their own needs and their own views about what sort of help they would like. From an early age they will be encouraged to contribute to the process of identifying and supporting their needs. Pupil Voice is central to many things we do in school and is captured in many ways:

- Children are encouraged to be reflective and self-evaluate their work and learning.
- Each child on the SEND register will have a 'One Page Profile' which reflects the pupil's likes, strengths and difficulties and will highlight key learning strategies identified to support them. These personal profiles are written with the direct input of the pupil to ensure their voice is captured.
- Where referrals are made, pupil voice is captured using the '4 houses model' which is a recognised approach used by the 'Signs of Safety' approach adopted by Suffolk Local Authority.
- Where appropriate to the age and understanding of the child, they are encouraged to share their views before or at review meetings.
- Pupil voice across the curriculum is captured regularly, including pupils with SEND through means such as the school council and monitoring processes.

Where a child has a specific Special Educational Need or disability, we are able to support parents in how to approach discussing this with their child in a positive way and at an age-

appropriate level. Please speak to your child's class teacher or the SENDCo if you would like support in this.

How will we work with you and support you?

At Fairfield and Colneis, we firmly believe that partnership with parents/carers plays a key role in enabling pupils with SEN to achieve their potential. We believe that open and honest communication is extremely important and will always aim to ensure that you are kept informed and there are opportunities to discuss and work together for the benefit if your child's progress.

Parent/carers will receive an interim report towards the end of both the Autumn and Spring terms with a final end of year report towards the end of the Summer term. Opportunities will be offered termly to meet with the child's class teacher to discuss your child's progress through our parent consultation meetings. If your child has an EHCP in place then you will also be invited to attend the Annual Review meeting. We also offer some more informal events such as learning cafes and 'stay and play' events to allow the children to share their learning with parents and carers. We appreciate that sometimes things arise during these opportunities and therefore you can make a request to meet to discuss your child's needs and progress with your child's class teacher and/or SENDCo via the school office and we will endeavour to meet with you at the earliest mutually convenient time. We strongly encourage you to speak with your child's class teacher in the first instance as they have the closest working relationship with your child.

If your child needs an assessment that is different from the universal classroom assessments available, your permission is always sought. Similarly, before any referrals are made to external agencies, permission will also be sought.

Across the Federation, we have a Pastoral team made up of a full-time Pastoral Support Worker, Mrs Dawn Piper, and a Deputy Pastoral Support Worker, Mrs Carolyn Shaw who are available to you at any time during your child's school journey. Our Pastoral Team are here to support you and your child with any difficulties that you are experiencing in a friendly, non-judgemental way. They can help in a range of ways including:

- Support with parenting offering helpful routines and strategies to use in the home
- Referring to and working with a range of external agencies to ensure best outcomes for families. This may include requesting a Common Assessment Framework (CAF) and working alongside the allocated Family Support Practitioner.
- Working alongside the social worker where they are supporting a family on a Child in Need (CIN) Plan, Child Protection Plan (CP) or a Child in Care (CIC).
- Offer emotional and social support for children and their parents/carers

- Signposting to external services and/or charities to support with a range of issues such as sources of additional funding; managing money; supporting mental health and wellbeing; relationships; housing.

A full list of our Early Help offer can be found on our school website.

How can I support my own child's learning?

You can support your child by attending events and meetings that are arranged with the school. This will include information about strategies and interventions and often these can be continued at home. By working together and providing a consistent approach, strategies and interventions have the best chance of being successful. If you require any resources like reading books or access to information about techniques to use in the home, the class teacher will be able to help you. School staff can also signpost to other websites, courses or agencies if you require further support or advice.

Who else can we work with to support your child?

Other professionals may become involved if it is considered that their input would be helpful in further assessing a pupil's individual needs or in putting together effective provision. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in working with the pupil directly. This would only happen with the full knowledge and consent of parents/carers. They will use the pupil's records in order to establish which strategies have already been employed and which targets have previously been set.

There are a number of services across education, health and social care that we can refer to or seek support and guidance from. The following table gives an overview of the kinds of services we can call upon, but is by no means exhaustive.

Education	Health	Social
Specialist Education Services (SES) SEND Statutory Services Psychology and Therapeutic Services Education Welfare Officer (EWO)	Health Visitors (for under 5's) School Nursing Team (for 5+) Occupational Therapy Physiotherapy Speech and Language Therapy	Healthy Child Practitioners (for under 5's) Early Help Team (FNM) Social Workers for support at Child in Need (CIN) & Child Protection (CP) Suffolk Family Carers Young Carers

Alternative Provisions & Specialist Settings Virtual School for Children in Care	Primary Mental Health Worker (PMHW) Emotional Wellbeing Hub Neurodevelopment Pathway Right to Choose Pathway	Activities Unlimited Home Start Families Together

Admission Arrangements

It is the aim of our Federation is to be fully inclusive and no child will be refused admission to the school solely on the grounds of having Special Educational Needs.

In the case where a consultation is issued by the Local Authority to name our school as the setting in Section I of an Education, Health and Care Plan (EHCP), careful consideration will be taken to ensure that as a school we are able to offer the appropriate provision as outlined in the plan to ensure we are able to fully meet the needs of the child. A full response will be provided to the Local Authority within the timeframe requested.

How do we support your child with important transitions?

Our SEND provision supports pupils to become increasingly independent, confident and self-advocating learners, preparing them effectively for future learning, key transition points and later life.

We have many robust transition systems in place that cater for supporting all children in moving between phases of their education whether it is when moving to a new teacher between academic years or moving between key stages. There are three key transition stages across the Federation of Fairfield and Colneis: starting our Infant school in Nursery or Reception; moving to our Junior School from year 2 to year 3; and moving up to high school from year 6 to year 7.

At all transition points, teachers work together to plan and prepare pupils for these moves by ensuring that all information and records are passed on to all new staff. All pupils are supported to through opportunities to experience their new environment and meet new staff who may be working with them through move-up days or stay and play sessions. Enhanced transition support for some pupils with SEND may be necessary through targeted support from our staff and/or outside agencies; this support is tailored to the needs of your child and may be provided in small groups or on a 1:1 basis. The arrangements may include:

- Photo pages and transition books of key staff, places and routines

- Transition groups run by our Thrive team for identified children during the summer term
- Additional opportunities for the child to meet their new class teacher or work with any new support staff.
- Additional opportunities for the child to visit their new classroom/year group area. This may begin before the child is aware of which class they will be in, for example, supported to take messages or resources to the new year group to become more familiar with an area of the school.

We have developed strong working relationships with the local feeder pre-schools/nursery settings and high schools to ensure an effective transition is planned and managed. The SENDCo may also liaise with other professionals involved with the care of your child such as health visitors, speech and language therapist or specialist teachers to ensure all information is received ahead of time allowing for a smooth transition.

If your child starts or leaves during the academic year, we will ensure that records are requested or forwarded in a safe and timely manner and liaise with your child's previous or new school setting, where appropriate, to ensure all key information has been handed over.

What training do we give our teams across the schools to support your child?

At Fairfield and Colneis, all teachers are teachers of children with SEND. We ensure that all staff, including support staff, have the opportunity to request information and training in any aspect of SEND that they require. This may be to enable them to plan learning effectively, to provide effective pastoral care, to nurture inclusion or to effectively evaluate progress. The SENDCo is available to offer support and guidance to teachers in relation to individuals or specific need and where appropriate, will arrange training for staff; this may be through in-house training, online training or arranging for outside agencies to deliver training. In some cases, it may be appropriate for staff to go off-site for training and we will endeavour to facilitate this. In addition, we currently work closely alongside a number of specialist professions, such as the Speech and Language Team (SaLT) and Specialist Education Services (SES), to upskill our staff ensuring the needs of all our pupils are met.

How will my child be supported if they have medical needs?

The school will always endeavour to make reasonable adjustments for medical needs and there is a separate Medical Needs policy in place; please see our school website for a copy of this. Staff are trained to meet the basic first aid needs of children. In the instances where more specific support is required to meet the medical needs of your child we would initially

meet with you and gather as much information about the condition(s) and the interventions that are required. We would also liaise with any medical professionals who are working with your child to ensure that their advice is included and acted upon. Following this, we would draw up a care plan or individual healthcare plan for use in school. If staff training is required to further understanding or acquire skills for interventions, we would do our best to arrange for this to take place in a timely manner. Where our staff are expected to administer medications, the school's Administration of Medicines policy will be followed.

How do we support Child in Care who have SEND?

Children who are registered as a Child in Care (CIC) and have a SEND need will be identified and receive all necessary provision in line with their peers. However, in order to avoid breakdown in their care placement, we will endeavour to ensure that we address their needs immediately and as efficiently as possible. The Designated Teacher for Children in Care (CiC) will work alongside the social care team and appropriate Local Authority Virtual School to ensure joint working in accurate completion of Personal Education Plans (PEP) and other relevant paperwork.

The website for the virtual school can be found the this link: https://www.suffolk.gov.uk/children-families-and-learning/children-in-care-and-care-leavers/the-virtual-school-for-children-looked-after/

The Virtual School Headteacher for Suffolk is Mr Matthew Cooke.

Our Designated Teacher for Children in Care (CIC) across the Federation is Mr Adam Teare. He can be contacted via the school office.

How do we continuously evaluate our provision for pupils with SEND?

At Fairfield and Colneis, we undertake a number of measures that contribute towards evaluating the effectiveness of provision for pupils with SEND across our school, which are detailed below:

- Termly data tracking;
- Pupil progress meetings;
- Provision mapping;
- Deep dives;
- Pupil Voice;
- Parental feedback.

These are conducted by the SENDCo, members of the senior leadership team, specific subject leaders and governors. By using a range of measures, we are able to robustly

evaluate the effectiveness of the provision we provide for pupils with SEND and make any necessary amendments where identified.

Our SENDCo is also an Assistant Headteacher across the Federation and therefore an active part of the senior leadership team, ensuring that SEND and Inclusion are kept as a high priority within the Federation's strategic focus. The governor with specific responsibility for SEND reviews provision on a termly basis and monitors that the vision and agreed actions matches what is provided across the Federation.

Where can I get further advice and support in relation to SEND?

Children, young people, parents and carers can also access independent advice and support from a service called SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service). They provide help and support on a range of topics relating to SEND and have a wide range of useful resources and videos. They are independent of the Local Authority and the school and can provide impartial advice.

The SENDIASS website can be accessed via the following link:
https://www.suffolksendiass.co.uk/

What should I do if I am not happy with the provision my child is receiving or I wish to make a complaint?

At Fairfield and Colneis, we take any concerns or complaints about SEND provision seriously and aim to resolve them promptly and fairly. We believe that most concerns can be addressed through open communication and partnership working.

In line with the school's Complaints Policy, parents are encouraged to raise any concerns informally in the first instance. For SEND-related concerns, this should be done by speaking with the SENDCo, who will meet with parents to discuss the issue and agree appropriate next steps.

If concerns remain unresolved, parents may escalate concerns in line with the Eko Trust complaints procedure.

Conclusion

We hope that you have found the information contained in this report helpful and informative. If you have any questions or comments about the provision for children with SEND at our school, please get in touch via the school office.

Useful Links

Below is some useful information and links to some services in our local area that that may be of interest. Please note that these groups/agencies are just a small selection of the support provided for children, young people and parents/carers of children with additional needs in our local area.

SEND code of practice: 0 to 25 years



Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Suffolk Local Offer

Suffolk's Local Offer provides information about the services available for children and young people with special educational needs and/or disabilities (SEND). Their website holds information about education, health and care services, as well as leisure activities and support groups – all in one place.

https://www.suffolklocaloffer.org.uk/

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)

Impartial and unbiased service providing parents, children and young people clear, accurate and relevant information about the local authority's policies and procedures and about the policy and practice in local schools and other settings. They have a great range of downloadable leaflets and factsheets.

https://suffolksendiass.co.uk/

Suffolk Parent Carer Forum (SPCF)

Suffolk Parent Carer Forum is a voluntary organisation that aim to facilitate two-way communication between parent/carers and local services. They provide feedback on services, offer constructive challenge to current services and have input in to decision making and planning for future service provision. They are dedicated to ensuring the parent/carer voice is heard.

https://suffolkpcf.co.uk/

Activities Unlimited

Activities Unlimited provides short breaks and activities for all Suffolk children and young people who are disabled or who have additional needs aged 0 – 25. You and your child can become a member by enrolling with Activities Unlimited via their website.

https://www.suffolklocaloffer.org.uk/short-breaks-and-leisure-activities/activities-unlimited

Suffolk School Nursing Team

School nurses work across education and health, providing a link between school, home and the community. Their aim is improve the health and wellbeing of children and young people. They work with families, parents and young people from five to nineteen. Schools or parents/carers can make referrals to this service. They also have 'Chat Health' text service for parents and young people to access advice.

https://www.suffolk.gov.uk/children-families-and-learning/childrens-health/school-nursing-service

Children & Young People's Emotional Wellbeing Hub

This website provides information, advice, and guidance if you are concerned about the emotional wellbeing and mental health of a child or young person aged 0-25 years.

https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/health.page?healthchannel=1

NHS Wellbeing Suffolk

Wellbeing Suffolk offer help and support to improve wellbeing and manage stress, low mood and anxiety. We aim to reduce the onset of mental ill health, prevent deterioration and promote recovery by offering a range of flexible services tailored to meet your specific needs.

Our services, provided in community settings throughout the region, include a wide range of workshops and courses, talking therapies, including counselling and cognitive behavioural therapy, and access to social networks.

https://www.wellbeingnands.co.uk/suffolk/

East an West Suffolk NDD Pathway



Neurodevelopmental difficulties such as Autism and Attention Deficit Hyperactivity Disorder (ADHD), mean that the way you see, hear or feel the world is different to others. Some experiences may include social, communication, concentration and memory difficulties. If you are concerned that your child may present with some of these difficulties, then a referral to this service can support you signposting you to advice, support and possibly explore diagnosis.

Coastal Parent Hub

Parent Hub is an informal positive parenting group run by parents, for parents, in your local area. They meet informally on the first Friday of the month for coffee, a chat and signposting, and a chance to hear from other local parents and speakers. parenting professionals and others will be available to talk informally about any ideas, questions or concerns you may have about parenting. They also have a range of helpful information.

https://www.suffolk.gov.uk/children-families-and-learning/childcare-information-and-support-for-parents-and-providers/parent-hub/

Suffolk Family Carers

Suffolk Family Carers provide support and advice for parents/carers of children and young people who need additional care due to a range of needs, disabilities and illnesses.

They also offer support to children and young people who are identified as a 'Young Carer'. This is a young person who is caring for or emotionally affected by a family member who has a physical or mental illness, disability or addiction.

They also provide support to 'Sibling Carers'. This is a young person who is affected by a brother or sister's disability, illness or additional need.

https://suffolkfamilycarers.org/

The SEND Statutory Services Team

This team lead on the support of children, young people and their families so that with the necessary skills, young people progress into adulthood to further achieve their hopes, dreams and ambitions. Fundamental to this is our joint partner commitment to the delivery of services through a key working approach for all.

Family Services offer to:

- support individual children and young people and their families through their education pathway and/or SEND Journey
- ensure that assessments, including education, health and care needs assessments, provide quality advice and are delivered within statutory timescales
- monitor the progress of children and young people with SEND in achieving outcomes to prepare them for adulthood and offer support and guidance at transition points
- provide challenge to education providers to ensure provision meets the needs of individual children and young people.

https://www.suffolklocaloffer.org.uk/education/education-health-and-care-needs-assessments-and-plans/send-family-services

Specialist Education Services (SES)

The Specialist Education Services are part of Suffolk County Council and are a school facing service. They work together with schools to support schools and children with SEND across the whole of Suffolk in a variety of different ways, including support for children with visual and hearing impairments, dyslexia, behaviour needs, communication difficulties and others. Their teams comprise of a number of specialist teams including Cognition & Learning; Communication & Interaction; Sensory & Physical; Social, Emotional and Mental Health and Whole School Inclusion Services

https://suffolklearning.com/inclusion/specialist-education-services/