

# Freeman Community Primary School SEN Report 2025

<b>Information and Guidance:</b> <b>Who should I contact to discuss the concerns or needs of my child?</b>	
<p>Class Teachers</p>	<p>Are responsible for:</p> <ul style="list-style-type: none"> <li>• <b>Curriculum Adaptation:</b> Tailor and refine the curriculum to meet the diverse strengths and needs of all children, ensuring inclusive and accessible learning experiences.</li> <li>• <b>Monitoring Progress:</b> Regularly assess and track your child’s academic and developmental progress to identify areas requiring additional support.</li> <li>• <b>Targeted Support Planning:</b> Plan and deliver targeted interventions and support strategies based on individual needs.</li> <li>• <b>Personalised Learning Plans:</b> Collaborate in the creation of personalised learning plans that outline specific goals and next steps to enhance your child’s learning journey.</li> <li>• <b>Working in Partnership with Parents:</b> <ul style="list-style-type: none"> <li>• Involving parents in supporting their child’s learning and access to the curriculum.</li> <li>• Keeping parents informed about the support their child is receiving.</li> <li>• Including parents in regular reviews of their child’s progress.</li> <li>• Consulting with parents to plan smooth and successful transitions to new classes or schools.</li> </ul> </li> </ul>

<p>Special Educational Needs Coordinator (SENCo) Mrs Sharon Durler Email: <a href="mailto:senco@freemancpschool.co.uk">senco@freemancpschool.co.uk</a></p>	<p>If you have any concerns about your child’s learning or development, your first point of contact should be your child’s class teacher. They know your child well and can discuss any observations or concerns with you. If further support is needed, the teacher may consult the school’s <b>Special Educational Needs Coordinator (SENCo)</b> for additional support and guidance.</p>
	<p><b>The Role of the SENCo</b></p> <p>The SENCo plays a vital role in supporting children with special educational needs (SEN). She is responsible for:</p> <ul style="list-style-type: none"> <li>• <b>Implementing the School’s SEN Policy:</b> Ensuring the school’s approach to SEN is followed consistently and effectively.</li> <li>• <b>Coordinating SEN Provision:</b> Overseeing the support provided to children with SEN and leading the development of the school’s SEN policy.</li> <li>• <b>Working in Partnership with Parents:</b> <ul style="list-style-type: none"> <li>• Involving parents in supporting their child’s learning and access to the curriculum.</li> <li>• Keeping parents informed about the support their child is receiving.</li> </ul> </li> <li>• <b>Liaising with External Agencies:</b> Working with professionals outside the school (e.g., educational psychologists, speech and language therapists, SES, etc.) to access additional advice and support.</li> <li>• <b>Supporting Staff:</b> Providing specialist guidance and training to ensure all staff are confident and equipped to meet a wide range of needs in the classroom.</li> </ul>
<p>Head teacher: Mrs Emma Gerry</p>	<p>Leads the overall management of the school:</p> <ul style="list-style-type: none"> <li>• <b>Day-to-Day Management:</b> Overseeing all aspects of school operations, including the provision and support for pupils with SEND.</li> </ul>
<p>SEN Governor: Mrs Sue Hayter</p>	<p>The <b>SEN Governor</b> works closely with the SENCo and school leadership to ensure that the needs of pupils with special educational needs and disabilities (SEND) are met effectively.</p> <p><b>They are responsible for:</b></p> <ul style="list-style-type: none"> <li>• <b>Strategic Oversight:</b> Supporting the school in evaluating and developing the quality and impact of provision for children with SEND across the school.</li> <li>• <b>Monitoring and Accountability:</b> Ensuring that the school meets its statutory responsibilities for SEND and that appropriate resources and support are in place.</li> <li>• <b>Championing Inclusion:</b></li> </ul>

	Acting as a critical friend to the SENCo and leadership team, advocating for inclusive practices and high expectations for all learners.
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### **Assess, Plan, Do, Review:**

#### **How can I find out about how my child is doing?**

#### **How the School Supports Children with SEND**

##### **Monitoring and Identification**

The school runs a continuous programme of monitoring and assessment for all pupils. This helps identify:

- Children who are not making expected progress.
- Children with social or emotional needs that may affect their ability to engage in learning.

##### **Early Support and Intervention**

When a child is identified as needing additional help:

- Enhanced resources, targeted small group, or individual support is provided.
- Support is tailored to help overcome specific barriers to learning.

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##### **Learning Plan Reviews and Parental Involvement**

- Parents receive a Learning Plan Review each term.
- Parents are invited to parent/teacher consultation meetings to discuss progress and next steps.

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##### **Support for Pupils with SEND**

###### **Individualised Learning Plans**

- Support is documented in a Learning Plan or Behaviour Plan.
- These plans are based on the child's One Page Profile, which includes their views and preferences.
- The school follows the "Assess, Plan, Do, Review" cycle.

###### **Target Setting**

- In consultation with the SENCo and parents, short-term targets are set.
- These targets focus on key areas of learning or behaviour and are used to measure progress.

###### **Involvement of External Agencies**

- Where needed, advice from external professionals (e.g., speech therapists, educational psychologists, SES) is included in the support plan.
- Support strategies consider the child's strengths, difficulties, and personal views.

###### **Teaching Assistants (TAs)**

- TAs may be allocated to support children in lessons and school activities.
- Their role is to facilitate access and promote independent learning.

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##### **Review and Evaluation**

- Regular review meetings are held to evaluate progress.
- Parents, external agencies, and pupils (when appropriate) are invited to participate.
- Support is updated based on the outcomes of these meetings.
- If significant difficulties persist, further external expertise may be requested.

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##### **Key Stage 2 SATs – Access Arrangements**

- Some pupils may qualify for access arrangements to help them fully participate in SATs.
- This may include:
  - Extra time

- Rest breaks
- Adapted test papers
- Use of a scribe
- The **Year 6 Teacher** will inform parents if their child is eligible.

**Curriculum and Teaching Methods (including groupings and interventions):  
How will teaching be adapted to meet the needs of my child?**

**Inclusive Teaching and Learning Approaches**

➤ **Adapting Teaching to Meet Diverse Needs**

Teachers are highly skilled in differentiating instruction to meet the wide range of needs within each class.

➤ **Daily lesson planning** takes into account individual learning profiles, ensuring that all children can access the curriculum.

A variety of teaching strategies, including adaptations and scaffolding, are used to support learning and promote both success and challenge for every pupil.

➤ **Flexible Grouping**

Grouping arrangements are thoughtfully planned and flexible.

Children may work in ability-based or mixed-ability groups, depending on the learning objective, to maximise engagement and progress for all.

➤ **Use of Additional Adults**

Teaching assistants and support staff are deployed flexibly to support both groups and individuals.

The long-term goal is to develop pupils' independence, not reliance on adult support.

Staff working with your child are fully informed about their learning needs, ensuring consistent and effective support.

**Intervention: Access to learning and the curriculum:**

**How will my child be supported to fully access learning and the curriculum?**

**Strategies and Programmes to Support Speech and Language Development**

The school uses a range of targeted strategies and specialist input to support pupils with speech, language, and communication needs:

**1. Speech and Language Therapist (SaLT) Involvement**

• **Therapist Advice and Programmes:**

Recommendations and tailored programmes from Speech and Language Therapists are shared with staff and implemented consistently in the classroom.

• **EHCP-Specified Support:**

Where a child has an Education, Health and Care Plan (EHCP) that includes SaLT provision, the specified number of therapy hours is delivered in collaboration with the therapist.

**2. Targeted Interventions**

• **Group Work and Differentiation:**

Pupils may take part in targeted group sessions focusing on specific language skills.

Classroom resources are differentiated or modified, for example through the use of visual symbols or simplified language, to support understanding and communication.

**3. Language Link Assessments**

• The school uses Language Link to assess pupils' language skills and identify any difficulties.

• Based on assessment outcomes, structured programmes of work are delivered to support language development.

**4. Specialist Education Services (SES) – Bespoke Support**

If a child continues to experience significant difficulties despite targeted interventions and in-school support, the SENCo may request additional help from **Specialist Education Services (SES)**.

• **External Expertise:**

SES provides bespoke, specialist support tailored to the individual needs of the pupil.

• **Referral Process:**

This support is typically sought when previous strategies have not had the desired impact, and further expertise is needed to inform next steps.

**Strategies to Support and Develop English Skills**

The school provides a range of targeted strategies to help pupils strengthen their reading and writing abilities:

**1. Focused Reading Lessons**

- Pupils take part in structured reading sessions, which may include:
  - Group reading to build fluency and comprehension.
  - Paired reading to encourage peer support and confidence.

**2. Small Group Intervention Programmes**

- Targeted small group sessions are delivered to support specific areas of need in reading, writing, and spelling.
- These interventions are designed to close gaps and accelerate progress.

**3. Access to Support Staff and Structured Programmes**

- Pupils may work with trained support staff using evidence-based programmes recommended by external agencies.

**Strategies to Support and Develop Numeracy Skills**

The school uses a range of targeted approaches to help pupils build confidence and competence in mathematics:

**1. Individual and Small Group Interventions**

- Pupils may receive targeted support through structured intervention programmes tailored to their specific needs.
- For some learners, programmes such as Power of 1 may be used to address difficulties with number concepts and operations.

**2. Pre-Teaching and Revision**

- Key mathematical concepts are introduced in advance through pre-teaching, helping pupils feel more confident and prepared during whole-class lessons.
- Revision sessions are used to reinforce learning and address any misconceptions.

**Provision to Facilitate and Support Access to the Curriculum**

The school is committed to ensuring that all pupils can access the curriculum effectively, including those with **Specific Learning Difficulties (SpLD)** such as **dyslexia**. Strategies may include:

**1. Dyslexia Awareness and Inclusive Practice**

- Staff are trained to recognise and support pupils with dyslexic-type difficulties.
- Teaching approaches are adapted to reduce barriers to learning.

**2. Alternative Recording Methods**

- Pupils may use alternatives to written recording, such as:
  - Voice recording
  - Laptops or tablets
  - Visual organisers or mind maps

**3. Differentiated Instruction**

- Lessons are carefully differentiated to match individual learning needs and styles.
- Tasks are broken down into manageable steps with clear instructions.

**4. Structured Programmes and Visual Support**

- Pupils may follow structured literacy programmes tailored to their needs.

- Visual resources and prompts (e.g. word mats, cue cards, visual timetables) are used to support understanding and retention.

### **Strategies and Support to Develop Independent Learning**

The school encourages all pupils to become confident, independent learners. A range of strategies is used to support this development, particularly for pupils with additional needs:

#### **1. Visual Support**

- Visual timetables help pupils understand the structure of the day and prepare for transitions.
- Visual prompts (e.g. cue cards, checklists) are used to support task completion and independence.

#### **2. Targeted Group Work**

- Small group sessions focus on developing key skills such as:
  - Memory
  - Listening
  - Following instructions

#### **3. Positive Reinforcement**

- Reward systems such as House Points are used to motivate and reinforce independent behaviours and effort.

#### **4. Structured Learning Environments**

- Work stations are provided where appropriate to help pupils focus, organise their tasks, and work independently in a low-distraction setting.

### **Intervention: Pastoral Support:**

#### **How will the school support the personal, social and emotional development of my child?**

### **Strategies to Support Social Skills and Enhance Self-Esteem**

The school offers a wide range of supportive strategies and programmes to help children develop positive relationships, build confidence, and manage their emotions effectively:

#### **1. Targeted Programmes and Clubs**

- **Lunch Club** and **Lunchtime Nurture**: Safe, structured environments where pupils can build friendships and social confidence.
- **ELSA (Emotional Literacy Support Assistant)**: One-to-one or small group sessions to support emotional well-being.
- **Draw and Talk**: A therapeutic approach to help children express feelings through drawing.
- **Sand Play**: A therapeutic approach to help children express feelings through play.
- **Chat Times**: Informal opportunities for pupils to talk and be heard.

#### **2. Social Skills Development**

- **Social Skills Programmes**: Structured sessions to teach communication, cooperation, and conflict resolution.
- **Friendship Groups**: Peer-based support to promote inclusion and social interaction.
- **Buddy System**: Older or more confident pupils support younger or more vulnerable peers.

#### **3. Transition Support**

- **Transition Visits and Events**: Carefully planned activities to support pupils moving between year groups or schools.

#### **4. Family and Behaviour Support**

- **Family Support Worker**: Available to offer advice and support to families, helping to strengthen home-school links.
- **Behaviour Support Strategies**:
  - **Reward systems** (e.g. stickers, House Points)
  - **Break systems**
  - **Sensory and calming resources**
  - **Visual prompts and comic strip conversations**

#### **5. Whole-School Approaches**

- **Behaviour Policy:** Clear expectations and consistent use of rewards and sanctions.
- **Zones of Regulation:** Explicit teaching of emotions and strategies to help manage them.
- **Weekly Celebration Assemblies:** Recognising and celebrating pupil achievements to boost confidence and self-worth.

### **Personal and Medical Care**

The school is committed to supporting the health, safety, and well-being of all pupils, including those with medical or physical needs. Provision includes:

#### **1. On-Site Medical Support**

- **Associate Staff (Medical)** are available throughout the school day to assist pupils with medical needs and ensure appropriate care is provided.

#### **2. Individual Health Care Plans**

- **Health Care Plans and Medical Protocols** are developed for pupils with specific medical conditions, in consultation with parents and healthcare professionals.
- These plans ensure that staff are aware of each child's needs and how to respond appropriately.

#### **3. Liaison with Health Professionals**

- The school works closely with specialist health professionals (e.g. school nurses, physiotherapists, occupational therapists) to ensure pupils receive the care and support they need.

#### **4. Use of Specialist Equipment**

- Where appropriate, pupils have access to **specialist resources** to support their physical and learning needs, such as:
  - **Radio Aids**
  - **Writing slopes**
  - **Supportive seating or mobility aids**

### **Access to Modified Equipment and ICT**

To ensure all pupils can access the curriculum effectively, the school provides a range of specialist equipment and assistive technology tailored to individual needs. This includes:

#### **1. ICT and Assistive Technology**

- Voice Recorders
- Laptops with accessibility features
- iPads with educational and communication apps
- Radio aids- assistive listening devices used to improve access to spoken language particularly for pupils with hearing impairments

#### **2. Specialist Learning Equipment**

- Pencil grips and sloped writing boards to support fine motor skills
- Reading trackers to aid focus and fluency
- Talking whiteboards and spell checkers to support literacy development
- Dyslexia-friendly dictionaries for accessible vocabulary support

#### **3. Sensory and Physical Aids**

- Scissors adapted for different grip strengths
- Ear defenders to reduce auditory distractions and support sensory regulation
- Wobble cushions to support sensory regulation and improve focus by allowing subtle movement while seated

All equipment is provided on an individual basis, depending on the pupil's specific needs and in consultation with relevant professionals.

### **Partnerships with External Agencies:**

**What support from outside does the school use to support my child?**

## Working with External Agencies

At Freeman, we are committed to ensuring that the needs of all children are fully understood and effectively met. To achieve this, we work in close partnership with a range of external agencies and professionals. This collaborative approach enables us to access specialist advice, interventions, and support tailored to individual pupils.

### External Support and Interventions Include:

- **Access to Medical Interventions:** We liaise with healthcare professionals to support pupils with medical needs, ensuring appropriate provision is in place.
- **Individualised Health Care Plans:** Where necessary, personalised care plans are developed in consultation with parents/carers and relevant professionals to support pupils with complex health or care needs.
- **Referral to the School Nurse:** The school nurse provides health assessments, advice, and support for pupils and families, and contributes to care planning.
- **Referrals to Outside Agencies:** When additional expertise is required, we make timely referrals to external services to ensure pupils receive the support they need, including
  - Specialist Education Services (SES)
  - Specialist Teachers for Hearing and Visual Impairments
  - Behaviour Support Services
  - Speech and Language Therapists
  - Occupational Therapists
  - Physiotherapists
  - Educational Psychologists
  - Mental Health Support Team
  - Early Help
- **Access to Social Care:** We work with social care services to safeguard and promote the welfare of children and families in need of additional support.

This multi-agency collaboration ensures a holistic understanding of each child's needs and supports the development of effective, coordinated support strategies.

## Transition:

### How will the school help my child move to a new group, class or to a different school?

#### Supporting Transitions for Children with SEND

Children and young people with SEND can become particularly anxious about changes and transitions. The school is committed to ensuring that all transitions are as smooth and supportive as possible.

#### 1. Transition Within School (e.g. Moving to a New Year Group)

- **Information Sharing:**  
Detailed information about your child's needs, support strategies, and progress is shared with their new teacher and any support staff.
- **Classroom Visits:**  
All pupils have the opportunity to meet their new teacher and visit their new classroom before the end of the summer term.
- **Enhanced Transition Plans:**  
For some children, a personalised transition plan is created. This may include:
  - Additional visits to the new classroom
  - Extra time with the new teacher and support staff
  - Familiarisation with new routines and expectations
- **Transition Leaflets:**  
Visual transition leaflets are created for some pupils to help reduce anxiety and build familiarity with new environments and people.

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#### 2. Transition to Another School

- **Liaison with the New School:**  
The SENCo contacts the new school's SENCo to share detailed information about your child's needs and the support they have received.
- **Enhanced Transition Support:**  
Where needed, a more detailed transition plan is developed. This may include:
  - Additional visits to the new school
  - Visits from staff at the new school to meet your child in their current setting
- **Transfer of Records:**  
All relevant records and documentation are passed on promptly to ensure continuity of support.

### Staffing Expertise:

#### How skilled are staff in meeting the needs of my child?

#### Staff Training and Professional Development

The school is committed to ensuring that all staff are well-equipped to support pupils with special educational needs (SEN). Ongoing professional development is a key part of this commitment.

##### 1. SENCo Qualifications and Development

- Mrs Sharon Durler, the school's Special Educational Needs Coordinator (SENCo), is currently undertaking the National Professional Qualification (NPQ) for SENCo, further strengthening her expertise and leadership in SEND provision.

##### 2. Ongoing Staff Training

- An ongoing programme of training is in place to ensure that teachers and support staff have the skills, knowledge, and confidence to meet the needs of pupils with SEN.
- Training is tailored to reflect the needs of the school community and current best practices.

##### 3. Engagement with Local and National Practice

- The SENCo actively engages with local networks and professional development opportunities to stay informed about the latest local and national initiatives, research, and policy developments in SEND.

##### 4. SEN Trust Collaboration

- The school participates in termly SEN Trust meetings, providing opportunities to share best practice, collaborate with other schools, and enhance the quality of provision for all pupils with SEN.

FURTHER INFORMATION about support and services for pupils and their families can be found at:

<https://suffolksendiass.co.uk/>

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## Useful Acronyms

<b>ADD</b>	Attention Deficit Disorder
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>AP</b>	Alternative Provision
<b>APDR</b>	Assess/Plan/Do/Review
<b>AR</b>	Annual Review
<b>ASC</b>	Autistic Spectrum Condition
<b>BESD</b>	Behavioural Emotional and Social Difficulty
<b>CAMHS</b>	Child and Adolescent Mental Health Service
<b>CIC</b>	Child in Care
<b>CIN</b>	Child in Need
<b>DDA</b>	Disability Discrimination Act
<b>EAL</b>	English as an Additional Language
<b>EHCNA</b>	Education, Health and Care Needs Assessment
<b>EHCP</b>	Education, Health and Care Plan
<b>EP</b>	Educational Psychologist
<b>EPS</b>	Educational Psychology Services
<b>LSA</b>	Learning Support Assistant
<b>EYFS</b>	Early Years Foundation Stage
<b>HLTA</b>	Higher Level Teaching Assistant
<b>IEP</b>	Individual Education Plan
<b>IBP</b>	Individual Behaviour Plan
<b>MLD</b>	Moderate Learning Difficulties
<b>MSI</b>	Muti Sensory Impairment
<b>PEP</b>	Personal Education Plan
<b>PSP</b>	Pastoral Support Plan
<b>SALT</b>	Speech and Language Therapists
<b>SEMH</b>	Social, Emotional and Mental Health
<b>SEN</b>	Special Educational Needs
<b>SENCO</b>	Special Educational Needs Co-ordinator
<b>SES</b>	Specialist Education Services
<b>SLCN</b>	Speech, Language and Communication Needs
<b>SLD</b>	Severe Learning Difficulties
<b>TA</b>	Teaching Assistant