



Fulbourn Primary School

SEND Information Report

This SEND Information Report explains how Fulbourn Primary School implements our SEND Policy and support pupils with special educational needs and/or disabilities (SEND). Maintained schools and academies must publish this information on their website and review it at least annually, updating it sooner if changes occur.

Date of last review: September 2026

Date of next scheduled review: September 2027 (or sooner if there are significant changes)

Who should I contact if I think my child has Special Educational Needs?

We believe that working in partnership with parents and carers is central to supporting every child to thrive. If you have a concern about your child's learning, development or wellbeing, your child's class teacher should usually be your first point of contact. They know your child well and can talk to you about their individual strengths, needs and progress, as well as the support and provision in place to help them succeed.

We encourage open communication between home and school. If a teacher has concerns about your child's progress, learning, development or wellbeing, they will normally discuss these with you so that we can work together to understand your child's needs and agree how best to support them.

You can also contact our Special Educational Needs Coordinator (SENCo), Amy Marshall. The SENCo has responsibility for coordinating the school's provision for children and young people with special educational needs and/or disabilities (SEND). She works closely with teachers, parents and carers, and other professionals where appropriate, to ensure that children's individual needs are understood and that appropriate support is put in place.

Contact details

Telephone: 01223 712525

Email: office@fulbourn.cambs.sch.uk

How will the school know if my child has Special Educational Needs?

We want every child to make the best possible progress and achieve their full potential. Our teachers continually assess children's learning, development and wellbeing and use this information to plan teaching and support that meets their individual needs.

Teachers regularly work with the Senior Leadership Team and SENCo to review children's progress and consider whether any child may need additional support. We consider a range of information, including whether a child:

- is making less progress than expected from their individual starting point;
- has experienced a change in their rate of progress;
- is finding it difficult to build on or maintain their learning over time;
- is experiencing persistent difficulties despite appropriate support and high-quality teaching; or
- has needs that may require provision that is additional to or different from that normally available in the classroom.
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Where a child is experiencing difficulties, our first response is always to ensure that they receive **high-quality, inclusive teaching** that is carefully adapted to meet their needs. For

many children, appropriate adjustments and targeted teaching within the classroom will enable them to make good progress.

If concerns continue, we will gather further information and work in partnership with you to understand your child's strengths, needs and barriers to learning. This may involve a meeting with you, your child's teacher and, where appropriate, the SENCo. We value children's views and will involve your child in this process in an age-appropriate way.

Where it is agreed that your child has special educational needs and requires SEN Support, we will work with you and your child to put appropriate support in place. This will be reviewed regularly using the **assess, plan, do and review** approach. Your child's views, strengths and individual needs will help to shape their support and learning plan, including the outcomes we are working towards and the provision that will help them to achieve these.

What kinds of Special Educational Needs can the school help my child with?

Fulbourn Primary School is a fully inclusive school where **every child matters**. We are committed to ensuring that all children are valued, included and supported to achieve their potential. We recognise that every child is an individual, with their own strengths, interests and needs, and we adapt our provision to help each child participate, learn and thrive.

We aim to understand and respond to children's individual needs in the most appropriate way, working closely with children, parents and carers and, where appropriate, other professionals. We value and celebrate effort, progress and achievement, recognising that success looks different for every child.

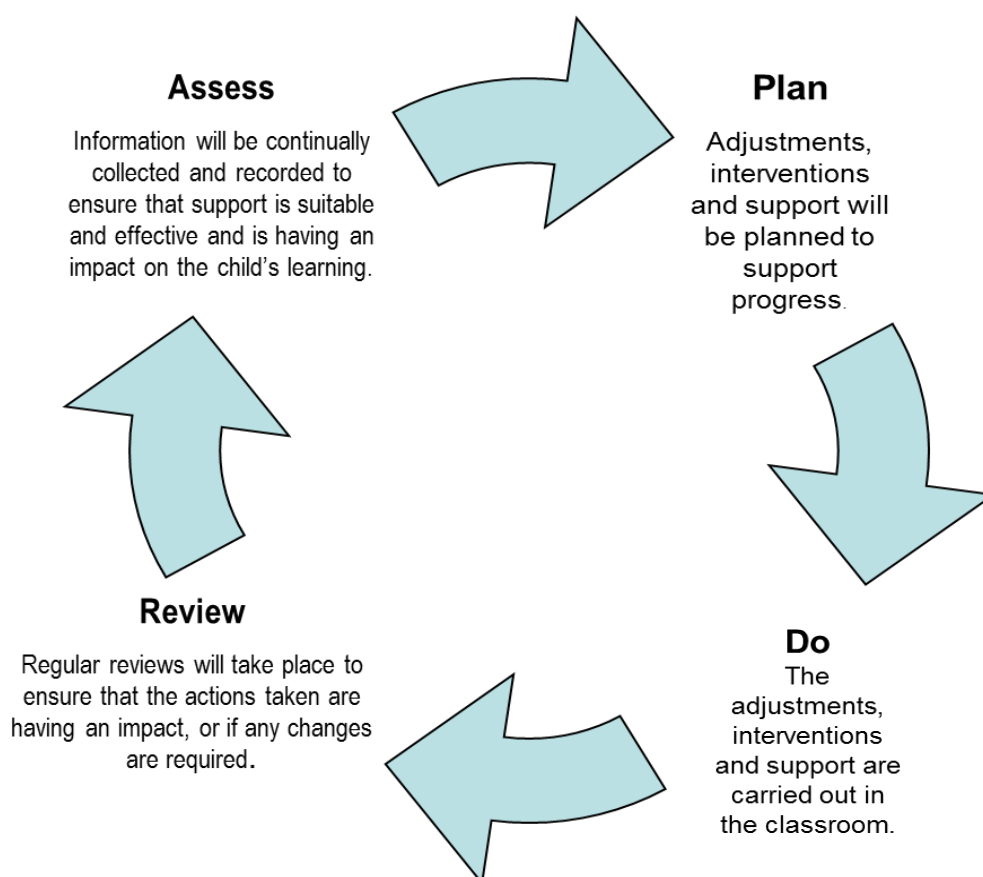
Our provision is responsive to individual needs and may include additional and/or different support for children with needs in one or more of the four broad areas identified in the SEND Code of Practice:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**
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We recognise that children may have needs across more than one area and that their needs may change over time. Our inclusive approach means that we continually review and adapt the support we provide so that children can access learning, develop their independence and feel a valued part of our school community.

What does SEN support look like at Fulbourn Primary?

Like all teaching, SEN Support takes the form of a cycle. The diagram shows the steps involved in providing SEN Support in school. You are invited to take part in every review of your child's learning plan targets so that you always know how well the support is going and how well your child is doing.



Who will be involved in helping my child?

The people involved in supporting your child will depend on their individual needs. For some children, support may be provided through a close partnership between the child, their class teacher, the SENDCo and their family. For others, we may work alongside specialist professionals who can offer additional advice, assessment or expertise.

Whatever support your child needs, **we work as a team.**

<u>Class teacher</u> Your child's class teacher knows them best in school and plays a central role in supporting their learning, wellbeing and development. Teachers are responsible for the progress of every child in their class and adapt their teaching to meet a wide range of individual needs.	<u>SENDCo</u> The SENCo oversees the provision for children with SEND in school. Amy Marshall holds the National Award for SEN Coordination.	<u>Parents</u> Parents and carers are an essential part of our team. You know your child best, and your knowledge, experiences and insights help us to understand and support them effectively.	<u>Teaching Assistant</u> Teaching assistants are an important part of our inclusive approach. They may support your child within the classroom, through small-group activities or, where appropriate, through individual support.
<u>Community Paediatrician</u> Where appropriate, a Community Paediatrician may be involved to explore developmental or medical needs that could be affecting a child's learning, communication or wellbeing. They may contribute to assessment, diagnosis and advice for families and school.	<u>Occupational Therapist</u> An Occupational Therapist may become involved when a child has particular sensory, physical or motor needs that are creating barriers to their learning or participation. Following an assessment, they may provide advice and practical strategies to help develop skills such as fine motor control, visual perception or sensory regulation. We work with families and professionals to incorporate recommended strategies into your child's everyday school experience.	<u>Speech & Language Therapist</u> A Speech and Language Therapist may support children who have identified speech, language or communication needs. Support may include direct work with your child or advice and programmes for school staff to deliver. Our aim is to ensure that children have the communication skills and confidence they need to express themselves, build relationships and access their learning.	<u>Sensory Services</u> Specialist Sensory Services may support children with a hearing or visual impairment. They work alongside school staff and families to identify and reduce any barriers that could affect a child's access to learning and participation in school life. This may include regular visits to school, advice for staff, adaptations to the learning environment or individual support for your child.
<u>Educational Psychologist</u> An Educational Psychologist may work alongside the class teacher, SENDCo, child and family to develop a deeper understanding of a child's strengths and needs. They can provide specialist advice, help us to identify effective approaches and, where appropriate, contribute to assessment. Their recommendations help us to continually develop the ways in which we support children to learn, communicate and flourish.	<u>Specialist Teaching Team</u> Our Specialist Teaching Team can provide additional expertise when a child would benefit from specialist teaching advice or assessment. They work closely with the class teacher and SENDCo to understand a child's individual strengths and needs and to recommend effective strategies and approaches. As experienced education professionals, they help us to ensure that teaching and support remain ambitious, inclusive and responsive to every child's individual needs.		

How does the school teach children with SEND? How is the curriculum and learning environment adapted?

At Fulbourn, **our curriculum is inclusive by design**. We believe that every child is entitled to an ambitious, engaging and accessible education, and that children with SEND should be able to participate fully in the life and learning of our school.

Our starting point is always **high-quality, inclusive teaching**. Class teachers are responsible for the learning, progress and wellbeing of every child in their class and carefully consider how teaching, resources and the learning environment can be adapted to enable all pupils to succeed.

Teachers:

- Plan engaging and appropriately challenging learning that builds on each child's prior knowledge, strengths and interests.

- Use inclusive quality-first teaching approaches so that children can access learning alongside their peers.
- Adapt teaching, resources and the curriculum to reflect different levels of prior attainment, interests and individual needs.
- Make reasonable adjustments to lessons, routines and the learning environment where these will remove barriers to learning and participation.
- Ensure that all children are able to take part meaningfully in classroom activities and the wider life of the school.
- Use a range of approaches, resources and ways for children to demonstrate what they know and can do.
- Monitor children's progress carefully and use this information to identify where further support or a different approach may be helpful.
- Celebrate children's achievements, strengths and progress, recognising that every child has their own individual journey.
- Set appropriate and ambitious targets and ensure that children understand their next steps in learning.
- Work closely with families, the SENDCo and, where appropriate, external professionals to develop a shared understanding of how best to support each child.

Additional support and intervention

For some children, high-quality classroom teaching and reasonable adjustments may need to be supplemented by **additional or different provision**. This support is carefully considered in response to an individual child's needs and is designed to remove barriers, develop independence and enable them to make progress.

Additional support may include:

- Adapted or alternative learning materials and resources.
- Visual supports, practical resources or other approaches that help children to understand and engage with learning.
- Reasonable adjustments to classroom routines, expectations or the physical environment.
- Support from trained adults within the classroom.
- Targeted support from a teaching assistant or other member of staff.
- Short-term, focused intervention, which may take place individually or in a small group.

- Advice and strategies from specialist professionals where appropriate.

Where children receive additional intervention, we carefully consider what they need, why they need it and how it will help them to access their learning and become more independent. Interventions are monitored so that we can evaluate their impact and adapt provision when necessary.

We recognise that inclusion does not mean that every child receives exactly the same support. Instead, it means that every child receives the support, adaptations and opportunities they need to belong, participate, learn and flourish.

Our aim is for children with SEND to feel valued as an integral part of their class and our wider school community. We celebrate difference, recognise individual strengths and maintain high expectations for every child, ensuring that SEND is not a barrier to experiencing success, friendship and a rich and fulfilling education.

What support is available for ensuring the emotional and social development of children with SEN?

At Fulbourn, we know that children learn best when they feel safe, valued, understood and connected. Supporting children's emotional wellbeing and social development is therefore an important part of our whole-school approach to inclusion.

We want every child to know that there is an adult in school who knows them well, listens to them and is there when they need support; we call these 'our trusted adults'. All children have access to a trusted adult with whom they can talk about anything that may be affecting them, whether this relates to friendships, emotions, learning or life beyond school.

Our approach includes:

- A consistent and nurturing approach from all staff, with clear routines, expectations and boundaries that help children feel safe and secure.
- A whole-school rewards system that recognises positive choices, effort, achievement and contribution to our school community.
- Visual timetables to help children understand what is happening throughout the day and prepare for changes.
- Now and Next boards for children who benefit from additional support in understanding routines, expectations and transitions.
- Social stories to help children understand social situations, develop confidence and explore different ways of responding.

- Targeted social skills groups where children can develop skills such as communication, cooperation, friendship and managing social situations.
- 'Bubble Time', an established approach that gives children dedicated time with an adult to talk, regulate and share their thoughts and feelings.
- 'Talk Books', which provide an alternative and accessible way for children to communicate with trusted adults, particularly when talking directly may feel difficult.
- Individual or small-group support where a child needs additional help to develop emotional literacy, self-regulation, confidence or social skills.

Pastoral support

Our **pastoral team** plays an important role in ensuring that children feel known, cared for and able to thrive at school. They work closely with children, families and staff to identify emerging needs and provide timely support.

We also have an **Emotional Literacy Support Assistant (ELSA)** who provides specialist support for children experiencing social and emotional needs. Support is tailored to the individual child and may include one-to-one sessions or carefully planned small-group work. The aim is to help children develop the emotional understanding, resilience and strategies they need to manage feelings, build positive relationships and engage confidently in school life.

Working with families and specialist services

We recognise the importance of working in partnership with families. If we have concerns about a child's emotional or social wellbeing, we will work with parents and carers to understand what may be happening and agree the most appropriate way forward.

Where a child's needs require additional expertise, we can seek advice and support from relevant external agencies and specialist services. We value these partnerships and use their expertise to strengthen the support we provide in school.

What happens if my child needs additional equipment or facilities?

At Fulbourn, we are committed to ensuring that children are able to access all aspects of school life, and we will consider what reasonable adjustments, equipment or resources may be needed to remove barriers to learning, participation and independence.

Where a child has an identified need, we will work closely with the child, their family, school staff and, where appropriate, relevant specialist professionals to identify the most effective

support. This may include purchasing or providing additional resources or specialist equipment tailored to an individual child's needs.

We will also consider adaptations to the learning environment, routines or ways of working where these will help a child to participate fully and confidently in school.

Our school has an accessible toilet facility, and we will continue to review accessibility and make appropriate adjustments to ensure that children with additional needs can access the school environment safely, comfortably and with dignity.

We believe that providing the right equipment and adaptations is an important part of creating an inclusive school where every child can participate, develop their independence and feel that they truly belong.

How will the school let me know my child's needs and the help that they are receiving?

At Fulbourn, we believe that strong partnerships with families are at the heart of effective SEND support. Parents and carers know their children best, and their knowledge and experiences are invaluable in helping us understand each child's strengths, needs and aspirations.

We want families to feel informed, listened to and actively involved in decisions about their child's education. Your child's class teacher will keep you informed about their learning, progress and wellbeing and will talk with you regularly about how they are getting on. We also welcome information from home, as this helps us build a fuller picture of your child.

If you or the school have concerns about your child's progress, learning or wellbeing, we will work together to understand their needs and consider what additional support or adjustments may be helpful. Where appropriate, we will arrange a meeting with you to discuss this and agree the next steps.

For some children, it may be helpful to seek advice, assessment or support from an external specialist service. We will always discuss this with you first, explain why specialist advice may be beneficial and involve you throughout the process.

Our aim is that families know how their child is doing, what support is in place and how we are working together to help them thrive.

How will the children themselves be involved?

At Fulbourn, we believe that children should have a voice in decisions about their education and support. Children with SEND often have valuable insight into their own strengths,

needs and experiences, and we want them to feel confident sharing what helps them to learn, feel safe and succeed.

Children will be encouraged to talk about their learning, achievements and next steps, as well as the strategies and support they find most helpful. We will use approaches that enable every child to share their views in a way that is meaningful and accessible to them.

We will always listen carefully to children's views and take them seriously, while ensuring that decisions are made in their best interests. For some children, understanding and communicating their own needs may be more difficult, so we will work closely with families and relevant professionals to understand their perspective and ensure their voice is represented.

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

We recognise that transitions can be exciting but may also feel challenging for some children. We plan transitions carefully so that children feel safe, prepared and confident about their next step.

When your child moves from one class to another, their SEN support will continue. Teachers share relevant information and hold transition meetings to ensure that staff understand each child's strengths, needs, successful strategies and next steps. All children have opportunities to visit their new classroom and meet the adults who will be supporting them. Where a child needs additional preparation, we will provide this, including extra visits or personalised transition support.

Your child will continue to receive SEN Support through our Assess, Plan, Do, Review process. If your child has an Education, Health and Care Plan (EHCP), this will transfer with them and the provision outlined within it will continue, alongside the required review process.

When a child joins Fulbourn, including during the school year, we work closely with their previous school to gather relevant information about their learning, strengths and support needs. This helps us to put appropriate provision in place quickly and plan their next steps.

When your child moves on to another school, we ensure that relevant records and information are transferred securely. For children moving to secondary school, we work closely with the receiving school and SENDCo and, where appropriate, arrange additional visits and transition support.

Our aim is that no child has to start again when they move. By sharing information, listening to children and families, and planning ahead, we make sure that the support, relationships and strategies that help each child to thrive are carried forward wherever possible.

How does the school evaluate how effective the support is for children with SEND?

At Fulbourn, we regularly review the support we provide to ensure that it is meeting children's needs and making a positive difference to their learning, wellbeing and inclusion.

We consider:

- How effectively staff identify and respond to SEND.
- How quickly children's needs are identified.
- Partnership with children and their parents and carers.
- The progress and outcomes of children with SEND.
- How effectively staff and resources are deployed.
- Children's involvement in reviewing their own progress.
- The impact of support from external professionals.
- The effectiveness of intervention programmes and targeted support.

Regular Pupil Progress Meetings bring together teachers, senior leaders and the SENDCo to review children's progress, identify any barriers and agree where further support or adjustments may be needed.

The SENDCo also reports to the governing body throughout the year, ensuring that governors have a clear overview of SEND provision and its impact.

What happens if I'm not happy with the support my child is getting?

We aim to work in partnership with parents and carers to ensure a shared approach to meeting your child's needs. If you have a concern about SEND provision, please speak initially with your child's Class Teacher or the Headteacher so that we can work together to resolve it.

We are committed to listening to children and families, learning from concerns and doing everything we can to get things right for every child.

If you are not satisfied with the outcome, you can follow the steps outlined in the school's Complaints Policy, available from the school office and on the school website.

Where can I get extra help and advice?

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

SENDIASS – SEND Information, Advice and Support Service

Offer impartial and confidential information, advice and support to parents who have a child or young person with special educational needs or a disability.

<http://www.cambridgeshire.gov.uk>

Family Support Worker

Family Support Workers can offer help with challenging behaviour, establishing routines, raising self-esteem, increasing confidence and improving family relationships. This support is accessed by completing an Early Help Assessment (EHA) form with a school staff member.

Pinpoint

A registered Cambridgeshire charity that provides

It is run by parents for parents and gives straight-forward guidance on the services children are entitled to and how to access them.

<http://www.pinpoint-cambs.org.uk/home>

<https://youtu.be/-B77PaE3hdA>

Cambridgeshire Early Help Assessment

Sometimes it is difficult to know exactly what help you and your child need. In these cases, the Cambridgeshire Early Help Assessment is an ideal tool to help. It is a way of identifying whether a child needs extra support and working out the best way to provide that support.

School can lead the process for you. Find out more from the link below.

<http://www.cambridgeshire.gov.uk/thinkfamily>

Occupational therapy

The service can help children participate in normal everyday activities as well as managing personal care.

<https://www.cambspborochildrenshealth.nhs.uk/services/cambridgeshire-childrens-occupational-therapy-service/>

Help and Advice understanding the SEND Code of Practice 0-25 years

The document can be found at [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

[SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

Cambridgeshire County Council's Local Offer which details services available in the Cambridgeshire Area

[http://www4.cambridgeshire.gov.uk/info/20136/](http://www4.cambridgeshire.gov.uk/info/20136/cambridgeshire_local_offer/549/about_cambridgeshires_local_offer)

[cambridgeshire_local_offer/549/about_cambridgeshires_local_offer](http://www4.cambridgeshire.gov.uk/info/20136/cambridgeshire_local_offer/549/about_cambridgeshires_local_offer)