

Downham Feoffes Primary Academy
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION



REPORT
2025-2026



1. The kinds of special educational needs and disabilities (SEND) for which provision is made at the school:

Our Special Educational Needs and Disabilities (SEND) Policy outlines our commitment and approach to offering an inclusive curriculum that ensures the best possible progress for all pupils, whatever their need or disability. This policy is available on our school website.

Currently we have children who receive regular Special Support, some of whom have their own Assess, Plan, Do and Review Plan (APDR). Children requiring access to special support may take part in various targeted intervention programmes designed to plug any gaps in their learning or to help them progress in areas of difficulty. Others on Special Support will be given more tailored programmes to aid their development and specialist outside services may work with us in school to help plan these programmes.

We also have children who have Education, Health and Care Plans (EHC Plans) across all year groups. These children receive additional support, often with the guidance of an external agency.

The School follows a Graduated Response (Waves of Intervention) for children with SEND.

- **Wave 1.** The academy believes that most-high incidence SEND can be supported in the classroom by the class teachers' quality first teaching and through their knowledge and the quality of their strategies, assessed and monitored in line with their peer group.
- **Wave 2.** Where the pupil struggles to make progress, despite quality first teaching, further investigation is needed to put effective provision in place. This will take the form of a shortterm intervention. A baseline will be taken before the intervention starts in order to ensure that impact can be measured. Impact will be measured after 6-12 weeks and this will inform the next step. The outcomes of Wave 2 should be evaluated with the parents/carers CYP.
- **Wave 3.** Where the pupil struggles to make progress, despite quality first teaching and initial intervention, further investigation is needed to put effective provision in place. A four-part cycle is initiated in order to explore fully the pupil's needs to progress (**APDR**).
The outcomes of Wave 3 should be evaluated with the parents/carers.
 1. The pupil has made progress, the cycle reverts to back to Wave 2 or 1.
 2. The pupil has not made progress so specialists may be contacted at this point.
 3. When the Academy has taken relevant and purposeful action and the pupil has not made expected progress then the Academy or parents can make a referral for an Education, Health and Care Needs Assessment (EHCNA).
- **Wave 4** Students on Wave 4 all have an Education Health and Care Plan (EHCP). The SENDCo holds responsibility for ensuring appropriate provisions are in place and support is provided to meet the pupil's needs.

Needs include mild to severe or specific learning difficulties in one or more subjects; Speech and language needs; visual or hearing impairment; attachment difficulties; difficulties with physical development; social, emotional or mental health difficulties or needs relating to pupils with Autism or Attention Deficit Hyperactivity Disorder.

We have Level 2 and Level 3 teaching assistants who help support children either one to one, or with interventions or additional classroom support.

2. Information about the school's policies for the identification and assessment of children with SEND:

Our SEND Policy includes information about how we identify and assess children with SEND and how this involves a graduated response. We always inform parents/carers where we have concerns and if you are concerned at all about the development, progress or well-being of your child, please do not hesitate to contact your child's class teacher. He/she will listen to your concerns and together you can decide how best to support your child. At times, the teacher may feel it is also appropriate to involve the Inclusion Leader/SENDCo in discussion, particularly where catch-up and interventions have been tried but progress is still not being made. Sometimes children do progress at different rates and sometimes they have missed a significant amount of schooling and a catch-up or targeted intervention programme is enough to address difficulties. At times though a child may have a specific need that impacts upon learning which is best addressed with advice from our Inclusion Leader/SENDCo and outside professionals.

3. Information about the school's policies for making provision for children with SEND whether or not children have EHC Plans:

Our SEND policy includes information about the following:

- a) How we evaluate the effectiveness of our provision
- b) Arrangements for assessing and reviewing the progress of pupils with SEND
- c) Our approach to teaching children with SEND
- d) How we adapt the curriculum and learning environment for children with SEND
- e) Additional support for learning available to children with SEND
- f) How we enable children with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND.

Downham Feoffees Primary Academy uses a graduated approach where a child can access appropriate levels of support based on need. If a child is accessing more help and support than the majority of children of that age, or they are working at a level increasingly below age related, then they are placed on the SEND register and teachers produce an APDR (Assess, Plan, Do, Review) sheet. This identifies targets and strategies to support that child. This process is discussed with parents/carers.

School undertakes a constant Assess, Plan, Do and Review process where we evaluate our interventions and their impact. This allows us to effectively plan our support for pupils with SEND.

We currently have a number of children receiving support from Speech and Language Specialists; the Local Authority Specialist Teaching Team; Occupational Therapists; the Community Paediatric Team, Educational Psychologists; the locality team (including a Family Worker); school nursing team, Younited and the Mental Health Support Team. Sometimes, outside services help the school plan an appropriate programme of work for pupils to work on in school.

4. Name and contact of the Inclusion Leader/SENDCo.

Mrs Lorna Greaves works on Monday and Wednesday.

While it is best to liaise first with the class teacher of your child, our Inclusion Leader/SENDCo is also available to make an appointment with to discuss concerns about particular learning needs or disabilities.

The class teacher is responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and the delivery of any additional support.
- Contributing to individual plans that prioritise and focus on the next steps required for your child to improve learning.
- Applying the school's SEND Policy.
- If you have concerns about your child's progress, talk to the class teacher first. You may then be directed to the Inclusion Leader/SENDCo.

The Inclusion Leader/SENDCo is responsible for:

- Coordinating provision for children with SEND and developing the school's SEND Policy

Ensuring that parents/carers are:

- Involved in supporting their child's learning and access
- Kept informed about the range and level of support offered to their child
- Included in reviewing how their child is doing
- Consulted about planning successful movement (transition) to a new group or school
- Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties
- Facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

The Head Teacher is responsible for:

- The day to day management of all aspects of the school, including the provision made for students with SEND.

5. The expertise and training of staff in relation to SEND and how specialist expertise will be secured:

Recent training has included the following:

Therapeutic Thinking Training

Autism in Girls

Autism Education Trust Training

Maximising the Use of Teaching Assistants Training (MITA)

Attention Autism Training

Recovery Through Relationships Training (Virtual School)

Speech and Language Training

Child Protection Training for all staff including PREVENT training

Powerful Words Training

Little Wandle Training

Attention Autism Training

Social stories and comic strip conversation training

SENCO Network meetings for Inclusion Leader/SENDCo – Termly, throughout the year.

Staff have the appropriate training to support children with medical issues including diabetes, asthma and allergies requiring Epipens.

The majority of staff are also First Aid trained.

Our Inclusion Leader/SENDCo liaises regularly with appropriate outside services and arranges Team Around the Family (TAF) meetings to help our parents/carers become more informed and a part of the process of exploring and deciding upon the best provision for their child/ren.

6. How are equipment and facilities to support children with SEND secured?

Downham Feoffees Primary Academy and the Academy Council are committed to spending resources to ensure all needs are met if possible. Otherwise, the school aims to ensure resources are available according to need to make sure children can access the curriculum fully.

The school is wheelchair accessible and has a disabled toilet. Regular risk assessments are made of the site and hazards highlighted. The car park has a parking bay for disabled badge holders. Where children have access needs that are not current in school, we are able to liaise with the Local Authority and other professionals to ensure that reasonable adjustments are made. Professionals advise on physical programmes or adaptations to the school environment.

Can all children attend trips?

All children are entitled to be included in all parts of the school curriculum and on all school trips, if appropriate and safe. Risk assessments are carried out for any off-site activity and this may include advice from specialist agencies. We work alongside parents/carers and providers to make reasonable adjustments to ensure all children can access facilities and activities available.

7. Arrangements for consulting parents/carers of children with SEND about, and involving such parents/carers in, the education of their child:

We involve parents/carers at all levels and will inform them when there are concerns over progress or specific needs. School communicates with parents/carers in a number of ways including Face Book, newsletters, assemblies, meetings and many other forms. For parents/carers whose child has an additional need we may also provide extra meetings, annual reviews, telephone discussions, additional teacher meetings, TAFs (Team Around the Family Meetings) and personalised written feedback. Parent Consultations are available for all parents/carers at least termly.

Parents/carers are able to voice their concerns and teachers are always available to meet with parents/carers though an appointment through the school office may be necessary.

We signpost parents/carers to activities in the local area which may benefit their child.

Parents/carers are made aware of Locality Team parenting courses, Children's Centre activities and other opportunities in and around Ely.

Information about the Local Offer is available on our website.

8. Arrangements for consulting the children with SEND about, and involving them in, their education:

All children in the school have individual targets for English and Maths and are involved in self-evaluation of their work. Additionally, children with their own Assess, Plan, Do, Review Plans will have the chance to talk about their work and experience of school leading up to any review. School Council meetings also discuss any concerns raised by any child including those with SEND.

9. Arrangements made by the Academy Council relating to the treatment of complaints from parents/carers of children with SEND concerning the provision made by our school:

The named Inclusion Leader/SENDCo is Lorna Greaves.

A member of the Academy Council, Mrs Sarah Lycett, takes a special interest in SEND.

If you have any complaint about the special educational provision for your child, or about special educational needs provision generally, please speak to the Inclusion Leader/SENDCo, the Head of School, or to any member of the Academy Council.

If you speak to an Academy Councillor, he/she will, in the first instance, refer the matter to the Head of School. The Head of School will investigate and then contact you within five school days.

If he/she has not resolved the matter to your satisfaction, it will be referred to the Academy Council, who will consider the complaint and contact you within five school days from the date of the meeting.

10. How the Academy Council involves other bodies, including health and social services; the Local Authority support services and voluntary organisations, in meeting the needs of children with SEND and in supporting the families of such children:

The Academy Councillors ensure the Head Teacher and Inclusion Leader/SENDCo make full use of finance and resources and require them to communicate with outside agencies where necessary. The school will seek specialist advice and support where the resources of the school alone are not adequate to meet a child's specific needs and where those needs are impacting significantly on their ability to learn. We will always involve the parents/carers where other professionals are drawn on and we also give parents/carers the opportunity to self-refer or to request meetings themselves through drop-ins held here in the school.

We currently have a number of children receiving support from Speech and Language Specialists; the Local Authority SEND Services Team; Occupational Therapists; Educational Psychologists; the Locality team (including our Family Worker); school nursing team, Younited and the Mental Health Support Team.

11. Support for improving emotional and social development:

Downham Feoffees Primary Academy takes the mental health and wellbeing of our pupils very seriously and is developing its provision continuously. The Mental Health Champion for the school is Lorna Greaves.

Downham Feoffees Primary Academy works closely with the Mental Health Support Team. They can work with families to support children with emerging mental health needs.

We offer a range of additional support for children with emerging mental health needs including; meet and greet in the morning and social and emotional interventions.

12. Contact details of support services for the parents/carers of children with SEND, including those for arrangements made in accordance with section 32 (mediation):

The Parent Partnership Service (SEND Information, Advice and Support Service (SENDIASS)) is a service for parents and carers of children and young people with special educational needs. They run a confidential advice line (CALL) on the phone number: 01223 699214 (10am-12noon and 2pm-4pm Monday to Friday) They can also be contacted via email at sendiass@cambridgeshire.gov.uk and their website details are: [SEND Information Hub \(Local Offer\) | SEND Information, Advice and Support Service \(SENDIASS\) \(cambridgeshire.gov.uk\)](#)

Our East Cambs child and family team run a number of parenting courses that may be of interest to parents/carers. More details of these can be found via Ely Children's Centre: Spring Meadow Nursery and Infant School, High Barns, Ely, CB7 4RB. Tel: 01353 611594. Parents/carers can also contact a family worker. (Locality Team Family Worker)

13. Our arrangements for supporting children with SEND in a transfer between phases of education:

We take every opportunity to ensure a smooth transition for your child either into school from home or from a previous setting or school. We will invite you to tell us about your child, their strengths and difficulties; what works well and what not so well. We share this information with all staff in the school so they know how best to welcome and support your child.

Our Foundation Stage teachers and teaching assistants visit the nursery your child comes from if applicable; hold taster sessions and an Induction Evening in the summer term for children and parents/carers to come into school together.

The school also works hard to liaise with secondary schools and some children have a greater level of transition where necessary either from nursery to school or school to secondary. This can involve additional visits and meetings with professionals involved.

14. Information on where the Local Authority's Local Offer is published:

www.cambridgeshire.gov.uk/SEND