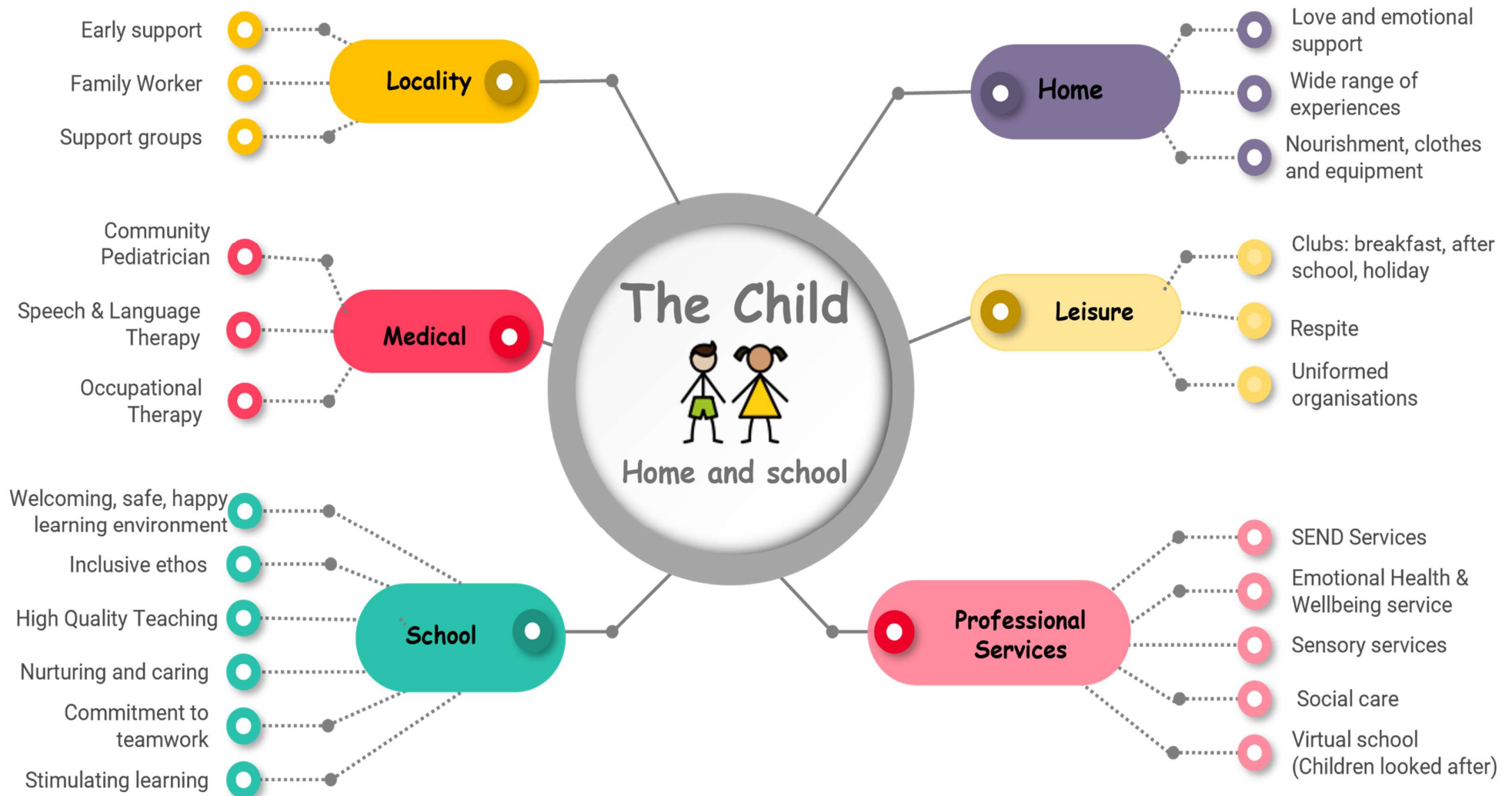


Fenland Schools Federation

Townley School & Nursery and Friday Bridge Primary

SEND Information Report 2026



This Information Report has been coproduced with a sample of parents of SEND pupils across the Federation.

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

The first person that you should speak to is always your child's teacher. Your child's teacher knows your child really well and will be able to talk through your concerns with you. He or she will know your child's strengths and areas for improvement, how they are progressing in school and whether this is in line with your child's classmates. You will find that if there are any concerns in school your child's teacher will usually approach you before you approach them.

You can also contact the Federation's Special Educational Needs Co-ordinator (SENDCo), Shelley Steer. She oversees the provision for children with special educational needs or disabilities in school and will speak to your child's teacher if you have any concerns.

Contact Details- Townley: office@townley.cambs.sch.uk Friday Bridge: office@fridaybridge.cambs.sch.uk

The Federation SEND Governor can also be contacted for support through contacting the Townley school office on 01354 638229 or the Friday Bridge School office on 01945 860220

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

To make sure that each child in our Federation reaches their full potential, teachers are constantly assessing children and planning for their needs. It is a continuous cycle. There are regular meetings with your class teacher and the SENDCo to identify children who may need extra help. During the meetings they will look for children who:-

- are making slower progress than other children who started at the same point
- have changed their rate of progress, i.e. if their progress has suddenly slowed down
- do not catch up with their classmates
- are falling further and further behind their classmates



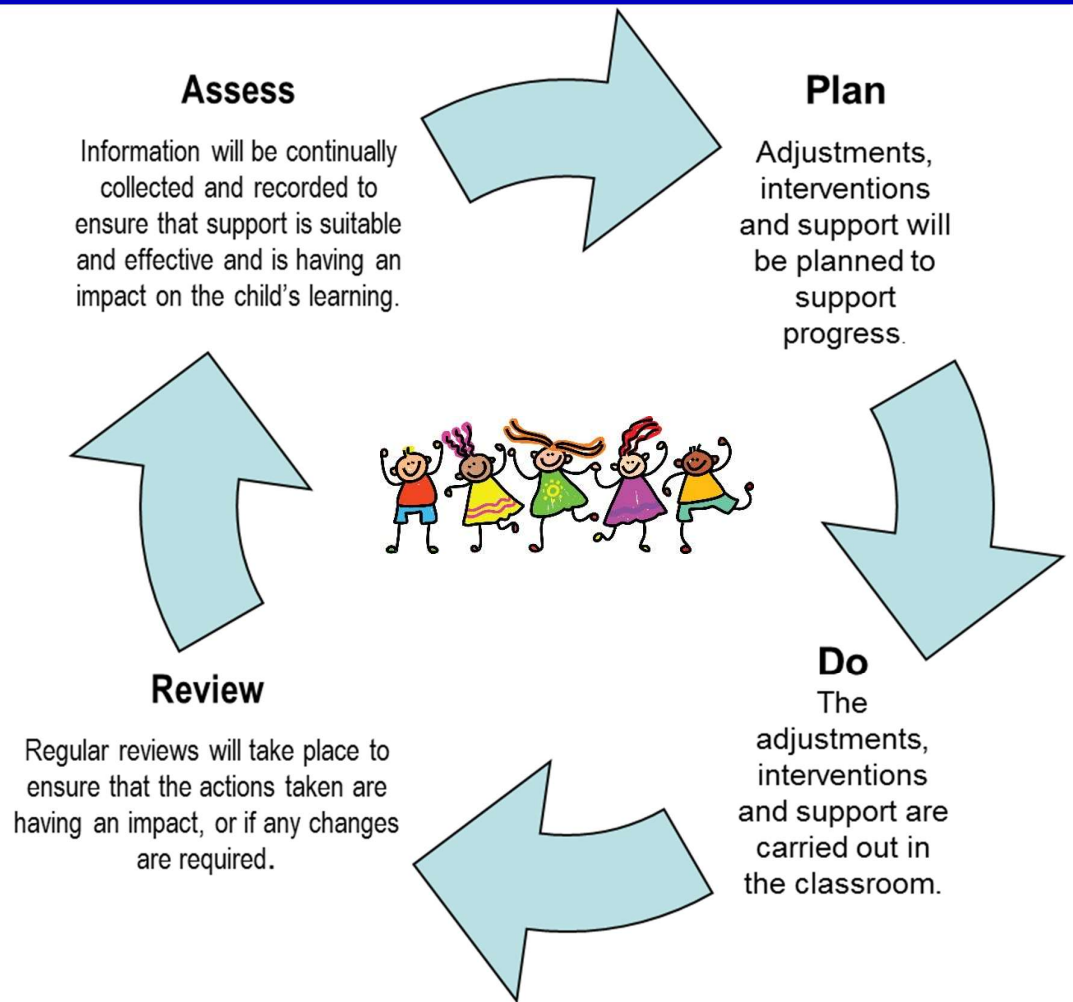
First of all, we will address any areas for improvement through High Quality Teaching and our Ordinarily Available Provision. For some children, targeting these areas will see their learning improve. If your child continues to make less than the expected progress, we will gather further information and offer to meet with you, your child's teacher and the SENDCo. Of course, we like to make sure your child is involved and so will gather their views before the meeting. If it is decided that your child has special educational needs, with your agreement, SEND Support will begin.

SEND Support in School

If a child is identified as having Special Educational Needs or Disabilities (SEND), we will provide support that is 'additional to' or 'different from' the adaptive teaching approaches and learning arrangements normally provided as part of high-quality, personalised teaching. This additional support is designed specifically to help your child overcome barriers to learning. SEND Support follows a graduated cycle of: **Assess** → **Plan** → **Do** → **Review**. This cycle helps us to understand your child's needs, put the right support in place, and continually check whether it is working. The diagram opposite shows the steps involved in providing SEND Support in school. You will be invited to take part in every review, so you always know how things are going, what progress is being made, and what the next steps are. Where appropriate, we will also include your child's views, so that they can contribute to decisions about their support.

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

Townley School & Nursery and Friday Bridge Primary are fully inclusive schools where every child matters. We are committed to ensuring that all children achieve their potential. When a child has additional needs, we aim to understand these carefully and support their development in the most appropriate way possible. We value effort as much as achievement, and any support we put in place is tailored to the child's individual needs.



Additional and/or different provision is currently being made for children with a range of needs, including:

- * Cognition and learning
- * Sensory or Physical
- * Communication and Interaction
- * Social, Emotional and Mental Health

Who will be involved with helping my child?



It depends on the needs of child as to how many people will be involved with your child. For some children, just the class teacher, the SENDCo and the yourself will be the only people, whilst for other children there might also be outside professionals involved. These are some of the people that may be involved with your child:

Class Teacher

Your child's teacher is responsible for your child's progress in school and will always play a key role.

Parents

You can make a big difference by supporting your child. Your child's teacher will discuss ways you can help at home.

SENDCo

The SENDCo oversees the provision for children with SEND in school. Shelley Steer is currently completing the NPQSENCo Award.

Teaching Assistant

Your child may work with a teaching assistant for small group work or individually.

Community Paediatrician

Some children may have a diagnosable condition which is affecting their learning, i.e. Autism, ADHD.

The Community Paediatrician may be able to diagnose these conditions.

Occupational Therapist

School may refer your child to an Occupational Therapist if there are concerns about your child's sensory needs, fine motor skills or visual perception. They may carry out an assessment and provide strategies to use with your child.

SEND Services

The SEND Service team may work with the teacher and SENDCo to provide strategies to use with your child. They can carry out assessments to help identify the difficulties your child is facing. All members of the team come from a teaching background.

Educational Psychologist

The Educational Psychologist may work with the teacher and SENDCo to provide strategies or assess your child. Educational Psychologists have both a teaching and psychological background.

Sensory Services

Sensory services may be involved with your child if they have a hearing or visual impairment. This will involve regular visits to school to ensure that any barriers to school life are kept at a minimum. They can also work on a one-to-one basis with your child.

Speech & Language Therapist

The Speech & Language Therapist may support your child's language development. This can be through direct work in school or they may provide a programme for the school to deliver in order to support your child.

How does the school teach children with SEND?

How is the curriculum and learning environment adapted?

Class Teachers have a responsibility for enabling all pupils to learn. Teachers ensure all pupils are equally valued by having equal access to a broad and balanced curriculum

To achieve this, they:

- Plan appropriate work/activities for their pupils
- Ensure that support is available for all children (inclusive high quality adaptive teaching)
- Adjust teaching and provision so that all pupils can engage meaningfully with the curriculum, using approaches that reflect their unique profiles and support their progress.
- Ensure that all children can be included in tasks/activities
- Monitor individual progress
- Celebrate achievement
- Identify those children who require additional or different support in order to make progress
- Set targets and ensure pupils know the next steps in their learning

Intervention is carried out by the school and is additional to or different from the usual differentiated curriculum.

It may take the form of

- Using different learning materials
- Making reasonable adjustments to routines or to the physical environment
- Support staff being available in the classroom
- A more focused level of support in a small group
- Pre-teaching of key vocabulary, concepts or themes



How will we support your child's emotional and social development?

We have Emotional Literacy Support Assistants at both schools who have been trained to plan and deliver programmes of support to pupils who are experiencing temporary or longer-term emotional needs.

We use Cambridgeshire Therapeutic Thinking (CTT) to understand and manage behaviour. CTT is a therapeutic, understanding and trauma-informed approach to behaviour. Children may be supported through intervention programmes such as a social skills group/ the use of social stories/ Comic Book Conversations / Brick Club/ Talk Partners.

School provides clear structure, rules and boundaries throughout the school day.

If necessary, we can ask for advice from other agencies. Visual timetables are used so children know what to expect throughout the day.

What help and training do teachers have in order to support children with SEND?

The SENDCo supports the class teachers in planning for children with SEND.

The school provides training and support to enable all staff to improve the teaching and learning of children inc. those with SEND.

Staff attend training courses run by outside agencies that are relevant to the needs of specific children.

Staff receive training and direct support from specialists.

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

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. We recognise that parents hold key information, knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their child's education.

Your child's teacher will discuss their progress with you regularly. If you or the school have concerns about your child, we will arrange to meet with you.

For some children it may be necessary to arrange for specialised assessments and support from an outside agency. **This will always be discussed with you before we contact any agencies.**

How will the children themselves be involved?

Children with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like to enable them to reach their full potential. They will be encouraged to talk about their learning and their next steps, as well as the type of support they find helpful. We will always work in the best interest of the child, particularly if they are unaware of their specific needs, as may be the case with children on the Autistic spectrum.

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

As your child progresses from class to class, they will continue to receive SEND support in school. Teachers make sure that SEND records are passed from class to class and hold transition meetings to discuss children's needs. All children have opportunities to visit their new classroom and meet the new staff who will be working with them, and if your child needs additional time for this process, this will be arranged.

If your child is leaving our school, we ensure that all records are transferred to the new school. For children moving on to secondary school, additional visits may be offered and we will liaise as closely as we can with the SENDCo at the new school.

If your child joins us part way through their school journey, the information received from their previous school will be used by the teacher to identify how to support your child in school and help plan the next steps of your child's learning. Your child will continue to receive SEND Support in school and be part of the Assess, Plan, Do, Review process. If your child already has an EHCP, it will transfer with your child and any additional provision will continue along with the continued cycle of reviews.



How are Townley School & Nursery and Friday Bridge Primary accessible to children with SEND?

The schools are fully compliant with Disability Discrimination Act (DDA) requirements
Both schools are on single levels with easy access or ramps and double doors
Outdoor facilities can be accessed via school entrance/exit doors
Resources are purchased to meet the needs of individuals as appropriate.
A disabled toilet with hoist is available at Townley School & Nursery.
Extra-curricular activities are accessible for children with SEND. We believe all children are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all. This includes the opportunity to take part in one residential trip.

How is extra support allocated to children and how do they progress in their learning?

- The school budgets, received from Cambridgeshire LA, includes money for supporting children with SEND.
- The Executive Headteacher decides on the deployment of resources for children with SEND, in consultation with the school governors on the basis of needs in the school.
- The Executive Headteacher and the Leadership Team discuss all the information they have about SEND in the school, including:
 - the children getting extra support already,
 - the children needing extra support,
 - the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The school identifies the needs of SEND pupils on a regular basis. All support given within school is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Children's progress will be continually monitored by their Class teacher. Progress will also be reviewed through pupil progress meetings, Maths/Reading tests, end of Key stage assessments, lesson observations and book scrutinies. Children with SEND will have an Assess, Plan, Do Review based on their needs and the targets identified will be reviewed regularly. The progress of children with an EHCP will be formally reviewed with all parties involved with the child's education at an Annual Review.

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



The way that children are supported will be reviewed continuously to ensure that we are meeting the needs of the children in school.

A number of areas are considered including:

- Staff awareness of procedures for assessment, identification and provision for children with SEND
- Early identification of children with SEND
- Partnership work with parents and children
- Academic progress of children identified with SEND
- How staff are deployed to meet the needs of children with SEND
- The involvement of children in reviewing their progress
- The relationship with outside professionals and the effectiveness of their involvement
- The various intervention programmes used and their effectiveness

Every class teacher produces APDR documents showing any additional support children are receiving, the frequency of this support and detailing the impact this is having.

Pupil Progress Meetings take place regularly where Teachers, the Executive Headteacher and SENDCo look in detail at pupil progress and identify where support is needed.

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

At both Townley School & Nursery and Friday Bridge Primary, we aim to work in partnership with parents to ensure a joint approach to meeting your child's needs. Any complaints regarding SEND provision should initially be discussed with the pupil's Class Teacher or raised with the Executive Headteacher. If a satisfactory outcome cannot be agreed, you should follow the steps outlined in the school's Complaint Procedures and Policy document which is available in the school office and on the 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.

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/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/cambridgeshire_local_offer/549/about_cambridgeshires_local_offer

Norfolk's Local offer can be found-
<https://www.norfolk.gov.uk/children-and-families/send-local-offer>



Pinpoint

A registered Cambridgeshire charity that provides help and support for parents with children who have special needs.

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

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

SENDIASS - SEND Information, Advice and Support Service

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

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass>

Education Inclusion Family Advisor EIFA

Our EIFA Worker offers help with challenging behaviour, establishing routines, raising self-esteem, increasing confidence and improving family relationships. For contact details please ask at the office



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 will lead the process for you either through the Family Worker or the SENDCo

Find out more from the link below.
<https://www.cambridgeshire.gov.uk/residents/children-and-families/parenting-and-family-support/providing-children-and-family-services-how-we-work/think-family>