



Fleecefield Primary School SEND Information Report 2026-27



Last reviewed on: September 2026

Next review due by: September 2027

How We Support Children with Special Educational Needs and Disabilities

What is the school's vision statement?

Fleecefield is an ambitious, secure and inclusive learning community, where everyone has high expectations of each other and is expected to develop to their full potential. Through strong partnerships and a passion for life-long learning, we successfully grow together to be valuable contributors to our diverse community and to a global society.

In meeting our responsibilities, we have due regard to the Special Educational Need and Disability code of Practice: 0 to 25 years (Jan 2015) and the Equality Act, 2010.

At Fleecefield Primary School we aim to:

- Enable all children to develop a range of communication and social skills so they can work collaboratively and form positive relationships
- Ensure that every child develops and acquires the knowledge, skills and understanding needed to realise their academic potential by providing appropriate
- support and challenge
- Empower our children to become independent life-long learners through delivering an inspiring curriculum
- Encourage our children to become responsible global citizens by providing them with experiences of the world around them, enabling them to develop the values that contribute positively to society

What type of school we are:

Fleecefield Primary School is a maintained Primary School. We have 330 places for children from 4 to 11 years of age. We also provide a Designated Unit for autistic children with complex need who have already received an 'Education and Health Care Plan', which has 30 places.

As of September 2025, around 20% of pupils at Fleecefield are identified as having SEND. This is currently in line with the national average. We currently have 28 pupils (9% of our total cohort) with a finalised EHCP; this is greater than the national average. However, the needs of our pupils are regularly assessed and reviewed and these numbers are likely to change throughout the academic year.

Our School Environment

Our school site is accessible to users with mobility difficulties; we have ramps to raise doorways and a lift between the floors. We have an Accessibility Plan which is reviewed each year to make sure that the needs of all our stakeholders are considered.

For Hearing-impaired children and adults, one classroom in each year group and both halls are equipped with sound field systems which allow the teacher to wear a microphone from which their voice is amplified through speakers in the room.

We have two Disabled toilets, one near the main entrance to the school next to the Headteacher's office and one in our medical room.

For visually impaired users we have coloured stripes on steps/boundaries and signage in large letters. We will adapt texts for visually impaired children by increasing the size of letters. We can also provide coloured overlays to help children who have difficulty with visual stress with their reading.

Special equipment for individual children will be supplied from the school's resources, if possible, in other cases we are sometimes able to access funding from local grant-giving bodies, or specific funding may be allocated as part of a child's EHCP.

We facilitate a borough lead Designated Unit. The classrooms and outside areas are constantly being developed to support the specific needs of the children within the provision. This supports the children on the pathway to adulthood and beginning to learn key skills for later life.

Our Ofsted rating:

Fleecefield was last inspected in September 2023 and received an Ofsted “Good” rating.

How we know if a child has special educational needs

The SEND Code of Practice (January 2015), states that;

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same”*

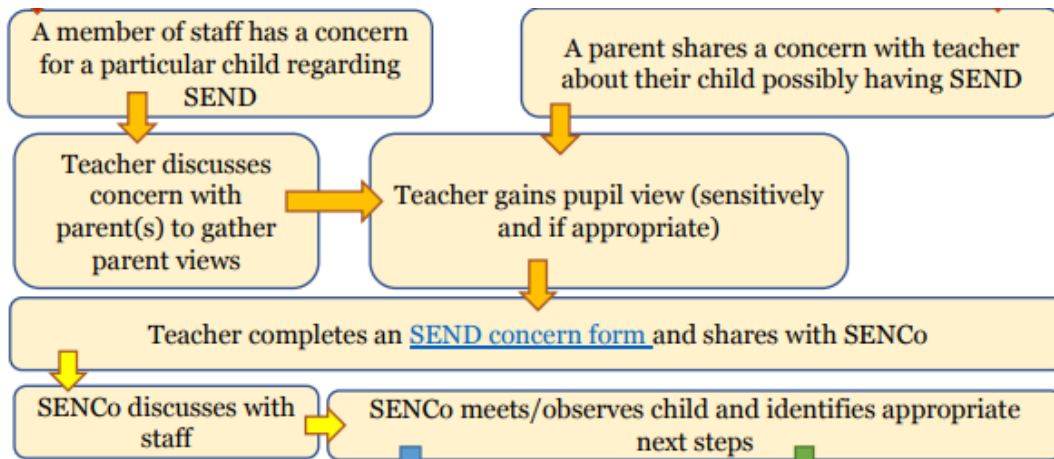
We use the four broad areas stated in the SEND Code of Practice to identify children as having special educational needs or a disability. These are:

- Cognition and Learning,
- Communication and Interaction,
- Social Emotional and Mental Health
- Sensory or Physical Needs

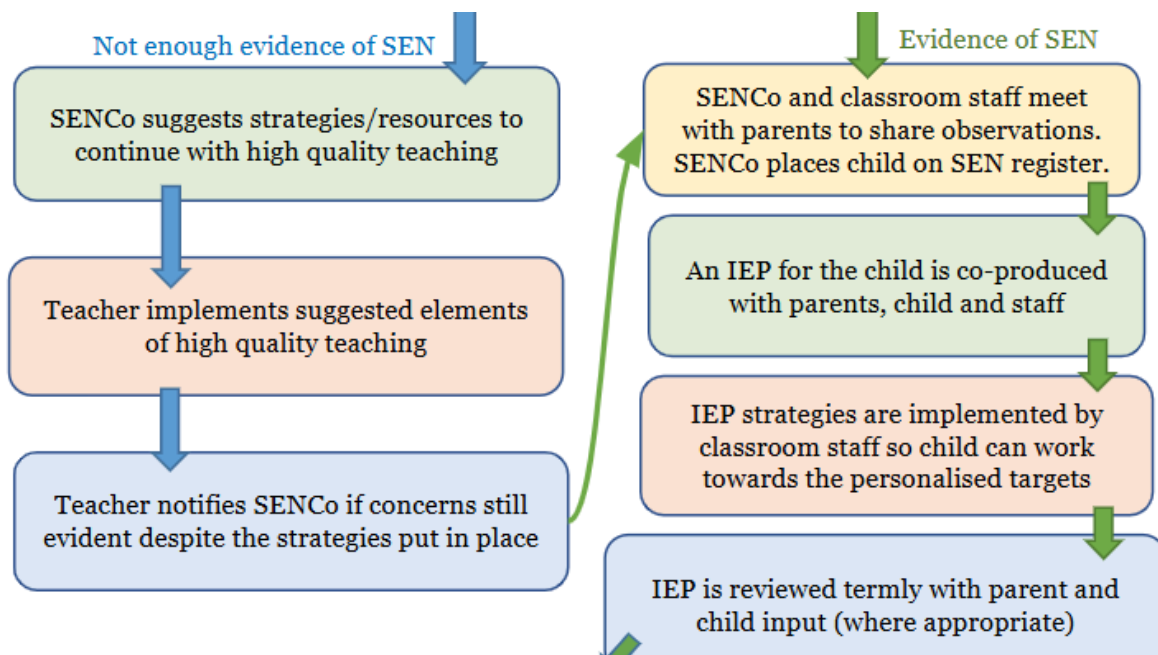
At Fleecefield Primary School we continuously monitor the progress and development of all pupils. If a parent or staff member feels that a child may have a special educational need, we follow the referral process which is linked to the assess, plan, do, review cycle.

Assess:

Class Teachers use their judgements to assess pupil's academic progress. They also use an SEN toolkit to track pupils who are working below age related expectations. If a member of staff or parent have concerns that a pupil is not making the expected progress, a SEN concern form will be completed and sent to the Senco.

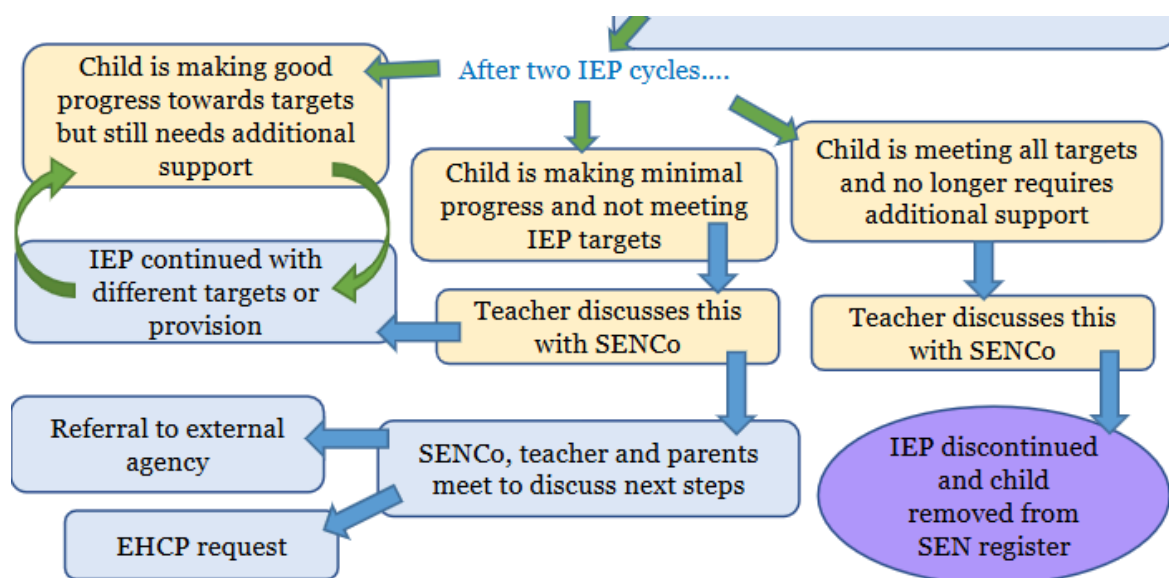


Plan, Do:



If it is agreed that a pupil is displaying SEN, an Individual Education Plan (IEP) will be created in collaboration with teachers, parents and Senco and the pupil will be added to the SEN register. Termly targets and strategies to support the pupil will be agreed and put in place.

Review:



Progress will be monitored with the use of;

- Termly progress meetings
- Weekly staff planning meetings
- Pupil observation, discussion and questioning
- Formal and informal assessments, such as;
 - Universally Speaking checklists (from The Communication Trust) for language and communication difficulties
 - Phonics assessments
 - Class Teacher and standardised assessments for reading, spelling, mathematics
 - Discussions at Parent Consultation Meetings

The IEPs are reviewed termly. If a pupil is making good progress and it is deemed, they no longer need additional support to make progress, the IEP will be

discontinued and pupil removed from the SEN register. If a pupil is still not making progress after 2 IEP cycles the Senco will meet with parents and teacher to discuss a referral to an external agency and possible request for an Education, Health and Care Plan (EHCP) assessment by SEN services.

Common barriers to learning in our school

- Communication difficulties in expressing themselves or understanding what others are communicating
- Poor working memory
- Difficulty with processing information
- Social communication – Autism (ASC)
- Emotional and social difficulties – making friends, relating to adults and peers, emotion management
- Attention and listening
- Specific learning difficulty with reading, writing, or number work
- Sensory processing difficulties
- Physical difficulties e.g., hearing or visual impairment, mobility
- Medical or health conditions which may slow down a child's progress and/or involve treatment that affects his or her education

What we do to help children with special educational needs

- The Class Teacher is responsible for the education of all the children in their class and provides Quality First Teaching which incorporates differential methods and scaffolding to meet individual needs.
- Children are encouraged to become independent learners, and adult support is carefully structured to enable children to become increasingly independent over time.
- TSAs, where available, are directed by the class teacher and managed by the Senior Leadership Team.
- The class teacher is responsible for implementing the provision outlined on a pupil's Individual Education Plan (IEP), which is monitored during Termly Review meetings with the SENCO. Parents and pupils are involved in the

setting of IEP targets and you will have the opportunity to discuss your child's work, progress and set additional targets that you may want your child to work on at home.

- The SENCO monitors the SEND provision in school to ensure that pupils with SEND receive the high-quality education they deserve.
- We deliver interventions to pupils to help them in areas they find difficult e.g., Language for Thinking, Colourful Semantics, Tiger Teams.

How we adapt our teaching for children with special educational needs

At Fleecefield there are three waves of intervention:



- Class Teachers plan lessons in accordance to the National Curriculum. Lessons are adapted to meet individual needs within the class.
- Specific needs are first met through Quality First Teaching. This is where staff plan scaffolding, adapt tasks and where necessary, additional support from an adult in class (Universal wave).
- Pupils who need additional support will receive a short-term programme 1:1 or small group interventions inside or outside of the classroom. This enables pupils to close the attainment gap through targeted work (Targeted wave).
- Pupils who need more specific, individualised support will have an IEP and external agency support where necessary. (Specialist wave).
- Pupils with more complex needs who require highly specialised support and personalised provision are supported by an EHCP and external agency support where necessary. (Specialist wave).

How we decide what resources we can give to a child with special educational needs

- Staff use the Birmingham Toolkit statements to assess pupils working below age related expectations and use these statements to plan lesson delivery and resources for them. Statements are also used to know the pupils' next steps.
- Class teachers make decisions on where additional adult support is needed.
- TSAs support small groups of pupils in or out of the classroom.
- Specific resources and strategies are used to support pupils individually and in groups.
- Observations of the pupils tells us what their barriers to their learning are which supports class teachers to plan what resources, interventions or resources the pupil needs to access the learning.
- When necessary and agreed by parents, outside agents come into school to observe or carry out work with pupils. The outside agents will then suggest strategies for staff to use to support the pupil.

How we check that a child/young person is making progress and how we keep parents informed

- Pupil's progress is continuously being monitored by their class teacher.
- Class teachers provide their formal assessments for each pupil once a term. This is logged onto the Pupil Management Information System and allows the Assessment lead, Senior Leaders and Senco to track pupils' progress throughout the year and compare it year to year.
- In the Early Years, pupils are assessed in the areas outlined in the Early Years curriculum. Progress in other areas, such as attendance, engagement with learning and behaviour are also monitored.
- If pupils are in Year 1 and above and are working a year or more below age-related expectations, teachers use the Birmingham Toolkits for Maths and English to show smaller steps of progress in more detail.
- The government requires all schools to assess the children at the end of Reception and Year 6. The results from the assessments are published

locally and nationally. Additionally, Year 1 children are assessed in Phonics. Those children not achieving national expectations for phonics are re-assessed in Year 2.

- The progress of pupils with an Education Health and Care Plan (EHCP) is formally reviewed at an Annual Review meeting with all persons involved with the pupils' education.
- If your child is on the SEN register, they will have an Individual Education Plan (IEP) which is reviewed once a term, in collaboration with parents and your child.
- If your child is still not making expected progress the school will discuss with you:
 - any concerns you may have
 - any further interventions or referrals to outside professionals to support your child's learning
 - how school and home can work together to support your child.
- A range of methods will be used to keep you informed, which may include:
 - Home/school book
 - Telephone messages
 - Letters/certificates sent home
 - Parent progress meetings
 - Additional meetings as required
 - Reports
- You will be shown ways of how you can help your child through parent English and Mathematics workshops, coffee mornings/training sessions, and parent consultation meetings termly or on request.
- If your child attends our designated SEN unit, teachers use a range of different assessment frameworks tracking both academic and non-academic areas of progress.

Looked after Children and SEND

Children with SEN who are also looked after are supported through IEPs which are reviewed termly by the class teacher, in collaboration with parents or carers.

Additional provision currently being made by the school includes subsidised access to after-school clubs and additional tuition.

Specialist external services we use when we think extra help is needed

- Educational Psychologist Service
- Speech and Language Therapist Social Services
- Children and Adolescent Mental Health Service (CAMHS)
- Outreach:- West Lea Special School, Russet House School, Waverley School, Fern House School
- Occupational Therapy
- Physiotherapy
- Early Intervention Support Service – Foundation Stage Support Team
- Joint Services for Disabled Children
- Enfield Advisory Service for Autism (EASA)
- Primary Behaviour Support Service (SWERRL Team)
- My Young Mind Enfield (MYME)
- Family Support Service
- Every Parent & Child's Starfish Project
- Enfield Young Carers

How we include children/young people in activities and school trips

All of our after-school activities and school trips are open to all children. If necessary, we will ensure extra adults accompany children who need additional support.

Where we are aware that one of our children may need extra support or a different approach to enable them to access a trip, we will discuss appropriate arrangements with their parents or carers.

Where necessary, we complete individual risk assessments. These are done in collaboration with parents and specialist equipment may sometimes be used where a child's mobility may be compromised.

How we prepare for children/young people joining our school and leaving our school

Children entering our Early Years class (Reception) first have a home visit from two of our staff. During this visit the staff will meet your child and talk to you about their strengths and needs.

Reception provides full-time education to the children. To help SEND children manage the transition, the first few weeks of the new school year, some children attend part-time until they are ready to manage a whole school day.

Children beginning school after Reception will have a meeting with their parents and a teacher from the school. Here, routines and expectations are explained and parents have an opportunity to tell the school about their child. Often it will be possible to introduce your child to their new class or teacher as part of this visit.

If appropriate, a member of the Inclusion team will visit your child in their current setting.

Once a child begins at school, they will normally be given a 'buddy' who for a short time will help them to find their way around the school and become familiar with school routines.

At the end of each school year, we have a few days of 'Early Risers'. During this time children go to work in the classroom with the teacher and children in their new class for the following school year. This allows adults and children to get to know each other during the Summer so that they can start the new school year already familiar with each other.

Y6 children who need transition support will attend a secondary school transition intervention.

When children move to secondary school their teachers and where necessary the Inclusion Team complete a form providing information about them to their new school. Where children have EHCPs, we invite a representative from the secondary school's Inclusion team to attend the Annual Review of the child's statement / EHCP and help to draw up their first IEP for secondary school. If there

is particular information that you feel your secondary school will need in order to support your child, we will help you in finding out how best to communicate it to them.

How parents are involved in school life

While we are responsible for your children during the school day, you know them best and spend the most time with them. As such we value your knowledge of your children and aim to work cooperatively with you to make the best of their time in school.

To enable parents and carers to keep in touch with staff, members of the Senior Leadership Team are at the school gates at the beginning and end of the day. This provides an opportunity for brief exchanges, but longer discussions can also be organised by contacting the office to make an appointment.

At the end of each day, teachers bring their children to the playground and are available to talk to carers picking up their children. Again, if you need to have a longer conversation this can be organised through the office staff.

As well as these day-to-day arrangements, there are 2 parent consultation sessions in a year; in the Autumn and Spring terms. The first is an opportunity to meet and discuss how your child has started the year. The second is a chance to discuss the targets identified for your child in their report. A Summer term 'Open Afternoon' provides a chance to meet the new teacher.

Parents and carers of children with IEPs are always invited to discuss targets for their children at IEP reviews which normally take place 3 times during the year, once in each term. Where possible we will arrange for interpreters at parents evenings.

The school maintains a website which informs parents and carers about developments in school. Each year group has their own curriculum web page which informs parents on a termly basis about the areas to be studied that term and provides suggestions about how to support children in their learning.

Weekly homework is now set on Google Classrooms.

Who to contact for more information or to discuss a concern:

The first person you should talk to if you are concerned about your child is their Class Teacher. They will make an appointment to meet with you at a time where you will be able to talk without interruption.

If you feel you would like to talk to one of the Inclusion Team, this is usually best done along with your child's class teacher. If you tell your class teacher, he or she will set up an appointment when one of the lead teachers can attend.

Who to contact to complain:

Formal complaints procedure: The complaints procedure is on the school website:

<https://www.fleecefield.enfield.sch.uk/page/?title=Complaints&pid=41>

If you are concerned about a decision or an action taken by a member of staff it may be easiest to discuss it with them directly. If you do not think this is appropriate, or you have tried and do not feel that you have had a satisfactory response, your complaint should be taken to a member of the Senior Leadership Team. The staff in the office will help you to organise this.

If this does not resolve the issue, we will be able to advise you as to what the next steps are to pursue your complaint further.

The Local Offer:

In addition to our school offer, Enfield Local Authority have a local offer which is published on the education section of their website. If your child is undergoing a statutory assessment (for an EHCP) you will also be supported by the Local Authority Children's Services SEND Team. They will help you to understand the process.

<https://www.enfield.gov.uk/services/children-and-education/local-offer>

Enfield Local Authority have produced a document outlining the provision that you can expect to be 'ordinarily available' in schools. You can find the document here:

<https://www.enfield.gov.uk/services/children-and-education/local-offer/education-5-to-18/support-at-school-for-young-people-with-send>

If your child has a special educational need or disability and you wish to look at the school facilities you can contact:

Ms Sabrina Powell - Assistant Head for Inclusion & Special Educational Needs Coordinator (SENCO)

This SEND information report was last updated in September 2026.

The next review date will be September 2027.