Special educational needs (SEN) information report

Freehold Community Primary Academy

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Approved by:	Chair of Governors	**Date:**
Last reviewe	September 2026	
Next review due by:	September 2027	

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website https://www.freeholdprimaryacademy.co.uk/Learning/SEND-Information/

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties Selective Mutism
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

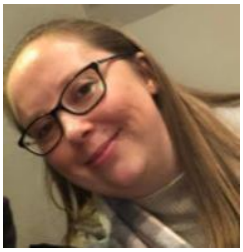
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2. Which staff will support my child, and what training have they had?

Miss Sparkes Inclusion Lead

(

SENDCO, DSL and behaviour Lead)



Miss Sparkes is Freeholds Inclusion Lead and this includes working alongside Mrs Blackburn to co-ordinate SEND provision across school with a focus on supporting children with social, emotional and mental health difficulties. Miss Sparkes is also the Designated Safeguarding Lead alongside Mrs Maher. In August 2023 Miss Sparkes successfully completed the National Qualification for Senior Leaders.

Miss Sparkes has also completed a BA (Hons) English Literature degree alongside her PGCE qualification. Miss Sparkes completed the National Award for SEN Co-ordination (NASENCo) in 2019 and has been a teacher at Freehold Community Primary Academy for over 16 years.

Training completed:

- Team Teach
- Children's mental health first aider
- Narrative Therapy
- Social stories
- WellComm – runs the schools implementation team for WellComm across school
- Dyslexia and literacy type difficulties and high-quality teaching
  Understating ADHD and classroom strategies
  Colourful semantics
  Autism in the Primary classroom
  Precision Teaching
- Understanding behaviour as a form of communication
- Understanding Sensory needs
- Talk for Writing
- Epilepsy
- Selective Mutism Training.
- Adaptive teaching
- Intensive interaction
- Autism In Education Training

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- Safeguarding Training
- Self regulation
- Partnership for Inclusion of Neurodiversity in schools

Mrs Blackburn (SENDCO)



Mrs Blackburn works alongside Miss Sparkes to co-ordinate SEND provision from EYFS to year 6 and is a key point of contact for students, parents and carers.. Mrs Blackburn has completed a BA (Hons) Primary Education with Mathematics specialism degree. Mrs Blackburn completed the National Award for SEN Co-ordination (NASENCo) in 2019.

She has been a teacher at Freehold Community Primary Academy for over 16 years.

Training completed:

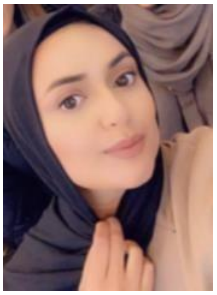
- Team Teach
- WellComm – runs the schools implementation team for WellComm across school Dyslexia and literacy type difficulties and high-quality teaching

  Colourful semantics

  Understanding Sensory needs

  Talk for Writing
- Epilepsy
- Selective Mutism training
- Adaptive technology
- Intensive interaction
- Autism In Education Training
- Safeguarding Training
- Self regulation
- Partnership for Inclusion of Neurodiversity in schools

Mrs Jannat (SEND Teaching assistant)



Mrs Jannat has worked at Freehold Community Primary Academy for 5 years. She is a special educational needs teaching assistant who has a passion for working with children with an autism diagnosis. Before coming to work at Freehold, Mrs Jannat worked in private day nurseries and has a good understanding of the early development. Miss Jannat will be working across school and within the Iris classroom. Mrs Jannat has had the opportunity to work alongside the PIP team from Oldham Council to focus on removing barrier to learning for children with additional needs. Mrs Jannat will be working across school as well as in the Lotus and Iris

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Hubs.

Training completed:

- Team Teach
- WellComm –is an active member of the school's implementation team for WellComm
- Colourful semantics
- Intensive interaction

  Understanding Sensory needs – sensory circuit

  Dough disco – fine motor skills interventions

  Little Wandle – phonics programme
- Autism In Education Training
- Safeguarding Training
- Self regulation
- Partnership for Inclusion of Neurodiversity in schools

Miss H Stevenson (Teaching assistant)



Miss Stevenson has worked at Freehold Community Primary Academy for four and a half years. She is a special educational needs teaching assistant who has a passion for working with children with special needs. Miss Stevenson is the flag flyer for the schools WellComm implementation team and supports new members of staff with screening and implementing WellComm. Miss Stevenson will be working across school as well as in the Lotus and Iris Hubs.

Training completed:

- Clicker
- WellComm –is the flag flyer for the implementation team for WellComm
- Colourful semantics
- Dough disco – fine motor skills interventions
- Little Wandle – phonics programme
- Shine – reading intervention
- Paediatric First Aid

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- Epilepsy
- Selective Mutism
- Autism In Education Training
- Safeguarding Training
- Self regulation
- Partnership for Inclusion of Neurodiversity in schools
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SEND teaching assistant (TA)



Our SEND TA is a special educational needs teaching assistant who has a passion for working with children with an additional need. She has worked throughout school supporting the children. This year she is working across school supporting pupils across the curriculum. This TA will be working across school as well as in the Lotus and Iris Hubs.

Training completed:

- Clicker
- WellComm – is an active member of the school's implementation team for WellComm
- Colourful semantics
- Dough disco – fine motor skills interventions
- Little Wandle – phonics programme
- Sensory Circuit training
- Visual strategies
- Selective Mutism
- Autism In Education Training
- Safeguarding Training
- Self regulation
- Partnership for Inclusion of Neurodiversity in schools

Mrs S Mehmood (Teaching assistant)

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Mrs Mehmood has worked at Freehold Community Primary Academy for over 17 years. She is a special educational needs teaching assistant who has a passion for working with children with Autism and ADHD. Mrs Mehmood has worked throughout school supporting children and is currently working across school to support pupils. Mrs Mehmood has had the opportunity to work alongside the PIP team from Oldham Council to focus on removing barrier to learning for children with additional needs. Mrs Mehmood will be working across school as well as in the Lotus and Iris Hubs.

Training completed:

- Clicker
- WellComm – is a member of the school's implementation team for WellComm
- Colourful semantics
- Dough disco – fine motor skills interventions
- Little Wandle – phonics programme
- Sensory Circuit training
- Autism in the classroom
- Visual strategies
- Epilepsy
- Selective Mutism
- Use of Tapestry
- Barrier games to promote communication
- Intensive interaction
- Autism In Education Training
- Safeguarding Training
- Self regulation
- Partnership for Inclusion of Neurodiversity in schools

Mrs K Kauser (Teaching assistant)

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Mrs Kauser has worked at Freehold Community Primary Academy for 5 years. She is a special educational needs teaching assistant who has a passion for working with children with additional needs, she has worked alongside children with hearing needs. Mrs Kauser is currently working across school and within the Iris and Lotus hubs.

Training completed:

- WellComm – is a member of the school's implementation team for WellComm
- Colourful semantics
- Little Wandle – phonics programme
- Visual strategies
- Selective Mutism
- Intensive interaction
- Autism In Education Training
- Safeguarding Training
- Self regulation
- Partnership for Inclusion of Neurodiversity in schools
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Mr Reece (Teaching assistant)



Mr Reece has worked at Freehold Community for a number of years. He works across school as a cover supervisor. Mr Reece is also part of the Inclusion Team and is a trained Children's mental health First Aider. Mr Reece will be working across school as well as in the Lotus and Iris hubs.. Mr Reece will also be developing our Forest school offer across school.

Training completed:

- Little Wandle – phonics programme
- Children's mental health first aider
- Autism In Education Training
- Safeguarding Training
- Self regulation
- Partnership for Inclusion of Neurodiversity in schools

Our special educational needs co-ordinator, or SENCO

Our SENCOs are Miss Sparkes and Mrs Blackburn

They have over 9 years of experience in this role and have worked as class teachers before undertaking the SENCO training. They are both qualified teachers.

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They both achieved the National Award in Special Education Needs Co-ordination in 2019.

They are both non class based to support SEND provision across school.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

- Pivot training
- Colourful semantics
- Dyslexia friendly classrooms
- Little Wandle (phonics)
- Visual strategies
- ADHD in the classroom
- Visual timetables
- Autism in Education training
- Self regulation
- Partnership for Inclusion of Neurodiversity in schools

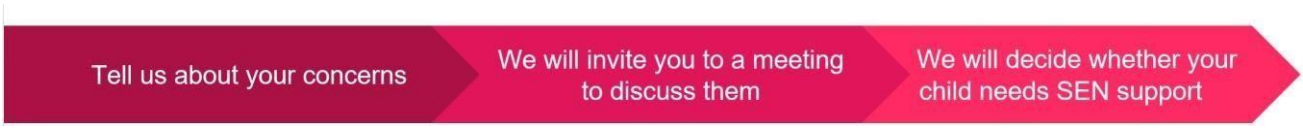
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External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Counselling support

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher. Speak to your child's class teacher by Class Dojo or arrange a meeting via the school office.

or Mrs Blackburn who will be in touch to discuss your concerns. You can also contact the SENCO directly via the school office.

They will pass the message on to our SENCOs, Miss Sparkes We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This is discussed termly at Team Around the class meetings where members of the Senior Leadership team along with class teachers and the SENCOs meet to discuss pupil progress. All our staff have been completed the Autism in Education trust CPD training for 12

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months and engaged with the Partnerships for Inclusion of neurodiversity in schools.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

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Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.
This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress through parents' evenings, meetings, and a formal report at the end of the academic year.

Your child's class/form teacher will meet you 3 times a year to:

Set clear outcomes for your child's progress

- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do
  The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. Please come prepared to meetings with your parent poster completed to share your views and wishes.
We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.
If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.
After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via Dojo or the main office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.

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- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a pupil voice poster prior to meetings to share with professionals.

8. How will the school adapt its teaching for my child?

Your child's teacher/ s are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, clicker etc.
- Teaching assistants will support pupils on a 1-to-1 basis when this is outlined in their EHCP or for safety reasons. We work closely with professionals to decide in which cases a 1-1 is needed as our primary focus is to build independence to support life long skills.
  - Teaching assistants will support pupils in small groups when pupils require smaller focused groups for modelling and scaffolding. This will be gradually reduced over time in conjunction with the parents to support pupils to become more independent.
  - Access support from the Iris or Lotus classrooms and trained staff from within school.

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We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Now and next boards
	Speech and language difficulties	Speech and language therapy WellComm Blast Ready, stead, go activities Barrier games
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slopes Colored overlays Clicker Voice to text software
	Moderate learning difficulties	Writing slope Colored overlays Clicker Voice to text software Scribes
Social, emotional and mental health	ADHD, ADD	Movement breaks Sensory circuits Social skills
	Adverse childhood experiences and/or mental health issues	
Sensory and/or physical	Hearing impairment	Rodger Systems 1-1 session with the hearing team

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	Visual impairment	Limiting classroom displays Lighting arrangements
	Multi-sensory impairment	
	Physical impairment	Lift access Ramps Disabled toilets changing facilities and

These interventions are part of our contribution to Oldham Councils local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term- half termly if an EHCP is being considered.
- Reviewing the impact of interventions after half a term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in all aspects of school life- swimming, sports days and extra curricula trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Freehold community primary academy is committed to ensuing that the admissions process is fair for all pupils. To ensure this happens we:
Invite all prospective pupils with a disability and or SEND need along with their family to visit our setting to see the provisions we have in place.
Where by a perspective pupil has an EHCP plan that names our school we will ensure they are admitted before any other places are allocated.
Our school's oversubscription criteria avoids unfairly disadvantaging prospective pupils with a disability or special educational need.

13. How does the school support pupils with disabilities?

Please see the school's accessibility plan available on the school website.

https://www.freeholdprimaryacademy.co.uk/Key-Information/Accessibility-Plan/ This

report contains information on how we:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of extra curricula clubs to promote teamwork/building friendships
- We provide extra Inclusion support for listening to the views of pupils with SEN with members of the Inclusion Team.
- We have a 'zero tolerance' approach to bullying.

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Additional support may be offered in the schools Lotus classroom.
School may seek additional support from a counsellor within school – this will be discussed with the family beforehand.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Personalised 1-1 sessions for pupils and their new class teacher to form relationship
- Transition books are made with the children and a copy will be sent home.
- Additional transitional visits and 1-1 sessions may take place for those children who require this.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between Phases -Primary to Secondary Transition.

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEN?



Miss P.Greenwood

Deputy Safeguarding Lead

LAC
Online Safety

Miss Greenwood will work with Miss Sparkes and Mrs Blackburn our SENCOs, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher and SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Oldham Council Local offer:

https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_d isabilities

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

https://www.point-send.co.uk/pages/category/oldham-sendiass

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

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- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

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