



# **Fulwell Infant School Academy**

## **SEND INFORMATION REPORT**

**(Special Educational Needs and Disability  
(SEND) Information Report)**

*Co-produced by SEND parents from SEND Commissioning  
Group/ Working Group.*

*A special thank you to those involved.*

### **Introduction**

**At Fulwell Infant School Academy we are committed to providing a high quality education for all of the children in our school. We believe that all children are entitled to have access to our curriculum and to be fully included in all aspects of school life. We are committed to maximum inclusion whilst ensuring individual needs are met.**

**Children who are identified as having SEND will have needs in one or more of the four main areas of SEND.**

- \*Communication and interaction**
- \*Cognition and learning**
- \*Social, emotional and mental health**
- \*Sensory and/or physical (medical)**

**This helps us assess, plan, deliver and review learning for each individual child and their pathway to achieving success at school.**

**Video – SENDIASS (Special Education Needs and Disabilities Information, Advice and Support Service) explaining SEND support in school.**

**<https://www.youtube.com/watch?v=rYRBKv7W64>**

**This video was created by Suffolk SENDIASS please refer to Sunderland SENDIASS for local information. See details below on page 15.**

# Contents Page

[1.Overview](#)

[2.Assess, Plan, Do, Review Cycle](#)

[3.Ranges](#)

[4. Preparation for Adulthood](#)

[5.Key Information and Support plan](#)

[6.The Local Offer](#)

[7.Roles and responsibilities of school staff](#)

[8.Accessibility](#)

[9.Reporting](#)

[10.EHCP \(Educational Health Care Plans\)](#)

[11. Further help and support](#)

[12. Complaints and Feedback](#)

## **Overview**

Fulwell Infant School Academy is committed to providing appropriate support for pupils with Special Educational Needs and Disabilities (SEND), in accordance with the school's ethos and in line with the legislative requirements of The Children and Families Act 2014, the Equality Act 2010, and the SEND Code of Practice 2014.

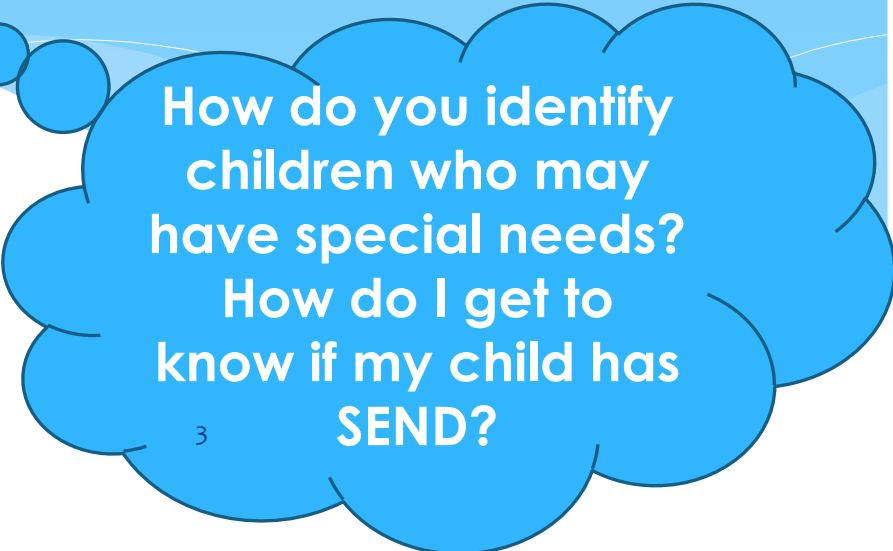
We are dedicated to delivering high-quality teaching for all students. If our staff believe that your child may have SEND, we will carefully observe them and conduct further assessments. These assessments will involve the class teacher, SENCO, parent, pupil, and, when necessary, external agencies, with the full cooperation and permission of parents. Any identified needs will be recorded in our SEND register.

For children with an identified SEND prior to joining our school, we will gather information from those who already know the child and use existing data to determine the appropriate SEND provision within our school setting. We value early identification and aim to pinpoint any SEND as soon as possible, ensuring we provide the most effective support to help your child reach their full potential.

If you have concerns about any aspect of your child's development, we encourage you to first speak with your child's class teacher. Together with the SENCO, we will discuss your concerns and investigate the situation further. We will keep you informed of our findings, collaborate on the next steps, and work with you to determine how we can best support your child.



What happens if I am worried about my child?



**How do you identify children who may have special needs?**  
**How do I get to know if my child has SEND?**

## Asses, Plan, Do, Review Cycle

Once a child's specific needs are identified, we will collaborate with the relevant specialist support services, where appropriate, to ensure we meet all accessibility requirements as quickly as possible.

Our approach to providing support follows this process:

Assess

Plan

Do

Review

This ongoing cycle allows us to continuously refine and adjust our support as our understanding of the child's needs develops. It helps us identify the most effective interventions to support the child in making good progress and achieving positive outcomes.

### Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

### Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

### Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

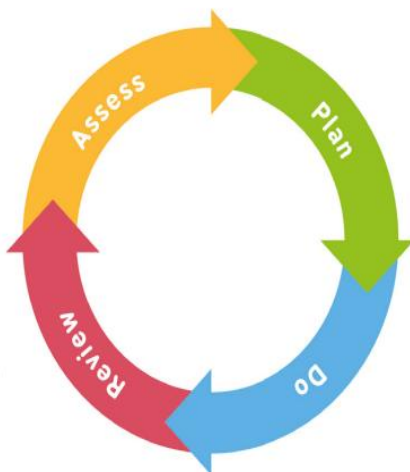
Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

### Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.



**What is the  
school's  
approach to  
teaching pupils  
with SEN.**

# Key Information and Support Plans

Key Information or a Support Plan may be provided to ensure the effectiveness of the assess, plan, do, review cycle. The Support Plan will offer a clear overview of the child, highlighting their strengths and areas of concern. It will specify the level of support required, which may include assistance within the classroom, small group work, or one-on-one support inside or outside the classroom, and will outline the specific outcomes the child aims to achieve.

Some children who have identified social, emotional and mental health needs may require support for dysregulation. A behaviour support plan may be put in place with the support of parents and carers.

In some cases, additional support may be necessary beyond what the school can provide. This may become apparent if targets are not met during review discussions. In such instances, an Educational Health and Care Plan (EHCP) may be considered. More information on this process is provided below on pages 13 and 14.

SEN key information

Used for children ranges 1 and 2

SEN key information

Used for children ranges 1 and 2

Name	D.O.B	Year group
Primary area of need	Secondary area of need	Tertiary area of need
Medical Diagnosis		
Outside Agency Support		
Agency (highlight as appropriate)		Details of involvement (date)
Autism Outreach Team (AOT)		
Foundation		
Child and Adolescent Mental Health Service (CAMHS)		
Speech and Language Therapy (SALT)		
Educational Psychologist (EP)		
Therapeutic Services (TS)		
Children and Young People's service (CYPS)		
Other:		
Personal Profile		

SEN key information

Used for children ranges 1 and 2

SEN key information

Used for children ranges 1 and 2

Area of Need	SEN Range	Brief description of need (with reference to range)	Longer Term Outcomes	EEA Link
Cognition and Learning			1	
			2	
Communication and Interaction			1	
			2	
Social, Emotional and Mental Health			1	
			2	
Physical, Sensory and Medical			1	
			2	

SEN key information

Used for children ranges 1 and 2

SEN key information

Used for children ranges 1 and 2

Next steps -

Notes -

Parent signature -

Date -

Teacher signature -

Date -

Behaviour Support Plan

Used for children ranges 1 and 2

Behaviour Support Plan

Used for children ranges 1 and 2

Name:	Date:
D.O.B:	
Year group:	
Possible behaviours?	
-	
-	
-	
Trigger or situation that may provoke difficult behaviour?	Body language?

Behaviour Support Plan

Used for children ranges 1 and 2

Behaviour Support Plan

Used for children ranges 1 and 2

Strategies?

Follow up

Signed -

Name and Role -

Parent signature -

Date -

Help Sheet

I can see something has happened...

I am here to help...

You talk and I listen...

Come with me and we can talk about it...

Help Sheet

(Child with SEND or Sol di @ouline)

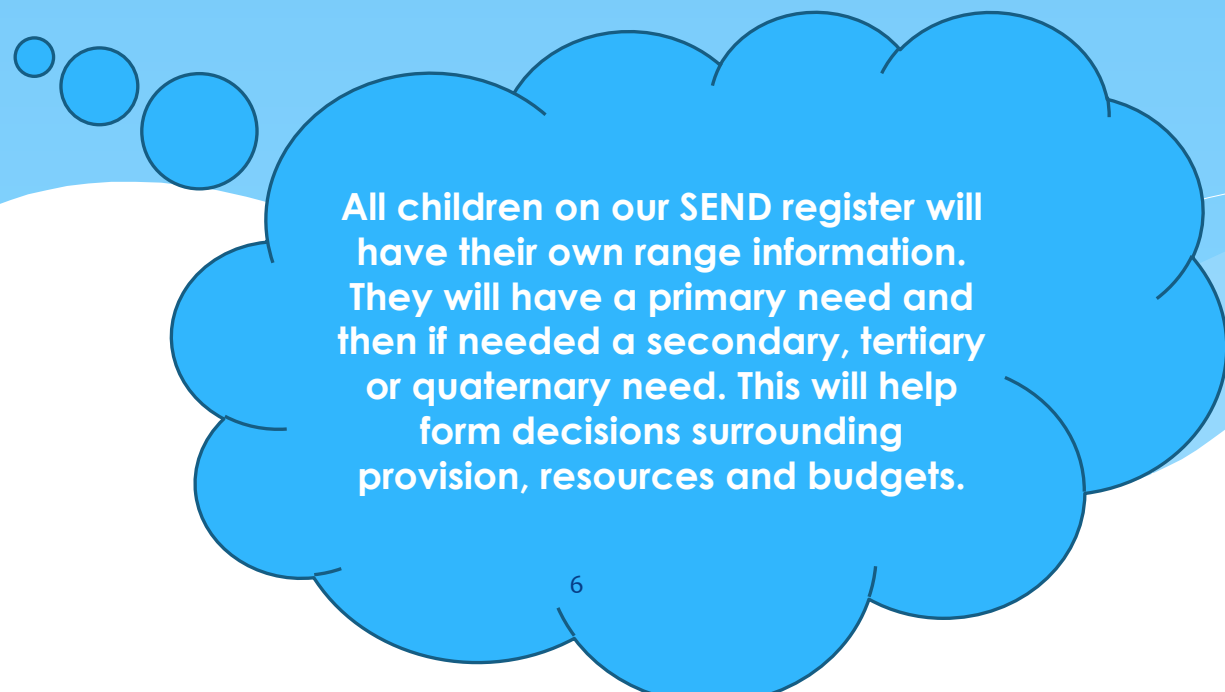
It's ok.

## The Ranges

To support the assess, plan, do, and review cycle, Together for Children has developed new guidance for schools in Sunderland regarding SEND, known as The Ranges.

This document outlines a whole-school approach to supporting children with SEND, based on national best practices for identifying pupil needs. By using this document across all schools in Sunderland, we ensure a consistent approach to assessing children with SEND within the local authority. It offers guidance on Quality First Teaching (QFT) and highlights the specific characteristics of effective provision for children and young people with SEND.

The document outlines the most appropriate interventions, resources, and provisions to be considered first when offering support. To determine the best support for a child, teachers will "range" the child using the descriptors outlined in The Ranges. These descriptors are based on national best practices and help identify the child's specific needs, ensuring the right level of support is provided. Once your child is assigned a range, it will guide staff in determining whether key information or a support plan is needed. All teaching staff have received training on the use of the ranges in the classroom, and we have incorporated these guidelines into key information and support plan documents. This ensures that outcomes for children with SEND are consistently of the highest standard throughout the school.



**All children on our SEND register will have their own range information. They will have a primary need and then if needed a secondary, tertiary or quaternary need. This will help form decisions surrounding provision, resources and budgets.**

## **Preparation for Adulthood (PfA)**

The framework embedded within The Ranges document provides guidance on promoting the development of independence for adulthood. Preparation for adulthood (PfA) begins at the earliest stages of a child's life. Recognising the importance of these PfA outcomes, our curriculum is designed to reflect these values, which are integrated into the threads of our thematic planning. Additionally, we have incorporated the PfA document into our curriculum plans to ensure that we support all learners, including those with SEND, effectively.

The PfA outcomes are beneficial for all children, including those with SEND, as the statements in the framework can guide the planning of next steps or specific outcomes. While using the PfA outcomes to plan is a best practice and a helpful tool, it is important to recognise that some children may have needs that span multiple ranges or have complex requirements. As such, the entire PfA document must be carefully reviewed to develop a tailored pathway of support for each individual child with SEND.

At Fulwell Infant School Academy, staff will use range information, advice from external professionals, and PfA outcomes to inform curriculum planning, set targets, and design focused interventions. This approach ensures that each child's unique needs are met and that best practices are followed, giving children the opportunity to develop essential life skills in areas such as employment, independent living, community inclusion, and health.

By embedding these statements into our curriculum planning, we ensure that our ethos celebrates diversity and nurtures children's developing skills, promoting their spiritual, moral, social, and cultural understanding. This prepares every child for life in modern Britain.



## Local Offer

Together for children has published its own Local Offer which can be accessed by the link below.

<https://www.sunderlandinformationpoint.co.uk/kb5/sunderland/directory/localoffer.page?localofferchannel=0>

The Rainbow guide as created to make a directory of help and support from different agencies in Sunderland. A copy is found in the entrance of school or by following this QR code.



Where can I find out about what is available locally for me, my family or my child?



## Roles and responsibilities of school staff

### SENCO (Special educational needs coordinator)

Responsible for:

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- Involved in supporting your child's learning
- Informed about the support your child receives and in reviewing how they are doing

Liaising with all the other professionals who may help to support your child's learning e.g. Speech and Language Therapist, Educational Psychologist.

Updating the school's SEND register and making sure that there are detailed records of your child's progress and needs.

Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Monitoring the impact of policies and the effectiveness of provision in the school.

Liaising with the Special Educational Needs governor.

Working with the Local Authority and External Consultants to implement and monitor our provision.

Our SENCO has completed the training and received the National Award for SEN Coordination and continues to develop her knowledge attending all appropriate courses.

The SENCO's job is to support the class teacher in planning for children with SEND.

### SEND Governor

Responsible for:

Making sure that the necessary support is made for any child who attends the school who has SEND

Monitoring the effectiveness of SEND provision in the school

Who is involved?

### **Class Teacher**

Responsible for:

The progress of your child and identifying, planning and delivering any additional work (individual curriculum) your child may need and informing the SENCO as necessary.

Writing children's key information and support plans and keeping them up to date.

Ensuring that all staff working with your child in school are helped to deliver the planned work / intervention for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **Support Staff**

Responsible for:

A Teaching Assistant may be allocated to a class to support the class teacher. Their role may involve running and evaluating interventions, working 1:1, small groups or with the class.

A Teaching Assistant (TA) may be allocated to a pupil with significant special educational needs and/or disabilities. As a school we welcome daily dialogue between parent/carers and teachers and TAs on how a child's day has been and we do actively encourage this regular feedback.

### **Training and Development**

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school. We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

## **Accessibility**

Our school building and playground are fully accessible for children in wheelchairs, and we have a disabled toilet conveniently located near the main entrance. With wide corridors, our school is designed to be accessible for children with mobility challenges. Teachers adapt classroom layouts to meet the needs of students with special needs and/or disabilities.

Since 2016, we have been a dyslexia-friendly school, making specific choices regarding font, size, and colour to support students with visual stress.

For students who benefit from electronic devices to assist their learning, we provide laptops and iPads, which are readily available. Specialist equipment is also accessible through the support of the Occupational Therapy (OT) team at Together for Children.

In response to the sensory needs of some of our students, we have recently created a quiet sensory base. Developed with the support of professionals, including speech and language therapists, the Autism Outreach team, and occupational therapists, this space is designed to support children with significant SEND needs who require a higher level of adult assistance.



## **Reporting**

At Fulwell Infant School Academy your child's progress is continually monitored by their class teacher, SENCO and the Leadership Team.

Their progress is continually reviewed and recorded to monitored against the National Curriculum and the Early .

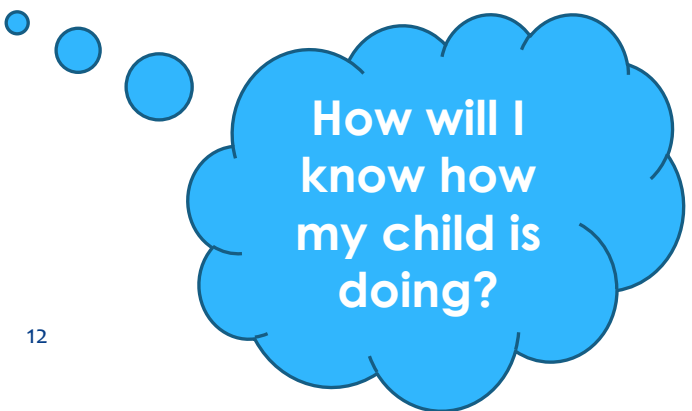
The progress of children with an EHC Plan is formally reviewed at an Annual Review with all professionals and adults involved with the child's education.

The Leadership Team and SENCO will also check that your child is making good progress with any individual work and in any group that they take part in.

Review meetings are held if your child has key information or a support plan.

A range of ways will be used to keep you informed, which may include:

- Parents evenings
- Additional meetings as required
- Reports
- SEND Annual review meetings (If your child has an EHCP)
- ELSA (Emotional Literacy Support Assistant) support reports if your child accesses ELSA sessions



How will I  
know how  
my child is  
doing?

## **Educational Health and Care Plans**

Only a small percentage of children with SEND require an Education, Health and Care Plan (EHCP) to access the appropriate support and provision. An EHCP is a legal document that combines your child's education, health, and social care needs. It outlines the desired outcomes for your child, the support required to achieve those outcomes, who will provide the support, and when it will be provided.

The first step in the process of requesting a statutory assessment for an EHCP is arranging an 'assessment planning meeting,' typically organised by the school or setting. This approach ensures that the young person and their family are at the heart of the process. The review meeting focuses on the positive aspects of the young person's situation, including what is important to them and what is working well, as well as identifying areas that are not working and the support needed. By the end of the meeting, an action plan will be created, outlining steps to be taken by professionals, the young person, and the family to improve support and outcomes. You will also receive information on how to prepare and what to expect during the process.

The action plan from the assessment planning meeting is then sent to a decision-making panel, which determines whether a full statutory assessment (EHCP) is necessary. You will be notified of the panel's decision. If the panel agrees that a full assessment is needed, further information and advice will be gathered from professionals. Following this, a support planning meeting will be held, where the EHCP will be developed by the Local Authority in collaboration with the school, parents, and any external agencies involved in supporting the child.

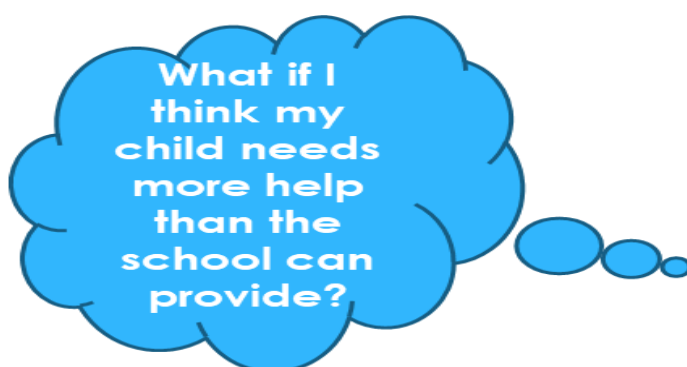
If the decision is to not issue an EHCP, you will be advised of your right and school's right to appeal.

Parents are given the opportunity to comment on a draft EHCP and give your views about school or other placements, before the final EHCP is issued.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

More details about the Education, Health & Care Plans and Statutory Assessment of SEND can be found on the Sunderland Council website

<https://www.sunderlandinformationpoint.co.uk/kb5/sunderland/directory/localoffer.page?localofferchannel=2&lobolean=1>

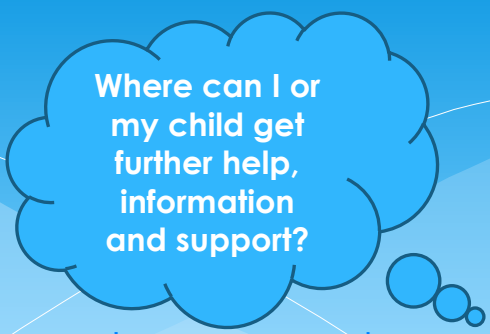




## **Further Help and Support**

### Autism Outreach

<https://www.sunderlandaot.co.uk/>



Where can I or  
my child get  
further help,  
information  
and support?

### Children and Young People's services

<https://www.ntw.nhs.uk/services/children-young-peoples-service-south-tyneside-sunderland/>

### Children's community Mental Health Services

<https://www.stsft.nhs.uk/services/childrens-and-young-peoples-services/sunderland-community-child-and-adolescent-mental-health-service-camhs>

### Early Help

Early Help service offers advice, support and direct interventions at the earliest point of identified need. The aim of Early Help is to support families to support themselves, to prevent problems escalating.

<https://www.togetherforchildren.org.uk/article/21170/Early-Help>

### Parent Partnership Service

Confidential and impartial Information, advice and support for children and young people with special educational needs and their families.

The service helps parents and carers write letters and complete forms, deal with education issues, visit schools and provide information about the SEN process.

<https://sunderlandsendiass.co.uk/>

### Speech and Language therapy

<https://www.stsft.nhs.uk/services/speech-and-language-therapy>

### SEND Code of Practice 2015

[https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf)

### The Special Educational Needs Team

The Special Educational Needs Team provides information to parents / carers to ensure that children and young people with SEND get the most out of their school life and maximise their achievements.

<https://www.togetherforchildren.org.uk/SEND>

For Further support see Rainbow Guide detail on page 7 above for further details.

## **Complaints and Feedback**


We value the partnership between parents/carers and staff but should a problem arise parents/carers are asked to discuss this fully, initially with the class teacher.

Subsequently, if any issue is not resolved it should be discussed with the SENCO and if still not resolved with the Head Teacher. Any complaints will be treated in accordance with our complaints procedure.

If you have any further questions then contact the school and we will be more than happy to help you.

Tel: 0191549666

Email: [senco@fulwellinfant.org.uk](mailto:senco@fulwellinfant.org.uk)



**How do I complain if I  
am not happy with  
what is happening for  
my child?**

SEND Snapshot March 2025

% SEND		Girls	Boys	% of SEND who are also Pupil Premium
School (Infant)	National (Primary)	(8) 2.3% of school cohort	(37) 10.3% of school cohort	
12.5%	14.1%			
				9/37 pupils 24.3%

FISA SEND Profile –Spring Term 25 *accurate as of March 25								Main Presenting Need (Pupil No.)				
Year		Number on Register	No. of School Support	No. of SEND Support	% of SEND/ School Support	No. EHCP	% EHCP	% of Cohort SEND	Comm. & Int.	Cog & Learn	Sensory & Physical	SEMH
N		8	0	8	7.4%	0	0%	7.4%	8	0	0	0
R		7	2	5	5.5%	1	1.1%	6.1%	3	1	0	6
1		16	10	5	16.9%	1	1.1%	17.12%	4	3	1	5
2		12	8	2	12.2%	2	2.2%	14.4%	2	4	2	4
Totals		45	20	21		4	1.1%		15	8	3	15
School (Nursery – Year 2) %					11.42%		1.14%					

## SEND Acronyms

<b>SEND:</b>	Special Education Needs and Disabilities
<b>Cognition &amp; Learning</b>	
PMLD:	Profound multiple learning difficulties
SLD:	Severe learning difficulties
MLD:	Moderate learning difficulties
SpLD:	Specific learning difficulties
<b>Sensory and Physical</b>	
VI:	Visual Impairment
HI:	Hearing Impairment
MSI:	Multi-sensory Impairment
PD:	Physical Disability
<b>Communication and Interaction</b>	
SLCN:	Speech Language and Communication Need
ASD:	Autism Spectrum Disorder
ACE:	Adverse Childhood Experiences
<b>Other</b>	
ELSA:	Emotional Literacy Support Assistant
SEMH:	Social Emotional Mental Health
BESD:	Behaviour Emotional Social Development
ADHD:	Attention Deficit (Hyperactivity) Disorder

ACE:	Advisory Centre for Education – an advisory service for parents
AEN:	Additional Educational Needs
AfL:	Assessment for Learning
ALS:	Additional Literacy Support
AOT:	Autism Outreach Team
APP:	Assessing Pupil Progress
BES:	Behavioural, emotional and social difficulties
BEST:	Behaviour and Education Support Team
BIP:	Behaviour Improvement Programme
BST:	Behaviour Support Team
CAMHS:	Child and Adult Mental Health Services
CHYPS:	Child and Young Peoples Services
CAF:	Common Assessment Framework
CAT:	Cognitive Ability Tests for knowing, thinking and reasoning
CLLD:	Communication, Language and Literacy Development
DRC:	Disability Rights Commission
EAL:	English as an Additional Language
EP:	Educational Psychologist
EYFS:	Early Years Foundation Stage
FTE:	Full Time Equivalent
IEP:	Individual Education Plan
NC:	National Curriculum
NEET:	Not in Education, Employment or Training
Ofsted:	Office for Standards in Education
PECS:	Picture Exchange Communication System

PRU:	Pupil Referral Unit
PSA:	Parent Support Adviser
PSA:	Parent Support Adviser
SALT:	Speech and Language Therapist
SEBS:	Social Environmental Behaviour Skills
SEF:	Self/School Evaluation Form
SEN:	Special Educational Needs
SENCO:	SEN Co-ordinator