



SEND INFORMATION REPORT

January 2026

FOSSEBROOK PRIMARY SCHOOL
Head Teacher: Mrs Sarah Evans
SENCO: Mrs Sancha Wallis





Introduction

Fossebrook Primary School is a small one-form entry school in the Braunstone Town catchment of Leicestershire, on the edge of Leicester Forest East. Children transfer from a range of feeder nurseries and pre-schools in the local area. We welcome visits from perspective students and families throughout the year. We encourage families of children with special educational needs to book a tour with our SENCO, to hear about our school’s SEND offer and ways in which we can support their child’s needs.

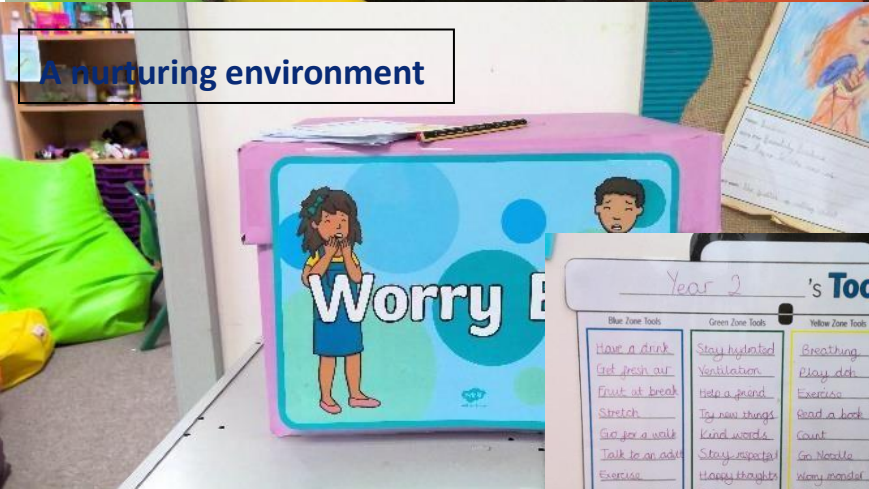
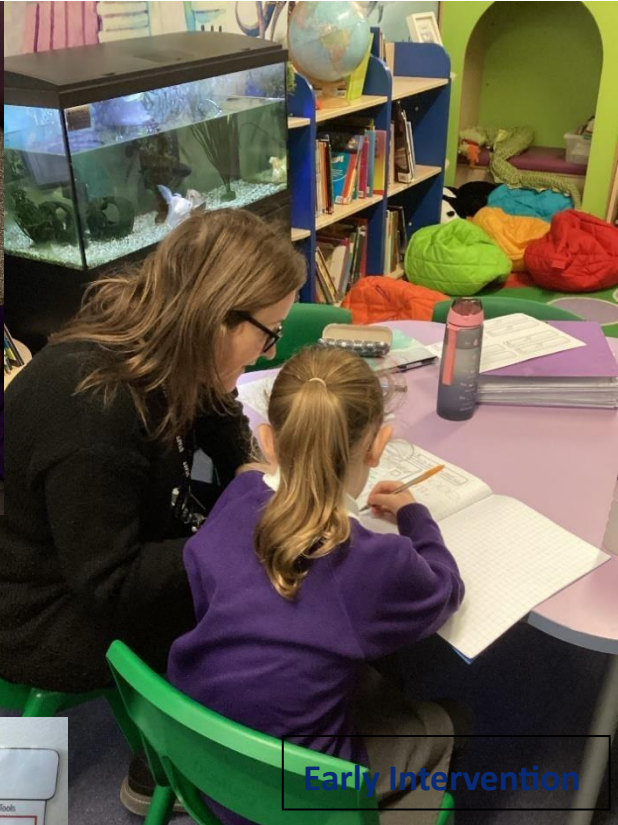
At Fossebrook Primary School, we are committed to providing an inclusive and supportive learning environment for all students. This SEND (Special Educational Needs and Disabilities) Information Report outlines our approach to meeting needs of pupils with SEND. Further information can be found in our Fossebrook SEND policy, which can be found on the school website.

School Information

Address	Holmfield Avenue West Leicester Forest East Leicester LE3 3FF		
Telephone Number	0116 3087966	Email	admin@fossebrook.org.uk
Head Teacher	Mrs Sarah Evans	School Specialism	Mainstream
Website	fossebrook.org.uk		
Date of Last Inspection	Nov 2024	Outcome	Good
Number of students with identified SEND	39	ECHP: 9 SEND Support Stage: 30 Initial Concerns Stage: 4	
Does the school have designated specialist provision?			No



Welcome to Fossebrook Primary School



Year 2's Toolbox

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
Have a drink	Stay hydrated	Breathing	Read a book
Get fresh air	Ventilation	Play dth	Stretching
Drink at break	Use a friend	Exercise	Sit outside
Stretch	Try new things	Read a book	Run around
Go for a walk	Kind words	Count	Talk to someone
Talk to an adult	Stay respectful	Go Noodle	Hug
Exercise	Happy thoughts	Play musical	Music
Use a friend	Smile	Talk to a friend	Get help



Happy lunchtimes

The Sunshine Room

Meet our SENCO and ELSA



Mrs Sancha Wallis is the Assistant Headteacher and Special Educational Needs Coordinator (SENCO) at Fossebrook Primary School. She began her career in Further Education before moving into the secondary sector, where she taught for 10 years. For the past 10 years, she has worked in primary education, bringing a rich breadth of phase experience to curriculum, inclusion and pastoral care. A qualified teacher with over 19 years' experience, Mrs Wallis holds a Master's in Education and the National Professional Qualification for Senior Leadership (NPQSL). Working with children who have Special Educational Needs and Disabilities (SEND) has always been her passion; she champions inclusive practice, partners closely with families and external professionals, and is committed to ensuring every child is supported to thrive.



Mrs Cragg is our **Emotional Literacy Support Assistant (ELSA)**. Mrs Cragg has worked in nurseries across Leicestershire and has worked at Fossebrook since the school opened. Mrs Cragg has a wealth of experience working with children with complex needs. Mrs Cragg worked as a Learning Support Assistant and a Cover Supervisor at Fossebrook, before taking on the role of ELSA. She has a wonderful relationship with children across the school, which makes her perfect for the ELSA role. Mrs Cragg completed her ELSA training in 2023 and receives supervision from the EPIC Educational Psychology service as part of maintaining her qualification. Mrs Cragg is also Youth Mental Health First Aider and our Fossebrook Communication Champion, attending network meetings across the trust. Mrs Cragg attends the Autism Outreach link sessions termly. This year, Mrs Cragg will be partnering with a local school to further develop our ELSA offer.



What are Special Educational Needs and Disabilities?

If a child is identified as having a special educational need, it means that they require additional support to help them learn and participate effectively in education. These needs could be related to learning, communication, social and emotional, or physical and sensory.

The Code of Practice identifies all teachers as teachers of learners with SEND. This means that all teachers and practitioners at Fossebrook are responsible and accountable for the progress of the children and young people with SEND.

The SEN Code of Practice 2014 classifies Special Educational Needs and Disabilities (SEND) into the following categories:

	<p>Cognition and Learning</p>
	<p>Communication and Interaction</p>
	<p>Social, Emotional and Mental Health</p>
	<p>Sensory and Physical</p>

At Fossebrook Primary School we support children with a variety of special educational needs.

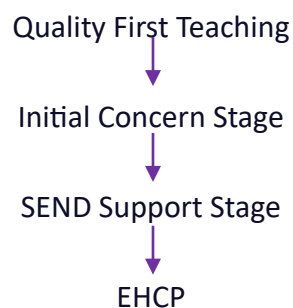


Our School Procedures - Identifying and Assessing Need

Our procedures allow early identification of difficulties and close monitoring of progress.

Identification - This could be from concerns raised by pupils, parents and families, or teaching staff and other agencies. Lack of progress or low attainment as well as changes in behaviour or attitudes may also be identified.

The Stages Include:



Quality First Teaching

Every child will have access to class teacher input via excellent targeted classroom teaching, also known as Quality First Teaching

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds on what your child already knows, can do, and can understand.



- At times the teacher may direct the class-based support assistant to work with your child as part of normal working practice.
- Different ways of teaching and adaptations are in place so that your child is fully involved in learning.
- Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support your child to learn.
- Your child may be involved in pre-teach or IMPACT sessions, to ensure that they fully understand the learning and any misconceptions are addressed.

Initial Concern Stage

- Your child's teacher will have carefully checked on your child's progress and may decide that your child has gaps in their understanding/learning or that they are experiencing social, emotional, and mental health difficulties which are affecting their access to learning. Your child may need some extra support to help them make the best possible progress and may be placed on our 'monitoring' stage.
- Your child may be involved with specific group work with a smaller group of children (intervention). At Fossebrook we have a carefully selection menu of interventions.
- Your child's learning may be tracked using the Birmingham SEN Toolkit, to look closer at their attainment in maths and literacy, as well as their language and communication.
- We will meet with you regularly to discuss how your child is getting on with the additional support that has been put in place.

SEND Support Stage

- With all the above support there may still be concerns regarding your child's progress and through consultation with yourself, the class teacher and the SENCO, the decision may be made to place your child on 'SEND Support'.
- Additional specialist input may be required.
- A plan and targets will be put in place and reviewed with you each term (see information about assess, plan, do, review below).
- Children at SEND Support Stage will have their academic progress monitored using the Birmingham SEND Toolkits, this allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently. The Senior Leadership Team have been trained to use the toolkit, and this was rolled out to teachers in January 2024. Your child may also have targets specific to their need, e.g. physical, emotional, and social targets.

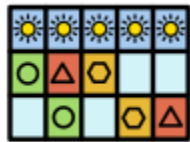



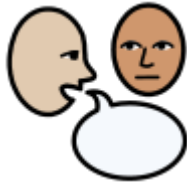
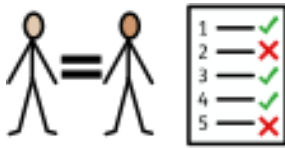



Education, Health and Care Plan

If your child has more complex needs, then a request for ‘statutory assessment’ can be made to the local authority. If an Education, Health and Care plan is agreed then your child is likely to have more specialist provision and additional adult support. You will have person centered review meetings (annual review) each year to talk about their achievements and progress and what is working and isn’t working well.




How do we adapt learning?

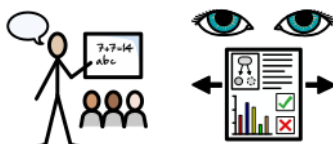
Our classes use a range of adaptations to support learners to access the curriculum. We are a Microsoft Showcase School; this means our staff and children are trained to use a range of technology to support learning. Each child at Fossebrook has their own device (iPad or Laptop) to support them.

Here are some examples of adaptations you may see in classrooms at Fossebrook:

		
Visual timetables	Task boards	Peer support
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour



		
Ear defenders	Timers	Explicit instruction



How will my child's provision and targets be recorded?

Pupils at SEND Support Stage will have a SEND Support Plan. This document comprises of four main areas:

- 1. An overview of adaptations and important information regarding the well-being and care of the child.*
- 2. A profile of need (pen portrait), as well as child and parent voice.*
- 3. An overview of current and historical external support and any specific SEND assessments.*
- 4. The child's Assess / Plan / Do / Review (ADPR) cycles.*

The ADPR cycle is a framework used by schools to plan and implement special educational needs support for children and young people. It is also known as the graduated approach. The cycle consists of four stages: Assess, Plan, Do, and Review. Your child will have targets set each cycle, and support will be put in place to help achieve these. Your child's teacher may also set targets to work on more specific areas, such as physical therapy, social or emotional needs. Pupils at SEND Support Stage in EYFS may have targets set related to specific developmental stages of the Leicestershire Small Steps document.



At Fossebrook, our ADPR cycles run:

- October – February
- February – June
- June – October

Our last cycle ensures that support is in place at the start at each academic year.

Your child's provision will be regularly monitored in school through pupil progress meetings, observations, and intervention monitoring. Subject leaders oversee interventions within their subject areas.



How do we involve parents and carers in the process?

At Fossebrook Primary School, we believe that supporting children with SEND is a partnership between home and school. Our SENCO operates an open-door policy and is always happy to discuss any questions or concerns you may have. Parents and carers can book an appointment with the SENCO during Parents' Evening, or at any time throughout the year by contacting the school office. We value your insight, and we work closely with families to ensure every child receives the support they need to thrive.

Parents will also attend an annual review meeting, if their child has an Education, Health and Care Plan (EHCP).

Additionally, parents may be invited to meetings with external professionals when observations have taken place in school.



How do pupils participate?

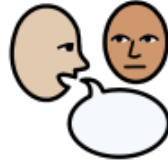
We encourage every child to contribute and to express their thoughts and ideas which we value, respect, and celebrate. We do this in different ways throughout the school year:

- In class, children are encouraged to contribute to lessons.
- There is a school council meeting every half term where issues or viewpoints are discussed.
- We have pupil questionnaires to gather ideas and opinions about curriculum topics and wellbeing.
- Children with an Education Health Care Plan (EHCP) share their views before the review meetings. They make a personal profile with their key adult to share at the review, along with having the opportunity to showcase their work.
- Your child will complete the pupil voice section of their ADPR document at the start of the year.
- Your child's voice is collected before the end of each ADPR cycle, this will be shared during the review meeting.

Pupils are given regular opportunities to:

<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>





Parent and Pupil Feedback (February 2024)

In Calm Club it's always calm, there are lots of relaxing things to do.
Pupil voice

I also wanted to say a big thank you because without your support in the first instance he might not have the EHCP which currently appears to be meeting his needs and for this I am eternally grateful.

Parent of a past pupil

I feel safe at school. There are grown-ups in the classroom to help me. If I am worried I would speak to Mrs Cragg.

Pupil voice

The ELSA room makes me feel happy. After ELSA I feel happy and calm.
Pupil voice

Feedback	Action
My child would like more sports at lunchtimes (parent) I would like more toys on the playground (pupil)	All staff have now been trained in happy lunchtimes, which will provide access to a range of activities.

Sometimes I don't feel safe on the playground because children run too fast (pupil)

Introduction of playground monitors. More lunchtime clubs (calm club, chess club, colouring club)



Staff Training

At Fossebrook, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school, and they are given information about the children they are working with. All SEND school guidance is accessible via Padlet, in bitesize documents.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised. Support Assistants are consulted on areas they would like to develop further.

We commission the support of EPIC Psychology and Speech and Language, who work with us throughout the year assessing children and delivering training.

Some of our recent training:

			
Social Communication Group	Lego Therapy	Early Years NPQ Child Development	Happy Lunchtimes
			
Autism	Makaton	Read Write Inc.	Team Teach
			
Working Memory	Sensory Circuits	ELSA Training	Speech and Language
			
De escalation	Attachment Theory	Semantic Links	Sensory needs



Further information:



Who are the best people to talk to about my child's difficulties with learning/Special Educational Needs and/or Disability (SEND)?

If you have concerns about your child's progress you should speak to your child's class teacher initially. Your child's teacher may speak to the SENCO for further advice. We will work together to plan any additional support that your child may need.

Class teacher


Responsible for:

- Checking on the progress of your child. Identifying, planning and delivering any additional support your child may need and liaising with the SENCO.
- Recording provision and setting targets.
- Ensuring that all staff working with your child are able to deliver the planned work/programme, so that your child can achieve the best possible progress. This may involve the use of additional adults, outside specialist support, specially planned work and resources.
- Ensuring that the school's SEND Policy is followed within their classroom.

The SENCO (Mrs Sancha Wallis)

Responsible for:

- Coordinating all the support for children with Special Educational Needs and/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.
 - Updating the school's SEND register and making sure that a detailed record is kept of the support your child is receiving and the progress they've made.
 - Providing specialist support for teachers and support staff -
Referring to, and liaising with external agencies
- Ensuring that you are:
- Involved in supporting your child's learning.
 - Kept informed about the support your child is getting.
 - Involved in reviewing how they are doing.

	<p><u>Head teacher (Mrs Sarah Evans)</u></p> <p>Responsible for:</p> <ul style="list-style-type: none"> - The day-to-day management of all aspects of the school, this includes the support for children with SEND. - The Head Teacher will give responsibility to the SENCO and the class teachers but is still responsible for ensuring that your child's needs are met. - The Head Teacher must make sure that the Advisory Board are kept up to date about any issues in school relating to SEND. <p><u>Advisory Board</u></p> <p>Responsible for:</p> <ul style="list-style-type: none"> - Making sure that the necessary support is made for any child who attends the school who has SEND. Ensuring they have an overview of SEND at Fossebrook.
 <p>How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND are included?</p>	<p>Activities, school trips and residential are a very important part of every child's learning experience at Fossebrook. Risk assessments are carried out and procedures are put in place to enable children to participate. It may be that a child requires an individual risk assessment, to ensure specific procedures are in place.</p> <p>If a child has an identified key worker, he/she will accompany them on the trip. However, if this is not the case and it is deemed that an intensive level of support is required, we will discuss this with you. A parent / carer may be asked to accompany their child during the activity.</p>



<p>How accessible is the school environment?</p>	<p>The school is accessible to children with physical difficulties.</p> <ul style="list-style-type: none">- We ensure that equipment used is accessible to all children regardless of their needs.- There are double doors strategically placed around the building to allow wheelchair access.- We have a disabled toilet and changing area.- We work closely with external agencies to ensure children with physical difficulties are supported within the school environment (such as Occupational Therapy and Physiotherapy).
	<ul style="list-style-type: none">- If your child requires specific equipment due to a diagnosed SEND, we will work with the appropriate agencies to accommodate these requirements.- Personal Evacuation Plans are created for those children who need specific support in the event of fire evacuation. <p>*Please refer to the school Accessibility Plan*</p>
<p>Does the school offer before and after school services? How does the school ensure that pupils with SEND are included?</p>	<p>At Fossebrook there is a daily Breakfast Club starting at 7:30am with a small charge.</p> <p>Fossebrook Primary School also provides after school care from 3.15 - 6pm (session 1 3:15-4:15pm and session 2 4:15-6pm). All children are supported to attend, with arrangements being made wherever possible to support children at the club activities.</p>



How are children supported during transition?

We recognise that 'moving on' can be difficult for a child with SEND. We take steps to ensure that any transition is as smooth as possible.

Home / Nursery > Foundation Stage

All parents and carers of Foundation Stage children are invited to attend a Welcome Meeting with the Foundation Stage teacher. Children have a familiarisation day in July.

The SENCO and EYFS teacher visit pre-school settings where SEND has already been identified.

For children with SEND, we would encourage further visits to assist with the acclimatisation of the new surroundings.

If your child is moving to another school:

- We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All relevant information, such as reports from outside agencies, will be shared with the new teacher. A copy of all previous support plans will be made available to the



	<p>teacher. The teacher will begin by working from targets and provision in the June – October ADPR cycle.</p> <ul style="list-style-type: none">- If required, the SENCO will create a transition booklet to help children understand future changes. <p>Year 6:</p> <ul style="list-style-type: none">- We invite secondary school SENCOs to Fossebrook to discuss the specific needs of your child.- Your child will take part in transition activities at school, to support their understanding of the changes ahead.- Where possible your child will visit their new school and in some cases staff from the new school will visit your child at Fossebrook. The Winstanley School and Bosworth Academy arrange extra visits for SEND and vulnerable pupils. <p>We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.</p>
<p>How can I find out about support services?</p>	<p>Our SENCO will be able to support you in accessing support.</p> <p>Fossebrook contributes to Leicestershire’s Local Offer which can be found at:</p> <p>https://www.leicestershire.gov.uk/education-and-children/specialeducational-needs-and-disability</p> <p>Here you will find a directory of services that may be able to help you.</p>



What expertise and specialist services are available through the school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Speech & Language Therapy
- School Nurse (Healthy Together Team)
- Social Care
- Occupational Therapy
- Paediatricians
- Learning Support Service
- Social Emotional and Mental Health Team
- Counsellors
- Early Years Help Team

We commission EPIC Educational Psychology Service. An Educational Psychologist is allocated to our school each year. He/she would normally only work directly with children whose needs are felt to be quite considerable and who have not responded well to the interventions previously put in place.

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed.

He/she will offer advice to the school and parent/carers on how to best support the child to move their learning forward.



How are wellbeing, personal and medical needs supported in school?

We offer a wide variety of pastoral support for children who are encountering emotional difficulties. We are a caring, understanding staff who look after our children and parents. We fully recognise that children may go through crisis in their lives for short or longer periods of time. We aim to utilise the support we have in school to help children through these difficult times.

Your child's class teacher is the first person to contact with concerns about your child's overall wellbeing.

If further support is needed the class teacher will liaise with the SENCO or ELSA who will give advice and support and put a plan in place. Your child may have 1:1 or group sessions with the school ELSA.

Children with medical needs:

If a child has a medical need, then a Health Care Plan is compiled in consultation with parents/carers. This is discussed with all staff who are involved with the child.

If your child has a medical condition that requires medication, parents will contact the school office who will ensure they complete the relevant paperwork. The office will provide you with any relevant paperwork that needs to be completed.

We have fully trained first aiders in school.

Toileting plans are created and reviewed termly for those children who require intimate care.