**FENISCOWLES PRIMARY SCHOOL**

*Striving for Excellence*

# SEND Information Report

2026–27 | Information for parents, carers and pupils

*A neurodiversity-aware school where every child belongs, achieves and thrives.*

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| **Approved by** | Full Governing Board (date to be recorded on approval) |
| **Responsibility** | Headteacher: Robert Andrew<br>SENCO: Bianca Cerami (on maternity leave 2026–27)<br>Acting SENCO: Mr Egan<br>SEND Governor: Jennifer Strahan |
| **Date** | November 2026 |
| **Review** | Annually (next review November 2027), and sooner if arrangements or contacts change |
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# Welcome

At Feniscowles, every teacher is a teacher of every child, including children with special educational needs and disabilities (SEND). This report explains, in plain English, how we identify and support children with SEND, what you can expect from us, and where to find independent advice. It is updated every year and is published on our website alongside our SEND Policy.

Our school values guide how we work with every child and family:

- **Respect** — we listen to children and families and value what you know about your child.
- **Integrity** — we are open and honest about your child's needs, support and progress.
- **Forgiveness** — we treat behaviour as communication and give every child a fresh start.
- **Endeavour** — we have high hopes for every child and build their independence.
- **Safety** — we make sure every child can tell an adult when something is wrong.
- **Inclusion** — we remove barriers so every child can take part in the full life of the school.

> **National SEND reform**
> In February 2026 the Government published proposals to reform the SEND system, including new Individual Support Plans. **These are proposals, not law.** Your child's current rights, including to SEN support and EHC plans, still apply in full. We will tell families if and when anything changes.

# 1. Our neurodiversity-aware school

Feniscowles has completed the **Partnerships for Inclusion of Neurodiversity in Schools (PINS)** programme, a national programme funded by the Department for Education and NHS England. PINS brings health and education specialists and parent carers into mainstream primary schools to strengthen whole-school SEND provision, train staff and build partnerships with families.

Through PINS we have become a **neurodiversity-aware school**. Neurodiversity describes the natural variety in how all our brains work. Some children are neurodivergent — for example autistic children, children with ADHD, dyslexia, dyspraxia or developmental language disorder — and may experience school differently. Our aim is a supportive learning environment in which neurodivergent children achieve and thrive. Children do not need a diagnosis to benefit from any of the approaches below.

### Supportive classrooms

- Calm, well-organised classrooms, with thought given to displays, lighting and noise.
- Predictable routines, visual timetables and now-and-next boards, with warning before changes and transitions.
- A quiet area in every classroom and access to sensory resources, such as fidget tools and ear defenders.

- Movement and regulation breaks built into the day, and flexible seating where it helps.
- Trays and resources labelled with words and pictures so children can work independently.
- Clear, step-by-step explanations, visual supports and extra thinking time.
- Water available throughout the day.

### Lunchtimes

We know lunchtimes and other unstructured times can be hard for some children. Adaptations may include:

- adapted lunchtime groups offering a quiet, calmer space;
- structured activities and clubs as an alternative to the busy playground;
- a familiar adult for children who need extra reassurance;
- preparing children in advance for changes, such as wet play or special events.

### Behaviour

Our **Behaviour Policy** is adapted for neurodivergent children and children with SEND:

- Staff see behaviour as communication and look for the need behind it.
- Teachers use their professional judgement about how and when to respond, taking account of each child's needs and developmental stage.
- Children are given time to calm and regulate before they are asked to reflect.
- We use restorative conversations and natural consequences to help children put things right.
- Where needed, a child has an individual support plan, agreed with parents, that sets out triggers, helpful strategies and adjustments.
- Incidents are recorded on Arbor so that the SENCO can spot patterns and adjust support, not only consequences.

## 2. What kinds of SEND do we support?

Feniscowles is a mainstream primary school. We support children with a wide range of needs, including autism, ADHD, dyslexia, dyspraxia, speech, language and communication needs,

hearing and visual impairment, physical disabilities, and social, emotional and mental health needs. The SEND Code of Practice groups these into four broad areas:

| Area of need | What this can look like |
|---|---|
| Communication and interaction | Difficulty saying what they want to, understanding what others say, or understanding social communication. |
| Cognition and learning | Learning at a slower pace than others, even with good teaching and adaptations, or specific difficulties such as dyslexia. |
| Social, emotional and mental health | Anxiety, low mood, difficulty managing feelings or relationships, or behaviour that shows a child is struggling. |
| Sensory and/or physical | Hearing or visual impairment, physical disability, or sensory processing differences. |

Many children have needs in more than one area. Low attainment or slow progress does not on its own mean a child has SEN, and **a diagnosis is not needed for SEN support.** A disability does not always mean a child has SEN, but we always meet our duties to disabled pupils under the Equality Act 2010.

## 3. How do we identify needs?

Teachers check every child's learning, communication, wellbeing and development through everyday teaching, assessment, observation and conversations with children and families. In Reception we also use information from home, nurseries, health visitors and the Reception Baseline Assessment.

If a teacher has a concern, they first adapt their teaching and make reasonable adjustments straight away. They then talk with the SENCO and with you. The SENCO may observe your child, carry out further assessment, or seek advice from specialists.

**If you are worried about your child, please talk to the class teacher — there is no need to wait for parents' evening.** You can also contact the SENCO through the school office.

## 4. What happens when a child needs SEN support?

We follow the **graduated approach**: a cycle of assess, plan, do and review.

| Stage | What you and your child can expect |
|---|---|
| Assess | We build a clear picture of your child's strengths and needs, using your views and your child's. |
| Plan | Together we agree a few clear goals, the support your child will receive, who will provide it and when we will review it. |
| Do | Your child's class teacher stays responsible for their learning every day. Staff provide the agreed support. |
| Review | We look at what has worked with you and your child, and decide whether to continue, change or increase support. |

- **Class provision maps** record extra classroom support or short catch-up for children who are not on the SEN register. Being on a class provision map does not mean your child has SEN.
- **SEN Support Plans** are written for every child on the SEN register. **We will always tell you when your child starts to receive SEN support.**
- SEN Support Plans are reviewed at least once a term, and we meet parents of children on SEN support at least three times a year.
- There is no set number of cycles before we ask for specialist advice or request an Education, Health and Care (EHC) needs assessment.

## 5. How do we teach children with SEND?

Great teaching for every child is the most important support. All our lessons follow **the Feniscowles Way**, our approach to teaching and learning. Teachers keep the same ambitious goals for children with SEND and adapt how they teach so every child can reach them.

Adaptations can include: breaking learning into smaller steps; modelling and clear explanations; pre-teaching key vocabulary; visuals and practical equipment; different ways of recording, such as typing or using pictures; scaffolds that are reduced as children grow in confidence; coloured overlays; and specialist technology. Teaching assistants are used to help children become more independent, not to replace time with the teacher.

## 6. What extra support can we provide?

Depending on your child's needs, extra support may include:

| Area | Examples of support at Feniscowles |
|---|---|
| Reading, writing and maths | Phonics catch-up; Precision Teaching; maths intervention; small-step teaching, Dyslexia Gold |
| Communication and language | WellComm; speech and language programmes, including those set by therapists; LEGO therapy for social communication |
| Physical and sensory | Write Dance; Pattern Running; Body Awareness; fine and gross motor activities; sensory regulation support; specialist equipment |
| Emotional wellbeing | Emotional Literacy Support Assistant (ELSA) sessions; nurture groups; support following bereavement or change |
| Independence and routines | Visual timetables; now-and-next; personalised schedules; transition preparation |

We choose support because it matches an identified need, set a clear goal, and check that what children learn carries back into the classroom.

## 7. How do we check progress?

- Teachers assess learning throughout the year and record progress on Insight, our tracking system.
- For children working well below age-related expectations, we may use PIVATS (small steps in reading, writing and maths) or Cherry Garden, so that progress is visible. We will explain this to you first.
- The SENCO holds a termly SEND progress meeting with every teacher and observes children in class.
- We look at progress in learning, and also in communication, independence, wellbeing and attendance.
- Children with an EHC plan also have a formal annual review.

### Statutory tests

For the Year 1 phonics check, the Year 4 multiplication tables check and the Year 6 national tests, we plan access arrangements, such as extra time, rest breaks, a reader or modified papers, based on how your child normally works. For children working below the level of the national tests, we use the national pre-key stage standards or the Engagement Model instead. We will discuss this with you.

## 8. How do we involve children and families?

You know your child best, and we work in partnership with you.

- You are involved in agreeing and reviewing your child's SEN Support Plan, and we meet at least three times a year.
- There are two parents' evenings each year, when you can also meet the SENCO, and an annual written report.
- You can ask to meet the class teacher or SENCO at any time through the school office.
- With your agreement, you can meet specialists who work with your child, such as speech and language therapists or educational psychologists.

Children are helped to share what helps them, what they find hard and what they want to achieve, through conversations, one-page profiles, visual choices or a trusted adult. We tell children how their views have shaped decisions.

## 9. How do we support wellbeing, friendships and safety?

- Our ELSA and support staff work with children who need extra emotional support.
- We have trained Mental Health First Aid champions in school.
- Staff are trained in de-escalation and use restorative approaches.
- Our PSHE (Jigsaw) and RE curriculum teaches children about feelings, relationships and keeping safe, adapted so every child can understand it.
- We take bullying seriously and pay particular attention to children with SEND, who can be more vulnerable.
- Staff are trained to recognise that children with SEND may find it harder to tell someone about a worry, and we use each child's own way of communicating to make sure they can.

## 10. Clubs, trips and the wider life of school

Children with SEND take part in everything we offer: PE, swimming, before- and after-school clubs, performances, educational visits and the Year 6 residential. We plan adjustments, extra staff, risk assessments and medical arrangements with families so that **we do not exclude children from activities because of SEND or disability.** If you think your child may find an activity difficult, please talk to us early so we can plan together.

## 11. Medical needs and intimate care

Children with medical conditions have an individual healthcare plan where needed, written with you and health professionals. Some children, including in Reception, need help with toileting or personal care; this is provided with dignity and privacy, following an intimate care plan agreed with you. **No child will be refused a place or excluded from activities because they are not yet toilet trained.**

## 12. Accessibility and support for disabled pupils

Feniscowles is on two sites. Both are single-level, with step-free access to classrooms and the hall, and moving between the buildings is suitable for children with physical disabilities. Classroom space is limited, so we plan each child's needs individually.

- An accessible toilet with a changing bed and hoist in each building, serviced every year.
- Ramps where needed, and the edges of external steps marked in yellow to help children with visual impairment.
- A quiet area in every classroom and access to sensory equipment.
- Visual timetables and clearly labelled resources throughout school.

We make reasonable adjustments so disabled children are not treated less favourably — for example adapting the school day, behaviour responses, uniform, trips and how information is shared. Our **Accessibility Plan** sets out how we are improving access to the curriculum, the building and information, and is available on our website or from the school office.

## 13. Joining Feniscowles

Blackburn with Darwen Council is the admissions authority for our school, and applications are made through the council. Disabled children are never refused a place because of their disability. If Feniscowles is named in your child's EHC plan, the school must admit them.

You are welcome to visit before your child starts. If your child already has identified needs, we will talk with you and with the professionals who know them. We can offer extra visits, visit your child at home or at their current setting, and provide photos and information about their new class and staff.

## 14. Staff expertise

### Our SENCO

Our SENCO is **Mrs Bianca Cerami**, who holds the National Professional Qualification for SENCOs and is a member of the Senior Leadership Team. Mrs Cerami is on maternity leave and returns at the end of the 2026–27 academic year. While she is away, **Mr Egan** is acting SENCO and a member of the Senior Leadership Team. He leads SEND provision, advises staff, and works with families and outside professionals.

### Training

Staff training is planned around the needs of the children in school. Through PINS and our wider training, staff have expertise in:

| Area | Training and expertise |
|---|---|
| Neurodiversity and autism | Understanding neurodiversity (PINS); social communication and autism support |
| Communication | Speech and language support; WellComm; Makaton; LEGO therapy |
| Learning | Precision Teaching; phonics and maths intervention |
| Physical and sensory | Sensory regulation; Write Dance, Body Awareness and Pattern Running; visual and hearing impairment |
| Emotional wellbeing | Trauma, attachment and emotion coaching; ELSA; nurture; Mental Health First Aid; de-escalation and restorative approaches |
| Health and safety | First aid; supporting medical needs |

The SENCO attends local SENCO network meetings, and specialist teachers and therapists also train staff to deliver individual programmes.

## 15. Working with other services

With your consent, we work with Blackburn with Darwen services and health partners, including:

- specialist teachers from the Blackburn with Darwen SEND Support Service (for example for specific learning difficulties, autism and social communication, language, complex needs, hearing, vision, physical disability and social, emotional and mental health);
- the Educational Psychology Service;
- speech and language therapy, occupational therapy, physiotherapy, audiology, dieticians, paediatricians, health visitors and school nurses;
- children and young people's mental health services;
- Early Help, through our Early Help Co-ordinator, when a family would benefit from wider support.

We always explain which service is involved, why, and what happens next. Waiting times and criteria vary between services.

## 16. Education, Health and Care (EHC) plans

### Asking for an EHC needs assessment

An EHC needs assessment is carried out by Blackburn with Darwen, not the school. The council must assess a child who has or may have SEN where an EHC plan may be needed. The school can make a request, and **you can also ask the council directly.** Your child does not need a

diagnosis, and does not have to have completed a set number of support cycles first. We will support you and provide evidence.

| Step | Usual timescale |
|---|---|
| Council decides whether to assess | Within 6 weeks of the request |
| Council decides whether to issue a plan | Within 16 weeks of the request |
| Final EHC plan issued | Within 20 weeks of the request |

If the council decides not to assess or not to issue a plan, you can appeal to the First-tier Tribunal (SEND), and SENDIASS can help. We will keep supporting your child whatever the decision.

### When your child has an EHC plan

- The plan sets out your child's needs, outcomes and the support they must receive. The council has a legal duty to make sure this support is provided, and the school works to deliver it.
- The plan is reviewed at least every 12 months, or every 3 to 6 months for children under 5, with you, your child and the professionals involved.
- For the move to secondary school, the plan must be updated by 15 February of Year 6. We begin planning at the Year 5 review.
- You may ask for a personal budget for some of the provision in your child's plan. Any direct payment used in school needs the school's agreement.

## 17. How is SEND support funded?

Schools are funded for all pupils, and part of our budget (the notional SEN budget) pays for extra SEN support — currently the first £6,000 of additional support for each child each year. For children with EHC plans or high needs, Blackburn with Darwen may provide top-up funding. Funding does not limit the support your child is legally entitled to.

## 18. Moving class, school or to secondary school

- **Moving class:** teachers share information, and children can visit their new class and meet their new teacher. Social stories and photos help children prepare.
- **Moving to secondary school:** the SENCO and Year 6 teacher attend the Blackburn with Darwen high school transition event to meet secondary SENCOs and share information. For schools in other areas, the SENCO arranges a meeting with the new school. We can offer extra small-group visits with a familiar adult.
- **Moving to another school:** we pass on your child's records and share what helps them.

## 19. Looked-after children with SEND

The SENCO works closely with our Designated Teacher for looked-after and previously looked-after children, so that a child's SEN support and their Personal Education Plan work together. The Virtual School is involved in planning and reviews.

## 20. If you have a concern or complaint

Please speak to your child's class teacher first, then the SENCO or Headteacher. If your concern is not resolved, you can use the school's Complaints Procedure, available on our website. **You do not have to finish the school's complaints process before using other routes.**

| If your concern is about… | You can… |
|---|---|
| Support your child receives at school | Talk to the class teacher, SENCO or Headteacher; then use the school Complaints Procedure |
| Disability discrimination by the school | Use the Complaints Procedure and/or make a claim to the First-tier Tribunal (SEND) |
| The council's decisions on an EHC assessment, plan or named school | Contact the council; get advice from SENDIASS; use disagreement resolution or mediation; appeal to the First-tier Tribunal (SEND) |
| How the council has handled a complaint | Contact the Local Government and Social Care Ombudsman |

## 21. Key contacts

| Contact | Details |
|---|---|
| Acting SENCO | Mr Egan \| 01254 201054 \| senco@feniscowles.blackburn.sch.uk |
| Headteacher | Robert Andrew \| 01254 201054 \| head@feniscowles.blackburn.sch.uk |
| SEND Governor | Jennifer Strahan, contacted through the school office |
| Blackburn with Darwen SENDIASS | Free, confidential and impartial advice for families<br>01254 503049 \| www.communitycvs.org.uk/support/sendiass |
| Blackburn with Darwen Local Offer | Information about SEND services in the borough<br>www.blackburn.gov.uk/children-families-and-young-people/special-educational-needs-and-disabilities-send-local-offer |

SENDIASS can help with SEN support, EHC plans, transition and disagreements. You can contact them without going through the school.

## 22. About this report

This report meets the requirements of the Children and Families Act 2014 (section 69), the Special Educational Needs and Disability Regulations 2014 (regulation 51 and Schedule 1) and the SEND Code of Practice. It is approved by the Governing Board, reviewed every year, and updated sooner if our arrangements or contacts change.

Please ask the school office if you would like this report in another format, larger print or another language, or if you would like someone to go through it with you.

Related documents on our website: SEND Policy; Accessibility Plan; Behaviour Policy; Anti-bullying Policy; Supporting Pupils with Medical Conditions Policy; Intimate Care Policy; Admissions Policy; Complaints Procedure.