# Special Educational Needs and Disability Policy

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# Special Educational Needs and Disability Policy

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| **SENCo (Special Educational Needs Co-ordinator):** | Amy Marshall (NASENCO Award achieved August 2021) |
| **SEND Governor:** | Russell Fry<br>The SEND Governor is a member of the Governing Body who takes a special interest in SEND and meets with the SENCo on a regular basis. The full Governing Body has overall responsibility for ensuring that the necessary support is given for any child who attends the school, and that appropriate support is provided for all SEND pupils. |
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## Our Mission, Vision and Values

**We believe that children need to develop four key qualities whist at our school:**

- Children who have **courage** and self-belief are most likely to achieve their aspirations;
- Children who are **curious** about learning will question the world around them and always challenge themselves and others;
- Children who have **compassion** will be, and teach others to be, better human beings;
- Children who are **creative** will be able to solve the problems of the future.

**To enable children to embody these qualities we must:**

- Nurture children as individuals and help them recognise what they have to offer as members of society;
- Motivate and inspire children to achieve the highest standards in core skills;
- Ensure children have the opportunity to achieve in all areas of learning and excel in those in which they have a passion or talent;
- Provide children with memorable learning experiences.
- Teach the children to respect the world, other cultures and beliefs.

**As a result, the children will:**

- Know that they have something to offer that is valued.
- Be excited about learning.
- Be brimming with further questions that they want to explore.
- Be motivated to further their learning outside of the classroom
- Be knowledgeable and highly skilled.

## 1. Introduction

Fulbourn Primary School is an inclusive school where every child is valued, welcomed and supported to achieve their potential. We are committed to ensuring that all children have equal opportunities to learn, participate and succeed, whatever their background, identity, ability or individual needs.

We believe that every child can make progress and that all children deserve a broad, balanced and engaging curriculum. We aim to remove barriers to learning, recognise individual strengths and provide the support children need to develop confidence, independence and a love of learning. All staff share responsibility for the learning, progress and wellbeing of every child.

We follow the *Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2014)* and use a graduated approach to identifying and meeting children's needs. Where a child needs SEN Support, we work in partnership with their parents and carers, keeping them informed and involved in decisions about their child's education.

Children's views are central to our approach. We listen to children, value their understanding of their own needs and involve them in decisions about the support they receive, in ways appropriate to their age and development. We encourage all children to take an active part in school life and develop the skills and confidence to become increasingly independent.

We recognise that parents and carers know their children best and have valuable knowledge and experience to share. We are committed to building positive, trusting relationships with families and working together to ensure every child receives the support they need.

Everyone in our school community, including governors, staff, parents, carers and children, has a part to play in making Fulbourn Primary School an inclusive place where everyone belongs.

## 2. Aims and Objectives

At Fulbourn Primary School, we aim to ensure that every child can access learning, participate fully in school life and achieve their potential. We recognise that some children may experience barriers to learning, either temporarily or over a longer period, and may need additional support or adjustments to help them succeed.

We are committed to identifying children's needs early and providing appropriate, inclusive support so that every child can make progress, develop independence and feel a valued member of our school community.

To achieve this, we will:

- Identify children's needs as early as possible and provide appropriate support.

- Ensure all children can access a broad, balanced and inclusive curriculum and participate in school activities.
- Follow the principles and guidance of the SEND Code of Practice.
- Use a whole-school approach, with all staff sharing responsibility for supporting children with SEND.
- Provide staff with appropriate guidance, support and training to meet children's needs.
- Plan, record and regularly review provision to ensure that support is effective and responsive to children's changing needs.
- Work in partnership with children, parents and carers, staff and external professionals to achieve the best possible outcomes.

**3. Definition of Special Educational Needs (SEN)**

The SEND Code of Practice states that:

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

A child of compulsory school age has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than most children of the same age; or
- Have a disability that prevents or hinders them from accessing the facilities and opportunities generally available to children of the same age in mainstream schools.

**What is special educational provision?**

For children aged two and over, special educational provision is support that is additional to, or different from, the provision generally available to children of the same age in mainstream settings.

For children under two, it means any educational provision.

A child below compulsory school age may have SEN if they are likely to have a learning difficulty or disability when they reach compulsory school age, or would do so without special educational provision.

A disability does not automatically mean that a child has SEN. However, schools have responsibilities under the Equality Act 2010 to make reasonable adjustments for disabled children, whether or not they are identified as having SEN.

**4. Our Graduated Approach**

At Fulbourn Primary School, we recognise that high-quality, inclusive teaching is the starting point for meeting the needs of all children. Teachers adapt their teaching, use a range of strategies and make reasonable adjustments to ensure that children can access learning, overcome barriers and make progress.

Where a child needs support beyond what is ordinarily available through classroom teaching, we use a graduated approach to identify and respond to their needs. This involves a cycle of **Assess, Plan, Do, Review**, working closely with the child and their parents or carers to ensure that support is appropriate and effective.

Where needed, we seek advice and support from external professionals and specialist services. This may include educational psychologists, speech and language therapists and health professionals.

Our approach is flexible and responsive. We regularly review children's progress and adapt provision to reflect their changing needs, helping every child to achieve their potential.

**5. Universal Support – High-Quality Teaching**

High-quality teaching is the foundation of our approach to supporting all children. Most children, including many with additional needs, will have their needs met through consistently effective teaching that is adapted to their individual strengths and needs.

Our teachers use inclusive and adaptive teaching approaches to ensure that learning is accessible, engaging and appropriately challenging. This may include:

- Carefully planned and scaffolded learning.
- Clear explanations, modelling and guided practice.
- Flexible grouping and targeted questioning.
- Adapted resources, visual supports and practical activities.
- Repetition, overlearning and pre-teaching where appropriate.
- Adjustments to the learning environment, routines and expectations.
- Reasonable adjustments to remove barriers to learning and participation.
- Appropriate challenge to enable every child to achieve their potential.

These approaches form our universal offer and are the responsibility of every teacher. They are available to all children and do not depend on a formal diagnosis or identification of SEN.

We also have a duty under the Equality Act 2010 to make reasonable adjustments for disabled children to ensure they are not placed at a substantial disadvantage compared with their peers.

**6. Identifying Special Educational Needs**

We recognise that children may experience barriers to learning for different reasons. It is important to distinguish between special educational needs (SEN) and other factors that may affect a child's learning and progress, while recognising that these can sometimes overlap.

**Identifying SEN**

A child may have SEN if they have a learning difficulty or disability that requires special educational provision. This may become apparent through ongoing observations, assessment, discussions with the child and their family, or advice from other professionals.

We consider whether a child is making expected progress despite high-quality, adapted teaching and whether they need provision that is additional to or different from that ordinarily available in the classroom.

A medical diagnosis is not needed for a child to be identified as having SEN or to receive SEN Support. Equally, having a diagnosis does not automatically mean that a child has SEN. Our decisions are based on the child's individual needs.

The SEND Code of Practice identifies four broad areas of need:

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

Children may have needs across more than one area, and their needs may change over time.

Where a child is identified as having SEN, they may receive SEN Support or, where appropriate, have an Education, Health and Care Plan (EHCP).

**Other Barriers to Learning**

Some children may experience barriers to learning that are not, in themselves, special educational needs. These may include:

- English as an Additional Language (EAL).
- Attendance and punctuality difficulties.
- Health, medical or family circumstances.
- Being eligible for Pupil Premium funding.
- Being a young carer.
- Being looked after or previously looked after.
- Being part of an armed forces family.

These factors do not automatically indicate SEN. However, they may affect a child's learning, progress and wellbeing and should be considered when planning appropriate support.

Some children may experience both SEN and additional barriers to learning. We consider each child's circumstances individually and ensure that appropriate support is provided, whatever the reason for their needs.

A disability does not automatically mean a child has SEN. However, we have a duty under the Equality Act 2010 to make reasonable adjustments for disabled children, whether or not they are identified as having SEN.

**The SEND Register**

The school maintains a SEND register of children receiving SEN Support and those with an Education, Health and Care Plan.

The register is maintained by the SENCo and reviewed regularly, at least termly, with the Senior Leadership Team. It is a working document that helps us monitor children's needs, provision and progress.

Decisions about identification and support are based on ongoing assessment and discussion with children, parents and carers, and relevant professionals. The register is updated as children's needs change.

**7. Provision for Children Receiving SEN Support**

When a child is identified as needing SEN Support, we will inform their parents or carers and add them to the school's SEND register. We will work in partnership with the child and their family to understand their needs, agree appropriate support and monitor progress.

**Assess, Plan, Do, Review**

We use the graduated approach of **Assess, Plan, Do, Review** to identify needs, plan support and review its effectiveness.

- **Assess:** We gather information about the child's strengths, needs and progress through observations, assessment and discussions with the child, parents and carers, and relevant professionals.
- **Plan:** We agree the support needed, including intended outcomes and how progress will be measured. Children and their parents or carers are involved in these decisions.
- **Do:** The class teacher remains responsible for the child's learning and works with the SENCo and other staff to deliver the agreed provision.
- **Review:** We regularly review the impact of support, at least termly, and make changes where needed.

The SENCo oversees this process and ensures that appropriate records of children's needs, provision and progress are maintained.

Where further assessment or an Education, Health and Care (EHC) needs assessment is required, the school will provide the Local Authority with relevant information about the support already in place and the child's progress.

**Identifying Needs and Providing Support**

We use information from previous settings, families and our own assessments to identify children's starting points and any additional needs.

For children joining Reception, we consider information from their early years setting alongside our own baseline assessments to help plan appropriate support from the start of school.

Support is tailored to individual needs and may include:

- Small-group or individual support in English, maths and phonics.
- Targeted interventions to develop specific learning skills.
- Social, emotional and mental health support, including ELSA.
- Specialist programmes and approaches, such as Lego-based therapy or Attention Autism, where appropriate.
- Advice and support from external professionals and specialist services.

Support may be delivered by teachers or appropriately trained teaching assistants. The SENCo and Pastoral Team work with staff, families and external agencies to coordinate provision and ensure it meets children's needs.

**Working in Partnership with Parents and Carers**

We value regular communication with parents and carers and recognise the importance of working together to support children's progress.

Parents and carers are invited to discuss their child's progress at least termly. Those whose children receive SEN Support will have opportunities to review their child's needs, provision and progress with the class teacher and, where appropriate, the SENCo.

Parents and carers are encouraged to raise concerns at any time and can request a meeting with the class teacher, SENCo or Headteacher. Where appropriate, we may work with external professionals to gain further advice and support.

**8. External SEND Support**

Sometimes a child needs advice or support from professionals outside school to help us better understand and meet their needs. This may be considered as part of the Assess, Plan, Do, Review cycle, in discussion with the child and their parents or carers.

We may seek advice or support from external professionals when:

- A child continues to make limited progress despite appropriate support and adaptations.
- A child has significant or ongoing difficulties with learning, including literacy or maths.

- Social, emotional or mental health needs are affecting their wellbeing, learning or relationships.
- A child has sensory or physical needs that require specialist advice, equipment or adjustments.
- Communication or interaction needs are creating barriers to learning or social relationships.
- We need specialist assessment or advice to understand a child's needs and plan appropriate support.

External professionals may include educational psychologists, speech and language therapists, occupational therapists, health professionals and other specialist services.

With appropriate information-sharing arrangements in place, we will share relevant information and records to help professionals understand the child's needs, previous support and progress.

Depending on the circumstances, external professionals may:

- Provide specialist assessments and advice.
- Recommend strategies, resources or interventions.
- Support staff and families to understand and meet the child's needs.
- Work directly with the child where appropriate.

We will use their advice to inform the child's Assess, Plan, Do, Review cycle. Agreed strategies and provision will be recorded on the child's individual support records, maintained through Insight, our school assessment and tracking system.

The class teacher remains responsible for the child's learning and for ensuring that agreed strategies are used in the classroom. Where an external professional provides direct support, this will be coordinated with school staff and the family.

Where a child's needs may require provision beyond that ordinarily available in school, we may consider requesting an EHC needs assessment from the Local Authority.

**9. Requesting an Education, Health and Care (EHC) Needs Assessment**

Where a child's needs cannot be met through the support ordinarily available in school, we may request an Education, Health and Care (EHC) needs assessment from the Local Authority.

The request will be made in consultation with parents or carers and will include evidence of the child's needs, progress and the support already provided by the school. Parents and carers can also request an assessment directly from the Local Authority.

The Local Authority will consider the information provided and decide whether an EHC needs assessment is necessary.

Evidence may include:

- Assess, Plan, Do, Review records and the outcomes of regular reviews.
- Information about the child's progress, attainment, strengths and needs.
- Records of support, interventions and reasonable adjustments, including their impact.
- Relevant educational, health and developmental information.
- Assessments and advice from external professionals, such as educational psychologists and specialist teachers.
- An Early Help Assessment, where appropriate.
- The views of the child and their parents or carers.
- Information from other professionals and services involved with the child.
- Details of the resources and provision the school has made available and the impact of this support.

We will work in partnership with parents and carers throughout the process and ensure that the child's views and experiences are included wherever possible.

**10. Education, Health and Care Plans (EHCPs)**

Following an EHC needs assessment, the Local Authority will decide whether a child requires an EHCP.

An EHCP describes the child's special educational needs, the outcomes they are working towards and the special educational provision required to support them. It also brings together relevant health and social care needs and provision.

Where a child has an EHCP, Fulbourn Primary School will:

- Ensure that the provision specified in the plan is delivered.
- Work with the child, parents and carers, and relevant professionals to agree appropriate short-term outcomes and support.
- Include agreed provision and strategies in the child's Assess, Plan, Do, Review records.
- Ensure that the class teacher remains responsible for the child's learning and progress, working with the SENCo and other staff.

**Annual Reviews**

Every EHCP must be reviewed at least annually, or more frequently where required. The review brings together the child, parents or carers, school staff, the Local Authority and relevant professionals to consider the child's progress, changing needs and whether the outcomes and provision in the plan remain appropriate.

The review will celebrate achievements, identify any concerns and consider whether changes to the plan are needed.

For children in Year 5, we will begin planning for the transition to secondary school. This will include considering the provision and support needed in the next setting and involving the receiving school as appropriate. We will work with families and the receiving school to support a positive and well-planned transition.

**11. The Role of the SENCo and Other Key Staff**

**The SENCo**

The Special Educational Needs Coordinator (SENCo) leads and coordinates the school's approach to supporting children with SEND.

The SENCo is responsible for:

- Coordinating the day-to-day implementation of the school's SEND policy and provision.
- Working with teachers to identify children's needs and plan appropriate support.
- Overseeing the Assess, Plan, Do, Review process and monitoring the effectiveness of provision.
- Maintaining and reviewing the SEND register and ensuring appropriate records are kept.
- Supporting and advising teachers and teaching assistants on inclusive teaching and SEND provision.
- Working in partnership with children, parents and carers.
- Liaising with external professionals and coordinating specialist advice and support.
- Supporting staff training and professional development relating to SEND.
- Contributing to requests for EHC needs assessments and coordinating the school's contribution to EHCP reviews.

The SENCo works closely with the Headteacher, Senior Leadership Team, teachers, support staff, governors and external professionals to ensure that children with SEND receive appropriate support and make progress.

**Class Teachers**

Class teachers are responsible for the learning and progress of every child in their class, including those with SEND.

They will:

- Deliver high-quality, inclusive and adaptive teaching.
- Identify and respond to children's emerging needs.
- Plan and implement agreed support and strategies.
- Monitor progress and contribute to reviews.
- Work in partnership with parents and carers, the SENCo and other professionals.

**Teaching Assistants**

Teaching assistants work alongside class teachers and the SENCo to support children's learning and development. They contribute to the delivery of agreed provision, share observations and help monitor progress.

**Governors**

The governing body has responsibility for ensuring that the school meets its statutory duties towards children with SEND. The SEND Governor provides strategic oversight, working with the SENCo and Headteacher to monitor the effectiveness of the school's SEND provision.

**Other Key Roles**

SEND provision is supported by a wider team across the school, including:

- The Headteacher and Senior Leadership Team.
- The SEND Governor.
- The Pastoral Team and Child and Family Worker.
- Class teachers and teaching assistants.
- The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs).

All staff share responsibility for creating an inclusive environment and ensuring that children with SEND are supported to achieve their potential.

**12. High Attainment and Potential in Children with SEND**

We recognise that children with SEND may demonstrate high levels of ability, attainment or potential in one or more areas of learning.

We are committed to recognising and developing every child's strengths and talents. Having SEND should never be a barrier to accessing appropriate challenge, achieving highly or fulfilling individual potential.

We will:

- Maintain high expectations for all children, including those with SEND.
- Recognise and nurture individual strengths, interests and talents.
- Provide appropriately challenging learning opportunities, including greater depth, enrichment and opportunities to develop independent thinking.
- Recognise that a child may demonstrate high ability in some areas while experiencing difficulties in others.
- Ensure that adaptations and support remove barriers without unnecessarily limiting challenge or opportunity.

- Monitor progress from individual starting points and respond to children's developing strengths and needs.
- Work in partnership with children and their families to understand their aspirations and potential.

We believe that inclusion means ensuring every child is both supported and appropriately challenged to achieve their best.

**13. Monitoring and Evaluation**

We regularly monitor and evaluate the quality and effectiveness of our SEND provision to ensure that children receive appropriate support and make progress.

The school, including the Senior Leadership Team and SEND Governor, will consider:

- How effectively children's needs are identified and support put in place.
- The impact of interventions and provision on children's progress and wellbeing.
- The effectiveness of the Assess, Plan, Do, Review process.
- Children's participation, independence and involvement in decisions about their learning.
- The views and experiences of children, parents and carers, and staff.
- The effectiveness of partnerships with families and external professionals.
- How well resources, staff expertise and training meet children's needs.

We use a range of evidence to evaluate provision, including assessment information, provision mapping, reviews of individual support and feedback from children, families and staff.

The findings inform school improvement planning and help us identify priorities for developing SEND provision.

**14. Supporting Children and Families**

We recognise the importance of working in partnership with children and their families. We aim to ensure that parents and carers can access clear information, advice and support throughout their child's time at Fulbourn Primary School.

Further information about our SEND provision, support for families and arrangements for working with external services can be found in our **SEN Information Report**, available on the school website:

www.fulbournprimaryschool.co.uk

The Cambridgeshire Local Offer provides information about the services, support and provision available for children and young people with SEND and their families.

**15. Supporting Children with Medical Conditions**

We recognise that children with medical conditions should be fully supported so that they can access education and participate in all aspects of school life, including school trips and physical education.

We will make appropriate arrangements to support children with medical conditions and meet our responsibilities under the Equality Act 2010. Some children with medical conditions may also have SEND and may require additional support.

Further information can be found in the school's Supporting Pupils with Medical Conditions Policy.

**16. Safeguarding**

We recognise that children with SEND may face additional barriers to recognising and reporting abuse, neglect, bullying and other forms of harm. Some children may be particularly vulnerable because of communication difficulties, social isolation or difficulties recognising unsafe situations.

All staff must remain alert to possible signs of abuse or neglect, including:

- Changes in behaviour, mood or presentation.
- Unexplained injuries or physical signs of harm.
- Social isolation or changes in friendships and relationships.
- Bullying, including online bullying.
- Signs of emotional distress or changes in attendance.

Staff must not assume that changes in behaviour or presentation are simply related to a child's SEND or disability. Any concerns must be taken seriously and followed up through the school's safeguarding procedures.

The Designated Safeguarding Lead (DSL), working with the SENCo where appropriate, will ensure that children's individual needs are considered when responding to safeguarding concerns.

Our Child Protection and Safeguarding Policy provides further information about the school's safeguarding arrangements.

**17. Training and Resources**

We are committed to ensuring that staff have the knowledge, skills and confidence to support children with SEND.

The SENCo regularly considers staff training needs and works with the Senior Leadership Team to identify appropriate professional development opportunities.

We access specialist advice, training and support from external services, including specialist teachers and other professionals, to develop staff expertise and improve provision.

The school allocates resources to support children with SEND, including specialist equipment, resources, interventions and staff training. Resources are allocated according to children's individual needs and the provision required to support their learning and development.

We regularly review the effectiveness of our use of resources to ensure that they have a positive impact on children's outcomes.

**18. Admissions and Inclusion**

Fulbourn Primary School is committed to providing an inclusive education for all children.

Children with SEND are welcomed and treated fairly through the admissions process. We work with families, previous settings and the Local Authority to understand children's needs and plan appropriate support.

Where a child has an EHCP naming the school, the statutory admissions and placement arrangements will apply.

We make reasonable adjustments to ensure that children with disabilities can access learning and participate fully in school life.

Further information about admissions can be found in the school's Admissions Policy and the Local Authority's admissions guidance.

**19. Storing and Managing Information**

We maintain appropriate records of children's needs, support and progress. Information relating to SEND is stored securely and accessed only by staff who need it to carry out their responsibilities.

We follow data protection legislation and the school's policies on confidentiality, information sharing and record keeping.

Information is shared with relevant professionals and receiving schools where appropriate and in accordance with data protection and safeguarding requirements.

Further information can be found in the school's Data Protection and Privacy policies.

**20. Monitoring and Reviewing the Policy**

This policy is reviewed annually by the SENCo and Senior Leadership Team and presented to the relevant governing body committee for consideration and approval.

The policy will also be reviewed when there are significant changes to legislation, statutory guidance or school practice.

Any changes will be shared with staff and made available to parents and carers through the school website.

All staff are expected to familiarise themselves with the policy as part of their induction and ongoing professional development.