



# Special Educational Needs and Disability Policy

## Fulbourn Primary School

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# Special Educational Needs and Disability Policy

## Introduction

### SENCo (Special Educational Needs Co-ordinator):

Amy Marshall (NASENCO Award achieved August 2021) (Currently on maternity leave – interim SENCo Rachel Butterworth)

### SEND Governor:

Russell Fry  
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.

### Contact details:

[office@fulbourn.cambs.sch.uk](mailto:office@fulbourn.cambs.sch.uk)  
**01223 712525**

## 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.



# Special Educational Needs and Disability Policy

**Fulbourn Primary School is a fully inclusive school, committed to ensuring that all pupils achieve their potential in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.**

At Fulbourn Primary School the curriculum seeks to achieve a high level of equity (both in terms of having fair access to a balanced and broad curriculum and opportunity to achieve their potential, as well as having some ownership over their own education), attainment and enjoyment for all children. **It presumes that all children, regardless of their background or genetic make-up, are able to progress in all areas of the curriculum and develop key knowledge and understanding that provides solid building blocks for future learning.** All teachers are responsible for the progress and well-being of all children in their care.

The school will have regard to the **Special Educational Needs and Disability: 0-25 years Code of Practice 2014** when carrying out its duties toward all learners with special educational needs and will use the graduated response for SEND support for these learners. We will ensure that parents/carers are notified of a decision by the school that SEND support is being provided for their child and aim to work in genuine partnership with parents/carers. We value the contribution learners have to make in planning for their own educational needs. Learners with special educational needs are encouraged to take a full and active part in the life of the school and to become increasingly independent and responsible at school.

This policy details how the school aims to ensure that the necessary provision is made for any pupil who has special educational needs, allowing those learners to join in the activities of the school together with all other learners, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the learners with whom they are educated. Everyone in the school community, (governors, staff, learners and parents/carers) has an active part to play in achieving this.

Governors endeavour to fulfil their statutory duties to learners with special educational needs, by securing appropriate resources, by establishing a policy that has regard to the Code of Practice on the identification and assessment of special educational needs and by participating in appropriate training.

Teachers act on the principle that every member of staff is directly responsible for meeting the needs of all learners. They work in partnership with the SENCo, colleagues, learners, parents/carers, and other agencies, and participate in appropriate training to keep them up to date with best practice.

Teaching Assistants work in partnership with the class teacher and SENCo to help meet the needs of all learners. They liaise regularly with the class teacher and SENCo to discuss targets for learners, to plan for how those targets might be met and to review learners' progress. They also participate in training.

Learners and young people with special educational needs have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes in age/developmental stage appropriate ways.

Partnership with parents/carers plays a key role in enabling learners and young people with SEN to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of learners with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.



# Special Educational Needs and Disability Policy

## 1. Aims and objectives

All learners, whether they have special needs or not, must have equal opportunity to participate in the full curriculum of the school and all activities. Some learners will, permanently or from time to time, have a significantly greater difficulty in learning and accessing the curriculum than the majority of learners of their age. We will give these learners individual consideration and make special provision for them, working in partnership with others as necessary, to reduce any such barriers to learning. Our intention is that the needs of all learners are identified and met as soon as possible.

We will:

- Identify and provide for pupils who have special educational needs, additional needs, or disabilities.
- Work within the guidance provided in the SEND Code of Practice 2014.
- Provide support and advice for all staff working with children who have special educational needs, additional needs, or disabilities.
- Maintain a rigorous approach to the planning, recording and reviewing of provision for children who have special educational needs, additional needs, or disabilities.
- Operate a whole school approach to the management and provision of support for children who have special educational needs, additional needs, or disabilities.

## 2. Defining Special Educational Needs

The SEND Code of Practice 0-25 years 2014 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 him or her.**

**A child of compulsory school age or a young person has a learning difficulty or disability if he or she:**

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

**For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.**

**A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.**



# Special Educational Needs and Disability Policy

## 3. Identifying special educational needs

It is important to make a clear distinction in this policy between the high level needs of pupils with SEND and those pupils with other additional needs. At Fulbourn Primary School we distinguish clearly between these two categories.

Pupils with **high level needs** as a result of a special education need or disability are those who have a diagnosed condition (or may be awaiting assessment of such) that impacts significantly on their learning and progress. It covers those pupils who, in spite of a well-differentiated curriculum and high-quality classroom teaching, are not able to make sufficient progress without further provision, for example specialist equipment, specialist interventions or 1:1 adult support. The SEND Code of Practice 2014 outlines four broad areas of need; in practice many children with High Needs may have needs that relate to more than one area. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and /or physical needs

Children with High Needs at Fulbourn Primary School are those who receive SEND support.

Pupils with **additional needs** are those whose learning and progress *may* be impacted by a number of factors, e.g. having English as an Additional Language, being in receipt of Free School Meals, being gifted or talented in one or more areas, but who are able to make good progress as long as they receive good quality and highly differentiated teaching and make an effort with their learning. Children with additional needs may have fallen behind their peers for a variety of reasons including:

- Attendance and Punctuality
- Disability (the SEND Code of Practice 2014 outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – and that these alone do not necessarily constitute SEN)
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium funding
- Being a Looked After Child
- Being the child of Armed Forces Personnel

Equally, they may be attaining and progressing in line with their peers or exceeding in comparison to their peers.

The school maintains a register of children with Additional Needs (including those with English as an Additional Language, or those entitled to provision under the Pupil Premium Grant), with high needs (those



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with significant special educational needs and/or disabilities) and those in receipt of an Education, Health and Care Plan. In addition, there is a section of the register for those children currently under assessment for High Needs. Children identified in this section are children who are not making adequate progress despite having had the interventions and adjustments provided as part of high quality teaching and differentiation and any additional support provided e.g. working with the Pastoral Leads, attending Nurture Groups etc. This register is a working document, updated and reviewed at least termly by the SENCo and Senior Leadership Team.

## 4. Provision for Learners with Additional Needs or Special Needs and Disabilities

The majority of pupils will have their needs met within the school through differentiated, high-quality teaching. Some children who require extra support if they are beginning to fall behind their peers in core subjects will be identified on the school's Additional Needs list, and any additional support required would be agreed between the Class Teacher, Achievement and Aspirations Lead, and in some cases the SENCo. It may take the form of extra small group support in the classroom, focus groups with the Class Teacher, or some work with the ELSA TA or another appropriately trained teaching assistant.

The **ASSESS – PLAN – DO – REVIEW** cycle underpins our practice at all levels. This is known as the graduated approach. In order to help learners who have additional or special educational needs, the school uses this approach, recognising that there is a continuum of special educational needs and bringing increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual learners. The SENCo has responsibility for ensuring that the records are kept and available as needed. If school refers a child for an Education, Health and Care (EHC) plan, they will provide the Local Authority with a record of their work with the child including the arrangements they have already made.

The school will assess each Reception child's baseline levels of attainment in the first half of the Autumn Term to establish the starting point for their school learning and to ensure identification of any particular needs. If the child already has an identified special educational need, this information will be transferred from the Early Years setting. The SENCo and the child's class teacher will use this information to provide starting points for the development of an appropriately accessible curriculum.

Learners throughout the school who are not making appropriate progress are quickly identified through our termly tracking of pupil progress. Through a process of provision mapping (completed termly), regular pupil progress meetings, and analysis of individuals' attainment we are able to identify learners working just below, significantly below and well above national expectations. The Leadership Team use the provision maps to assign additional appropriate support and provide provisions to help learners meet their individual learning needs.

Additional support groups and programmes are provided from Reception through to Year 6, and include phonics, maths and English support, Nurture and Social Inclusion Groups. These programmes are sometimes delivered by a team of trained teaching assistants and / or teaching staff. Additional support for learners with learning or behavioural, social and emotional needs is arranged by the SENCo; who liaises as necessary with other education services, social care, health services and voluntary agencies.

Where we decide to provide a pupil with **SEND support**, parents/carers will be formally notified by the school, although they will already have been involved in discussions regarding their child's progress under the 'Additional Needs', or the 'Under Assessment for High Needs' category. Planning provision for children



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receiving SEND support will involve the child, their parents/carers, the class teacher, the SENCo and sometimes professionals from external agencies.

All parents/carers are invited to discuss their learners' progress once a term at consultation meetings, and at other mutually convenient times. Parents/carers with concerns about their child's learning and development are always welcomed in to discuss this with the class teacher, SENCo and head teacher, and referrals on to other agencies may be made as a result. Parents/carers of children receiving SEND support will review their child's progress more regularly with the class teacher, and SENCo when appropriate. Parents/carers will review their child's targets and progress at least every term, and, where their child has an Education, Health and Care Plan, attend a formal Annual Review meeting to discuss their child's progress.

The identification and assessment of the special educational needs of learners whose first language is not English requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from an underlying special educational need.

## 5. Monitoring learners' progress

The school's system for observing and assessing the progress of individual learners will provide information about all learners' progress. It is expected that the educational needs of most learners can be met through good differentiation of the curriculum provided in the classroom. The learners who require some support, but whose needs are met through such differentiation, will be monitored carefully to make sure their progress is good.

However, the progress of some learners in particular areas may be found to be inadequate. Under these circumstances, teachers will need to consult the SENCo to consider what else might be done to support the child. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the typical classroom. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and his/her peers;
- Prevents the attainment gap growing wider;
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- Matches or betters the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour.

When a class teacher or the SENCo identifies a child who needs some additional support, the class teacher will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum, but are usually delivered as part of classroom provision. The triggers for this



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additional intervention will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases, external professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCo may refer the child to these services in discussion with parents/carers/carers. The SENCo will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues, and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents/carers/carers will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment;
- Some group or individual support;
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- Staff development and training to introduce more effective strategies;
- Access to LA support services for one-off or periodic advice on strategies or equipment.
- Personalised targets drawn up by the class teacher, with support from the SENCo, on an Assess Plan Do Review record. These will be discussed with parents/carers/carers and reviewed with them at least three times per year. Children will be involved in regular reviews and updates of their targets with their class teacher.

## 6. SEND Support

If, with this additional provision, the child still does not make adequate progress, then the child is likely to be considered under the '**Under Assessment for High Needs**' category. At this point, the child is deemed to be receiving **SEND support**.

A request for support from external services is likely to follow this decision taken by the SENCo and colleagues, in consultation with parents/carers, at a review of the child's personalised targets. At this point





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external support services will usually see the child so that they can advise teachers on new targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for this support will be that, despite receiving additional support, the child:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below that expected of learners of a similar age;
- Continues to have difficulty in developing literacy and mathematics skills;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting plan for the child will set out fresh strategies for supporting the child's progress. This will be the child's Assess Plan Do Review record (maintained on Insight – the school's assessment tracking system). The suggested provisions will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the APDR continues to be the responsibility of the class teacher, unless delivered by an external specialist (e.g. Speech and Language Therapist).

If the child requires ongoing support at this level, then they will be moved to the High Needs section of the school's Additional and SEND register and will continue to receive SEND support.

## **7. School request for an Education Health Care Plan**

Where a request for an Education, Health and Care Plan is made by the school to the Local Authority, the child's needs will have raised significant cause for concern. The LA will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. This information may include:

- Assess Plan Do Review records for the pupil;
- Records of regular reviews and their outcomes;
- An Early Help Assessment, including details such as the pupil's health and medical history where relevant;
- National Curriculum levels of attainment in English and mathematics as a minimum;



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- Educational and other assessments, for example from the Specialist Support Teacher or Educational Psychologist;
- Views of the parents/carers and of the child;
- Involvement of other professionals such as health, social services or education welfare service.
- How the school has used delegated funds to support the child, and the impact of that support.

## 8. Assessment of Special Educational Needs for an Education, Health and Care Plan

Assessment of Special Educational Needs for an Education, Health and Care Plan involves consideration by the LA, working co-operatively with parents/carers, the school and, as appropriate, other agencies, as to whether an assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as potentially requiring an assessment through a request by the school, from a parent or a referral by another agency.

Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists, and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an EHCP.

An Education, Health and Care plan will include:

- Details of all of the pupil's special needs;
- Identification of the special educational provision necessary to meet the pupil special educational needs;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision.

All learners with Education, Health and Care Plans will have short-term targets set for them that have been established after consultation with parents/carers, child and include targets identified in the Plan. These targets will be set out in the APDR and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the APDR will continue to be the responsibility of the class teacher.

All Education, Health and Care Plans must be reviewed at least annually with the parents/carers, the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents/carers to visit secondary schools and to consider appropriate options. The SENCo of the receiving school may be invited to attend the final annual review in primary school of learners with EHCPs, to allow the receiving school to plan an



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appropriate individual education plan to start at the beginning of the new school year and enable the pupil and the parents/carers to be reassured that an effective and supportive transfer will occur.

## 9. The role of the SENCO in Fulbourn Primary School

The SENCo is responsible for:

- Developing and reviewing the school's SEND policy.
- Coordinating all the support for children with special educational needs or disabilities.
- Ensuring that parents/carers are
  - involved in supporting their child's learning
  - kept informed about the support their child is getting
  - involved in reviewing how they are doing.
- Liaising with the other professionals who may be coming into to school to help support children's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of children's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

Other key roles:

- SEND Governor: Russell Fry
- Additional Needs Coordinator (including responsibility for the Pupil Premium Grant): Amy Marshall
- Line manager for Teaching Assistants: Amy Marhsall, Nichola Grove and Kerry Middleditch
- Line Manager for the Child and Family Worker: Nichola Grove and Kerry Middleditch
- Pastoral Leads: Nichola Grove and Kerry Middleditch
- Designated personnel for Child Protection: Ellie Crowe (DSL), Beci McCaughran, Nichola Grove and Kerry Middleditch (DDSLs)
- Chair of Governors: Joy Eldridge

## 10. More Able Learners

We recognise that some learners may have skills and abilities beyond what is generally expected for their age. We do not assume that such ability is fixed, but may be nurtured at any stage of a learner's development through the provision of appropriate learning experiences and opportunities. Learners' gifts and talents are recognised not only in the academic areas of English (reading and writing) and mathematics, but also in any area of the curriculum.



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We recognise entitlement of more able learners to appropriate education by means of differentiation, enrichment and extension of the curriculum. Within the context of our revised curriculum, we provide tasks and pose questions that challenge more able learners intellectually and encourage self-motivation. We provide the opportunity to work at appropriately higher cognitive levels, teaching learners according to their level of understanding. They are given opportunities to develop specific skills and talents within mainstream education.

We employ a range of approaches in order to achieve our aims, such as:

- Using open-ended tasks, questioning and research activities to develop higher cognitive and other skills;
- Encouraging the child to develop study skills at an early stage in order to support their independent learning;
- Consult with learning teams for advice on meeting the needs of gifted and talented learners in particular areas.
- Providing opportunities for extension work on a topic or activity, and for enrichment to increase breadth of knowledge and promote lateral or divergent thinking;
- Where appropriate, encouraging the use of extra-curricular activities to enable the pupil to develop their skills or abilities.

## 11. Monitoring and Evaluation

The governors will evaluate the success of this policy of the school by enquiring how effectively learners with special educational needs participate in the whole curriculum and all activities.

The governor for Special Needs, in consultation with the SENCo and the head teacher, will monitor:

- How early any child's special educational needs are identified;
- The effectiveness of the interventions that are planned and implemented as part of the graduated response;
- The reviewing procedures for each child;
- The partnership between the school, parents/carers and external agencies;
- How well learners with special educational needs take part in the whole curriculum of the school;
- The level of involvement of learners in discussing their own special educational needs;
- The level of independence of learners with special educational needs;
- How effectively the culture, management and deployment of resources are designed to meet the needs of all learners in the school.

In addition, the school regularly audits the quality of provision for all children including those with SEN, additional needs and disabilities. This is achieved through sampling of children, parents/carers and staff views, through regular analysis of the school's provision map for impact, and through the implementation of annual school development plans.



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## 12. Supporting pupils and families

Information about how we support families of children with SEND can be found in the school's SEN Information Report on our school website [www.fulbournprimaryschool.co.uk](http://www.fulbournprimaryschool.co.uk).

The Local Offer from the Local Authority will provide information to parents/carers/carers about the support available to children with SEND in this area.

## 13. Supporting pupils at school with medical conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, we will comply with our duties under the Equality Act 2010.

Some children with medical conditions may also have SEN and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision – and the SEND Code of Practice 2014 is followed.

For further information please refer to the school's policy for Supporting Pupils with Medical Conditions. The named person responsible for supporting children with medical conditions is Amy Marshall (currently Jo Bouttell).

## 14. Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to, any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related to the pupil's complex needs or disability without further exploration, e.g. peer group isolation, injury, and changes to behaviour and mood.

The headteachers and governing body will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCo.



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## 15. Training and Resources

The school receives funding for children in receipt of an EHC Plan to support provision. The school also receives funding to provide for children with High Needs who do not have a Statement / EHC Plan. Based on careful analysis of individuals' needs this funding is used to provide a range of provision for children with High Needs.

The SENCo regularly reviews the training needs of all staff and organises support and training as necessary. The school has access to specialist teachers who provide support and assistance to staff working with specific children (e.g. specialist teachers of the visually impaired, specialists in cognition and learning). This is often accessed through the Specialist Teaching Team. The Specialist Teaching Team provide high quality advice, support and training on all aspects of Special Educational Needs with the aim of supporting inclusion and improving the learning of pupils with SEN/D.

The school takes opportunities for Specialist Teachers to train larger groups of staff in school (e.g. relevant training for the Teaching Assistant Team, or teaching staff).

There is a delegated annual budget for school SEN resources e.g. specialised programmes or equipment. Where there is overlap between different types of need e.g. a child with SEN and on our Pupil Premium register, funding for their provision may come from both budgets depending on the provision type deemed most appropriate.

## 16. Admissions and Inclusion

All learners, whether or not they have special educational needs or an Education Health Care Plan, will be treated fairly when applying for admission to the school. We pride ourselves on the inclusive nature of our school.

Please refer to the Local Authority Admissions and Appeals: Annual Guidance to Schools.

## 17. Storing and Managing Information

For further information about information handling please refer to the Fulbourn Primary School Policy on Personal Information.

Information relating to children's special educational needs, additional needs or disabilities is kept securely in a locked cabinet. Some documents required by class teachers in order to provide most effectively for the children in their care are kept securely and confidentially by class teachers in the class SEND folder. No documents pertaining to children's Special Educational Needs, additional needs or disabilities will be taken out of school for any reason without the permission of the SENCo (e.g. when documents need to be transferred to another school or taken to a meeting).



# Special Educational Needs and Disability Policy

## **18. Monitoring and reviewing the Policy**

The policy is reviewed on an annual basis by, initially by the SENCo and Senior Leadership Team, and then by the Teaching & Learning Committee; any changes made to this policy will be communicated to all members of staff, parents/carers of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

This policy will be reviewed annually, initially by the SENCo and Senior Leadership Team, and then by the Teaching & Learning Committee.