FULFEN Primary School

Leading the way to a brighter future

Love of Learning... Encouraging... Adaptable... Determination...

SEND Policy

Date Written: September 2026 **Review Date: September 2027**



Our Ethos/ Vision

At Fulfen Primary school we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well being of every child is important, and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.



Aims

Our SEND Policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At Fulfen we aim that all pupils, regardless of their needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavors to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Objectives

- To ensure a clear process for identifying, assessing, planning, providing, and reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND to develop our practice within the guidance set out in the Code of Practice, July 2014.

Legislation and Guidance

This policy is based on statutory documents:

- Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with Special Educational Needs and Disabilities (SEND).
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health, and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report.

Definition of Special Educational Needs and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014):

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

'EVERY TEACHER IS A TEACHER OF SEN'

*'HIGH QUALITY, INCLUSIVE TEACHING IS ABOUT MEETING THE NEEDS OF **ALL** PUPILS AND HAVING HIGH EXPECATIONS FOR **ALL** PUPILS, INCLUDING THOSE WITH SEN.'*

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

Roles and responsibilities

The SENCO

The SENCO is Mrs. Helen Harris.

She will:

- Work with the headteacher, deputy headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND Governor

The SEND Governor is Mr. Lewis Field.

The SEND governor, will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.
- Ensure that pupils with SEND participate fully in school activities

The Headteacher

The headteacher is Miss Melanie Sturch.

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class teachers

Every teacher is a teacher of SEND.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Regular liaison with parents to inform them of their child's progress
- Ensuring they follow this SEND policy.

Teaching Assistants

- Ensure that day-to-day provision is in place for the pupils they support, implementing agreed strategies, programs and advice from specialists.
- Keep records of progress
- Prepare learning resources
- Maintain specialist equipment
- Regularly communicate with class teacher and SENCO





Categories of SEND

Our school currently provides additional and/or different provision for the four broad areas of need described in the Code of Practice (2014):

Communication and Interaction-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to (expressive language difficulty), understanding what is being said to them (receptive language difficulty) or they do not understand or use social rules of communication. For example, children with Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

Cognition and Learning-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from Moderate Learning Difficulties to children with Profound and Multiple Learning Difficulties. Other pupils may have Specific Learning Difficulties affecting one or more specific aspects of learning, such as dyslexia, dyscalculia, or dyspraxia.

Social, Emotional and Mental Health-children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder.

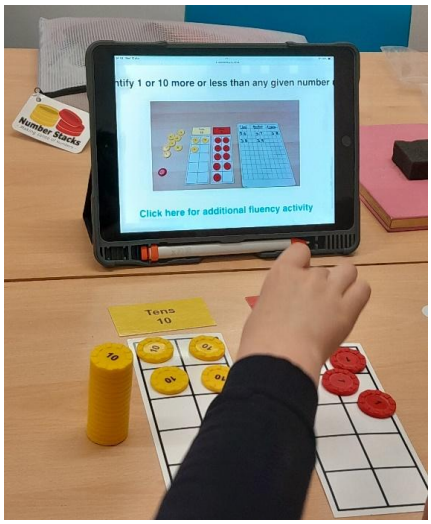
Sensory and/or Physical Needs-some children require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

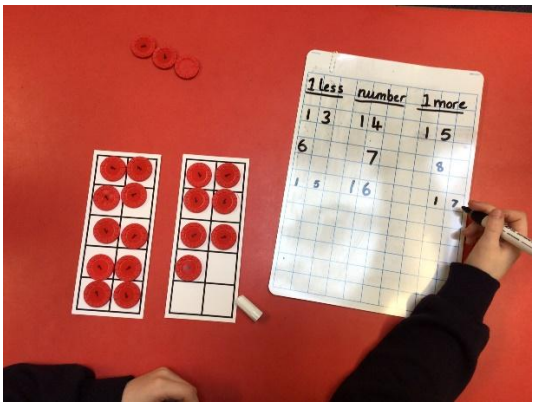


Identifying Pupils with SEND and Assessing their Needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.







A Graduated Response to SEND Support

The Graduated Response: Wave 1

School baseline assessment or transition information indicates pupil is not making expected rates of progress.



High quality teaching in the classroom, informed by good teacher SEND knowledge targets areas of weakness



Class teacher's regular assessment identifies pupil still not making expected rates of progress and the class teacher fills out a 'Cause for concern form' and hands it to the SENCO.



Informal evidence gathering and assessment – class teacher and SENCO, alongside a discussion with parents. Pupil is recorded on SIMS as "Monitoring for SEND".



Reasonable adjustments are made, additional resources provided and rigorous interventions put in place by class teacher and should be recorded on a provision map



Impact of interventions/extra teaching reviewed in a termly Pupil Progress Meeting.
The next step depends on the outcome of the interventions/additional support:

1.Progress is made, and no further support is required- class teacher continues to monitor progress for one term. After one term, if progress has been sustained, pupil is removed from "Monitoring" on SIMS and parents are informed

2. Some progress is made, and the provision is repeated/adapted. Class teacher reviews progress again after one term.

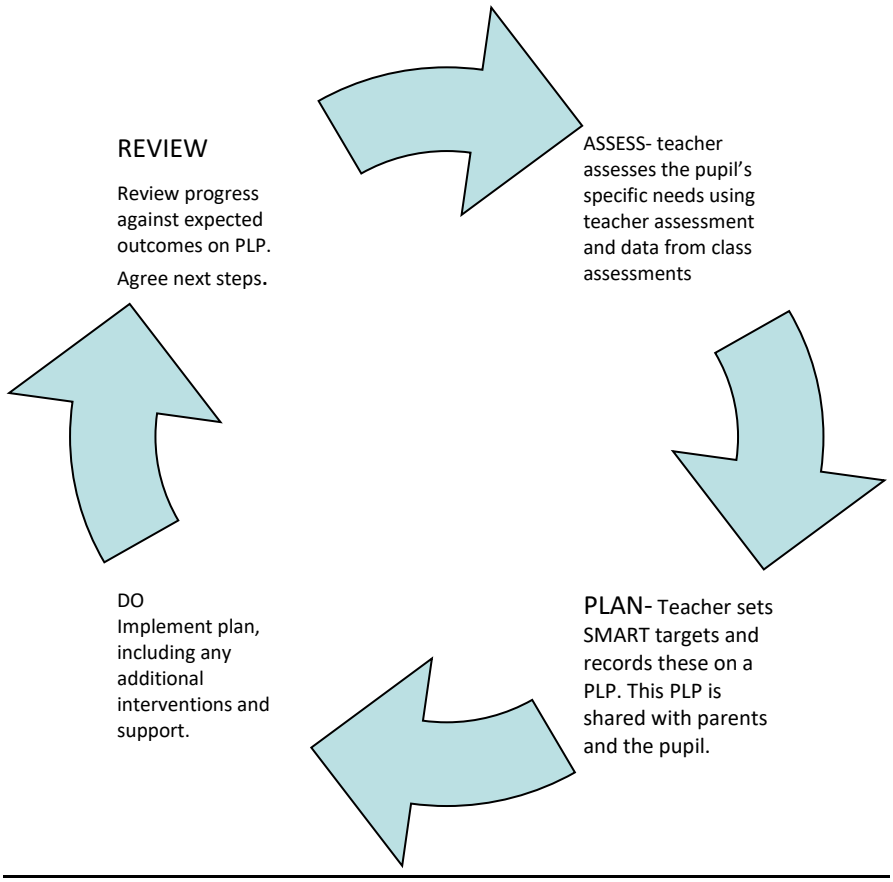
3. Despite intervention, progress has not been made. This is discussed with parents. Pupil is recorded as SEN Support on SIMS and we move onto Graduated Response Wave 2.



Graduated Approach: Wave 2

If a pupil has not made progress following the interventions implemented for Graduated Response 1 and they require support that is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEND register at SEND Support.

The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process. A pathway plan, which includes a personal learning plan (PLP), will be started. This plan is intended to be a working document, which is regularly updated, as more is understood about the child's SEND, including their response to interventions.



Where pupils have higher levels of need, and with parental permission, the school may to seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service
- Behaviour Support Service (BSS)
- Autism Inclusion Team
- Physical/Sensory Support Service
- Educational Welfare Team
- Family Support/Early Help Teams
- Paediatric Services

- School Nursing Team
- Occupational Health Services
- Social Services
- Stay Well
- CAMHS



Personal Learning Plans (PLPs)

✓ Every child that is on the SEND Support register will have a Personal Learning Plan (PLP), which will normally include two to three targets.

✓ Any involvement from outside agencies should be highlighted on the PLP and advice should be made explicit on the PLP.

✓ Class teachers set the targets and review PLPS with pupils and parents.

✓ Targets should be **SMART** (specific, measurable, achievable, realistic, and time-bound) and children must understand them.

✓ All PLPs should be distributed to the relevant professionals working with that child with SEND and used as a working document daily.

✓ The document should be updated regularly, and targets amended as appropriate.

SMART Targets

Specific: The class teacher will have devised targets that relate to either gaps in learning or to developing skills hitherto undeveloped. The targets should include the specific aspects of learning that have been identified.

Measurable: They are accompanied by entry and exit data.

Attainable: (but also aspirational): Attainable should be joined by aspirational. If pupil progress has been stalled, then accelerated progress must be swiftly achieved.

Relevant: The class teacher will have set targets from a gap analysis and from what is known about the child.

Time-bound: They will have clear timing, frequency and duration marked on the PLP.



Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of *assess, plan, do, and review*. Reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated.

Parents of pupils with an EHC Plan will be invited to attend an Annual Review meeting to discuss progress made towards the outcomes listed in the EHC Plan. Pupils will also discuss their views as to their achievements for the year and aspirations for the future with an adult in school as part of the Annual Review process and these views will be shared and discussed at the Annual Review meeting.

Parents of children on the SEND Register are also invited to SEND Coffee Mornings in school, where they can talk to other parents, the SENCO, the SEND Governor and professionals from outside agencies.

SEND Provision

SEND support can take many forms. This could include:

- Evidence based interventions
- Teacher or teaching assistant modelling how to answer a question

- Using recommended aids, such as iPads, talking tins, coloured overlays, visual timetables, larger font, visual checklists
- Maintaining specialist equipment such as hearing aids
- Observing a child in class or at break and keeping records
- Meeting and greeting a pupil to help them settle at the beginning of a school day
- Making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult.
- Chunking down instructions to make them easier for a child to understand.
- Helping other children to work with a child or play with them at break time.
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- Access to the Positive Play Program
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

Interventions Offered by our School

- Gross and fine motor skills
- Positive Play Program
- Phonics
- Handwriting
- Mathematics
- 1:1 Reading.
- Reading intervention
- Precision Teaching
- Nessy Reading and Spelling
- Accelerated Reader
- Individual spelling scheme
- Dyslexia friendly spelling strategies
- Number Stacks mathematics intervention
- Speech and language interventions- Time to Talk/More Time to Talk for pupils who not yet open to the Speech and Language Service; specific recommended interventions outlined on Speech and Language Plans for those pupils who are open to the Speech and Language Service

Managing the needs of Pupils on the SEND Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. PLPs are reviewed termly with parents and pupils. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.







Graduated Response: Wave 3

If a pupil presents with complex and severe needs and has made little or no progress despite support and intervention through an PLP and specialist advice and support from outside agencies, a meeting will be arranged with the SENCO, class teacher and parents to discuss whether a request for assessment for an Education and Health Care Plan (EHCP) should be made.

Should the Local Authority agree to assess the pupil for an EHCP and if the resulting assessment proves the needs of a pupil to be severe and complex, they may issue an EHCP.

An EHCP includes reports and targets set by professionals involved with the child, along with information from parents, the child and school (class teacher and SENCO). It is a legal document.

Once the Education Health Care Plan is written it will be reviewed annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Professionals, parents, the class teacher and the SENCO are invited to the Annual Review along with a representative from the Local Authority.

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability, the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g., an extra adult to accompany a child on a school trips/residentials.

Specific staff has training to support particular needs, e.g.: technical knowledge to maintain auxiliary aids and equipment or managing diabetes.
The school office staff are responsible for the administration of medicines and health care plans/protocols.

Inclusion of SEND Pupils

- All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- Pupils with SEND are encouraged to be part of the School Council or Eco Council
- All pupils are encouraged to go on our residential trips.
- All pupils are encouraged to take part in sports day, school productions, special assemblies, and workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- We have a zero-tolerance approach to bullying.

Monitoring and Evaluation of the Effectiveness of our SEND Policy

The head teacher and the Senior Leadership Team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based.

The impact of SEND provision on the progress and outcomes for children on the SEND register is measured by the SENCO and class teachers through:

- Analysis of pupil tracking data and test results at termly pupil progress meetings
- Progress against national data and based on their age and starting points.
- Intervention baseline and exit data.
- Progress against individual targets on PLPs
- Scrutiny of pupils' work and talking to pupils
- Annual reviews of EHCPs

Expertise of our staff

- Our SENCO, Mrs. Harris, has 16 years' experience in this role and has worked as a primary school teacher since 1997. Mrs. Harris also holds the NASENCO Award (National Award for SEN Coordination).
- The SENCO is allocated 3 days a week to manage SEND provision.
- We use specialist staff for the Positive Play Program to support pupils with social, emotional and mental health needs.
- We have a team of teaching assistants who are trained to deliver SEND provision.
- All teaching assistants deliver interventions daily to the year group, which they work in.

Training and Development

Training needs are identified in response to the needs of pupils currently on the SEND register. School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children with hearing impairment and Dyslexia.
The SENCO attends network meetings to share good practice with colleagues within Staffordshire schools and keep up to date with SEND developments.



Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEND files are kept in a

locked filing cabinet. Individual SEND files are transferred to receiving schools when pupils leave Fulfen Primary.

Supporting Pupils with Transition to Other Schools

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We always ensure that our pupils experience a thorough transition to prepare them for the next stage of their education. This includes:

- The SENCO meeting with the setting's SENCO to discuss each pupil individually.
- Pupils can visit the new setting a number of times according to their needs with a member of staff that they work with on a regular basis. During the visits they can take photographs of the new setting and become familiar with the surroundings.
- The pupils are then able to complete any follow up work as a result of their visit.
- The SENCO will arrange a meeting with parents and carers upon request and will endeavor to include the new setting's staff.
- The SENCO will then arrange another meeting to pass on pupil's individuals files.

Transition arrangements are always tailored to the needs of the pupil.

Reviewing the SEND Policy

This policy and information report will be reviewed by the SENCO annually.

It will be approved by the full governing board.

Complaints

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Fulfen Primary to speak to us as soon as possible. In the first instance, please speak to the class teacher. If parents/carers feel their child's needs are still not being met they should make an appointment through the school office to see the SENCO, Mrs. Harris, or Head Teacher, Miss Sturch.

If concerns are still unresolved, parents may wish to engage with the School Complaints Procedures.

Compliance

- This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (July 2014) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013

This policy links to our policies on:

- Accessibility plan
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding Policy
- Relationships Policy

Access to this Policy

You can get a copy of our policy in several ways:

- The school website
- A hard copy on request at the school office
- Policies can be enlarged and adapted as required by stakeholders.