



# **Special Educational Needs Policy**

## 1. Requirements

### 1.1 Change Record

Issue	Date	Author	Description
4.1	February 2015	H Mepham	Draft for staff discussion
5.0	February 2015	H Mepham	Ratified by Governors
5.1	February 2017	H Mepham	Draft
6.0	March 2017	H Mepham	Ratified by Governors
6.1	August 2017	P Atkin	Draft
7.0	20 September 2017	P Atkin	Ratified by Governors
7.1	20 September 2019	P Atkin	Minor updates
8.0	25 September 2019	P Atkin	Ratified by Governors
8.1	25 November 2020	J Grazebrook	Minor updates
9.0	2 December 2020	J Grazebrook	Ratified by Governors

Note: All issues except those of the form 'X.0' are draft.

### 1.2 Equality Statement

In developing and reviewing this policy we have carefully considered its impact on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

### 1.3 Approval and Review

This policy was approved by the Governing Body on 2 December 2021. It is due for review in the Autumn Term 2021.

## 2. Personnel

### 2.1 SENDCo

The School SENDCo is Ms Jo Grazebrook.

### 2.2 Named Governor for SEND

The named governor for SEND is Mr Ashley Meggitt.

### 2.3 Designated Safeguarding Lead

The Designated Safeguarding Lead is Mr Philip Atkin.

Other Designated Safeguarding Personnel are Mrs Naomi Whitworth.

### 2.4 Pupil Premium Lead

The Pupil Premium Lead is Ms Jo Grazebrook.

### 2.5 Looked After Children

The person responsible for Looked After Children and Previously Looked After Children is Mr Philip Atkin.

### **3. Compliance**

#### **3.1 Statutory Requirements**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (May 2015), and has been written with reference to the following guidance and documents:

- [Equality Act 2010: advice to schools](#) (June 2014)
- [SEND Code of Practice: 0 to 25 years](#) (May 2015)
- [Schools SEND Information Report regulations](#) (September 2014)
- [Working together to Safeguard Children](#) (February 2019)
- [Reasonable adjustments for disabled pupils](#) (EHRC, April 2015)
- [Supporting pupils at school with medical conditions](#) (August 2017)

This document sets out the policy for Special Educational Needs at Fowlmere Primary School. We support the principles of an inclusive education with a focus on the needs, aspirations and engagement of all children using Quality First Teaching. We work in partnership with parents to ensure that early identification of additional need enables strategies and support to be made available for children in our school. We actively seek the involvement of parents in the education of their children. It is acknowledged that this is an important factor in the achievement and success for pupils who have special educational needs.

We recognise that every teacher is a teacher of every child or young person, including those with SEND.

#### **3.2 Context**

Fowlmere Primary School is a smaller than average village school serving the catchment of Fowlmere, Gt and Lt Chishill, Heydon, and Chrishall Grange. The character of the pupils is as follows:

- Below national figures for Free school meals (FSM)
- Below national figures for first language not to be English
- Below national figures for pupils with additional educational need (AEN)
- Below national figures for pupil movement
- Below national figures for deprivation

### **4. Aims and Purpose**

The purpose of the document is to ensure that all pupils are enabled to maximise their learning opportunities and that, where pupils are identified as having special educational needs, the school focuses on outcomes for pupils, not just provision and support.

### **5. Guiding Principles**

All children are entitled to a high quality education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training

The following principles underpin the Fowlmere Primary School policy for SEND.

We have regard for:

- The views, wishes and feelings of the child and their parents
- The importance of the child and their parents participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child and their parents, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

Our principles are designed to support:

- The participation of children and their parents in decision making
- The early identification of children's needs and early intervention to support them
- Greater choice and control for children and their parents over support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children with SEND
- A focus on inclusive practice and removing barriers to learning
- Successful preparation for adulthood

We will:

- Use our best endeavours to make sure that a child with SEND gets the support they need
- Ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND
- Designate a teacher to be responsible for co-ordinating SEND provision (the SENDCo)
- Inform parents when we are making special educational provision for a child
- Prepare an SEND Information Report and our arrangements for the admission of disabled children
- Provide a member of the governing body with specific oversight of the school's arrangements for SEND and disability

The quality of teaching for pupils with SEND and the progress made by pupils are a core part of the school's performance management arrangements and our approach to professional development for all teaching and support staff.

## **6. Objectives**

- To identify and provide for pupils who have special educational needs (SEND) and additional educational needs (AEN)
- To work within the guidance provided in the SEND Code of Practice (2015)
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEND Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils

We work within the guidance provided in the SEND Code of Practice, 2015 and operate a 'whole pupil, whole school' approach to the management and provision of support for pupils with SEND. The SENDCo is the trained leader for SEND, and works with a SEND inclusion policy. The SENDCo manages SEND provision and provides advice and support for all staff working with pupils with SEND.

## 7. Definition and Identification of SEND

A child or young person has SEND 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

Special educational needs are identified within four broad areas of need:

### **Communication and Interaction**

Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty in saying what they want to, understanding what is being said to them, or they do not understand or use the social rules of communication.

### **Cognition and Learning**

When children learn at a slower pace than their peers, even with appropriate differentiation, they may need support with their learning difficulties.

### **Social, emotional and mental health difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in different ways. This might include becoming withdrawn or displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.

The Code of Practice does not recognise “behaviour” by itself as a category of need. A child’s poor behaviour should be seen as symptomatic of a broader need which should be tackled in order to improve behaviour.

### **SENDSory and/or physical needs**

Some children require SEND provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Some children may have vision, hearing or multi-SENDSory impairment which require specialist support or equipment to access their learning.

The purpose of identification is to assist with determining the action the school needs to take, and not to label or categorise a child. At Fowlmere Primary School we consider the needs of the whole child, which will include not just the special educational needs of the child.

There may be other areas that impact on progress and attainment, but which are **not** special educational needs:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional language (EAL)
- Being in receipt of Pupil Premium grant
- Being a Looked After child or previously Looked After (Looked After refers to children in the care of the Local Authority)

- Being a child of a Serviceman/woman
- Children designated as a 'Child in Need' or subject to a Child Protection Plan

## **8. A Graduated Approach to SEND Support**

All children will experience some difficulties in understanding concepts throughout their learning journeys and many children will access tasks tailored to those needs as part of Quality First Teaching (QFT), that is, the daily teaching differentiated to the needs across the class. Within the school day, pupils may benefit from one-to-one support either in or outside of the classroom. For example: to read with an adult, practise handwriting skills, develop phonic awareness, rehearse mathematics skills or develop social skills.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

The school leadership team is committed to regular monitoring of the quality of teaching and learning across the school and for all pupils, including those with SEND.

In deciding whether to make special educational provision, the teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. Where there is evidence to support the need, SEND assessments may be carried out with the aim of enabling teachers to direct differentiation and, if considered necessary, interventions; these may also be used to support referrals to external agencies. This information gathering will usually include an early discussion with the pupil and their parents to understand the pupil's areas of strength and difficulty. A note of these discussions will be kept on the pupil's record and parents' views will be recorded on the pupil's learning plan.

Consideration as to whether SEND provision is required will begin with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. This will help determine the support that is needed and whether it can be provided by adapting the school's day-to-day provision, or whether something different is required within the school's available resources.

Clear dates for reviewing progress will be agreed, and the parents, pupil and teaching staff should be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning.

Where it is decided that a pupil does have SEND, the decision will be recorded in the school records and the pupil's parents will be formally informed that special educational provision is being made.

SEND support will take the form of a 4-part cycle known as the graduated approach. Decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports him/her in making good progress and securing good outcomes. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children.

### **8.1 Assess**

Class teachers will carry out a clear analysis of the pupil's needs, drawing on their assessments, previous progress and attainment and learning behaviour. The views of the pupil and their parents will be compared to the school's own assessment and information on how the pupil is developing.

Assessments will be reviewed regularly to ensure that the support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is known.

In some cases, outside professionals may be involved with a child. The school will liaise with organisations to help inform assessment. The school will contact relevant professionals, with parental agreement, when it is deemed appropriate that the pupil would benefit from working with outside agencies.

## **8.2 Plan**

When it has been decided to provide a pupil with SEND support, the parents will be formally notified. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded.

Support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents will be kept informed of the planned interventions, and where appropriate, parental involvement to reinforce or contribute to progress at home, will be sought.

## **8.3 Do**

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will still retain responsibility for the pupil. Teachers will work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they link with classroom learning. The SENDCo will support the class teacher in the further assessment of the child's strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **8.4 Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed dates. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, and decide on any changes to the support and outcomes, in consultation with the parent and pupil.

Where a pupil has an Education, Health and Care (EHC) Plan, the Local Authority must review that plan as a minimum every twelve months.

## **9. Managing Pupil Needs for Those Identified With SEND**

All pupils are assessed against the national curriculum in reading, writing and mathematics each half-term. The assessments are recorded by teachers onto the school's data management system. Pupil progress meetings are held between class teachers and senior leaders following the half-termly assessments. The purpose of Pupil Progress meetings is to track progress of all pupils and to identify any pupils who are not making expected progress and plan for the additional support they need. Day-to-day assessments, marking of work, questioning and discussions with pupils provide valuable information about how pupils learn, and potential barriers to their learning.

Where pupils fall behind age-related expectations, and do not make progress through Quality First Teaching, they may be considered as needing SEND support. The SENDCo constructs a provision map which maps the needs of all pupils and any interventions that they have taken part in.

The level of provision is matched to the school funding available, and a prioritisation of need is made. If a pupil does not make progress despite the provision made in school, external specialist support may be sought, for example:

- Educational Psychologist
- Speech and Language Therapy
- Hearing Impairment service
- Visual Impairment service
- Specialist Teaching Team
- Counselling (YMCA)
- Social Care
- Family Workers
- Occupational Therapist
- Physiotherapist
- Child Development Centre
- Community Paediatrician
- GP / School Nurse

To request support from external agencies an Early Help Assessment (EHA) will be completed with parental permission. This enables agencies to be accessed through a single agency referral.

When children are achieving well below expectations, and progress remains slow, despite the concerted efforts of the school, there may be consideration of an application for additional funding support to meet their needs. This is taken forward through Statutory Assessment. Application is made to the Local Authority Statutory Assessment Resource Team (START). A panel meets to assess the application which may lead to an Education, Health and Care (EHC) Plan being issued.

The funding for an EHC plan is shared between the school and the Local Authority (LA). In all cases, the school must pay the first £6,000 of the grant, and the LA tops up the remainder.

## **10. Exiting the SEND Record**

It is anticipated that many children identified as SEND will be able to make the gains necessary to achieve within age-related expectations. When this situation occurs, a child is removed from the formal record of SEND but monitored to ensure progress continues at an expected rate.

## **11. Supporting Pupils and Families**

The statutory annual SEND Information Report for families is posted on the school website along with a link to Cambridgeshire County Council's Local Offer. Links with agencies that support families can be found in the Appendix of this policy and on the school website.

### **11.1 Admission Arrangements**

The admission arrangements for pupils to the school are posted on the school website.

#### **Oversubscription Criteria:**

Children who have a Statement of Special Educational Need (SEND) / Education, Health and Care Plan (EHCP) that names the school will be admitted. NB. Those children with a statement of SEND / EHCP that does not name the school will be referred to the Statutory Assessment Team (SAT) to determine an appropriate place.

1. Children in Care, also known as Looked After Children (LAC), and children who were previously looked after but ceased to be so by reason of adoption, a residence order (now known as a child arrangement order) or special guardianship order.
2. Children living in the catchment area with a sibling at the school (or a partner junior school) at the time of admission.



3. Children living in the catchment area.
4. Children living outside the catchment area who have a sibling at the school (or a partner junior school) at the time of admission.
5. Children living outside the catchment area who have applied and been unable to gain a place at their Cambridgeshire catchment area school because of oversubscription.
6. Children who live outside the catchment area, but nearest the school as measured by a straight line.

### **11.2 Statutory Tests**

It is possible, where pupils meet the criteria, to apply for modified test papers eg in Braille, or to apply for extra time, a scribe or reader, where this has been the routine during normal class work. Where children are working below the level of the test papers, a pupil will not be required to sit the test and will be marked as working below the level of the test.

### **11.3 Transition**

The transition between pre-school and Reception year, between classes and Key Stages, and transition to secondary school is carefully planned so that pupils are supported in making those transitions. Teachers meet at each of these phases to discuss pupil achievements and needs so that continuity of progression and learning is maintained. Transition of pupils with SEND to our feeder secondary school (Melbourn Village College) is supported by extra visits from staff and to the school, and an option of attending summer school prior to the September start. Where children attend a different secondary school, we will make every effort to facilitate similar transition arrangements.

## **12. Supporting Pupils at School with Medical Conditions**

The Children and Families Act 2014 placed a duty on maintained schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where a pupil with a medical need also has SEND, their provision will be planned and delivered in a co-ordinated way with the healthcare plan.

Some children with medical conditions may be disabled, and where this is the case the school will comply with its duties under the Equality Act 2010.

## **13. Monitoring and Evaluation of SEND**

We regularly monitor and evaluate the quality of provision we offer for all pupils through:

- Pupil Progress meetings
- Provision mapping
- Staff appraisal
- Lesson Observations
- Work scrutiny
- Assessment data
- Pupil Interviews
- Parent/Pupil review meetings
- Parent questionnaires
- Reporting to the governing body

These evaluation and monitoring arrangements enable the SENDCo to promote an active process of continual review and improvement of provision for all pupils.

## **14. Training and Resources**

SEND funding is received by the school within the delegated school budget. This is determined by a local funding formula. Schools have an amount within their overall budget, called the notional SEND budget, which is not ring-fenced and is for the school to provide high quality appropriate support from the whole of its budget. High Needs Block funding is provided for each pupil with an EHC plan to top up the resourcing need after the school has contributed £6,000 per statutorily assessed pupil.

Training needs are identified with staff according to the pupil support required. Training routes include attendance at externally run courses; in-house training; cluster school training. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to identify their training needs and request training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and to discuss the needs of individual pupils.

## **15. Roles and Responsibilities**

### **15.1 The SENDCo**

The SENDCo must be a qualified teacher working at the school, and must achieve the National Award in Special Educational Needs Co-ordination, a postgraduate course, within three years of appointment to the role. The SENDCo determines, with the governing body, the strategic development of SEND policy and provision in the school. The SENDCo has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENDCo provides professional guidance to colleagues and works closely with staff, parents and other agencies, to ensure that pupils with SEND receive appropriate support and high quality teaching.

The SENDCo will:

- Manage the provision for pupils with additional needs throughout the school, following the Code of Practice and the school SEND policy
- Act as Line Manager for Teaching Assistants in the school, including the monitoring, evaluation and quality assurance of their work, as well as annual performance appraisal
- Ensure that pupils with SEND are effectively identified and provided for (Assess, Plan, Do, Review), that their progress is monitored closely and early intervention is effective
- Contribute to the training and development of teaching assistants

### **15.2 The SEND Governor**

The SEND Governor is responsible for monitoring the policy and practice of SEND provision, and reporting this to the governing body; ensuring equality of opportunity; and ensuring the Code of Practice is reflected in the school's Special Educational Needs provision.

The SEND Governor must attend Governor training for the role, and meet regularly with the SENDCo to update on the progress of the SEND group compared to non-SEND pupils in the school.

### **15.3 Teaching Assistants**

Teaching Assistants (TAs) are deployed at Fowlmere Primary School to provide additional learning support for pupils with SEND, and for pupils needing regular short term support to meet a gap in their learning. TAs attend training to ensure that they are skilled and knowledgeable in delivering intervention programmes.

Some TAs have also accessed medical training such as:

- Paediatric First Aid
- Epilepsy and Asthma training

TAs may also lead social skills groups as required. TAs may be employed to work with named children, when an EHC plan determines the need for one-to-one provision for a child.

Teaching Assistants will:

- undertake the work initiated and planned by the Class Teacher for individual or small groups of children
- conduct relevant observations under the direction of the Class Teacher or SENDCo
- feedback progress and concerns to the teachers
- undertake training as appropriate
- be involved with parental meetings as necessary

The SENDCo is line manager to the Teaching Assistants.

#### **15.4 Class Teachers**

It is the Class Teacher's responsibility to:

- identify pupils with Special Educational Needs, in consultation with the SENDCo
- inform and involve parents as partners when communicating an 'expression of concern'
- plan what each pupil should learn and contribute to action plans
- keep careful records and samples of work and evidence
- teach pupils at all stages of the graduated response outlined in the Code of Practice; with differentiation of National Curriculum subjects as appropriate
- set and monitor the programmes of work that the Teaching Assistant follows with SEND pupils following advice from SENDCo and/or Access to Learning Support Team Teacher
- inform specialist support teachers of the relevant areas of individual plans and monitor progress with them
- meet with parents/pupil/SENDCo to review half-termly progress
- include use of Teaching Assistants in their lesson planning and share these plans with the Teaching Assistant.

#### **15.5 Midday Supervisors**

Midday Supervisors will:

- inform the Class Teacher of any concerns regarding individual children
- support the behaviour policy of the school.

#### **15.6 Parents and Carers**

Parents will:

- be involved constructively throughout the process to enable their children to reach their potential
- be asked for their agreement to referrals to others for support
- meet with class teachers, SENDCo and outside agencies as appropriate
- support their children with activities agreed in partnership with school staff
- be made to feel welcome in school at any time
- be informed of SENDIASS and support groups in the voluntary sector, as appropriate

Partnerships with parents play a key role in promoting a culture of co-operation between parents, schools, Local Authorities and others. This is important in enabling children and young people with SEND to achieve their potential.

SENDIASS is an organisation which provides advice and information about matters relating to special educational needs (see Appendix).

### **15.7 Pupils**

Pupils will:

- know that their views are valued
- be encouraged to actively participate in and take responsibility for their own learning; a child's personal perception of their own difficulties must be considered
- be closely involved in the setting, monitoring and reviewing of their targets.

## **16. Storing and Managing Information**

Personal data about children is securely stored in line with Data Protection legislation. We hold data on pupils with SEND in the following locations:

- School server/staff laptops – assessment data
- Bromcom MIS – MIS Data and Behaviour Logs
- Edukey Provision Map – Learning Plans & Reviews, Meeting Notes, Behaviour Logs, Confidential documents
- SEND Cupboard (locked) – Confidential documents (legacy)

The day-to-day planning for pupils with SEND and their Learning Plans will be available within school to all people undertaking work with those children which will include class teachers, teaching assistants, cover teachers and supply staff. All staff should make reasonable efforts to maintain the confidentiality of these records so that they are not readily available to other pupils, volunteers or visiting parents. Pupil Passports will be created to keep staff informed of SEND, hard copies will be kept in the office for ease of access.

Obviously, confidential material, for example medical or specialist reports, should be scanned and saved in Provision Map.

Further information about the storage of personal data is available in the school's Policy on the Acceptable use of ICT, the Internet and Personal Data.

## **17. Reviewing the Policy**

The SEND policy will be reviewed annually in line with recommendations from NACE.

## **18. Accessibility**

Statutory Responsibilities:

- To increase, over time the accessibility for disabled pupils
- To produce accessibility plans (and the LA to produce accessibility strategies)

Our school building is a mixture of old and new. There is good access through the main entrance for wheelchair users to all areas of the school. There is a disabled toilet. The front door of the school which accesses the school office has old doors and links through to the main school area through two further fire doors. The school continues to monitor access through the School's Accessibility Plan.

Accessibility for disabled pupils:

- Disabled access to all parts of the school building is enabled through ramps or alternative routes
- Access to the curriculum is enabled through specialist equipment or materials (eg ICT, furniture, classroom equipment)
- Advice is sought from appropriate professionals to understand what additional resources or physical aids are needed (eg Occupational therapist, Physiotherapist)
- Accessibility for off-site activities is planned in advance to ensure equality of provision for disabled pupils
- Written information for disabled pupils may be adapted to take account for preferred format

We identify and remove barriers to learning through:

- Early intervention
- Co-ordinated assessments
- Raising skills and awareness of staff to improve expertise
- Appropriate teaching techniques and resources
- Use of a range of checklists to identify barriers to learning, eg
  - Speech, language and communication descriptors
  - Social communication descriptors
  - Working memory checklist
  - Dyslexia friendly classroom checklist

Fowlmere Primary School is a small school, and the staff are always available to take short messages from parents. When a longer discussion needs to take place, a mutually convenient appointment can be made through the school office.

## 19. Dealing with Complaints

We will try to resolve disagreements mutually and at a local level. The first step in a complaint situation is to follow the school's complaints procedure (see Complaints Procedure Policy on the school website).

The avenues for complaint and redress are as follows:

	School	Local Authority	NHS Complaints
Early Years Provision	✓	✓	
Provision for individual child including those with SEND but no EHC plan	✓		
Decision not to assess		✓	
Undergoing EHC assessment		✓	
Decision not to issue EHC plan		✓	
EHC plan		✓	✓
Disability discrimination	✓		

Social Care complaints		✓	
Health complaints			✓

Code of Practice 2015

## 20. Bullying

Children with SEND are particularly vulnerable to bullying by others. In any incidence of bullying or suspected bullying, the procedures set out in the school's Anti-Bullying Policy should be followed rigorously.

## Appendix – Further Information

Further information is available from the following sources:

Source of Information	Where found	Notes
SEND Information Report	School Website	Annual information report on SEND provision at Fowlmere Primary School
Local Offer	Linked through School Website	Cambridgeshire SEND provision Local Offer
Equality Statement	School Website	School response to the Equality Act 2010
Behaviour Policy	School Website	
Anti-Bullying Policy	School Website	
Safeguarding Policy	School Website	
Policy for Pupils with Significant Medical Needs	School Website	
General Complaints Procedure	School Website	
Policy for the Acceptable Use of ICT, the Internet and Personal Data	School Website	
SENDIASS (SEND Information, Advice and Support Service)	<a href="http://www.cambridgeshire.gov.uk/pps">www.cambridgeshire.gov.uk/pps</a>	Guidance and advice on all matters relating SEND in Cambridgeshire
Cambridgeshire PinPoint	<a href="http://www.pinpoint-cambs.org.uk">www.pinpoint-cambs.org.uk</a>	Support for parents of children with SEND