Fowlmere Primary School

Special Educational Needs (SEND) Policy
December 2025

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School Ethos

At Fowlmere Primary School, we believe in creating a nurturing and engaging environment that meets the needs of the children in our care. We model our values for the children to embody as well. Our school values are: *Be kind; Be respectful; Be the best you can be.*

Everyone's behaviour is expected to reflect respect for each other and being responsible for our actions and each other's well-being. Resilience enables children to develop as learners who are willing to challenge themselves and keep trying through their learning journey. This combined set of values helps us to maintain a positive environment in which to learn. We have high and ambitious expectations of all children at our school, especially those with special educational needs.

In this information report, you will find out how we identify children with Special Educational Needs (SEND) and the provision that we will provide to help meet their needs.

What are special educational needs?

The definition of special educational needs and disabilities (SEND) is defined in section 20 of the Children and Families Act 2014. A child has SEND if they have a learning difficulty or disability which necessitates special or additional educational provision to be made for them.

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

a) Have a significantly greater difficulty in learning than the majority of their age peers

b) Have a disability, which prevents or hinders them from making use of educational facilities for their age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The four main areas of SEND: as detailed in the Code of Practice (2015) are:

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
•This includes children with speech, language and communication needs (SLCN) and those who are on the autistic spectrum (ASC).	•This includes children who demonstrate features of moderate, severe or profound learning difficulties' or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.	•This includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties e.g anxiety, depression. Other children may have hyperactivity, concentration difficulties or attachment issues.	•This includes children with sensory impairments, visual impairments, hearing impairments or multi-sensory impairments and physical difficulties which may require ongoing support and specialist equipment.

Do disabled children have special educational needs?

The Equality Act (2010) states that a disability is:

> *'… a physical or mental impairment which has a long term and sustainable adverse effect on their ability to carry out 'normal' day to day activities.'*

This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions. Children who have a disability that impacts on their learning and requires special educational provision will also be covered by this SEND definition.

How will our school communicate with parents about their child's Special Educational Needs?

Parents and carers are the people who know their child best and we as a school value working in partnership with them. We strongly believe that a partnership approach with parents/carers is the best way to support a child's learning and needs.

- The child's class teacher may contact parents during the school year, to discuss the progress of the child in a specific area.
- The class teacher may also talk to parents about any issues during our twice yearly Parents Evenings
- The SENCo, or one of the Senior Leadership Team may contact parents regarding concerns about their child's learning

What does our school have in place to identify children with special educational needs?

At Fowlmere school, we believe in the early identification of children's needs. Children with SEND are identified in a variety of different ways, including the following:

- Liaising with pre-schools and/or previous schools
- Concerns raised by a member of the team
- Concerns raised by Parent/Carer
- Teacher/Teaching Assistant (TA) observations
- Rigorous tracking of pupil progress & development
- Individual assessments in school or by external professionals, such as educational psychologists, specialist teaching team, speech and language therapists, occupational therapists and paediatricians.

Who can parents contact to discuss their child's difficulties with learning, special educational needs or disability?

In the first instance, please email the office to make an appointment with your child's class teacher. The class teacher will document your worries and concerns and discuss these with the team of teaching assistants and the SENCo in order to plan the reasonable adjustments our school can make to your child's provision. The class teacher may invite a member of the Senior Leadership team to the scheduled meeting.

If you are concerned your child may have educational special needs, such as autism, the SENCo will advise and provide information about the pathway for an assessment made by a medical professional and SEND services.

If a child's learning and provision is monitored on a Learning Plan, termly meetings will be held with parents to discuss the impact of the school's additional provision on the child's progress. Not all children with special educational needs are monitored through a Learning Plan, however this does not mean that a child is not receiving additional support, but that other means of monitoring are being employed. Learning Plans are created on Insight, the school's internal assessment monitoring system.

What support is available to children with SEND?

Support is adapted to meet the individual needs of the children based on our own assessments and professional judgement, our early identification of their needs and the advice of external professionals such as Specialist Teachers from SEND Services. Our school will consider the advice and opinions of all stakeholders involved (the child, the parents, the teaching staff, the SENCo, external agencies) and decide what reasonable adjustments can and will be made in school. First and foremost, staff and parents will be advised to refer to the OAP Toolkit (Ordinary Available Provision), which can be found here:

https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/send-oap-toolkit

Here are some examples of what we currently have in place:

Communication & Interaction

- Specialist sessions with a Speech and Language Therapist (NHS)
- Speech and Language Programmes e.g. Colourful Semantics, Shape Coding, PECS
- Visual Timetables/Timelines/Now & Next
- Makaton
- Oracy focus and opportunities in lessons and classrooms
- Vocabulary focus and explicit teaching in new topics across the curriculum
- Mixed aged and ability groupings for peer modelling
- Working Walls around the classrooms with key vocabulary

Cognition and Learning

- Technology, including access to Laptops and iPads with programmes such as Clicker7 and Speech to Text functions
- Alternative modes of recording e.g. typing
- Oracy focus and opportunities in lessons and classrooms
- Working Memory support and activities/games
- Specifically designed curriculum to support retention of knowledge e.g. fluency and recall in Maths
- Teaching which supports multi-sensory learning and recording of ideas
- Dyslexia-friendly classroom designs
- Dyslexia-friendly books for different ages and stages
- Additional resources in class e.g. phonics mats, word banks, personalised dictionaries, Numicon and mathematical manipulatives
- Additional sessions of 1:1 reading

- Success @ Arithmetic intervention group
- First Class @ Number intervention group
- Supported editing
- Write Away Together intervention group

Social, Emotional and Mental Health

- Opportunities for children to voice their worries through a nurturing and open culture of mutual support, acceptance and understanding
- A holistic approach to each child
- Nurture groups through structured and unstructured programmes e.g. YMCA
- Support and advice for families when completing a YOUnited referral
- A broad and comprehensive PSHE curriculum
- Cambridgeshire Therapeutic Thinking approaches to behaviour throughout our school
- Risk Management Plans (where necessary)

Sensory and/or Physical

- Support from the Occupational Therapy Service (when necessary)
- An open and physical learning environment
- Sensory Circuits
- Specialist PE staff, providing a broad range of PE activities
- Pencil grips and triangular pencils
- Sensory toys, tents and spaces
- Support from the Sensory Support Team e.g. Lead teachers of Deaf children and young people
- Intimate Care Plans (ICP) where necessary with a designated space for intimate care

How will our school know if a child has made progress?

The SENCo maps the provision for all children with SEND in each class using all available data, including Education Health and Care Plans (EHCP), specialist teacher provision, teacher assessments, test scores etc. This provision is reviewed every term, which allows the SENCo to not only monitor the progress of the children but also evaluate how effective the provision is overall and make any necessary changes going forward.

A whole school Provision Map is created by the SENCo. This is a tool to monitor the priority needs of children with SEND, the support and provision in place for them, and the impact of this provision over the course of each term.

In collaboration with parents, teachers, teaching assistants, the SENCo and external agencies (where necessary), an Individual Education Plan (IEP) may be created. This is usually for when a child demonstrates a variety of needs, most of which are high in their impact on the child's learning and development, or when a child already has an Education, Health and Care Plan (EHCP).

The Assess-Plan-Do-Review Model

- ASSESS: We assess a child's current priority areas of need
- PLAN: We set a target which we plan for the child to meet
- DO: We detail all of the strategies, support and additional provision that we can do
- REVIEW: We review the impact of these measures in meeting the targets

Different sources of data

A child's progress will be tracked and monitored through our internal systems, as well as with the involvement of external agencies (where necessary). The data collected from multiple sources can then be triangulated in order to form an assessment of how the child is progressing. These sources of data may be:

- The school's teacher assessments the are completed half-termly on Insight
- NFER Tests in both mathematics and reading
- White Rose end of unit assessments are used in Key Stage 1 and Key Stage 2
- Termly Phonics Assessments are carried out in EYFS and KS1
- Running Records for Reading may be used throughout the school
- Intervention recording sheets of additional provision are used when forming teacher assessments
- The Reception Baseline Assessment is conducted in the first few weeks of a child's Reception year
- Tapestry is used to document the children's progress in Reception along with an Assessment Tracking document
- The EYFS Developmental Journal may be used
- SATs Statutory Assessments provide a summative view of a child's attainment at the end of KS1 and 2

What is an EHCP?

For children who require a very high level of ongoing support, our school may apply for an Educational Health and Care Plan (EHCP). This is a legal document, which describes a child's special educational needs, the support they need, and the outcomes they would like to achieve. When successful, it can provide support for a child or young person in education up to the age of 25.

How does our school ensure the safeguarding of children with SEND?

How does the school work with different agencies to support children?

Our school works with different agencies and practitioners when safeguarding the health and welfare of the children at our school. This may involve working alongside Family Workers, Social Workers or the police.

We have multiple Designated Safeguarding Leads who work with families and other agencies to support the development and care of the children at our school. When it is appropriate and necessary, we organise a Team Around the Family meeting where we can meet with families and other agencies to make a plan for the children detailing how we can all work together to support the children. We always place the child's well-being at the centre of our practice.

What are the arrangements for supporting children and young people who are looked after by the Local Authority and have SEND?

Over a third of looked after children have an identified special educational need. We recognise that for looked after children, it is imperative that their needs are quickly and efficiently assessed and provided for. This is to reduce the effects of any instability on their education and safeguard their progress and development.

We also acknowledge the positive impact that regular contact between school and carers can have on looked after children. We liaise closely with the relevant professionals, listen to both the child's and their parents' wishes and support the Local Authority in implementing a Personal Education Plan (PEP). The PEP will detail what needs to happen in order for the looked after child to fulfil their full potential.

We believe it is important to have high aspirations for all children including looked after children and those with special educational needs.

The Designated Lead for Children in Care (Looked After Children) is Mrs Janet Muir.

How does our school promote the well-being of all pupils?



How does our school safeguard children with SEND against bullying?

There is no legal definition of bullying. However, the Department for Education defines bullying as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying

(https://www.gov.uk/bullying-at-school/bullying-a-definition)
The first step to safeguarding children against bullying is in educating them on what bullying is. Through assemblies, Anti-Bullying Week and our PSHE curriculum, we teach children what bullying is and looks like so that they may have informed discussions and where necessary disclosures about behaviour they witness.

Our school has rigorous monitoring systems through which all levels of behaviour are recorded so that any patterns of behaviour can be identified. We understand that children with SEND are more vulnerable and therefore are very conscientious and sensitive in our care and provision.

Further Information

For further information, both internally and externally, we recommend the following policies, websites and agencies:

Fowlmere Primary School Policies

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Complaints Policy
- Curriculum Entitlement Document
- Intimate Care Policy
- Physical Intervention Policy

External Links and Services

Understanding Neurodiversity
https://www.sendgateway.org.uk/resources.understanding-neurodiversity-a-guide-to-specific-learning-differences-2nd-edition.html

SEND Code of Practice
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

SEND Local Offer
https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-identifying-special-educational-needs-and-disabilities-0-25/send-service-0-25