Fowlmere Primary School Special Educational Needs and Disability policy

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Written By	Rhian Bond
Ratified	November 2026
Next review Date	October 2028

Key Personnel
The SENCo is Rhian Bond who can be contacted through the school office on 01763 208203 or at office@fowlmere.cambs.sch.uk The SEND Governor is Gwen Casazza who can be contacted at the email address above.

1. School Vision

At Fowlmere Primary School we celebrate all pupils who are part of our school family. We aim to encourage their talents, abilities and experiences so that they achieve their full potential. We want each individual to grow in confidence, knowledge and awareness and we provide a happy, caring and stimulating atmosphere where they will enjoy learning, feel secure and involved. We endeavour to promote a love for learning, a love for life and a love for one another.

These principals underpin our SEND policy.

2. Rationale

Fowlmere Primary School is committed to inclusion. We believe in providing an appropriate, high-quality education for all children in our school, especially those identified as having special educational needs and / or disabilities (SEND). There is a commitment to offering a broad and balanced curriculum that enables children to reach their potential.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

An ongoing part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all children. We aim to engender a sense of community and belonging, and to offer new opportunities and services to children.

We believe that educational inclusion is about equal opportunities for all children, whatever their age, gender, ethnicity, culture, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of children; we regularly monitor attainment and progress to ensure that these groups of children are on track to reach their aspirational targets.

3. Code of Practice

The 0-25 Code of Practice (2014) is based on the reforms of SEND in the Children and Families Act 2014. It recognises that children with 'the right support and high aspirations can achieve well' and that schools are 'vital to the success' of young people. It states the following principles:

- Taking into account the views of children, young people and their families
- Enabling children, young people and their parents/carers to participate in decision-making
- Collaborating with partners in education, health and social care to provide support
- Identifying the needs of children and young people

▪ Making high quality provision to meet the needs of children and young people

▪ Focusing on inclusive practices and removing barriers to learning

▪ Helping children and young people to prepare for childhood

4. Identification

We are committed to the identification of special educational needs at the earliest opportunity. The Code of Practice states that 'a pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'.

There are four broad areas of need outlined in the Code of Practice (2014):

Communication and interaction

Cognition and learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

More information on the areas of need can be found in the SEND Information Report on the school website.

To accurately identify needs, we use the following information to gain a better picture of a child's abilities and possible barriers to learning:

▪ Baseline assessment results

▪ Progress measured against the objectives in the new National Curriculum (2014)

▪ Progress measured against the pre-key stage one and two assessment standards

▪ Standardised screening and assessment tools

▪ Observations of behavioural, emotional and social development

▪ Sensory Checklist

▪ Social communication descriptors

▪ An existing EHC Plan and its targets

▪ Assessments by a specialist service, such as educational psychology, identifying additional needs

▪ Previous identification of SEND prior to joining the school

We regularly monitor and assess the progress of all pupils, with formal assessments taking place at least termly. During pupil progress meetings, any child who is not making expected progress is identified and considered for appropriate support and intervention to help them achieve their targets.

A pupil not making expected progress does not automatically mean that they have SEND. We have high expectations for all children and are committed to providing the support needed for every pupil to experience success in their learning. Parents/carers, class teachers and, where appropriate, the SENCo, work together through regular discussions to monitor progress and identify any additional needs at the earliest opportunity.

The SENCo also meets regularly with the Local Authority SEND Services representative, who is usually a specialist teacher, to discuss pupils whose learning, social, emotional or physical needs appear to be additional to or different from those of their peers. This collaborative approach enables specialist advice and recommendations to be accessed at an early stage, helping to ensure that teaching and provision are appropriately tailored to meet individual needs. Parents/carers will always be asked for permission before a child is discussed with another agency or professional.

Where a child is identified as requiring additional support, parents and carers, together with the pupil where appropriate, will be invited to meet with the class teacher to discuss the child's needs and the provision that will be put in place. A review date will be agreed to ensure that support is monitored regularly and adapted in response to the child's changing needs. An Individual Learning Plan (ILP) will be developed collaboratively by parents, carers and the class teacher, drawing on their shared understanding of the child. The plan will identify agreed actions and outcomes, which will be implemented over an agreed period, typically a term, before being reviewed to evaluate their effectiveness.

Pupils identified as having SEND are recorded on the school's internal SEND register, which is reviewed termly. We believe that every child should receive the level of support that is most appropriate to their individual needs. As a result, some pupils may require access to more specialised provision or targeted interventions to ensure they are able to make progress and participate fully in school life.

5. Provision

At Fowlmere Primary School, we believe that high-quality teaching is paramount in helping all children achieve their potential. When needs are first identified, specialist interventions may be organised to fill gaps in learning or to establish new patterns of learning behaviour. We have a vast array of different strategies and interventions to support learners.

Our school-based provision falls generally into the following categories:

- Language and communication (including thinking skills)
- Literacy
- Mathematics
- Motor Skills
- Nurture / Attendance / Welfare
- External support

Children may have access to provision across several of these categories or if possible, have their needs met by thorough, adaptive planning and teaching by the class teacher and/or SENCo.

There are several external agencies who can support children with additional needs. The SENCo will liaise frequently with these professionals to ensure that the child with SEND achieves the best possible outcomes. Some of the agencies that Fowlmere Primary School work with are:

▪ Specialist Teaching Team

▪ Locality Team (Education Welfare Officer, Family Support Worker, 'Heads Up' counselling service)

▪ Speech and Language Therapy

▪ Play Therapy

▪ Children's Services

▪ CAMHS (Child and Adolescent Mental Health Service)

▪ School Nurse

▪ Occupational Therapy

▪ Physiotherapy Therapy

▪ Community Paediatrician

▪ SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service)

▪ Educational Psychology Service

▪ Sensory Service for children with Visual or Hearing Impairments

▪ Social Care

▪ Voluntary organisations such as Blue Smile/NSPCC

6. SEND Information Report

Parents/carers can find more information on SEND on the School website. The SEND Information Report provides more detailed information about the school's arrangements for identifying, assessing and making provision for children with SEND, including information on the EHC needs assessment process.

7. Allocation of Resources

All schools in Cambridgeshire receive funding for children with SEN in three main ways:

1. *The base budget (element 1 funding) covers teaching and curriculum expenses*.

2. *The notional SEN budget (element 2 funding) covers the additional educational support required*.

3. *The Inclusive Mainstream Fund (IMF) is allocated to strengthen whole school universal support*.

4. *High Needs funding may be allocated to pupils with Education, Health and Care Plans*.

Fowlmere Primary School, as part of normal budget planning, has a strategic approach to using resources to support the progress of children with SEND. We provide additional support up to the nationally prescribed threshold per child per year. Where the cost of special educational provision required to meet the needs of an individual child exceeds this threshold, the school may apply to the Local Authority for higher needs funding or for an Education Health and Care Plan. The Head Teacher will manage the funds allocated to meet the differing needs of the children within the school and informs the Governing Body of how the funding allocated to support Special Educational Needs has been deployed. The Inclusion Strategy details the way school uses the Inclusive Mainstream Fund to strengthen inclusion for all pupils through investment in whole-school approaches and to support the development and delivery of early, evidence-based support for children with SEND. This is published on the school website.

8. Pupil Voice

We believe that the child is central to the identification, planning and review of SEND support. Understanding and valuing each pupil's views is an important part of ensuring that provision meets their individual needs and aspirations.

To gather pupil voice, children may be invited to participate in pupil perception interviews, complete individualised questionnaires and, where appropriate, attend key meetings about their learning and support. Pupils are encouraged to share their views, concerns and achievements, helping them to play an active role in decisions that affect them.

Targets are developed in partnership with the child and their parents or carers, ensuring that the pupil has a clear understanding of their goals and a sense of ownership over the support and strategies put in place to help them succeed.

9. Parental Involvement

We recognise that parents and carers play a vital role in supporting their child's learning and development. Effective partnership working between home and school is central to the successful identification of SEND and the planning, implementation and review of appropriate provision.

Staff work closely with parents and carers throughout the process of identifying and supporting additional needs. We believe that families should be involved at every stage of educational planning and decision-making, and that open, regular communication between home and school is essential in ensuring that a child's needs are understood and met effectively.

For pupils with SEND, short-term targets are co-produced with parents and carers and reviewed regularly. By working towards shared targets both at home and in school, children are provided with consistent support and opportunities to practise and reinforce their learning. This collaborative approach helps pupils to develop their skills, knowledge and confidence more successfully and make the best possible progress.

10. Transition

We recognise that transitions between year groups, key stages and schools can be challenging for many children, including those with SEND. We are committed to ensuring that transitions are carefully planned and supported so that children feel secure, confident and ready for the next stage of their education.

When children join the school in the Early Years, we work closely with families and pre-school settings to ensure a smooth transition. This may include school-based one-to-one visits, regular visits by teaching staff to catchment pre-schools, information evenings for parents and carers, and additional transition programmes for children with more specific needs.

As pupils move between classes within the school, relevant information is shared with the receiving teacher to ensure continuity of support. Children are also encouraged to visit their new classroom and meet the adults who will be working with them. These opportunities help pupils become familiar with their new environment and develop confidence ahead of the transition. Where appropriate, a personalised transition book or social story may be created to help reduce anxiety and prepare the child for change.

The move to secondary school can be particularly significant for some pupils and, where necessary, an enhanced transition programme may begin during the Autumn Term of Year 6. This may include additional meetings involving families and professionals, as well as extra visits to the receiving secondary school. The school's SENCo and Year 6 class teacher will work closely with the secondary school's Head of Year 7 and SENCo to share relevant information and develop a detailed transition plan. Where appropriate, this may also include participation in additional school visits and activities to further support a successful transition.

11. Training

The school is committed to ensuring that all educators have access to high-quality professional development and advice to support the individual needs of children and provide quality teaching and learning for all children. Continuous professional development is undertaken in aspects of SEND according to the needs of the children to ensure that the provision made, and support given to, children is appropriate and effective. The Head Teacher and SENCo review the training needs of the team annually as part of the CPD process in school. Arrangements for the induction of ECTs and new members of the team are made to ensure their practice is aligned with the school's SEND Policy and Inclusion Strategy.

12. Data and Record Keeping

All information relating to a child's SEND is kept confidentially. We follow the requirements set out under GDPR, and pass information on to other professionals only after permission and consent has been granted.

13. Complaints

We hope that due to strong links with families, any issues are resolved quickly in the best interest of the child. However, should you feel that an issue is ongoing, please make reference to the Complaints Policy. The Chair of Governors can be contacted via the email address office@Fowlmere.cambs.sch.uk

Chapter 11 of the Code of Practice offers further advice for parents/carers and schools about navigating SEND-related disagreements.

14. Further Information

Please refer to our website for links to important documents and useful websites.

Equalities Impact Statement:
1. Has this policy fully considered the School's Equality objectives and statement? Yes 2. Are there any impacts of the School's Equality objectives and statement on this policy? No 3. If "Yes" are these clearly described and their impact assessed within the policy document? N/A

Child Protection Statement

At Fowlmere Primary School the welfare of the child is paramount. All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and sexual identity have the right to protection from abuse. All suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately. All staff and volunteers in school have a responsibility to report any concerns to one of the designated safeguarding leads.