

Fulbridge Academy



Special Educational Needs & Disability (SEND) Policy

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1. INTRODUCTION

Fulbridge Academy is an inclusive mainstream school. We aim to improve the lives of the children by enabling them to enjoy learning and fulfill their potential by developing the resilience, curiosity, knowledge and skills required to be successful.. Every teacher has a high regard for the progress and learning of all students within their classrooms, including those with SEND.

The Academy's commitment to inclusion and supporting children with SEND is in line with the school ethos and with current legislative requirements (SEND Code of Practice 2014, Equality Act 2010) and within the guidelines and inclusion policies of the Local Education Authority and other policies currently within the school.

The Special Educational Needs and Disability Policy sits alongside and should be read in conjunction with other Academy policies.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0- 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

Equality Act 2010:advice for schools DFE Feb 2013

- SEND Code of Practice July 2014
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Teacher Standards 2012

2. AIMS AND OBJECTIVES

At Fulbridge Academy we aim to:

- Provide every child with access to a broad and balanced curriculum in line with the SEND Code of practice.
- Raise the aspirations and expectations of all children with SEND.
- Promote independence, equality and consideration for others.
- Provide children with the skills and attributes necessary for adult life.

Our Objectives:

- To identify special educational needs at the earliest opportunity.
- To provide appropriate provision to ensure pupils with SEND have full access to the National Curriculum.
- Continuous monitoring of the progress of all pupils to aid the identification of SEND and

ensure that all pupils with SEND reach their full potential.

- To have high expectations for all children and give every child the opportunity to experience success in their learning.
- To work in cooperation with the Local Authority and other outside agencies such as Health and Social Care, where appropriate, to support the needs of individual children.
- Involve and inform parents/carers about their child's progress and encourage them to work with us in supporting their child.
- Ensure that all staff have access to training and advice to support the individual needs of children and provide quality teaching and learning for all children.

3. RESPONSIBILITY FOR THE COORDINATION OF SEND PROVISION

Everyone in the school community – governors, staff, pupils and parents – have a positive and active part to play in achieving the aims of our SEND policy.

The following people have particular responsibilities:

Governors It is the statutory duty of the governors to ensure that the academy follows its responsibilities to meet the needs of children with SEND in line with guidance from the Code of Practice 2014. The governors are responsible for monitoring the use of all resources allocated to the school for SEND, including those for children with an Educational Health and Care Plan. The Academy has a named Governor responsible for SEND.

Principal The Principal is responsible for overseeing the provision for children with SEND and informing the governing body of SEND provision within the academy.

Class Teachers Every Teacher is a teacher of SEND and where a child has been identified as having SEND, the class teacher will remain responsible and accountable for the progress and development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupil. Teachers work closely with teaching assistants to plan and provide the appropriate provision and support.

SENDCo (Special Educational Needs coordinator) The Academy has an Inclusion Lead, a SENDCO, a SEND Assistant, a SEND officer, an Inclusion Teacher and an Inclusion Officer as part of their Inclusion Team who oversee the day-to-day operation of the school's SEND policy and coordinate provision for children with SEND.

The Inclusion Team will:

- Maintain the school's special needs list.
- Assist with identifying children with special educational needs.
- Meet with parents/carers of pupils with SEND to ensure their involvement in the setting and reviewing of individual targets and provision for their child, including annual reviews for children with an Educational, Health and Care Plan.
- Promote a graduated approach to providing SEND support across the academy and liaise and advise other members of staff as necessary.

- Ensure relevant and up-to-date information about all children with SEND and their requirements is accessible to staff to enable them to provide for their individual needs.
- Support the phase leader to discuss the individual needs of the child with teachers and monitor and review the progress of the child on a half-termly basis using the Assess, Plan, Do, Review process through Pupil Progress meetings.
- Oversee provision using pupil progress meeting recordings and regularly monitor and review the effectiveness of the provision in place.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Consult with external agencies and appropriate professionals to ensure support is co-ordinated and targeted appropriately.
- Liaise with potential and next providers of education to ensure pupils with SEND and their parents are informed about options and a smooth transition is planned.

4. ALLOCATION OF RESOURCES

All schools in Peterborough receive funding for pupils with SEND in three main ways:

1. The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the Inclusion Team.
2. The notional SEND budget (element 2 funding) covers the additional educational support required.
3. Specific funds may be allocated to pupils with Education, Health and Care Plans.

Fulbridge Academy, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEND. We provide additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, the school may apply to the Local Authority for higher needs funding or for an Education Health and Care Plan. The Principal will manage the funds allocated to meet the differing needs of the pupils within the academy and informs the Governing Body of how the funding allocated to support Special Educational Needs has been deployed.

5. IDENTIFICATION of SEND pupils

Definition

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children however some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

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

- 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 educational facilities of a kind generally provided for others of the same age in mainstream schools

SEN Code of Practice (2014, P15)

Categories of Special Educational Need

The SEND code of practice (2014) suggests children's needs and requirements fall into the following four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical

In practice, individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment. The purpose of identification is not to fit a pupil into a category but to determine what action the academy needs to take. The academy will always inform and consult with parents if it is felt that a child may have a special educational need and before placing the child on the academy's SEND List.

When identifying SEND the following criteria may be considered:

- A pupils' early history and/or parental concern
- A professional diagnosis of a condition or need
- A pupil's lack of progress despite receiving support
- A pupil requiring specialist material/equipment
- A pupil requiring support for sensory/physical problems

The Graduated Approach

The academy follows a graduated approach to identifying SEND which is made up of three stages or waves.

Wave 1

The first wave of this approach is quality first teaching which all pupils at The Fulbridge Academy receive. The progress of all children is assessed at regular intervals as part of the academy's tracking process.

Wave 2

Where a child is not making the expected progress despite quality first teaching the child moves to Wave 2 of the graduated approach. The class teacher may decide to provide some targeted support for that child which is facilitated by a pupil progress meeting in collaboration with the phase leader/SENDCo using the Assess, Plan, Do, Review process. Other factors such as poor attendance, gaps in learning, or English as an additional language (EAL) may impact on a child's progress and attainment but do not mean the child has a special educational need.

These can be identified and addressed at Wave 2. If, after a cycle of Assess, plan, do, review

has been completed, pupils are still not making the expected progress the class teacher will seek further advice from the Inclusion Team. In deciding whether to make special educational provision, all the information gathered from within the academy about the pupil's progress, alongside national data and expectations of progress is considered. Where more specific assessment is deemed to be necessary, this will be carried out by the Inclusion Team, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. Fulbridge Academy recognises that parents know their children best and ensure we listen to parental concerns about their child's development.

Wave 3

Wave 3 is when a child is identified as needing SEND support. The Inclusion Team and the class teacher, pupil, parents and external specialists where necessary consider a range of teaching approaches, appropriate equipment, strategies and provision to support the child's progress. Where necessary specific outcomes are agreed and recorded in an Individual Learning plan which is reviewed termly and the child is added to the academy SEND List. At Fulbridge Academy we can identify special educational needs, and make provision to meet those needs, but we cannot offer diagnoses. This must be carried out by a medical professional or Educational Psychologist.

Wave 3+

Some children with SEND will have their needs met through SEND support however, where a child is still not making expected progress, the academy and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the academy as part of SEND support. The purpose of an EHC plan is to ensure special educational provision that meets the specific needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

6. PROVISION

At Fulbridge, we believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, to the best of their ability. At Fulbridge all classes have a member of support staff and possibly one other teaching assistant to support the class teacher and provide more individualised provision where necessary.

7. SUPPORTING PUPILS WITH MEDICAL CONDITIONS

The Academy recognises that pupils 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 the school will comply with its duties under the Equality Act 2010. (see our MAT Medical Needs policy).

All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged. The academy has access for

wheelchairs and suitable toilet facilities are available. Where a child has a disability the Inclusion Team and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child through an individual healthcare plan. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see MAT Health and Safety Policy).

8. CURRICULUM ACCESS and INCLUSION

The curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all children. This includes learning outside the classroom and off site provision.

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make reasonable adjustments through accommodation and adaptation to meet the physical and learning needs of our children.

Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs.

9. STAFF TRAINING

Staff training is undertaken in various aspects of SEND according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of the staff including Teaching Assistants are reviewed as part of the CPD process in school.

Arrangements for the induction of ECTs and new staff to ensure their practice is in line with the Academy's SEND Policy are made.

The Inclusion Lead and SENDCo will assist in the provision of training for teaching and non-teaching staff and are kept informed of local and national updates in SEND.

10. ADMISSION ARRANGEMENTS

As a fully inclusive academy all pupils are welcome, including those with special educational needs, in accordance with the Equality Act 2010 and the LA Admissions Policy. This includes children with any level of SEND and in line with the Education Act 1996, (Section 316), the school will admit a child with a statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

All SEND paperwork should be passed to the Inclusion Team by the previous school or setting/parents as soon as possible. If the child is making a transition from another school, a

meeting may be set up between key staff from both settings, parents and external agencies where necessary to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made using the telephone to ensure that there is a good understanding of what type of provision is required.

The academy will ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

11. TRANSITION ARRANGEMENTS

The Inclusion Lead, SENDCo, class teachers and Principal liaise over the internal transfer of pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer. Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with the children. The Inclusion Team and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school. For pupils with Education, Health and Care Plans, the child's plan should be amended in the light of recommendations of the annual review in the year of transfer (following SAMS team guidance) to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENDCo of the receiving school will be invited to the final annual review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.

12. LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The academy staff are able to call upon the expertise of a wide range of support services in Peterborough, such as Speech and Language Therapists, Educational Psychologists and Hearing Impaired Services. These support services can offer advice, support and training for SEND.

Other Schools and Colleges: We work closely with pre-school settings and other schools to ensure that transitions between schools are successful. Fulbridge also has good links with other schools across Peterborough and nationally.

The Health Service and Social Care Service: Some pupils with SEND have support from Health and/or Children's Social Care. Staff at Fulbridge liaise with professionals from the Health Service such as GP's, Paediatricians, Health Visitors and School Nurses to seek advice and support for these pupils. The Academy recognises that a collaborative approach is the most effective way of supporting pupils and so the advice of health professionals is implemented across the academy, including the drawing up of Health Care plans and staff ensure information on pupils' needs is shared amongst professionals. Health and Social Care professionals are involved in the reporting on pupils' needs and progress and in attending review meetings where

appropriate.

13. PARTNERSHIP WITH PARENTS

Fulbridge Academy believes that good communication between parents/guardians and staff is essential so parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are welcome to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is an opportunity for parents to discuss their child's needs, progress and strengths at Parents Evenings, EHCP Annual Reviews and Learning Plan Review meetings. Parents are involved in the initial identification of their child's needs and are part of the review process to monitor provision and progress. Where possible, parents are involved in strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about Family Support Services such as Family Voice and other voluntary groups is available to parents as well as contact details for the LA Parent Partnership Services. Parents' views are sought when reviewing SEND provision and support in school through one to one meetings, small working groups or by questionnaires.

14. THE VOICE OF THE CHILD

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At Fulbridge we encourage pupils to participate in their learning by being present for at least part of review meetings, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

Children's views are sought when reviewing SEND provision and support in school through one to one meetings, small working groups or by questionnaires. Our pupils are encouraged where possible to contribute to their One Page Profiles.

15. SEND INFORMATION REPORT

Parents/carers can find more information on SEND on the Academy website including more detailed information about the Academy's arrangements for identifying, assessing and making provision for pupils with SEND.

<https://www.canva.com/design/DAE0xRJ38ew/zqemcgUdJu7nja1npBe9fA/view#1>

16. COMPLAINTS PROCEDURE

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to any member of the Senior Leadership Team or the office manager who will be able to offer advice on formal procedures for complaint if necessary.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

17. LOCAL OFFER

As part of the new Code of Practice. Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled. Parents / Carers can find information about admissions, the graduated approach to assessing and supporting students with SEND as well as other agencies and specialists that can be contacted for support and advice through the Peterborough Local Offer at <https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8> Parents / Carers can request this information as a hard copy from the Local Authority.

18. MONITORING AND REVIEW

The implementation of this policy will be monitored by the SEND Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in two years (June 2025).