

FULMER INFANT SCHOOL

Special Educational Needs Information and Annual Report



At Fulmer Infant School we strive to support ALL our children to enable them to achieve their potential at the school.

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital. However for some children there are occasions when further additional support may be needed to help them achieve their targets.

The Special Needs Co-ordinator (SENDCo) is:

Mrs Cathy Hunt

office@fulmer.bucks.sch.uk

[Tel: 01753 662654](tel:01753662654)

The school's Special Educational Needs and Disability policy and the Accessibility policy can be found on the school's website

<http://www.uk.fulmer.bucks.sch>

The SENDCo is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEND. The SENDCo liaises with staff to monitor the children's progress and plan further interventions where progress is slower than expected. The school regularly has contact with a wide range of external agencies, who are able to give more specialised advice.

The type of SEND provision that Fulmer Infant school provides is based on individual needs or a child's Educational Healthcare Plan, where his/her needs can be met within our mainstream setting. If a child has medical needs then a detailed care plan will be compiled with support from the school nurse in consultation with the parents/carers. These plans are discussed with all staff and appropriate support is put into place.

The school's Managing Medicines policy can be found in the school's medical room.

Current SEND Updates

Pupil Premium

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel. Schools are held accountable for the decisions they make on Pupil Premium through the performance tables which show the performance of disadvantaged children compared with their peers. Ofsted inspectors focus on the attainment and progress of pupil groups, in particular those who attract Pupil Premium.

Children and Families Bill 2013

The Children and Families Bill underpins wide-ranging reforms to improve services for vulnerable children and support families so that all children can succeed, no matter what their background. The system for supporting children with special educational needs including those who are disabled is also being reformed. The Bill extends the SEND system from birth to 25,

giving children and their parents/carers greater control and choice in decisions and ensuring needs are properly met. This includes:

- Replacing statements and learning difficulty assessments with a new Education and Healthcare Plan
- Improving cooperation between all the services that support children and their families, in particular requiring local authorities and health authorities to work together
- Requiring local authorities to publish a 'local offer' of support

Education and Health Care Plan

A request for an Education health Care Plan can be made if any of the following apply:

- The child's learning difficulties and/or disabilities are significant and complex
- The child has not responded to measures taken in SEN Support
- The child is not making adequate progress
- The child is unable to access the curriculum

The Local Offer

This information outlines which services are available to support disabled children, children with SEND and their families. This information sets out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their children. Fourteen questions were devised in consultation with parents/carers and other agencies which reflect their concerns and interests.

Below are Fulmer Infant School's responses to those questions:

1. How does Fulmer Infant School know if a pupil needs extra help?

We know when a pupil needs extra help when:

- Concerns are raised by parents/carers/teachers or the child
- Limited progress is being made, this is noticed by daily monitoring and termly assessments
- There is a change in the pupil's behaviour

What should I do if I think my child may have Special Educational Needs?

- The class teacher is the initial point of contact for responding to parental concerns
- If the child needs further support then the SENDCo (Special Education Needs and Disability Coordinator) who is Mrs Cathy Hunt (the Headteacher) will meet with the teacher, child and parents and put together an Individual Education Plan to support the child with strategies and achievable targets. These targets will be reviewed every term, or earlier if necessary, with the SENDCo, class teacher, child and parents

2. How will I know that Fulmer Infant School will support my child?

- Each child's education programme will be planned by the class teacher and will be differentiated according to the child's individual needs. This may include support by the teacher or teaching assistant in class
- If a child has needs related to specific areas of their education the child will be placed in a small focus group organised by the teacher and receive 'intervention' support. The interventions will be regularly reviewed to ascertain the effectiveness of the provision and to inform future planning. Please speak to Mrs Cathy Hunt (SENDCo) if you have any queries related to these interventions
- Occasionally a child may require more expert support from an outside agency, such as Speech Therapy Service, Educational Psychologist etc. In this instance, a referral will be made, with parental consent, and forwarded to the appropriate agency. After a series of assessments, a programme of support will usually be provided for the school and parents/carers

3. How will the curriculum match my needs?

- When a child has been identified with Special Education Needs, his/her work will be differentiated by the class teacher to enable him/her to access the curriculum more easily
- Teaching assistants (TAs) may be allocated to work with the child on a 1:1 basis, or small focus groups, to target more specific needs
- When a child has been identified as having a Special Education Needs, he/she will be given an Individual Education Plan (IEP) (see above **1**). These plans will be monitored by the class teacher and by the SENDCo termly, or more frequently if necessary. IEPs will be discussed with the child and parents and a copy given to them
- If appropriate, specialist equipment may be given to the child eg writing slopes, pencil grips or easy to use scissors

4. How will I know how my child is doing?

- You will be able to discuss your child's progress formally at the termly Parents' Evenings and informally throughout the year. Please make an appointment to see your class teacher or SENDCo by contacting the school office either by phone or email ([01753 662654 office@fulmer.bucks.sch.uk](mailto:office@fulmer.bucks.sch.uk))

How will the school help me to support my child's learning?

- The class teacher will suggest ways you can support your child, there are termly workshops run by the teachers, advice on the parents' page on the school's website and a comprehensive VLE on the school's website <http://www.fulmer.bucks.sch.uk>
- The SENDCo (Mrs Cathy Hunt) may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour or emotional needs
- If outside agencies or the Education Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home

5. What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for children who are encountering emotional difficulties. These include:

- We are very fortunate at Fulmer Infant School as the class sizes are small so that each child is very quickly known to all members of staff and there is a very strong nurturing ethos
- Members of staff and the Headteacher are readily available for children who wish to discuss issues and concerns
- Pastoral Support Programmes (PSPs) are put in place, with support from the child, parents and teachers, these can be as simple as a daily reward system
- If a child has a medical need, then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the child
- Staff receive regular epipen and asthma training
- Staff receive regular safeguarding training. Mrs Cathy Hunt (Headteacher) is the Designated person for safeguarding and Mrs Caryn McBride is the Deputy Designated person, please see our website <http://www.fulmer.bucks.sch.uk> for further details under the heading Child Protection
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member
- All staff have First Aid in Schools or Paediatric First Aid training
- The school's Managing Medicines policy can be found in the school's medical room

6. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive more specialised expertise. These may include, for example:

- Child Protection Advisors
- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Team)
- Social Services
- Speech Therapy Team
- School nurse
- Paediatricians

7. What training have staff, supporting children with SEND, had?

Staff have received training sessions on a range of SEND topics including:

- How TAs can support SEN children
- How to support children with visual – perceptual skills
- How to support children with Speech and Language difficulties
- How to support children with challenging behaviour
- Our SEND TA is studying a specific SEND TA course
- Weekly staff meetings discuss any concerns staff have regarding children and suitable training would be sought if appropriate

8. How will my child be included in activities outside the classroom, including school trips?

Activities and school trips are available to all:

- Risk assessments are carried out and procedures are put in place to enable all pupils to participate
- However, if it is deemed that intensive 1:1 support is required, a parent or carer may be asked to accompany their child during the activity

9. How accessible is the school environment?

We are happy to discuss individual access requirements. Facilities we have at present include:

- Our accessibility plan is on our school website <http://www.fulmer.bucks.sch.uk>
- Plans for a disabled toilet are in place when our school hall is constructed in 2014/15
- Wide doors are in some parts of the building
- There are no stairs

10. How will the school prepare and support my child when joining Fulmer Infant School or transferring to a new school?

Many strategies are in place to enable the children's transition to be as smooth as possible. These include:

- Discussion between the previous or receiving schools/nurseries prior to the child joining/leaving
- All children attend an induction day to familiarise themselves with their new class
- Additional visits are arranged for children who need extra time in their new school
- Where a child may have more specialised needs, a separate meeting may be arranged with the Headteacher (SENDCo)

11. How are school's resources allocated and matched to children's special educational needs?

- The school's SEND budget is allocated each financial year. The money is used to provide additional support or resources depending on an individual's needs
- Resources may include deployment of staff depending on individual circumstances or specialist equipment

12. How is the decision made about how much support my child will receive?

- These decisions are made in consultation with the class teacher and the Headteacher (SENDCo), based on daily monitoring, termly tracking of children's progress and as a result of assessments undertaken by outside agencies

13. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- Discussions with the SENDCo (Headteacher)
- At IEP review meetings

14. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office and arrange a meeting with the Headteacher (SENDCo)

I hope the information set out in this document has answered any queries you may have, but please do not hesitate to contact the school if you have any further questions.

Thank you.



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