

Fulmer Infant School

Annual Special Educational Needs Information Report

Updated July 2024

Review date July 2025



Fulmer Infant School is a small school, located in Fulmer Village, serving the needs of the children in the local area. We are an inclusive school, offering a broad and balanced education. At Fulmer Infant School we strive to support all children in their learning to enable them to achieve to their full potential. Quality teaching is essential in ensuring all children progress, however some children will require additional support.

The school accessibility plan can be found in the policies section on the school website.

Fulmer Infant School's Special Educational Needs and Disability (SEND) Policy:

The school's SEND policy can be found in the policies section on the school website. It is reviewed by the Special Educational Needs Co-ordinator (SENDCo) and the Governing Curriculum Committee. The policy is written in line with the SEND reforms resulting from the Children and Families Bill 2013 and the SEND Code of Practice (2015).

At Fulmer Infant School, children are identified as having SEND in a variety of ways:

- Concerns raised by parents
- Concerns raised by the class teacher
- A child not making age related, expected progress
- A medical diagnosis
- Liaison with external health and education agencies
- Liaison with feeder schools and nursery schools

The progress of children is regularly measured in school, using assessment criteria, by the class teacher and SENDCo. If a child has a SEN Support Plan or an Education, Health and Care Plan, the plan is reviewed termly with the child, their parents and any professionals working with the family.

The approach to teaching children with SEND at Fulmer Infant School:

The teachers at Fulmer Infant School teach using 'Quality First Teaching' practices. All children in the class are taught by the teacher, they ensure effective differentiation and next steps are personalised for each child. The teacher is responsible for tracking the children's progress, this is monitored by the headteacher.

The Graduated Approach has been introduced in line with the SEN Code of Practice (2015) and the principle of Early Support. It aims to ensure all children and young people with SEND receive an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. There are three tiers of support in the Graduated Approach:

Tier 1: Universal support – for all children

Personalised and differentiated approaches are available to all children. Those with SEND will also benefit from these approaches.

Tier 2: Early SEND Support – for children requiring more targeted support

For some children, Tier 1 approaches will not be sufficient to meet their special educational needs and disabilities and they will require more focused targeted support and intervention. These are referred to as 'Early Support for SEND Approaches'.

Tier 3: Continuing SEND Support – for children requiring a higher level of support and intervention

Relatively few children and young people will need a much higher level of support and intervention. These are referred to as 'Continuing Support for SEND' approaches.

All children have access to quality Personal, Social, Health Education (PSHE) and systems are in place to ensure children are supported socially and emotionally.

Fulmer Infant School Facilities:

Reasonable adjustments are made to accommodate the needs of individual children under the guidance of health and education specialists.

SEND Training at Fulmer Infant School:

Relevant Continuing Professional Development (CPD) is given to staff in order to support the varied needs of children within our school. Specialist expertise is obtained by the school by engaging professional advice as necessary.

Fulmer Infant School Consultation with Parents and Children:

Parents are kept fully informed about each child's targets and progress through parent consultation meetings with the class teacher and / or SENDCo. Support plans, Education Health and Care Plans are also reviewed. Children are involved in their target setting and a review of their learning at regular intervals with the class teacher and/or SENDCo.

Fulmer Infant School's Partnerships

Following the identification of need, appropriate support services are engaged to support with meeting the needs of the children with SEND and their families.

Fulmer Infant School's Arrangements for Transfer to other Educational Establishments

Transition meetings and visits are arranged between different educational establishments including, other schools, The Pupil Referral Unit and Special Schools.

Contact Details for Support

Parents are kept informed of the contact details of any support service or educational providers through 1:1 discussions are appropriate.

Concerns or Complaints

If you have any concerns or complaints, these can be raised in the SEN termly reviews or an earlier meeting can be arranged with the SENDCo and SEND Governor, as appropriate. As a fully inclusive school we aim to meet the needs of all children in partnership with parents and the local authority. If an issue is not resolved, the school's complaints policy (available on the school website) outlines the next steps that can be taken.

Key Contacts:

SENDCo (Special Educational Needs and Disabilities Co-ordinator)	Mrs Matton
SEN Governor	Mrs Davey
Contact	office@fulmer.bucks.sch.uk 01753 662654

The SENDCo is responsible with the class teacher for assessing and reviewing the progress of pupils with SEND.