



SEN POLICY FOR SCHOOLS

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**Date of next review:
February 2022
Children's Social Care &
Learning
Version Number: 1
Approved by Head of SEN**



Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:

“A child or young person has SEN if they have 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 he or she:

- 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 or post 16 institutions

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Fulmer Infant school’s beliefs and values around SEND

Fulmer Infant school believes that every child has a right to education which enables him/her to achieve his/her full potential. Fulmer Infant school believes that early intervention is the best policy to ensure that a child with special education needs can achieve his/her potential. Fulmer Infant School believes that every teacher is a teacher of every child including those with SEND

Involvement of parents/carers and young people

Fulmer Infant school ensures that the information is easily accessible to young people and parents and is set out in clear, straight forward language, so that they understand the provision that is available, how they may support their child and how they and their child can contribute to decision making.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 -25, January 2015. 3.66:

*The school **must*** set out its SEN policy and information on its approach to supporting children and young people with SEN.*

*In this Code of Practice, the word 'must' refers to a statutory requirement under primary legislation, regulations or case law.

SECTION 2: AIM (THE LONGER VIEW)

By raising the aspirations of and expectations for all pupils with SEN, Fulmer Infant school provides a focus on outcomes for children and young people and not just hours of provision/support.

OBJECTIVE

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEN code of Practice, 2015
3. To operate a whole pupil, whole school approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs and Disability Co-ordinator who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

- At Fulmer Infant School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

SECTION 4: A Graduated Approach to SEN Support

At Fulmer Infant School we record pupils on an SEN register,

We include:

- What work has to be done before, by whom including quality first teaching by

the class teacher as pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching)

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Fulmer Infant school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Fulmer Infant school decides whether to make special educational provision with a discussion with the teacher and SENDCO who consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.
- For higher levels of need Fulmer Infant school uses support from external agencies and professionals.
- The decision to place pupils on the register involves the ASSESS - PLAN - DO - REVIEW cycle.
- Parents/carers, families, children and young people are involved in this process

SECTION 5: MANAGING PUPILS NEEDS ON THE SEN REGISTER

- We review the pupils' IEPs termly with the SENDco, class teacher, pupil, parents and carers. The SENDCo is responsible for these records
- The SENDCo monitors the provision and if necessary asks for further support from outside agencies.
- If the SENDCo identifies that additional funding and support are needed from the LA High Needs Block the SENDCo will liaise with the local EP and the local SEN officer

Pupils and parents/carers are involved in every step of the process

SECTION 6: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

- If a child is assessed at age related expectations after support then the child is removed from the SEND register

SECTION 7: SUPPORTING PUPILS AND FAMILIES

- Parents are guided towards the Bucks LA Local Offer (Regulation 53, Part 4) <http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>
- Our local offer is on the website

- Our admission arrangements regarding SEN pupils are on our website
- Class teachers hold meetings at the end of the academic year for a smooth transition
- Our policy on managing the medical conditions of pupils is filed with other medical records in the phot copying room

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- Fulmer Infant school recognises that pupils at school 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.
- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2015) is followed.

SECTION 9: MONITORING AND EVALUATION OF SEND

- The SENDCo monitors the provision for SEN pupils at least once a term with the class teacher and alters support accordingly with a meeting with the parents /carers and pupils

SECTION 10: TRAINING AND RESOURCES

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- Training needs of staff are identified through the school's self-evaluation process.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCO should regularly attend the LAs SENDCO network meetings in order to keep up to date with local and national updates in SEND.

SECTION 11: ROLES AND RESPONSIBILITIES

- Gill Davey is the SEN governor and liaises with the SENDCo
- Cathy Hunt and Tracey Dowsing (Co-Headteachers) are the DSL and Catherine Mardell is the Deputy Safeguarding Lead.
- Tracey Dowsing is responsible for managing PPG/LAC funding

- Janella Walker is responsible for managing the schools responsibility for meeting the medical needs of pupils

SECTION 12: STORING AND MANAGING INFORMATION

- All SEN details are kept locked in the Co-Headteachers' office and are sent to the next school when a pupil leaves.

SECTION 13: REVIEWING THE POLICY

This policy will be reviewed annually

SECTION 14: ACCESSIBILITY

Please see the school's accessibility plan.

SECTION 15: DEALING WITH COMPLAINTS

- Please see our Complaints policy on the school's website.

SECTION 16: BULLYING

- Please see our anti- bullying policy on the school's website.