

Fullwood Primary School
Special Educational Needs and Disability (SEND) Policy
2023 -2025

At Fullwood Primary School, we are committed to supporting every child in achieving the best possible progress in their learning. Our core principle is **Inclusion**, and we strive to provide **Quality First Teaching** for all pupils. This approach includes personalised adaptations, high-quality resources, and the effective use of additional adult support. We work to identify and overcome any barriers to learning, ensuring that all pupils experience success. This does not mean treating all pupils equally, but rather as individuals, providing the tailored support necessary to meet their specific needs.

This policy outlines how we aim to meet the needs of all pupils with special educational needs and disabilities (SEND), ensuring they receive the appropriate provision to thrive in our school community.

In carrying out our responsibilities toward pupils with SEND, we adhere to the **Special Educational Needs Code of Practice (2014)**.

Principles

- **Equality and Value:** We value all pupils equally, ensuring they are respected and their needs are met.
- **Inclusive Curriculum:** All pupils are entitled to a broad and balanced curriculum, differentiated to suit their individual needs and abilities. We achieve this through differentiated support, questioning, and resources, rather than simply differentiation by outcome.
- **Success for All:** Every pupil is entitled to experience success in their learning journey.
- **Recognition of Needs:** We believe that each pupil's unique needs must be identified and addressed effectively.
- **High Expectations:** We hold high expectations for all pupils, ensuring that they reach their full potential.
- **Inclusive Practices:** Good special needs practices benefit all pupils, not just those with SEND.
- **Quality First Teaching:** Additional interventions and support complement, but cannot replace, Quality First Teaching.
- **Partnership with Parents/Carers:** Pupils and their parents/carers know the child best. We work collaboratively with them in planning, reviewing, and monitoring the support their child receives.
- **Pupil-Centered Approach:** Pupils with SEND have valuable insights into their needs. Their views should be central to all decision-making processes related to their support.

Aims

- **Pupil Voice:** Where possible, we aim to involve pupils in planning and evaluating their SEND provision, ensuring their views are considered.

- **Partnership with Parents/Carers:** We work closely with parents and carers, maintaining transparency about our ability to meet their child's needs, and developing strong, collaborative relationships.
- **Raising Aspirations:** We aim to raise aspirations and set high expectations for all pupils with SEND, ensuring they are encouraged to achieve their fullest potential.
- **Quality Teaching and Support:** We ensure that every pupil's individual needs are addressed through quality first teaching and targeted additional support where necessary.
- **Inclusive Access:** All pupils, including those with SEND, are entitled to equal access to a broad, balanced curriculum that is differentiated according to their abilities.
- **Full Participation:** We are committed to ensuring pupils with SEND are included in all school activities, alongside their peers, where it is safe and reasonable to do so.

This policy supports these aims by embedding SEND provision across the whole school. It ensures that SEND is integrated into the continuous cycle of assessment, planning, and review, so that we can continually improve our provision and outcomes for pupils with SEND.

Definition of Special Educational Needs and Disabilities (SEND)

A child or young person is considered to have SEND if they have a learning difficulty or disability that requires special educational provision to help them progress.

According to the **SEND Code of Practice 2015**, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability that prevents or hinders them from making use of the educational facilities commonly provided for pupils of the same age in mainstream schools or post-16 institutions.

It is important to note that pupils are not considered to have a learning difficulty solely because the language they speak at home is different from the language of instruction at school.

Identification and Assessment of Pupils with Special Educational Needs

The identification of SEND is an integral part of our overall approach to monitoring the progress and development of all pupils. This enables us to identify those who may be making slower-than-expected progress early on, so we can respond appropriately.

Inadequate progress may include situations where a pupil:

- Makes progress that is significantly slower than that of their peers starting from the same baseline
- Fails to match or exceed their previous rate of progress
- Fails to close the attainment gap between themselves and their peers
- Experiences a widening of the attainment gap

We understand that various factors may influence a child's progress and attainment, such as having English as an additional language, attendance and punctuality, or family circumstances. Therefore, we do not immediately assume a pupil has SEND based on these factors alone.

In line with the **SEND Code of Practice 2015**, we are committed to adopting a graduated approach to identifying and assessing SEND, ensuring that any necessary interventions are targeted, timely, and reviewed regularly to evaluate their effectiveness.

Here is an expanded version of each of the broad areas of special educational needs, along with the emphasis on the individual approach to supporting pupils:

Special Educational Needs Categories

Special educational needs (SEND) can be categorised into four broad areas, each of which can manifest in different ways and may require different types of support. These areas help guide our identification process, but we always take an individualised approach, recognising that many pupils have needs that cut across more than one category, and these needs may evolve over time. We believe in addressing the whole child and tailoring our interventions to ensure that each pupil has the right support.

1. Communication and Interaction

Pupils with needs in this area may struggle with one or more aspects of communication, whether it's understanding, using, or interpreting verbal and non-verbal language. This can impact their ability to engage with others, form relationships, and participate fully in learning activities.

Common needs within this category may include:

- **Speech, language, and communication needs (SLCN):** This can involve difficulties in understanding and using spoken or written language. Children may have trouble expressing themselves, understanding instructions, or engaging in conversations.
- **Autism Spectrum Disorder (ASD):** Pupils with ASD may find it challenging to communicate, both socially and verbally. They may also display a limited range of interests and activities, and have specific preferences or routines that can make interactions more challenging.

- **Social communication difficulties:** Some pupils may have trouble understanding social cues, body language, or the rules of communication in different social contexts.

2. Cognition and Learning

Pupils in this category have difficulties with intellectual functioning and learning, which may affect their ability to access the curriculum at the same level as their peers. These pupils may require additional support to make progress in their academic studies.

Common needs within this category may include:

- **Specific learning difficulties (SpLD):** This includes conditions such as dyslexia (reading difficulties), dyscalculia (mathematical difficulties), or dysgraphia (writing difficulties). These conditions affect how children process information, learn new concepts, or demonstrate their knowledge.
- **Moderate learning difficulties (MLD):** Pupils with MLD may require significant support with basic skills, such as reading, writing, or numeracy, and may struggle to keep up with the expected curriculum.
- **Severe learning difficulties (SLD):** These pupils may have significant cognitive impairments and require tailored approaches across all areas of their education.
- **Profound and multiple learning disabilities (PMLD):** Pupils with PMLD often face severe and complex needs, with difficulties in both cognitive and physical development.

3. Social, Emotional, and Mental Health Difficulties

Pupils in this category face challenges with emotional regulation, mental health, and social interactions, which can affect their ability to focus, learn, and interact with peers and adults in school.

Common needs within this category may include:

- **Anxiety disorders:** Pupils with high levels of anxiety may find it difficult to concentrate, engage in class, or participate in group activities.
- **Depression:** Emotional difficulties, such as low mood or lack of motivation, can significantly impact a pupil's educational experience and their social interactions.
- **Attention Deficit Hyperactivity Disorder (ADHD):** Pupils with ADHD may struggle with impulsivity, hyperactivity, and paying attention, which can affect their learning and relationships with others.

Support for Pupils with Social, Emotional, and Mental Health (SEMH) Difficulties:

Pupils whose special educational needs relate to social, emotional, or mental health (SEMH) difficulties may exhibit challenging or disruptive behaviour, or may become withdrawn or isolated.

The school addresses these needs through individual or group interventions, collaborating with relevant outreach services and health professionals as needed. Fullwood Primary School has staff trained in Mental Health First Aid and Emotional Literacy Support (ELSA). Additionally, the school receives weekly support from an outreach teacher from the SEATTS Social, Emotional, and Mental Health (SEMH) team to provide targeted assistance.

4. Sensory and/or Physical Needs

Pupils with sensory and physical needs face challenges related to their physical development or sensory processing, such as sight, hearing, or mobility. These difficulties can impact their participation in everyday activities, including learning.

Common needs within this category may include:

- **Hearing impairment:** Pupils with hearing impairments may have difficulty following spoken instructions or participating in class discussions, and they may require alternative forms of communication, such as sign language or hearing aids.
- **Visual impairment:** Pupils with visual impairments may face challenges in accessing printed materials, and may need resources such as large print books or specialized equipment.
- **Physical disabilities:** Some pupils may have physical impairments that affect their mobility or ability to perform tasks that require fine or gross motor skills. This might include pupils with conditions like cerebral palsy or muscular dystrophy.
- **Sensory processing disorders:** Some pupils may have difficulty processing sensory input (e.g., sensitivity to light, sound, touch) which can affect their ability to engage in a typical school environment.

Individualised Approach

We recognise that each pupil is unique, and their needs may span across more than one of these categories. The support provided is tailored to the individual child's specific needs and personal outcomes. We do not focus on labelling children, but rather on identifying the most effective strategies to help them succeed.

Teachers are responsible for the progress and development of all the pupils in their class, including those with SEND. They are supported by teaching assistants and specialist staff, working together to provide a holistic, tailored educational experience.

Quality First teaching

The first response to inadequate progress is high-quality teaching targeted at the child's areas of challenge. Most pupils will have their needs met through Quality First Teaching. Teaching staff are supported by the SENDCO to ensure they are aware of the range of SEND and how they may be able to support all children as part of their practice. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

SEND Support

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place – SEND Support. Quality First Teaching remains our first response concerning the identification of SEND, but we also ensure that the child receives high-quality additional support and interventions carefully matched to their needs.

We are also aware that not all SEND may impact upon pupil progress. This may include children with sensory / physical needs and / or social, mental and emotional health difficulties. In instances where there are concerns around needs such as these or where progress continues to be less than expected, the teacher will work with the SENDCO to assess whether the child has SEND. This will include gathering further information from the child and all adults who work with the child. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. The SENDCO may undertake observations or advise the teacher on time-limited strategies which may be tried to ascertain impact upon the child's learning.

The Graduated Approach: Assess, Plan, Do, Review Cycle

At Fullwood Primary School, we adopt the **graduated approach** and the four-part cycle of '**assess-plan-do-review**' as outlined in the **SEND Code of Practice 2015**. This approach ensures that we provide continuous, tailored support to meet the needs of pupils with SEND, while also making adjustments as needed.

1. **Assess:** We regularly assess and monitor the progress of all pupils, particularly those with SEND, to identify their strengths, difficulties, and the types of support they need to make progress. These assessments may involve observations, consultations with parents, and discussions with specialist staff.
2. **Plan:** Based on the assessments, we set specific, measurable short-term targets for each pupil. These targets are included in an Individual Education Plan (IEP), which outlines the teaching strategies, resources, and provisions required to support the pupil's learning.

3. **Do:** The class teacher, with support from other staff where appropriate, implements the strategies and interventions outlined in the plan. Support may involve adaptations to teaching methods, additional resources, or working with teaching assistants and specialist staff to meet the pupil's individual needs.
4. **Review:** Progress is closely monitored, and the IEP is reviewed regularly—at least three times a year—during a progress meeting with the pupil, parents, and the class teacher. If necessary, adjustments are made to ensure that the pupil is progressing toward their targets. If the pupil's progress continues to fall behind expectations despite our best efforts, we will involve appropriate specialists and outreach services, with parental consent, to further assess and refine the support in place.

In successive cycles, the SEND support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. This ongoing process ensures that the provision remains dynamic and responsive to the pupil's needs.

Individual Education Plans (IEPs)

Pupils with SEND will have **short-term targets** set out in their **Individual Education Plan (IEP)**. The IEP is an important tool for ensuring that interventions are tailored to the child's individual needs and is reviewed termly with the pupil, their parents, and the class teacher.

An IEP includes the following information:

- **Termly targets:** Specific, measurable objectives that the pupil is working toward.
- **Teaching strategies:** The methods and resources that will be used to help the pupil meet their targets.
- **Provision:** Details of any additional support, such as extra adult assistance or specialized resources, that will be provided to help the pupil succeed.
- **Success and exit criteria:** Clear criteria for determining when the pupil has met their targets and is ready to move on.
- **Outcomes:** These are recorded during the IEP review meetings, which involve the class teacher, parents, and the SENCo, as well as any specialists or outreach services involved in the pupil's support.

The **class teacher** is responsible for ensuring that dedicated time is given to focus on the pupil's specific target areas. This will be reflected in the school's **provision map** and ensures that pupils have the best possible chance of achieving their targets.

Reviewing and Adjusting Support

The IEP is reviewed **three times a year**, during which new targets may be set based on the pupil's progress. These reviews take place with the child, their

parents, the class teacher, and, when appropriate, the SENCo or relevant specialists and outreach services.

In some cases, pupils will make significant progress and may no longer require SEND support after a period of targeted intervention. These pupils will be **removed from the SEND register** but will continue to be monitored closely to ensure their progress is maintained.

Education, Health and Care Plans (EHC Plans)

For a small number of pupils with more complex and enduring needs, an **Education, Health and Care Plan (EHC Plan)** may be required. This is a statutory document that ensures the pupil receives the necessary provision and support to meet their needs and achieve the best possible outcomes.

If it is determined that a child's needs require additional resources or provision beyond what can be provided through the school's normal SEND budget, we will request an assessment from the **Local Authority** to consider whether an EHC Plan is appropriate.

The process involves consultation with the child, their parents, and any relevant professionals to assess the child's educational, health, and care needs. Parents/carers will be fully involved at every stage of the process, and their views will be taken into account to ensure that the EHC Plan accurately reflects the child's requirements.

How Fullwood Primary School Adapts the Curriculum and Learning Environment for Pupils with SEND:

It is the responsibility of teachers to make appropriate adaptations to the curriculum and learning environment to enable pupils with SEND to access learning opportunities and experience success alongside their peers. Teachers have a clear understanding of the needs of the SEND pupils in their class and know a range of strategies to support pupils effectively. They draw on the expertise of the SENDCO, outreach teachers, and professionals from external agencies for additional advice as needed.

Additional Support for Learning Available to Pupils with SEND:

Children with an Individual Education Plan (IEP) will have designated time each week to work specifically on their IEP targets, either individually or in small groups. The primary aim is to provide mostly class-based interventions in a relevant learning context, promoting inclusion and minimising withdrawal from mainstream lessons.

The SENDCO collaborates with the Assessment Leader and Phase Leaders to ensure a range of intervention programs are in place to meet the needs of groups and individual pupils. All Learning Support Assistants (LSAs) are equipped with an iPad and utilise the school's online assessment tool (SONAR) to capture real-time progress against IEP and Education Health and Care Plan

(EHCP) targets, especially when progress is not easily evidenced through written work.

Where appropriate, interventions are delivered by class teachers and trained LSAs under the direction of the teacher and/or SENDCO. Some interventions are also provided by outreach teachers. The local authority's allocated school speech and language therapists (for EHCP pupils only) work closely with school staff to address the needs of pupils with language and communication challenges effectively.

Pupils receiving in-class support from an LSA, whether individually or in small groups, continue to have the same opportunities as their peers for group learning with the class teacher, who remains responsible for their progress. LSAs are mindful of fostering independence in the pupils they support, and assistance is provided only when necessary.

Fullwood staff are not designated for 1:1 support, except in exceptional cases where children's needs require an adult to ensure their safety and that of others. For children with specific health needs requiring specialized training in medication administration, personal care, handling, and mobility support, a Special Support Assistant (SSA) may be assigned.

Educational Visits:

Educational visits are carefully planned to enrich the curriculum, with the health and safety of all pupils being a priority. For pupils with SEND who may find such experiences challenging, reasonable adjustments will be made, including the option for a parent to accompany their child if necessary, to provide additional support should the child become distressed or dysregulated. For a child's first educational visit (especially in the early years or if they are new to the school), the class teacher or SENDCO may request parental accompaniment to ensure the child's safety and well-being in unfamiliar settings.

However, due to the support and reasonable adjustments provided by the staff supervising the trip, not all children will require parental supervision during educational visits. This decision will be made based on risk assessments, meaning that parents will not routinely be asked to accompany their child. Our goal is to promote pupils' independence while ensuring equal opportunities for all families.

Specialist Provision, Equipment, and Facilities

Fullwood Primary School is committed to providing an inclusive environment that supports the needs of all pupils, in line with the SEND Code of Practice (2015). The school's layout is entirely on one level, enhancing accessibility for pupils with physical disabilities. All classrooms have external access and are wheelchair accessible.

The school has invested in specialist equipment to meet the needs of pupils with physical and medical conditions, including:

- A **mobile hoist** for flexible support.

- A fully adapted **accessible bathroom** equipped with a ceiling track and hoist to ensure pupils can access facilities safely and with dignity.

When a pupil requires additional specialist equipment due to physical or medical needs, the SENDCO collaborates with relevant professionals (e.g., physiotherapists, occupational therapists) to:

- Secure the necessary equipment.
- Arrange appropriate staff training to ensure the safe and effective use of equipment.
- Implement recommended therapeutic strategies to support the pupil's development and well-being.

Evaluating the Effectiveness of Provision for Pupils with SEND

Fullwood Primary School employs a rigorous approach to evaluating the effectiveness of its SEND provision, ensuring alignment with the principles outlined in the SEND Code of Practice. The process includes:

- **Regular Identification and Assessment:** Pupils requiring interventions are identified during termly assessment points.
- **Targeted Intervention Programmes:** Where necessary, time-limited intervention programmes are planned, delivered, and assessed for impact. The progress of pupils engaged in these programmes is closely tracked.
- **Review and Adaptation:** If an intervention is found to be ineffective, teachers will adapt it to better meet the pupil's needs or explore alternative support strategies.
- **Annual Policy Review:** The success of SEND provision is measured against the aims of the school's SEND policy, which is reviewed annually. The Governing Body's Annual Report includes an evaluation of the implementation and effectiveness of the policy.

Assessing and Reviewing Progress of Pupils with EHCPs or SEND

To ensure the progress of pupils with Education, Health, and Care Plans (EHCPs) or SEND is effectively monitored, Fullwood Primary School has robust tracking and review systems in place:

- **Termly Pupil Progress Meetings:** These meetings involve the class teacher, SENDCO, and assessment leader to review pupil data and plan targeted actions where progress concerns are identified.
- **The Assess-Plan-Do-Review Cycle:** This continuous cycle ensures that support strategies are responsive to pupils' evolving needs and are adjusted based on evidence of progress.
- **Annual EHCP Reviews:** The outcomes specified in each pupil's EHCP are formally reviewed annually in consultation with the pupil, parents/carers, and relevant professionals.
- **Individual Education Plans (IEPs):** Objectives from EHCPs are broken down into manageable, short-term targets within IEPs, which are reviewed termly. This approach ensures consistent monitoring and adaptation of support to promote sustained progress.

- **Family and Pupil Involvement:** Fullwood Primary School values the active involvement of pupils and their families in the assessment and review process. Their insights are integral to planning effective support and ensuring that provision aligns with the child's aspirations and needs.

These systems support the school's commitment to continuous improvement in SEND provision, ensuring all pupils have the opportunity to thrive academically, socially, and emotionally.

The SEND Register and Record-Keeping Arrangements

In accordance with the SEND Code of Practice (2015), the SENDCO maintains a central electronic register that details all children identified as having SEND. This register is updated regularly to reflect changes in pupils' needs, interventions, and external agency involvement. It includes current and historical information on external agencies the child is working with or has worked with in the past.

Each child with additional needs has an electronic file stored securely within the school's internal system. These files are organised with specific sections for each child who receives SEND Support or has an Education, Health, and Care Plan (EHCP). Individual Education Plans (IEPs) for these pupils are housed within these sections and are considered dynamic, working documents. Annotations are made by staff whenever they work with a child on an IEP target to monitor progress effectively.

In addition to IEPs, the files include:

- Minutes from meetings, including review meetings and annual reviews.
- Samples of work identified as significant for monitoring progress.
- Reports and recommendations from external professionals.

These documents are actively used during reviews and planning meetings to ensure comprehensive support. A historical record of each child's progression, including archived IEPs, external agency reports, and parental and pupil questionnaires, is maintained. These records are securely transferred to the child's new school upon request during transitions.

Admissions

Admissions for pupils with SEND, particularly those with EHCPs, follow a rigorous process to ensure the child's needs are appropriately assessed and supported from the outset:

- **Children with EHCPs** will only be admitted through consultation with the SEND team, in line with the SEND Code of Practice.
- **Initial Assessment:** For children with complex needs, an initial assessment will be conducted by school staff to identify the specific support required.

Once a child is accepted:

- An **initial meeting** will be held with parents/carers, the Head of School, and the Inclusion Lead to discuss:
- Parental expectations and the school's provision.
- The child's needs and how they will be supported.
- Development of an **admissions transition plan**, which may include a phased start with a reduced timetable, tailored to the child's needs.
- The **transition plan** will be flexible, with regular reviews to adjust the timetable based on the child's ability to settle into routines. Decisions to extend or increase attendance will prioritize the child's well-being, not convenience.
- For younger children, particularly in EYFS and Year 1, the transition period may be extended to ensure a smooth and secure adjustment to the school environment.

Planning for Support

The admissions process enables staff to:

- Apply appropriate strategies for managing behaviour and engagement.
- Create an inclusive learning environment tailored to the child's needs.
- Adapt the curriculum and environment to ensure accessibility.
- Implement targeted interventions aligned with IEP or EHCP objectives.
- Ensure staff receive relevant training to support the child effectively.

These measures ensure that Fullwood Primary School is able to ensure as much as reasonably possible that all children have a settled start to learning.

Please read: [FPS Intimate Care Policy 2025](#)

Governing Body

The Governing Body of Fullwood Primary School follows the Local Authority (LA) admissions criteria and holds overarching responsibility for ensuring effective SEND provision in line with the SEND Code of Practice (2015). Provision for pupils with special educational needs is a collective responsibility across the school, with specific roles and duties allocated to key individuals and groups.

Roles and Responsibilities of the Governing Body:

- Ensuring that necessary provision is made for any pupil with special educational needs, in accordance with statutory requirements.
- Consulting with the Local Authority and the governing bodies of other schools when it is necessary or desirable to coordinate special educational provision across the area.
- Ensuring that parents/carers are informed whenever the school makes a decision regarding SEND provision for their child.

- Ensuring that pupils with special educational needs are fully included in school activities alongside their peers, as far as is reasonably practical, while considering the efficient education of all pupils and the effective use of resources.
- Reviewing the school's SEND policy annually and reporting on the effectiveness of the policy, including the allocation and impact of available resources.
- Appointing a dedicated SEND Governor to have special responsibility for SEND within the school. This governor will regularly meet with the SENDCO, review the progress of SEND provision, and conduct planned visits to the school to monitor and evaluate the effectiveness of SEND support.

The Head of School

The Head of School plays a crucial role in managing SEND provision and ensuring that the school meets its statutory duties. Their responsibilities include:

- Managing all aspects of the school's work, including the strategic and operational aspects of SEND provision.
- Keeping the Governing Body fully informed about SEND provision, pupil outcomes, and resource allocation.
- Working in close partnership with the SENDCO to ensure effective leadership of SEND across the school.
- Seeking out and sharing best practices regarding SEND from the Local Authority, other schools, and national sources to continuously improve provision.

This collaborative approach ensures that Fullwood Primary School delivers high-quality, inclusive education for all pupils, including those with SEND, fostering an environment where every child can achieve.

Special Educational Needs Co-ordinator (SENDCO)

The Special Educational Needs Co-ordinator (SENDCO) at Fullwood Primary School is Hanane Cilimkovic. She is in school full-time and plays an important role in the strategic development and day-to-day implementation of SEND provision, in line with the SEND Code of Practice (2015). Her key responsibilities include:

- Collaborating with the Head of School, school governors, and staff to establish a clear strategic direction for SEND.
- Overseeing the daily operation of the school's SEND policy, ensuring compliance with statutory requirements.
- Coordinating and developing high-quality, inclusive provision that meets the diverse needs of pupils with SEND.
- Partnering with parents/carers to co-produce and review effective support strategies tailored to their child's needs.

- Working with teachers to monitor the effectiveness of interventions and assess the progress made by pupils with SEND.
- Liaising with the Designated Teacher for Looked After Children who have SEND to ensure consistent support.
- Advising on the effective use of the school's delegated SEND budget and other resources to maximize impact.
- Coordinating with external professionals, including educational psychologists, outreach services, health and social care professionals, and independent and voluntary organizations, ensuring timely referrals and the implementation of recommended strategies.
- Facilitating smooth transitions for pupils with SEND between different educational settings by working closely with other schools.
- Supporting the Head of School and governing body in meeting their statutory responsibilities under the Equality Act (2010), particularly regarding reasonable adjustments and access arrangements.
- Promoting the inclusion of pupils with SEND within the school community, ensuring equal access to the curriculum, school facilities, and extracurricular activities.
- Maintaining accurate, up-to-date records for pupils with SEND to support monitoring, planning, and reporting.
- Providing guidance to teachers on differentiated teaching methods tailored to the needs of individual pupils with SEND.
- Coordinating the deployment of Learning Support Assistants (LSAs), including providing ongoing support, supervision, and professional development.
- Contributing to the in-service professional development of all staff concerning inclusive practices and SEND-specific training.
- Line-managing Higher Level Teaching Assistants (HLTAs) and Learning Support Assistants (LSAs), ensuring effective support for pupils.

Teachers' Responsibilities

In accordance with the SEND Code of Practice (2015), all teachers at Fullwood Primary School are responsible for the progress and development of every pupil in their class, including those with SEND. Their key responsibilities include:

- Delivering Quality First Teaching that is inclusive and meets the diverse needs of all pupils.
- Differentiating teaching methods and adapting the learning environment to cater to individual learning needs.
- Being accountable for the academic, social, and emotional progress of all pupils, including those receiving additional support from LSAs and specialist staff.
- Identifying and raising concerns related to pupil progress, working collaboratively with the SENDCO to plan, implement, and review appropriate interventions.
- Maintaining open communication with parents/carers, involving them in discussions about their child's learning, progress, and support strategies.
- Monitoring the effectiveness of interventions and tracking the progress of pupils with SEND to inform teaching and learning adjustments.

- Effectively deploying additional adults (LSAs, HLTAs, and specialist staff) within the classroom to maximize the impact of support, focusing on areas of greatest need.

This approach ensures that all pupils, including those with SEND, receive the support they need to achieve their full potential, fostering an inclusive and nurturing learning environment at Fullwood Primary School.

Learning Support Assistants

Learning Support Assistants (LSAs) play a vital role in supporting pupils with special educational needs and disabilities. In line with the SEND Code of Practice (2015), their responsibilities include:

- Supporting pupils with their learning under the direction of the class teacher and/or the SENDCO, implementing programmes and strategies recommended by the teacher, SENDCO, or external professionals.
- Delivering targeted intervention programmes across different classes and phases to address specific learning needs.
- Promoting the independence of pupils with SEND, encouraging self-confidence and the development of essential life skills.
- Providing regular feedback to the class teacher and SENDCO regarding the progress of the pupils they support, contributing to effective planning, monitoring, and review processes.
- Maintaining accurate records of pupils with SEND, documenting interventions, progress, and outcomes to support ongoing assessment and planning.

Arrangements for Training and Staff Development

The school conducts an annual audit of training needs for all staff, considering both school-wide priorities and individual professional development goals. Funding is allocated from the school budget each year to meet identified training needs.

Particular attention is given to supporting Early Career Teachers and new staff members to ensure they are equipped with the knowledge and skills required to effectively support pupils with SEND. Ongoing professional development opportunities are provided to all staff, fostering a culture of continuous improvement and inclusive practice.

Arrangements for Partnership with Parents

We recognise the importance of working in partnership with parents to support the educational and developmental needs of pupils with SEND. Parents possess valuable knowledge, experience, and insights that contribute to a shared understanding of a child's needs and the best ways to support them.

All parents of pupils with SEND are treated as partners and are supported to play an active and valued role in their child's education. When the school has concerns about a pupil's progress, parents will be invited to an initial meeting to discuss these concerns and collaborate on appropriate support strategies.

We are committed to maintaining open and transparent communication with parents. We will always inform parents when their child is receiving additional support for SEND and will actively involve them in the planning, implementation, and review of SEND provision.

Class teachers work closely with parents throughout each stage of their child's education. If parents have concerns, their first point of contact should be the class teacher, who will liaise with the SENDCO and other relevant staff as needed to ensure effective support.

Pupil Participation

Pupils and young people with special educational needs often have a unique understanding of their own needs and circumstances, along with their own views about the support they require to make the most of their education. In line with the SEND Code of Practice (2015), Fullwood Primary School is committed to encouraging pupil participation in all aspects of their educational journey.

Where appropriate, pupils will be actively involved in the decision-making processes, including setting and reviewing their own learning targets and evaluating their progress. We are dedicated to adopting person-centred approaches that make it easier for pupils with SEND to express their views, aspirations, and concerns. This commitment ensures that their voices are heard and valued, promoting their confidence, independence, and engagement in learning.

Storing and managing information

See Fullwood Primary School's Data Protection Policy.

Links with Other Mainstream Schools and Special Schools

Advanced planning for pupils in Year 5 is essential to ensure a smooth transition to secondary school. The Special Educational Needs and Disabilities Coordinator (SENDCO) will collaborate closely with the SENDCO of the receiving secondary school to establish effective arrangements that support pupils during this transition period. This includes sharing relevant information, coordinating transition visits, and involving parents and pupils in the planning process.

When pupils transfer to another school, their educational records will be transferred to the new school within 20 school days of the pupil ceasing to be registered at Fullwood Primary School, in accordance with the Education (Pupil Information) Regulations 2005.

Fullwood Primary School maintains strong partnerships with local special schools through outreach services. These connections provide valuable support,

resources, and expertise to enhance the educational experiences of pupils with special educational needs and disabilities (SEND). Regular collaboration with special schools ensures that best practices are shared and that pupils receive the appropriate support tailored to their individual needs.

Links with Other Agencies and Voluntary Organisations

External support services play an important role in helping the school identify, assess, and make provisions for pupils with special educational needs. The school receives regular visits from the nominated Education Welfare Officer for the area. The SENDCO works closely with the outreach services and meets with each of them at the beginning of each term to plan their work in the school for the term.

Other agencies and outreach services that the school works with include:

- **Outreach provision within Redbridge**, now centrally outsourced. The school is supported by specialist teachers and teaching assistants from four specific teams. Children with Education, Health, and Care Plans (EHCPs) or on SEND support will be referred and assessed by the relevant teams according to their needs:
 - S.E.A.T.S.S. ASD Team
 - S.E.A.T.S.S. GLD/Language Team
 - S.E.A.T.S.S. Physical/SPLD Team
 - S.E.A.T.S.S. Sensory Team (Hearing Impairment & Visual Impairment)
 - Early Years Advisory and Support Service (EYAS)
 - Emotional Well-Being and Mental Health Services (CAMHS NELFT REWT)
 - Redbridge Child Development Centre (CDC)
 - Virtual School for Pupils Looked After
 - Social Care Services
 - Speech and Language Therapy (SALT)
 - Occupational Therapy (OT)

These collaborations ensure comprehensive support for pupils with SEND, fostering their educational, emotional, and social development in alignment with the SEND Code of Practice.

Fullwood Primary School's Complaints Procedures

The school's complaint procedures are outlined in the school prospectus. Parents who have concerns or complaints regarding the support provided for their child with special educational needs and disabilities (SEND) are encouraged to raise these concerns initially with the class teacher or SENDCO. If the issue remains unresolved, it can be escalated to the Headteacher, and subsequently to the Governing Body if necessary.

Under the Pupils and Families Act 2014, parents may seek advice on resolving disagreements with the Local Authority (LA) and/or the Independent Mediation Service. The school will make further information about this process available upon request to ensure that parents are fully supported in addressing their concerns effectively.

Fullwood Primary School's Local Offer

Further information on Fullwood Primary School's arrangements for supporting pupils with SEND can be found in the School's Local Offer, which can be accessed via the FIND website:

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?id=pb-gD3eJ3t4&localofferchannel=1>

Our School Local Offer forms part of the local authority's Local Offer, which is also available on this site and provides information for parents/carers on SEND services available within Redbridge and neighbouring boroughs.

Legislation and Guidance Relevant to This Policy

- Pupils and Families Act 2014, Part 3
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)
- Equality Act 2010
- Education Act 2011

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