

Fiskerton CE Primary School

Flourishing together within the love of God.



Special Educational Needs Policy

2025-26

As an inclusive and caring church school, we aim to provide an excellent education and develop a life-long love of learning. We see all members of our school family as valued and valuable in the eyes of God, and we support and challenge everyone to achieve their full potential.

"I come to bring life in all its fullness." (John 10:10)

Being a Good Neighbour

Fulfilling Our Gifts

Serving Others

Friendship Wisdom Compassion Peace Self-Belief Forgiveness Love Hope Responsibility

Thankfulness Trust Respect

The SENCO at Fiskerton CE Primary School is Mrs Jessica Hulse
The Child Protection Officer is Mrs Christina Bradbury

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Our legal responsibilities:

The 2015 SEND Code of Practice 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if he/she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age: or
- (b) has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"

Though there is a lot of overlap between the groups, children who have special educational needs do not necessarily have a disability; disabled children do not necessarily have special educational needs. The use of the terms SEN and SEND in this report reflect this inter-relationship; each are utilised according to their relevance.

Legal Framework:

To make this provision, this policy will have due regard to legislation, including, but not limited to:

- The Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- The Equality Act 2010.
- The Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- The 2015 SEND Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

These documents are readily available online, and can be accessed through the school office.

In addition, this policy has been written in light of our Safeguarding Policy and has direct links to our policies on behaviour, anti-bullying, medical and curriculum. It was written in consultation with the governing body, head of school and current school staff. It should be read in conjunction with our Disability Equality Scheme and the SEN Information Report as required by the Special Educational Needs and Disability Regulations as published on our school website.

Inclusion Statement

At Fiskerton CE Primary School we believe every child should have the opportunity to experience success in learning at the highest possible standard.

We do this, within the context of Christian belief and practice, by taking account of pupils' varied life experiences and needs. We ensure that all children are treated with compassion, dignity and respect. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every

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person within our school community. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience we offer to all our pupils.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Special Educational Needs and Disability Code of Practice, 2015

Policy Principles

In line with the Code of Practice (2015) and the Children and Families Act (2014), Fiskerton CE Primary School is committed to the following key principles:

- All pupils with SEND must have their needs routinely met;
- Early identification and early intervention are essential for ensuring better outcomes for pupils;
- Raising the achievement of pupils with SEND is a whole school responsibility;
- All pupils are encouraged and supported to be active partners in the decision making about their education;
- Active, respectful involvement of parents/carers as equal partners in the education of their child has a positive impact on the learning and well-being of their child;
- All pupils with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment;
- All pupils benefit from 'Quality First Teaching': this means that all teachers are expected to assess, plan and teach all children at a level which allows them to progress;
- Collaborative working with external partners and services is essential to ensure we effectively meet the needs of our pupils;
- Effective transition arrangements must be in place across all phases of education (and indeed into adult life) to ensure positive outcomes for the pupil and their family;
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money;
- Systems for monitoring and evaluating developments in SEND support improvement in pupil's learning and provide appropriate challenge.

Aims & Objectives:

- To identify, at the earliest possible opportunity, barriers to learning and participation for all pupils and make an early, accurate identification of those who may have SEND;
 - To work in partnership with parents/carers;
 - To value and encourage the contribution of all pupils to the life of the school enabling each child to live life in all its fullness and flourish;
 - To ensure that every pupil experiences success in their learning and achieves to the highest possible standard through challenge to achieve the full potential;
 - To enable all pupils to participate in lessons fully and effectively;
 - To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND;
 - To work closely with external support agencies, where appropriate, to further support the needs of individual pupils;
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- To ensure that all staff has access to training and advice to support quality differentiated teaching and learning for all pupils.

Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with SEN and Disability legislation, we will make all reasonable adjustments to provide effective educational provision. (Please see school's Admissions Policy.) If an admission is appropriate, the Governors would make every effort to accommodate a child's particular needs, working with the LA to improve facilities where necessary.

Fiskerton CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality. Please refer to the schools Accessibility plan for further information.

Management of SEND within school

Headteacher

The headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school

- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

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Special Educational Needs Coordinator (SENCO)

The SENDCO at our school is:

Mrs Jessica Hulse

SEND@fiskerton.lincs.sch.uk

In line with the SEN Code of Practice 2015 and the mandatory standards identified within National SENCO Award training, the SENCO has *'an important role to play with the head teacher and the governing body in determining the strategic development of SEN policy and provision'* (6:87). They will be most effective if they are part of the school leadership team. The SENCO will oversee the day- to day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners;
- identifying on this provision map a list of pupils with special educational needs – identifying those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with current statements of Special Educational Need or Education Health and Care plans (EHCP);
- co-ordinating provision for children with special educational needs;
- liaising with and advising teachers; offering professional support;
- contributing to the in-service training of staff;
- managing other classroom staff involved in supporting vulnerable learners;
- overseeing the records on all children with Special Educational Needs and/or disability;
- implementing a programme of Annual Review for all pupils with a current statement of special educational need or EHC. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review;

- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have an on-going special educational need which will require significant support;
- overseeing the smooth running of transition arrangements and transfer of information for all pupils who transfer from one phase of education to another;
- monitoring the school's system for ensuring that specific learning plans, where it is agreed they will be useful for a pupil with special educational needs and/or disability, have a high profile in the classroom and with pupils;
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs);
- meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's tracking system;
- meeting at least three times a year and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views, in conjunction with class teachers; ensuring SEN pupils receive appropriate support and high quality teaching
- attending area SENCO network meetings and training as appropriate;
- liaising with the school's SEN Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and/or disability (nationally, locally and within school);
- liaising closely with a range of outside agencies to support vulnerable learners;
- ensuring effective deployment of resources - including teaching assistant support - to maximise outcomes for all groups of vulnerable learners and ensure value for money.

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Class teacher /subject teacher

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes

Identify the responsibilities of the parent, the pupil and the school

- Listen to the parents' concerns and agree their aspirations for the pupil

SEND Governance

The Governing Board has due regard to the Code of Practice when carrying out its duties toward all pupils with Special Educational Needs. The Governing Board secures the necessary provision for any pupil identified as having Special Educational Needs. The Governors ensure that all teachers are aware of the importance of providing for these children. The governing board ensures that parents or carers are notified of any decision by the school that SEND provision is to be made for their child. The Governing Board has identified a governor, with specific oversight of the school's provision for pupils with special educational needs. This Governor works closely with the SENCO to monitor progress for children with Special Educational Needs and Disabilities.

Role of parents/carers

The school works closely with parents and carers in the support of those children with Special Educational Needs and Disabilities. We encourage an active partnership through on-going dialogue with parents and carers. At Fiskerton Primary School, we truly believe that parents and carers have much to contribute to our support for children with special educational needs. Support plan review meetings will be held to share the progress of children with special needs with their parents or carers. Frequency is on an individual basis, but will be no less than three times per year. We inform the parent/carer of any internal or external intervention, and we share the process of decision-making by providing clear and appropriate information relating to the education of children with Special Educational Needs and Disabilities.

Pupils

In our school, we encourage children to take responsibility and to make decisions, when it is appropriate for them to do so. This is part of the culture of our school and relates to children of all ages. Children are involved at an appropriate level in setting and reviewing their targets to ensure that they feel included throughout. Children are encouraged to make judgements about their performance against their targets. We recognise success here as we do in any other aspects of school life and want our children to feel valued throughout this journey.

Areas of special educational need:

At Fiskerton C of E Primary School we make provision for pupils with the following four areas of need as outlined in the 2015 SEND Code of Practice:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health;
- Sensory and / or Physical.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in

communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication.

Children with an Autism Spectrum Disorder, (ASD) including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

We have clear processes in place to support pupils including how we will manage the effect of any disruptive behaviour, so that it does not adversely affect other pupils.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Pupils with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum.

Identification of SEN

Where a pupil is identified as having SEND, we will take action to address / remove barriers to learning and put effective special educational provision in place. This SEND support takes the form

of this four part cycle through which decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs. Also, the pupil is making good progress and securing good outcomes. This is known as the graduated approach. The 'Graduated Approach' to SEN Support is based on the cycle of **Assess, Plan, Do, Review**.

Assess

- a full assessment of a child's needs is made;
- regular review of any monitoring or interventions or support already in place;
- advice and/or support may be requested by outside agencies.

Plan

- a plan of targets is developed with pupil and parents (Individual education plans);
- any adjustments, interventions and support needed is identified and arranged;
- expected outcomes are made clear;
- clear date for review is set - all relevant adults are informed.

Do

- the class teacher puts in place a range of strategies as outlined in the planning stage;
- The class or subject teacher will remain responsible for working with the pupil. The SENCO will support the main class or subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

- review must be completed by the agreed review date;
- effectiveness of the plan is reviewed;
- outcomes inform 'assess' stage of next cycle;
- reviews will take place every autumn, spring and summer term.

Wherever possible pupils will remain with their class/subject teacher, in the classroom as this is where they learn best, with the rest of their class. However, are times when 'additional to, different from' interventions need to be offered to support pupils in their learning. When any additional support is allocated, whether it is delivered by a teacher, specialist teacher or Teaching Assistant, the focus of all intervention will be on outcomes; our aim is to put in sufficient support to enable our pupils to reach challenging targets, but without developing a learned dependence upon an adult. All pupils on the SEN register will be supported, monitored and reviewed appropriately; internal assessments will be moderated to ensure validity and reliability. External advice will be acted upon and any additional training to meet needs will be sought, as necessary.

SEN Individual Education Plans (IEP)

When a child is added to the SEND register, their class teacher will consult with parents and the SENCO to produce an IEP Support Plan. This will detail any provision which is additional to or different from usual classroom practice which is deemed necessary for the child to reach desired outcomes.

The SEN Support Plan will include:

- Strengths and Successes.
- Inclusive strategies for support
- Realistic, time limited, measurable targets.

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- The nature of the provision made.
- Pupil, parent and teacher views.

The SEN Support Plan is a working document which is reviewed termly as part of our graduated response to SEND- Assess, Plan, Do, Review

Request for Statutory Assessment

If, despite this individualised programme of sustained intervention, the pupil remains a significant cause for concern, the school, in consultation with parents, will request a Statutory Assessment from the Local Authority, in line with 'The Local Offer'. A Statutory Assessment might also be requested by a parent or outside agency.

In making this application the school will include:

- Records from past interventions.
- IEP Support Plan.
- Information on the pupil's health and relevant medical history.
- National Curriculum attainment information.
- Other relevant assessments from specialists, such as; support teachers and educational psychologists.
- The views of parents.
- The views of the pupil, where this is appropriate.
- Social Care/Educational Welfare Service reports.
- Any other involvement by professionals.

Education, Care and Health Plans (EHCP)

Education Health and Care Plans (EHCP) have replaced Statements. An EHCP is an agreement of additional support from the Local Authority to meet the child's needs. An EHCP is reviewed annually in accordance with the LA guidance. An EHCP may be necessary if a child has a disability, which is life - long, and means that they will always need support to learn effectively.

When and How to Request an EHC Needs Assessment

If, despite having provided relevant and purposeful support to identify, assess and meet the SEN of the child, a child has not made expected progress, the school will consider requesting an Education, Health and Care Assessment. This decision will be discussed with parents and consent sought prior to the application being made. SEN Support in school will have followed the Assess, Plan, Do, Review process for a period of time, generally at least three terms, prior to a request being made by school. The school will provide evidence of the action taken as part of SEN support to the LA to inform its decision. The SENCO will collate this evidence within school from external professionals and from parents. The request for an assessment is made to the Local Authority (LA)

The LA considers the pupil requires provision beyond what the school can offer. A request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP may state that an alternative educational setting is more appropriate to the pupil's needs. An EHCP will include details of learning objectives for the child. These are used to develop targets and establish provision EHCPs must be reviewed annually and can be reviewed at any time should the child's circumstances change, or concerns raised about the nature of provision.

If the application for an EHCP assessment is successful, a member of the LA EHCP team is assigned to be assigned as a Key Worker. They will call a meeting for parents, the child and the school together

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with any health or social care professionals who are involved with the family. The SENCO will collate all the necessary information required for the meeting and represents the child's needs at school during the meeting. Class teachers and or Teaching Assistants will also attend the meeting.

Following the Multi Agency Meeting, if the EHCP is agreed the LA will produce the EHCP according to their guidance, which will record the decisions made in the meeting. Children are recorded as being in receipt of an EHCP on the school's Register of SEN and Medical Needs.

The support stipulated in the EHCP is provided for the child in school. The SENCO will monitor this.

An EHCP is reviewed annually in school within a formal meeting where parents/ carers and children, where appropriate, will be invited to attend alongside relevant professionals. This is coordinated and led by the SENCO.

An EHCP sets out the appropriate provision for a child in a specific year, this is a long term view so provision for children with EHCPs will be monitored, assessed and reviewed internally in the same way as children who are in receipt of SEN support, including Support Plan meetings at least 3 times per year, see SEN Support.

At Key Stage transition reviews, receiving schools are invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Transition To Another School Including Secondary School

When a child moves to another school a child's SEN file is transferred to their new school. Where appropriate, the SENCO may speak to relevant staff at the child's new school to ensure a smooth transition. If the transition is pre-planned additional transition arrangements may be put into place in accordance with the new school's policy and in agreement with both schools.

Transition Reviews for Year 6 pupils with EHCPs are held, where possible, in the Summer Term of Year 5 or the Autumn Term of Year 6. The secondary school SENCO is invited to Annual Reviews for these

children. Additional transition arrangements may be made at these reviews eg: extra visits, travel training etc.

For all children in receipt of SEN Support, additional arrangements are made where necessary. All relevant information is shared with the secondary school SENCO. Meetings take place with the secondary school SENCO, Fiskerton SENCO and Year Six Class Teachers, where appropriate.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school, showing compassion for all.

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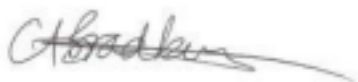
Concerns and complaints

We need to know immediately if your child's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out. We aim to resolve all complaints informally, but parents who have a complaint about SEND provision should refer to the school's complaints procedure.

Review Framework

This policy will be reviewed every year (or sooner in the event of any legislative change or change of personnel).

Signed:



Headteacher

Signed: Chair of



Governors

Date: September 2025

To be reviewed : September 2026

