



Fulfen Primary School's SEND School Offer



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Vision

At Fulfen Primary School every child is important. We want your child's time at Fulfen to be a positive experience and hope that they look back on their time here as a very happy one. High self-esteem is encouraged, high expectations, standards and values are fostered and progress and achievement are positively monitored and celebrated.

Mission

In order to achieve our Fulfen vision, the school's mission is to ensure:

- All pupils receive high quality teaching
- We provide a learning environment that is happy, safe, stimulating and successful
- Work in partnership with other schools and services across Staffordshire to be a valuable resource and centre of excellence
- We demonstrate and communicate progress and quality in all that is involved



What does SEND mean and what is the 'school offer'?

SEND stands for Special Educational Needs and Disability.

- All schools have a duty to be accessible and inclusive for the children within their community. It is our job to support parents in providing the best possible education for children. For the vast majority of children that will be through attending their local main-stream school.
- For a small number of children their needs may be better met at an alternative setting. In those circumstances we have a role to support parents in identifying and accessing what is best for their child.
- As part of the changes being implemented by the Department for education in 2014 all Local Authorities must publish information about how they support special needs pupils. This is called the "Local Offer". Schools must also publish information on their website about how they support SEND pupils within their own establishment.
- To avoid confusion we are calling this our "School Offer".
- All children are individuals and their abilities in each area of the curriculum vary across a wide spectrum. Class teachers are used to providing lessons and activities which ensure good progress for pupils whatever their level of ability.
- However, there are situations where a child's needs are such that it is difficult for a class teacher to provide appropriately for them without additional and/or specialist support. This is usually when a child is described as having 'special or additional needs'.



The Leader for Inclusion

Carly Tranter

The key responsibilities of The Leader for Inclusion include:

- Overseeing the day-to-day operation of the school's Inclusion policy
- Monitoring data to identify SEN children and lead pupil progress meetings with teachers and teaching assistants alongside the headteacher every six weeks
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers and teaching assistants to ensure the Inclusion Policy is carried out.
- Overseeing the records of all children with special educational needs.
- Liaising with Parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support staff and educational psychology services, health and social services and voluntary bodies.
- Chairing Annual Review meetings, attend Planning Meetings and being available for personal learning plan meetings as needed.
- Attending courses to keep skills and knowledge up to date.
- Planning and managing interventions to be used in school.
- Measuring the impact of interventions
- Writing and updating the Inclusion policy yearly.
- Reporting to governors on a termly basis.



What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014

How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical

What should I do if I think my child may have special educational needs?

- If you have concerns then please firstly discuss these with your child's teacher. This then may result in a referral to the school's Leader for Inclusion whose name is Mrs. Carly Tranter and whose contact details are 01543 334245 senco@fulfen.staffs.sch.uk or through the school office 01543 510400
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.



How will I know how the school supports my child?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that includes:
 1. Classroom observation by the senior leadership team, the Leader for Inclusion and external verifiers
 2. Ongoing assessment of progress made by pupil in specific intervention groups
 3. Scrutiny of planning.
 4. Scrutiny of books
 5. Half termly moderation carried out by the SLT
 6. Pupil progress meetings are held every six weeks
 7. Parents have the opportunity to review the personal learning plans here times a year with the class teacher
 8. Whole school pupil progress tracking
 9. Attendance and behaviour records
- Information on the quality of teaching will be collated in a report to governors in the Inclusion Information Report

What if my child does not make the adequate progress?

- Pupils who are failing to make expected standard of progress are identified very quickly. Teachers at Fulfen carry out the following procedures
 1. These children are classed as ‘Catch Up’ and are entered on to the **Monitoring Sheet**. This states what the area of concern is and what the teacher intends to do to support the child. The Monitoring sheet is kept in the front of the class planning file and Inclusion file. These children are closely monitored and targeted by the teacher through targeted work.
 2. If the child makes no progress or is still below expected levels after 5/6 weeks then a then a **Cause for Concern Referral Form** should be completed and the issue discussed with the The Leader for Inclusion.
 3. An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 4. A decision will be made, in conjunction with The Leader for Inclusion, about whether the child needs to go on to the special educational needs register
 5. Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model



6. Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
7. If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from The Leader for Inclusion.
8. Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
9. SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (including for older children, and young people, targets around preparing for adulthood). Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
10. If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. Special Educational Needs Support Service (SENSS)
 2. Behaviour Support Service
 3. Dyslexia Centres
 4. Autism Outreach Team
 5. Hearing Impairment team
 6. Visual Impairment team
 7. Autism and Sensory Support in Staffordshire (ASSIST) Post 16
 8. Educational Psychologist Service
 9. Educational Welfare Officers
 10. Physical and disability support service
 11. Social Services
 12. School Nurse
 13. CAMHS (Child & Adolescent Mental Health Service)



Education, Health and Care Plans

- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
- For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

How will the curriculum be matched to my child's needs?

- Teachers plan using pupils' standardised scores and current knowledge by scaffolding learning to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

How will I know how my child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through the personal learning plan meetings and Parent's Evenings.
- Class Teachers will see parents upon request and The Leader for Inclusion upon request or when it is appropriate.

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

- Please look at the school website. It can be found at www.fulfen.staffs.sch.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class/subject teacher or The Leader for Inclusion may also suggest additional ways of supporting your child's learning.
- The school also organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.



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

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These are identified on our provision maps located on the school website and aim to support improved interaction skills, emotional resilience and wellbeing.
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' wellbeing and mental health.
- The school offers a range of physical education provision and a small group physical education intervention on a weekly basis to promote behaviour for learning, motivation and self-esteem.
- Fulfen also offers Positive Play the programme offers one to one support in a positive environment with Support Worker through a range of structured activities designed to meet his/her needs.
- **Pupils with medical needs**
- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

**What training do the staff supporting children and young people with SEND undertake?**

In the last three years school staff have received a range of training at awareness training has been provided to all staff on:

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- How to support pupils with Attachment difficulties

Enhanced training has been provided to Teaching Assistants and The Leader for Inclusion on:

- Leading a nurture Group
- Inference Training
- Introduction to Project Code X intervention
- Talking Partners
- Attendance at the termly SENCO Update

Specialist training is being provided to the SENCO on:

- The SEN Coordination award
- The school has regular visits from SENSS specialist teachers and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils.
- The Governor with specific responsibility for SEN has completed the SEN Governor training

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

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.



How accessible is the school environment?

In the last three years the following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception
- Ramps have replaced the two steps into school to ensure the site is accessible to all.
- One toilet has been adapted to ensure accessibility for visitors with a disability
- A medical room has been provided in order to enable a safe place for insulin testing/injections

Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:-

- A planned programme of visits are provided in the summer term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The Leader for Inclusion meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next school

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN and identified on the website
- The annual review in Y5 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.



- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx ,
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, The Leaders of Inclusion of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- Feedback from last year's Y6 pupils on the effectiveness of the transition process can be located on our website in the transition folder.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

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

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. nurture groups, Mathematics and English support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff



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

- For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, class teacher and parent. For pupils with an Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

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

This may be through:

- discussions with the Class Teacher, The Leader for Inclusion or a Senior Leadership Team member
- during parents evenings
- at Personal Learning Plan reviews

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class teacher
- The Leader for Inclusion
- The Headteacher
- For complaints please contact the School Governor with responsibility for SEN.

Their name is Sid Wynne Fenton

Support services for parents of pupils with SEN include:

Parent Partnership www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx

- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on spps@staffordshire.gov.uk.
- **Parent In The Know newsletters**
www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx



Glossary of SEN terms

AAP	Attendance Advisory Practitioner	ISR	In School Review
ADD	Attention Deficit Disorder	KS	Key Stage
ADHD	Attention Deficit & Hyperactivity Disorder	LAC	Looked After Child
ASD	Autistic Spectrum Disorder	LEA	Local Education Authority
BESD	Behavioural Emotional & Social Difficulties	LM	Learning Mentor
CAF	Common Assessment Framework	MLD	Moderate Learning Difficulty
CAMHS	Child & Adolescent Mental Health Service	NC	National Curriculum
COP	Code of Practice	OT	Occupational Therapist
CP	Child Protection	PSP	Pastoral Support Programme
DCD	Developmental Co-ordination Disorder	SaLT	Speech & Language Therapy
EAL	English as an Additional Language	SEN	Special Educational Needs
EP	Educational Psychologist	SEND	Special Educational Needs & Disability
FSM	Free School Meals	SENCo	Special Educational Needs Co-ordinator
FLO	Family Liaison Officer	SpLD	Specific Learning Difficulty
HI	Hearing Impairment	VI	Visual Impairment
IEP	Individual Education Plan		



Our Values and Beliefs

Fun inspiring welcoming

Using life skills to become a better person

Learning is exciting, our expectations are high

Feeling safe and cared for

Environmentally active

Never being afraid to make mistakes

Valued and listened to

Individuals matter

Showing respect for everybody and everything

Importance of our community all working together

Our health is important, we strive to be active

Nothing is impossible



