



Inclusion and SEND Policy

Fenstanton and Hilton Primary School

Reviewed by : The Full Governing Body

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1. Aims:

Our Inclusion and SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Fenstanton and Hilton Primary School, we provide an inclusive curriculum appropriate for all our children. We believe that every teacher is a teacher of every child or young person including those with Special Educational Needs and Disabilities (SEND), that SEND is a whole school priority and that the principle of inclusion extends to society as a whole and is the responsibility of all pupils, parents, governors, staff and the wider community.

Inclusion can be defined as attitudes and methods that ensure all learners can access mainstream education – it covers SEND pupils, academically more-able, and those with English as an additional language (EAL).

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' the provision provided within the adapted curriculum, to better respond to the four areas of need identified in the SEND Code of Practice: 0 to 25 years document. (2015).

Please refer to our school's [Send Information Report](#) for further information.

2. Objectives for Inclusion and SEND:

- To value the rich contribution that difference and diversity makes to our school. In recognising and responding to the diverse needs of children, we will use a range of flexible responses to meet such needs and accommodate their diversity.
- To seek the participation of all our children in learning which leads to the highest possible level of achievement and fulfilment for each individual.
- To ensure the views of the child (according to their age and understanding) and parents/carers are sought and valued.
- To identify and provide for all children's learning and physical needs as early as possible, using a range of strategies.
- To deliver planned and organised support for all children who are experiencing a learning difficulty or have a disability.
- To ensure all children's needs are met through the practice, culture, management, and deployment of resources.
- To work in close partnership with governors, staff, parents, children and outside specialists to create and maintain the best possible provision for all children who have been identified as having a special educational need in accordance with the Code of Practice.

2.1 How are we going to achieve this?

- Identify and provide for pupils who have special and diverse educational needs.
- Work within the guidance provided in the SEND Code of Practice (2015).
- Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- Provide a Special Educational Needs and Disability Coordinator (SENCo) who will work with the Inclusion and SEND policy.
- Provide support and advice for all staff working with special educational needs pupils.
- Work with outside agencies to plan for and deploy the best support for pupils.

3. Legislation and Guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities’ and schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school’s duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which sets out the school’s responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don’t share it
- The [Governance Handbook](#), which sets out governors’ responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school’s obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- The [UN Convention on the Rights of a Child](#) is an important, legally binding agreement signed by 196 countries (as of 12 July 2022) which outlines the fundamental rights of every child, regardless of their race, religion or abilities.

4. Definitions

4.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

Our school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions and provisions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> · Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia · Moderate learning difficulties · Severe learning difficulties · Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> · Mental health difficulties such as anxiety, depression or an eating disorder · Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder · Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> · A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment · A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

5. Roles and Responsibilities

5.1 The SENCo

The current SENCo is Mrs Jeana Dino and can be contacted via senco@fenstanton.cambs.sch.uk

The SENCo will develop effective ways to overcome barriers to learning, monitor TAs, monitor quality of training, and set targets for improvement.

The SENCo will therefore:

- Work with the SLT and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Work in close partnership with the parents / carers, pupils and staff

- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Timetabling and overseeing SEN related matters that require reviewing and liaison between staff, parents and, where appropriate, external agencies
- Advise on the deployment of the school's resources to meet pupils' needs effectively
- Advise teachers on how pupils might meet planned learning objectives
- Be the point of contact for and liaise with external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Review the provision on a termly basis to reflect progress shown through teacher assessment and monitoring of pupils' progress taking part in interventions
- Contribute to in-service training of staff and governors
- Attend Local Authority briefings and attend training opportunities to keep up to date with local and national SEND updates

5.2 The SEN Governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school
- Fulfil their statutory duties to pupils with special educational needs

The governor responsible for Inclusion and SEND is Mike Gregory.

5.3 The Headteacher

The Headteacher will:

- Work with the SENCo and SEND governor to determine the strategies development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.

- 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 responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Ensure 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
- 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 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

5.4 Class Teachers

Every member of staff is directly responsible for meeting the needs of all pupils.

In accordance with the SEND Code of Practice 2015:

6.36 - Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

6.37 - High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

The class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated and adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Identifying that a pupil has a need for additional support.
- Embedding a range of strategies to support identified pupils
- Planning, assessing, implementing and reviewing SEND provision, including interventions
- Ensuring interventions are delivered
- Supervising and directing any adults (such as TAs) involved in the learning of their pupils. Working closely with any teaching assistants or specialist staff to plan, deliver and assess the impact of support and interventions, and 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
- Participating in appropriate training
- Ensuring they follow this SEND policy, the SEN information report and the SEND Code of Practice 2015
- 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

5.5 Parent / Carer Partnerships

We believe that parents / carers have key information to offer and play a critical role in their children's education. All parents of children with special educational needs should feel that they are treated as partners.

Parents / Carers will therefore:

- Play an active and valued role in their child's education
- Be fully involved from the start
- Have the assessment process clearly and sensitively explained
- Offer unique insight on their child and any circumstances that might have an affect on academic and social progress
- Work in partnership with the school to help meet the child's needs
- Have access to external support and information networks

Parents / carers can access further support and information found in our SEND Information Report on the school's website and by clicking on the links to the Local Authority offer for SEND:

<https://www.cambslearntogether.co.uk/cambridgeshire-send>

5.6 Pupils and Pupil Participation

"Children, who are capable of forming views, have the right to receive and make known information, to express an opinion, and to have that option taken into account in any matter affecting them."

UN Convention on the rights of the Child 1989

We believe that all children with special educational needs have a unique knowledge of their own needs and their views about what would help them. Whenever possible the pupils will be consulted and their views taken into account when decisions are being made about their education.

Pupils will therefore:

- Be fully involved from the start of the process
- Have the assessment process clearly and sensitively explained
- Have their opinions listened to and valued
- Be helped to make informed choices and decisions
- Be involved in the setting and reviewing of targets
- Have their views sought and honestly recorded as part of the annual review process and at other times, as appropriate
- Have their successes celebrated and their efforts recognised
- Become confident, effective pupils
- Be treated with respect from the rest of their peers

Pupil participation in the curriculum and breadth of the school life is a goal for all pupils.

6. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually by the SENCo, and as soon as possible after any changes to the information it contains.

7. Our approach to SEND support

7.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, adapted and high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining Fenstanton and Hilton Primary School, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

7.2 Consulting and Involving Pupils and Parents

Fenstanton and Hilton Primary School will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record on Provision Map and parents will be aware if it is decided that a pupil will receive special educational provision.

7.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out an analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services such as the Local Authority Ordinarily Available Provision (OAP).

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention or strategy.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Provision Map, and will be made accessible to staff in an Assess, Plan, Do, Review plan (APDR).

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 or group teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

7.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-school expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care plan (EHCP)

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHCP. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

7.5 Evaluating the Effectiveness of SEN Provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress through APDR
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil voice
- Monitoring by the SENCO

- Holding annual reviews for pupils with EHCPs
- Getting feedback from the pupil and their parents

8. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

9. Links with External Professional Agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Paediatricians
- Family Inclusion Officers
- Agencies in partnership with the Local Offer
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers
- Social Services

10. Admissions

At Fenstanton and Hilton Primary School, our agreed Admissions Policy makes no distinction as to pupils with SEND. Our aim is to meet the needs of any child of any parent/carer who wishes to register their child at the school. In the case of pupils with an Education, Health and Care Plan, the SENCo will work closely with the Local Authority SEND casework officer in coming to a decision about the most appropriate provision for the pupil. No pupil can be refused admission solely on the grounds that he/she has SEND or that relevant resources are currently unavailable.

11. Access Arrangements

Additional Provision can be put in place for your child to access assessments if they meet the criteria set by the Department for Education. These may include additional time or a scribe. The class teacher and SENCo will meet to discuss whether your child would qualify for additional support.

12. Supporting pupils at Primary School with Medical Conditions

Fenstanton and Hilton Primary School recognises that pupils at our school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).

Some children may also have special educational needs (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision for which SEND Code of Practice (2015) is followed.

For further information, please see the school's policies on [Administering Medicines](#) and [Supporting Pupils with Medical Conditions](#).

13. Review of the SEND and Inclusion Policy

The governors will evaluate the success of this policy by enquiring how effectively pupils with special educational needs participate in the whole school curriculum and all activities. This will be reviewed annually. The governors will take into consideration:

- The aims of the SEND and Inclusion Policy and ensure these are being met
- The views of the parents / carers
- The views of the pupils (where appropriate)
- The views of the Headteacher, SENCo and staff

The governors will also ensure that the interventions for each pupil are reviewed regularly.

14. Monitoring arrangements

This policy and information report will be reviewed by the school's SENCo every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.

15. Links with other school policies and documents

This policy links to our policies on:

- SEND Information Report
- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Equality and Diversity Policy for School Staff
- Supporting pupils with medical conditions
- Administering Medicines