Fordbridge Community Primary School

Achieving excellence together

SEND POLICY

Policy written by	**SMBC / Sue Jones**
Date	**September 2026**
Ratified by Governors on:	**September 2026**
Signed:	**Sam Spencer**
Date to be reviewed:	**September 2027**

Fordbridge Community Primary School Special Educational Needs and Disability (SEND) Policy

This special educational needs policy should read in conjunction with our school's local offer (also called the SEN Information Report and can be found on the school website) and our accessibility plan. This policy will be reviewed annually and was ratified by the Governing body.

Aims of this SEND policy

The aims of our special educational needs and disability policy and practice in this school are:-

(1) To ensure that children and young people with SEND engage in the full range of activities offered by the school alongside pupils who do not have SEND.
(2) To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment
(3) To make every effort to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum.
(4) To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
(5) To work in partnership with the Local Authority and outside agencies including health professionals.
(6) To work in partnership with parents/carers and children in order to help them to be the best they can be.
(7) To improve the mental health and well being of young people at Fordbridge.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:-

"SEN: A child or young person has special educational needs if he or she has a learning difficulty or a 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.*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…****a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.'*** *This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

(https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Fordbridge SEND vision

We are committed to being a fully inclusive school, providing the best education possible to all of our pupils. We strive to ensure that all pupils achieve their potential: personally, socially, emotionally and academically, in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

How does our school know if children have special educational needs and need extra help?

We know children need help if:-

a) Concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.

b) A pupil asks for help.

c) Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:-

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

What should a parent do if they think their child may have special educational needs?

If parents have concerns relating to their child's learning then please discuss these initially with your child's teacher. This then may result in a referral to the school SENCo whose name is Miss Susan Jones and can be contacted on the school phone number - 0121 779 8040

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.

The kinds of special educational needs for which provision is made at the school

Children and young people with SEN have different needs, but all children with SEND are welcomed at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For children with an Education, Health and Care Plan (EHCP) or a statement of special educational need, parents have the right to request a particular school and the Local Authority must comply with that preference and name of the school or college in the Education, Health and Care Plan unless:-

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the Local Authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

SENCo's within the MAT are committed to ensure SEND policies are similar across all schools within the MAT.

How will the school support a child with SEND?

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 (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:-

(1) Classroom observations by the senior leadership team, the SENCo, external verifiers;
(2) Ongoing assessment of progress made by pupils with SEND;
(3) Work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
(4) Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND;
(5) Pupil and parent feedback on the quality and effectiveness of interventions provided;
(6) Attendance and behaviour records.

The school to ensure careful tracking and monitoring of SEN pupils, keeps a SEND register. Pupils on the SEN register who are receiving interventions from other staff in the school, may be set additional learning or behaviour targets. Children are removed from the SEND register when they are meeting targets consistently through plan do review cycle with the agreement of parent/ carers.

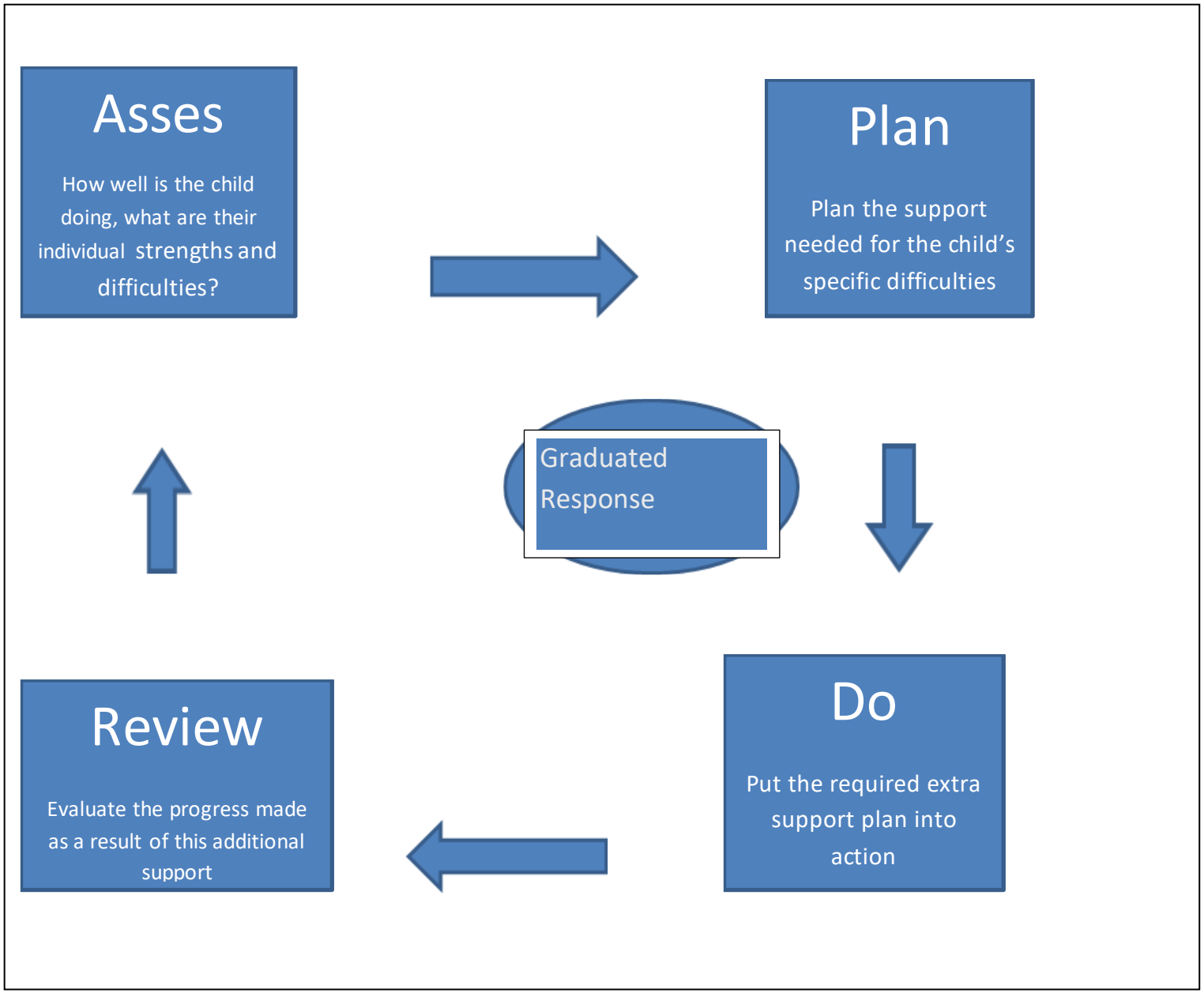
All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Parents/carers are involved in target setting and reviews with class teacher, TA and SENCo as well as also shared at events such as Parents' Evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.

Additional action to increase the rate of progress will then be 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.

If we consider at this stage that special educational provision is required, we will contact parents to discuss this.

Action relating to SEN support will follow an assess, plan, do and review model:



1. .

As a result of the review process we may decide to involve outside agencies for specialist support.

The range of agencies that come into school can be found in the school's local offer (SEN information report).

The school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot be provided from within the school's own resources, will be set targets in the form of a My Plan. An individual pupil My plan will be reviewed after 8- 10 weeks. If pupil is still not making sufficient progress, then a further My Plan targets will be set and reviewed again after 8- 10 weeks. If following the second My Plan review and the individual pupil is not making adequate progress and also meets EHCP thresholds, then 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 Plan (EHCP) being created.

The school keeps

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

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the SENCo and/or external specialists.

In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

For further information around implementation see SEND report.

How will parents know how their child is doing?

Parents/ Carers will be invited to attend review meetings termly and work in partnership to support their child.

Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents Evenings.

Parents may also find a home-school diary a useful tool to use to communicate with school staff on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0121 779 8040.

How will parents be helped to support their child's learning?

Please look at the school website. It can be found at **myschool@local authority.gov.uk** and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the school website offers advice on ways parents can support pupils with specific learning difficulties, suggested websites for further information.

The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.

The school organises a number of parent and Inspire 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 how to support your child's learning.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

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

At Fordbridge Community Primary School we are committed to the wellbeing and mental health of the whole school community. We have implemented the **SMILE** approach across school in order for everyone to reach their full potential and to develop strategies to encourage positive mental health and wellbeing. This whole school approach addresses the 5 areas promoted by the NHS in order to manage our own wellbeing.

SMILE stands for - **Socialise Movement Interest Learning Engage**.

The school also offers a wide variety of pastoral support for children. 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. Please visit our website to see the topics that are included within this area of the curriculum.

Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.

The school employs two family support workers, who support families across the school. They work directly with families and individual pupils to develop self- esteem and reduce barriers to learning.

We have three Learning Mentors who support pupil's well-being throughout the day. This can include meet and greets, 1:1 self -esteem, targeted support, social skills, friendship groups. They also support children during lunchtimes and breaks, both through play activities in the playground, as well as social groups within school. One learning mentor, Mrs Loewy who works also to support children with ASD (Autistic Spectrum Disorder) throughout the school. This includes making changes to the learning environment to reduce sensory triggers, 1:1 and small group mentoring, social and friendship groups and observations within the classroom and playground to enable appropriate provision is put in place. Mrs Loewy is the also the Lead for ASD at Fordbridge.

Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the provision maps and updated half termly by Learning Mentor or member of staff who has led the intervention group. These interventions aim to support improved interaction skills, emotional resilience and well-being.

The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health. The school undertakes the Every Child Matters questionnaire every year. Information from the results of these help us to improve support for children. At Fordbridge the school is working on a whole school ethos to improve mental health across the school. Two members of staff are also trained as Mental Health First Aiders.

For information about pupils with medical needs please refer to the Medicines in Schools Policy.
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

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

At Fordbridge Community Primary School we believe in enhancing our skills through regular training. See the Continuing Professional Development (CPD) policy for information and our local offer for the most recent training provided to staff

In the last two years school staff have received a range of training relating to SEN at three levels awareness, enhanced and specialist.

Specialist training has been provided to the SENCo and designated staff:

- NHS Speech Language Therapist set targets and advice on delivery for targeted pupils. These programmes are then delivered by a trained Teaching Assistant. Pupils with specific language disorders are supported by the Speech and Language Communication team (SLCN). In some cases these pupils receive targeted support in school delivered initially by a teacher from the SLCN team who will assess and set targets to be delivered in school by an individual language support worker.
- The school has regular visits from SEN specialist teachers for ASD, Speech and Language, Early Years, Physical, Visual impairments and Hearing Impairments, who provide advice to staff to support the success and progress of individual pupils
- The school also purchases additional support through SISS SEMH team and SENTAA (cognition and learning difficulties)
- Due to the number of children with significant speech and language needs in the school. The school has purchased the services of a skilled speech therapist one day a week to assess, set up individual programmes, deliver training for both staff and parents as well as support further assessments such as towards EHCP's.
- The school has regular visits by Physiotherapists and Occupational Health to assess and plan support for targeted pupils. These programmes are then delivered daily by trained Teaching Assistant or SENCo
- EVAC training for safe evacuation of pupils with Physical Disabilites from site
- Manual Handling, including hoist training to support pupils with Physical Disabilities
- The Governor with specific responsibility for SEN, meets with the SENCo each term to ensure continuity of SEND across the school. They have also attended relevant staff SEND training, as well as taken part in SEND learning walks.

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 support children in participating in school activities.

How accessible is the school environment?

The school moved into a new build in September 2015. In the last three years the following adaptations have been made to the school environment:-

- Disabled parking spots marked and located next to the school reception
- All exits have ramps to ensure the site is accessible to all
- The school has a lift to the first floor classrooms
- All staff toilets are adapted, so they are accessible for visitors with a disability
- A medical room has been provided in order to enable a safe place for medication to be given
- There are several disabled toilets for pupils. One on the ground floor has an electrically operated changing bed, hoist, shower and toileting facilities to support pupils with medical and physical disabilities.
- A Learning Mentor room for vulnerable pupils.

Our Accessibility Plan (statutory requirement) 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/support my child when moving classes or joining or transferring to a new school?

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

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils identifying as needing it, starting school in September.
- Parents/carers are invited to a meeting in the Summer term at the school and are provided with a range of information to support them in enabling their child to settle into the school routine, such as a transition book to share with child over the summer holiday.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- Where a child with SEN is transferring to Fordbridge from another school, we try to arrange a full transition programme involving visits to Fordbridge in order to prepare them for the move.

Transition to the next school, preparation for adulthood and independent living

Primary:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website.
- The annual review in Y5 for pupils with an EHCP 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 provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCo's of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- Feedback from last year's 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.

After school:

- The school adheres to the guidance in **Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff April 2014.** http://preview.tinyurl.com/mn5muuo. This places a duty on schools to secure independent careers guidance for all Y8-Y13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways. In this school, careers education is organised by ……..
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. https://nationalcareersservice.direct.gov.uk or examine options identified in the local offer published by the Local Authority which sets out details of SEND provision – including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that plan from Year 9 at the latest and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

In Solihull all young people with Education Health and Care Plans will receive support from the Solihull Specialist Careers Service.

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 that includes:-

(1) A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
(2) The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
(3) The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services.

(4) For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website. These target the road areas of need:-

- Cognition and learning
- Behavioural, emotional and social
- Communication and interaction
- Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

http://www.councilfordisabledchildren.org.uk/media/409191/cdc_funding_briefing_for_parents_-_final.pdf

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

- For pupils with SEN but without an/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

Level of targeted support through Specialist provision and targeted provision is dependent upon capacity of staffing and number of pupils requiring additional support. This level of capacity can vary from year to year dependent upon number of SEN pupils.

The role of the Pupils and Families committee

The Pupils and Families committee is dedicated to making Inclusion an important thread that runs throughout all activities at Fordbridge Community Primary School.

The committee meets on a regular basis to monitor and report on inclusion issues. Fordbridge's Inclusion panel consists of 3 members of the Governing Body who have a focus on inclusion, as well as the Head Teacher (Mrs Simcox), Assistant Headteacher/DSL (Mrs Reilly), SENCo (Miss Jones), Deputy DSL and Family Support Worker (Mrs Lockley) and the school EAL (English As Additional Language) Lead (Mrs Gouldon)

The committee is responsible for recommending to the Governing Body, policy decisions on Inclusion and for the approval of delegated policies. They also monitor the school response to the Equality Act 2010 as well as the Special Educational Needs and Disability code of practice 0-25 (2014).

Part of this monitoring is to eliminate unlawful discrimination and to improve equality. They also ensure there are secure environments in which all children can flourish. They ensure that all contributions from families are valued, so as to understand equality and diversity.

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

This will be through:-

- discussions with the class teacher, SENCo or Senior Leadership Team member;
- during parents' evenings;
- during IEP, annual reviews
- meetings with support and external agencies.

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

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:-

- Your child's class teacher;
- The SENCo;- Miss Susan Jones
- The Headteacher – Mrs Harriott Simcox
- Deputy Head teacher/ Inclusion Lead – Mrs Natallie Reilly

For any complaints, please contact the School Governor with responsibility for SEN. Their name is Kath Minett-Waller, and they can be contacted via the school.

Support Services for parents of pupils with SEN include:

- *Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located http://solihullsendias@family-action.org.uk* . ***Contact:*** Solihull SENDIAS, Sans Souci Training Centre, Shirley, Solihull, West Midlands, B90 4DD Tel: 0121 516 5173

- *The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supports aim to provide guidance to parents regarding the EHCP process. A FAQ fact sheet on Independent Supporters is located here http://preview.tinyurl.com/ox2q3cv.*
- *For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here http://preview.tinyurl.com/qx5a8vq.*
- *Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decision about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here http://preview.tinyurl.com/ovq4so3.*

Information on where the Local Authority's Local Offer can be found

Solihull's Local Offer can be found via this link:-

http://socialsolihull.org.uk/localoffer/

Date the policy was agreed by Governors: September 2026

Signed: S.Spencer

The Special Educational Needs and Disability Regulations 2014

Schedule 1: Information to be included in the SEN information report – in Solihull this is also known as the school's SEN Offer.

1. The kinds of special educational needs for which provision is made at the school.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:-
   (a) how the school evaluates the effectiveness of its provision for such pupils;
   (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
   (c) the school's approach to teaching pupils with special educational needs;
   (d) how the school adapts the curriculum and learning environment for pupils with special educational needs;
   (e) additional support for learning that is available to pupils with special educational needs;
   (f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
   (g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN Coordinator.
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
10. How the governing body involves other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with Section 32. (Section 32 refers to the Local Authority's duty to provide information on mediation).
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.
13. Information on where the Local Authority's local offer is published.

Glossary

(A glossary of terms is included in the appendices of the SEND Code of Practice)

DfE:	Department for Education
EHCP:	Education, Health and Care Plan
LA:	Local Authority
SEN:	Special Educational Needs
SEND:	Special Educational Needs and/or Disability
SENCo:	Special Educational Needs Coordinator (also written as SENCO)
SENDIAS	Special Educational Needs Disability Information Advice and Support Service (previously known as Parent Partnership)

Use info from parents info – summer