



SEND Policy and Information Report

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1. Aims

Our SEND policy and information report aims to:

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

Our Vision

All pupils with special educational needs and or disabilities - whether physical, intellectual, social or emotional - should, wherever possible, be included in mainstream school. They should have access to appropriate educational provision to allow them to experience a broad and balanced curriculum. It is intended that such provision should enable them to achieve well and experience personal success. We recognise that many pupils will have an additional need at some time during their school life. As a school, we follow the SEND Code of Practice.

All pupils with SEND are taught a full range of subjects by teachers with training and experience of adapting lessons/differentiating activities to make them accessible, but appropriately challenging, for all pupils. Pupils have access to all aspects of the curriculum unless otherwise stated in a published and agreed Education and Health Care Plan (EHCP). The quality of every teacher's provision for pupils with SEND is observed, monitored and challenged as part of the school's quality assurance processes and the annual appraisal arrangements. The school provides regular training throughout the year to support teachers in addressing specific SEND, ensuring that pupils receive 'quality first teaching' (i.e. high quality, inclusive practice).

Learning Support Assistants (LSAs) provide additional support in and out of the classroom to help pupils access the curriculum. Special 'Access Arrangements' may be put in place for examinations, such as the Year 6 SATs and GCSEs. Targeted pupils may access additional learning opportunities and/or intervention. Our aim is to encourage and prepare all pupils to become more independent learners.

At Fulbrook:

- Staff view SEND as a whole school responsibility.
- We ensure that all pupils have access to a broad and balanced curriculum.
- We provide an environment that encourages learning and promotes pupil confidence.
- We provide a differentiated curriculum appropriate to the individual's needs and ability.

- We ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- Pupils identified as having SEND are fully supported in a variety of ways.
- Pupils with SEND take as full a part as possible in all school activities.
- Parents of pupils with SEND are kept fully informed of their child's achievement (progress and attainment).
- Pupils with SEND are involved, where practicable, in decisions affecting their future provision.

2. Legislation and guidance

- This policy and information report 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care plans (EHCP), SEND coordinators (SENDCOs) and the SEN information report
- [The Equality Act 2010](#), which has replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it is unlawful to treat someone.

3. Definitions

3.1 Special Educational Needs

A pupil has SEND if he/she has a learning difficulty or disability, which calls for special educational provision to be made.

Pupils have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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.

3.2 Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010. This is defined as:

- 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.

According to the SEN Code of Practice (DfE, 2014a:5): 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This may include children and young people with long-term medical conditions for whom adjustments will be made as required by the Equality Act, 2010.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCo is Mr Sam Trotter

The SENDCo will:

- Work with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for 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 Head Teacher 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 SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Head Teacher

The Head Teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Subject teachers

Each teacher is responsible for:

- The progress and development of every pupil in his/her class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision

- Ensuring that this SEND policy is followed.

4.5 Parents and Carers

Parents and carers are expected to liaise with the school and attend relevant meetings. Please see section 5.5 of this document.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs. The four broad areas of need, listed below, give an overview of the range of needs that are planned for. The purpose of identification is to work out what action we need to take, not to fit a pupil into a category.

- **Communication and interaction**, for example: Autistic Spectrum Disorder and Speech and Language difficulties.
- **Cognition and learning**, for example: Dyslexia, Dyspraxia (DCD), Dyscalculia, Auditory Processing Disorder, Moderate Learning Difficulties, Literacy and Numeracy difficulties.
- **Social, emotional and mental health difficulties**: for example, Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder, Mental Illness/Depression and Self harm.
- **Sensory and/or physical needs**: for example, Visual Impairments, Hearing Impairments, processing difficulties, Epilepsy, Moderate, Severe, Profound and Multiple Learning Difficulties.

Communication and interaction.

- Children 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can affect how they relate to others.

Cognition and learning.

- Support for learning difficulties may be required when children 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 children 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 children 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, sometimes known as developmental coordination disorder.

Social, emotional and mental health difficulties.

- Children 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 may have disorders

such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. We have clear processes to support children, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs.

- Children with sensory processing disorder may require reasonable adjustments to help them manage in school (e.g. adjustments to uniform). Some children 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 with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

5.2 Identifying pupils with SEND

We have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child. A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

It can also include progress in areas other than attainment – for instance, where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

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

5.3 Assessing needs

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, our school considers evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

The first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENDCo assesses whether the child has SEN. Where there is no clear decision, the child is put on the school's monitoring

process and is reviewed at each assessment cycle; parents will be informed of this decision by the Class Teacher. At each review meeting, a decision will be made by the Class Teacher whether the child should remain on the monitoring process. This is based on whether clear progress is being made and whether the gap is narrowing between the child and their peers. Where clear progress is not being made, a decision may be made to investigate the child's strengths and weaknesses further, to ascertain whether there is a SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and does not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. We recognise that some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

While informally gathering evidence (including the views of the pupil and their parents) we do not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. We are alert to emerging difficulties and respond early. We listen, value and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by children themselves.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, we assess to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

We are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but can have an impact on well-being and sometimes this can be severe. We ensure we make appropriate provision for a child's short-term needs in order to prevent problems escalating.

Identifying and assessing SEN for children whose first language is not English requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN. Where appropriate, liaison alongside the child's parents with the Speech and Language Team may be used to assess whether the difficulties are primarily due to English being an additional language, or whether there are additional needs present.

5.4 Assessing and reviewing pupils' progress towards outcomes

Where a pupil is identified as having SEN, we act to remove barriers to learning and put effective special educational provision in place. We shall follow the graduated approach and the four-part cycle of **assess, plan, do, review**. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making at least good progress and securing good outcomes. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENDCo, carries out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to his/her peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

We take seriously any concerns raised by a parent which are compared to our assessment and information on how the pupil is developing. This assessment is reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. In some cases, outside professionals from health or social services may already be involved with the child. The school liaises with these professionals to help inform the assessments. Where professionals are not already working with school staff the SENDCo may contact them, with parental consent.

At Fulbrook School, we are experienced in using the following assessment tools to assess pupils:

- GRT II (Group Reading Test II - NFER Nelson)
- BPVS (The British Picture Vocabulary Scale)
- The BOXALL Profile (Nurture Group Network)
- LASS/RAPID (Dyslexia screener)
- SDQ (Strengths and difficulties questionnaire)
- CATs (Cognitive abilities tests)

Plan

Where it is decided to provide a pupil with SEN support, the parents are formally notified. The teacher and the SENDCo agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on a pupil's support plan. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge. Parents are made fully aware of the planned support and interventions and, where appropriate, plans seek parental involvement to reinforce or contribute to progress at home.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date, at least termly. The impact and quality of the support and interventions are evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents have information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an Education, Health and Care Plan (EHCP), the Local Authority must review that plan as a minimum every twelve months. We co-operate with the Local Authority in the review process and, as part of the review, the Local Authority can require us to convene and hold annual review meetings on its behalf.

5.5 Consulting and involving pupils and parents and carers

We shall have an early discussion with the pupil and the parents and carers when identifying whether special educational provision is needed. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' and carers' concerns
- 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 and given to the parents/carers. We shall notify parents when it is decided that a pupil will receive SEND support.

Parents and carers will be invited to all planning and reviews of provision for SEND. They will be actively supported to contribute to assessment, planning and review. Wherever possible, annual reviews will also include other agencies involved with the pupil. Information will be made accessible for parents and carers.

Other opportunities for parent consultation include:

- Recorded Planning / Progress meetings / Structured Conversation
- Parents' Evenings
- Provision review meetings
- Written reports
- Methods of communication: meetings, email, phonecalls and via the school bulletin
- Annual Reviews (for those pupils with an Education, Health and Care Plan - EHCP)
- Questionnaires
- Interviews
- Open evenings/ coffee mornings once per half term

5.6 Supporting pupils moving between phases and preparing for adulthood

At Fulbrook School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

We support transition from lower/primary to secondary school through:

- Open evenings
- Transfer days

As pupils prepare for the next stage of their education, as well as for adulthood, outcomes should reflect their ambitions. These could include chosen upper or secondary school, higher education, employment, independent living and participation in society. At Fulbrook School, we facilitate this transition in the following ways:

- Information sharing
- Team around the Child (TAC) meetings
- Local Authority involvement
- Early Help Assessment (EHA)
- Careers advice through Personal development curriculum

We shall share information with the school or other setting, to which the pupil is moving. We shall agree with parents and pupils which information will be shared as part of this.

5.7 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils, who have SEND. This will be differentiated for individual pupils. Subject teachers are expected to follow the '5 a day' principle.

- Explicit instruction
- Cognitive and metacognitive strategies
- Scaffolding
- Flexible grouping
- Using technology

We also provide the following interventions, where appropriate:

Cognition and Learning

Reading and thinking

Word shark

Precision Teaching

Handwriting Practice

Numeracy Booster group (computer programme in class at appropriate level)

Literacy Booster group (1:1 reading in tutor time)

Communication and Interaction

Speech and Language Support (as advised by SaLT)

Socially Speaking (PSHE Intervention)

Looking and Thinking

Listening and Thinking

Talkabout by Alex Kelly

Social Stories by Carol Gray

Social, Emotional and Mental Health

School Nurse Service

Play Therapy

Pastoral support

Learning Mentors

Lego Therapy

Art Therapy

School counsellor (once a week, in-school referral)

MHST (once a week via CAMHS MHST referral)

Creative Therapist (two days a week, no referral required for lunchtime drop-in service, referrals for small group Social interaction groups, emotional regulation groups and 1;1 counselling through a variety of creative mediums).

Physical/Sensory

Advice from the following services:

HAST Hearing Impairment Service

Occupational Therapy

Physiotherapist (previous advice for the PE department)

This is not an exhaustive list of the interventions that we can offer.

5.8 Adaptations to the curriculum and learning environment

At Fulbrook School, adaptations are made to the curriculum and the learning environment of children and young people with special educational needs and disabilities.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, small group support, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, reading pens, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Access arrangements for examinations.

This is not an exhaustive list. Please see the school's *Accessibility Plan* for more information.

5.9 Additional support for learning

Wherever possible, additional support for learning is provided within regular lessons, in order to ensure that pupils are fully included and experience the same mainstream experience as their peers.

The school agreed structure is for 10 Learning Support Assistants.

Teachers and learning support assistants will support pupils in small groups to target specific needs. There are many benefits of small group work, including enabling pupils to interact and engage in conversation more readily; gaining confidence in a small group setting prior to returning to a whole class situation, etc. It is vital that careful consideration is given to the dynamic of the group.

Some of our SEND pupils are also allocated a learning support assistant as a 'keyworker'. The learning support assistant will informally catch up with SEND pupils on a regular basis or deliver personalised interventions to support pupils socially and emotionally. We work with the following agencies to provide support for pupils with SEN:

- Links with external professionals –Educational Psychologist /CAMHS / CHUMS/ Paediatrician /Hearing and Visual Impairment Teams, Speech and Language therapists, Occupational Health Therapists, Physiotherapists, etc.
- School nurses
- School counsellors
- Local Authority SEND contacts; Multi-agency meetings, when required and Care Plan arrangements.

5.10 Expertise and training of staff

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) Mr Sam Trotter, is a qualified teacher of 5 years and will be completing the National Award for SEND Coordination next year. Additionally, he has the following qualifications:

- Foundation degree in Learning and Teaching
- BA Hons degree in Learning and Teaching

The additional members of the team consist of ten learning support assistants and an Assistant SENDCo and Administrator.

Other specific staff qualifications/training/expertise within the teaching team include:

- NASENCO – National Award for Special Educational Needs Coordination (our Head Teacher has this qualification)
- NVQ Teaching Assistant awards
- QCF Supporting Teaching & Learning
- City & Guilds Teaching Assistant certificates

In the last academic year, staff at Fulbrook have had whole-school training in:

- Supporting pupils with Autistic Spectrum Disorder
- Quality First Teaching
- Role of learning support assistants
- Trauma informed teaching strategies
- Self-Harm and suicidal ideation
- ACEs
- What makes an effective Learning Support Assistant (using EEF publications)

We use specialist staff for a range of targeted interventions, including support in reading, writing and/or mathematics; support for specific learning difficulties; social interaction and pastoral support.

Our SENDCo Administrator has 19 years' experience in the area of SEND.

Their primary responsibility is to oversee and manage the SEND provision across the school.

5.11 Securing equipment and facilities

The school uses its own budget (including top-up funding) to provide the majority of resources and facilities that are needed to provide for pupils with SEND. Some specific resources come through other agencies, e.g. equipment to support hearing impairments or to support those with significant physical difficulties. Sometimes the school will secure resources through making applications for additional funding.

The type of support, equipment and facilities needed to support children with SEND is led by the child's individual need. Children with an EHCP (Education Health and Care Plan) will have the needs outlined in the plan met through a variety of support and interventions in and out of the classroom.

5.12 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half-termly
- Using pupil questionnaires or interviews
- Monitoring by the SENDCO
- Monitoring of staff deployment
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Making comparisons with local and national data
- Completing SEND Audits
- Monitoring the impact of specialist intervention, tutoring and mentoring programmes

5.13 Enabling pupils with SEND to engage in activities available to those in the school, who do not have SEND

All of our extra-curricular activities - including our before-and after-school clubs - and school visits are available to **all** our pupils.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day, school performances and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. We shall use our best endeavours to meet the needs of a young person, to enable them to be included in a school visit. However, there may be occasions when, having fully risk assessed the situation, a student is not able to go on the visit. Safeguarding and safety is paramount.

5.14 Support for improving emotional and social development

The SEND Department is committed to improving emotional and social development. This includes extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying and to ensure pupil safety.

Some of the following may be used:

- School inclusivity ethos
- Pastoral contacts
- Mentoring schemes

- Support for unstructured times
- Personal care provisions
- Counselling/school nurse provision
- Support/advice from outside agencies, such as Child and Adolescent Mental Health Service (CAMHS); CHUMS (Child bereavement, trauma and wellbeing service), etc.
- Pupil surveys
- Parent surveys
- Anti-Bullying initiatives – with a focus on understanding individual circumstance and needs – including the use of our Anti-Bullying Ambassadors
- Key working
- Creative therapy drop-in times

We also provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of 'Inclusion club' to promote teamwork/building friendships etc.
- We have a zero-tolerance approach to bullying.

5.15 Pastoral Support

As well as the pastoral support offered by our team of Form Tutors and Key Stage Leaders, we have three dedicated Pastoral Support Team members, our Pastoral Manager, Mrs Carlene Street, Pastoral Support Coordinator, Mrs Jane Nicholls and Pastoral Support Assistant Lily McCarthy. Please see our website for the link to information regarding their role. They can be contacted by telephone, via the school office, or by email: studentsupport@fulbrook.school

5.16 Working with other agencies

The school involves other bodies, including health and social care, local authority support services, etc. to meet pupils' SEND and to support their families. The following list is not exhaustive, but gives examples of some of the work with other agencies, in which the school engages:

- Liaison with Local Authority specialists, e.g. Access and Inclusion and Educational Psychologists, SEND Support Team and Social Services.
- Liaison with outside Agencies, e.g. CAMHS (Child and Adolescent Mental Health Services), CDC (Child Development Centre), CHUMS (Child Bereavement and Trauma Service/Emotional Wellbeing Service), ASD Outreach (Autistic Spectrum Disorder) JIGSAW and Umbrella.
- Liaison with charitable organisations such as 'SNAP', Autism Bedfordshire and 'Outside In'.

5.17 Complaints about SEND provision

In the first instance, we encourage parents to discuss their concerns with their child's form tutor.

If your questions and/or concerns have not been addressed at this stage, you should contact the SENDCo: Mr Sam Trotter or Assistant SENDCo: Mrs Debbie Johnson.

Should you further remain dissatisfied, your specific concerns should be addressed to Mrs Samantha Clancy, Head Teacher.

If you are still unhappy, the governor with responsibility for SEND, Clare Evans, should be contacted.

If the complaint is not resolved, after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contacted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if this case refers to disability discrimination, or to the Secretary of State for all other cases.

Please see staff contact details in section 5.19, in order to raise a concern.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.18 Contact details of support services for parents of pupils with SEND

Special educational needs and disability (SEND) parent, children and young person partnership service offers a range of services, including:

- Free, confidential and impartial information relating to your child's special educational needs.
- Drop-in sessions for parents and carers about the services available in Bedfordshire □ Regular newsletters to provide help and advice.
- Trained independent parental supporters, who may be able to support at a meeting with either the school or local authority.
- Information regarding parents' rights and responsibilities, and whom you can talk to about your child.

Contact details - telephone: **0300 300 8088** or email: cbcsendpypps@centralbedfordshire.gov.uk

Further information can be found at:

<http://www.centralbedfordshire.gov.uk/children/sen-disability/send-partnership/overview.aspx>

5.19 Contact details for raising concerns

If you have a concern, please contact your child's form tutor in the first instance. All members of staff can be contacted by telephone, via the school office, or by email. Please see our school website for further details.

| Job title | Name | Contact details |
|------------------|-----------------|--|
| Head Teacher | Samantha Clancy | Headteacher@fulbrook.school |
| SENDCo | Sam Trotter | strotter@fulbrook.school |
| Assistant SENDCo | Debbie Johnson | djohnson@fulbrook.school |
| Pastoral Manager | Carlene Street | cstreet@fulbrook.school |

| | | |
|-------------------|-------------|------------------------|
| Governor for SEND | Clare Evans | cevans@fulbrook.school |
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5.20 The local authority local offer

Our local authority's local offer is published here: <http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo annually and taken to governors for approval. It will also be updated if any changes to the information are made during the year. These changes will also need to be approved by the governing board.

7. Links with other policies and documents

This policy links to our:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Policy on supporting pupils with medical conditions