



FOUNTAINS

PRIMARY SCHOOL

Always achieving our potential

SEND Policy and Information Report

Written: September 2025

To be Reviewed: September 2026

Policy Owner: Miss Eleana O'Hare (SENDCo)

Ratified: Governing Body – October 2025



ALWAYS ACHIEVING OUR POTENTIAL

1. Aims and Objectives

Our Special Educational Needs and Disabilities policy and information report aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will support and make provision for all of our pupils who have additional needs and disabilities
- Provide our pupils access to all aspects of school life
- Help our pupils to fulfil their aspirations and achieve their best
- Help our pupils with SEND become confident individuals living fulfilling lives
- Explain the roles and responsibilities of everyone involved in providing for our pupils
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

Fountains Primary School and the Esteem Multi Academy Trust ensure that all of our pupils achieve their potential, with the best possible educational outcomes, through the implementation of the school's strong curriculum design, encompassing four curriculum pathways and the emphasis on the development of each child's character education through the extra curricula offers provided.

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 (EHC) plans, SEN co-ordinators (SENCOs) and the 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 set 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 the Governors and Trustees' 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

This policy also complies with our funding agreement and articles of association.

3. Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum, the provision and the school environment to make sure that all of our pupils are included in all aspects of school life.

4. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for 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 the majority of the 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.

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.

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

The needs of our pupils

All our pupils have an Education, Health and Care Plan (EHCP) clearly detailing their special education needs, approaches to meeting these needs and required provision. Our pupils have a wide range of needs including:

- Communication and interaction, for example, Autistic Spectrum Disorder, speech and language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, physical impairment, multi-sensory impairment
- Moderate/severe/profound and multiple learning difficulties

For details on pupil admission arrangements for Fountains Primary School, please see the school website.

5. Roles and responsibilities

The SENCO

The SENCO at our school is Eleana O'Hare, who achieved the National Award in Special Educational Needs Co-ordination in July 2024.

They will:

- Work with the headteacher and Chair of Governors to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support all pupils.
- Provide professional guidance to colleagues and work with staff, parents, other agencies to ensure that pupils with SEN receive appropriate support and provision from a wide range of agencies available.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively, including pupil premium spend
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Work with the LA to ensure EHCP's are current and relevant to the pupils needs, including funding.
- When appropriate, work/meet with local schools or other SENCO's for collaborative practice
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Ensure the school keeps its records of all pupils up to date and accurate.
- With the headteacher, 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 headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates within this policy
- With the headteacher 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
- Be responsible for the process of ingoing and outgoing transition, considering the pupil and their needs and ensuring all relevant information around the child is communicated to those involved

The Headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- With the SENCO monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- 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

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and 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
- Attending regular training to ensure practice is current and supports the needs of every pupil in their class
- Ensuring they follow this SEND policy and the SEN information report
- Through the EHCP annual review process communicate with parents/carers regularly to:
 - Set clear outcomes and review progress towards them; suggesting new targets or provision when necessary
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent/carer, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil
 - Liaise with external professionals, when necessary, to meet/support the needs of all children

Parents/Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development. The success of our pupils relies on strong links between all of our stakeholders in school (children, school staff, parents/carers, governors and other professionals).

Parents/carers have the opportunity to consult on their child's education:

- On a daily basis via the communication system used by the school, email and through conversations with staff
- At any time by making an appointment with the relevant member of staff
- Daily drop ins with a member of the well-being team, wherever possible
- At parent/teacher meetings which happen three times per year (in which children are also invited to attend).
- Through regular parent forums held on a variety of needs led topics.
- Annually at the EHCP review (in which children are also invited to attend).

Parents/carers will also be:

- asked to provide information about the impact of support outside school and any changes in the pupil's needs
- given three reports on their child's progress every year
- given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

The school will take into account the views of the parent or carer in any decisions made about the pupil.

Pupil's involvement

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

The Governing Board and Board of Trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child

- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy and information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND link Governor

The SEND link governor is Tim Halford (thalford@fountains.staffs.sch.uk)

The SEND governor will:

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

6. 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 all pupils and this will be adapted for individual pupils.

We will also provide the following interventions:

- Classes grouped by stage not age
- Smaller class sizes with a higher ratio of staff to pupils
- Read, Write, Inc. Synthetic Phonics Programme
- Numicon and White Rose Maths

Adaptations to the curriculum and learning environment

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

- Offering four curriculum pathways that support every child's learning needs

- Using a range of equipment and resources to ensure that further adaptations are made which allow all pupils to have full access to the curriculum offer
- Offering 1:1 and small group teaching for pupils where appropriate
- Through the carefully planned activities and lessons delivered
- Ensuring that staff have a high level of CPD to support the learning needs of all pupils
- Using recommended aids, such as high tech devices, coloured overlays, visual timetables, larger font, etc... where needed
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing memorable moments to add to a pupil's schema etc.
- An emphasis on Personal Learning and Thinking Skills throughout the school day (our school values)
- Personal, Social and Health Education lessons
- The inclusion of lunch and playtimes as part of the taught day where pupils are supported to learn and practice social skills.
- Staff modelling appropriate behaviour and using positive reinforcement to reward pupils when they get things right.
- Small class sizes which enables pupils to feel confident in speaking out.
- Learning in the community enabling pupils to learn appropriate social behaviours.
- Development of the Zones of Regulation which promotes 'Emotional Literacy'
- High quality assessments of pupils' social and emotional ability leading to design of intervention resources.
- Nurture sessions as appropriate
- Wide range of class based resources to support pupil well-being.

Additional support for learning

We have a large number of support staff who are trained in house to deliver a wide range of wider interventions such as:

- Attention Autism
- Symbols/Makaton to increase all communication opportunities
- Voice output devices
- Switch operated equipment
- Intensive interactive
- Hydrotherapy
- Rebound therapy
- Speech and Language Programmes
- Occupational Therapy/Sensory Integration programmes
- Sensory processing programmes
- Physiotherapy Programmes

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- Visual impairment Programmes
 - Hearing impairment Programmes
 - Thrive
 - Legotherapy

Training will regularly be provided to all teaching and support staff. The headteacher and full Leadership Team including 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. Teaching assistants will support pupils on a 1:1 basis and in small groups depending on the provision set within a child's Educational Health and Care Plan (EHCP).

The school has a 'meeting the needs of all our learners' provision map that can be viewed on request.

7. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

8. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

9. Working with other agencies

Working with other professionals is crucial in meeting the needs of our pupils. We have access to a number of other professionals, these include:

- NHS Speech and Language Therapy
- NHS Physiotherapy
- Occupational Therapy (1 OT Therapist and 1 OT assistant 2x weekly funded by school)
- NHS Occupational Therapy
- Speech and Language Therapy (1 SALT Therapist 4x weekly funded by school)
- NHS School Nurse
- School Health Care Assistant (funded by school)
- Mental Health in Schools Nursing Team
- Visual Impairment Team
- Hearing Impairment Team
- Community Paediatrician
- Education Psychologist
- Sensory Support
- Senior Family Support Worker (funded by school)
- Early Help Team (Funded by School linked to the Esteem MAT)
- Child and Adolescent Mental Health Services (CAMHS)
- Dietician
- Epilepsy Nurse
- Learning Disability Social Workers

10. Admission and Accessibility arrangements

Please see our Admissions policy on the school's website for details on pupil's admission into our school.

We are a fully inclusive school that provides a successful education for all types of children who have a cognitive learning difficulty, including those who have an additional physical disability. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips and all take part in sports days, school plays and celebration/enrichment days. No pupil is ever excluded from taking part in these activities because of their SEN or disability. For more details on equality and our accessibility arrangements, please see our school website.

11. Complaints

Where parents have concerns about our school's provision, they should first raise their concerns informally with the class Teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally by following our Complaints Policy on the school's website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

12. Monitoring and Evaluating arrangements

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- Pupils' progress and attainment
- Whether pupils with SEND feel safe, valued and included in the school community

Comments and feedback from all stakeholders

This policy will be reviewed by Eleana O'Hare **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

13. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding policy
- Complaints policy

If you would like further advice with this or any other matter, please do not hesitate to contact Eleana O'Hare (SENCO) or Nicola Price (Executive Headteacher).