Fiddlers Lane
Community Primary School

SEND Policy

2025-26

Approved by: LGB	**Date:** 22.5.2025
Last reviewed on: **9.5.2025**	
Next review due by:	May 2026

Aims

Big dreams, bright futures!

At Fiddlers Lane Community Primary School, we want every child to achieve their full potential and have clear aspirations for their future. We are committed to providing a supportive and caring environment in which children strive to be the very best that they can be.
At Fiddlers Lane we believe that SEND provision is underpinned by Quality First Teaching and is compromised by anything less.

We aim to support children with Special Educational Needs and Disabilities by:

- Having high expectations of work and behaviour for all pupils.
- Valuing the whole child and celebrating diversity.
- Providing a broad and balanced curriculum to all pupils which is appropriately differentiated to meet the needs of all learners.
- Creating opportunities for children to gain first hand experiences both within and outside of the school.
- Working together with parents, carers and outside agencies to create an inclusive and caring environment where every child has a love of learning and attends school every day.
- Forming part of the wider community, welcoming visitors to school and taking advantage of all that our community has to offer
- Ensuring that children with SEND engage in the activities of the school alongsidechildren who do not have SEND. We value all pupils in our school equally.

- Offering high quality support to ensure that all needs are met.
- Seeking the views of the child through Pupil Voice and taking these into account.

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, SEND coordinators (SENDCOs) and the SEND information report

Definitions

A pupil has SEND if they have a learning difficulty or disability which 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 others of the same age.
- 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.

Roles and responsibilities

The SENDCO

The SENDCO is **Our Special Needs & Disabilities Coordinator is: Mrs Mansell**
She can be contacted on: Tel: 0161 921 1700 email:
fiddlerslane.primaryschool@salford.gov.uk

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

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

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

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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the school SEND policy

Admission Arrangements

At Fiddlers Lane, the admissions criteria does not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN.'

Fiddlers Lane Primary School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy.

Identification of SEND

Some children come to school with a special need or disability that has already been identified. We fully understand that parents / carers have a good knowledge of their child's needs and know what is needed to best support them.
Children have Special Educational Needs (SEN) if they have a difficulty, which calls for special educational provision to be made for them in order to remove any barriers to their learning and to make good progress.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, and speech and language difficulties
- Cognition and learning
- Social, emotional and mental health difficulties, linked to attention deficit hyperactivity disorder (ADHD) and anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments and sensory processing difficulties
- Moderate/severe/profound and multiple learning difficulties

Graduated Approach

The school follows Salford's system of Graduated Approach in line with the Code of Practice and parents will be informed of their child being placed on the SEND register at any of the following stages: -

- SEND Support
- Statutory Assessment (EHCP)

Assess	Identification of children with additional needs through consultation of the class teacher and school staff on a half termly basis. SENCO to advise and support during this process. Parent views and external advice also form part of the assessment process.
Plan	From identification and assessment, create provision maps and an Individual Support Plan stating: • Desired outcomes (SMART targets) • Provision • Who will be delivering the intervention/support, how often and what the adult:child ratio will be • Continuing support at home • Specialist involvement – contact external agencies for further specialist support, through the Early Help Process.
Do	Completion of the actions and outcomes stated in each child's personal Individual Support Plan (ISP). Class teacher to monitor this provision on a weekly basis, adapting where necessary to ensure all needs are met.
Review	Review the desired outcomes and evidence the impact on each child's ISP. Share with parents and capture child and parent views termly. Create new outcomes or continue to develop previously stated outcomes with a range of different provision. Return to the assessment phase and repeat the cycle.

The triggers for SEND Support:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place previously have had little or no impact on learning or progress

Assessment and Review

Parents / carers will be informed whenever a child requires SEN support. There will be regular meetings held for all people involved with the child. In these meetings the child's progress towards set outcomes will be reviewed. These meetings will take place at least on a termly basis.

Where a child has an Education, Health & Care Plan, a Local Authority Annual Review will be carried out.

Individual Support Plans

Individual Support Plans (ISPs) should be written for all children on the SEND register. The Support Plans should be written and reviewed each term after assessments and should include information about:

- the short-term targets set for the pupil
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when Support Plan is reviewed)
- Support Plan should be shared with the parent

Consulting and involving pupils and parents

The school provides a SEND Information report on the school website, in line with the requirements of the new SEND code of practice (2014).

Partnership with parents plays a key role in enabling pupils and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupil's education.

A child's class teacher will work closely with parents at all stages in their education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the class teacher.

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including thesetting of learning targets (as appropriate) and discussions about choice of schools and transition processes.
We do this through conversations and mentoring of children.

Transition

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

Advanced planning for pupils in Year 5/6 is essential to allow appropriate options to be considered. The SENDCO will liaise with the SENDCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

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 each half term
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans.

School carries out analysis of attainment and progress data for children with SEND across the school, by year group and subject area on a termly basis.

School also analyses trends over time comparing children with SEND to those without.

Parents are able to give their views in meetings and via questionnaires.

School utilises the Salford Interactive Provision Mapping tool and school's own provision map to help show the provision being allocated throughout school.

Interventions are reviewed and school provision maps are updated each term.

Complaints

- In the first instance any complaint or issue should be raised with the class teacher.
- If the matter remains unresolved then arrange to speak with the SENDCO
- The next stage would be to arrange to meet the Head teacher
- In the event that the matter is unresolved then the complainant must put their complaint in writing to the Chair of Governors.
- The Governing Body deals with the matter through their agreed complaint resolution procedures.
- In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.

At Fiddlers Lane School we acknowledge that it is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible The complaint policy is available on the school's website.

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

The local authority local offer

Our local authority's local offer is published here:
https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0

Monitoring arrangements

This policy and information report will be reviewed by Kate Mansell **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Curriculum Policies for all subject