



# Fairfield Community Primary School

## SEND POLICY

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### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE, February 2013)
- SEND Code of Practice (September 2014 )
- Statutory Guidance on Supporting Pupils with Medical Conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 Framework document (September 2013)
- School SEND Information Report regulations (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012
- Children and Families Act 2014

This policy has been created by the SENCo in consultation with governors, staff, pupils and parents of Fairfield Community Primary School, and SENCOs of Symphony Learning Trust.

It should be read in conjunction with all other school policies, particularly: Equal Opportunities, Teaching and Learning, Child Protection/Safeguarding, Accessibility and Equalities. It is an essential part of all curriculum policies.

In order to increase accessibility, this document utilises the navigation pane (Word). It can also be read electronically using Immersive Reader (Word) and Read Aloud (PDF) tools.

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## Section 1: Vision and Policy Development

### Name and contact details of the SEND Co-ordinator

At Fairfield Primary School, the Special Educational Needs Co-ordinator, known as the SENCO, is Mrs Goodger. Mrs Goodger achieved the National Award for Special Educational Needs in 2016 and is a qualified teacher and specialist teacher of specific learning difficulties.

Contact details: 0116 2782424 or email: [office@fairfd.leics.sch.uk](mailto:office@fairfd.leics.sch.uk)

This policy can be accessed through the school website ([www.fairfieldcpschool.co.uk](http://www.fairfieldcpschool.co.uk)) or as a paper copy, if requested, from the school office.

### Context

This policy outlines how we at Fairfield Community Primary School will meet our duty and obligation to provide a high-quality education to all of our pupils, including pupils with special educational needs and disabilities (SEND). In writing and reviewing this policy, parental contributions are invited. The policy reflects the SEND Code of Practice 0-25 guidance.

### Vision

At Fairfield Community Primary School, we are committed to inclusivity; all children have the right to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. We understand that learning can be more difficult for some than it is for others and aim to meet each child's requirements, making necessary adjustments, personalising provision and taking in to account their needs and wishes in order to build a picture of the whole child. We consult with children, parents and outside agencies to help support our good practice. Strengths of each child will be acknowledged as well as their difficulties, so that relevant adaptations may be made. We focus on individual progress as the main indicator of success.

At Fairfield, our school ethos is 'Learning the Fairfield Way'. The pupils in the school council decided that this involves

- Learning to learn how to bounce back when having difficulty.
- Learning to be ready to learn in lots of different ways.
- Learning how to think about what I am doing so I can get better.
- Learning how to work on my own or with others.

This ethos is the same for all of our learners.

Every child is valued as an individual with a personality, needs and interests. We believe in the right of children to feel safe and to enjoy their school experience – thus developing the whole child; academically, socially, physically morally, emotionally and spiritually.

*High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.*

*SEN Code of Practice (2014: Para 1.24)*

All staff have a responsibility for maximising opportunities and achievements for all learners – specifically, all teachers are teachers of every child, including those with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. Ensuring high quality, inclusive teaching is our priority. We aim to improve outcomes across all areas, whether academic, social, emotional or physical, and regularly review progress in response to adjustments and interventions. This policy outlines principles and practice.

We aim to achieve a collaborative community between parents, staff members and external agencies, created through clear and consistent communication to ensure the best outcomes for pupils with SEND.

## **Section 2: Aims and Objectives**

Through our SEND policy (in line with the SEND Code of Practice 2014), we aim to:

- Provide the highest possible standard of education for all children.
- Identify children who may have a special educational need as early as possible in order to have the greatest impact on their outcomes.
- Ensure that best endeavours and reasonable adjustments remove barriers and enable full access to every part of the primary curriculum.
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being.
- Ensure that children with a special educational need and/or disability engage in the school community alongside pupils who do not have these needs.
- Respond to parents', carers' and children's views in order to develop a collaborative approach to provision.
- Ensure a high level of expertise to meet pupil needs, including utilising relevant, high quality training, and working collaboratively with and implementing advice from outside agencies.
- Ensure all pupils have every opportunity to achieve their full potential.

To achieve these aims we will:

- Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe.
- Respond to learners in ways which take account of their varied needs and life experiences, doing everything we can to meet a child's SEND.

- Commit to identifying a child's special educational needs at the earliest point and then make effective provision in order to improve long term outcomes. The right support must be given at the right time.
- Use our best endeavours and make reasonable adjustments to ensure that children with SEND get the support they need.
- Use high quality assessments and screening tools to support identification of SEND and monitoring of progress.
- Regularly track pupil progress and identify action to be taken at an early stage.
- Work in close partnership with parents and children to achieve these aims. We listen to pupils and parents, respecting their views and concerns. We are committed to supporting parents to participate as fully as possible in decisions. We also ensure that parents are regularly provided with information about their child's progress and that they are supported to continue learning at home.
- Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self-advocates.
- Work in close partnership with a range of specialists and professionals to enable us to provide effective targeted support.
- Work in a co-operative partnership with the Local Authority to ensure there is a multi-professional approach to meeting the needs of all learners with SEND.
- Ensure that teachers fully understand that they are responsible and accountable for the progress and development of all children in their class, including where a child accesses support from teaching assistants or specialist staff.
- Provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.
- Appoint a qualified or suitably experienced Special Educational Needs Coordinator (SENCO) who will have responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care (EHC) plans.
- Ensure that all children receive appropriate educational provision through a broad, balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning through quality first teaching.
- Ensure that children with SEND are able to engage fully in activities alongside children who do not have SEND.
- Promote self-esteem and emotional well-being, helping children to form and maintain relationships based on respect for themselves and others.

The head teacher, SENCo, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0 - 25 (September 2014)



## Section 3: Defining and Identifying Special Educational Needs

### Definition of Special Educational Needs

Taken from Section 20 of The Children and Families Act 2014.

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

- *Have significantly greater difficulty in learning than the majority of children of the same age: or*
- *Have disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.*

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs. The following has been taken from the SEND Code of Practice, Section 6:

#### 1. Communication and Interaction

Children and young people 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.

Autistic children and young people are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### 2. Cognition and Learning

Support for learning difficulties may be required when children and young people 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.

### 3. Social, Mental and Emotional Health

Children and young people 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 and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), or attachment disorder.

### 4. Sensory and/or Physical Needs

Some children and young people 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 and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Children must not be regarded as having a learning difficulty solely because their home language, or form of language, is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with behaviour difficulties, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

### **Identifying Special Educational Needs**

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Pre-school, Foundation Stage and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. At Fairfield Community Primary School, and within our pre-school, we aim to identify difficulties as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be.

Any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher, including from a previous school or pre-school setting
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers

- Baseline and ongoing assessments
- EYFS/KS1 results, including phonics tracking
- In-house testing and assessment
- Pupil tracking
- Pupil observations

### **Involving parents/carers and pupils in decision making**

The school aims to work in partnership with parents and carers. We do so by:

- Encouraging parents/carers of pupils with SEND to share their knowledge of their child.
- Giving parents the confidence that their views and contributions are valued.
- Formally notify parents when the school provides their child with SEND support.
- Making parents and carers feel welcome at our school.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Working effectively with all other agencies supporting children and their parents.
- Focusing on children's strengths as well as those areas that they need support in.
- Giving parents and carers opportunities to discuss ways in which they and the school can help their child.
- Sharing targets with parents and encouraging their contribution to these.
- Informing parents of outcomes of assessments and progress towards targets.
- Signposting and providing information to parents in an accessible way.

### **Involvement of pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- share their views about their education and learning, what they have learnt and what support they might need next
- identify their own strengths and reflect on where they have made progress
- be actively involved in target setting and reviewing
- share what they find difficult and how they are best supported.

## **Section 4: A Graduated Approach to Support**

Quality First Teaching is an entitlement for every child, especially for those with SEND.

Children who are falling behind the age-related expectations, and therefore causing concern, will be monitored by teachers and supported with school resources. Assessment for learning, attention to learning styles, preparatory and over-teaching will resolve many issues for learners. High quality teaching that is differentiated for individuals is the first step in responding to pupils who may have SEND. This includes flexible grouping, scaffolding, explicit instruction, the use of technology and effective use of classroom support. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers'



understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.

Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer in order to enable the pupil to learn more effectively. Whatever the level of difficulty, the key test of how far the learning needs are being met is whether the child is making at least expected progress.

Expected progress can be defined in a number of ways:

- Closes the gap between the child and peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting from the same baseline but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour for learning

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Where further support that is 'additional to or different from' the support generally given to children of the same age, a 'graduated approach' to support is started and the assess, plan, do, review cycle is initiated. With support from the SENCO, teachers will use their assessments to inform the specific support required and will keep a record of this support and outcomes. Progress will be reviewed at parents' evenings each term and at pupil progress meetings with the Head Teacher/Assistant Head/SENCO.

### **Managing pupils needs on the SEND Record**

If expected progress is not made, despite aforementioned interventions and altered classroom practise, a meeting will be held with parents, the SENCo and the class teacher to decide if the child's needs are ongoing and therefore more specific support needs to be put into place. In most cases, an Individual Education Plan (IEP) will be drawn up identifying three or four targets,

agreed with parents, and identifying approaches to achieve these. These targets are reviewed, shared and discussed with parents on a termly basis. However, teachers have the freedom to review these targets at mid-points as well in order to ensure that the targets best reflect the child's needs; again, any changes to targets are shared with parents. In collaboration with school staff, the child also develops a one-page profile which captures their strengths, their difficulties, how they like to be supported and their aspirations for the future; this is updated regularly. The assess, plan, do, review cycle repeats on a termly basis. This stage is known as *SEND Support*.

Where a child continues to have difficulties, despite quality support, advice will be sought from external services. This stage is known as *Specialist Support* and involves outside agencies in advising and/or working to assess the nature of the need and helping plan more specific support. It will be important to record all external advice and support received – this will be kept in the child's file and copied to the SENCO.

Should a child fail to make progress, despite quality teaching and targeted interventions, it may be necessary to apply for additional funding to secure further support. We will use appropriately qualified personnel from external agencies to make assessments and inform further action. Where the school recognises that there may be a significant cost to the school to secure support for the child, beyond that received in the notional budget and due to significant and sustained learning issues, a *SEND Support Plan* will be devised in consultation with parents and all those involved in the child's education and welfare. An application may be made for short-term SEND Intervention Funding to the Local Authority, having regard to the criteria for funding provided through SENA service. The school will be responsible for managing any funds received and use it to deliver the provision detailed in each individual child's plan.

In some cases, children will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that it is long-term and significant support is needed from a range of sources, a request for assessment will be made to the Local Authority for an Education, Health and Care Plan (EHCP), which will be drawn up in consultation with parents, the child and external services. This will be reviewed annually and outcomes are set for the duration of a key stage. An EHCP is a legally binding document that can transfer between education settings. At the end of each key stage, needs will be reviewed and considerations of age and the next stage of development taken into account when planning provision and reviewing the EHCP.

Where a child attends the pre-school, has high needs and requires a significant level of adult support, the SENCO and pre-school manager will liaise with the Early Years SEND Inclusion teachers and the Area SENCO to establish whether there is evidence to support a request for statutory assessment and/or Inclusion Funding.

## **Section 5: Removing pupils from the SEND Record**

In consultation with parents, the child will be considered for removal from the SEND register where he / she has made sustained, good progress that:

- betters the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,

- or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- additional SEN provision is no longer required to ensure this progress is sustained.

## **Section 6: Supporting children and families**

We listen to and act upon the concerns of parents. All staff are alert to the pressures that parents and families may be under because of a child's needs. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the Parent Partnership Services available as part of the Local Authority's Local Offer and keep our school website up to date with relevant information.

The views of the child with SEND will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are.

Further information can be found on our website about our SEN Information Report, which details the provision offered at Fairfield, as well as the Leicestershire Local Offer, which outlines service provision in the county and support available to parents and children with SEND. Our admissions policy is also available to view on our website.

### **Involvement of specialist agencies**

The following specialist agencies are available to be used by the school:

- Educational psychologists
- School nurse
- LA Specialist Teaching Service
  - Vision Support Team
  - Hearing Support Team
  - Learning Support Team
  - Autism Outreach
  - Advisory Teacher for Supporting Pupils with Physical Difficulties
  - Assistive Technology for Education Support Team
- Referral by an Educational Psychologist, school nurse or GP to Child and Adolescent Mental Health Services (CAMHS)
- Early Years SEND Inclusion
- Education Inclusion Service specialist teachers
- Speech and language therapists
- Occupational therapists
- Physiotherapists
- Behaviour support

In some cases, there is a charge for accessing specialist agency support. Funding for this support comes from the school's notional SEN budget and will be monitored by the SENCO and Head Teacher.

## National Tests

Children entering end of Key Stage 2 national curriculum assessments (known as SATs) will be considered for access arrangements or withdrawal from the tests if their special educational needs are such that they could not attempt the tests without additional provision beyond that which the SATs allow. The SENCO is experienced in delivering a range of assessments which provide evidence for the access arrangements available. Good practice indicates that such arrangements should also be part of the normal way of working in order to ensure that every child can show what they know. Together with the Year 6 teacher, the necessary arrangements will be applied for in line with statutory guidance.

## Transition

At Fairfield, children move classes each year. We have one transition day in the school during the summer term which enables children to spend time with their new teacher. Parents are also invited to an open evening to meet the new teacher, hear about the upcoming year's curriculum and share any specific concerns.

Teachers are given time to plan the transition period carefully for those learners who need additional support. An enhanced transition programme may include a transition photo book, additional time with their new teacher or extra visits to their new classroom. Parents' evenings and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally. For some, this contact may be on a regular basis in order to resolve any ongoing issues or to provide more frequent reports on progress being made.

Children entering school in Foundation Stage visit the school in the prior summer term. Parents meet the teaching team and pass on information relevant to the development of their child. Where children attend Fairfield Pre-school, they have opportunities to visit the school and use the school grounds throughout their time in the setting. Pre-school providers involve the SENCO and class teacher in pre-school meetings for children causing concern; where the Early Years SEND Inclusion Team are already involved, representatives from the team may also be present. Where children already have an identified area of SEND or are of cause for concern, some additional transition opportunities may be offered. Transition Funding may be applied for from the Local Authority to support this.

If the school is alerted to the fact that a child may have a difficulty in learning, we will make our best endeavours to collect all relevant information and plan support alongside a differentiated curriculum. We also recognise that a staggered start is needed for some children with SEND to have the best possible experience starting school. We will work with parents and other services to plan to build up time in school, when it is agreed it is in the child's best interests.

Children transferring to secondary school have a planned transition programme. Dependent on the next setting's procedures, children with SEND and less confident children are often invited to the new setting for an additional induction session. SENCOs liaise and records are passed on. Some children may also receive further support from external agencies, such as Autism Outreach.



## **Section 7: Supporting children at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs and may have an Education, Health and Care Plan which brings together their special educational, health and social care provision where the SEN Code of Practice (2014) is followed.

Staff complete training on more specific medical conditions as the need arises. Please also refer to other relevant policies such as Health and Safety, and First Aid, Medication and Management Procedures.

## **Section 8: Monitoring and evaluation of SEND**

Pupils' progress is monitored using standardised tests as well as teacher assessment and small steps trackers. Upon entry to the school, all pupils' attainment is measured against a variety of induction materials designed to give the class teacher the best possible indication of pupils' needs. Quality of teaching is monitored through lesson observations, learning walks, book-scrutiny and pupil interview. Interventions are selected based on their effectiveness and value for money.

Our work is also informed by parent and pupil surveys, feedback on reports and at parent's evenings, and SEND review meetings. Progress review meetings take place for all children, including those with SEND, and take place between the class teacher, Head Teacher/Assistant Head and SENCO. These meetings facilitate the monitoring and review of provision that is in place.

## **Section 9: Training and Resources**

Training needs are identified by staff themselves or by the SENCO to meet the needs of children in school or those known to be coming into school. The annual SEND development plan identifies training needs in line with areas for development. The SENCO is a member of nasen and the Whole School SEND training packages are utilised to develop staff knowledge and understanding.

All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and procedures, including discussion of the needs of individual pupils. The SENCO attends termly SENCO network briefings which provide updates on local and national developments and are attended by representatives from the Local Authority. The SENCO also attends Symphony Multi-Academy Trust meetings to keep up to date with and to share best practice.

## Section 10: Roles and responsibilities

### SENCO

The key responsibilities of the SENCO are taken from the SEND 0-25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- liaising with parents of children with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- working with the Senior Management Team and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

### Teachers

Teachers are responsible and accountable for the progress and development of all pupils in their class at all stages of SEND support. At all stages, teachers work to develop independent, confident learners. They have a responsibility to:

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware and account for the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Keep the senior management team up-to-date with any changes in behaviour, academic developments and causes of concern.
- Manage support staff and other resources within their lessons to the benefit of all pupils.
- Liaise with parents of children in their classes about progress and attainment.

## **Governing Body and Headteacher**

The Governing Body endeavours to ensure the best possible provision for Special Educational Needs at Fairfield Community Primary School. All governors understand their duty of care.

The SEND Governor has a responsibility to:

- assist and advise the governing body on fulfilling its special education responsibilities
- ensure children with Special Educational Needs are included in activities with other children, so far as this is reasonably practical and compatible with good education for all
- ensure budget allocation takes account of staffing, training, resourcing requirements for individual children
- be aware of the implementation and effectiveness of the school's policy by monitoring, for example:
  1. The existence of accurate and up to date record keeping, including achievements
  2. The number of review meetings held at least termly for SEN pupils
  3. Feedback from pupils, parents and staff
  4. The standards and progress of pupils with SEN
  5. Awareness of the nature of needs and the demands these make

The Headteacher, SENCo and governing body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. The Headteacher, SENCo and governing body will monitor and evaluate the effectiveness of how these resources are spent on pupil achievement.

The Headteacher will ensure that the SENCO has sufficient time and resources to carry out his/her functions. This will include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

## **Designated Safeguarding Lead**

At Fairfield Community Primary School, safeguarding is 'everyone's business'. The school works in close partnership with parents, governors, Symphony Learning Trust and any multi-agency professionals involved to ensure the safety and education of safety is our highest priority. The Designated Safeguarding Lead is the Head Teacher, Mark Tuckwell. The Deputy Designated Safeguarding Leads are our Assistant Heads, Tom Keene and Chrisi Harrison.

## **Medical needs responsibilities**

Medical needs and risk assessments are the responsibility of Clare Rushby. Clare is also the Pupil Premium Lead.

## **Section 11: Storing and managing information**

All records containing sensitive records relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked

cabinet when not in use. Electronic documents are stored on encrypted devices and are password protected. Records will be kept according to the General Data Protection Regulation (2018) and the Symphony Learning Trust GDPR policy. On transfer to the next placement, records will be passed onto the next setting to support a smooth transition.

## **Section 12: Reviewing the policy**

This policy is reviewed annually in the autumn term. It is shared with governors, staff and parents to ensure all stakeholders have the opportunity to comment on it.

## **Section 13: Accessibility**

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Our accessibility plan is updated annually and is available to view in the Policies section of our website. The school complies with relevant accessibility requirements. The buildings can be accessed by wheelchair users and includes a toilet for disabled, changing and shower facilities. Staff are highly trained and have experience of working with a wide range of agencies, such as Health teams.

All children are encouraged to be active members of our school community and are invited to attend extra-curricular activities. School visits are planned with the needs of our children in mind and, where appropriate, risk assessments for planned visits refer to their specific needs. Where children have sensory impairments, we follow the advice of external agency professionals in order to ensure the correct provision; these have included radios for cochlear implant users, visualisers for visually impaired pupils, enlarged handouts, and e-books.

Parents can contact staff at any time via the school office. The SENCO has an open door policy. While she works two days per week (Monday and Tuesday), messages can be left for her with the office or another member of staff may be spoken to in her place.

## **Section 14: Dealing with complaints**

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher and SENCO. If the concern continues, this should be referred to the Head Teacher, who will try to resolve the matter and can advise on formal procedures for complaint. At all stages, parents are able to seek advice from SENDIASS. For further information, refer to the Symphony Learning Trust complaints policy.

## **Section 15: Bullying**

We are an inclusive school and work every day to create a safe, secure and happy environment for all children where everyone is accepted for who they are and where the differences between us are valued and celebrated.



In our school, bullying is not tolerated. We are aware, however, that some children with SEND may be particularly vulnerable to bullying. In order to mitigate this, we are especially vigilant and plan in opportunities through, for example, assemblies and PSHE lessons, to promote a greater understanding of issues related to SEND and disability. We also find opportunities to positively promote disability through posters, visitors to the school, books and within the curriculum itself.

As part of planning the support and provision for children's SEND, we will always look to promoting children's independence and resilience and will closely monitor their well-being both in and outside of the classroom. Through the school's safeguarding arrangements, we will reinforce the safe use and understanding of social media and, where necessary, provide specific tuition in this area for children and their parents.

For more information, refer to our Anti-Bullying Policy on our website.

## **Section 16: Mental well-being**

Whilst children with SEND might be more vulnerable to mental health issues, at Fairfield we use a whole school approach. All pupils are introduced to classroom strategies and activities to promote their mental wellbeing and the Route to Resilience (Growth Mindset) initiative has been rolled across the whole school. We have systems in place to support all pupils should they need to access pastoral support – therefore additional provision is available to support a child with SEND should they require emotional intervention. We have also had a Children and Young People's Counsellor who has provided weekly, bi-weekly and drop-in counselling sessions since 2016.

## **Section 17: Admission Arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The LA is the admitting authority for Fairfield Community Primary School. Schools cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility. The LA makes the final decisions on admissions. Our full admissions policy is available on our website.