

SEND Policy

Fairmead School



Wellbeing Statement: At Fairmead School we take a holistic approach to the wellbeing of our students and staff. All policies are written with this in mind and consider the physical and mental wellbeing of our students, staff and our school community.

Signed by:	Mrs T Felstead
Date:	11 th December 2024
Next review:	December 2025

Introduction

Fairmead School is a designated special school that caters for pupils with Education Health and Care Plans (EHCP) agreed upon by the Local Authority. The school caters for up to 150 pupils from the ages of 4019 with a wide range of special educational needs with a priority in Moderate Learning Difficulties and Autistic Spectrum Conditions.

Aim

The aim of this policy is to clarify SEN access and entitlement and explain how the school meets the individual needs of its pupils through the effective allocation of available resources. This policy should be read in conjunction with the School's SEND Information Report.

Policy Rational

- At Fairmead we adopt a pupil centred approach, whereby we take into account the child's views, wishes and feelings especially when making decisions about their learning and futures.
- We have high aspirations for all of our pupils and believe they have a right to thrive as individual learners and members of our community.
- All pupils have an entitlement to access the full curriculum of the school, as defined in the Fairmead School Curriculum Policy.
- All staff share in the responsibility of ensuring that the individual needs of the pupils are met.
- We are committed to an inclusive philosophy as described in our 'Single Equality Policy'. This policy describes how, as a school we will respond to the Code of Practice and recent SEND reforms with regard to ensuring all our pupils are provided with equal opportunities to access education.
- We will endeavour to involve **parents/carers and pupils** in discussions about appropriate methods of meeting individual needs.
- We are committed to fully utilising the power and opportunities of a **multi-professional approach**.

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

Roles and responsibilities

The staffing structure comprises of a Headteacher, Head of School, Assistant Headteachers, Teachers, Higher Level Teaching Assistants, Senior Learning Support Assistants, Learning Support Assistants, Accreditations and Work Experience Co-ordinator, Parent and Family Support Advisor (PFSA), Attendance Officer, EHCP Coordinators, School Business Manager, Headteacher's PA, Administration Assistant, Finance/admin Assistant, IT technician, Caretaker and Mid-day Supervisors.

The Headteacher

The headteacher, Mrs Tracy Felstead, will:

- Be the point of contact for external agencies, especially the local authority and its support services
- Work with the governors and leadership team to determine the strategic development of the SEN policy and provision in the school
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The SENCO is Mrs Tracy Felstead.

However, due to the nature of our school all staff have responsibility for dealing with SEN provision, and can be contacted regarding this

They will:

- Work with the SEN governor and leadership team to determine the strategic development of the SEN policy and provision in the school
- All staff have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- The Leadership team will provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- The Leadership team will advise on the graduated approach to providing SEN support
- The Leadership team will advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Teachers will be the point of contact for external agencies, especially the local authority and its support services
- Teachers will liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned
- Staff will work with the Leadership team and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- All staff will ensure the school keeps the records of all pupils with SEN up to date

The EHCP Coordinator

The EHCP Coordinators are Ms Jo Chinnock and Mrs Mandy Exley.

They will:

- Ensure the school keeps the records of all pupils with SEN up to date
- Liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned

- Arrange and lead the Annual review meetings and ensure that the Assess, plan, do, review process is being followed.

The Governors

The governors

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher, Leadership Team and SENCO to determine the strategic development of the SEN policy and provision in the school

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 and EHCP coordinator to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

The Parent & Family Support Adviser (PFSA)

Works directly with children and their parents/carers and other agencies to improve student participation and learning opportunities. The aims of the role are:-

- Strengthen and increase communication between home and school & support parents/carers who find school difficult to engage with.
- Work with families to improve pupil attendance and achievement.
- Raise parent/carer's awareness of outside agencies offering help and advice.
- Encourage parents/carers to take an active part in their child's education by offering opportunities for parents/carers to work with their child in school and at home.

Policy Procedures

The aim of all staff working at the school is to provide an education appropriate to the specific needs of pupils, achieved by structured, well-planned and broadly based programmes of work with regular review procedures as part of a continuous assessment process.

At the School, pupils are provided with a supporting and stimulating learning environment, celebrating individual achievements and preparing for life after school.

The School provides a broad and balanced curriculum.

An essential element of this provision is the emphasis placed upon close working relationships with professionals from other agencies who share in the assessment, planning, implementation and evaluation of pupils' needs. All adults are required to interact with pupils in a way which is designed to promote a positive attitude that is age appropriate to their learning needs and disabilities.

The school environment and the expectations of staff are designed to promote maximum independence for pupils while providing the appropriate level of individual challenge and support. Throughout the School there is a strong commitment to meeting the needs of pupils in partnership with parents/carers, and a high level of contact is maintained and information is shared by and with families.

Procedures

The school follows the Special Educational Needs and Disability Code of Practice 2014 when organising annual reviews. The purpose of the review is to consider a variety of perspectives on a pupil's progress and to ensure that the provision made is still appropriate to their identified needs. The Headteacher will request written reports from everyone who is invited to attend and wishes to contribute – parents/carers, teachers, and any other professionals closely involved with the child or young person. Copies of all advice received will be circulated either prior to or at the review meeting.

Where possible assessment by teaching and multi-agency staff is supported by the use of Standard Attainment Tests & Tasks at the end of Key Stage1 and 2, and by regular input into the school's assessment tool, Evidence for Learning. Among older pupils a range of externally accredited courses are taken, which include GCSE, Entry Level Certificates and Functional Skills. For further information please refer to the Assessment, Recording & Reporting Policy.

A variety of teaching methods and techniques are adopted where appropriate to meet individual pupil's needs. This may include strategies from structured teaching (TEACCH), Picture Exchange (PECs), Sign along, intensive interaction and team teach. Staff use a range of methods and techniques in a flexible way that will allow all pupils to access learning.

Resources

The school has a delegated budget, which is monitored by the Governing Body. The Headteacher and Leadership Team identify recommendations for expenditure. It is recognised that the most valuable resource is staffing and there is a commitment to use every available resource to retain and recruit skilled teachers, therapists and assistants. There is a need to provide for on-going staff development, in order to meet children's needs effectively. All staff have an interest and professional expertise in meeting the needs of pupils with additional educational needs and physical disabilities and are supported by continuing professional development.

Equal Opportunities

Equal opportunity is the right of everyone to equal chances and each individual is respected for who they are – regardless of age, ethnicity, religion or belief, gender, social circumstances, ability / disability and sexuality. A wide range of teaching materials, approaches and technological aids are used to achieve this. The school ensures

resources are available with a variety of role models / representations. Imaginative drama and role-play is also used to explore equality of opportunity, as well as the concept of access to achievement. For those pupils from homes where English is the second language every support is given through access to a flexible and individual curriculum.

Health & Safety

Computer and other electrical equipment, lifting & moving and PE equipment are checked regularly and repaired using appropriate technicians. Health & Safety issues are described fully in the School and National regulations and guidance – Copies are held at the school.

Professional Development

All staff are given the opportunity and encouraged to enhance their knowledge and skills as relevant to individual and whole school development needs through on-going staff training & development. Strong links are maintained with other special and mainstream schools and shared training & development encouraged.

Monitoring arrangements

This policy and information report will be reviewed by Tracy Felstead (SENCO) **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

Follow the link to our school policies: <https://www.fairmeadschool.com/statutory-documents-and-policies/>