



FAIRSTEAD HOUSE

Policy for Pupils with SEND

Whole School	Website
Statutory?	Yes
Responsible:	MR, CT & JC
Reviewed:	February 2023
Next Review:	September 2023



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SEND POLICY **Incorporating the Early Years Foundation Stage**

Introduction

This SEND Policy works alongside and in conjunction with the *Accessibility Policy* and is embedded in the *Curriculum Policy*.

Principles

- a) All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.**

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head, the SENCO and all other members of staff both teaching and support staff have very important day-to-day responsibilities.

“All children and young people are entitled to an education that enables them to make progress so that they:

- *Achieve their best*
- *Become confident individuals living fulfilling lives, and*
- *Make a successful transition into adulthood, whether into employment, further or higher education or training”*

(Code of Practice 2014)

High quality teaching which is differentiated and personalised is available for all pupils. At the heart of the work of the School or Nursery class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Special Educational Needs or Disability Definition (Section 20 Children and Families Act 2014):

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - b) has a disability which prevents or hinders him or her from making the use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children who are identified as having a Special Educational Need or Disability according to this definition, may require reasonable adjustments to be made for them.



Identification and assessment

Provision may need to be made for identified children who:

- a) have a learning need that is significantly additional to or different from the majority of the children their age;
- b) have a disability which either prevents or hinders them from making full use of the educational facilities generally provided for children their age

Separate provision may also need to be made for children who are academically gifted and require extension activity to provide stimulation or challenge.

Fairstead House has a separate programme for gifted and talented children known as extension pupils as set out later in this document, under the 'Gifted and Talented Policy'. The rest of this policy concerns educational provision for those falling into categories a) and b).

Following the Children's and Families Act 2014, the designation of Special Needs is now referred to in the Code of practice as SEN support, which is a graduated approach to supporting pupils with SEN or Disabilities.

Once a potential special educational need is identified, four types of action should be taken to put effective support in place:

- 1 Assess
- 2 Plan
- 3 Do
- 4 Review

This will be known as the graduated support.

Specialist Services and teachers with additional specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.

Provision at Fairstead House

Fundamental Principles:

- A child with SEND should have their needs met
- SEND can normally be met in mainstream settings
- Views of the child should be sought as age appropriate and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with SEND should have full access to a broad curriculum

Co-ordinating arrangements

The School SENCo is part of the school's Education Learning Team (ELT), and both SENCos act as a direct link to other outside agencies (including Educational Psychologists, Occupational Therapists and Speech and Language Therapists), teachers, teaching assistants and parents.

Within the Main School

The SENCo is responsible for preparing and updating a Record of Intervention and Support at the start of each term, and coordinating the daily running of the



department, including overseeing programmes, ensuring pupils' Learning Profiles are updated and ensuring that teachers have access to relevant information on pupils' needs in the classroom.

Many identified pupils will be supported through differentiated work and in-class support and the SENCo will offer advice at any time to other teachers.

The Level of SEND support provided by Fairstead House has been categorised into 3 bands.

- Level 1 children will be offered small group interventions to support, outside of the classroom.
- Level 2 children will be offered 1:1 support lessons (and may also include small group interventions)
- Level 3 children will be offered 1-1 support lessons or small group lessons but will also require support and advice from outside agencies.

In exceptional circumstances, if a child's needs are determined to be discrepant with their ability to progress alongside their peers, and despite intervention and consistent in class support and individual sessions, a discussion will be arranged with parents and the Head to determine the next steps.

Admissions Arrangements

The SENCo is involved in admissions arrangements. Parents or carers of any pupil already identified as having specific difficulties are requested to submit the relevant reports before the admission assessments.

At the point of application, and thereafter, prospective parents *must* fully disclose any learning support assessment or identified need, medical condition or disability, which could require specialist treatment, support or equipment, and any behavioural or disciplinary issues. This information is essential to assist with any interview or other pre-assessment screening. Please note that specialist, behavioural and/or disciplinary support may incur additional fees.

If, in the opinion of the school, a child is not flourishing (because of a previously known, but not disclosed by parents or guardians, learning or behavioural difficulty), an alternative educational experience may be suggested. If reasonably possible, a term's notice would be given by the school.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the School well in advance to allow for consultations. The School has an Accessibility Policy.

External agencies

External support services provide School with additional help in identifying, assessing and making provision for pupils with additional learning needs. These include dyslexia, dyspraxia, visual impairment, hearing impairment, non-verbal learning difficulties, auditory processing difficulties, speech and language needs



including Pragmatic language difficulties and social communication and emotional needs, including ASD and ADHD.

In addition, advice and liaison is sought with Speech and Language Therapy services, Occupational Therapy services and Physiotherapy services.

Identification

Pupils identified by their teachers as not making adequate progress may be referred to the SENCo via the School's SEND Referral Form or through discussion with the Nursery SENCo. Each SENCo may then observe or assess the pupil to determine if additional support is required. Initially a child may be recommended for additional provision in the classroom or small group, or if necessary an individual programme may be run for them. A pupil having individual or group support in School would be placed on the Record of Intervention and Support.

Record of Intervention and Support

Fairstead House provides, as part of our whole school policy, differentiated teacher support and additional support in class from teaching assistants and in small groups. Thereafter the SENCo is responsible for the monitoring of additional support for children from EYFS to Year 6. Children identified for support are put on the Record of Intervention and Support and receive the appropriate Level of intervention and support (Level 1 or 2).

SEND Register

If a child's identification needs are beyond the School's own resources (Level 3) additional advice will be requested from one of the School's external agencies. The School would then act on the advice from this agency and carry out recommendations in School where practical and in the best interests of the child.

These children will be put onto the Register of SEND under SEN Support or Education, Health, Care Plan (EHC) plan in one or more of the following categories:

- I. Communication and Interaction
- II. Cognition and Learning
- III. Social, mental and emotional health
- IV. Sensory and /or physical.

Monitoring

All pupils will be assessed termly by their class teacher or Nursery Key Person and the results will be monitored by the SENCo. However, each Class Teacher/Room Leader has overall responsibility and will be accountable for the progression of every child in their class.

- Information is communicated to teachers at Weekly Staff Meetings and a list of children is kept updated.
- Throughout the year, staff can continue to make referrals to the SENCo.
- Parents should be informed by the Class Teacher/Key Person if their child is on the Record of Intervention and Support and requires Level 1 Intervention or above.
- Children on the Record of Intervention and Support List should be identified on lesson plans with an explanation of how their needs will be met.



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- Children identified as having SEND needs at Level 3 should have a Learning Support Plan, which has targets based on any report produced by an outside agency and is reviewed in line with the Assess, Plan, Do, Review cycle. [Learning Support Plan pro-forma](#)
- Parents will be invited to meet with the SENCo and support staff each term according to the consultation schedule and may request an additional consultation at any time during the term.

EHC Plans

Occasionally children deemed to still not be making appropriate progress at an acceptable level and following full consultation with parents, the formal assessment procedures for an Education Health and Care Plan will be started by the SENCo in conjunction with the Parents and other Specialist Services following the legal assessment procedures in the county in which the pupil resides. Details of these arrangements are available from the SENCo at the school.