



Special Educational Needs and Disability Policy

RATIONALE

Underpinning the aims and values of the National Curriculum, it is important that the curriculum offered by Fairlands Middle School provides opportunities for all pupils to learn and achieve at an appropriate level and prepares them for the opportunities, responsibilities and experiences of life in the community.

AIMS

- To ensure quality of opportunities for all pupils to reach their potential.
- To provide opportunities for pupils with special educational needs and disabilities to access the curriculum alongside their peers
- To ensure that specific needs of each pupil is met
- To ensure that the needs of the whole child are met, e.g. moral, spiritual, social and emotional, as well as intellectual.
- To ensure a whole school consistent approach
- To adhere to the Code of Practice 2015, which states that 'All teachers are teachers of children with Special Educational Needs and Disabilities (SEND)' and therefore all teachers provide inclusive teaching.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision being made for them. (Code of Practice 2014)

- (a) If they have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) If they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within mainstream schools.

Special educational provision means:-

Educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LA, other than special schools, in the area.

RESPONSIBILITIES

Lucy Clapp is the named governor with responsibility for Special Educational Needs and Disabilities for Fairlands School.

Matthew Vincent, member of the SLG, is the Special Educational Needs Co-ordinator (SENDCo) at Fairlands Middle School.

See Appendix 1 for Roles and Responsibilities of the Governing Body, the Headteacher and SENDCO

Date reviewed: July 2021
Date of Next Review: October 2022



POLICY INTO PRACTICE

IDENTIFICATION OF PUPILS, THEIR NEEDS AND THE REVIEWAL SYSTEM

Children with SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored termly. Where children are identified as not making progress in spite of Quality First Teaching and universal provision, a student concern form is raised and they are then discussed with the SENDCo and a plan of action is agreed.
2. Teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEND Support on our SEND list.

Records for children on the SEND register

Once a child has been identified as needing additional support the following paperwork is completed:

At meetings, which are held three times in the academic year, an Individual Learning Plan, (ILP) is produced and/or reviewed by SENDCo/ teachers, in partnership with the parents/carers and the individual child (where appropriate). The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group but is dependent upon funding) put in place to enable the child to achieve these targets. This is recorded on provision maps and as well as the ILP a passport is created and shared with staff to aid planning and educational consistency for the individual.



EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high-quality teaching, targeted SEND support, we may apply to the Local Authority for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively and to access the community.
- The child's achievements are significantly below that of their peers, we think it likely that the child may at some point benefit from bespoke and personalised support that is different from that of their peers. This could include 1-1 support or a placement at a specialist provision.

*Parents/carers can also apply and are supported by the school if this is the route they wish to undertake.

If, the application for an EHC Plan is successful, a member of the Local Authority will coordinate information gathering from parents, the child and the school together with any health or social care professionals who are involved with the family. An educational Psychologist (instructed by the LA) will also visit the school, chat with parents and observe the student. They will then write a report to accompany the EHCP application.

This information will then be submitted to the SEND panel for consideration of awarding an EHCP.

If awarded, the EHCP will be written in draft form for parents to agree. This will be then sent to school for consultation and school have the opportunity to state whether they can or can't meet needs as stated within the draft EHCP.

An EHCP will also identify the level of additional funding allocated to that student through a banding system.

Existing SEND Support

If a child is deemed to have been making accelerated progress, they may, in consultation with parents and teachers, exit SEND support. However, they will still be monitored at Highlighted Needs by the SENDCo and teacher. If at any stage in the future concerns are raised, then the process may resume.

Provision for Pupils with Special Educational Needs and Disabilities

Whole School

- A working environment where staff are aware of, and sympathetic to, the emotional, social and intellectual needs of pupils with learning difficulties.
- Communication – whole school speech, language and communication needs.



- A physical environment to address the needs of pupils with disability
- All teachers are teachers of pupils with special educational needs and are responsible for their progress within their lessons
- All staff share a responsibility for the progress and well-being of pupils with special educational needs, enabling them to access as much of a broad and balanced curriculum as possible
- A positive school ethos, where all pupils are encouraged to express their opinions, learn to recognise and respect differences between each other as individuals, focussing on each other's strengths, and valuing each other's contributions to school life.
- Medical conditions are monitored via our individual health care plans (IHPs)

Access to extra-curricular activities

All of our children have opportunities to access lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children.

Provision of extra-curricular activities outside the classroom, involving drama productions, music, singing, sport, and performing, where children of all abilities take part.

Class visits are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a visit because of SEND, disability or medical needs.

Outside Agencies

If we identify difficulties that require more specialist help, an Early Help Assessment (EHA) will be completed which is shared with the relevant agencies to see if the case meets the criteria for support. If agreed, the EHA will provide access to a number of support services, such as the Autism & Communication team and the educational psychologist. [Click here for the Local Offer](#)

The SENDCo attends cluster meetings with other SENDCos in the Wessex Learning Trust, where good practice can be shared and resources can be purchased as a cluster of schools.

Children with social, emotional and mental health needs

Pupils who demonstrate challenging behaviours linked to social, emotional and mental health needs (SEMH) will follow the Wessex Learning Trust behaviour graduated response. This is a supportive framework that is monitored by the Head of Year in conjunction with the SENDCO/Designated Safeguarding Lead (DSL), who will review the child's needs, taking into account family circumstances and the child's known history of experiences. If parents and school are concerned that the child may have mental health needs, we may make a referral to our Parent and Family Support Advisor (PFSA) or encourage our parents to consult their GP.



All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. Parents concerned about the risk of bullying of vulnerable learners should consult our anti-bullying policy.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher/Head of Year/SENDCO and/or
- Additional visits to the school to become more familiar with the environment.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition reviews for Year 4 & Year 8 pupils are held, where possible, in the summer term prior to transfer.

The Upper and Middle School SENDCo is invited to any Annual Reviews for EHCP students and other review meetings for SEND support students. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training and is very much student led.

Partnership with Parents

- Our school recognises that the knowledge, views and experience of parents are vital to the effective assessment of and provision for SEND and therefore encourage a high level of partnership between parents, their children and other agencies.
- Parents are welcomed into school to speak to members of staff by arrangement. Formal Parents' Evenings are held twice yearly to provide opportunities for parents to discuss a child's progress with the teachers. There is also a transfer evening for all Year 4 and Year 8 parents.
- The SENDCo will inform parents before a child is placed at SEND Support and invite them in for a discussion. A member of the SEND team will meet with these parents and pupils termly to set and review targets.
- Further information about SEND may be obtained from the school SEND report and [Somerset Local Offer](#)



- If a parent has any complaints about the SEND provision within school they are encouraged to discuss the matter with the SENDCo. Any complaints then not resolved should be made to the Headteacher. In the event that the matter remains unresolved then the parent should follow the Wessex Learning Trust (WLT) complaints procedure.

Liaison with Governors

- See Appendix 1 for Roles and Responsibilities.
- The governor for Special Educational Needs and Disability meets regularly with the SENDCo to ensure that they are up to date and knowledgeable about the schools' SEND provision, including how funding, equipment and personnel resources are deployed. The SEND Governor reports regularly at governor body meetings and ensures that provision is an integral part of the Academy Improvement Plan.



Appendix 1

Roles and Responsibilities

The Governing Body

- The Governing Body, with the Headteacher, decides the schools' general policy and approach to meeting pupils' needs including those with SEND.
- The Governing Body does its best to ensure that the necessary provision is made for any pupil with SEND.
- The Governing Body ensures that teachers are aware of the importance of identifying and providing for pupils with SEND.
- The Governor with responsibility for SEND is Lucy Clapp.
- The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings.

The Headteacher

- Has responsibility for the recruitment of the SENDCo and ensuring that the SENDCo is appropriately trained and qualified.
- Has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND.
- Should keep the governing body fully informed and also work closely with the school's SENDCo.
- Liaise with the governing body to secure budgetary support for SEND in line with the Academy Improvement Plan.
- Has responsibility with the SENDCo for applying for additional Needs funding to the LA for any EHCP students.

Higher Learning Support Assistants (HLTAs)/Learning Support Assistants (LSAs)

- Liaise with the classroom teachers, Headteacher and the SENDCo in gathering relevant information about individual children.
- Are involved, where necessary, in discussions with parents, carers and outside agencies.
- Use specialist knowledge to support group and individual programmes running in the school.
- Keep records of the children's progress and report to the SENDCo about the impact of any interventions.



The SENDCo has the following duties in coordinating the provision of education for pupils with SEND:-

- Manages the day to day operation of the policy.
- Identify training needs for groups and individuals in line with the academy improvement plan and on occasions on a needs basis.
- Co-ordinates the provision for and manages the responses to children's special needs.
- Supports and advises colleagues
- Maintains the school SEND list.
- Contributes to and manages the records of all children with SEND.
- Manages the school-based assessment and completes the documentation required by outside agencies and the LA.
- Acts as link with parents.
- Maintains resources and a range of teaching materials to enable appropriate provision to be made.
- Acts as a link with external agencies and other support agencies.
- Monitors and evaluates the SEND provision and reports to the Local Governing Body.
- Manages a range of resources, human and material, linked to children with SEND.
- Oversees HLTAs/LSAs when they are working with SEND children.