

# **Federation of Fairfield and Colneis**

## **Special Educational Needs Policy**

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## SEND Policy

### Introduction

At Fairfield and Colneis, our Special Educational Needs and Disabilities Coordinator (SENDCo), Miss Emma Gooding, holds the National Award for SEND co-ordination. Together, with the Headteacher, Mr Mark Girling, they are responsible for managing the provision for pupils with Special Educational Needs and Disabilities across our Federation. In addition, the governing body has a dedicated SEND governor, Jo Connell, who oversees the SENDCo in their role.

At Fairfield and Colneis, we firmly believe that all pupils should be able to achieve their potential and become confident learners who lead fulfilling lives. We are proud to provide a safe, stimulating and inclusive learning environment where every member of our school community is valued and respected. We offer a broad, balanced and creative curriculum which provides opportunities for everyone to achieve and succeed.

It is the duty of all staff to support and teach every pupil including those with Special Educational Needs and Disabilities (SEND). Within our schools, every teacher is a teacher of pupils with SEND and all our teaching and support staff are totally committed to helping all of our pupils achieving their full potential.

This SEN policy details how, at Fairfield and Colneis, we will do our utmost to identify and understand any special educational need (SEN) a pupil might have as well as ensure that any necessary provision is made to support them.

This policy has been developed in consultation with stakeholders including pupils with SEN and their families, staff and Governors of the school. It reflects the guidance set out in the Special Educational Needs and Disabilities Code of Practice: 0-25 years (2015).

### Linked Documents

- **SEND School Information Report** (*school website*)
- **Safeguarding Policy** (*school website*)
- **Accessibility Plan** (*school website*)
- **Supporting Children with Medical Conditions Policy** (*school website*)
- **Suffolk County Council's Local Offer**  
(<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>)
- **Special Educational Needs and Disabilities Code of Practice: 0-15 years (2015)** (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

- **Equality Act (2010)** (<https://www.gov.uk/guidance/equality-act-2010-guidance>)
- **Keeping Children Safe in Education (2018)** ([https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?mc\\_cid=b065197ed7&mc\\_eid=be4bed0253](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2?mc_cid=b065197ed7&mc_eid=be4bed0253))

## Definitions

### Definition of Special Educational Needs (SEN)

SEND Code of Practice (2015) defines Special Educational Needs in the following way:

*‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’*

### Definition of Disability

Many pupils who have SEN may also have a disability under the Equality Act (2010). The Equality Act defines a disability in the following way:

*‘A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’*

## Aims

The following principles are incorporated into our school policy:

- To provide every opportunity for all of the pupils with Special Educational Needs within our Federation to achieve their potential.
- To raise the aspirations and expectations for all pupils with Special Educational Needs within the Federation.
- To take a personalised approach to learning, recognising that every individual has different needs and requires differing support to reach their full potential.
- To ensure that all pupils with Special Educational Needs are fully integrated in to the life of the school and are given the opportunities to take part in all activities within school and the wider community.

We believe education is a partnership between the pupil, parent/carer and teacher so the views, thoughts and wishes of pupils and families will be actively sought and the planning and implementation of a support plan will be achieved collaboratively.

Our provision will be underpinned by high quality teaching, planned and delivered by the class teacher and include targeted intervention where required.

## Objectives

- To identify and provide for pupils who have special educational needs.
- To work within the guidance provided in the SEND Code of Practice (2015).

- To create an inclusive environment that meets the special educational needs of each pupil so that they can achieve their potential and engage in activities alongside their peers.
- To take a pupil-centred approach.
- To make reasonable adjustments to enable all pupils to have full access to all elements of the school curriculum.
- For the SENDCo to provide support and advice for all staff working with pupils with special educational needs and seek specialist advice and support when appropriate, liaising with appropriate outside agencies.
- To structure the learning opportunities for pupils with Special Educational Needs, through high quality teaching adapted to the individual.
- To develop the use of different resources, specialist programmes and techniques as teaching tools to support pupils in achieving their goals.
- To support parents/carers to play an active part in supporting the needs of their child.
- To set stretching targets for pupils with Special Educational Needs, track their progress towards meeting these and review the provision in place.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To ensure that the interventions we use are matched to the needs of the pupil, are evidence based and measure the impact on progress.
- To increase liaison with other settings, including pre-schools and high schools, to ensure the child and staff are well prepared and transition is effective.
- To make accessible and available all of this information through the publication of our Local Offer.
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## Identifying Special Education Needs

There are four broad areas defined in the SEND Code of Practice (2015) that give an overview of the additional needs that we must plan for in school. Early intervention and planning are crucial to support pupils and we must always remember that every pupil is an individual and entitled to personalised support.

- **Communication and Interaction**  
Pupils 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 (for example, pupils with Autism). The needs of these pupils may change over time.

- **Cognition and Learning**

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils 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). Specific learning difficulties (SpLD), affect one or more specific aspects of learning and encompass a range of conditions such as dyslexia and dyscalculia.

- **Social, Emotional and Mental Health Difficulties**

Pupils 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.

- **Sensory and/or Physical Needs**

Some pupils 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 pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support.

While the four categories above broadly identify primary areas of need for pupils in our schools, we recognise that other factors may also impact upon progress and attainment of a pupil but are not in themselves a special educational need. The factors may include the following:

- Disability (the SEND Code of Practice outlines the 'reasonable adjustment' duty for all schools provided under current disability equality legislation but this alone does not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of pupil premium
- Being a child in care (CiC)
- Being a child of a serviceman/woman
- Family breakdown

The school will assess each pupil's current levels of attainment on entry in order to ensure that we build on the patterns of learning and experience already established during the pupil's pre-school years. If a pupil transfers to us from another school, information about their prior attainment and identified need(s) will be shared.

We also know that special educational needs may not necessarily be apparent when a pupil first joins the school and that special educational needs can develop and change over time. If a parent/carer tells us that they think their child has a SEN, we will discuss this with them and carry out any relevant assessments or make any relevant referrals. We will share with the parent/carer what we find and agree with them what we will do next and what they can do to help their child.

Our termly pupil progress meetings will indicate whether a child is not making the expected progress; this may indicate an SEN. Staff will also raise concerns if they feel that other factors such as a child's behaviour, self-esteem, ability to follow instructions or ability to form relationships are affecting a child's performance or well-being. Steps will be taken in discussion with parents/carers to ascertain whether any of the factors causing concern may indicate an underlying SEN.

## **A Graduated Approach to SEN Support**

The general progress of all pupils in our school is carefully monitored by class teachers and any concerns are communicated to parents/carers and acted upon promptly. Attainment is rigorously tracked by the class teacher and monitored alongside the Senior Leadership Team and SENDCo at termly pupil progress meetings.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individuals, is the first step in supporting pupils with special educational needs.

As a school we apply the ASSESS-PLAN-DO-REVIEW cycle when considering the strategies and approaches to use in the classroom with pupils with SEN. This process helps to ensure that the provision remains effective and appropriate for the individual.

### **1. Assess**

Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents/Carers will be consulted in this early discussion to support the identification of action(s) to improve outcomes.

### **2. Plan**

The class teacher will plan the curriculum and may ask the SENDCo for support and specialist advice in supporting pupils with SEN. Additional training for the teacher or the purchase of classroom resources may be considered necessary to support the pupil within the classroom setting.

### 3. Do

SEND support will be recorded on a provision map and implemented regularly. Expected outcomes will include stretching and relevant academic and developmental targets (this may include targets around preparing for transition) and will take into account parents/carers' aspirations for their child. Parents/carers and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. A date will be set for reviewing progress.

### 4. Review

Progress towards the outcomes will be tracked and reviewed termly at pupil progress meetings and/or meetings with the parents/carers and the pupil. If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents/carers and the pupil will be obtained and further appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.

The cycle runs for as short or long a time as the need remains.

## **The Use of Effective Interventions**

The SENDCo works alongside the Senior Leadership Team to map additional provision across the school and deploy additional staff to deliver small group and specialist 1:1 intervention which are time-monitored and have explicit targets. These are recorded on the school provision map which is a live document.

The first step in meeting a pupil's additional needs is through access to high quality teaching that is adapted to the individual's needs. Many pupils will have their additional needs met through excellent targeted classroom teaching where the teacher holds the highest possible expectations for all pupils, carefully plans for the individual building on what they can do, adapting their teaching to suit the needs of the pupil and achieve inclusion and employ specific strategies to support learning.

In addition to high quality teaching, some pupils may benefit from additional, targeted intervention that is delivered in small groups. Such groups are put together to address specific gaps that have been identified in a pupil's learning and will be closely monitored to ensure that they are resulting in good progress for the pupil. These groups may be run by a teacher or teaching assistant who has had relevant training and can be run within or outside of the classroom. At times, an approved outside agency may run these small group interventions; parent/carer permission will be sought in these situations.

In some cases, pupils may have needs that require more individual support. This support may include the following:

- to deliver a specialist package (for example a programme devised by a speech therapist, occupational therapist, physiotherapist)
- to access certain parts of the curriculum
- individual teaching programmes to improve literacy or maths skills
- support with medical/physical needs
- support to manage social situations and emotional needs

## **Managing Pupils on the SEND Register**

The SEND Code of Practice (2015) suggests that pupils should only be identified as having a special educational need if they do not make adequate progress once they have had interventions and adjustments that make up high quality teaching and personalised provision. It is only at this stage that the pupil's name will be officially added to the school's SEN register.

All pupils with SEN are recorded on a register which is shared with teachers to ensure everyone is informed. Pupils with SEN needs will be recorded in a single category 'SEND Support'. Those pupils with an Education Health Care Plan are highlighted. This is a live document and is updated when necessary.

## **Education, Health and Care Plan (EHCP)**

If a child does not make progress over a period of time, in spite of high quality, targeted support, it may be decided that an EHCP referral is appropriate; this process is always done in consultation with parent/carers. Parents/Carers can, independently, request for an EHCP referral directly from the Local Authority.

The guidelines for an EHCP are set by the Local Authority and are very specific. Generally, they are only considered if the pupil is Looked After and therefore is additionally vulnerable; the child has a lifelong disability which means they will always need support to learn effectively; or the child's achievements are so far below their peers that it is likely alternative provision will be required at some point. Pupils who are considered to be able to manage within mainstream provision, albeit with support, are less often assessed for an EHCP. Having a diagnosis (for example, Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), dyslexia), does not mean that a child needs will qualify for an EHCP.

If the referral for an EHCP is successful, a member of the Local Authority will begin the assessment process. If a referral is refused at any point of the process, the parents/carers can appeal the decision.

The Education, Health and Care Plan is a legal document and will outline the support the child will receive from school and any other agencies involved in their care and what strategies must be put in place. It will also have long and short term goals for the pupil.



The EHCP will be regularly reviewed by the SENDCo in consultation with parents/carers and the pupil. In addition, there will be a formal meeting each year called an Annual Review. Parents/carers, the SENDCo and the pupil will always attend this meeting. Often other professionals involved in working with the pupil will attend too. At this meeting the pupil's progress will be discussed in relation to the objectives on the EHCP. If any changes are felt necessary to the EHCP, this will be discussed and those present at the meeting will seek agreement as to what those changes should be. A formal written report will be sent to the Local Authority within two weeks of the meeting. The Local Authority will then consider the recommendations made in the report and formally respond, making any necessary changes that they agree to. If parents/carers do not agree with the Local Authority's decision at any point, they can engage in the Local Authority's appeal process.

## **Criteria for Exiting the SEND Register**

If it is ever felt that a pupil's special educational needs have changed over time and that they no longer need to be on the school's SEND register, a meeting will be held with parents/carers and the pupil. The reasons for such a decision would be discussed in full and everyone's views recorded. An agreed way forward would be planned by all present. The pupil's progress would continue to be carefully monitored by the class teacher and through pupil progress meetings.

## **Pupil Centred Planning**

At Fairfield and Colneis, we aim to take a pupil centred approach to planning for pupils with SEN. Pupils with a SEN often have a unique knowledge of their own needs and their own views about what sort of help they would like. From an early age they will be encouraged to contribute to the process of identifying and supporting their needs.

As part of this approach, each child on the SEND register will have a 'Personal Profile' which reflects the pupil's likes, strengths and difficulties and will highlight key learning strategies identified to support them. These personal profiles are written with the direct input of the pupil, their parents, their class teacher and the SENDCo. These will be live documents and will be updated as necessary.

Pupils will also have a SEND learning plan which will identify a small number of specific targets for the pupil to focus on. The targets will be set by the class teacher in discussion with the parent and pupil and each target will be specific, measurable, achievable, realistic and time bound (SMART). These targets will be formally reviewed each term with a mid-term review at each half-term. Individual literacy and numeracy targets will not necessarily be included in the learning plan as pupils all have their own targets alongside their peers in the classroom. The class teacher holds the responsibility for evidencing progress according to the outcomes described in the learning plan and reporting on this progress to parent/carer each term during a

parent consultation and to the Senior Leadership Team in the pupil progress meeting. The SENDCo will oversee the learning plans and reviews.

## **Partnership with Parents/Carers**

At Fairfield and Colneis, we firmly believe that partnership with parents/carers plays a key role in enabling pupils with SEN to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of their child's needs. We take account of the wishes, feelings and knowledge of parents/carers. All parents/carers of children with SEN will be treated as partners and given support where necessary to play an active and valued role in their child's education.

Class teachers will meet with parents/carers at least termly to discuss progress. In addition to this, class teachers will always be willing to discuss a child at any point throughout the year if they or parent/carer feel there is a need to. The SENDCo is also available to parents/carers at any time to talk about a pupil's needs, progress and provision.

In addition, we have a full-time Family Support Worker, Mrs Dawn Piper, who is available to parents at any time if they feel that they need any support regarding their child or a range of other family matters.

The families of children with SEND may also be supported through the Common Assessment Framework (CAF) if it is considered that this will deliver positive outcomes for the child and their families.

The SEND Information Report, published on the school website, is a resource for parents/carers, setting out our arrangements for access to services and SEND arrangements at our school in a user-friendly way.

## **Working with Other Agencies**

Other professionals may become involved if it is considered that their input would be helpful in further assessing a pupil's individual needs or in putting together effective provision. They will use the pupil's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the pupil directly. This would only happen with the full knowledge and consent of parents/carers.

Outside agencies may become involved if the pupil:

- Continues to make little or no progress in specific areas over a long period despite having received carefully targeted intervention

- Continues working substantially below that expected pupils of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the pupil's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

## **Training and Resources**

As a Federation, we have a strong commitment to continuous staff training and development. We consider it very important to keep up to date with the most recent research and its findings regarding SEN. All teaching and support staff access a range of courses to help further their individual knowledge and expertise. The schools have a continuous programme whereby they audit the skills and expertise of staff and provide the relevant training to fill any gaps identified. The SENDCo oversees this process and works directly with any staff who need additional training to support a pupil with SEN.

The Headteacher, Governors and SENDCo review pupils' needs annually and set a budget for SEN. If it is felt that extra funding is needed to meet a pupil's needs, additional funding can be applied for from the Local Authority through the High Tariff Needs (HTN) funding process. Schools can apply for this funding on a termly basis. The Local Authority set clear criteria for different levels of need which are matched to different bandings for funding. The Local Authority sets the amount of funding received for each of the bandings. Once a year the school is required to submit to the Local Authority evidence of the pupil's needs and the provision they have in place to meet them. This is so that the Local Authority can ensure that the school's judgment as to which banding the pupil matches is accurate. If the school decides at any point during the academic year that a child's banding needs to change, evidence for that decision will have to be presented to the Local Authority.

## **Monitoring and Evaluation of SEND**

The quality of provision for all pupils is regularly and carefully monitored. This is done through direct classroom observations, scrutiny of planning, scrutiny of work, pupil perception interviews and gathering parent/carer views. This runs alongside a continuous and rigorous analysis of pupil progress data. The evaluation and monitoring arrangements across both schools promote an active process of continual review and improvement of provision for all pupils.

## **Roles and Responsibilities**

### **Special Educational Needs Coordinator (SENDCo)**

The SENDCo responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for pupils with SEN
- Advising teaching and non-teaching staff working day to day with pupils on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Overseeing the records of all pupils with SEN
- Liaising with parents/carers of pupils with SEN
- Co-ordinating and developing school-based strategies for the identification and review of pupils with SEN
- Making regular visits to classrooms to monitor the progress of pupils on the Special Needs Register
- Maintain an up-to-date SEND register
- Make school referrals for Education, Health Care Plans (EHCP) when appropriate
- Contributing to the in-service training of staff
- Liaising with local feeder pre-schools and high schools to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Liaising with external agencies
- Managing and deploying a range of support staff
- Ensure that the Local Offer published on our school website remains current
- Complete the high tariff need funding termly and co-ordinate the gathering of evidence across the school

### Governing Body

The Governing Body challenges the school and its staff to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these pupils and ensure that funds and resources are used effectively. The Governing Body has decided that pupils with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher reports the outcome of the review to the full Governing Body.

### Admission Arrangements

It is the aim of our Federation is to be fully inclusive and no child will be refused admission to the school solely on the grounds of having Special Educational Needs. In the case where a consultation is issued by the Local Authority to name our school as the setting in an Education, Health and Care Plan (EHCP), careful consideration will be taken to ensure that as a school we are able to offer appropriate provision to fully meet the needs of the child.

## **Transition**

Additional transition support may be required to support our pupils with SEN. Additional planning and transition work may be necessary at the end of the school year as a child moves between classes and works with different adults in school. Links with local pre-schools and secondary schools are clearly established and the SENDCo discusses transfer of pupils with SEN with the feeder or receiving school staff. Pupils with an Education, Health and Care Plan will have transition support at the earliest opportunity.

## **Supporting Pupils at School with Medical Conditions**

We recognise that some pupils with SEN may also have associated medical conditions. These pupils will be supported so that they have full access to the curriculum, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010). Please refer to our 'Supporting Children with Medical Conditions' policy which can be found on the school website.

## **Accessibility**

Our Accessibility Plan describes the actions the Federation has taken to increase access to the environment, the curriculum and to printed information. We do not maintain a separate Accessibility Plan document. Instead the plan forms part of the School Development Plan.

## **Safeguarding**

While safeguarding for all pupils is paramount, we recognise that pupils with SEND can be more vulnerable to key issues related to safeguarding. In accordance with 'Keeping Children Safe in Education' (2018), all staff are made aware of this through safeguarding training. Please refer to the Federation's 'Child Protection and Safeguarding Policy' which is available on the school website.

## **Bullying**

At all times our aim is to safeguard the needs of pupils with SEN, promote their independence and build resilience in their learning. Day-to-day concerns should be addressed to the class teacher, the SENDCo or the Headteacher. Please refer to our 'Anti-bullying Policy' for further information which is available on the school website.

## **Storing and Managing Information**

In accordance with General Data Protection Regulations (GDPR), all records relating to the SEN of individuals are stored securely on the school premises and only staff working directly with a pupil has access to them. Records will only be shared with other professionals with parents/carers permission. Day-to-day summative assessment information is kept by the class teacher. All information is passed onto

next providers when a child moves to a different provision e.g. new school/high school. Parents/carers can request access to their child's records at any times.

## **Complaints**

At Fairfield and Colneis we pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us. If you have any concerns, please talk to us first. Firstly, contact your child's class teacher as they work with your child on a daily basis. If you still feel that your concern has not been fully addressed, or if you prefer, you can always ask to meet with the SENDCo or Headteacher. We will do whatever we can to try and resolve the issue.

If you continue to feel that your concern has not been adequately addressed and wish to make a complaint, please refer to our 'Complaint Procedure Policy' for full details of the complaint procedure; this is available on the school website.

## **Reviewing This Policy**

This SEN policy will be reviewed annually and any necessary changes made. Once reviewed the policy will be formally ratified by the Governing Body. Through our direct work with parents/carers and the pupils themselves we continually seek to gather their views regarding how the school identifies and makes provision for SEN. These views are recorded through direct contact/conversations, pupil and parent questionnaires and pupil perception interviews. The views gathered then feed into the policy review to ensure that they are represented.