

Special Educational Needs Policy 2021

Kindness



Innovation



Passion



Imagination



Collaboration



thomas
fairchild
community
school

Introduction and Aims

Thomas Fairchild Community School values the contribution that every child makes, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise the achievement, remove barriers to learning and engage all pupils in their own educational success. Our aim for students with SEND is encapsulated in our school vision of *Excellence for All*.

Equality of Opportunities

The school does not discriminate against children on the grounds of race, gender, religion or ability. We seek to enable all children to have equality of access to the curriculum.

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 (EHCPs) plans, SENCOs and the SEND information report
- Keeping Children Safe in Education (2020)

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational provision that is additional to, or different from, that made generally for other children of the same age.

The Role of the SENCO

In collaboration with the Executive Headteacher, Headteacher and the Governing Body, the SENCO plays a key role in determining the strategic development of the SEND policy and provision in the school including:

- Ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Oversees the day to day operation of the school's SEND policy
- Provides professional guidance to colleagues with the aim of securing high quality outcomes for pupils with SEND
- Monitoring and evaluating the progress of all pupils with SEND
- Overseeing the records of all children with SEND
- Working with parents of children with SEND including supporting transition
- Working with external agencies within education, health and care services

The Role of the Governing Body

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteachers and SENCOs to determine the strategic development of the SEND policy and provision in the school

The Role of the Headteacher

The headteacher will:

- Have responsibility for the day to day management of all aspects of each school's work, including provision for children with SEND.
- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

The Role of Class teachers

All teachers at the school are teachers of SEND. 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 to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Does not match or better the child's previous rate of progress
- Does not close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social, emotional and/or behavioural needs.

Slow progress or low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we start with age appropriate expectations, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Working with pupils and parents/carers

In accordance with the SEND Code of Practice, the school works closely with all parents of children with SEND and treats them as equal partners, taking into account their views and wishes.

We will have early discussions with the pupil and their parents/carers when identifying whether they need special educational provision.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' /carers' views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are and how success is measured

Notes of these early discussions will be added to the pupil's records. We will agree with parents when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and knowledge of the pupil
- Previous progress, attainment and behaviour
- Other professionals' assessments, where relevant
- The individual's development in comparison to their peers and national outcomes
- The views and experience of parents
- The pupil's own views, taking into account the child's age and understanding

Our approach to supporting pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. All pupils, including those with SEND, should have access to a broad, balanced and relevant curriculum. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Where needed, we may make adaptations to ensure all pupils' needs are met, for example by:

- Differentiating our curriculum to ensure all pupils are able to access it, eg by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources, classroom environments and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We work with the following agencies (though not restricted to the below list) to provide support for pupils with SEND and the staff that work with them:

- Educational Psychologists
- Speech and Language Therapists
- Specialist Teachers
- Occupational Therapists
- Physiotherapists
- GPs
- CAMHS
- Multi Agency Teams
- Children's Social Care
- Disabled Children's services
- Other schools and settings e.g. nurseries, secondary schools, children's centres and special schools

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil/parent questionnaires
- Monitoring by the SENCO
- Observation of pupils by professionals
- Using METs and summative assessment to measure progress, where relevant
- Holding annual reviews for pupils with EHC plans
- Termly Teacher/Parent/Carer meetings.

Staff Training and Development

The school recognises the importance of staff professional development in enabling quality first teaching and excellent SEND provision. It supports staff by providing them with high quality training to ensure educational, emotional and social success for our SEND pupils. Professional development training is provided based upon the assessed needs within the school in any given year. Training may include INSET days, staff meetings and bespoke or specialist training.

Other policies

Information regarding SEND can be found in many other of our policies including:

- Admissions Arrangements
- Disability and Accessibility Policy
- Equality and Diversity Policy
- Behaviour Policy
- SEND Information Reports
- Safeguarding Policy

Complaints

Thomas Fairchild Community School's Complaint Policy and Procedures are set out on the school website and can be requested from the school offices.

Should a parent or carer have a complaint about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- Discuss the concern with the SENCO
- Discuss the concern with the Headteacher

Should the complaint still not be resolved the matter may be raised in line with the school's Complaints Policy.

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