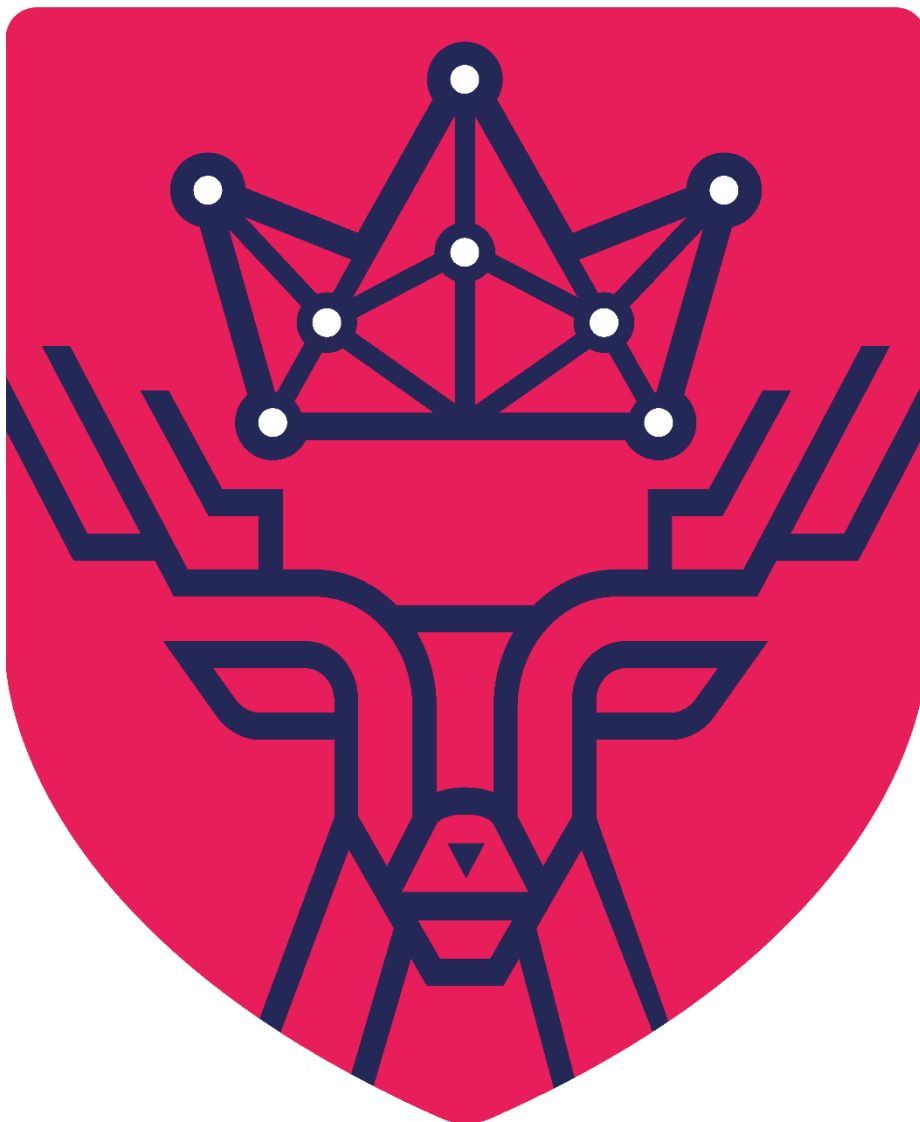




Fairlands Middle School

We Collaborate, Achieve & Belong

Special Educational Needs and Disability Policy



Approved by: Rob Dickins

Date: 17.11.2023

Last Reviewed: November 2022

Next Review Date by: November 2024

1. Aims of the policy

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND).
- Explain the roles and responsibilities of everyone in providing for pupils with SEND.

At Fairlands Middle School our ethos is to respect and value each child as an individual, with their own unique needs. We recognise that at different times during their school life a child or young person may have a special need or disability. In implementing this policy, we believe pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

2. SEND aims of the school

- Provide every child with access to a broad and balanced curriculum.
- Raise the aspirations and expectations of all children with special educational needs.
- To identify special educational needs at the earliest opportunity.
- To provide appropriate provision to ensure children with SEND have full access to the National Curriculum.
- Continuous monitoring of the progress of all children to aid the identification of SEND and ensure that all children with SEND reach their full potential.
- To have high expectations for all children and give every child the opportunity to experience success in their learning.
- To work in co-operation with the Local Authority and other outside agencies such as Health and Social Care, where appropriate, to support the needs of individual children and their families.
- Involve and inform parents/carers about their child's progress and encourage them to work with us in supporting their child.
- Ensure that all educators have access to high quality professional development and advice to support the individual needs of children and provide quality teaching and learning for all children.

3. 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 SEND and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.

4. Definitions

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*)

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the 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 or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Roles and responsibilities

5.1 The SENDCO

The SENDCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality adaptive teaching.
- Advise on the graduated approach to providing SEND support, as well as co-ordinate the assess/planned review process.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

5.2 The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at local governing body meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the local governing body on this.
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

5.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

5.4 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 SENDCO to review each pupil's progress and development and decide on any changes to provision.

6. Identification and assessment

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

1. The progress of every child is monitored termly. Where children are identified as not making progress in spite of High-Quality Adaptive Teaching and universal provision a student concern form is raised, 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. If a parent/carer refers their child to the school as they believe their child has special educational needs they should contact the SENDCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the pupil is not making appropriate levels of progress, then internal support will be implemented.
- Once a child has been identified as needing additional support and have met the entry criteria for the SEND register, they will have written an Individual Education Plan (IEP) and a Pupil Passport by the SENDCo and/or teachers.
 - All staff teaching pupils on the SEND register will be made aware of their individual needs. Subject leaders and the SEND team will help teachers when required to develop effective strategies to promote progress and attainment, and will ensure that appropriate resources are available as part of the school's professional development programme.

7. Reviewing

- All pupils regardless of needs are set targets. Data collated during the school reporting process is analysed and strategies are put in place to support pupils who are not achieving as expected. All SEND interventions delivered outside the classroom have Specific, Measurable, Achievable Realistic Targets (SMART) set to ensure that progress is made.
- All pupils on the SEND register will be monitored through the 'Assess/Plan/Do/Review' process three times a year and the IEP and passport is updated. These plans are shared with teachers and parents.
- If a pupil has an Educational Health Care Plan an annual review is held in accordance with legal requirements.
- If, as a result of appropriate progress, a pupil is removed from the SEND record, the pupil will continue to be monitored through the school's structured reporting programme by class teachers or subject leaders.
- If a pupil continues to not make progress, in spite of high-quality adaptive teaching and targeted SEND support, an application to the Local Authority for a request for assessment for an EHCP Plan can be made by both school and/or parents.

8. Further information

8.1 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.

8.2 Contact details of support services for parents of pupils with SEND

- IPSEA - offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). They also provide training on the SEND legal framework to parents and carers, professionals and other organisations. <http://www.ipsea.org.uk>
- Somerset SENDDIAS (Special Educational Needs and Disability Information, Advice and Support) can give children, young people and their parent carers information, advice and support about SEND. This can include information on Education, Health and Care (EHC) Needs Assessments and Plans. The service is free, confidential and impartial.
<https://somersetSENDd.org.uk>

8.3 Contact details for raising concerns

- Concerns regarding the provision for students with SEND or the identification of an undiagnosed SEND need should be addressed to the SEND and Inclusion Lead; Rob Dickins; rdickins@fairlandsmiddleschool.co.uk.
- Richard Holmes is the named governor with responsibility for Special Educational Needs and Disabilities for Fairlands School. He can be contacted via office@fairlandsmiddleschool.co.uk

8.4 The local authority local offer

- Our contribution to the local offer is: Fairlands Middle School Information Report.
- Our local authority's local offer is published here: [Somerset's Local Offer](#)

8.5 Monitoring arrangements

This policy and information report will be reviewed by the SEND and Inclusion Lead, Rob Dickins every year. It will also be updated if any changes to the information are made during the year. It will be approved by the local governing body.