



Fairchildes Primary School

SEN Policy

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Introduction

Central to all of our policies at Fairchildes is the opportunity for all children to achieve and to know success. Within our school we have children who have been identified as having Special Educational Needs (SEN). At different times in their school life a child may have a Special Education Need (SEN). It is the responsibility of all to ensure that all children are given the opportunity to access lessons and embrace learning opportunities.

Aims and Objectives

For children who have been identified as having any form of educational need, as with all our pupils, we aim to enhance their knowledge, experience, imaginative understanding and capacity for enjoyment, to enable them to become active and independent learners with an awareness of moral values.

Definition

The code of practice defines SEN as follows: 'A child or young person has SEN if they have a learning difficulty or disability which calls for a special educational provision to be made for him/her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: Has a significantly greater difficulty in learning than the majority of others the same age, or Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.' Types of SEN In the Code of Practice, SEN and provision falls under four categories: Communication and Interaction Cognition and Learning Social, Emotional and Mental Health Sensory and/or Physical This includes a wide range of needs such as: Moderate learning difficulties and global delay Autism

and social communication differences Specific learning **difficulties** e.g. dyslexia and dyscalculia Speech and language difficulties Social, emotional and mental health difficulties Visual or auditory difficulties Anxiety, anger and depression.

Roles and Responsibilities

The academy committee and staff of Fairchildes recognise and accept their responsibility for ensuring that those children with special educational needs should have their needs met. As well as having full access to a broad, balanced and relevant curriculum, they will receive educational provision, which is additional to, or otherwise different from this. At all times, the school, and any outside agencies involved, will be working in partnership with the parents and the views of the child will be sought and taken into account.

The school SENCO and Inclusion Manager are responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs at the school. The identified governors responsible for Inclusion will work in partnership with the SENCO and the Inclusion Manager to ensure the governing body's responsibilities are fulfilled.

The SENCO's role includes:

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for children with SEN (including resources, equipment and deployment of personnel).
- Liaising with and providing professional guidance to colleagues to secure high quality teaching of SEN pupils.
- Overseeing the records of all children with SEN, keeping an up-to-date provision map which links to each child's assessment and when necessary preparing Educational Health Care Plan applications.
- Contributing to the in-service training of staff.
- Liaising with external agencies, including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Keep up to date with current good practice by attending courses and meeting other SENCOs.
- Play a key role in the development of SEN provision in the school in order to raise the achievement of children with SEN - ensure SEN provision is an integral part of the School Improvement Plan.
- Managing relevant teaching assistants to ensure appropriate support for targeted pupils.

In fulfilling the above responsibilities, the SENCO, with the support of the Head teacher and colleagues, will seek to develop effective ways of overcoming barriers to learning and ensuring effective teaching for pupils with SEN through analysis and assessment of needs and pupils' achievements, monitoring teaching and target setting for improvement. In addition, the governors and staff of Fairchildes feel that the pupil premium grant is well spent on Inclusion and SEN is a part of this.

The school's governing body will:

- Ensure all academy committee members are up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed.
- Do its best to ensure that the necessary provision is made for any pupil who has SEN. Ensure the school's Inclusion Policy is fully adhered to in relation to pupils with SEN. Regularly monitor, evaluate, review and develop the school's SEN policy.
- Have regard to the current SEN Code of Practice when carrying out its SEN related duties.

Identification, Assessment and Provision

When a child is making significantly slower progress than their peers or is struggling to achieve their predicted potential they could be considered to have Special Educational Needs (SEN). In partnership with the Class teacher, SENCO, **Inclusion Team** and parents, we will look for any barriers to learning.

Barriers to learning could include:

- Absences or lateness
- Impact of COVID-19 lockdowns
- Changing schools or moving house
- Difficulties in speaking English
- A temporary illness or injury e.g. broken arm
- Worries or concerns such as a family bereavement
- Being a young carer

We know that children who experience these types of issues may be vulnerable students, but this does not mean they would be identified as a child with SEN. The learning of all children at Fairchildes Primary School is regularly and rigorously assessed. School leaders check books, observe lessons and monitor the achievement of the children.

We also use formal assessment to monitor progress:

- Phonics screening in Year 1
- Year 4 times table check
- Reception baseline assessment
- End of Key Stage 1 assessments
- SATs in Year 6
- **YARC and Phab2**
- SALT assessment
- Fine motor skills assessment
- SNAPB assessment

After collecting information on progress and attainment and following agreement with parents, a child experiencing long term and complex barriers to their learning will be placed on the SEN register.

Staff Training

We have an extensive staff at Fairchildes who continuously look to develop their practice and extend their expertise. An ongoing programme of training is in place to

ensure that teachers and support staff have appropriate skills and knowledge. This includes:

- Sensory Processing Difficulties
- Dyslexia
- Literacy strategies
- Maths strategies
- **ELKLAN**
- Autism
- Makaton
- Phonics
- First Aid
- Safeguarding

Our staff also regularly visit alternative provisions to share good practice as well as engaging outreach support from special schools. We have regular staff meetings where all members share ideas to promote successful learning strategies.

Allocation of Resources

All pupils are given quality first teaching. This means that class teachers are well trained; lessons are well planned, exciting and differentiated to ensure that all pupils can access the learning at their own level.

For pupils with SEN this could mean that they are given a slightly different task to achieve or are using visual clues or equipment to help them complete their task. Some may require additional support from the class teacher or teaching assistant as part of a small group, pair or individual.

Some SEN pupils will have an Individual Education Plan (IEP). This will outline specific targets for the child and identify what support and resources need to be put in place for the child to make progress. An IEP is regularly assessed and updated by parents, class teachers and the SENCO.

Children identified as SEN may receive support including: additional literacy support, additional maths support, occupational therapy, speech and language, 1:1 teaching assistant support, pastoral support and use of the sensory room. The range of support available will be intensive, individualised and sustained. The current range of support offered for pupils with SEN is detailed in the school offer on our website:

<https://www.factrust.org/fairchildessenoffer>

Links with other agencies

External and internal support services play an important part in helping Fairchildes identify, assess and make provision for pupils with SEN. The use of outside agencies very much depends upon the individual needs. However, some are frequent visitors to school. These include: the educational psychologist, hearing and **visual impairment team**, speech and language therapists, occupational therapists and physiotherapists.

Partnership with parents

Croydon has a Parent Partnership service (**SENDIASS**), offering independent support for parents and carers with children with SEN. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice.

Admission arrangements

Fairchildes admission policy follows the guidelines laid down by the LA and the Fairchildes Academy Community Trust. Arrangements for the admission of children with SEN who do not have an EHCP, and who fulfil the usual criteria for admission, do not differ from the arrangements for the other pupils. Admission to Fairchildes 360 Centre (ELP) is through the Croydon SEN department. All children within the ELP have an EHCP. Fairchildes is an accessible school. This includes ramps, lifts, accessible toilets and a wet room. Further information can be found on the school's SEN offer: <https://www.factrust.org/fairchildessenoffer>.

Complaints procedures

If a parent is unhappy about the provision that is being offered to their child by Fairchildes, he/she should contact the class teacher, SENCO or come and see the Inclusion Manager or **Co-Heads** of School. If after a discussion with the Inclusion Manager a parent is not happy, they could contact our Inclusion Governor: Laura Fraser.

Evaluating Success

The success of the school's SEN policy will be judged against the aims set out above. The policy will be reviewed regularly. The success of the school's SEN policy and provision can be evaluated through:

- Review of the SEN register - progress made by identified pupils
- Monitoring of IEPs by SENCO/**SLT** - effectiveness of strategies used
- Monitoring of classroom practice by **the Co-Heads** /Inclusion Manager/SLT
- Involvement of parents/carers in provision made for their child
- Analysis of pupil tracking data and test results
- Monitoring of procedures and practices by Inclusion Governors