



Fairfield Primary School

SEND Policy

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By:	N Steel
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POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Fairfield Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities.

This policy has been formulated with due regard to the Special Educational Needs and Disability Code of Practice 2015, the Equality Act 2010, and the Stockton-On-Tees Local Authority's Local Offer/Ordinarily Available Provision (OAP) Guidance. It also reflects current expectations from the DfE SEND & AP Improvement Plan (2023-2025) and Ofsted framework updates relating to SEND and inclusion.

High quality adaptive teaching and inclusive classroom practice form the foundation of support for all pupils. Fairfield Primary School follows Stockton-on-Tees Local Authority's Local Offer/Ordinarily Available Provision (OAP) framework to ensure that appropriate support, reasonable adjustments and inclusive approaches are available to all learners.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND)

Fairfield Primary School continues to adopt the definition of special educational needs as stated in the Special Educational Needs Code of Practice (DfE, 2015).

Children have **special educational needs** if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Special educational provision means educational provision that is additional to, or different from, the educational provision made generally for children of the same age by mainstream schools or maintained nursery schools.

Children have a **learning difficulty or disability** if they:

- a. have a significantly greater difficulty in learning than the majority of children of the same age; or
- b. 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 mainstream schools.

Many children and young people with SEND may have a disability under the Equality Act 2010 – that is ‘...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’. This includes Sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

AIMS AND OBJECTIVES

We aim for **all** children to have the opportunity to achieve their full potential and to become confident individuals. In providing for children identified as having special educational needs (SEN) at Fairfield Primary School we aim to:

- ensure that all pupils are valued equally.
- promote a positive self-image of all children in the school.
- have high expectations of our pupils
- ensure that all children, regardless of SEN or disability, are able to join in with the activities of the school, so far as is reasonably possible.
- encourage pupils to be self-motivated, confident and resilient in their approach to overcoming difficulties
- ensure that the classroom management, teaching and adaptive teaching practices are appropriate to pupils' individual needs.
- regularly review and evaluate children's progress and to work in close partnership with parents/carers and children.
- ensure that Special Educational Needs are identified and assessed at the earliest possible stage, using robust early identification and screening arrangements.
- raise awareness of SEND across staff, pupils, parents and Governors
- ensure that all children have access to a relevant, broad and balanced curriculum.
- work proactively with the LA and other agencies, including Social Services, parent support groups, psychologists and medical services, in identifying, assessing and meeting Special Educational Needs.
- maintain and develop a range of expertise within the school by training all staff with regard to SEND.
- promote an awareness of physical, emotional, behavioural and social needs of children.
- ensure that, as far as possible, appropriate resources, both human and physical are provided to enable children with Special Educational Needs or Disability to access the curriculum.
- use guidelines provided by the LA's OAP and refer to the Code of Practice.
- monitor, review and evaluate policy and provision on a regular and systematic basis.
- ensure that the emotional well-being and SEMH needs of pupils are considered within a trauma-informed and relational approach.
- ensure that pupils with SEND are actively involved in decisions about their support, learning and future aspirations wherever appropriate.

ADMISSION ARRANGEMENTS

Fairfield Primary School strives to be a fully inclusive school. All pupils are welcomed, including those with special educational needs or disability, in accordance with the LA Admissions Policy.

ROLES AND RESPONSIBILITIES

Provision for children with special educational needs is a matter for the school as a whole. The Governing Body, Senior Leadership Team, SENDCO and all other members of staff have important responsibilities. SEND provision is an integral part of the School Improvement Plan.

Governing Body

The Governing Body of Fairfield Primary School follows the guidance set out within the Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015) in order to ensure that the necessary provision is made for any pupil with special educational needs or disability.

The Governing Body, with the Head Teacher and staff at Fairfield Primary School, have agreed this policy and the procedures for meeting the needs of those pupils with special educational needs. The Governors determine the staffing and funding arrangements and generally oversee the school provision and work.

The Governor with responsibility for SEND is Mrs Helen Stevenson. In conjunction with the SENDCO, she monitors progress and ensures that resources are deployed effectively to meet the needs of children with SEND. The Governing Body reports annually to parents on the school's policy on SEND.

Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Head Teacher keeps the Governing Body fully informed on SEND issues. The Head Teacher works closely with the SEND coordinator.

SENDCO

The SEND Coordinator (SENDCO), with the Head Teacher and Governing Body, plays a key role in determining the strategic development of the SEND Policy and provision in the school in order to raise the achievement of children with SEND. The SENDCO at Fairfield Primary School is Mr Nathan Steel.

The SENDCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents and carers and other agencies. The SENDCO is aware of the provision in the Local Offer and works with professionals and families to ensure that pupils with SEND receive appropriate support and high quality teaching. The SENDCO provides relevant professional guidance to colleagues and collaborates with Curriculum Leaders so that the learning for all children is given equal priority.

At Fairfield Primary School the principal responsibilities for the SENDCO include:

- overseeing the day-to-day operation of the SEND policy
- co-ordinating provision
- liaising with, and advising, teachers, including the Designated Teacher where a looked after pupil has SEND.
- advising on the graduated approach to providing SEND support (Assess - Plan - Do - Review).
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively managing SEND teaching assistants
- the administration of reviews and SEND Register
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
- liaising with parents of children with SEND
- contributing to the CPD of staff
- liaising with external agencies, including the LA SEND support and Educational Psychology Services, Health and Social Services and voluntary bodies.
- Supporting the development of adaptive teaching and inclusion practices
- Supporting staff to implement the LA's Local Offer/ OAP.

At Fairfield Primary School we acknowledge the importance of this role and the time required for managing special educational needs. The SENDCO is given time for administration and monitoring.

All Teaching and Non-Teaching Staff

All staff contribute to the identification, assessment and provision for pupils with SEND.

Staff responsibilities include:

- Being accountable for the progress of all pupils, including those receiving TA or specialist support.
- Planning accessible lessons through adaptive teaching.
- Contributing to SEND Support plans and reviews.
- Working with TAs to ensure support is effectively planned and reviewed
- Recognising emerging needs early and sharing concerns with the SENDCO

Teaching Assistants continue to deliver targeted support and contribute to assessments. They work under the guidance of class teachers.

STAFF DEVELOPMENT

The SENDCO attends relevant in-service training and LA briefing meetings. Such meetings provide an opportunity for all the SENDCOs in the Local Authority to discuss a wide range of issues and to share best practice.

Staff regularly discuss special educational needs issues and are given opportunities to identify training needs and areas for development. Opportunities are provided for all staff to up-date their knowledge of specific needs through in-service training as well as specialist training provided by the Local Authority and other external agencies. Increasingly, staff access training in:

- autism and sensory needs
- SEMH and trauma-informed practice
- speech, language and communication needs
- adaptive teaching
- specific learning difficulties (e.g. dyslexia)
- supporting pupils using assistive technology

PARTNERSHIPS

At Fairfield Primary School, we believe that successfully meeting the needs of children with SEND requires a strong partnership between all those involved - parents/carers, children, school staff, the Local Authority and other agencies. We realise the importance of a clear understanding of roles and responsibilities, including clarity of information and good communication.

Parents

When a child is in care, the carers are accorded the same rights and responsibilities as reasonable parents.

At Fairfield Primary School, we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified and met as early as possible.

At Fairfield Primary School, we endeavour to support parents so that they are able to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEND Code of Practice
- understand procedures and documentation
- express their opinions
- have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents are encouraged to seek help and advice from the LA Information, Advice and Support Service which should provide support, information and relevant training. The SEND IASS can be contacted by telephoning 01642 527158 or details from the SENDCO.

Parents are involved in all stages of SEND processes, including early identification, target setting and reviews. The school informs parents when special needs are first identified and keeps parents informed of any changes, encouraging them to participate from the outset and throughout their child's time at the school. They are given copies of their child's targets and advice on how they can support their learning. Parents are involved in the review of their child's targets at consultation evenings and their views are recorded. The school values collaborative working with families and recognises parents and carers as partners in their child's education. Parent views are sought during reviews and contribute to planning future support.

At Fairfield Primary School, we acknowledge the difficulties parents can face when their child is going through Statutory Assessment; therefore, we endeavour to provide support as the child goes through this process.

Equally, parents have a responsibility to communicate with school and we would expect parents to alert teachers to any concerns regarding their child's education and to any issues that might affect their child's progress in school.

Children

Children with special educational needs or disability often have a unique knowledge of their own needs and views about what sort of help they would like to help them make the most of their education.

At Fairfield Primary School, we encourage pupils to participate in their learning by being involved with reviewing their progress and setting new targets with their teacher on a regular basis.

Pupils are encouraged to discuss their strengths, interests, difficulties and aspirations. Their views are considered when creating and reviewing SEND Support Plans, setting outcomes and evaluating the effectiveness of support. The school aims to promote independence and self-advocacy appropriate to the age and stage of development of each pupil.

Children's views are sought and valued as part of the Annual Review process and, where appropriate, children may be invited to attend Annual Review meetings.

External Agencies

School works closely with a wide range of professional agencies offering support and advice for children with special educational needs. In accordance with LA guidelines, we follow the consultation model with our Educational

Psychologists. We also have a close relationship with the local authority's support services and Daisy Chain in accessing support for children with Autism Spectrum Disorders and their families. We take every opportunity to develop the knowledge, skills and abilities of our staff through in-service training and professional support from these external agencies.

Health professionals are regular visitors to school and cover a range of services including regular health screening, promoting good dental health, delivering health and relationship education programmes and physical therapies.

Additional services which have been purchased by school include Educational Psychology, Wilderness School including Nurture Group, Let's Talk, The Headlight Project and Circles Psychological Services.

IDENTIFICATION

The SEND Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction (Language, Autistic Spectrum Disorder)
- Cognition and learning (Specific Learning Difficulties eg. Dyslexia)
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical

At Fairfield Primary, we use a graduated approach. We are continually developing knowledge and resources to assist staff in the early identification of specific needs. Early identification is strengthened through:

- teacher observations
- screening tools (speech-language, phonics, reading assessments etc)
- analysis of progress data
- information from parents and previous settings

A continuous cycle of assessment, planning, teaching and reviewing is in place, which takes into account the wide range of abilities, learning styles and interests of children. The majority of children will learn and progress within these arrangements. Those children whose attainments fall significantly outside the expected range may have special educational needs.

High quality adaptive teaching is the first step in responding to pupils who may have SEND. Additional interventions and support are considered where pupils continue to experience barriers to learning despite appropriate classroom provision.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers

will look at carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in command of the English language rather than a learning difficulty. Advice and support from the Multicultural Service would be sought in such cases.

Where special educational needs have been identified, school adopts a graduated approach based on a four-part cycle of Assess, Plan, Do, Review.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It also draws on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them if the parents agree.

Plan

Where it is decided to provide a pupil with SEND support, parents will be formally notified. The class teacher, in consultation with the SENDCO and parents, will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment
- Small group or individual support
- Specific intervention programmes
- Mentoring
- Adaptations to the curriculum
- Adaptations to the learning environment
- Additional processing time
- Examination access arrangements
- Advice or involvement from external agencies
- Access to LA support services for one-off or occasional advice on strategies or equipment
- Assistive technology and accessibility tools

Do

The class teacher remains responsible for all children's progress, even when interventions involve group or one-to-one teaching away from the main class. Teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. They implement the agreed strategies from the planning stage. The SENDCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The impact and effectiveness of the support is reviewed at least termly. The class teacher, working with the SENDCO, will revise and adapt the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an EHC plan, the Local Authority must review that plan as a minimum every twelve months.

REQUESTING AN EDUCATION HEALTH AND CARE NEEDS ASSESSMENT

The special educational needs of the majority of children in Fairfield Primary School are met effectively through SEND support detailed above. However, in a small number of cases, where the child has not made expected progress despite high quality, targeted SEND support that includes several cycles of Assess, Plan, Do, Review (ADPR) and involvement from external professionals, the school or parents may request an Education, Health and Care needs assessment by the Local Authority. Where a request for assessment is made by the school, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including reviews.

Where the evidence submitted suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and therefore may require special educational provision, which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for an Education, Health and Care Needs assessment. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an EHC Plan.

The purpose of an EHC plan is to secure coordinated support across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

A local authority **must** conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child.

EDUCATION HEALTH AND CARE PLAN

When the LA has completed its assessment of a child, it will decide whether to issue an EHC plan.

This will include:

Section A: The views, interests and aspirations of the child and his or her parents or the young person.

Section B: The child or young person's special educational needs.

Section C: The child or young person's health needs which are related to their SEND.

Section D: The child or young person's social care needs which are related to their SEND or to a disability.

Section E: The outcomes sought for the child or the young person. This should include outcomes for adult life. The EHC plan should also identify the arrangements for the setting of shorter term targets by the early years provider, school, college or other education or training provider.

Section F: The special educational provision required by the child or the young person.

Section G: Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND. Where an Individual Health Care Plan is made for them, that plan should be included.

Section H1: Any social care provision which **must** be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970.

Section H2: Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND. This will include any adult social care provision being

provided to meet a young person's eligible needs (through a statutory care and support plan) under the Care Act 2014.

Section I: The name and type of the school, maintained nursery school, post-16 institution or other institution to be attended by the child or young person and the type of that institution (or, where the name of a school or other institution is not specified in the EHC plan, the type of school or other institution to be attended by the child or young person).

Section J: Where there is a Personal Budget, the details of how the personal budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care. The special educational needs and outcomes that are to be met by any direct payment **must** be specified.

Section K: The advice and information gathered during the EHC needs assessment **must** be attached (in appendices). There should be a list of this advice and information.

If the Local Authority declines to issue an EHC plan, clear reasons for this decision must be provided to parents and they have a right to appeal.

Annual Review of an EHC Plan

All EHC plans must be reviewed at least annually. The purpose of the review is to discuss progress towards objectives identified in the plan and to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified. The review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

RECORD KEEPING

Class teachers keep a record of targets, provision and outcomes for all children identified as having SEND. These records also include discussions with parents and any advice or recommendations from external agencies. The CPOMs system is used across school so that all relevant members of staff can be alerted to issues (including SEND) concerning individual children. Class teachers complete a class provision map each term which identifies how additional support is used. Provision maps include evidence of adaptive teaching strategies and reasonable adjustments in line with LA guidance. The SENDCO records and monitors support. Assistive technology use (e.g. iPad accessibility features) is recorded where relevant to the child's provision.

Where approved AI-enabled accessibility tools are used to support learning, these will be implemented in accordance with the school's AI Policy, Data Protection procedures and safeguarding requirements.

Children's SEND records are kept in an individual folder in a secure cabinet. Current school-based SEND records are stored electronically, in an area accessible by staff only. Supply teachers are made aware of children with SEND in the class in which they are working.

In addition, the Early Help Assessment is used where appropriate to ensure information sharing between school and other agencies.

RESOURCES

All schools in Stockton receive funding for pupils with SEND.

- The base budget covers teaching and curriculum expenses as well as the cost of the SENDCO.
- The delegated SEND budget covers additional support required for the majority of children with SEND.
- Schools may apply to the LA for top-up funding for children with a high level of need.

Fairfield Primary School follows LA guidance to ensure that all pupils' needs are appropriately met. Details of how resources are allocated are included in the Governors' Annual Report to Parents.

Fairfield Primary School has acquired a range of resources which are intended to support pupils with a variety of special educational needs. The school uses funding to support early intervention, mental health support and access to digital/assistive technology where appropriate. The majority of these resources are stored in the resource room, although some are kept in classrooms for use by individual children. The SENDCO has a range of books and resources on specific conditions which are available to staff and parents.

The school building is currently accessible for disabled pupils.

Fairfield Primary School has a duty to prepare an Accessibility Plan for disabled pupils in order to:

- increase the extent to which disabled pupils can participate in the Curriculum
- increase the physical accessibility of school premises for disabled pupils
- improve the delivery to disabled pupils of information provided in writing for pupils who are not disabled.

This Accessibility Plan is reviewed regularly. ~~The school also has a duty to prepare and review a Disability Equality Scheme.~~

MEDICAL CONDITIONS

Children with medical conditions eg. diabetes, heart conditions, severe allergies etc. should be identified and their details passed to the SENDCO as well as class teachers and relevant support staff. The class teacher should regularly discuss the condition with parents so that they are updated of any changes or potential problems. It is parents' responsibility to check the expiry dates of inhalers and epi-pens stored in school and to replace them as necessary. Medical needs are considered when planning reasonable adjustments and support for SEND pupils, in line with the DfE "Supporting Pupils at School with Medical Conditions" guidance.

EVALUATION

This policy is the subject of continuous review by the Head Teacher, SENDCO, Governing Body, teaching and non-teaching staff. Evaluation includes monitoring of early identification practices, adaptive teaching, SEMH support, and impact of interventions. The effectiveness of inclusive classroom practice is monitored as part of lesson observations, learning walks and provision reviews.

The successful operation of the school's SEND policy is measured in relation to:

- a child's progress.
- a child's access to the National Curriculum.
- the impact of support.
- the successful implementation of the different stages of SEND provision.
- Children with SEND achieving similar levels of progress to all children.

The success of the school's SEND policy and provision will be evaluated through:

- monitoring of classroom practice by the SENDCO and Leadership Team
- analysis of pupil test results and progress made in school work.
- value added data for pupils on the SEND register.
- monitoring of procedures and practice by the Governor with responsibility for SEND.
- School self-evaluation

The quality of SEND provision is reviewed at the end of each academic year and outcomes of the review inform planning for the following year.

COMPLAINTS PROCEDURE

In the first instance, parents' complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the SEND Complaints Policy in the first instance, followed by the Whole-School Complaints Policy.

If there continues to be a disagreement with regard to the SEND provision, the LA should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents and the school. Parents have statutory rights of appeal to the First-tier Tribunal (Special Educational Needs and Disability) where applicable.

More detailed information can be found within the Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015).

Policy updated by Nathan Steel September 2026

The review of this policy will be initiated by the SENDCO in September 2027 or in the event of Government changes to the Code of Practice.

DRAFT