



Fairisle Junior School is very proud to be a fully inclusive school. We celebrate all our children and have built a unique school community. Being warm and welcoming to all is at the heart of our school. All our staff provide a caring and nurturing environment.

Special Educational Needs Policy

Aims

At Fairisle Junior School, we **Expect Success**.

This includes all children with Special Educational Needs and Disabilities (SEND).

We provide "Quality First Teaching" and identify and intervene to support all children.

We aim to create a strong partnership between children, parents, the school and outside agencies.

- We value all children equally regardless of their abilities and behaviours
- We work together to create an environment that promotes trust, care and cooperation
- All children have access to a broad, balanced and stimulating curriculum that meets each individual's needs
- All children can learn and make progress
- All children can develop their self-esteem, confidence and independence
- All children are challenged to achieve their full potential
- Staff effectively support identified needs
- We work according to the guidance in the SEND Code of Practice 2014

We all have a responsibility for the delivery of this policy (See Appendix B).

Definitions

Special Educational Needs are defined in four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and or Physical Needs

A more detailed explanation of these areas can be found in the [Code of Practice](#).

A child with behavioural needs or English as an additional language might not necessarily have special educational needs.

Disability

Some children with a special educational need may have a disability under the [Equality Act 2010](#).

Where a child with a disability requires special educational provision, they will also be covered by the Special Educational Needs definitions above.

The school has key duties under the [Code of Practice](#) and the [Equality Act](#).

Identification, Assessment and Review

The class teacher and Assistant Headteacher (Welfare & Inclusion) work together to identify where a child might have a special educational need.

Teachers are responsible and accountable for assessing the progress and development of all the children in their class, including those with SEND. The Assistant Headteacher supports this process.

The Assistant Headteacher reviews the progress of all children, with appropriate staff, on a regular basis.

We keep an SEND Register for all children who have special educational needs or a disability.

Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of a child, and the child has not made expected progress, the school or parents will consider requesting an Education, Health and Care needs assessment.

Supporting Families and Children

We provide an SEND Information Report. This is a statutory requirement which outlines our offer of support for all areas of SEND.

Complaints

Complaints related to this policy are handled through the school's normal complaints procedure.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)

- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting children at school with medical conditions (December 2015)
- The National Curriculum in England
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

POLICY RATIFIED: SEPTEMBER 2018

TO BE REVIEWED: SEPTEMBER 2019

Appendix A

A Graduated Approach to SEND Support

At Fairisle Junior School, we adopt a “quality first teaching” approach. The key characteristics of this are:

- highly focused lesson design with clear objectives
- high demands of child involvement and engagement with their learning
- high levels of interaction for all children
- appropriate use of teacher questioning, modelling and explaining
- an expectation that children will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate

Teachers are responsible and accountable for the progress and development of the children in their class, including where they access support from teaching assistants. Quality First Teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND; additional intervention and support cannot compensate for a lack of quality first teaching. We regularly and carefully review the quality of teaching for all children, including those at risk of underachievement, through lesson observations, work scrutiny and child progress meetings.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and Quality First Teaching. We assess each child’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all children. These seek to identify children making less than expected progress given their age and individual circumstances.

The first response to such progress is Quality First Teaching targeted at their areas of development. This can also include progress in areas other than attainment – for instance where a child needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a child is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place.

Assess

In identifying a child as needing SEN support, the class teacher, working with the Assistant Headteacher, carries out a clear analysis of the child's needs. This draws on the teacher's assessment and experience of the child, their previous progress and attainment, the views and experience of parents, the child's own views and, if relevant, advice from external support services.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with the school to help inform the assessments.

Plan

The teacher and the Assistant Headteacher agree, in consultation with the parent and the child, the adjustments, interventions and support to be put in place. The support and intervention provided meets the outcomes identified for the child, based on reliable evidence of effectiveness.

Do

The class teacher remains responsible for working with the child on a daily basis. They work closely with any support staff or specialist staff involved. The Assistant Headteacher 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.

For higher levels of need, if appropriate, referrals are made to external agencies and professionals to carry out more specialised assessments. For example, NHS speech and language therapy and physiotherapy.

Review

The effectiveness of the support and interventions and their impact on the child's progress are reviewed in line with the school's progress monitoring cycle. The impact and quality of the support and interventions are evaluated, along with the views of the child and their parents. This feeds back into the analysis of the child's needs. The class teacher, working with the Assistant Headteacher revises the support in light of the child's progress and development, deciding on any changes to the support and outcomes.

Where a child has an Education and Health Care plan (EHCP), the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

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

- monitoring of classroom practice by the Leadership Team
- analysis of child tracking data
- monitoring of procedures and practice by the SEND governor
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

Appendix B

Roles and Responsibilities

Provision for children with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for children with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- the necessary provision is made for any child with SEND
- all staff are aware of the need to identify and provide for children with SEND
- children with SEND join in school activities alongside other children, so far as is reasonably practical and compatible with their needs and the efficient education of other children
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The **Head Teacher** is responsible for:

- the management of all aspects of the school's work, including provision for children with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the Assistant Headteacher
- monitoring and reporting to governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole

The **Assistant Headteacher (Welfare & Inclusion)** is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for children with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify children with special educational needs
- carrying out assessments and observations of children

- supporting class teachers in devising strategies, setting targets appropriate to the needs of the children, and advising on appropriate resources and materials for use with children with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of children with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of children with SEND through the use of existing school assessment information
- contributing to the in-service training of staff
- liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- providing high quality teaching for all children
- assessing children's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the child (in liaison with the SENCO, parents and child)
- regularly reviewing the impact of these adjustments, interventions and support, including children with SEND in the classroom, through providing an appropriately differentiated curriculum
- retaining responsibility for the child, including working with the child on a daily basis.
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting children with SEND
- directly liaising with parents of children with SEND

Teaching Assistants (TAs):

- are fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for children with SEND.
- feedback to teachers about children's progress.
- work as part of a team with the SENCO and the teachers supporting children's individual needs and ensuring inclusion of children with SEND within the class.