



## SEND policy 2018

*'Inspiring learners, Building foundations,  
Shaping tomorrow'*

Agreed on:
Signed on behalf of the LGB
Review date:

*The academy is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.*

*We are a dyslexia friendly school and seek to ensure that our policies and practice enable all children and adults to fulfil their potential.*

Title	SENDPolicy
Is this policy new or a replacement for an existing policy?	Replacement
Author/Policy Lead	Mrs L Ward ( Senco)
Name of approving committee and date	Curriculum committee
Review date	
Date issued	
Executive summary	This policy sets out the schools commitment to supporting children with additional needs and the ways in which it will fulfil its legal and moral obligation to those children and families

# Special Educational Needs and Disability Policy

**Completed by:** Leonie Ward (SENDCo)

**SEND Co-ordinator:** Leonie Ward (SENDCo)

**SEND Link Governor:** Carmel Corrigan

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September, 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012

## How parents and carers may access the policy

Copies of the SEND Policy can be found online at

[www.fairwayprimary.co.uk](http://www.fairwayprimary.co.uk)

The Birmingham SEND Local offer can be found online at

[https://www.birmingham.gov.uk/info/50034/special\\_educational\\_needs\\_or\\_disabilities\\_birminghams\\_local\\_offer](https://www.birmingham.gov.uk/info/50034/special_educational_needs_or_disabilities_birminghams_local_offer)

Alternatively, a copy of either document can be requested from the School Office.

## **SEND at Fairway: Our beliefs and values**

Every child deserves a fair start in life, with the very best opportunity to succeed. At Fairway Primary Academy we strive to support all children to enable them to achieve their full potential and experience a broad and balanced curriculum. We aim for barriers to learning to be removed, and to be as inclusive as possible. All children at Fairway are treated as individuals with talents and abilities to be nurtured and developed to their full potential.

We believe that all teachers and support staff are teachers of every child, including those with SEN and/or a disability. We aim to provide a caring environment with high expectations and aspirations for all.

## **Aims**

The aims of this policy are:

- To raise the aspirations of and expectations for all children with SEN and disabilities;
- To provide a focus on outcomes for children;
- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all stakeholders;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents are actively involved in supporting their child's education;
- To ensure that our children have an active voice in this process.

## **Objectives**

- To implement the Special Educational Needs and Disability Code of Practice 0-25 years (July 2014)
- To raise achievement, remove barriers to learning and increase physical and curriculum access for all children, paying particular attention to groups identified as being educationally at risk
- To identify children with SEN and/or disabilities, and coordinate provision to support them
- To encourage partnerships between parents, pupils and academy, and provide regular opportunities for all to express their views on the child's needs
- To liaise with outside agencies whenever they are able to provide support to a child with special educational needs
- To provide a Special Educational Needs Coordinator who holds the National SENDCo qualification and is part of the Senior Leadership Team
- To provide all staff with support, training and advice to enable all to be 'teachers of Special Educational Needs'

## **What are Special Educational Needs (SEN)?**

At Fairway we use the definition of SEN set out in The Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE 2014) which states:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or 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 children of the same age
- has a disability which presents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school."

## **Roles and Responsibilities**

### **The role of Class teachers**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

At Fairway, every teacher is a teacher of every child, including those with SEND. Teachers respond to children's needs by:

- Providing quality first teaching that ensures the progress of all children, in line with the Teachers' Standards.
- Providing starting points for the development of an appropriate curriculum;
- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all their senses and of varied experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;
- Involving parents in implementing a joint learning approach at home.

### **The role of the SEND Co-ordinator**

In our school, the SENDCo:

- Acts as an advocate for children with SEND and their families.
- Manages the day-to-day operation of the school's special educational needs policy;
- Co-ordinates the provision for and manages the responses to children's special needs;
- Supports and advises colleagues;
- Contributes to the professional development of all staff;
- Oversees the records of all children with special educational needs;
- Acts as the link with parents of children with special educational needs;
- Acts as the link with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision, and reports to the governing body;
- Manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs.

### **The role of the Governing Body**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and disabilities.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors

ensure that all teachers are aware of the importance of providing for these children, and report annually to parents on the success of the school's policy for children with special educational needs.

The named governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

### **The role of parents/carers**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this.

Parents have much to contribute to our support for children with special educational needs. Parents/carers are strongly encouraged to engage in SEND reviews and support their child to progress towards the targets set.

A named governor takes a particular interest in special needs and is always willing to talk to parents/carers.

We have regular meetings each term to share the progress of pupils with SEND with their parents. We consult with parents about the possible need for involvement of outside agencies, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. During this meeting, we review progress and set new targets for the next term.

### **The role of pupils with SEND**

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. All staff at Fairway recognise the importance of children developing social as well as educational skills.

Children have much to contribute to guiding the provision that they receive for their special educational needs. Children are involved in the review-plan-do cycle at an appropriate level for their age and development. They are involved in setting their own targets and are encouraged to make judgements about their own performance against these targets. We recognise success here as we do in any other aspect of school life.

### **Working in partnership**

At Fairway we strive to work in partnership and communicate with parents / carers effectively. By building relationships we can adapt our

approach to communication to suit individual circumstances. We are flexible about how we communicate with parents to suit their needs (e.g. telephone reviews for working parents, or use of coloured paper and enlarged fonts for visual differences). The SENDCo should be available on the playground on normal working days before and after school. They will also be contactable by leaving a message with the school office team, by email or in writing. The email address for the SENDCo will be displayed on the Academy website along with normal working days if this is not full-time.

### **Additional roles and responsibilities**

Designated Teachers with specific Safeguarding responsibility: **Lucy William (HeadTeacher), Tracey Hall (Senior Learning Mentor), and Emma Davies (SLT)**

Member of staff responsible for managing Pupil Premium Grant and Looked After and Post Looked After Children funding: **Leonie Ward (SENCo)**

Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: **Lucy Williams (Head teacher)**

### **Storing and managing information**

All SEND documents are stored securely in the SENDCO's office.

The sharing of information regarding SEND is subject to the procedures as set out in the Confidentiality Policy and takes account of GDPR.

Parental consent will be sought, where necessary, to share information with external agencies and/or professionals.

As SEND documents contain details of pupils' historical achievement, it is important that these documents are treated as confidential documents.

It is the responsibility of parents/carers to ensure that their copies of these documents are kept safely.

### **Accessibility: Statutory Responsibilities**

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their building and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

The current school Accessibility plans can be found on the school website.

**Reviewing the policy**

This policy will be reviewed annually.