

Fairisle Infant and Nursery School



SEND Policy

Date policy reviewed: May 2025

To be reviewed again: May 2027

SIGNATURE STAMP

This policy was approved and adopted by the
Governing Body at their meeting on: :
07/05/2028

Signed:

Rick Allan
Chair of Governors



1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure the schools in our trust fully implement national legislation and guidance regarding pupils with SEND
- Set out how our trust will, across all of our schools:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition into the next phase of the education.
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

Fairisle Infant and Nursery School expects success.

Every teacher is a teacher of every child including those with SEND

“All children have the right to an education.” Article 28: - ‘Rights of the Child’

“The purpose of education is to develop every child’s personality, talents and mental and physical abilities.” Article 29: - ‘Rights of the Child’

At all the schools in our trust, we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This policy 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
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities’ and schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out schools’ duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out schools’ responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don’t share it
- The [Governance Handbook](#), which sets out governors’ responsibilities for pupils with SEND

- The [School Admissions Code](#), which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs

4. Inclusion and equal opportunities

In our trust we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

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

- A significantly greater difficulty in learning than most 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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.

All schools in our trust will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum can have needs that fall in this category.</p>

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Challenging behaviours, slow progress and low attainment do not necessarily mean that a child has SEND. Where there are concerns, the school will work with the parent to identify the barriers for the child and consider the most appropriate action.

Sometimes, a child may have been identified as having an underlying condition (including neurodivergence, e.g. Autism or ADHD), but this does not automatically mean they have Special Educational Needs.

Where pupils speak English as a second language, progress may be delayed while the language is still developing. It is important that this is not misidentified as SEND.

6. Roles and responsibilities

See School SEND Information report for more detail on our website.

Additional information about roles and responsibilities can be found in Appendix 1

6.1 Class teachers

Class teachers have overall responsibility and accountability for the progress of all of the children in their class, regardless of whether they are receiving extra support from other adults or services.

6.2 The SENCO

The SENCO at Fairisle Infant and Nursery School is Jackie Darke. They are responsible for the strategic leadership of SEND provision across the school.

6.3 The Head teacher

There is an expectation that Headteachers should use their best efforts to make sure that a child with SEND gets the support they need. The headteacher will:

- Provide strategic leadership for a whole school ethos. This should support high aspirations for all children and young people, including those with SEND.

6.4 Trust Board of Governors & SEND Link Governor

Key Persons

Head Teacher: -- Juliette Owens

Special Educational Needs and Disabilities Co-ordinator: Jackie Darke

Link Governor: -- Faye Beston

The Trust governing board and the School's SEND Link Governor, are to use their 'best endeavors' (do everything they can) to ensure that pupils with special educational needs and disabilities (SEND) get the support they need.

This can include:

- Working with the individual school SENCO
- Understanding and monitoring effective SEND Practice
- Supporting the governing board and the Trust Board to monitor SEND Provision

6.5 Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.6 The Pupil

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings

- Giving feedback on the effectiveness of interventions

7. SEN information report

Every school in the trust publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

The Code of Practice – which is the government's framework for providing for children with SEND – outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response refers to the action taken, which is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. Where concern is raised, that a pupil is experiencing barriers or not progressing as expected, the class teacher takes early action to assess and address the difficulties.

Please see identification flow chart in Appendix

8.2 Consulting and involving pupils and parents

Our schools will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Within our Trust, our schools adopt a "High Quality Teaching" approach as the most effective provision for all children, including those with SEND. We also refer to Southampton City Council's "Ordinarily Available Provision" document.

As a Trust, we will take action to remove any barriers to progress within school, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

The Graduated Approach involves educational settings:

- Making assessments of individual needs
- Planning and trialling different types of support
- Learning from what has worked and what needs revising.

The Graduated Approach is an ongoing form of assessment and support. It is not a single one-time process. This is because:

- The support might not yet be right for the child or young person

- The needs of a child or young person may change over time and the support will need to adjust to meet this change

The cycle of the Graduated Approach includes the processes of:

- **Assess**
- **Plan**
- **Do (Support)**
- **Review**

The Graduated Approach is sometimes called '**Assess, Plan, Do, Review**'.

8.4 Levels of support

School-based SEN support

Where it is agreed that a pupil has a special educational need[s] and/or disabilities the parents will be invited to work in partnership with school to address it. The child's name will be put on our special educational needs register and an IEP (Individual Learning Plan) will be written and targets set. Appropriate support will be put in place so the child can access learning opportunities by reducing the child's barriers to learning and the IEP will be reviewed at least termly.

Parents are encouraged to take an active role in their child's educational development. We believe that a close working relationship with parents is vital in order to ensure

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

EYSS Funding

If a child is Nursery age and their needs are not being met by the graduated approach, the Senco may consider applying for EYSS Funding. This funding can provide targeted adult support for children to give them appropriate provision and support.

Education, health and care (EHC) plan

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child, over several plan, do, and review cycles, the child has not made expected progress, the school or parents may consider requesting an Education, Health and Care needs assessment. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress.
- Regularly review under the graduated approach
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

9. Links with external professional agencies

The trust recognises that we won't be able to meet all the needs of every pupil. Whenever necessary our schools will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

When working with outside agencies, the individual schools will make the final determination as to what provision should be in school. Whilst we will listen to recommendations, the school will make the final decision with high expectations and based upon reasonable adjustments, of what is possible for the individual child.

10. Complaints about SEND provision

Complaints related to this policy are handled through the school's normal complaints procedure. This can be found on the website under the 'Policies' tab.

11. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- Pupils' progress and attainment once they have been identified as having SEND
- Comments and feedback from pupils and their parents
- Ongoing staff CPD as appropriate

13.2 Monitoring the policy

This policy will be reviewed by the Senco **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the board of trustees.

14. Links with other policies and documents

This policy links to the following documents

- SEND information report
- The OAP
- Accessibility plan
- Behaviour policy
- Equality information and objectives

- Supporting pupils with medical conditions policy
- Attendance policy
- Admissions Policy
- Safeguarding / child protection policy
- Complaints policy
- Intimate Care Policy
- Teachers Standards
- EYFS
- National Curriculum

Senco email; senco@fairisle-inf.co.uk

15. Appendix

Roles and Responsibilities:

The Headteacher has responsibility for:

- Day-to-day management of all aspects of the school's work, including provision for children with SEND.
- Ensuring the SEND policy is implemented;
- Keeping the Governing Body and Staff fully informed of issues and provision in regard to SEND;
- Working closely with the Senco on the development of the SEND policy and Provision.

The Special Educational Needs and Disabilities Co-ordinator (Senco) is responsible for:

- Providing professional guidance to colleagues and will work closely with staff, parents and other agencies.

Other responsibilities of the Senco include:

- Overseeing the day-to-day operation of the school's SEND policy
- Helping staff to identify pupils with special educational needs
- Apply for EYSS funding or an EHCP needs assessment for pupils if needed
- Arranging Annual Review meetings for children with EHCPs
- Ensuring that children with disabilities and their families have access to the right support and provision they need.
- Carrying out observations of pupils with specific learning difficulties
- Supporting class teachers in devising strategies ; setting SMART targets on their Individual Education Plan (IEP) which are appropriate to the needs of the pupils and advising on appropriate resources and effective use of materials and personnel in the classroom
- Liaising with parents of pupils with SEND alongside class teachers so they are aware of 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, support staff [as appropriate], and parents
- Maintaining the school's SEND register and records
- Contributing to the in-service training of staff
- Liaising with the Sencos in receiving schools and/or other receiving schools to help provide a smooth transition from one school to the other.

The Governing Body has responsibility for:

- Liaising with the Headteacher and Senco in determining the school's general policy and approach to provision for children with SEND, establishing the appropriate staffing and funding arrangements and maintaining a general overview of the school's work;
- Ensuring that proper provision is made for pupils with SEND, through an inclusive approach;
- Providing in the school's prospectus for parents and on the school's website, information on the school's policy for pupils with SEN;
- Supporting development and the monitoring of the SEND policy;
- Ensuring the school has a Senco
- Ensuring that the school has procedures to identify and assess the needs of those pupils with SEND and that provision is monitored and evaluated;
- Ensuring it has regard to the Code of Practice and the Children and Families Act 2014 when carrying out its duties toward all pupils with SEND
- Ensuring that SEND provision is an integral part of the School Improvement Plan.

Class Teachers are responsible for:

- Providing quality first teaching for all pupils;
- Assessing pupils' needs and planning differentiated learning opportunities and support to match the outcomes identified for the pupil, in liaison with the Senco;
- Effectively liaising with the Senco to ensure that children with special educational needs and disabilities have their needs met through the recommended provision made by professionals;
- Monitoring and reviewing children's progress towards their IEP targets and making adjustments as pupils achieve the small steps within a target;
- Meeting with the Senco at least once a term to formally review and update children's IEP targets and provision;
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND;
- Directly liaising with parents of pupils with SEND to provide support and regular updates on progress

Teaching and 1-1 Support Assistants have responsibility for:

- Ensuring they are aware of the school's SEND policy;
- Supporting identified pupils, in liaison with class teachers, Senco by following the child's IEP/EHCP and sharing progress towards each target;
- Recording outcomes of their interventions and share with the class teacher, Senco and School Leadership Team;

Parents / Carers have responsibility for:

- Ensuring their child attends school regularly and notifies the school of any absences;
- Informing the school of any change in circumstances or concerns or worries;
- Supporting the Individual Education Plan (IEP) at home where possible;
- Preparing the child for school by having positive expectations;
- Attending parents' consultation meetings to share and review their child's progress;

Pupils have responsibility for: (with support from school staff and their parents / carers as appropriate)

- Aiming to be the best they can be;
- Contributing to setting their own learning targets and identifying and talking about the progress they are making;
- Contributing to setting new targets;
- Expressing their feelings appropriately and indicating their wants and needs.

16. Flowchart

