

Fairhouse Primary School, proud members of Berlesduna Academy Trust

SEN policy: 2024-2025

Fairhouse Primary School



Approved by: Governors

Date September 2024

Last Reviewed on: July 2024

Next Review due by: July 2025

Contents

| | |
|--|---|
| 1. Aims..... | 2 |
| 2. Legislation and guidance | 3 |
| 3. Definitions | 3 |
| 4. Roles and responsibilities | 3 |
| 5. Monitoring arrangements | 4 |
| 6. Links with other policies and documents | 4 |

1. Aims

Our SEN policy and SEN Information Report aim to:

- Set out how Fairhouse Primary School will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Fairhouse Primary School, our aim is to work together to inspire every child to reach their full potential in a safe, happy, caring and committed environment and to make a positive difference to the lives of each and every one of our pupils, both academically and personally. We are ambitious, passionate and determined to achieve success in every aspect of school life. The staff, the governing body and the Trust work together to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills amongst all our pupils, regardless of their social, cultural or economic background.

We aim to achieve this through:

- Promoting and celebrating our school's core values of RESPECT, RESPONSIBILITY, KINDNESS and COURAGE.
- Upholding British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance.
- Building relationships that encourage belonging, caring, collaboration, noticing and trust.
- Understanding our own and other's behaviour and modelling and supporting therapeutic and restorative practice.
- Our engaging and coherent curriculum that encourages and links creativity, enquiry, skills and knowledge.

All schools within the Berlesduna Trust have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

- We have set out below and in our separate SEND Information Report, who will provide this different/additional provision and also how and what we will provide your child/children with Special Educational Need or Disability.
- Below is a link to the Essex Local Offer which sets out all the services provided by the Local Authority.

<http://www.essexlocaloffer.org.uk/>

2. Legislation and guidance

This policy and information report 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which 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 the majority of 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.

4. Roles and responsibilities

4.1 The SENCO

The Assistant Headteacher for Inclusion/SENCO is Mrs Rheonaid Cooper

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor – Mr A Stanford

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher – Mrs Hamilton

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. Monitoring arrangements

This policy and information report will be reviewed by Mrs R Cooper **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

6. Links with other policies and documents

This policy links to our policies on:

- SEN Information Report
- Behaviour and Relationships Policy
- Equality information and objectives
- Supporting pupils with medical conditions