Fairhaven C.E V.A Primary School

Special Educational Needs & Disability Policy

Date agreed by Staff: 24th Nov 2025

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Date for Review: Autumn 2026

Signed: R Whiles (Chair of Governors)

Date: 27th Nov 25

Vision Statement

Our Christian school community strives to provide a variety of learning experiences for all our young people. We are here to nurture the gifts God gives us and to celebrate our differences. We encourage our pupils to explore their interests, find their talents, flourish and live life to the full. We want our children to live great lives and ultimately make a difference in the world.

Belief – Friendship – Diversity – Achievement

"Each person has their own special gift from God."

1 Corinthians 7.7

Statement of Intent

Fairhaven C of E V.A Primary values all pupils and celebrates diversity of experience, interest and achievement. We are a community of individuals with particular and diverse needs, who learn, develop and grow together. We have high aspiration for all our learners and want our pupils to achieve the best possible educational and levels of personal development.

Fairhaven Primary School believes that:

- All pupils have talents, and these should be celebrated and developed
- All pupils should feel respected and valued members of the school community
- All pupils are entitled to a broad and balanced curriculum and should learn alongside other pupils
- All pupils learn most effectively when they feel safe, and their emotional needs are being met
- Teachers are responsible for meeting the needs of their pupils through high quality / adaptive teaching
- Teachers should seek the views, wishes and feelings of the child and their parents/carers to build a picture of a child's individual learning needs
- Parents/carers have a vital role to play in supporting their child's education
- Every pupil should fulfil his/her potential.

This policy sets out how we plan for pupils with Special Educational Needs and Disabilities (SEN/D) to meet the above commitment. It sits alongside our School Inclusion Policy, which recognises the need for equal opportunities for all learners.

Legal Framework

This policy is based on relevant statutory and non-statutory legislation and guidance including, but not limited to, the following:

- DfE (2015) **Special Educational Needs and Disability (SEN/D) Code of Practice: 0 to 25 years'**
- Part 3 of the **Children Act 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
- The **Equality Act 2010** (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities and (section 149) which sets out the school's 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 having a disability) and those who don't share it
- The **School's Admissions Policy**, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- The UK General Data Protection Regulation
- DfE (2015) **Supporting Pupils at School with Medical Conditions**
- DfE (2024) **'Keeping Children Safe in Education**
- DfE (2018) **Working together to Safeguard Children**
- DfE (2018) **Mental Health and Wellbeing Provision in Schools**
- DfE (2020) **Engagement Model Guidance**
- Norfolk County Council (2021**) SEN Information Best Practice Guide**
- Norfolk County Council (2021) **Provision at SEN Support PEaSS Guidance**

<u>Definition of Special Educational Needs</u>

In accordance with the SEND Code of Practice (2015) a pupil is defined as having SEN/D if they have a learning difficulty or disability which call for special education provision to be made for him or her, namely provision that is '*different from or additional to'* that normally available to pupils of the same age.

A pupil has SEN/D if 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 educational facilities of a kind generally provided for others of the same age in mainstream schools

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.
The school recognises that pupils who are disabled do not necessarily have SEN, however there is a significant overlap between these two groups and many pupils who are disabled may also be identified as requiring SEN provision.

Areas of Special Educational Need

At Fairhaven C of E Primary School, we make provision for pupils with the following four areas of need as outlined in the SEND Code of Practice:

Communication and interaction

- Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.
- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.

Cognition and learning

- Pupils with cognition and learning difficulties may require additional support to ac cess learning or learn at a slower pace than their peers. The speed at which they process information may be slower than other pupils. Learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will support pupils with these difficulties.
- SEMH needs include a wide range of disorders including Attention Deficit Disorder (ADD) Attention Deficit Hyperactive Disorder (ADHD) and Attachment Disorder (AD).
- Events such as bullying, and bereavement can lead to wider mental health difficulties. Such events can impact on pupils' wellbeing and may lead to a pupil have SEN. Short term needs are met through the school's core offer of pastoral support.

Sensory and physical needs

- Pupils may experience sensory processing difficulties, hearing loss and/or visual impairment or physical difficulties. The important consideration in this area is the degree to which the difficulties impact on a child's or young person's ability to access educational opportunities.

Some pupils with a physical disability require ongoing support and equipment to access all the opportunities available to their peers.

The school recognises that some pupils have more than one area of need and that needs may change over time.

Identifying SEN/D

The school has a clear approach to identifying and responding to SEN/D. We recognise that early identification and effective provision improves long-term outcomes for the pupils.

We follow the graduated approach outlined in the SEND Code of Practice: 0 to 25 years. 2015 (Ref: DfES 00205-2013). Some children may join the Reception Year with a range of needs already identified and the professional process already started.

When determining if a pupil may require special educational provision the school will consider a range of sources, which may include, but is not limited to:

- Views of the pupil
- Views of the parent/carer
- Views of the teaching staff
- Assessment and progress data

- Response to support
- Specialist assessment

Graduated Approach

The school aims to achieve the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's SEND Code of Practice: 0 to 25 years.
- To monitor the progress of all pupils to aid the earliest possible identification of SEN/D.

For most children, within school, the class teacher identifies the first indications of need. Concerns can also be raised by parents. In these instances, the class teacher, in consultation with the SENCO records progress, difficulties and concerns.

Once a pupil with SEN/D has been identified, the school will employ a graduated approach (Assess/Plan/Do/Review – APDR) to meet the pupil's needs :

Assess

In identifying a child as needing SEN/D support the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This will draw the school's core approach to pupil progress, attainment, and behaviour. The pupil's views and the view of parents and carers will also be sought.

In some cases, outside professionals will be asked to assess the needs of the pupil. This will only be done with the consent of the parent or carer.

Plan

Where it is decided to provide a pupil with SEN/D support, the parents will be formally notified, An Individual Learning Plan will be written; this will detail the adjustments, interventions and support to be put in place. A clear date for review will also be set.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Teachers have a responsibility for pupils with SEN/D in their class, firstly to ensure quality first teaching approaches are used and secondly to ensure lessons are adapted and

personalisation to meet individual needs. Parents will be fully aware of the planned support and interventions.

Do

The class teacher will remain responsible for working with the child daily. Where the interventions involve group or one-to-one teaching away from the main class, they will still retain responsibility for the pupil. They will work closely with any teaching assistant or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses.

Review

The effectiveness of the support, adaptations or interventions and their impact on the pupil's progress will be reviewed each term. The class teacher working with the SENCO will revise the support considering the pupil's progress and development, deciding on any changes to the support. Parents/carers will be invited to attend a review meeting with the SENCO. During the meeting the impact of the support and interventions provided will be discussed and next steps agreed. When appropriate, pupils are also involved in reviewing the success of the support they have been given. Following the review a new Learning Plan will be written.

End of Term Assessment

Some pupils with special educational needs will be assessed using the school's standard assessments for their year group. If a pupil is working significantly below this standard, alternative assessments will be found; this may be from a different year group. In some instances, pupils will not be expected to complete the summative end-of-term assessment. Instead, the teacher will use the Pre-Key Stage 1 or 2 Assessment Standards or the engagement model.

Involving Specialists

At Fairhaven Primary, we will involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN/D support delivered by appropriately trained staff. Consent will be sought from parents/carers before any specialist involvement occurs. The involvement of specialists and what was discussed or agreed will be recorded and shared

with the parents and teaching staff supporting the child in the same way as other SEN/D support.

- Where assessment indicates that support from specialist services is required, it is important that children and young people receive it as quickly as possible. The Norfolk County Council Local Offer sets out clearly what support is available from different services and how they may be accessed. The local offer can be accessed here: norfolk.gov.uk/children-and-families/send-local-offer

- Specialist services include, but are not limited to:
  - Educational Psychologists
  - Clinical Psychologists
  - Child and Adolescent Mental Health Services (CAMHS)
  - Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, multi-sensory impairment, or physical disability
  - Speech and Language Therapists
  - Occupational Therapists and Physiotherapists

Individual Learning Plans

All pupils on the SEN/D register will have an individual learning plan At Fairhaven CE VA Primary School Learning Plans will:

- Be written by class teachers together with pupils and parents. Additional input from the SENCO may be requested
- Be sent home to parents, who will be given the opportunity to respond
- Be shared by all teaching staff working with the children
- Be reviewed at the end of every cycle by the class teacher, pupils, Senco and parents/carers
- Follow specific, measurable, achievable, realistic and time scaled SMART targets
- Recognise the strengths and successes of the child
- Be written in child friendly language

Requesting an Education, Health and Care Needs assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN/D of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN/D support.

An application can also be made by a parent or outside agency. An application does not inevitably lead to an EHCP.

Education Health Care Plan (EHCP)

An EHCP will normally be provided where after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. An EHCP may state that an alternative educational setting is more appropriate to the pupil's needs.

AN EHCP will include details of learning objectives for the child. These are used to develop targets and establish provision.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process. The SENCO will organise these reviews and prepare the relevant documents.

Record Keeping

The school will:

- Maintain an accurate and up-to-date register of the pupils with SEN/D
- Show all the provisions the school makes, which is different or additional to that offered through the school curriculum, on a graduated provision map
- Keep individual files for pupils with SEN/D which include details of agreed support, teaching strategies and the involvement of specialist professionals
- A SEN/D information report will be prepared by the Headteacher and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the SEN/D Code of Practice: 0 to 25 years. The information report is updated annually.
- All information will be kept in accordance with the school's Data Protection Policy.

Transfer Arrangements

The SENCO will ensure that all information about children at all stages of concern is transferred to the relevant secondary school. Children with an Education Health Care Plan

may attend an additional transfer session at their next school, before the whole year group transfer day.

Training

Relevant staff members will keep up to date with any necessary training, which will be provided by the SENCO as well as external agencies, where appropriate. Training will cover both mental and physical needs of pupils with SEN/D. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

Promoting Mental Health and Wellbeing

This part of the policy works alongside the school's Social Emotional and Mental Health Policy. The curriculum for PHSE will focus on promoting pupils' resilience, confidence and ability to learn. Classroom management will promote positive behaviour, social development and high self-esteem. The school will also consider whether disruptive behaviour is a manifestation of SEMH needs. The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour. When in-school intervention is not appropriate, referrals and commissioning will be used instead.

Roles and Responsibilities

Governor Body

The governing body strives to secure the necessary provision for children identified as having Special Educational Needs. They will designate an appropriate member of staff to be the SENCO and appoint a designated teacher for LAC. The SENCO will hold Qualified Teacher Status and the National Award for SEN Coordination.

There is a named governor who is responsible for monitoring the school's approach to SEN/D. They monitor the school's policies and procedures, to review the impact on pupils with SEN/D, including their mental health and wellbeing. Beth Spaul is the current named governor. The governing body is responsible for monitoring and evaluating the spending of SEN/D funding.

SENCO

Mrs Stephanie Lake is the SENCO.

The SENCO will be responsible for:

- Working with the relevant governors to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements
- The day-to-day operation and implementation of the SEN/D policy
- Coordinating the specific provision made to support individual pupils with SEN/D, including those with EHC plans
- Advising on a graduated approach to providing SEN/D support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents/carers of pupils with SEN/D
- Liaising with Early Years providers, other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies, as required
- Being a key point of contact for external agencies, especially the LA and LA support services
- Contribute to training for class teachers and teaching assistants
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses
- Working with parents, class teachers, teaching assistants and other professionals to ensure there is appropriate provision for children with special educational needs
- Collecting and collating accurate and relative information that will enable appropriate Learning Plans to be written by the Class Teacher in conjunction with the pupil. The SENCO will work in an advisory and supportive role in the implementation of Learning Plans and ensure that these are reviewed at least termly
- Promote the use of high-quality teaching (HQT) strategies throughout the school.
- Monitor whether pupils on the SEN/D register are also Children in Care or in receipt of Pupil Premium
- Create an annual graduated provision map detailing the intervention groups taking place. End of term targets will be set, and a judgement will be made as to the success of the intervention programmes undertaken
- Ensure, as far as possible, that pupils with SEN/D take part in activities run by the school, together with those who do not have SEN/D
- Identifying any patterns in the identification of SEN/D within the school and compare these with national data

- Review annually The Information Report on SEN/D provision at Fairhaven CE VA Primary School. Parents/Carers will be consulted.

Children in Care (CIC)

At Fairhaven Primary School, the SENCO also has the responsibility for pupils in the care of the local authority or those pupils who have been previously in care and may be adopted or under a special guardianship order.

The school recognises that pupils who are, or have previously been, in the care of the local authority are more likely to have SEN/D, and it is likely that a significant proportion of them will have an EHC plan.

English as an Additional Language (EAL)

At Fairhaven Primary School, the SENCO has the responsibility for pupils who first language is not English.

The school recognises that having EAL is not equated to have learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEN/D.

The school will look carefully at all aspects of a pupil's performance in different subjects/areas of development to establish whether lack of progress is due to limitations in their command of English or if it may arise from SEN/D.

Classroom Teachers

Classroom teachers will:

- Support the identification of special educational needs
- Plan, monitor and review classroom support for pupils with SEN/D following a graduated approach, in collaboration with parents, the SENCO and, where appropriate the pupils
- Set high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving
- Discuss learning plans with pupils and capture pupil voice
- Use de-escalation techniques when necessary
- Employ a range of high quality, adaptive teaching strategies to support pupil learning. Make *reasonable adjustments* when necessary. Implement learning strategies proposed by specialist educational professionals. Have a box of calming / sensory resources in the classroom for use when necessary
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEN/D they are working with
- Understand and implement targeted adjustments, support and/or resources to support vulnerable pupils
- Implement the provision as set out in a pupil's EHC plan, with the support of the SENCO
- Keep the SENCO up to date with any changes in behaviour, academic developments and causes of concern
- Lesson Plans and lesson drop-ins will evidence how class teachers meet Teacher Standard 5 – Adapt teaching to respond to the strengths and needs of all pupils.

Admission Policy

No pupil will be refused admission to Fairhaven C of E VA Primary School based on his or her special educational need. In line with SEN and Disability legislation, we will make all reasonable adjustments to provide effective educational provision. The Governors will make every effort to accommodate a child's particular needs, working with the LA to improve facilities where necessary.

Funding

The school will allocate the amount of notional SEN/D funding outlined in the school's budget for SEN/D provision. The school may also receive Element 3 funding for specific pupils and cohorts. Governors are kept informed on how this money is spent.

Remote Learning

We recognise that some pupils with SEN/D may not be able to access remote education without adult support. The class teacher will consider whether individual live contact via

Google Classroom will be necessary. Physical resources and will be considered and distributed when possible.

Safeguarding

Evidence shows children with SEN/D are at greater risk of abuse and maltreatment. Therefore the school will ensure that staff are aware that pupils with SEN/D:

- Have the potential to be disproportionately impacted by behaviours such as bullying
- May face additional risk of abuse online, e.g. from online bullying, grooming and radicalisation
- Are at greater risk of abuse, including, but not limited to, neglect and sexual violence or harassment

The school recognises that there are additional barriers to recognises abuse and neglect in this group of students

The school's Safeguarding and Child Protection Policy reflects the fact that these additional barriers can exist when identifying abuse. Care will be taken by all staff, particularly those who work closely with pupils with SEN/D, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL/SENCO.

Complaints

Where parents have concerns about our school's SEN/D provision, they should first raise their concerns informally with the class teacher and SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEN/D provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy. If the parent or carer is not satisfied with the school's response, they can escalate the complaint to the school's governors.

During a complaint process, parents are signposted to SENDIASS - www.norfolksendiass.org.uk and Family Action - https://family-action.org.uk/services/norfolk-and-waveney-autism-adhd-support/. Both these organisations aim to support parents /carers of pupil with special educational needs.

This policy operates in conjunction with the following school policies and documents:

- Admissions Policy

- Behavioural Policy
- Equal Opportunities Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Data Protection Policy
- Exclusion Policy
- EYFS Policy
- Child in Care Policy
- Remote Learning Policy
- Single Equality Statement
- Social, Emotional and Mental Health (SEMH) Policy