



**STAMFORD  
PARK TRUST**

# **POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)**

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**DOCUMENT REFERENCE:**

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**THIS POLICY APPLIES TO:** Fairfield High School for Girls

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**OWNER/AUTHOR:** SENDCO

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**ESTABLISHMENT LEVEL:** School

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**APPROVING BODY:**

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**REVIEW CYCLE:** 3 years

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**DATE APPROVED:** January 2024

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**LAST REVIEWED ON:** January 2024

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**NEXT REVIEW DUE BY:** January 2027

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**SUMMARY OF CHANGES:**

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**RELATED DOCUMENTS/POLICIES:**

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**LEGAL FRAMEWORK/STATUTORY  
GUIDANCE:**

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## Rationale and Vision

At Fairfield High School for Girls, our aims for pupils with SEND are the same as for all pupils. Rooted in a deep history of educating young women, our curriculum challenges and inspires and is underpinned with the principle of **“excellence and ambition for all”**. This is because we believe every pupil, including pupils with SEND, is capable of great achievement and personal development.

The curriculum is the pathway to success and reflects our ethos, values and aims. Our curriculum is effectively planned, knowledge rich and ambitious. Excellent standards of teaching, including highly effective differentiation, ensure that it leads to a continuous outstanding quality of education for each and every pupil. We remain committed to this offer for our local community; we aim to broaden horizons and instil an intrinsic motivation to achieve through a love of learning which is carried through life.

Supporting pupils with SEND at Fairfield High School for Girls is a whole school approach. All teachers are teachers of pupils with SEND. All pupils make the most progress when they receive high quality classroom teaching. This policy outlines how Fairfield High School for Girls will work cohesively, in line with the SEND Code of Practice January 2015, to reduce and remove barriers to learning that can be faced by pupils with SEND so that these pupils can make at least as much progress as other pupils. This policy should be read in conjunction with the Policy for Learning and Teaching which applies to the learning and teaching of all pupils in the school, including pupils with SEND.

## Aims

- To ensure that pupils with SEND are identified appropriately and receive highly effective provision so that they make at least as much progress as other pupils.
- To ensure that the outstanding implementation of the school curriculum is further strengthened by high quality differentiation, through excellent training to staff and a culture of sharing best practice.
- To ensure that pupils with SEND are supported appropriately in becoming successful learners, confident individuals and responsible citizens through highly effective pastoral care that supports their well-being.
- To ensure that the young person and their family are involved in the planning and reviewing of provision and support and that parents/carers of pupils with SEND are fully informed of their child's progress, support and interventions.
- To ensure a rigorous process for evaluating the effectiveness of interventions is in place.
- To work effectively with external agencies to meet the needs of pupils with SEND beyond what the school can provide.
- To ensure that pupils with SEND are well supported to make a successful transition both from Key Stage 2 to joining us at Fairfield and also beyond Year 11 to appropriate pathways that continue to prepare them well for adulthood.

## Roles and Responsibilities

### The Role of SENDCO

Fairfield High School for Girls' SENDCO is Mrs Clare Stewart.

The SENDCO, in collaboration with the Headteacher and Trust Board, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of pupils with SEND. The key responsibilities of the SENDCO include:

- Overseeing the day to day operation of the SEND Policy.
- Liaising with and advising subject teachers.
- Leading and line managing the team of Teaching Assistants.
- Coordinating provision for pupils with SEND.
- Overseeing the records on all pupils with SEND.
- Liaising with parents/carers of pupils with SEND.
- Liaising with external agencies including the Local Authority support services, educational psychology services, health and social services and voluntary bodies.
- Keeping staff fully informed of the special educational needs of any pupils including sharing Passports for Learning, progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Ensuring that in-class provision and Teaching Assistant support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Updating the school's SEND Information Report annually.

The SENDCO is supported with the above leadership responsibilities by the Assistant SENDCO and Lead Teaching Assistant.

### The Role of Subject Teachers

Subject teachers have a statutory responsibility for:

- The progress and the development of all pupils in their class including those with SEND
- Delivering high quality teaching, differentiated for individual pupils and responding to pupils who have SEND.

- Ensuring information from Passports for Learning is used to inform their planning and it is part of their classroom routines to ensure all barriers for learning for pupils with SEND are removed.
- Familiarising themselves with all available information about pupils and they are clear what provision is expected and what reasonable adjustments must be made for these pupils.
- Making regular assessments of the progress of all pupils, identifying where progress is less than expected.
- Making referrals to Student Support when concerns around pupil progress and possible special educational needs arise.
- Seeking the advice of the SENDCO when needed.
- Liaising pro-actively with Teaching Assistants through Collaborative Conversations to maximise their impact in the classroom

## The Role of Teaching Assistants

Teaching Assistants are responsible for:

- Working with teachers to maximise the progress and attainment of pupils while also promoting their independence, self-esteem and social inclusion.
- Providing assistance to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement.
- Supporting pupils' learning in class as planned and directed by the classroom teacher and SENDCO.
- Delivering additional intervention as appropriate under the direction of the SENDCO.
- Supporting lunchtime clubs and duties.
- Liaising pro-actively with teaching staff to maximise their impact in the classroom.
- Compiling and keeping records of curriculum overviews, schemes of learning, seating plans and progress data for the classes and pupils they support via the use of the black files.
- Participating in and being monitored by the annual appraisal processes.

Teaching Assistants are sometimes assigned to specific pupils with funding.

## Identification

As defined in the Code of Practice (2014), a young person has learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or
- Has a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools

This means that, where quantitative evidence indicates that, despite high quality first teaching, a pupil is making little or no progress across a range of subjects, then additional support will be considered. Both the pupil and their parents/carers will be involved in this process.

If a pupil is known to have SEND when they arrive at Fairfield High School for Girls, the SENDCO and/or Assistant SENDCO will:

- a) Actively seek out and use the information forwarded from the primary or secondary school to provide an appropriate curriculum for the pupil.
- b) Ensure that ongoing observation and assessment provide feedback about the pupil's achievements to inform future planning.
- c) Involve the pupil in planning and agreeing targets to meet their needs.

Pupils with SEND may also be identified through assessments of their progress. We measure pupils' progress by referring to:

- Standardised screening and assessment tools (e.g. KS2 scores and CAT4)
- Evidence from staff observation and assessment. Teachers can/should make referrals to the SENDCO and/or Assistant SENDCO if they have concerns about a pupil's progress due to possible special educational needs.
- Achievement across a range of subjects in comparison to their peers and national expectations.

Alongside this, where necessary, pastoral concerns over attendance or social and emotional wellbeing are considered.

## The SEND Register

Pupils who are identified as having special educational needs are placed on the school's SEND Register. All pupils on the SEND Register are assigned a key worker and their parents/carers will be notified. Passports for Learning are written for all pupils who are on the SEND Register.

Places on the SEND Register are not fixed or permanent; where a pupil is making good progress in line with their peers, their place on the Register will be reviewed and there will be a staged approach to removal from the Register. Regular reviews of the Register will take place and staff, parents/carers and pupils will be consulted if any changes are to be made.

Teaching staff are responsible for checking the SEND Register and knowing which pupils in their classes are on the Register, as well as those receiving interventions.

## English as an Additional Language

Pupils are not regarded as having a learning difficulty solely because the language, or form of language in their home, is different from the language which they will be taught. The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

## Provision

Fairfield High School for Girls is a fully inclusive environment where all pupils are able to experience a full, wide ranging, engaging curriculum. However, we recognise that some pupils may require more specific interventions.

At Fairfield High School for Girls, all pupils will:

- Receive high quality teaching within the classroom environment.
- Be taught by teachers who receive regular training and development opportunities.
- Have access to a full and rounded curriculum.
- Have access to a wide range of extra-curricular opportunities.
- Learn about our British Values as part of their curriculum.
- Learn about their spiritual, moral, social and cultural (SMSC) development as part of their curriculum.

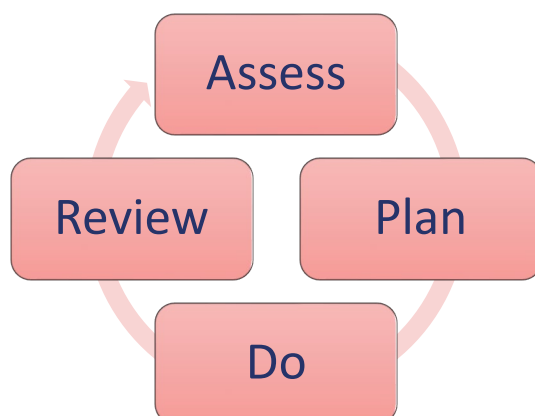
Some pupils, in addition to the above, will:

- Have access to in-class Teaching Assistant (TA) support, with the TA supporting the teaching and learning whilst fostering independence.
- Be closely monitored by the SENDCO and/or Assistant SENDCO to ensure that their individual needs are met, where these differ from the majority. Communication between the Student Support team and classroom teachers via black files, weekly drop-ins and the pupil passports will advise on effective strategies to be used with individual pupils in the classroom.
- Have access to support activities offered by the Student Support team.
- Have involvement from relevant external agencies, where appropriate.

A number of pupils, in addition to the above:

- Will receive targeted interventions to ensure progress in line with their peers.
- Will have access to an alternative curriculum that is more appropriate to their learning needs.
- Will receive access arrangements, such as access to a reader, 25% extra time or rest breaks.
- For pupils with visual or hearing impairment, the Student Support team will liaise with the relevant outside agencies to ensure that learning resources are accessible and relevant technology can be accessed.
- Where appropriate, referrals will be made to external agencies for assessments and additional support.

Pupils identified on the SEND Register will be issued with a key worker from the Student Support team and will take part in a termly cycle and graduated approach of 'Assess → Plan → Do → Review', monitored and supported by the SENDCO.



## Assess

- The SENDCO carries out a clear analysis of the pupil's needs involving subject teachers where needed and looks at subject assessments, progress checks, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the pupil and their parents.
- Specific tests may be carried out e.g. dyslexia screening, DASH, WIAT III. If a parent/carer would like further specialist assessment which is not seen as necessary by school they may choose to make arrangements for this.
- The opinion and feelings of the individual and advice from external support services may be used.
- Any parental/carer concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.
- This analysis will require review to ensure that support and intervention is appropriate; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

## Plan

- Planning will involve consultation between subject teachers, Head of Year, SENDCO and parents/carers to agree the adjustments, interventions and support that are required and the impact on progress, development and/or behaviour that is expected.
- Parental/carer involvement may be sought, where appropriate, to reinforce or contribute to progress at home.
- All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are recommended and the outcomes that are being sought.

## Do

- The Form Tutor, Head of Year and subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve intervention away from the mainstream classes. Very few pupils receive interventions away from mainstream classes for a minimal length of time.
- They will work closely with Teaching Assistants to plan and assess the impact of support and interventions and links with classroom teaching.
- Advice with further assessment of the pupil's strengths and weaknesses, if needed, will be provided by the SENDCO.

## Review

- Progress will be reviewed termly via progress checks and half termly for ongoing interventions.
- The review process will evaluate the impact and quality of the support and interventions.
- The SENDCO will revise the support and in response to levels of pupil progress and development; making any necessary amendments going forward, in consultation with parents/carers and subject teachers.

Pupils at this stage will also complete a Passport for Learning to be shared with relevant staff and parents/carers which outlines the appropriate teaching strategies so that teaching can be adapted accordingly to match need.

## Interventions

As part of our tracking and monitoring process, pupils may be identified as needing additional support to ensure they are able to make better progress. Interventions may take place during lunchtimes, after school or through withdrawal from lessons. Withdrawals are carefully considered and tightly matched to need using data. Parents/carers will be informed if their child is on an intervention programme.

Interventions available include:

- Literacy support including programmes such as IDL, Fresh Start Phonics, Reading Comprehension and Inference training.
- Numeracy support including programmes such as TT Rockstars.
- Exam skills support which covers revision skills, time management, mindfulness, coping with pressure and use of My Study Bear.
- Communication and Interaction Support, including programmes such as Lego Therapy, Social Stories and Zones of Regulation.

Other interventions are individual and based on personalised advice from outside agencies such as the Speech and Language Therapy service and the Occupational Therapy Team.



## Education and Health Care Plan (EHCP)

For a small proportion of pupils, the help given by school through school-based support may not be sufficient to enable them to make adequate progress. The school, in consultation with the parents/carers and any external agencies already involved, will consider involving the Local Authority to request an assessment for an EHCP. Where a request for assessment is made to the Local Authority, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the Local Authority detailing:

- Action already taken by school.
- Records of reviews and their outcomes.
- Working levels in literacy and Maths.
- Educational assessments and involvement from other professionals.
- Views of the parents/carers and of the pupil.
- The pupil's medical history (where relevant).
- Any involvement from social services or education welfare service (where relevant).

## Monitoring of Provision

The SENDCO and/or Assistant SENDCO will monitor pupil progress against targets. All pupils with SEND will be invited to regular review meetings to set targets and review progress.

All members of staff will monitor pupils for changes in behaviour, well-being, achievement or attitude to learning and make referrals to Student Support/the Pastoral team where appropriate.

## Person Centred Reviews

All Person Centred Reviews will be conducted by the SENDCO. Other members of the team/staff will be invited to attend where necessary.

One month before the review date, parents/carers and representatives from any external agencies involved will be invited to attend. Parents/carers will be invited to send their views into school prior to the meeting and external agencies will be asked to submit their most up to date reports if these have not already been received by the school.

Two weeks prior to the meeting date, the team will circulate and collate a standardised pro forma for collecting information from classroom teachers.

One week before the review, the SENDCO or nominated key worker will meet with the pupil to gather their views to be included in the meeting.

## The SEND Information Report

The school's SEND Information Report is published on the school website and is updated annually. This contains information about the implementation of the school's SEND Policy.

