

**The School SENDCO is Mrs Clare Stewart.**

## **1 - Definition of Special Educational Needs**

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) states that:

“A child or young person has SEN 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 others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Defining a child or young person as having additional needs does not mean that they will necessarily require additional support.

## **2 - The types of SEND that are provided for**

Fairfield High School for Girls caters for pupils with communication and interaction needs, cognition and learning needs, social, emotional and mental health needs and sensory and/or physical needs. The school does not have any additional resource facilities in this respect, but we work closely with the Local Authority (LA) Support Services and other external agencies to ensure needs are met.

The school has a comprehensive Policy on SEND, which is regularly updated in the light of changing Government legislation to ensure all pupils with SEND are treated as favourably as other pupils. The Policy for SEND is available on request from the SENDCO and on the school website.

## **3 - Policies for identifying pupils with SEND and assessing their needs**

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

- a) Actively seek out and use the information forwarded from the primary school or secondary school to provide an appropriate curriculum for the pupil.
- b) Ensure that ongoing observation and assessment provide feedback about the pupil's progress and 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
- Evidence from staff observation and assessment
- Progress across a range of subjects in comparison to their peers and national expectations

#### **4 - Arrangements for consulting parents of children with SEND and involving them in their child's education**

The school welcomes the help and support of the parents/carers in meeting the SEND needs of their child. All parents will receive regular updates on their child's progress in addition to termly Progress Reports and the opportunity to discuss their child's progress face-to-face at Parent/Carer Evenings. The SENDCO and Assistant SENDCO are available to speak to at all Parent/Carer Evenings. Parents of children with SEND will receive termly copies of their Passport for Learning and details of their child's key worker. Fairfield High School for Girls will consult with parents if requesting any further assessments, including an Education and Health Care Plan (EHC).

#### **5 - Arrangements for consulting young people with SEND and involving them in their education**

All pupils with SEND will be invited to regular review meetings to set targets and review progress. Pupils will be consulted regularly, writing their own Passport for Learning with their key worker. Pupils are encouraged to attend Parent/Carer Evenings with their Parent/Carer and attend Annual Review, or PEP meetings, if relevant.

#### **6 - Arrangements for assessing and reviewing pupils' progress towards outcomes**

In addition to regular updates on progress and Learning Behaviour, full written reports and Parent/Carer Evenings that all pupils/parents have access to, all pupils with SEND are invited to regular review meetings to set targets and review progress with their key worker. All members of staff monitor pupils for changes in behaviour, well-being, achievement or attitude to learning and make referrals to Student Support or the Pastoral team where appropriate.

## **7 - Arrangements for supporting pupils moving between phases of education and preparing for adulthood**

Our school Open Evening takes place every Autumn Term, for prospective parents/carers and pupils. One induction day is held in July for all Year 6 pupils before they join us in September. A Year 6 Parents' Information Evening is held before the induction days. We strongly advise that parents/carer and pupils considering Fairfield visit the school for Open Evening or contact the SENDCO to arrange a visit before an application is made. Support that was in place at primary school, or a child's previous school, will not necessarily be in place at Fairfield. All pupils with SEND are taught in mainstream classes and academic support and intervention is mostly classroom based.

At the end of Year 9, progress and options are reviewed and Pathways are shared with pupils and parents/carers at our Pathways Evening. At Key Stage 4, all pupils attend 'Taster Days' at College, Work Experience and mock interviews. All have access to Careers advice via our school Careers Support Service (Positive Steps) and prepare for leaving school through the Life Skills Curriculum. Off-site provision, such as College placements and extended Work Experience are arranged on an individual basis.

## **8 - The approach to teaching pupils with SEND**

All pupils, including those with SEND, experience quality first provision in the classroom, resulting in a high-quality education for all. Staff have regular training on expert teaching, literacy and adaptive teaching strategies. Staff are made aware of pupil's additional needs and employ practical strategies to support pupils in lessons through the sharing of Pupil Passports for Learning; regular SEND updates and CPD. Following a Graduated Approach, further support or interventions may be deemed necessary.

Where appropriate, in-class support is provided by Teaching Assistants. For some pupils, additional interventions are appropriate to meet their needs. These may be in small groups or one to one. Where pupils are withdrawn from lessons the focus is on a range of additional support linked to their assessed needs and where possible matched to the wider curriculum.

## **9 - How adaptations are made to the curriculum and the learning environment of pupils with SEND**

Most of our pupils follow the school curriculum with a small number of learners having a more personalised curriculum to match their individual needs. Pathways for GCSE are tailored to need based on school assessment.

Parents are advised that the Local Authority's accessibility audit has identified that the school is unsuitable for pupils with major mobility problems. There is no lift access to some parts of the first and second floors and there are different levels within some floors. There is an accessible toilet and shower in the Sports Hall and accessible toilets within the main school building.

## **10 - Additional support for learning that is available for pupils with SEND**

We have a wide range of staff to support and address any additional needs pupils may have. This includes the SENDCO, Teaching Assistants, Heads of Year and Assistant Heads of Year and Directors of Progress, as well as all class teachers.

Resources are allocated based on evidence of need and effectiveness. Pupils with an EHC plan have resources allocated as outlined in their Plan. Teaching Assistants are allocated to support pupils in lessons. Staff liaise closely with them to ensure maximum effectiveness. Pupils with EHC plans are regularly highlighted to staff and their outcomes linked to their Pupil Passport for Learning. Annual Review meetings involving the pupil, parents/carers, subject staff and other professionals evaluate these targets and strategies and assess their impact.

All pupils, including those with SEND, have access to Home Learning Club in Student Support every lunch time. Some pupils with SEND have targeted interventions such as support with English or Mathematics. Some pupils receive bespoke and personalised 1:1 interventions as directed by professional advice. Study Club supports learners three evenings a week after school. Student Support also has a KS4 Quiet Room at lunch time for those identified as needing a calm, quiet space during social time.

## **11 - The expertise and training of staff to support pupils with SEND**

Our Student Support faculty is made up of the SENDCO, Assistant SENDCO and a large team of experienced Teaching Assistants. Training is provided to all staff, including teachers and Teaching Assistants and there is ongoing training for all staff as well as opportunities to further develop skills.

Staff who are new to the school follow an induction programme, which includes training and information on SEND. As a school, we work closely with a range of external agencies such as: SaLT, ISCAN, CLASS and the HI and VI Team. We work closely with an Educational Psychologist to assess pupils and train staff.

### **12 - How equipment and facilities to support pupils with SEND will be secured**

As a school, we access a range of services including Visual and Hearing Impairment teams. These services are contacted when necessary and appropriate, according to pupils' needs, to ensure that all pupils have access to equipment needed.

### **13 - How the effectiveness of the provision made for pupils with SEND is evaluated**

Fairfield High School for Girls has a quality assurance process that assesses the effectiveness of learning and teaching for all pupils, including those with SEND. This includes Curriculum Review, Learning Walks, Work Scrutiny and Pupil Voice. Learning Walks are carried out by the SENDCO and Assistant SENDCO. Their purpose is to provide Teaching Assistants and teachers with feedback on how to improve support of pupils with SEND. Progress data is regularly reviewed to ensure that all pupils, including pupils with SEND, are making good progress and that action is taken if concerns exist.

### **14 - How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND**

Fairfield High School for Girls is fully committed to equal opportunities through the promotion of equality and diversity. All members of staff, in conjunction with the Authorities, (Governing Body and Local Authority) have a responsibility to ensure that every pupil has an equal opportunity to attain their maximum potential in all aspects of the curriculum. A broad range of extra-curricular opportunities is offered to all pupils. All pupils, including those on the SEND register, are encouraged to access these activities.

### **15 - Support for improving emotional and social development**

At Fairfield High School for Girls, we pride ourselves on a caring and nurturing ethos. In addition to form tutors and Heads of Year, at Key Stage 3 pupils have access to Assistant Heads of Year who supports pupils with emotional and social development. The Student Support (SEND) faculty also

deliver enrichment activities at lunchtimes. These include a daily, fully supported homework club and weekly groups encouraging pupils to develop these skills.

### **16 - How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations in meeting pupils' SEND and supporting their families**

As a school, we access a wide range of services including CAMHS, TPRS, TLC (Talk, Listen, Change) Counsellors, Social Care, School Nurse Service, Educational Psychology Services, Speech and Language Service as well as a range of specialist educational support. These services are contacted when necessary and appropriate, according to pupils' needs.

### **17 - Arrangements for handling complaints from parents of children with SEND about the provision made by the school**

Any concerns or questions about the progress or provision made for a pupil with SEND should be raised with the SENDCO, Mrs Stewart, in the first instance.

Should a parent/carer feel that a concern has not been rectified satisfactorily by Mrs Stewart, they should contact Mr Di Paola (Assistant Headteacher).

Should a parent/carer still feel concerned that their complaint has not been responded to appropriately, they should follow the school's complaints procedure, which is available on the school's website.

### **18 - Contact details of support services for parents/carers of pupils with SEND**

To discuss what support is available in school, please contact the SENDCO who may also be able to direct you to advice and support services available in the local area. For the comprehensive list of Local Authority and voluntary support services please refer to the Tameside Local Offer, which can be found at: [www.tameside.gov.uk/localoffer](http://www.tameside.gov.uk/localoffer)

### **19 - Arrangements for the admission of disabled pupils**

Our Accessibility Plan can be found on our school website:

<https://www.fairfieldhighschool.co.uk/our-school/policies-and-statutory-information/>

### **20 - Named contacts within the school for when parents of young people have concerns**

<b>Role</b>	<b>Name</b>	<b>Contact Email</b>
<b>SENDCO</b>	Mrs C Stewart	cstewart@fairfieldhighschool.co.uk
<b>Assistant SENDCO</b>	Mrs E Askew	easkew@fairfieldhighschool.co.uk
<b>Assistant Head Teacher</b> with responsibility for SEND	Mr Di Paola	adipaola@fairfieldhighschool.co.uk
<b>Head Teacher</b>	Miss F Lealman	flealman@fairfieldhighschool.co.uk