

Special Educational Needs and Disabilities Policy

Fairfax Academy Part of Fairfax Multi-Academy Trust

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INTRODUCTION

- 1.1. The Special Educational Needs and Disabilities (SEND) Policy works alongside and in conjunction with Birmingham City Council's Local Offer and other academy policies and is fully embedded in the Teaching and Learning Framework of Fairfax.
- 1.2. Reference has been made to the following legislation in the compiling of this policy:
 - 1.2.1.SEN Code of Practice (which takes account of the Special Educational Needs (SEN) provisions of the SEN and Disability Act 2001) 2014
 - 1.2.2.Equality Act 2010
 - 1.2.3.Children and Families Act 2014
- 1.3. The aim of this policy is to set out roles and responsibilities, describe key processes and demonstrate compliance with statutory frameworks. Through doing this we aim to raise the aspirations and outcomes for our learners.

2. HOW SUPPORT IS DELIVERED AT FAIRFAX ACADEMY

- 2.1. The academy has a SEND Faculty. The objectives of the Faculty are to coordinate the learning needs of individuals to ensure students achieve their potential, and to ensure access to the curriculum for all students.
- 2.2. The Faculty does this by providing support and advice for all staff working with students, who have special educational needs, and developing and maintaining effective partnership and high levels of engagement with parents.
- 2.3. The Faculty arranges appropriate provision for all students with SEND and additional needs, making use of outside agencies and support services as necessary and adopting a 'whole student, whole school' approach.

3. WHAT ARE SPECIAL EDUCATIONAL NEEDS?

- 3.1. "A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care or social care provision which educates or trains a child or young person is to be treated as special educational provision". Code of Practice 2014

3.2. In line with the Code of Practice (2014) provision for children with SEND is a matter for Fairfax as a whole.

4. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

4.1. Occasionally students experience a delay in their learning and may not make expected progress for a variety of reasons. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

If a student is not making expected progress, professional discussions within the academy will take place to build a picture of individual needs. Parents will be informed of progress through our reporting system.

4.2. As an academy, we recognise that progress and attainment can also be affected by factors other than special educational needs e.g.

4.2.1. Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Equality legislation – these alone do not constitute SEND)

4.2.2. Attendance and Punctuality

4.2.3. Health and Welfare

4.2.4. Behaviour

4.2.5. English as an Additional Language (EAL)

4.2.6. Social deprivation factors

4.2.7. Being a Looked After Child

4.2.8. Being a child of a serviceman/woman

4.3. Whilst the above may affect progress and attainment, they do not fall within the categories of special education needs.

4.4. The Code of Practice describes four broad categories of special educational needs as

4.4.1. Communication and interaction

4.4.2. Cognition and learning

4.4.3. Social, mental and emotional health

4.4.4. Sensory and /or physical

4.5. If a member of staff or parent suspects a child as having a special educational need that falls into one of the categories above they should contact the Special Educational Needs and Disabilities Co-ordinator (SENDCO). The SENDCO will observe the student, and complete appropriate assessments. The SENDCO will then follow a graduated approach to SEND support. The SENDCO will contact the parents so they are involved from the first step.

5. A GRADUATED APPROACH TO SEND SUPPORT

5.1. STEP 1 – QUALITY FIRST TEACHING

5.1.1. All students at Fairfax should receive:

- 5.1.1.1. Quality First Teaching which is differentiated and personalised by, or under the direction of, the classroom teacher to meet the diverse needs of all learners.
- 5.1.1.2. Assessment and monitoring in line with the academy assessment policy.

5.2. STEP 2 – REFERRAL TO SENDCO

5.2.1. Where staff have evidence that certain students are not making adequate progress, despite Quality First Teaching, a referral can be made to the SEND department. This will clearly indicate previous interventions; and/or concerns raised by parents/carers or information from the student's previous school. This referral will be initially raised with the Head of Faculty or Head of Year before being passed to the SENDCO.

5.2.2. The Code of Practice describes 'adequate progress' as:

- 5.2.2.1. Progress which is similar to that of peers starting from the same baseline
- 5.2.2.2. Matches or betters the student's previous rate of progress
- 5.2.2.3. Closes the attainment gap between the student and his/her peers
- 5.2.2.4. Prevents the attainment gap growing wider

5.2.3. If a student has a diagnosis /condition/concern that may affect their progress in the future but they are currently making progress through Quality First Teaching they will be placed on a monitoring list. There will be a Student Passport and Individual Student Profile for each student on the monitor list detailing their learning profile to inform staff.

5.3. STEP 3 – INTERVENTION

5.3.1. Once a potential special educational need is identified, four types of action will be taken to put effective support in place. They are:

- 5.3.1.1. Assess
- 5.3.1.2. Plan
- 5.3.1.3. Do
- 5.3.1.4. Review

5.3.2. The SENDCO will consult parents/carers/students as appropriate and the student name will be entered on the SEND Register under SEND support, and a student passport completed. This will provide details of the student's difficulty and the SEND intervention provision.

5.3.3. If an intervention is required, then the student will be placed on the SEND register as SEND support (coded as K).

5.3.4. Parents/carers will be invited to contribute to the assessment stage following which, a plan (taking into account reasonable adjustments) will be agreed. When considering reasonable adjustments and provision the Academy will make decisions that will not impact on the efficient use of resources or effective education of peers. The intervention detailed in the plan will be actioned and reviewed with the student and parent/carer. The review may be a meeting at parents evening, via phone contact or at an arranged time.

5.3.5. All students identified as having a SEND need as stated above, will be named on the SEND register. The register will be updated regularly and published to the staff at the academy.

5.3.6. Specialist Services and teachers with specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the student.

5.3.7. Individual student progress at SEND Support Level will be monitored in line with the whole school assessment policy.

5.3.8. Reasonable adjustments will be made to meet the needs of our learners within any additional / different provision that is planned. Any suitable provision will be assessed to not have an impact on the efficient use of resources or effective education of education of a fellow student.

5.4. STEP 4 – REQUEST FOR STATUTORY ASSESSMENT.

5.4.1. If despite the interventions stated above, the child is still not making adequate progress, the formal assessment procedures for an Education Health and Care Plan will be started by the SENDCO, in conjunction with the Parents and other Specialist Services, following the legal assessment procedures. This is outlined by Birmingham's Education, Health and Care pathway.

5.4.2. Where the Local Authority receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment.

5.4.3. Students with an Educational, Health and Care Plan (EHCP) will also be shown on the SEND register. These students will have diagnostic/assessment paperwork detailing their difficulty. There will be an Annual Review for each student with an EHCP student, and two interim reviews each academy year.

5.4.4. All reviews will have minutes and these will be kept confidentially on file in the academy.

6. CRITERIA FOR EXITING THE SEND REGISTER

Students will be removed from the SEND Register when the desired outcome from the intervention has been achieved, and the student no longer qualifies. This will be decided at the review meeting and communicated with parents/ carers.

6.1. For SEND 'no longer qualifies means:

- a) there is no longer greater difficulty with learning than peers and
- b) there is no longer a need for additional / different provision.

7. SUPPORTING STUDENTS AND FAMILIES

7.1. At Fairfax we fully appreciate the importance of working in partnership with parents/carers and encourage them to contact the SEND team with any concerns. We have regular contact with parents/carers through review meetings, parent evenings and open evenings.

7.2. Further information:

7.2.1. Parents are encouraged to look at the Birmingham local offer (regulation 3a) which can be found on the Birmingham Council website.

7.2.2. Further information can be found on the academy website in the SEND Parent Information Report.

7.2.3. Our academy admission arrangements can be found on our academy's website.

7.2.4. SEND children are assessed for exam access arrangements in line with the JCQ regulations. This is coordinated by the SENDCO.

7.2.5. Transition across key stages for vulnerable students is supported by the SEN team. The SENDCO/Assistant SENDCO will attend year 6 transitional reviews for students with statements about to transfer to Fairfax Academy. A transition programme will be arranged for vulnerable SEND students.

7.3. Support services for parents of students with SEND include:

7.3.1. Birmingham SEN Parent Partnership

7.3.2. Independent Parental Special Education Advice (IPSEA) <http://www.ipsea.org.uk/>

8. TRAINING AND RESOURCES

8.1. Support/Resources offered at Fairfax for students with SEND are outlined in the Local Offer and the SEND School Information Report.

8.2. Where personalised budgets have been awarded, parents/carers will, in consultation with the academy, discuss the best way to use these to ensure progress against EHC plan targets are made.

8.3. All teaching staff at Fairfax are trained in Quality First Teaching.

8.4. All staff at Fairfax are trained to support students with SEND needs.

9. ROLES AND RESPONSIBILITIES

9.1. The Academy Association in cooperation with the Principal, determine the academy's general policy and approach to provision for students with SEND, establish appropriate staffing and funding arrangements and maintain a general oversight of the academy's work. In addition to this, they will:

9.1.1. Ensure that the policy complies with the Code of Practice

9.1.2. Ensure that the policy and its related procedures and strategies are implemented

9.1.3. Nominate a SEND associate. The SEND associate will receive regular progress reports and provide feedback to the Academy Association

9.2. Special Needs Co-ordinator (SENDCO) has delegated responsibility for:

9.2.1. Leading Fairfax's approach to SEND and reviewing its effectiveness

9.2.2. Liaising with the SEND associate

9.2.3. The overall day-to-day co-ordination of Special Educational Needs

9.2.4. Updating the SEND register and overseeing the records of all students on the SEN register

9.2.5. Co-ordinating the work with external agencies including the Educational Psychologist Service and other support agencies

9.2.6. Liaising with partner schools.

9.3. Classroom teachers have responsibility for:

9.3.1. Providing a suitably differentiated curriculum that meets the needs of students on the SEND register

9.3.2. Knowing the needs of individual students in their classes

9.3.3. Helping to identify the individual needs of students

9.3.4. Liaising with form tutors, heads of year, learning mentors and the SENDCO

9.4. Form tutors have responsibility:

9.4.1. To support all students within their form

9.4.2. To liaise with the SENDCO regarding the education of students in their form

10. DEALING WITH COMPLAINTS

10.1. In the first instance, any complaint regarding SEND support should be discussed with the SENDCO. Then the whole school policy should be applied.

10.2. Complaints will be dealt with in line with the Children and Families Act 2014 and the academy's own complaints procedure.

11. REVIEWING THE POLICY

11.1. The SEND policy will be reviewed annually by the Associate body. Parent Associates will be involved in this process.

11.2. This document also links to the following policies:

11.2.1. Intimate Care Policy

11.2.2. E Safety Policy

11.2.3. Acceptable Use of ICT Policy

11.2.4. Behaviour and Discipline Policy.

11.2.5. Child Protection Policy

11.2.6. Attendance Policy

11.2.7. Medical Policy