SEND Policy

Reviewed: May 2026

Next Review: May 2027

Fairfields School

Document Version Control

Change History

Issue	Date	Comments
V2	May 2026	Names and roles updated

Fairfields School Special Educational Needs Policy

Introduction

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 years (January 2015) 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

The school monitors the updates via:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Context

Fairfields is a community day special school for pupils aged 3 years to 11 years. The school meets the needs of pupils who:

- Have significant or severe or profound learning difficulties
- Have attainments well below the expected range of their peers, with additional difficulties that may include physical difficulties, speech and language delay, low self-esteem, sensory impairment and under developed social skills
- Have a diagnosis of an Autism Spectrum Disorder
- Have complex medical needs

Individual children often have needs across all these areas; there is a recognition that pupils' needs may change over time.

Beliefs

Inclusion is at the heart of all we do.

- We ensure pupils are respected as individuals and not defined by their diagnosis.
- We ensure our children access the curriculum at a level that reflects their strengths and needs.
- We have inclusive classes where children are grouped chronologically.
- We ensure children have opportunities to interact with each other throughout the school day enabling them to develop their social communication and social skills.
- We endeavor to provide all children with an integration experience at some point during their time at Fairfields School.

Children learn best when teaching is memorable, purposeful and meaningful.

- Our curriculum is delivered through a highly personalised approach enabling pupils to follow their own learning journey.
- We endeavour to deepen children's understanding so that they can apply their learning in everyday situations.

All children can achieve.

- All children can achieve because we have accurate assessment of their starting point and clarity about their next steps in learning.
- All pupils are provided with effective learning experiences which promotes pupils' progress.
- We have trained and highly motivated staff with high expectations.

How children learn is as important as what children learn.

- We ensure that all our staff have an underlying understanding of how children learn and apply this to their everyday practice.
- We are committed to collaborating and sharing our expertise to develop specialist teaching in mainstream schools.

Children learn when they are happy and secure.

- Through our in-depth knowledge and understanding of each child we ensure that we meet their physical, social and emotional needs in order to maximise their potential for academic learning.

Our beliefs are at the core of everything we do, they underpin our teaching and learning, they help shape an environment which prepares our pupils as confident, happy citizens. Individual differences are recognised and respected but are never seen as a barrier to achievement**.**

Aims
Our aspirational culture and shared beliefs inform all aspects of the school's work whilst advocating and supporting pupil wellbeing.
We aim for all our pupils to have:

★ **Confidence and Courage** so they have self-belief and are safe and willing to try new things.
★ **Aspirations** for equality of opportunities with others.
★ **Independence** to make choices, to feel valued and listened to.
★ **Thoughtfulness** to respect and accept others and to have friends
★ **Curiosity** to be challenged and motivated.
★ **Enthusiasm for learning** to have choices resulting from high levels of achievement.

Our values are: Courage, Resilience, Fairness, Determination and Kindness.

Responsibilities
Governors
Governors are fully involved in, and have an oversight of, the work of the school. The day-to-day running of the school is delegated to the Head Teacher, but Governors set the strategic direction, and are responsible for major policy decisions. Governors also monitor the work of the school and offer challenge in respect of leadership, practice and innovation.

As a special school we are not required to have a named SENCO, however to ensure that we fulfil the requirements of the code of practice, the Assistant Headteacher is the "named" person.
Assistant Headteacher: Michaela Russell - **russellm@fairfields.northants.sch.uk**

The Assistant Headteacher will:

- Work with the Headteacher, senior leadership team (SLT) and governors to determine the strategic development of the SEND policy and provision in the school.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils receive appropriate support and high quality teaching.
- Be the point of contact for external agencies.
- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of this SEND Policy to all teachers. (As we are a special school, all teachers have SENCO responsibilities).

Class teachers
Each class teacher is responsible for:

- Being knowledgeable about the pupils in their class. Teachers will seek opportunities to develop their understanding of each pupil and their individual needs.
- Ensuring high quality teaching and great pupil outcomes.
- Working closely with any teaching assistant or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Reviewing each pupil's progress and development and recommend any changes to provision.
- Creating an environment conducive to effective learning.
- Building positive relationships with parents / carers and visiting professionals.

Pupils
All pupils are involved in appropriate ways in decisions relating to their own learning and school development including the school council, one page profile development and annual EHC plan review.

Curriculum
At Fairfields School we endeavour to create a secure, caring and educationally challenging environment, in which pupils feel happy, safe and eager to care, learn and succeed.

We ensure that the curriculum is differentiated so that every pupil's educational needs are fully met. At Fairfields we believe it is not the pupils' inability to learn which might create barriers, but our inability to teach them in a way which matches their needs. The challenge is therefore for every teacher to not assume that the pupil is the problem, rather that the curriculum must be adapted to the individual child. We will always capitalise on their strengths and minimise obstacles to learning.

Resources

The school seeks to ensure that sufficient staffing allows mixed ability groups to function, offering all pupils a fair allocation of staff time and access to appropriate classroom resources. The school also takes into consideration the extraordinary needs of the pupils within the school, ensuring that all have access to the specialist equipment that they require. Every class is equipped to a high standard in order to meet the learning needs of all our pupils. Fairfields School has undergone many internal adaptations to improve access for those with special needs. It has specialist bathroom and toilet provision and provides additional seating, mobility and communication aids to meet individual needs. A hydrotherapy pool enhances the quality of movement and physical education for our children with complex physical needs. Playground equipment includes items which are accessible to pupils with restricted mobility. Plans are continually devised to extend opportunities for play based learning. Access to the curriculum is best ensured by positive attitudes, a desire to include all pupils and an appropriate curriculum, as well as suitable accommodation.

Assessment and Review

In common with all LA's, West Northamptonshire Council follows the Code of Practice that has a staged approach to meeting special needs. The LA requires that any pupil entering one of its special schools has an Education, Health and Care Plan (EHCP), having received advice from a range of professionals. Once an EHCP has been written, it is reviewed annually and revised if appropriate. Parents/carers are fully involved, in line with the LA guidelines and the Code of Practice and other relevant professionals are invited to attend or contribute reports. Annual individual outcomes (short steps) are kept under continuous review, and are discussed with parents/carers as part of the annual review process.

Partnership with Families

The staff at Fairfields School work hard to build positive home/school links and encourage parents/carers to become partners in the education process. This is partly achieved through the use of a diary system to communicate essential information between home and school on a frequent basis, as well as termly key stage and whole school newsletters. Parents/carers also more formally encouraged through active parental engagement in the annual review process. Parents and carers receive accurate information when they meet with teachers in order to ensure that they have a full picture of their child's skills and abilities, as well as their behaviour.
Our Family Support Worker provides additional communication and support for families.

Partnership with other Professionals

Multi-agency working is a vital part of offering the highest quality education possible. The school commissions regular input from speech and language therapy and occupational therapy. Staff also work alongside other statutory professionals supporting pupils including physiotherapists, occupational therapists and specialist school nurses.
To ensure effective input school staff ensure advice and input from other professionals is fully integrated into day to day practice. Liaison also occurs through multi-professional meetings.

Staff Development

High aspirations by all staff for all pupils is essential and this is supported by our aspirations for the staff and their practice. Our model for continuing professional development across the school is underpinned by the action research model with a focus on developing best practice by all staff. We conduct annual appraisal reviews for all staff within the school, run regular training sessions and have a formal induction process in place for new staff. There is targeted whole school training which is directed to meet specific needs within the school. There are weekly formal meetings involving the entire teaching team with the explicit aim of monitoring and developing the quality of education provided by school. Staff are encouraged to attend external training, where appropriate. There are formal structures in place to meet the training needs of both newly qualified and newly appointed teachers.

Equal Opportunities

We are firmly committed to the principles of equal opportunities. We believe that all pupils are entitled to learning experiences, which will enable them to achieve their potential and enrich their lives. We place great value on diversity

and treat every member of the school as an individual. This means we value equally the unique qualities of each individual.

Monitoring

The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways:

- Discussion with pupils and their parents / carers,
- observations and learning walks carried out by teachers and senior leaders,
- work sampling including external moderation,
- pupil progress meetings between teachers and with senior leaders,
- tracking and analysing pupil progress using our bespoke assessment framework
- monitoring EHCP outcomes,
- analysing attendance records,
- analysing behaviour records,
- Headteacher's report to governors.

The Governors monitor through the two sub-committees and as a full Governing body.

Also refer to the following policies / documentation:

- SEN Report
- Quality of Education Policy
- Behaviour Policy
- Accessibility Plan
- Equality Duty Plan