

SPECIAL EDUCATIONAL NEEDS POLICY

Fairley House School

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POLICY CHANGES	
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The Special Education Needs Policy takes careful account of Section 9 of the Children and Families Act 2014 and the Special Educational Needs and Disability (SEND) Code of Practice: 0 – 25 years 2015 and the aims of the school as outlined in the school documentation.

All children have skills, talents and abilities, and as a school we have responsibility to develop these to the full. Our Mission Statement is to “transform the lives of children with Specific Learning Difficulties (SpLD) and provide encouragement for their families”. The school aims to provide a rich and stimulating learning experience which engages children and capitalises on their strengths while helping them overcome weaknesses. We emphasise the development of the whole child, help children to develop confidence, achievement and independence through an encouraging, nurturing ethos where everyone succeeds. The school’s motto means, “Nothing is impossible”, confirming an expectation of achievement for all. In line with the SEND Code of Practice 2015, we believe that, “All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.”

(Special Educational Needs and Disability Code of Practice: 0-25 years, 6.1)

Assess, Plan, Do, Review

The four-part cycle of 'Assess Plan Do Review' as described in the SEND Code of Practice 2015 is embedded in all aspects of learning at Fairley House.

Assess

- Initial 3-day assessment prior to entry to FHS, which could involve assessment by an Educational Psychologist, Speech and Language Therapist, Occupational Therapist and teacher feedback
- Secondary transfer meetings between Special Provision and Teachers
- Annual Assessment cycle including standardised assessments: New Group Reading Test (NGRT), Single Word Reading Test (SWRT), Helen Arkell Spelling Test (HAST) and Access Maths Test (AMT)
- For Years 7-11 AQA age-appropriate assessments for core subjects linked to the curriculum
- Formative Assessment including high-frequency word testing for reading and spelling and use of 'Learning Ladders' for Years 2-6 in the subjects of reading, writing and maths, lesson plenaries including quizzes, questioning and self-review
- Therapeutic case notes for pupils receiving direct speech and language or occupational therapy
- Termly assessment of IEP targets by specialist teachers and therapists
- Assessment for Access Arrangements from Year 9 onwards
- Data analysis by subject co-ordinators

Plan

- Termly Initial Education Plans (I.E.P.s)
- Lesson/therapy planning
- Educational Health and Care Plan outcomes including short-term outcomes
- Joint planning with curriculum coordinators and therapists

Do

- Specialist teaching
- Speech and Language therapy provision
- Occupational therapy provision
- Transdisciplinary teaching (in-class therapeutic provision)
- Lunchtime targeted clubs
- Provision of specialist advice by therapists to class teachers
- Whole school approach to metacognition, memory and Executive Functioning skills

Review

- Termly review of I.E.P. targets
- Termly Parent and Teacher meetings
- Ongoing teacher and therapist informal review within lessons/sessions
- Annual Assessment cycle including standardised assessments: New Group Reading Test (NGRT), Single Word Reading Test (SWRT), Helen Arkell Spelling Test (HAST) and Access Maths Test (AMT)
- Therapy and Educational Psychology re-assessments.
- Education Health and Care Plan Annual Review meetings.

The school caters for children ranging from Year 2 to Year 11, based on 2 sites. All classes have an upper limit of 12 children who are grouped according to age. Literacy and numeracy groups are matched according to attainment, in small groups. All other National Curriculum subjects are taught within the class groups.

The school aims to provide full access to the National Curriculum whilst targeting a child's specific learning difficulties. This is facilitated through teaching by specialist teachers and therapists. All teachers of non-literacy subjects are trained via the Fairley House Certificate Course. As a school, we work using a transdisciplinary model of teaching, integrating teaching and therapeutic disciplines throughout the curriculum. All teachers and therapists use multisensory methods and teach metacognitive awareness of strategies to build learning, using the Fairley House Brainbox. This minimises the barriers to learning and participation that are inherent to specific learning difficulties.

With regard to the above, the following document outlines the provision the school endeavours to achieve.

The Management of SEN

The Headmaster: Michael Taylor

The Educational Psychologist: Shauna Burke

The SEN Co-ordinators: Heather Smith (Senior Department) and Alex Benkreira (Junior Department). They have the responsibility for the day-to-day operation of the SEN Policy.

Admission Arrangements

During a 3-day assessment visit to the school, a child will receive a multi-disciplinary assessment which may include EP, OT, SLT and teacher assessments. If the child has an Education Health and Care Plan (EHCP) they will be informally assessed by SLT and OT. This will identify a child's strengths and needs, consider the suitability of the placement and provide an indication of future provision which is then organised from this assessment information.

SEN Specialism

The school accommodates provision for pupils who experience SpLD and the comorbidity of difficulties that may exist with this diagnosis. We consider the following areas of difficulty and their impact on accessing educational attainment:

- Literacy and Numeracy
- Attention and listening
- Receptive and Expressive language
- Short Term and Working memory
- Processing speed
- Visual Perception
- Gross and Fine Motor Co-ordination (DCD/dyspraxia)
- Executive Function
- Sensory Processing Difficulties
- Emotional and social development
- Anxiety and depression
- Oro-motor, articulation and voice
- Phonological processing
- Social Communication
- Access for the Disabled

If children have physical disabilities that limit their access to the school buildings, a risk assessment will be carried out by an occupational therapist and changes will be implemented based on these recommendations. Current facilities available include:

- Grab rails in toilets.
- Specialist seating
- Modified classroom equipment.
- Modified handrails on staircases
- High visibility strips on stairs

Reasonable and necessary adjustments will be made following recommendations as the need arises.

Curriculum Access

All children at Fairley House have a specific learning difficulty; as part of the normal way of working, the curriculum is made accessible through the Fairley House Universal Approach:

- High quality teaching that is carefully planned and takes account of prior learning.
- Access to small classes with a high adult: pupil ratio
- Pace of delivery is slower than in a mainstream classroom.
- Lesson planning will involve key adults, differentiation and will take account of prior learning.
- High Quality Teaching promotes achievement by: creating a safe, happy environment for learning; promoting independent learning and having high expectations.
- Use of a systematic intervention for literacy and maths skills
- Use of over-learning strategies and repetition
- A learning environment which is adapted to support attentional skills e.g. reduced visual clutter in the environment and flexible seating arrangement
- Access to short sessions of teaching using consistent 'Cumulative Learning'
- Working memory support in all lessons through:
 - chunking information
 - speaking slowly and giving take-up time
 - cuing in the pupil to key pieces of information
 - regular checking of understanding before progressing with the lesson
 - ensuring that key information is given in multi-sensory way.-
- Regular celebration of pupil's strengths.
- Pupils receive prompt, constructive feedback

- Teaching includes demonstration, prompts, visual support and opportunities for practice.
- Concrete, practical-based learning activities, where appropriate
- Teaching uses multisensory methods broken down into manageable steps
- Differentiation of tasks through grouping, presentation, pace and outcome
- Pupils given the opportunity to work collaboratively in mixed-ability groups or pairs
- Specialist resources available in class e.g. adaptive seating, reading software.
- Social and emotional factors are taken into account
- Metacognitive approach to teaching and learning.
- Alternatives to copying from board are in place
- Pupils use alternative methods of recording learning through access to technology e.g. Clicker, voice to text
- Material to support access to learning e.g. writing frames, planning templates, editing checklists, flashcards.
- Opportunities for pre-teaching of vocabulary, where necessary
- Staff trained by speech and language therapists re the teaching and retention of vocabulary.

Transdisciplinary Approach

As a school, we work to a Transdisciplinary model of teaching. In this way Speech and Language Therapists, Occupational Therapists and Teachers work together within a variety of lessons to ensure that our pupils' common needs are addressed and generalised e.g. a Speech and Language Therapist may teach alongside a Geography, History or Science teacher to ensure strategies for word finding and learning of new vocabulary are employed or will incorporate learning styles and short term working memory strategies. Occupational Therapists often work within Maths, Design and Technology and P.E. to support: visual perception, integration and memory, posture stability, stamina, organisation, pencil grasp and handwriting. A transdisciplinary approach also ensures that learning from therapy sessions transfers into the wider curriculum and vice versa.

Therapists (L5 Specialist Teachers or equivalent) also teach literacy classes to ensure that those pupils who need specialised phonological awareness work, language extension work or perception, sensory or motor support have intensive integrated support daily.

Special Provision at Key Stage 4

At Key Stage 4 (KS4), speech and language and occupational therapy will largely focus on supporting access to the curriculum through pre-teaching of vocabulary, functional classroom skills or in-class support. KS4 provision also supports the use of Access Arrangements for public examinations e.g. dictation skills.

Access Arrangements for Public Examinations

The Senior School SENCo and Examinations Officer will co-ordinate and oversee applications for Access Arrangements for KS4 examinations on behalf of pupils, e.g. extra time, reader, scribe. This will be carried out in line with the guidelines set by the Joint Council for Qualifications (JCQ).

As part of the termly assessment cycle, from Year 7, teachers and therapists will complete an Access Arrangements proforma after timed assessments of pupils' independent work. This will build a comprehensive profile of any accommodations needed as part of a pupil's normal way of working and inform applications for Access Arrangements for KS4 examinations.

Special Educational Needs Budget

Annual budget allocation

The SEN budget is held by the Bursar. Requests for purchases must be discussed with the SENCO and then signed off by a member of the Senior Management Team.

Process for Action, Record-Keeping and Review

Individual Educational Plan: For all pupils, IEPs are written and reviewed termly.

New Information:

A summary of the child's current strengths and needs is written and recorded on the Fairley House School database. This includes Educational Psychology, Speech and Language and Occupational Therapy report findings as well as any specialist information from professionals outside the school. The child's current reading accuracy, reading comprehension, writing and numeracy scores are also included. Additional medical information regarding medication, disabilities, orthoptic needs are also recorded. The child's interests are noted.

EHCP outcomes are recorded on PASS and made available to all staff, along with pupil reports. The pupil assessment information is recorded and updated on the Fairley House School database.

Targets/Provision

Termly SMART Targets are written for all core subjects and therapy provision and strategies for learning are given. Children are encouraged to monitor their own progress against their targets.

Review

At the end of each term, the SMART targets are reviewed, and parents receive full school reports in the Autumn and Summer terms. The parents are then invited to the school to discuss with teachers and specialists the targets and reports. The parent's view of progress is recorded and future needs for the child are discussed and will form the basis for the following term's IEP. The child is part of the review process, and the meeting may be concluded by the child showing parents a selection of work completed that term.

EHCP Annual Review

In addition to the above termly arrangements, an Annual Review meeting will be held for all pupils who have an Education, Health and Care Plan. The SENCO collects information and views from parents, child, teachers, occupational therapist, speech and language therapist, education psychologist and/or outside agencies. A meeting is set up with the SENCO, parents, pupil, Local Authority and therapist/specialists within and outside the school. The child's progress relating to the outcomes and objectives set out in the Education, Health and Care Plan is discussed, recorded and either:

- It is proposed that the Education, Health and Care Plan be continued as written
- A request to amend the Education, Health and Care Plan
- Request to cease the Education, Health and Care Plan

Monitoring of Provision

The effectiveness of the support given is monitored through special provision meetings to discuss pupils' needs, informal testing and annual standardised testing and consultation with teachers and parents. Monitoring is also made through observations of:

- Transdisciplinary teaching in the class
- Small group/individual teaching
- In-class support
- Use of multisensory teaching and specialist resources
- Practical implementation of IEPs
- Target setting
- Outcome measures
- Pupil progress
- Progress notes kept
- Consultation and planning with specialist teachers

Parent Partnership

Parents are viewed as partners in their child's education and are kept fully informed about this, in line with the SEN Code of Practice 2015. They will be contacted directly should there be any change in their child's progress or behaviour. Parents' initial contact will be with the Form Tutor, Class Teacher or Headmaster, Michael Taylor

- Form tutors will have email and phone contact with parents and will copy the SENCo if there is any information related to the provision or the child's well-being.
- Parents are part of the termly cycle of review that takes place at scheduled parent teacher meetings.
- In addition to parent consultation meetings, those parents who have a child with an Education Health and Care Plan will be invited to an Annual Review meeting.
- The SENCo will support parents who wish to apply for Education Health and Care Plans by providing advice, collating reports and liaising with the Local Authority.

It should be noted that the school has no influence over the decisions made by the Local Authority regarding funding issues.

Further to this, the school operates an open-school policy, where parents can request the opportunity for an informal discussion or an organised meeting at any time during the school year.

Queries and Complaints

Parents are partners with the school and are welcome to query decisions made by the school through the school's designated channels as laid down in the school's policy documentation. Please refer to the school complaints policy.

In-Service Training (INSET)

In-service training in respect of SEN is available for the whole school, key stage, departmental or individual members of staff. It will be delivered by one of the following:

- Headmaster
- Educational Psychologist
- SENCO
- Members of staff who have a specialism in that area
- External consultants/trainers

A record of all SEN training delivered will be kept by HR.

Fairley House School is a course provider for L5 Specialist Teacher training. Teachers and therapists who do not hold the qualification are automatically enrolled on the course. Special provision teachers and therapists also lecture on the course in their area of specialism. This in turn is all part of their continuing professional development. Teachers of non-core subjects attend lectures on all aspects of Special Educational Needs, working towards the Fairley House Certificate (accredited by C.P.D. Standards Office).

Continuing Professional Development (CPD)

Occupational Therapists, Speech and Language Therapists and Educational Psychologists are obliged by their respective Governing bodies to maintain continuing professional development according to the guidelines set. The school is supportive of this and provides an environment in which CPD is encouraged. The organisation of CPD is as follows:

- The school provides CPD through INSET training
- The school provides CPD through the Level 5 Specialist Teacher course offered
- External CPD courses should be identified through the staff development process and will be agreed upon by the Headmaster after specific requests
- HR will maintain a log of CPD completed by team members
- OTs and SLTs organise regular Supervision sessions:
 - Professional Development with an External Supervisor
 - Peer Supervision
 - Journal Review sessions

The SENCOs will ensure that their training in Access Arrangements, as approved by JCQ, is up to date so that knowledge is current.

- Each therapist is responsible for maintaining their own CPD logs
- Each therapist is responsible for ensuring CPD hours are completed