



FAIRFIELD FIRST SCHOOL



SEND POLICY

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1. Aims and objectives

- Ensure compliance with the statutory SEND framework and equality duties currently in force.
- Provide timely, effective support so pupils with SEND can access the curriculum and wider life of school alongside peers.
- Identify barriers early and respond through high-quality inclusive teaching, reasonable adjustments and targeted additional provision where required.
- Use a graduated approach so support is purposeful, evidence-informed and reviewed for impact.
- Empower pupils with SEND to develop confidence, independence and self-advocacy.
- Actively involve pupils and parents/carers in identifying needs, setting outcomes, planning provision and reviewing progress.
- Ensure class teachers remain responsible for day-to-day implementation and progress, with the SENCO providing coordination, advice and monitoring.

2. Vision and values

Fairfield First School is committed to a broad, balanced and ambitious curriculum in an inclusive environment. We recognise that children may need different approaches, resources or levels of support in order to access the same high expectations.

Our approach

We do not wait for a diagnosis before responding to an identified need. We identify barriers, understand strengths, put purposeful support in place, monitor impact and refine what we do.

3. Legislation and guidance

- This policy should be read alongside the current statutory and local framework, including:
- Children and Families Act 2014, Part 3.
- Special Educational Needs and Disability Regulations 2014.
- Special Educational Needs and Disability Code of Practice: 0 to 25 years.
- Equality Act 2010 and the duty to make reasonable adjustments for disabled pupils.
- School Admissions Code and relevant Department for Education guidance.
- Relevant Worcestershire local arrangements and the school's Accessibility, Equality, Behaviour and Safeguarding documents.

2026 reform position

The Government's SEND reform consultation closed in May 2026. Proposals include stronger inclusive mainstream practice, National Inclusion Standards and Individual Support Plans, but the final statutory framework is not yet published. Fairfield will update this policy when final requirements are confirmed.

4. Inclusion and equal opportunities

- Fairfield seeks to include pupils with SEND in all aspects of school life and will make reasonable adjustments where required.
- Children are not disadvantaged because they have SEND or a disability.
- Staff consider curriculum access, communication, sensory needs, physical access, personal care, behaviour, emotional regulation, risk and participation.
- The school focuses on strengths, barriers to learning and the support needed.

5. Definitions

Term	Fairfield working definition
SEN	A learning difficulty or disability which calls for special educational provision.
SEN Support	Special educational provision made by the school for identified SEN through the graduated approach.
EHCP	A statutory Education, Health and Care Plan setting out identified needs, outcomes and provision.
Ordinarily available provision	Inclusive teaching, reasonable adjustments and resources routinely available within the classroom/school offer.
Additional / different provision	Support, adaptation, intervention, resource or staffing additional to or different from what is ordinarily available.
APDR	Assess–Plan–Do–Review: the graduated approach used to identify needs, plan provision, deliver it and review impact.

6. Roles and responsibilities

Role	Key responsibilities
Governing Board	Ensures statutory duties are met, SEND provision is monitored and information is communicated appropriately.
Headteacher – Scott Smith	Provides strategic leadership, resources and accountability for implementation.
SENCO – Sarah Hadley	Coordinates SEND provision; advises staff; works with families; liaises with specialists; monitors provision; maintains records; supports training and reviews effectiveness.
Class teachers	Responsible and accountable for pupils' progress, inclusive teaching, daily SEND provision, agreed interventions/strategies, evidence of impact and communication with families.
Teaching assistants	Deliver agreed targeted support under teacher/SENCO direction and record relevant delivery/impact information.
Parents/carers	Share information, contribute to assessment/planning, attend reviews where appropriate and support agreed outcomes.
Pupils	Are supported to express their views, strengths, needs, goals and preferred support.

Accountability principle

The SENCO does not 'own' a pupil's SEND. The class teacher remains responsible for day-to-day provision and progress, supported by the SENCO and wider staff team.

7. Identification, assessment and the graduated approach

Fairfield uses a graduated response. The starting point is a concern about a barrier to learning or participation, not a diagnosis.

Stage	Fairfield process
1. Initial concern	Teacher identifies a specific concern and gathers examples, assessment information, observations and pupil/parent views where appropriate.
2. Quality-first classroom response	Teacher checks that ordinarily available inclusive teaching and reasonable adjustments are in place and monitors the response.
3. Assess	If concerns remain, establish a baseline and clarify the barrier, strengths, context and likely need. Consider what has already been tried.
4. Plan	Agree clear outcomes and specify provision that is additional/different, including frequency, duration, responsible adult and review date.
5. Do	Deliver agreed provision consistently. The class teacher remains responsible for implementation and progress; brief evidence of delivery and response is recorded.
6. Review	Judge impact against the baseline, revisit pupil/parent voice and decide whether to maintain, adapt, intensify, set new targets or seek SENCO advice.
7. Initial Concern Form	If concern remains after a purposeful intervention cycle, the teacher completes the school Initial Concern Form with the evidence trail.
8. SENCO review	The SENCO reviews the evidence and recommends further school-based strategies/interventions or specialist involvement where justified.

Evidence before referral

Before an outside-agency referral, staff should normally be able to show what was tried, for how long, by whom, what changed and what remains difficult. Urgent safeguarding, medical or specialist concerns follow the appropriate route without waiting for a full cycle.

8. Provision for pupils with SEND

Provision	Examples
Ordinarily available	Clear explanations, modelling, visual support, checking understanding, flexible grouping, scaffolding, reasonable adjustments, appropriate seating, pre-teaching and processing time.
Targeted / additional	Small-group or 1:1 intervention; structured programmes; enhanced adult prompting; personalised visual systems; specialist resources; planned regulation or social-communication support.
EHCP provision	Provision specified in Section F is implemented, monitored and reviewed, with relevant targets linked to Section E outcomes.
Provision maps	Class provision maps show practical strategies and additional/different provision required for identified pupils.

My Fairfield Plan	Rolling individual record of targets, provision, evidence, pupil/parent voice and review for pupils on SEN Support or with EHCPs.
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9. Working with pupils and parents/carers

- Families are encouraged to raise concerns early with the class teacher or SENCO.
- Parents/carers contribute to identifying strengths and barriers, setting outcomes, selecting support and reviewing impact.
- Pupil voice is gathered in an age- and communication-appropriate way and revisited as needs and goals change.
- EHCP annual review requirements are followed, with children and families involved.
- Records of agreed outcomes, actions and changes to provision are shared with relevant staff and parents/carers.

My Fairfield Plan

This rolling record captures pupil/parent voice, targets, provision above ordinary classroom practice, evidence of delivery, impact and next steps. It should travel with the pupil across Reception–Year 4 while they remain on SEN Support or have an EHCP.

10. Expertise, training and specialist support

- Staff SEND training is identified through school priorities, pupil need, specialist advice and professional development planning.
- The SENCO provides advice, modelling and support and monitors implementation.
- Where specialist input is needed, the school liaises with relevant services including speech and language therapy, educational psychology, occupational therapy, autism and learning support services, school nursing, paediatrics/GPs, mental health services and other local services.
- Specialist advice is translated into practical classroom strategies/resources/interventions and reviewed for impact.
- The school does not delay appropriate support simply because a formal diagnosis is not yet available.

11. Admission, accessibility and participation

- The school follows published admissions arrangements and does not disadvantage pupils because they have SEND or a disability.
- Reasonable adjustments are considered to reduce disadvantage and support participation.
- The Accessibility Plan addresses curriculum access, the physical environment and access to information.
- Educational visits, clubs, performances, sports and other opportunities are planned with inclusion in mind.
- Medical, personal care, sensory and access arrangements are considered within individual planning where required.

12. Transition

- Transition planning begins in good time and is personalised.
- Relevant information is shared between current and receiving staff, including strengths, needs, successful strategies and provision.
- Where appropriate, pupils receive visits, visual transition resources, social stories, timetable preparation or supported organisational practice.
- For transfer to middle school, the SENCO liaises with the receiving SENCO and shares relevant SEND information in line with consent and data-protection requirements.
- EHCP transitions follow statutory requirements and timelines.

13. Complaints about SEND provision

Parents/carers should raise concerns as early as possible. The usual first step is discussion with the class teacher and/or SENCO. If concerns remain, the school's Complaints Policy sets out the formal process.

- Where a concern relates to disability discrimination, families may have additional legal routes and can seek independent advice.
- Where concerns relate to an EHCP or local authority decision, the relevant statutory appeal/mediation arrangements apply.
- The SENCO can signpost families to Worcestershire SENDIASS and other independent information services.

14. Monitoring, evaluation and review

What we monitor	How
Individual provision	Provision maps/My Fairfield Plan; classroom observation; sampling of work; intervention records; evidence of delivery.
Progress	Assessment information and progress towards agreed academic and non-academic outcomes.
APDR	Quality and consistency of Assess–Plan–Do–Review cycles and clarity of next steps.
Pupil/parent voice	Views recorded at planning and review points and used to refine provision.
SENCO monitoring	Classroom observation, staff discussion, provision sampling and review of identified pupils.
EHCPs	Implementation of Section F and progress towards Section E outcomes; annual review process.
School-level evaluation	Patterns in SEND progress, participation, attendance and family feedback.

Evidence trail

Evidence of need, provision and impact will inform SENCO decisions and requests for specialist involvement. Referral should not be based on diagnosis alone.

15. Related documents

Document	Relationship
SEN Information Report	Explains publicly how this policy is implemented and what families can expect.
SEND Initial Concern Form	Captures evidence after an intervention cycle when concerns remain and SENCO review is needed.
My Fairfield Plan	Rolling individual target and provision record for pupils on SEN Support or with EHCPs.
Class Provision Maps	Show what is additional/different to ordinary classroom provision for identified pupils.
Accessibility Plan	Sets out accessibility priorities and actions.
Equality Information and Objectives	Supports equality duties and inclusive practice.
Behaviour Policy	Links to positive behaviour, regulation and support for pupils with SEND.
Safeguarding/Child Protection Policy	Applies to all pupils, including SEND-related safeguarding considerations.
Complaints Policy	Sets out the formal complaints process.

Policy approved by: _____ **Date:** _____

Next scheduled review: September 2027, or sooner if legislation/statutory guidance changes.