



SEND POLICY

Fairview Community Primary School

Reviewed: November 2025

Review Due: October 2026

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Fairview, our school values underpin everything we do and are core to the ethos of our school.

*Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect** and **honesty** towards one another.*

Fairview Community Primary School is committed to inclusion to ensure the development of all learners. We aim to create a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties. All learners are treated as individuals.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 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, SEND co-ordinators (SENCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The Assistant Headteacher for Inclusion is Mrs Jade Marco and the SENCO is Mrs Yvonne Ribbens senco@fairviewprimary.medway.sch.uk

They will:

- › Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEND support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority (LA) and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor, Claudia Walcott will:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- › Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of **every** pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social and emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and shared with their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support (added to the SEN register) or when SEND support is ceased (removed from SEND register).

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour

- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The impact of support in place to meet SEND needs will be reviewed regularly, at least 3 times per year.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

CPOMS records, SEND files and documentation will be shared with receiving schools.

5.6 Our approach to teaching pupils with SEND

Fairview is an inclusive school, meeting the needs of a diverse range of learners. We are committed to removing barriers that might otherwise prevent a child from flourishing.

We recognise that some children and their families face personal challenges and we have a dedicated team of staff to support them; we work closely with external specialists and are committed to providing additional learning support that is precise and planned to support children with their specific learning needs.

Our Inclusion team includes: Assistant Headteacher for Inclusion (who is a qualified SENCO), SENCO, Learning Mentor, Family Support Manager and Specialist Dyslexia & Speech and Language Assessors/therapists. We also have a small alternative lunchtime provision, provide pastoral support in the Rainforest Room, have a sensory circuit room and a small sensory room. We work alongside a commissioned Occupational Therapist, Speech and Language Therapist and Dyslexia Specialist Teacher/Assessor and allocated NHS Speech and Language/OT Therapists.

As outlined in the SEND Code of Practice 2015, teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted and reasonable adjustments will be made for individual pupils.

We have also secured the following provisions for the 2025-2026 academic year:

- Edukey Provision Map software to document the graduated approach and improve co-production of learning plans with parents
- Clicker 8 software being used to support children with literacy and/or processing difficulties
- Nessy Reading and Spelling programme to support pupils with literacy difficulties
- Speech Link and Language Link assessment tools to help identify and support pupils in Year R and Key Stage 1 who may have Speech and Language difficulties
- Widget software to create and provide visual resources for all pupils
- Speech and Language Therapist for a half day per week to support pupils in Key Stage 1 with Speech and Language difficulties/external programmes and targets

- Fortis Trust are providing outreach support with the aim to assist with strategies to support children in school who present with challenging behaviour
- Lenny (school dog) is timetabled to visit every classroom each term and he also provides a range of therapeutic and pastoral support
- Independent Occupational Therapist commissioned by school (10 days per academic year across the whole school)
- NELFT provide class workshops, parental workshops and advice for individual pupils through the enquiry review process
- ELSA (Emotional Literacy Support Assistants)
- Toe by Toe (Reading intervention)
- Sensory Circuits
- Power of 2 (individualised mathematics intervention)
- A wide range of sensory equipment in classrooms as part of ordinarily available provision

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, taking account of individual learning styles etc.
- Using recommended learning aids or assistive technology, such as laptops, iPad apps, alternatives to written recording, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching techniques, for example, giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud, providing visual or verbal prompts/reminders/checklists etc.

5.8 Additional support for learning

We have class-based teaching assistants who are trained to deliver interventions across all key stages. Key Stage 2 teaching assistants are largely part-time so the majority of Key Stage 2 classes have TA support in the mornings only.

Teaching assistants will support pupils within the classroom, as far as possible, to avoid children missing core learning and to also allow them to access the same degree of High Quality Teaching as their peers. There may be occasions when children will need a smaller and quieter environment to complete an intervention (Speech and Language support, for example) but our aim is to minimise the amount of time children are withdrawn from lessons to attend interventions. Teaching assistants will support pupils in small groups either in class, during a lesson, or at an additional time during the school day, where staffing allows.

We work with the following agencies to provide support for pupils with SEND:

- Mental Health Practitioner
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Educational Psychology Service
- Fortis Outreach Service
- School Nurse
- Medway Community Healthcare (MCH)

- Medway SEND Team
- Family Solutions
- Children's Services, including Early Help

5.9 Expertise and training of staff

Our AHT Inclusion has over 12 years' experience in this role across three different schools.

The Inclusion team work 5 days a week to manage SEND provision.

In the last academic year, staff have been trained in Zones of Regulation, Team Teach strategies, Executive Functioning skills, Provision Mapping, using Widget to support communication and interaction skills, use of assistive technology to support SEND learners. The AHT/SENCO have attended regular updates related to a wide range of SEND topics and are both members of local consortium groups where school SENCOs meet to share good practice and ideas. FORTIS outreach service have provided training for some staff (EYFS) on Attention Autism, Bucket Time and creating structured communication systems.

5.10 Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which the school does not have, we will endeavor to purchase it using allocated SEND funding or seek it by loan from external providers.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their learning support plan targets each long term (3 times per year)
- Discussion of all pupils at pupil progress meetings
- Consultation with professionals at In-School Review meetings (3 times per year)
- Reviewing the impact of interventions after 12-16 weeks (dependent on term length)
- Using pupil questionnaires
- Monitoring by the SENCO
- Monitoring of SEND provision by Governors
- Reporting termly to Governors through the Head Teacher report
- Using provision maps to measure progress and evidence the graduated response
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all of our pupils, including our before and after-school clubs, where sufficient staffing allows. Clubs and provisions that are run by external providers will have their own policies and approaches.

All pupils are encouraged to attend our residential trip in Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and a thorough risk assessment is undertaken for each individual child to inform decisions about how we can best ensure that SEND pupils are able to access the opportunities on offer.

The school follows LA procedures for admissions, and this is applied regardless of disability. However, if appropriate, if a child with a particularly disability seeks admission, the school will assess whether the school environment and staffing is able to meet those needs and whether reasonable adjustments may be made to accommodate them.

The school will work closely with the pupil's family and LA agencies to ensure it meets its obligations. Refer to the schools' [accessibility policy](#) for further details.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Whole school approach using Zones of Regulation
- Lenny (school dog) continues to work with children who may be presenting with SEMH needs
- NELFT provide class workshops, parental workshops and advice for individual pupils through the enquiry review process
- ELSA (Emotional Literacy Support Assistants)
- Pupils with SEND are encouraged and supported to be fully involved in all aspects of school life, including the school council
- Pupils with SEND are also encouraged to be part of clubs to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

The development and progress of each child with SEND is monitored and reviewed with a record of interventions and meetings. Meetings are organised with parents, teachers, outside agencies and the SEND team as required and recorded on CPOMS. See list of current agencies in Section 5.8.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If issues are not easily resolved through collaboration with the class teacher, complaints should then be raised with the SEND team. If a suitable resolution is not reached at this stage, parents will then be referred to the school's [Complaints Policy](#).

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Medway SEND Information Advice and Support Service (SENDIAS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and

informed role in their child's education. The details of this service can be found here: [Medway SENDIASS - Family Action](#)

5.17 Contact details for raising concerns

Please contact Mrs Marco or Mrs Ribbens via the school office or email senco@fairviewprimary.medway.sch.uk

5.18 The local authority local offer

The local authority's local offer is published on Medway Council's website and a link is also available via the schools' website: [Medway Local Offer - Enquiry](#)

Parents without internet access should make an appointment with the SENCO or Family Support Manager for support to gain the information they require.

6. Monitoring arrangements

This policy and information report will be reviewed by the AHT Inclusion **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility Policy and Plan 2023-2026
- Anti-Bullying Policy
- Behaviour, Relationships and Belonging Policy
- Designated Teacher for LAC and Previously LAC Children Policy
- Equality and Diversity Statement 2024
- EYFS Policy
- Exclusion Policy
- Intimate Care Policy
- Pupil Premium Policy
- Safeguarding & Child Protection Policy
- Supporting Pupils with Medical Conditions Policy (Medway have not provided an updated version of this policy this academic year)