



Fairford Academy Barnehurst

SEN & Disability Policy/SEN Information Report

2024-2025

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 September 2021

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012 SI 2013 758

The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies: Behaviour & Relationships Policy, Equalities Opportunities & Diversity Policy, Safeguarding and Child Protection Policy, Anti Bullying Policy, Accessibility Plan, Complaints Policy.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year



or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p16)*

1 The kinds of special educational need for which provision is made at Fairford Academy Barnehurst

At Fairford Academy Barnehurst we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance Dyslexia; Dyspraxia; Speech and language needs; Sensory Impairments; Autism; ADHD and Behavioural difficulties. If there are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, we may be able to access specific training and advice so that these kinds of needs can be met.

Decisions on the admission of pupils with an Education, Health and Care plan are made with the Local Authority. These are then posed to the Head Teacher to make a decision if their needs can be fully met at Fairford. Every endeavour is made to try and accommodate needs where possible. There are times where we may be unable to make reasonable adjustments due to the legislation below.

Section 39(3) of the children and Families Act 2014 stipulates that where a request is made to the Local Authority to secure that a particular school or other institution is named in the EHC Plan the Local Authority must secure that the EHC Plan names the school or other institution specified in the request unless subsection (4) applies.

Subsection (4) applies where:

- a) The school or other institution is unsuitable for the age, ability, aptitude or special educational needs of the child/young person concerned, or*
- b) The attendance of the child/young person at the requested school or other institution would be incompatible with:
 - i) The provision of efficient education for others, or*
 - ii) The efficient use of resources**

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN.

At Fairford we monitor the progress of all pupils 3 times a year to review their academic progress. We also use a range of assessments with all the pupils at various points e.g., Reception baseline assessment, Y1 phonics screening, speech link, language link, dyslexia screener, visual stress test and end of Key Stage national testing. This is alongside continuous assessment by class teachers regarding the progress of their pupils.

Where progress is not sufficient, even if a special educational need has not been identified, we put



in place extra support to enable the pupil to catch up. Some examples of extra support are interventions such as bespoke small group teaching, mentor support or screening by the speech and language team.

Some pupils may continue to make less than expected progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At this point, an internal referral is made to the SENCo.

At Fairford, we have a team of SEN support staff who are experienced in using the following assessment tools such as Language Link, Speech Link, Visual stress tests, Dyslexia screening tools, SDQ, Boxall profiles. In addition, we have access to external advisors and practitioners who are able to use an extensive range of assessment tools, these include Speech Therapists, Specialist Speech Therapy Service, Occupational Therapists, Physiotherapists, school nurses, Sensory impairment teams - HI and VI advisory team and the ASD advisory team.

Following this, some pupils may continue to make less than desired progress, despite high-quality teaching targeted on their areas of weakness. For these pupils, and in consultation with parents/carers, we will use a range assessment tools to determine the cause of the learning difficulty, we may also seek external advice from the Early Intervention Team.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents and recorded on a SEND Passport, reviewed at Parent teacher consultations and refined / revised, if necessary, parents have access to this at any time with a login to EduKey.

At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available through Quality First teaching. The pupil will be added to the SEN register and will be monitored by the SENCo.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. The SEND passport will be shared with the 'Team around the child' for a consistent approach.



3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including:

3a How the school evaluates the effectiveness of its provision for such pupils.

Each review of the SEN Learning plans will be informed by the views of the pupil, parents/carers and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the pupil, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments where needed. At Fairford we use Pre-Key Stage standards for pupils working below age related expectations.

If these assessments do not show adequate progress is being made the SEND provision plan will be reviewed and adjusted accordingly.

3c The school's approach to teaching pupils with special educational needs.

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. At Fairford we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*



We follow the Bexley Quality First Teaching and Special Educational Needs Support Toolkit to ensure that our teaching conforms to best practice. We have highly qualified staff who offer Forest School and Nurture groups to all pupils as part of our commitment to provide Social Emotional and Mental Health support. In addition to this we also have ELSA trained practitioners who run Emotional Literacy support sessions as well as informal check ins.

3d How the school adapts the curriculum and learning environment for pupils with special educational needs.

At Fairford we follow the strategies from the Bexley Quality First Teaching and Special Educational Needs Support Toolkit on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans to ensure that there are no barriers to accessing our fully inclusive curriculum. Our approach is centred around provision not people.

We have developed our own SEN Non negotiables which outline our commitment to inclusive practice. We firmly believe that every teacher should be a teacher of SEN and that every classroom should be a fully inclusive environment where every child feels a sense of belonging.

Each classroom has the following;

- Visual timetable.
- Class charter.
- Five-point scale.
- Regulation station with a range of sensory toys and de-escalation prompts.
- Bean bag for de-escalation.
- Access to sensory trail outside the classroom.
- Now/ next chart.
- Task management board.
- Visual aids and widgeits.
- Access to wobble cushion and ear defenders if required.
- Technology such as recording devices, Chromebooks and visualiser to support learning.
- Scaffolding prompts.
- Key vocabulary to support language development.



3e Additional support for learning that is available to pupils with special educational needs.

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. The learning support programmes we can offer are listed on our provision map (see attached). In very few cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school. The level of funding that the Local Authority supplies towards Higher Needs funding is related to the needs of the individual pupil. This is set out under a banding system by Bexley Local Authority (see Bexley Local Offer).

3f How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs.

All clubs, trips and activities offered to pupils at Fairford and are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity or family support will be sought if more appropriate or suitable. Additional risk assessments are carried out to ensure pupils' safety.

3g Support that is available for improving the emotional and social development of pupils with special educational needs.

At Fairford we understand that an important feature of the schools within the trust is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE lessons, circle time and assemblies, as well as indirectly with each conversation adults have with pupils throughout the day. This is embedded within our Relationships and Behaviour Policy.

For some pupils with the most need for help in this area we also can provide the following: access to Draw and Talk therapy sessions, learning mentor time, Dog mentor sessions, external referral to MHST, CHEWS or CAMHS, a dedicated safe space to use when upset or agitated, personalised Five-point scale and access to the class regulation station.

For some families that feel that they need additional parental support, we may refer or sign post the family to external services such as, Family Lives, Family Well Being, Living with Autism, Bexley Voice, SNAP, Young Carers (see Bexley Local Offer).

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.



4 The name and contact details of the SEN Co-ordinator.

The SEND and Safeguarding lead at Illuminate Minds Trust is Beverley Evans.

The SENCO at Fairford Academy Barnehurst is Aman Aujla, who is Head of School and has been accredited with the National Award for SEN Co-ordination.

You can contact Miss Aujla by emailing fairfordadmin@illuminateminds.org with the subject FAO: Senco.

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured.

All staff at Fairford have had the following training: Safeguarding, Team Teach Level 1, Using the Quality first teaching toolkit, Little Wandle Phonics and Early Reading, Education Endowment Foundation Effective use of Teaching Assistants, Relationships and Behaviour Policy, Five point scale and emotional support, Behaviour management strategies, Using Comic strip conversations, Identifying SEN.

We have also provided the following enhanced and specialist training to members of our SEN support teams across Illuminate Minds Trust:

- BSL level 1 training is offered to all staff.
- Draw and Talk
- ELSA
- Therapeutic play
- PECS training
- Chatterbox
- BLAST
- Lego Therapy
- Chatty champions
- Lego therapy
- Using of sensory trails
- Precision teaching
- ELKAN
- Dog mentor training
- Delivering care plans
- We have a member of staff who has received the Forest school accreditation and another who is working towards the Nurture UK accreditation.



Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can enlist include Educational Psychologist, (SLA) Speech and Language therapist, (SLA), Occupational therapists, Specialist teaching services, Autism Advisory Teaching service amongst others. The cost of training is covered by the notional SEN funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of external agencies and advisory teams.

7 The arrangements for consulting parents/carers of children with special educational needs about, and involving them in, their education.

All parents of pupils at Fairford are invited to discuss the progress of their children three times a year during parents' consultations as well as SEND surgeries on alternate terms, this is an opportunity to discuss and have an update on their child's SEN needs. In addition to this, they will receive a written report at the end of the academic year. We are happy to arrange meetings outside these times. As part of our normal teaching arrangements (quality first teaching), all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this quality first teaching provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review which is reviewed at least three times a year. SEND passports and Learning plans are working documents which are fully accessible to parents and carers, who can also contribute their views.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil, including their SEN Case Officer. Information will be made accessible for parents prior to the Annual review.



8 The arrangements for consulting young people with special educational needs about, and involving them in, their education.

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents/carers are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents/carers of pupils with special educational needs concerning the provision made at the school.

The normal arrangements for the treatment of complaints at Fairford Academy Barnehurst are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the SENDCo to resolve the issue before making the complaint formal to the Head Teacher. If parents are still not satisfied, they are advised to contact the Chair of the Governing Body or CEO of the trust.



10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

- A Service Level Agreement with South East Educational Psychology service
- A service Level Agreement with Education Welfare
- A service Level Agreement with Speech and Language Services
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to Occupational Therapy Services / Physiotherapy Services / Oxleas services for pupil with requirement for direct therapy or advice
- Membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN etc.
- Partner school for Talamo Dyslexia screener.
- Part of the Challenge Partners Network.

11 The contact details of support services for the parents/carers of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Bexley Information, Advice and Support Service (IASS) provides a free and confidential information, advice and support service, for parents and carers of children and young people with special educational needs or a disability from birth to age 25. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents/carers, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations. IASS services provide information and advice about:

- How special educational needs are assessed by schools, colleges and the Local Authority (LA)
- Who parent/carers and young people can talk to in school, college or within the LA about any concerns
- The SEN Code of Practice, the Equality Act and the Care Act
- The Statutory Assessment process for Education, Health and Care (EHC) Needs Assessments
- EHC Plans & Annual Reviews
- EHC Plan Appeals and Tribunals
- Parents/carers rights and responsibilities
- Meetings and reviews about a child or young person's needs



- What parent/carers can do if they are not happy with a decision made about their child's SEN

The IASS can be contacted on: HELPLINE:
0203 045 5976
Email: bexleyIASS@bexley.gov.uk Website:
www.bexleyIASS.co.uk

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

At Illuminate Minds Trust we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

We also contribute information to a pupils' onward destination by providing information to the next setting.

When transitioning between classes or phases in school, transition meetings are held between teachers to explain pupils SEND needs and share SEND passports.

In addition to this, adapted versions of the school transition are provided– e.g., further opportunities to visit the new classroom, 1:1 time with the new teacher, meet new support staff.

Transition books with photographs of key staff and learning environments as well as entrances/exits are shared with pupils before the summer break.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on www.bexleylocaloffer.uk (Email: localoffer@bexley.gov.uk telephone number: 0203 045 5677) and parents/carers without internet access should make an appointment with the SENCO for support to gain the information they require.

This policy will be reviewed annually.

Next review on: October 2025