Fairlawn Primary School

Special Education Needs & Disability Policy

Policy Statement

The aim of this policy is to explain how Fairlawn Primary School identifies, supports and makes provision for children with Special Educational Needs and Disabilities (SEND), in line with current legislative requirements and best practice guidance. The school is committed to ensuring that every child is valued, included and enabled to achieve their full potential.

If you require further information, about SEND provision within the school, please contact:

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Legislative Framework

This policy has been developed in accordance with:

- Children and Families Act 2014;
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years (January 2015);
- Equality Act 2010;
- Education Act 1996;
- Every Child Achieving and Thriving Government Policy Paper (February 20260
- Special Educational Needs and Disability Regulations 2014;
- Supporting Children at School with Medical Conditions (DfE);
- Keeping Children Safe in Education (current edition).

This policy should be read alongside the school's:

- SEND Information Report;
- Accessibility Plan;
- Safeguarding and Child Protection Policy;
- Behaviour and Relationships Policy;
- Equality Objectives;
- Medical Needs Policy;
- Complaints Policy.

Inclusion Statement

At Fairlawn Primary School we strive to raise the aspirations and expectations of all children, including those with Special Educational Needs and Disabilities (SEND). We value every child as an individual and are committed to securing the best possible outcomes for all.
We operate a "whole child, whole school" approach to inclusion. We recognise that inclusion extends beyond SEND provision and encompasses all children who may experience barriers to learning, participation, attendance, wellbeing or achievement.
Fairlawn Primary School is committed to ensuring that children with SEND can access the same opportunities for learning, participation and achievement as their peers. We recognise our duties under the Equality Act 2010 to make reasonable adjustments and ensure disabled children are not placed at a substantial disadvantage compared with their peers.
Our inclusive practice promotes early identification, responsive support and high expectations for all children. Through high-quality teaching, targeted intervention and effective partnership working, we aim to remove barriers to learning and enable every child to flourish academically, socially and emotionally.

Definition of SEND

Fairlawn Primary School adopts the definition of SEND outlined within the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015).
A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of facilities generally provided for children 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 of the same age.

Four Broad Areas of Need

In accordance with the SEND Code of Practice, the school recognises four broad areas of need:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health;
- Sensory and/or Physical Needs.

These broad areas provide an overview of needs and do not fit every child neatly into one category. Individual children may experience needs across more than one area and provision will always be personalised to meet identified needs.

Key Principles

The school's approach to SEND is underpinned by the following principles:

- high aspirations and expectations for all children;
- early identification and intervention;
- partnership with parents and carers;
- meaningful participation of children in decision-making;
- inclusive high-quality teaching;
- evidence-informed provision and intervention;
- collaborative working with external agencies;
- regular evaluation of outcomes and impact.

In accordance with Section 19 of the Children and Families Act 2014, the school has regard to the views, wishes and feelings of children and their parents and supports their participation in decisions relating to SEND provision.

Admissions

Fairlawn Primary School welcomes applications from children with SEND and will not discriminate against a child because of a disability or special educational need. We respond honestly as to whether we can meet a child’s needs when consulted.
Admissions are managed in accordance with the Local Authority's admissions arrangements, the School Admissions Code and the Equality Act 2010.
The school is committed to ensuring that children with SEND have equal opportunities to access education and participate fully in school life.

Governing Body Responsibilities

The Governing Body fulfils its statutory duties under the Children and Families Act 2014, the Equality Act 2010, the SEND Code of Practice and the Education Act 1996.
The Governing Body will:

- use its best endeavours to secure the special educational provision required by children with SEND;
- ensure SEND provision forms part of whole-school improvement planning;
- monitor the effectiveness of SEND provision;
- ensure appropriate arrangements are in place for identifying and supporting children with SEND;
- ensure children with SEND are able to participate fully in school life wherever reasonably practicable;
- appoint a governor with responsibility for SEND oversight;
- ensure the SEND Information Report and Accessibility Plan are reviewed and published annually on the school website.

The SEND Governor will meet regularly with the SENCO and report to the Governing Body regarding SEND provision, outcomes and strategic priorities.

The Role of the SENCO

The SENCO has strategic responsibility for SEND and inclusion across the school.
The SENCO is a qualified teacher and, where required, holds or is working towards the National Award for Special Educational Needs Coordination within the statutory timeframe.
Responsibilities include:

- overseeing the day-to-day operation of this policy;
- coordinating SEND provision;
- advising and supporting staff;
- liaising with parents, carers and external agencies;
- maintaining accurate records;
- monitoring the impact of provision;
- supporting staff training and development;
- leading inclusion for vulnerable groups across the school;
- ensuring statutory requirements relating to SEND are met.

The SENCO works in partnership with teachers, parents, children and outside agencies to secure positive outcomes and remove barriers to learning.

Identification and Assessment

Fairlawn Primary School is committed to the early identification of SEND.
Identification may arise through:

- teacher assessment and observation;
- attainment and progress data;
- assessment of underlying ability;
- a dyslexia screener;
- parental concerns;
- children's views and voice;
- information from previous settings;
- advice from external professionals.

The school recognises that identifying children's needs at the earliest opportunity enables timely intervention and improved outcomes.

Quality First Teaching

High-quality teaching, differentiated and adapted for individual children, is the first response to meeting the needs of children who have or may have SEND.
All teachers are teachers of children with SEND and remain responsible and accountable for the progress and development of all children in their class, including where support is delivered by teaching assistants or specialist staff.
Teaching may be adapted through:

- differentiated learning opportunities;
- adaptive teaching approaches;
- reasonable adjustments;
- targeted support in class;
- specialised resources and equipment where required;
- effective assessment and feedback.

The school is committed to ongoing professional development to ensure staff have the knowledge and skills necessary to support children with SEND effectively.

Graduated Approach to SEND Support

SEND Support is provided in accordance with the graduated approach outlined within the SEND Code of Practice.
Where a child is identified as requiring provision that is additional to or different from that ordinarily available through high-quality teaching, the school will implement SEND Support through the Assess-Plan-Do-Review cycle.

Assess

A detailed analysis of need will draw upon:

- teacher assessment and experience;
- previous progress and attainment;
- parental views;
- the child's views;
- advice from external agencies, where appropriate.

Plan

The teacher and SENCO, in consultation with parents and the child where appropriate, will agree outcomes, provision, adjustments and review dates.

Do

The class teacher retains responsibility for the child on a daily basis and works closely with support staff and specialists to implement agreed provision.

Review

The effectiveness of support and progress towards agreed outcomes will be reviewed alongside parents, the child and relevant professionals and future actions determined.
This cycle is revisited regularly to ensure provision remains appropriate, evidence-informed and outcome-focused.

Education, Health and Care Plans (EHCPs)

Where a child's needs cannot reasonably be met through ordinarily available provision and SEND Support, the school may request an Education, Health and Care Needs Assessment from the Local Authority.
The purpose of an EHCP is to secure the special educational provision required to meet a child's SEND and achieve the best possible outcomes across education, health and social care.
Education, Health and Care Plans will be reviewed at least annually in accordance with statutory requirements. More frequent reviews may be held where appropriate or required.
The SENCO will provide the Local Authority with all annual review documentation within statutory timescales following each review meeting.

Transitions

The school works closely with families, early years settings, secondary schools and other educational providers to ensure effective transition arrangements for children with SEND.
Transition support may include:

- additional visits;
- enhanced information sharing;
- transition meetings involving parents and professionals;
- personalised transition plans where appropriate;
- opportunities for children to become familiar with new environments and staff.

Particular attention is given to children who may be vulnerable to anxiety or disruption during periods of change.

Alternative Provision

Where alternative provision is commissioned, Fairlawn Primary School remains responsible for:

- safeguarding;
- attendance monitoring;
- educational outcomes;
- SEND duties;
- monitoring children's wellbeing.

Before placement, the school will undertake an appropriate risk assessment and ensure safeguarding arrangements, attendance monitoring systems and information-sharing protocols are in place.
The school will:

- quality assure providers;
- verify safeguarding arrangements;
- monitor attendance, wellbeing and progress regularly;
- review the effectiveness of placements at least termly;
- maintain responsibility for educational outcomes.

Children remain on the school's roll throughout any alternative provision placement.

Monitoring and Accountability

The Governing Body monitors the effectiveness of SEND provision through:

- reports from the SENCO;
- progress and attainment data;
- attendance and exclusion information;
- feedback from children and families;
- evaluation of interventions and support programmes;
- monitoring compliance with statutory duties.

The SEND Governor meets regularly with the SENCO and reports findings to the Governing Body.

The school evaluates outcomes for children with SEND and other vulnerable groups through:

- termly progress meetings;
- review of intervention impact;
- review of inclusion and Pupil Premium strategies;
- attendance and behaviour monitoring;
- stakeholder feedback.

Where provision is not having the desired impact, adjustments are made promptly and specialist advice sought where appropriate.

The school recognises the strong links between SEND, attendance, wellbeing and safeguarding. Attendance information for children with SEND is monitored regularly and support is provided where barriers to attendance are identified.

Partnership with Parents and Carers

We recognise parents and carers as key partners in their child's education.

The school will:

- communicate openly and regularly;
- involve parents in assessment and review processes;
- provide information in accessible formats where required;
- seek parent views when planning provision;
- support families in understanding SEND processes;
- work collaboratively to support positive outcomes.

Parents and carers will be encouraged to contribute fully to planning, decision-making and review processes.

Partnerships with External Agencies

The school works in partnership with external agencies to ensure children with SEND receive coordinated support. Advice from specialist professionals is used to inform assessment, provision and review processes, in line with the SEND Code of Practice.

Children's Participation

As a UNICEF Gold Rights Respecting School, Fairlawn recognises the right of children to have their views heard and respected.

Children will be supported to:

- express their views;
- contribute to target-setting and planning;

- participate in review meetings where appropriate;
- contribute to decisions affecting their education and wellbeing.

The school will ensure that the voices of children and young people remain central to SEND decision-making.

Local Offer and SEND Information Report

Information about services available to children and families can be found through the Lewisham Local Offer.
The school's SEND Information Report should be read alongside this policy and is available on the school website. The report provides detailed information about the provision and support available for children with SEND at Fairlawn Primary School.

Inclusion Report and Individual Support Plans (ISPs)

Fairlawn Primary School will publish an annual Inclusion Report on its website in December, reflecting the vision set out in *Every Child Achieving and Thriving* to ensure all children are included and able to thrive. Every child on the SEND Register will have an Individual Support Plan (ISP), reviewed regularly with families to ensure support remains responsive and effective.

Complaints

The school is committed to resolving concerns regarding SEND provision at the earliest opportunity.
Parents and carers who have concerns regarding SEND provision should initially follow the procedures outlined in the school's Complaints Policy.
Where concerns remain unresolved, parents may seek support through:

- Lewisham SEND Information, Advice and Support Service (SENDIASS);
- mediation services;
- disagreement resolution services;
- the Local Authority SEND Team.

Where appropriate, parents have the right to appeal decisions to the First-tier Tribunal (Special Educational Needs and Disability).
Further information can be found within the SEND Code of Practice.

Date Reviewed: July 2026
Reviewed by: Emily Bruggy
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