

FAIR OAK JUNIOR SCHOOL

Special Education Needs Policy



Name of School	Fair Oak Junior School
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Name of Headteacher	Zoe Loosemore (Interim Headteacher)
Signature of Headteacher	<i>Zoe Loosemore</i>
Signature of Chair of Governors	<i>T.Dancer/ R.Holmes</i>

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1. Aims

At Fair Oak Junior School, we are committed to ensuring that every child is equally valued, irrespective of their needs, behaviour, or background. We believe that all stakeholders—staff, pupils, parents and carers, governors, and both statutory and voluntary agencies—share responsibility for maximising the life chances and outcomes for every child.

We aim to foster a school environment that is nurturing, inclusive, and built on mutual respect. Through high expectations, strong relationships, and personalised support, all children, including those with special educational needs and/or disabilities (SEND), can thrive, feel valued, and make sustained progress.

We believe that children with SEND become successful, enthusiastic, and independent learners when:

- Their diverse needs are identified early, fully recognised, and effectively met.
- Barriers to their learning are minimised and proactively addressed.
- The curriculum is ambitious, well-designed, and adapted to build knowledge, skills, and independence.
- They have full access to a broad, balanced, and ambitious curriculum—including the National Curriculum—that equips them with the knowledge and cultural capital they need for future success.
- They are fully included in all aspects of school life.
- Their voices are actively sought, valued, and used to inform decision-making.
- Their self-esteem is nurtured and promoted.
- Parents and carers are respected as equal partners in their child's education.
- High aspirations and expectations drive provision and enable the best possible outcomes.
- Their achievements are recognised and celebrated.

To achieve these aims, we will:

- Develop and implement Individual Target Plans (ITPs) for pupils identified with SEND. These plans will reflect each child's unique needs, strengths, and challenges, including personalised goals, identified support strategies, and termly review points shared with parents/carers.
- Promote inclusive classrooms that celebrate diversity and foster a sense of belonging for all children.
- Provide ongoing staff training in making effective adaptations and a wide range of teaching strategies to meet different learning needs. This may include the use of visual aids, multisensory learning, adaptive technologies, and other evidence-informed practices.
- Ensure early and accurate identification of additional needs to facilitate timely support and improved outcomes.
- Encourage open and consistent communication with parents and carers, promoting collaborative approaches between school and home.
- Recognise and celebrate all achievements, however small, to build confidence and sustain motivation.
- Adapt and tailor the curriculum where needed, removing barriers to achievement through support that is additional to or different from that provided to others.
- Where appropriate, access external specialist services, including speech and language therapy, occupational therapy, and counselling, ensuring a coordinated and integrated approach.
- Foster independence and self-awareness in children by helping them understand their strengths and needs and by teaching them to advocate for themselves where possible.
- Invest in continuous professional development for all staff, grounded in research, best practice, and innovation in the field of SEND.
- Plan and deliver interventions and support both internally and via external outreach, ensuring these are evidence-informed and responsive to pupil need.
- Ensure children with SEND have access to the same curriculum as their peers, with adaptations where necessary to ensure success and engagement.
- Provide equal opportunities for children with SEND to participate in curricular and extra-curricular activities, promoting a fully inclusive school culture.

2. Legislation and Guidance

This SEND Information Report and policy has been written in accordance with the statutory requirements outlined in the **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)** and is underpinned by the following key legislation:

- **Part 3 of the Children and Families Act 2014**, which sets out the duties of schools and local authorities in relation to pupils with special educational needs and disabilities, including the requirement to use a graduated approach to support and the right of families to request Education, Health and Care (EHC) assessments.
- **The Special Educational Needs and Disability Regulations 2014**, which provide detailed guidance on:
 1. The responsibilities and qualifications of the Special Educational Needs Coordinator (SENCo).
 2. The content, preparation, and review of Education, Health and Care (EHC) plans.
 3. Requirements regarding the publication of the school's SEN Information Report, and the importance of making this report accessible to all stakeholders.

This policy also reflects and is aligned with other relevant statutory guidance and legislation, including:

- **The Equality Act 2010** and the Public Sector Equality Duty, which require schools to eliminate discrimination, advance equality of opportunity, and foster good relations between people with and without disabilities.
- **The Education Act 1996**, which outlines the responsibility of schools to identify and assess pupils with special educational needs.
- **Supporting Pupils at School with Medical Conditions (DfE, 2015)**, which sets out responsibilities to support children with long-term or complex health needs.
- **Keeping Children Safe in Education (DfE, latest update)**, which includes specific reference to safeguarding pupils with SEND.

Together, these documents form the legislative foundation that ensures our SEND provision at Fair Oak Junior School is compliant, inclusive, and focused on achieving the best possible outcomes for all children.

3. Definitions

Special Educational Needs (SEN)

A child or young person is considered to have SEN if they have a learning difficulty or disability that requires special educational provision—that is, support which is additional to or different from that which is typically available to pupils of the same age in mainstream education.

A child is said to have a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others the same age; or
- Have a disability that prevents or hinders them from making use of the educational facilities provided for others of the same age in mainstream schools.

SEN can encompass a wide range of difficulties which may affect a child's ability to access learning, participate fully in school life, and reach their full potential. It is important to note that a child will not be identified as having SEN purely because their first language is different from the language of instruction. However, where appropriate, support will be provided to ensure equitable access to the curriculum.

Areas of Need

The **SEND Code of Practice (2015)** identifies four broad areas of need. These are intended to guide the identification of needs and planning of provision, though many children may experience difficulties that span more than one category.

1. Communication and Interaction

This area includes:

- Speech, Language and Communication Needs (SLCN): Difficulties with speaking, understanding language, or social communication.
- Autism Spectrum Condition (ASC): A developmental condition that affects communication, social interaction, and flexibility of thought. The presentation and impact of ASC can vary significantly between individuals.

2. Cognition and Learning

This area includes:

- Specific Learning Difficulties (SpLD): Including dyslexia (difficulties with reading and writing), dyscalculia (difficulties with number and calculation), and dyspraxia (difficulties with motor coordination).
- Moderate Learning Difficulties (MLD) and Severe Learning Difficulties (SLD): General learning difficulties that may affect a child's rate of progress across the curriculum.

3. Social, Emotional and Mental Health (SEMH)

This area includes:

- Difficulties in recognising, expressing, or managing emotions or behaviour that affect a child's ability to learn.
- Conditions such as anxiety, depression, attachment difficulties, and Attention Deficit Hyperactivity Disorder (ADHD), which may require specialist strategies and support.

4. Sensory and/or Physical Needs

This area includes:

- Visual Impairment (VI) and Hearing Impairment (HI).
- Multi-Sensory Impairment (MSI): A combination of visual and hearing difficulties.
- Physical Disability (PD): Conditions that may affect mobility, fine or gross motor skills, or access to the physical learning environment.

Important Consideration

Not all children with a diagnosis or condition will require special educational provision. For instance, a child with autism who is able to access learning through high-quality, differentiated teaching may not be identified as having SEN.

The key determinant is whether additional or different provision is needed to enable the child to progress effectively.

4. Roles and Responsibilities

At Fair Oak Junior School, a clear structure of roles and responsibilities ensures that the needs of pupils with Special Educational Needs and Disabilities (SEND) are effectively identified, supported, and monitored.

a. The Special Educational Needs Co-ordinator (SENCo)

Name: Laura Cooper

Email: l.cooper@fairoak-jun.hants.sch.uk

Phone: 02380 693195

The SENCo has strategic and operational responsibility for SEND provision in the school. This includes leading the implementation of the SEND policy, coordinating support, and ensuring high standards of practice across the school.

Key responsibilities include:

1. Working with the headteacher and SEND governor to develop and embed the strategic vision for SEND provision.
2. Coordinating the day-to-day operation of the SEND policy and provision, including oversight of pupils with EHC plans.
3. Offering professional guidance to colleagues and liaising with families, ensuring a collaborative approach to supporting each child.
4. Leading the implementation and monitoring of the graduated approach (Assess–Plan–Do–Review).
5. Advising on the use of the school's SEND budget and resources to meet identified needs effectively.
6. Acting as the key point of contact for external agencies, including educational psychologists, health professionals, and advisory services.
7. Facilitating smooth transitions for pupils with SEND by working with previous and future education providers.
8. Supporting compliance with the Equality Act 2010, including implementing reasonable adjustments and access arrangements.
9. Ensuring accurate and up-to-date records for all pupils with SEND are maintained and shared appropriately.
10. Identifying training needs and sourcing high-quality professional development related to SEND.
11. Ensuring staff and parents/carers are aware of individual pupils' needs and the strategies in place to support them.
12. Leading and managing SEND support staff (including LSAs and ELSAs) and contributing to their performance management.
13. Tracking and monitoring the short- and long-term progress of pupils with SEND through data analysis and intervention reviews.
14. Reporting regularly to the SEND governor and governing body to ensure strategic oversight and accountability.

b. The SEND Governor

The SEND governor plays a vital role in monitoring and supporting the strategic development of SEND provision at Fair Oak Junior School. Working alongside the SENCo and senior leadership team, they ensure the school meets its statutory responsibilities and upholds inclusive values.

Responsibilities include:

- Staying informed about SEND legislation, national guidance, and the Local Authority's policies.
- Monitoring the implementation and impact of the SEND policy and provision across the school.
- Reviewing and evaluating data on the attainment and progress of pupils with SEND.
- Acting as a link between the governing body and the SENCo to ensure effective communication and oversight.
- Engaging with staff, parents/carers, and external professionals to understand and represent the needs and experiences of pupils with SEND.
- Supporting the development and review of the school's SEND policy and related practices.
- Championing inclusion and promoting access to training and development for staff supporting children with SEND.
- Meeting regularly with the SENCo to review provision, progress, challenges, and resource allocation.
- Advocating for appropriate staffing, funding, and equipment to meet the needs of all learners with SEND.
- Ensuring parental concerns are considered and appropriately addressed.
- Reporting to the governing body on the effectiveness and impact of the school's SEND provision.

c. The Head Teacher

The head teacher provides strategic leadership to ensure the effective inclusion and support of children with Special Educational Needs (SEN). They will:

- Set a clear vision for inclusive education aligned with national and local guidance.
- Embed a school-wide culture where all pupils feel valued, respected, and supported.
- Ensure robust communication between staff, parents, and external agencies.
- Guarantee regular, meaningful communication with parents about their child's needs and progress.
- Promote high-quality training and professional development related to SEN.
- Provide leadership and practical support to the SENCO and staff involved in SEN provision.
- Allocate resources—staffing, funding, and equipment—to meet SEN needs effectively.
- Work closely with the SENCO to plan, implement, and evaluate SEN strategies.
- Monitor SEN pupil outcomes and use data to drive improvements.
- Review the school's SEN provision regularly and adjust as necessary.
- Address parental concerns promptly and supportively.
- Ensure compliance with legal duties regarding SEN provision and reasonable adjustments.

d. Class Teachers

Class teachers are central to the day-to-day support of children with SEN. They will:

- Adapt teaching methods, materials, and classroom arrangements to meet diverse learning needs.
- Deliver differentiated instruction tailored to individual abilities and targets.
- Collaborate with the SENCO to implement and review Individualised Target Plans (ITPs).
- Foster a welcoming and inclusive classroom culture.
- Encourage positive peer interactions and inclusive group work.
- Use assistive technologies and additional resources effectively.
- Provide and monitor necessary accommodations.
- Regularly assess and track progress of children with SEN.
- Use data to inform future planning and interventions.
- Communicate regularly and constructively with parents and carers.
- Share progress, celebrate successes, and raise concerns as needed.
- Engage in continuous professional development, particularly around SEN and inclusion.
- Implement and review ITPs at least termly, adjusting strategies as needed.
- Encourage self-advocacy and independence in children with SEN.
- Show empathy, understanding, and consistency in supporting SEN pupils.
- Promote a classroom ethos of acceptance and respect.

e. The Pupil

In line with Articles 12 and 13 of the United Nations Convention on the Rights of the Child, all children capable of forming a view have the right to express it and have it taken into account.

- Pupils with SEN are supported to contribute to discussions about their own education, including target-setting, reviews, and the development of EHC plans and Pupil Passports.
- Children are involved in the monitoring and evaluation of their own progress at an age-appropriate level.
- Their views are captured sensitively and respectfully, with appropriate support and information provided.
- Successes are celebrated alongside areas for development, with the aim of fostering confidence and ownership of learning.
- When external professionals are involved, children's voices are sought and included in reports and meetings.

f. Parents / Carers

Parents and carers are key partners in supporting their child's educational journey. The school values their input and aims to build strong, collaborative relationships.

Parents and carers are encouraged to:

- Maintain regular communication with teachers, SENCOs, and support staff.
- Inform the school of any changes in their child's health, behaviour, or support needs.
- Collaborate in the development and review of IEPs/Target Plans.
- Attend regular review meetings to discuss progress and concerns.
- Share insights about their child's strengths, preferences, and challenges.
- Advocate for their child's needs and ensure concerns are voiced.

- Reinforce learning at home and encourage independence.
- Participate in decision-making about interventions and support.
- Attend relevant workshops and training to enhance their understanding of SEN.
- Provide required medical or external agency reports to keep the school informed.
- Create a stable, supportive home environment conducive to learning.

The school, in turn, will:

- Inform parents at the earliest point when SEN is identified.
- Ensure understanding and transparency around interventions and actions taken.
- Meet termly with parents to review progress and gain feedback.
- Involve parents fully during statutory assessment processes.
- Offer support and advice to help parents engage positively with their child's learning.

5. Identification and Assessment of Needs

Early Identification

Early identification is crucial in addressing SEN effectively. Our strategies include:

- **Observation and Monitoring:** Class teachers and support staff are trained to observe children's academic progress, behaviour, and social interactions, noting any concerns that may indicate underlying SEN.
- **Baseline Assessments:** Upon entry, children undergo baseline assessments to establish their starting points, enabling the identification of any significant deviations from age-related expectations.
- **Regular Progress Reviews:** We conduct termly reviews of children's progress, utilising data from assessments, observations, and teacher reports to identify those who may require additional support.

Graduated Approach: Assess, Plan, Do, Review

We implement a graduated approach, as recommended by the SEND Code of Practice:

1. **Assess:** Gathering a comprehensive understanding of the child's needs through:
 - Teacher assessments and observations
 - Standardised tests (e.g., reading and spelling assessments)
 - Screening tools for specific difficulties (e.g., dyslexia, speech and language)
 - Input from parents/carers and the child
 - Reports from external professionals, if available
2. **Plan:** In collaboration with parents/carers and the child, we develop an Individual Target Plan (ITP) outlining:

- Specific, measurable, achievable, relevant, and time-bound (SMART) targets
- Strategies and interventions to be employed
- Resources and support required
- Review dates

3. **Do:** The class teacher, with support from the SENCo and support staff, implements the ITP, ensuring:

- Adaptations to materials
- Appropriate interventions
- Use of assistive technology, if necessary
- Monitoring of the child's response to the support

4. **Review:** At the agreed review date:

- Evaluate the child's progress towards the targets
- Gather feedback from all stakeholders
- Decide on the next steps, which may include setting new targets, continuing with the current plan, or seeking additional support

Use of Standardised Tools

To support accurate identification and assessment, we utilise a range of standardised tools and assessments, such as:

- Phonics screening checks
- Reading and spelling age assessments
- Maths diagnostic tests
- Speech and language screening tools
- Behavioural checklists

These tools provide objective data to inform our understanding of a child's strengths and areas of need.

Parental Involvement

We recognise the vital role of parents and carers in the identification and assessment process. We ensure:

- Regular communication to discuss concerns and observations
- Involvement in the development and review of ITPs
- Access to information about support strategies and interventions
- Opportunities to provide input and feedback

External Expertise

When necessary, we seek advice and support from external professionals, including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Specialist teachers
- Health professionals

Their expertise contributes to a comprehensive understanding of the child's needs and informs the planning of effective support.

6. Monitoring and Evaluation of SEN Provision

To ensure the effectiveness of our SEN provision, we implement a comprehensive monitoring and evaluation system.

Regular Reviews

- **Termly ITP Reviews:** Individual Target Plans are reviewed each term with input from teachers, parents, and children to assess progress and adjust strategies.
- **Annual Reviews:** For children with Education, Health and Care Plans (EHCPs), we conduct annual reviews in line with statutory requirements.

Data Analysis

- **Progress Tracking:** We analyse academic and behavioural data to monitor the impact of interventions.
- **Provision Mapping:** Utilise provision maps to evaluate the effectiveness of support across the school.

Stakeholder Feedback

- **Child Voice:** Gather feedback from children regarding their learning experiences and support.
- **Parental Feedback:** Gather feedback to understand parent perspectives on SEN provision.
- **Staff Input:** Regularly consult with teaching and support staff to refine practices.

Governance Oversight

- **SEN Governor Meetings:** The SEN Governor meets regularly with the SENCo to review provision and outcomes.

- **Governing Body Reports:** The SENCo provides reports to the governing body, highlighting progress and areas for development.

Continuous Improvement

- **Professional Development:** Staff receive ongoing training to stay abreast of best practices in SEN support.
- **Policy Review:** The SEN policy is reviewed annually to ensure it reflects current legislation and effective practices.

7. Transition Arrangements

We support children with SEN during key transitions:

Infant to Junior

- **Information Sharing:** We liaise with Infant schools to share information and plan for continuity of support once children transition to Fair Oak Junior School.
- **Transition Meetings:** We organise meetings involving key staff from both schools, parents, and external professionals to discuss individual needs and support strategies.
- **Familiarisation Visits:** We arrange multiple visits and experiences to Fair Oak Junior School for children to familiarise themselves with the environment, meet staff, and alleviate anxieties.

In-School Transitions

- **ITP Reviews:** Before children move to a new year group, we review their Individual Target Plans (ITPs) and discuss any adjustments needed with the new teaching team.
- **Classroom Visits:** We provide opportunities for children to visit their new classroom, meet their new teacher, and become acquainted with the layout and routines.

Junior to Secondary School

- **Early Discussions:** We begin discussions to support long-term success in the Spring Term of Year 6.
- **Secondary School Visits:** We arrange visits to secondary schools for children to meet key staff, familiarise themselves with the environment, and participate in taster sessions.
- **Information Sharing:** We share comprehensive information about each child's needs, strengths, and support strategies with the receiving secondary school.
- **Individualised Transition Plans:** We develop personalised transition plans that outline specific support strategies, adjustments, and resources required to facilitate a successful transition.

- **Ongoing Communication:** We maintain regular communication between infant, junior and secondary school staff, parents, and external professionals to monitor progress and address any emerging concerns.

8. Resolving Concerns and Complaints

At Fair Oak Junior School, we are committed to fostering open communication and addressing concerns promptly and effectively.

Informal Resolution

- **Initial Concerns:** Parents and carers are encouraged to discuss any concerns directly with the class teacher or the Special Educational Needs Coordinator (SENCo) at the earliest opportunity. This informal approach often leads to swift and satisfactory resolutions.

Formal Complaints Procedure

If concerns remain unresolved:

School's Complaints Policy: Parents should request and follow the school's formal Complaints Policy, which can be found on the school website and outlines the steps for escalating concerns.

Support and Advice

Parents and carers seeking impartial advice and support can contact Hampshire SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service). They offer confidential guidance on SEN-related matters, including navigating complaints procedures:

- **Website:** [Hampshire SENDIASS](#)
- **Contact:** info@hampshiresendiass.co.uk

