



Welcome to SEND at Fairways Primary School

SEND Policy & Information Report

September 2024 – August 2025



Our welcome booklet unites our SEND Information Report and SEND policy. This makes it easier for parents and staff to find SEND information more easily. This document can be viewed from our website or a hard copy printed if you prefer. If you have any questions or comments, please get in touch with the office on office@fairways.southend.sch.uk

Key People

Headteacher – Lee Pinchback

SENDCo – Debbie Neale

SEND Team – Nicola Sedgwick and

Debbie Bose

SEN Governor – Jo Green

Contents

4	What is SEND? Our Ambitions	13	Our Team: Who's Who
5	Types of SEND	16	Staff Training
6	Identification of SEND	17	Specialist Help
7	How we meet Children's Needs	18	When Children Join or Leave
8	Assess, Plan, Do, Review	16	Our Buildings Equipment for SEND Children
9	Targets	19	Your Questions Answered
10	The Role of Parents Support for Parents	21	Looked After Children,
12	The Role of Children	22	Complaints, Exclusions, SEND Laws and Monitoring

What is SEND?

A child has SEND if they have a **learning difficulty** or **disability** that we aim to make **special provision** for.

Some key terms explained:

- **Learning Difficulty:** when a child finds it considerably harder to learn than most children do.
- **Disability (that we need to make special provision for):** something that hinders a child from using our school facilities.
- **Special provision:** is support that is extra or different to what is typically provided.

What are our expectations?

Every child with SEND is enabled to thrive. We do everything that we can to make sure that happens, which means that we:

- provide lessons that meet the needs of every child;
- make **reasonable adjustments** to lessons and our school environment;
- provide staff training to expand our SEND expertise.

We are ambitious for all children with SEND. This means they will be supported to know more, remember more and be able to do more, despite their SEND.

We want to give them the knowledge and skills they need for adult life. We think about both long term and short term.

In the long term, we want our children with SEND to:

- have excellent basic skills (especially in reading, writing and maths)
- have good friends and relationships
- live a healthy and independent life in the community
- be successful in work.

What are the types of SEND?



Schools follow the guidelines from the government's SEND Code of Practice (2014). There are four categories of SEND.

1. Cognition and Learning (C&L), including:
 - Learning difficulties;
 - Dyslexia & dyscalculia;
 - Focus, attention, or memory difficulties.
2. Communication and Interaction (C&I), including:
 - Autism / ASD;
 - Social communication difficulties (other than autism);
 - Speech and language difficulties.
3. Social, Emotional Mental Health (SEMH), including
 - ADHD;
 - Anxiety;
 - Dysregulated behaviour.
4. Physical / Sensory needs, including:
 - Physical needs (e.g. cerebral palsy, dyspraxia);
 - Deafness or hearing difficulty;
 - Blind or visually impaired.

Some children have more than one type of SEND.

We welcome children with all the above types of SEND who have applied for a place.

If a child has complex needs, we consider admissions on a case by case basis (through an Education Health and Care plan consultation). For more information on this, please contact our SENDCo.

How do we decide if a child has SEND?



We will assess the child. This might be an assessment of reading, writing or maths. It could also be assessing a child's social skills or behaviour.

Some parents give us extra information to help us make decisions. For example, this could be an autism diagnosis letter or report from a Speech and Language therapist.

Sometimes our assessment might be quick. Sometimes SEND only becomes clear when we assess a child over a longer period.

When we assess, we always look out for:

- A child making less progress than their classmates;
- A child making less progress than they did before;
- A child not closing the gap between them and their peers (despite any extra help that we have given).

Sometimes, we ask outside experts to assess children and give us advice.

Is it always SEND?

Slow progress does not always mean a child has SEND. When we are assessing whether a child has SEND, we also consider other factors such as:

- Attendance
- Issues in that child's life (e.g. bereavement)
- Issues in school (e.g. friendships)

Often teachers address progress issues via suitable adaptations to what is already on offer, without needing SEND provision.

A child does not have SEND just because English is not their first language (although they could have SEND as well).

Also, a child doesn't have SEND just because they were born in summer term (and so have had less time in school than their September born classmates).

How do we meet children's needs?

Overview

Children's SEND are varied. Not all children need the same level of support. Where need is higher, we usually take more actions. Where need is lower, we might only need two or three suitable adaptations.

We try to match the level of support to the child's needs. This matching is called our **graduated response**. Fairways works to the Shared Expectations drawn up by Southend City Council, which can be found via <https://www.livewellsouthend.com/information-practitioners/send-guidance-schools>

This link also leads to information on the Provision Guidance for all schools in Southend.

In Southend the levels of support are called:

Universal

This is quality teaching lead by the class teacher. It includes:

- ✓ Teachers who are ambitious for all their children.
- ✓ Well planned lessons that are differentiated (i.e. adapted) to engage all children.
- ✓ Resources that help all children succeed (e.g. writing frames, number lines).
- ✓ Opportunities for children to practice and use their learning in different situations.
- ✓ Teachers assessing children to help them know when to move on and what to teach next.
- ✓ Behaviour and reward systems that motivate children.

Targeted

This is for children who need extra support to catch up with their peers. It is often small group work, either in the classroom or elsewhere in school. For example:

- ✓ Booster classes for English or maths.
- ✓ Extra teaching assistant support in lessons.
- ✓ Extra phonics sessions in a small group.
- ✓ Social skills groups.
- ✓ Social and emotional groups or one-to-one.

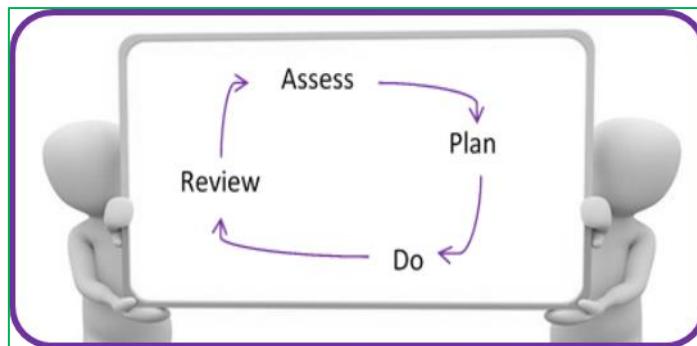
Specialist

This means personalised SEND interventions. For example:

- ✓ Phonics support.
- ✓ Work to help fine motor skills (e.g. doing buttons, hand strength exercises).
- ✓ One-to-one speech therapy work.
- ✓ Social Stories.
- ✓ An individual positive behaviour programme.
- ✓ Physiotherapy work.
- ✓ Small changes to the child's environment (e.g. a visual timetable, a calming area).
- ✓ Child Centred Plans or Individual Support Plan/ISP)

Teachers and support staff all work at all levels of support. The above lists are not exhaustive.

Assess, Plan, Do, Review



All our SEND support fits into a four-part cycle called *Assess, Plan, Do, Review*.

Assess:	We decide what the child's needs are.
Plan:	We set targets. We decide how we support the child to meet these targets.
Do:	Everyone follows the plans we've agreed.
Review:	We look at how well the plans worked. We agree what to do next.

Each cycle takes one school term and there are three cycles per year.

Sometimes this timescale is shorter (e.g. we are working on an important safety target or because the child is very young and is changing quickly).

Targets



SMART Targets

We set targets for children with SEND so that staff, parents, and children know what we are all working towards. These targets are part of a child's Individual Support Plan.

We often call these **SMART** targets. SMART targets are:

- ✓ **Specific:** We say exactly what the next small step will be for the child.
- ✓ **Measurable:** We say how we will know if the child is meeting the target.
- ✓ **Achievable:** We will be ambitious for the child, but it still needs to be achievable.
- ✓ **Relevant:** We link it to the child's difficulties or what they need to achieve next.
- ✓ **Time bound:** Targets are normally set for one term (10-14 weeks).

How are Targets Specific?

Specific targets say what the child **will be able to do**. We avoid words that are vague. Instead, we use action words to write targets (e.g. read, write, take turns).

Parental Involvement

The term “parents” has been used to mean anyone who acts in the role of parent. This can include carers, other family members and, for children who are “looked after”, the local council.



Teamwork with Parents and Families

Parents are vital to the success of children with SEND:

- Their knowledge helps us to get a complete view of a child's SEND.
- They tell us what strategies work well at home (often good ideas from home can help the child in school).
- Parents attend termly SEND Reviews so we can review their child's progress as a team.
- Parents use ideas from school to help the child at home.
- Parents share useful information with us to help us meet the child's SEND (e.g. clinic reports).

When we think a child might have SEND, we discuss this with parents. This is so that we can:

- Find out more about the parent's views;
- Chat about what the next steps might be (this might include setting targets);
- Agree some long term goals (we might refer to these goals as outcomes).

Co-Production

The word *co-production* means parents being a key part of planning SEND support and what's provided for SEND.



Co-production is really important to us. Parents help by coming to SEND reviews and giving their input or by keeping us up to date on their child's life.

Support for Parents

SENDIASS Southend

SENDDIASS is the **Special Educational Needs and Disability Information Advice and Support Service** for parents.

The service is free.



They offer a range of help:

- Info on local groups and services
- Info on SEND laws
- Info on local council procedures for SEND
- Help to prepare for meetings (so you have your say and feel heard).

How can parents access SENDDIASS?

Parents don't need anyone to refer them to SENDDIASS.

They can just get in touch:

- Tel: 01702 215 499
- Email: iass@southend.gov.uk
- Web: www.sendiasssouthend.co.uk/
- Facebook: www.facebook.com/sendiasssouthend



Apart from English, their key leaflets are available in the ten most spoken languages in Southend Schools:

- European: Albanian, Czech, Polish, Portuguese, Romanian
- Asian: Bengali, Chinese (simplified font), Malay, Tamil, Urdu

The Local Offer:

<https://livewellsouthend.com/kb5/southendonsea/directory/localoffer.page>

The Local Offer is a website that is written for parents and families. It helps them know 'what is out there' for young people with SEND in our local area. It includes:

- Support services
- Health services (e.g. contacts for the NHS speech and language team)
- Schools
- Leisure activities (e.g. SEND sports clubs)
- Contacts for SEND charities

Our staff at Fairways, SENDDIASS and the Local Offer can all help parents through the SEND maze.

The Role of Children



The role of children is to **do their very best** so that they **learn more, remember more** and **can do more** for the rest of their lives!

It is important that adults listen to the views of children with SEND. The child's input can help us unlock extra progress. Collecting child views may include:

- Asking or observing the child.
- The child completing a survey.
- The child self-assessing their behaviour targets.
- The child coming to their SEND review meeting.
- An annual survey of SEND children.

How we collect child views depends on the child's age and development.

Can a child with SEND join in day trips, residential trips, breakfast, after school and holiday clubs?



Yes, of course – we make adaptations so that children who have SEND can join in with all aspects of school life.

Staff may need to talk to parents to plan adjustments. Or, a parent can talk to their class teacher or our SENDCo about if they are worried that their child might need adjustments to be successful.

It is very rare that we must make the hard decision for a child to not attend – in the very small number of occasions this is due to safety, wellbeing, or both.

Our Team



Our SENDCo is Debbie Neale and her role is to:

- Oversee and co-ordinate SEND provision for children with SEND.
- Support and guide staff and parents so that children with SEND have both high-quality teaching and ambitious support.
- Advise on the use of school's SEND budget and resources to meet children's SEND.
- Work with the Headteacher and Senior Leadership Team to plan how we will enhance our SEND work.
- Identify training needs and make sure that staff skills are relevant and up to date.
- Liaise with Early Years settings/Secondary schools and other schools to help a smooth transition both in and out of our school.
- Be the key contact for external SEND support services.
- Senior Mental Health Lead.

Nicola Sedgwick (Higher Learning Teaching Assistant/HLTA) works with the SENDCo by:

- Delivering specific interventions to children identified as needing more targeted support – e.g. Every Child a Reader, Speech and Language Care Plans.
- Reviewing the support of some of the children with an ISP and liaising with the relevant teachers and parents termly to determine progress and devise new targets where appropriate.
- Using assessments and feeding back the results to the SENDCo and relevant adults to ensure the most effective support for those children assessed.

Debbie and Nicola work very closely and have weekly meetings to make sure all the children with SEND are progressing or make changes that need to be made to the provision for these children.

Debbie Bose is our school Counsellor who works with the SENDCo by:

- Supporting the children in school with Social, Emotional and Mental Health difficulties.
- Delivering targeted interventions once children's needs have been identified through concerns from parents, teachers or external specialists. Examples of the interventions are Social Use of Language Programme (SULP), Talking and Drawing, Social Stories or Talk Boost.
- Providing sensory breaks for some children who cannot manage a typical school day.

Our Headteacher is Lee Pinchback and his role within SEND is to:

- Set an inclusive ethos for the school.
- Lead and manage the staff team, including the SENDCo.
- Check on the quality of education. This includes SEND provision.

More about our Team



What do our teachers do for SEND?

- Teachers are responsible for the development of every child they teach.
- Teachers work closely with support staff to plan and review support.
- Teachers adapt lessons to make them accessible for every child.
- Teachers use assessments to plan inclusive lessons.
- Teachers follow advice from any support services.
- Teachers review each child's progress and plan the next steps.

What do support staff, including teaching assistants, do?

Support staff are a key part of helping children reach their full potential. They support children during lessons and are also involved with small group, including SEND, and one-to-one work inside and outside of the classroom.

Our Governors

All our governors “think SEND” when making decisions so that we become even more inclusive. We have one governor who has extra responsibilities – this is our SEND governor.

Our SEND Governor is Mrs Jo Green who is responsible for:

- Overviewing the long term plans for improving SEND in school.
- Monitoring SEND in our school. This includes our legal duties.
- Meeting with the SENDCo regularly throughout the year.

Staff Training

Our team have lots of SEND expertise. However, it is important we refresh and develop our learning and further develop our skills.

To train and develop our team, we use:

- Staff meetings and INSET day training
- Staff supporting each other
- Online courses and webinars
- Online information
 - e.g. NASEN's What Works at www.sendgateway.org.uk/page/what-works



What training have we had?

Examples of training for our staff in the past 3 years includes:

Cognition and Learning

Independence
Little Wandle
Every Child a Reader
Colourful Semantics

Social, Emotional & Mental Health

Safe to Learn
Strategies to Support challenging behaviour
Bereavement
Zones of Regulation
Lego Therapy/Play Therapy
Mental Health – how to support children

Communication & Interaction

Autism
Elklan
Shape Coding

Other

Anaphylaxis
Safeguarding
Epilepsy
Team Teach
Occupational Therapy

This list does not cover every single training session and if you would like to find out if there has been training in a particular area then please ask.

Can school access specialist help?

Yes. Some students have needs that are very specific or complex. Therefore, we work with support services to benefit from specialist advice. You may sometimes hear us refer to these support services as “external agencies”.

Support Services we work with include:

- Educational Psychology Service (EPS)
- CAMHS
- Autism specialist at St. Christopher School
- Behaviour Outreach Support Service
- Specialist teachers for Hearing Impairments or Visual Impairments.
- Early Help
- Speech and Language Outreach Service



A range of services available to parent/carers in the Southend area can be found by viewing the Local Offer on the Livewell website.

<https://livewellsouthend.com/kb5/southendonsea/directory/localoffer.page>

For most children, we meet their SEND without needing support services. This is because our staff have training and skills to adapt classrooms and lessons to meet their needs.

If we think we need extra advice from a SEND support service, we discuss this with parents/carers. Parents normally understand the many benefits for their child, but they are welcome to chat with the class teacher or SENDCo. The parent makes the final decision.

Support services advise teachers and the SENDCo. Teachers make sure advice is followed and the SENDCo monitors this.

When Children Join or Leave Us/Transition

How do we help children joining our school?

- We meet parents and any nursery, childminder or current school to find out about the child's needs.
- The child visits Fairway to get to meet the adults in their new class.
- The child can have extra visits if needed.

How do we help children leaving our school?

- We link with the next school to share SEND information.
- We often support children having extra visits or talk to children about any worries about their new school.
- Transfer to secondary school is normally led by the secondary school. You can find more about how they manage this in their SEND Information Report.
- We invite the SENDCo of child's secondary school to the Y6 summer SEND review whenever possible.
- We have access to an Outreach Service that offers small group or one-to-one sessions with an adult to talk through concerns over transitioning to secondary school.

We take the same approach if a child with SEND leaves our school before the end of Y6 (e.g. because of a house move). If a child moves school quickly or further afield, we may have to amend our support (for example, there is not a SEND Review before they move).

Transition between Year Groups

Before the end of the summer term, teachers pass on SEND information to the new teacher and the child gets to visit their new class and spend time with the adults supporting them in the next year.

If needed, extra visits to the new class and transition booklets are provided to help children with SEND have a smooth transition.

Your Questions Answered

1. Does a child need a diagnosis in order to have SEND?

No. Some children do have a diagnosis (e.g. autism, ADHD), but we can address a child's SEND even if they don't have a diagnosis.

We know that families often want diagnosis so that they can be sure what is going on for their child. But, it's also important that we help the child as soon as we can – so we don't need to wait for a diagnosis to make adjustments for a child.

2. What is an EHCP?

EHCP is short for *Education, Health and Care Plan*. This is like a contract between a local council, school and parents.

Most children's SEND can be met without an EHCP - we use our SEND funding to do this. Most children with SEND can have their needs met with an Individual Support Plan (ISP) which sets out their needs and how Fairways can meet them.

A small number of children with more complex SEND have an EHCP (about 2% of all children). Some of these children are in special schools and some are in mainstream schools.

More information on EHCPs can be found on the Local Offer website or you can ask our SENDCo..

3. Are emotional difficulties always SEND?

No. Some children have times when they are struggling more with their emotions (e.g. because of a death of a family member, friend issues or general anxieties about events happening around them).

When a child is worried or anxious, this is often short term. We have a range of emotional support we can offer, depending on a child's difficulties. At Fairways we help children to understand that these unsettling feelings are usually typical and there are strategies for them to get through these times.

Some adverse experiences lead to longer term or more severe emotional issues. If so, the child's difficulties might be assessed as SEND.



4. What support is available for social and emotional needs?

We are proud to be a caring, nurturing and supportive school. We believe that children need to feel happy, secure and safe in order to meet their potential.

Every child is treated as an individual. If they exhibit challenging behaviour, we try to find the causes and then adapt so we can alleviate the behaviour.

Some of our support is available to all children:

- Whole class PSHE sessions (Personal, Social, Health and Economic Education)
- School assemblies about emotions and feelings
- Informing children who they can talk to if worried (i.e. a trusted adult or our safeguarding team)
- A Behaviour Policy that outlines expectations for children and clear consequences.
- Play equipment for children to enjoy at playtime and lunch time

Some children also have extra support, including:

- Access to our Counsellor
- Small groups to support social skills.
- Individual Behaviour Support Plans to help some children regulate their emotions. These are discussed and shared with parents/carers.

SEND and Looked after Children

LAC stands for Looked After Children. Being looked after means that parents are unable to care for a child and the council or court takes on parenting decisions. This can be temporary or permanent. There are a few ways the child's new care might be provided. Two common ways are foster care or children's homes.

NSPCC has a good explanation of LAC:

<https://learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children>

Our SENDCo, Debbie Neale, is the contact for Looked After Children. She is the Designated Teacher for Looked After and Previously Looked After Children.

For our pupils who are LAC and have SEND, we:

- Monitor progress through a termly Personal Education Plan (ePEP).
- As often as we can, schedule PEP meetings at the same time as SEND meetings so that PEPs and SEND plans are joined up.
- Work well with LAC support services (e.g. social workers, the Virtual School Headteacher).
- Make sure LAC pupils with SEND can join in extra activities, by making extra arrangements such as:
 - Permission from both a social worker and a pupil's carer to allow them to go on a residential trip
 - Liaising with carers and taxi drivers so that a pupil is collected early and gets to school in time for the day trip leaving at 8.00 a.m.
- Use Pupil Premium plus money to get the best outcomes for the pupil.
- Give LAC children equal access to SEND provision that is no less than they would get if they were not LAC.
- Support staff to understand the effects of loss or separation from birth families.
- Know that SEND can make it even harder for some LAC children to trust adults, and how we might overcome this.

Extra Funding (Pupil Premium Plus)

We get extra money for LAC pupils and those who were LAC but aren't anymore (e.g. pupils who've been adopted after time in foster care). This money is called Pupil Premium Plus. From time to time, you might also hear it being called LAC Pupil Premium.

Being LAC and having SEND does not mean that a pupil is behind in their learning. For example, a LAC pupil who is very able at maths and English but experiences social difficulties can be identified as a SEND.

Other Information

Exclusions

We reduce the risk of exclusions by making adjustments to help everyone fully access life in school.

However, you can find out more about exclusions in our **Behaviour Policy** on the policies page of our website.

Evaluating our SEND Policy

We have five key ways to check how well our SEND policy is working:

1. Monitoring the progress children have made.
2. Monitoring how well children with SEND meet their ISP targets.
3. Regular reviews of interventions with teachers and support staff.
4. Our leadership team visit classrooms to observe and look through children's books.
5. Listening to the views of parents, families and children.

Our SENDCo and leadership team are in charge of evaluating our SEND policy.

Where to find more SEND Information?

Visit our website, <https://www.fairways.southend.sch.uk/>, to read other policies that link to SEND:



Accessibility plan

A three year plan to be a more inclusive school.

Behaviour Policy

Rewards, rules, sanctions and much more.

Equalities, Information and Objectives

Eliminates discrimination, fosters good relations and advances equality of opportunity.

Medical Policy

Support for children with medical conditions and what we do about medicines.

Want to read more?

If you want to read more, these are the key SEND rules and laws:

SEND Code of Practice

- This is the Government's SEND rulebook.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Equality Act

- This 2010 law outlines our duties to make reasonable adjustments and not discriminate.

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

The Children & Families Act

- This 2014 law outlines our duties for children with SEND.

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Status of our SEND Policy

This policy is statutory. That means that the law says schools must have a SEND policy and a SEND information report. The DfE say that these can be a single document.

We use a single document so that it is easier to find out about our SEND work. This booklet has all the essential parts of both the SEND Information Report and SEND Policy.

Evaluating our SEND Policy

The SENDCo and other school leaders have five key ways to check how well our SEND policy is working:

1. Monitoring how much progress children have made.
2. Monitoring how well children with SEND are meeting their SMART targets.
3. Regular reviews of interventions with teachers and support staff.
4. School leaders visit classrooms to observe, or looking through workbooks.
5. Asking parents and children about SEND in our school.

Reviewing this policy

We review this policy every 12 months. Our SENDCo is in charge of the policy review. Then, our governors discuss and approve it.

We hope you found this SEND document helpful and welcome any questions and/or comments. Please get in touch with our SENDCo if you need any further information.