



Fairfield House School: Special Educational Needs Policy

1 Introduction

- 1.1 This policy refers to children and young people with special educational needs (SEN) and disabilities including why and how Fairfield House School works with them. The guiding principle informing this policy is ensuring that children and young people with SEN and disabilities are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society.
- 1.2 The *Education Act 1996* states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA). Special educational provision includes that which is additional to, or different from the provision generally made for pupils of the same age.
- 1.3 *The Disability Discrimination Act (DDA) 1995* defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs
- 1.4 It is therefore possible to be disabled under the DDA and not have SEN, and vice versa. It is also possible to be both disabled under the DDA and have SEN. As advised in the *SEN Code of Practice, DfES 2001*, the school accepts that a medical diagnosis may mean that a child is disabled but is not necessarily SEN. The school will always consider the child's educational needs rather than a medical diagnosis or disability.
- 1.5 Pupils with SEN and/or disabilities admitted to Fairfield House School could have difficulties with one or more of:
 - Cognition and Learning
 - Communication and Interaction
 - Behaviour, Emotional and Social
 - Sensory and/or Physical



2 Aims

2.1 The aims of this policy are:

- To ensure that the school complies with the requirements of the *Education Act 1996*, *Disability Discrimination Act 1995 and 2005*, the *SEN Regulations*, the *SEN Code of Practice 2001* and other statutory guidance and are implemented effectively within the school.
- to ensure that every pupil with special educational needs and/or disabilities has maximum opportunity to achieve the five *Every Child Matters* outcomes
 - be healthy
 - stay safe
 - enjoy and achieve
 - make a positive contribution
 - achieve economic well being

Staff at Fairfield House School strive hard to ensure that our children are happy, enjoy the experiences we offer them, and learn and achieve to the best of their ability.

3 Objectives in making provision for pupils

- Do its best to ensure that the necessary provision is made for all pupils.
- Make sure that all staff are aware of the importance of identifying and making provision for pupils.
- Make sure that parents are notified of a decision by the school of the type of provision that is being made for their child.
- Make sure that all the pupils' needs are made known to all who are likely to teach them.
- Ensure that all staff are aware of the SEN policy of the school and work appropriately with all children with SEN and disabilities.
- Have regard to the SEN Code of Practice when carrying out its duties toward all pupils with SEN.
- Report to parents on the implementation of the School's SEN and Disability policy.



- Consult the LA and governing bodies of other local schools, when it seems to be necessary or desirable so as to co-ordinate SEN provision in the local area.

4 Implementation

- 4.1 The school has regard to all the requirements of the SEN Code of Practice. The SEN Code promotes a common and graduated approach to identifying, assessing and providing for pupils' special educational needs. The approach is a model of action and intervention to help children who have SEN make, at the very least, adequate progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.
- 4.2 The focus of the graduated response is on improving teaching and learning at all times. Teachers are expected to look carefully at how they organise their lessons, the classroom, and materials they give to each pupil and the way they teach. All teachers will consider a number of options and choose from a range of activities (in the classroom and within the community) to identify the most appropriate ways to help each pupil learn. This is one way of personalising teaching and learning.

5 Co-ordination of the School's special educational provision

- 5.1 Lead Teacher - Mrs Leanne Doherty

Learning Support Assistants (LSA's): - Mr. Matthew Hudson
-Mrs. Jennifer Ralph
-Ms. Sarah Gralton
- Mrs Louise Fagan
- Miss Toni Brown

6 The arrangements for co-ordinating the provision of education for pupils with special educational needs at the School

6.1 Identification and Assessment

- Staff attend Annual Reviews of pupils with statements of SEN.
- Staff liaise with the pupil's previous school to identify and plan to support the child with the known SEN/disability issues.
- Parents are encouraged to contact the Lead Teacher if they have concerns about the progress of their child.

6.2 SEN Provision

All teachers / LSA's at Fairfield House School are teachers / LSA's of pupils with SEN. All teachers and support staff receive training in supporting pupils who have SEN and disabilities.

6.3 Provision for sensory and/or physical needs



- Outside agency support from sensory impairment service.
- Provision of equipment necessary to support individual sensory / physical development.
- Access to specialist teachers for sensory impairment and/or physical needs.
- Medicines management and administration as set out in separate Medicines policy.

6.4 ***Provision for Communication and Interaction Difficulties***

- Speech and Language assessment / support / programmes developed by a Speech and Language Therapist and followed by the staff member(s) working with the pupil.

7 Procedures used by the school for working with SEN pupils

7.1 The procedures follow the SEN Code of Practice. The school supports students with a Statement of SEN.

7.2 Strategies and interventions used are recorded in an Individual Education Plan (IEP). IEPs are a teaching and planning tool. They are working documents for all teaching staff recording key short-term targets and strategies for an individual pupil with a Statement of SEN.

7.3 IEPs will focus on key individual targets that will help meet the individual pupil's needs and particular priorities. The pupil's strengths and successes should underpin the targets set and the strategies used. Targets will relate to key areas in communication, curriculum, and aspects of behaviour or physical skills. Sometimes strategies will be cross-curricular and sometimes subject specific. Targets are linked to the longer term objectives as specified in the pupil's Statement of SEN. IEP targets successes and / or difficulties will be recorded and reviewed each term. Parents / carers will be informed about their child's progress and are invited to IEP Review meetings.

8. Staffing Arrangements:

8.1 Leanne Doherty– Lead Teacher

Mr Matthew Hudson (LSA)
Mrs Jennifer Ralph (LSA)
Ms Sarah Galton (LSA)
Mrs Louise Fagan (LSA)
Miss Toni Brown (LSA)

8.2 The Lead Teacher (Mrs Leanne Doherty) is responsible for;

- overseeing the day-to-day operation of the school's SEN / Education policy;
- managing the SEN team of learning support assistants;
- coordinating provision for pupils with special educational needs;
- overseeing the records on all pupils with SEN;
- liaising with parents of pupils with SEN;



- contributing to the in-service training of staff; and
- liaising with external agencies, including educational psychology services, Connexions, medical and social services and voluntary bodies

and (a)

- identifying the pupil's SEN;
- co-ordinating the making of SEN provision for the pupil which meets those needs;
- monitoring the effectiveness of any SEN provision made for the pupil;
- securing relevant services for the pupil where necessary;
- ensuring that records of the pupil's SEN and the SEN provision made to meet those needs are maintained and kept up to date;
- liaising with and providing information to a parent of the pupil on a regular basis about that pupil's SEN and the SEN provision being made for those needs;
- ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's SEN and the SEN provision made to meet those needs is conveyed to the governing body or (as the case may be) the proprietor of that school or institution; and
- Promoting the pupil's inclusion in the school and wider community and access to the school's curriculum, facilities and extra-curricular activities.

(c) selecting, supervising and training learning support assistants who work with pupils who have SEN

(d) advising LSA's at the School about specific / differentiated teaching methods appropriate for individual pupils with SEN

8.5 All staff in the School have a responsibility to understand the needs of, and work with the SEN and disabled pupils in their care and to follow and contribute to IEP's / Behaviour Support Plans.

9 Facilities

Fairfield House School is a SEN provision which is attached to a care home for children with ASC and learning difficulties. Within the building there is a classroom with an interactive whiteboard and projector facilities. There is a sensory room, a kitchen, a dining room and a lounge also located on the ground floor and a garden area outside which are all accessible for children attending the school.

Children attending Fairfield House School use the facilities within the local and wider community to facilitate learning. The amount of learning that takes place using resources found in the community differs depending on the individual pupils' needs. The school educates children off-site on a daily basis.

10 Admission Arrangements



10.1 See School policy/general admission arrangements and School Prospectus

11 Resources allocated to and amongst pupils with SEN

- LSAs allocated to individual students (ratio of adult to student provision is stipulated in the students statement of SEN.)
- Off-site activities including work experience for students in Key Stage 4.
- Purchase and maintenance of where needed.
- Purchase of specialist equipment / specialist software for individuals (e.g. touch screen computer).
- Provision of specialist support according to that defined within the students Statement of SEN.

12 How SEN pupils needs are determined and reviewed

- 12.1 Identification of particular individual needs of pupils is a collaborative process between school staff, the Lead Teacher, pupil and parents with additional expertise provided as and when appropriate from an Educational Psychologist, the CAMHS team, speech and language therapy, occupational therapy, physiotherapy and medical and nursing services.
- 12.2 Needs and provision for pupils with statements of SEN is determined by the LA, and are met by through resources provided directly by the LA and from school resources.
- 12.3 School IEP's are reviewed each term. Statutory reviews of statements take place at least annually or more frequently if the statement so requires. Interim or early reviews of statements are called where the school identifies a pupil who is at serious risk of disaffection or exclusion and it is suspected that the existing provision may no longer be appropriate.

13 Arrangements for providing access to a balanced and broadly based curriculum for pupils with SEN and/or disabilities

- 13.1 Pupils with SEN - reasonable steps are taken to modify the curriculum for pupils with SEN and reasonable adjustments are made for disabled pupils.



- 13.2 The team helps pupils access the National Curriculum by:
- Ensuring access to a range of appropriate learning opportunities.
 - Utilising the local and wider community to support engagement in sessions.

14 Monitoring, Evaluation and Review

14.1 How the proprietor evaluates the success of the education which is provided for SEN children

- School Improvement plan presented at Meetings.
- SEN / Education policy reviewed on an annual basis

15 Arrangements made by the proprietor relating to treatment of complaints from parents of pupils with SEN concerning the provision made at the school

Any complaints should in the first instance be directed to the Lead Teacher. However, should a parent feel that his/her complaint has not been dealt with satisfactorily by the Lead Teacher he/she has the right to refer the matter to the Service Managers or Proprietor.

16 Arrangements made for In-service training

- Staff are supported by the Lead Teacher in developing their own abilities and skills in teaching children with ASC and learning difficulties.
- Staff can attend training to support their personal development and which will impact positively in their role as LSA.

17 External Support Services

- The school uses the services of other professionals including educational psychologists / Speech and Language Therapists, doctors, physiotherapist, CHAMS dependent upon the individuals needs and according to the Statement of SEN requirements.
- The Lead Teacher liaises with other outside agencies including Social Services, Education Welfare Officer, Sensory Impaired Service, School Nurse, Speech and Language and Occupational Therapy, and CAMHS.



18 The role played by parents of children with SEN

18.1 The School will ensure that parents and pupils are involved in decisions about what SEN provision should be made. Fairfield House School recognises that parents hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the pupils and their parents will be heard and incorporated into the planning to meet their needs.

18.2 The overriding aim is to have a productive partnership with parents –

- The school ensures that parents are kept informed of the activities completed with their child and copies of IEPs are sent home.
- Parents are encouraged to contact the Lead Teacher if there are concerns they wish to discuss.
- Parents are invited to contribute to review processes.
- Parent meetings are held termly to discuss their child's progress towards targets set out in the IEP.
- The Lead Teacher is available to discuss any concerns the parent may have.
- The Lead Teacher tries to ensure there is a positive relationship with parents / carers which is mutually supportive for the benefit of the child.

19. Education within the school and community

Children at Fairfield House School are educated mainly within the community.

There is a classroom available for use for children to complete class based tasks, equipped with an interactive smart board. The building also has a kitchen which can be used for cooking and a sensory room where children can relax and engage in sensory based activities.

Fairfield Residential has a Farm Project in Hale where children can spend time with a range of farm animals looking after them and petting them. They can plant seeds and grow and look after vegetables in four raised vegetable beds.

The children who attend Fairfield House School have found it difficult to be educated in a special school environment for a variety of reasons. They attend Fairfield House School where they are educated off site in the main, within the community. Staff at the school transport children to a range of indoor and outdoor locations in many different places. Locations and activities are sought for each individual. The locations are places that the children want to go to. As the children have a desire to go to these locations they are in a positive frame of mind which facilitates their learning. Once our children are happy and are ready to engage, then effective learning can take place. Aspects of the curriculum are taught within these different environments. The children learn in a more functional manner and they access real life activities which have real meaning.

The children at Fairfield House School learn independent skills and skills for life according to their age and level of ability.

As much of our childrens' education happens off site, within the community, there are many potential situations that occur each day where our children can engage in a range of opportunities for learning that are not planned for. As situations happen, children are encouraged to learn from that situation



according to their ability. Valuable, real life lessons can be learned when children are out in the community each day.

Our children learn self-help skills including dressing and undressing, using cutlery to feed themselves, opening and closing cupboards and doors, activating equipment and anything else that can be done as independently as possible. The more independent we can help our children to become, the more empowered and in control they will feel, with a sense of achievement and satisfaction. Working towards independent goals is very important for our children and is done according to each child's levels of ability.

Communication is very important at Fairfield House School. Learning to communicate effectively is key to developing independence and having a 'voice'. Children are taught to communicate as effectively as possible, according to their individual needs. They are taught to recognise and use sign language, gesture, PECS and speech. Children are given the necessary tools to communicate to the best of their ability. Communication underpins learning at Fairfield House School. Staff are fully aware that good, effective communication with children facilitates learning, reduces anxieties and is a springboard for development and learning in many ways. Children are encouraged to develop expressive and receptive communications skills and their social skills in order to be able to function within society to the best of their ability.

Children at Fairfield House School re-visit locations. They are able to learn different things when they are there at different times. Accessing locations repeatedly allow our children to become very familiar with the settings which reduces levels of anxiety over time and creates a sense of belonging. The children become aware of their surroundings and are encouraged to make decisions which come from being familiar with a specific place and what happens there. Children are slowly becoming a customised to locations within the local and wider community. From regular visits they hopefully feel part of the community. As members of the community see our children on a regular basis they too accept our children as part of their community.

Older children at Fairfield House School have opportunities to complete work experience placements. The Lead Teacher and LSA staff attempt to find work experience placements that are best suited to the individual concerned. It is important that the student enjoys the experience and gains some understanding of the world of work. Staff working with the student ensure that the necessary supports are in place before and during the work placement and that the necessary planning and implementation goes ahead to ensure a positive experience in the chosen setting. Independence and communication are encouraged with the correct amount of support according to the individuals' needs.

20. Assessment

Assessment of childrens' development is completed through the methods below;

- Photographs
- Video
- B Squared Assessment tool
- Session evaluations
- Evaluated termly IEP's
- Teacher / LSA observations
- ASDAN accreditation
- AQA UAS certification

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