Fairfields Primary School

Special Educational Needs and Disabilities (SEND)

September 2026 – September 2027

SECTION 1

Philosophy, Roles and Responsibilities

1.1 Philosophy

At Fairfields Primary School, we believe that every child has the right to an ambitious, inclusive and high-quality education which enables them to thrive academically, socially, emotionally and personally. We are committed to creating a culture in which difference is respected, individual strengths are celebrated, and barriers to learning are identified and removed wherever possible.

Our inclusive ethos is underpinned by the principles of the Children and Families Act 2014, the SEND Code of Practice: 0-25 Years (2015), the Equality Act 2010, and current statutory safeguarding guidance. We recognise that all children and young people, including those with Special Educational Needs and Disabilities (SEND), are entitled to access a broad, balanced and ambitious curriculum and to participate fully in every aspect of school life.

At Fairfields, inclusion is everyone's responsibility. We believe that high expectations, adaptive teaching, strong relationships and early intervention are fundamental to securing successful outcomes for all pupils. We are committed to developing independent, resilient and confident learners who are well prepared for the next stage of their education and future adulthood.

We recognise that children and families are experts in their own experiences and place genuine partnership, pupil voice and co-production at the heart of decision-making. Our approach ensures that pupils with SEND are supported to achieve their aspirations, develop self-advocacy skills and become active participants in their education.

We strive to ensure that every pupil:

- Feels safe, valued and included.
- Experiences a sense of belonging within the school community.
- Achieves their full academic, social and emotional potential.
- Develops confidence, independence and resilience.
- Has access to reasonable adjustments and appropriate support.
- Is fully included in educational visits, enrichment opportunities, extracurricular activities and leadership opportunities.
- Is prepared successfully for the next stage of education and life beyond school.

Roles and Responsibilities

1.2 Headteacher

Headteacher: Mrs Kelly Cursley

The Headteacher has overall responsibility for the strategic leadership and day-to-day management of SEND provision within the school.

Working closely with the SENDCO, Governors and senior leaders, the Headteacher will:

- Promote a culture of inclusion across the school.
- Ensure the school meets its statutory duties under SEND legislation.

- Ensure appropriate provision is made for pupils with SEND.
- Deploy staffing and resources effectively.
- Monitor the quality and effectiveness of SEND provision.
- Ensure staff receive appropriate training and professional development.
- Ensure SEND remains a key priority within whole-school improvement planning.
- Report regularly to Governors regarding the effectiveness of SEND provision and outcomes for pupils with SEND.
- Ensure reasonable adjustments are made for disabled pupils in accordance with the Equality Act 2010.
- Promote high aspirations and positive outcomes for pupils with SEND.

1.3 Governing Body

The Governing Body of Fairfields Primary School has a strategic responsibility for ensuring that the school fulfils its statutory duties relating to SEND.

The Governing Body will:

- Ensure the school complies with the Children and Families Act 2014 and SEND Code of Practice.
- Ensure appropriate provision is available for pupils with SEND.
- Monitor the effectiveness and impact of SEND provision and interventions.
- Ensure pupils with SEND can participate fully in school life.
- Ensure the school's SEND Information Report is reviewed annually and published on the school website.
- Ensure the school publishes information regarding the Local Authority Local Offer.
- Ensure arrangements are in place to support pupils with medical conditions.
- Monitor the effective use of SEND funding.
- Promote equality of opportunity and compliance with the Equality Act 2010.
- Appoint a SEND Governor to provide support and challenge.
- Ensure the school adopts a person-centred approach which places children and families at the heart of decision-making.

The Governing Body recognises that inclusion is a whole-school responsibility and is committed to ensuring that pupils with SEND receive high-quality education and achieve positive outcomes.

1.4 SENDCO

SENDCO: Mr Martin Gallop

Qualifications

- BSc (Hons), University of Wales
- Graduate Teacher Programme (GTP), Two Mile Ash Initial Teacher Training
- National Award for SEND Coordination (NASENCO)
- Senior Leader in Education

The SENDCO is responsible for the strategic development and operational leadership of SEND provision throughout the school.

The SENDCO will:

- Oversee the day-to-day operation of the SEND Policy.
- Coordinate provision for pupils with SEND.
- Maintain the SEND Register.
- Advise and support staff in meeting the needs of pupils with SEND.
- Monitor the quality and effectiveness of SEND provision.
- Lead the graduated approach through Assess, Plan, Do, Review.
- Coordinate referrals and liaison with external agencies.
- Support staff with adaptive teaching and inclusive classroom practice.
- Monitor intervention impact and pupil outcomes.
- Ensure statutory duties relating to Education, Health and Care Plans (EHCPs) are fulfilled.
- Coordinate Annual Reviews for pupils with EHCPs.
- Promote pupil voice and family engagement.
- Support transition arrangements between educational settings.
- Contribute to whole-school development and self-evaluation.

The SENDCO works closely with families, external agencies, senior leaders and teaching staff to ensure pupils achieve the best possible outcomes.

1.5 Class Teachers

At Fairfields, we recognise and fully embrace the principle that:

Every teacher is a teacher of every child, including those with SEND.

Class teachers remain accountable for the progress and attainment of all pupils in their class, including where additional support or interventions are provided by support staff.

Class teachers are responsible for:

- Delivering high-quality, inclusive teaching.
- Implementing adaptive teaching strategies.
- Identifying emerging needs at the earliest opportunity.
- Following the graduated approach.

- Contributing to SEND Support Plans and Provision Maps.
- Monitoring progress and evaluating impact.
- Maintaining communication with parents and carers.
- Working collaboratively with the SENDCO and wider Inclusion Team.
- Ensuring reasonable adjustments are consistently implemented.
- Promoting inclusion, belonging and participation.

Policy Development and Review

1.6 Statutory Framework

This policy reflects the principles and requirements contained within:

- Children and Families Act 2014
- SEND Code of Practice: 0-25 Years (2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children
- Supporting Pupils at School with Medical Conditions
- The National Curriculum
- Teachers' Standards
- School Admissions Code
- Alternative Provision Guidance
- Attendance Guidance
- Behaviour in Schools Guidance
- Fairfields Accessibility Plan
- Fairfields Safeguarding Policy
- Fairfields Inclusion and Equity Policy

1.7 Local Offer

The Milton Keynes SEND Local Offer provides information regarding support, services and provision available across education, health and social care for children and young people with SEND and their families.

Information about the Local Offer can be accessed through Milton Keynes City Council and is referenced within the school's annual SEND Information Report - https://www.mksendlocaloffer.co.uk/

1.8 Review Arrangements

This policy will be reviewed annually by the SENDCO, Headteacher and Governing Body, or sooner should legislative requirements, local authority guidance or school practice change.

The policy should be read alongside:

- SEND Information Report
- Accessibility Plan
- Inclusion and Equity Policy
- Safeguarding and Child Protection Policy
- Attendance Policy
- Behaviour Policy

SECTION 2

Aims and Objectives

2.1 Aims

At Fairfields Primary School, we are committed to ensuring that every pupil achieves their full potential and experiences success within an inclusive and supportive environment.

We aim to:

- Identify SEND as early as possible.
- Remove barriers to learning and participation.
- Promote high aspirations for all pupils.
- Deliver high-quality, adaptive teaching.
- Ensure pupils with SEND make strong progress from their individual starting points.
- Foster independence, resilience and self-confidence.
- Enable pupils to participate fully in all aspects of school life.
- Work in genuine partnership with parents and carers.
- Promote positive wellbeing, mental health and belonging.
- Prepare children effectively for future education and adulthood.
- Ensure resources are deployed efficiently and effectively.
- Develop an inclusive culture where diversity is celebrated and valued.

2.2 Objectives

To achieve these aims, Fairfields will:

- Operate a clear graduated response using the Assess, Plan, Do, Review cycle.
- Use robust systems for early identification and assessment.
- Provide evidence-informed interventions where appropriate.
- Ensure SEND support supplements rather than replaces high-quality teaching.
- Monitor the impact of provision regularly.
- Seek and act upon pupil voice.
- Engage parents as equal partners in planning and review processes.
- Work collaboratively with external agencies.
- Invest in staff training and professional development.
- Ensure reasonable adjustments are made in accordance with the Equality Act 2010.
- Maintain high expectations for attendance, engagement and achievement.
- Promote successful transitions between classes, key stages and educational settings.

SECTION 3

Identifying Special Educational Needs and Disabilities (SEND)

3.1 Definition of SEND

Fairfields Primary School follows the definition of Special Educational Needs and Disabilities (SEND) set out in the Children and Families Act 2014 and the SEND Code of Practice: 0-25 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 pupil 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 that prevents or hinders them from making use of educational facilities generally provided for others 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 available for children and young people of the same age.

At Fairfields, we recognise that SEND can affect pupils in different ways and at different stages of their educational journey. We are committed to identifying needs as early as possible and ensuring that pupils receive timely, appropriate and evidence-informed support.

3.2 Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need. These areas provide an overarching framework for identifying and planning support; however, individual pupils may experience needs across more than one area.

Communication and Interaction

Children and young people with needs in this area may experience difficulties with:

- Understanding and using language.
- Expressing themselves effectively.
- Social communication and interaction.
- Understanding social rules and relationships.
- Speech and language development.

This area includes, but is not limited to:

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Condition (ASC)

Cognition and Learning

Children and young people may learn at a slower pace than their peers and require additional support to access learning.

Needs within this area may include:

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD), including:
    - Dyslexia
    - Dyscalculia
    - Dyspraxia
    - Developmental Coordination Disorder

Social, Emotional and Mental Health (SEMH)

Children and young people may experience difficulties that impact upon their emotional regulation, wellbeing, relationships and engagement with learning.

Needs may include:

- Anxiety-based difficulties
- Attachment and relational difficulties
- Trauma-related responses
- Emotional regulation difficulties
- Mental health needs
- Behaviour that may be communicating an unmet need

At Fairfields, we recognise that behaviour is a form of communication and seek to understand the underlying causes of behaviours rather than focusing solely on their presentation.

Sensory and/or Physical Needs

Some pupils require additional provision because of a disability or physical need that affects their access to learning and the school environment.

This may include:

- Hearing impairment
- Visual impairment
- Multi-sensory impairment
- Physical disabilities
- Neurological conditions
- Medical conditions requiring specialist support

We work collaboratively with families and external professionals to ensure that reasonable adjustments and appropriate adaptations are made to support access and participation.

3.3 The Whole Child Approach

At Fairfields, identification of SEND is rooted in a holistic understanding of the child. We recognise that attainment alone does not determine whether a pupil has SEND and that barriers to learning can arise from a range of factors.

Therefore, when considering whether a pupil may have SEND, we will evaluate information from multiple sources, including:

- Pupil progress, attainment and assessment information.
- Class teacher observations.
- Parent and carer views.
- Pupil voice.
- Attendance and engagement data.
- Pastoral and wellbeing information.
- Information from previous educational settings.
- Advice from external professionals where appropriate.

This person-centred approach ensures that decisions are based on a comprehensive understanding of the child's strengths, needs, aspirations and circumstances.

3.4 Factors that may impact progress - but are not SEND

The SEND Code of Practice makes clear that some factors may affect attainment and progress but do not, in isolation, constitute a special educational need.

The school will carefully consider whether a child's difficulties arise primarily from:

- Disability where reasonable adjustments may be required.
- Attendance or punctuality concerns.

- Health or medical needs.
- English as an Additional Language (EAL).
- Socio-economic disadvantage.
- Eligibility for Pupil Premium funding.
- Being a looked after child or previously looked after child.
- Kinship care arrangements, including Special Guardianship Orders.
- Service family mobility.
- Adverse childhood experiences, trauma or family circumstances.
- Limited access to education due to external factors.

Where these factors are identified, appropriate support will be provided; however, they will not automatically result in placement on the SEND Register unless there is evidence of an underlying special educational need requiring special educational provision.

3.5 Early Identification and Graduated Response

Early identification plays a crucial role in securing positive outcomes for children and young people.

Concerns regarding a pupil's progress, development or wellbeing may be raised by:

- Parents and carers.
- Class teachers.
- Support staff.
- The SENDCO.
- Previous educational settings.
- Health professionals.
- External agencies.
- The pupil themselves.

Where concerns are identified, Fairfields will follow a graduated approach, beginning with high-quality, adaptive teaching and progressing through the Assess, Plan, Do, Review cycle where appropriate.

Identification of SEND is not a single event but an ongoing process of assessment, review and collaboration involving the child, family and professionals working with them.

3.6 Inclusion, Equality and Belonging

Fairfields recognises that pupils with SEND are entitled to the same opportunities, aspirations and high expectations as their peers.

In accordance with the Equality Act 2010, we are committed to:

- Eliminating discrimination.
- Advancing equality of opportunity.

- Fostering good relations between individuals.
- Making reasonable adjustments for disabled pupils.
- Removing barriers to learning and participation.
- Promoting a culture of belonging and inclusion.

Our ultimate aim is to ensure that every child is known, valued and supported to achieve their full potential within an inclusive school community.

SECTION 4

A Graduated Approach to SEND Support

4.1 Inclusive Provision and High-Quality Teaching

At Fairfields Primary School, we believe that high-quality, inclusive teaching is the foundation of effective SEND provision. The needs of all learners are first met through high-quality classroom practice, ambitious curriculum design, adaptive teaching, scaffolded support, and a commitment to removing barriers to learning.

We recognise that additional intervention and specialist support should supplement, rather than replace, high-quality teaching. All teachers are responsible and accountable for the progress and attainment of all pupils in their class, including those who access additional provision or intervention programmes.

Teachers regularly adapt learning experiences through:

- Adaptive teaching approaches.
- Explicit instruction and modelling.
- Appropriate scaffolding and resources.
- Pre-teaching and overlearning opportunities.
- Visual supports and assistive technology.
- Opportunities for retrieval and repetition.
- Flexible grouping arrangements.
- Reasonable adjustments to promote participation and inclusion.

Provision is informed by ongoing assessment and seeks to enable pupils to develop independence, confidence and resilience alongside academic success.

4.2 Early Identification and Monitoring

Fairfields operates a proactive approach to identifying pupils who may require additional support.

Pupil progress, attainment, attendance, wellbeing, engagement and participation are reviewed regularly by class teachers, phase leaders, senior leaders and the SENDCO. Information is gathered through:

- Ongoing teacher assessments.

- Formal assessment data.
- Pupil progress meetings.
- Classroom observations.
- Parent and carer feedback.
- Pupil voice.
- Attendance and pastoral information.
- Information from previous settings.
- Advice from external professionals.

Concerns may be identified by:

- Parents and carers.
- Class teachers.
- Support staff.
- SENDCO.
- Previous educational settings.
- Health practitioners.
- External agencies.
- The pupil themselves.

Where concerns are raised, a thorough investigation of need will take place before determining whether SEND Support is required.

4.3 Identifying SEND

Where a pupil is not making expected progress despite receiving high-quality teaching and appropriate adaptations, the school will undertake a more detailed exploration of their needs.

This process may include:

- Analysis of attainment and progress data.
- Detailed classroom observations.
- Screening and assessment tools.
- Discussions with parents and carers.
- Discussions with the pupil.
- Consultation with external professionals where appropriate.
- Review of attendance, safeguarding, health and wellbeing information.

The purpose of identification is not simply to assign a label but to understand the barriers to learning and determine the most effective support.

SEND Support

4.4 Placement on the SEND Register

Where evidence demonstrates that a pupil requires special educational provision that is additional to or different from that ordinarily available, the pupil may be placed on the SEND Register under SEND Support.

This decision is made in partnership with parents and carers and is informed by the graduated approach outlined within the SEND Code of Practice.

The SEND Register remains a working document and reflects the current needs of pupils within the school.

Placement on the register triggers additional planning, monitoring and review arrangements to ensure provision is effective and responsive.

4.5 Person-Centred Planning

When a pupil is identified as requiring SEND Support, a person-centred planning process is undertaken involving:

- The pupil.
- Parents and carers.
- Class teacher.
- SENDCO.
- Relevant professionals where appropriate.

This process enables the school to understand:

- The child's strengths and interests.
- Areas of need.
- Aspirations and long-term outcomes.
- Successful strategies already in place.
- Adjustments required to support inclusion and access.

Pupil voice and family views are central to this process and inform all aspects of provision planning.

The Graduated Approach: Assess, Plan, Do, Review

4.6 Assess

The first stage of the graduated approach involves gathering a detailed understanding of the pupil's strengths, needs and barriers to learning.

Assessment information may include:

- Academic attainment and progress.
- Observation records.
- Behaviour, engagement and wellbeing information.
- Attendance data.
- Medical information.
- Previous interventions and outcomes.
- Parent and pupil views.
- Advice from specialist services.

Assessment is viewed as an ongoing process rather than a one-off event.

4.7 Plan

Following assessment, outcomes and provision will be agreed collaboratively.

Planning will identify:

- Desired long-term aspirations.
- Specific, measurable short-term outcomes.
- Classroom adaptations and reasonable adjustments.
- Targeted interventions.
- Staff responsibilities.
- Timescales for review.
- Success criteria.

Provision will always be proportionate to need and designed to promote increasing independence.

The class teacher remains responsible for the planning and implementation of support, working closely with the SENDCO and Inclusion Team.

4.8 Do

The agreed provision is implemented and monitored by staff working directly with the pupil.

Support may include:

- Adaptive classroom teaching.
- Small-group interventions.
- Individual interventions.
- Pastoral support.
- Therapeutic approaches.
- Speech and language programmes.
- Assistive technology.
- Specialist recommendations.

- Targeted support informed by external professionals.

Where interventions take place outside the classroom, every effort is made to ensure pupils continue to access a broad and balanced curriculum and remain included within the wider life of the school.

The class teacher retains responsibility for monitoring progress even when support is delivered by support staff or external agencies.

4.9 Review

Provision and outcomes are reviewed regularly through discussions involving:

- The pupil.
- Parents and carers.
- Class teacher.
- SENDCO.
- Relevant professionals where appropriate.

Reviews consider:

- Progress towards agreed outcomes.
- Pupil engagement and wellbeing.
- Effectiveness of provision.
- Views of the pupil and family.
- Recommendations for future support.

Provision may be continued, adapted, increased, reduced or discontinued depending on the impact demonstrated.

The Assess, Plan, Do, Review cycle is continuous and ensures that support remains responsive to changing needs.

Specialist Support and External Agencies

4.10 Accessing Specialist Advice

Where a pupil requires provision beyond that available through ordinarily available inclusive practice, the school may seek advice from external specialists.

Parents and carers will be fully involved in this process.

Support may be sought from:

- Educational Psychology Services.
- Speech and Language Therapy.
- Occupational Therapy.
- Physiotherapy.

- Specialist Teaching Teams.
- Sensory Support Services.
- CAMHS and Mental Health Support Teams.
- Health practitioners.
- Social Care services.
- Other specialist services as appropriate.

External advice contributes to assessment, planning and review but does not replace the school's responsibility to provide high-quality SEND provision.

Education, Health and Care Plans (EHCPs)

4.11 Pupils with Education, Health and Care Plans

Some pupils may have an Education, Health and Care Plan (EHCP) where needs are considered sufficiently complex and long-term to require additional provision beyond that ordinarily available.

For pupils with EHCPs:

- Provision is planned around the outcomes identified within the EHCP.
- Provision is reviewed through the graduated approach.
- Progress is monitored regularly.
- The pupil and family are actively involved in decision-making.
- Opportunities for independence and preparation for adulthood are promoted.

The school ensures that all statutory duties relating to EHCPs are fulfilled effectively.

4.12 Annual Reviews

Every EHCP must be reviewed at least annually.

Annual Reviews at Fairfields are conducted using a person-centred approach and involve:

- The pupil.
- Parents and carers.
- School staff.
- Local Authority representatives where appropriate.
- Relevant external professionals.

The review considers:

- Progress towards EHCP outcomes.
- Changes in need.
- Effectiveness of current provision.

- Future aspirations.
- Recommendations regarding amendments to the EHCP.

Provision Management and Evaluation

4.13 Monitoring the Effectiveness of Provision

The effectiveness of SEND provision is monitored through:

- Pupil progress meetings.
- Provision reviews.
- Intervention evaluations.
- Learning walks and classroom observations.
- Assessment information.
- Attendance and wellbeing data.
- Pupil voice.
- Parent feedback.
- SENDCO/ Deputy SENDCO monitoring activities.

Provision is expected to demonstrate measurable impact on outcomes, participation, confidence and independence.

4.14 High Needs Funding

Where a pupil's needs significantly exceed the school's ordinarily available provision, the school may apply for additional High Needs Funding through the Local Authority.

Any request for additional funding will:

- Be discussed fully with parents and carers.
- Be supported by evidence from the graduated approach.
- Demonstrate that school-based provision has been implemented and reviewed.
- Include advice from relevant professionals where appropriate.

The purpose of additional funding is to secure provision required to meet identified needs and improve outcomes.

4.15 Requests for an Education, Health and Care Needs Assessment

Where evidence suggests that a pupil may require provision beyond that which can reasonably be provided through SEND Support and available funding arrangements, the school, parents or other professionals may request an Education, Health and Care Needs Assessment from the Local Authority.

Any request will be supported by evidence including:

- Assess, Plan, Do, Review documentation.

- Pupil progress information.
- Parent and pupil views.
- School records.
- Professional reports and recommendations.
- Evidence of provision already implemented.

Parents and carers will be fully involved throughout the process.

4.16 Transition and Continuity of Support

Fairfields recognises that effective transition is particularly important for pupils with SEND.

Enhanced transition arrangements may include:

- Additional visits and familiarisation opportunities.
- Transition booklets and visual supports.
- Meetings with receiving staff.
- Information sharing with new settings.
- Joint planning with families and professionals.

The school works closely with receiving schools and educational settings to ensure continuity of provision and a successful transition experience for every pupil with SEND.

SECTION 5

Criteria for Exiting the SEND Register

5.1 Principles

The SEND Register is a dynamic and responsive record which reflects the current special educational needs of pupils within Fairfields Primary School. Placement on the SEND Register is not intended to be permanent and should be regularly reviewed through the graduated approach of Assess, Plan, Do, Review.

We recognise that children develop at different rates and that effective provision can successfully reduce or remove barriers to learning over time. Therefore, where a pupil no longer requires special educational provision that is additional to or different from that provided for the majority of pupils of the same age, consideration may be given to removing them from the SEND Register.

The decision to exit a pupil from the SEND Register does not reflect a reduction in the school's commitment to supporting the child. Rather, it demonstrates that the child is making sustained progress and can access learning successfully through high-quality, inclusive classroom teaching and ordinarily available provision.

5.2 Criteria for Exiting the SEND Register

A pupil may be considered for removal from SEND Support where there is evidence that:

- The pupil has made sustained and measurable progress over time.
- Previous barriers to learning have reduced significantly.
- The pupil is able to access the curriculum successfully through high-quality adaptive teaching and ordinarily available provision.
- Outcomes identified through the graduated approach have been consistently achieved.
- Additional interventions are no longer required to maintain progress.
- The pupil demonstrates increased independence, confidence and engagement in learning.
- Teachers and leaders agree that special educational provision is no longer required.
- Parents/carers and the pupil have been consulted and their views considered fully.

The decision will always be based on a broad range of evidence rather than attainment data alone.

5.3 Decision-Making Process

Before a pupil is removed from the SEND Register, the following will take place:

- A review meeting involving parents/carers, the class teacher and SENDCO.
- Evaluation of progress over time against previously identified areas of need.
- Consideration of the pupil's academic, social, emotional and developmental progress.
- Review of intervention records, support plans and provision maps.
- Consideration of the views, wishes and feelings of the pupil.
- Agreement regarding any ongoing monitoring arrangements.

The SENDCO will retain oversight of the decision-making process to ensure consistency and compliance with the SEND Code of Practice.

5.4 Continued Monitoring

Following removal from the SEND Register, the pupil's progress and wellbeing will continue to be monitored through the school's universal assessment and monitoring systems.

This may include:

- Teacher assessment and progress monitoring.
- Pupil progress meetings.
- Attendance and wellbeing reviews.
- Discussions with parents and carers.
- Ongoing classroom observations.

Should concerns re-emerge, the school will respond promptly and, where appropriate, reintroduce additional support through the graduated approach.

5.5 Pupils with Education, Health and Care Plans (EHCPs)

Pupils with an Education, Health and Care Plan (EHCP) cannot be removed from the SEND Register whilst the EHCP remains in force.

Where it is believed that a pupil's needs have changed significantly and an EHCP may no longer be required, discussions will take place during the statutory Annual Review process. Any decision to cease an EHCP can only be made by the Local Authority following the appropriate statutory procedures.

5.6 Recording and Documentation

All decisions relating to movement on or off the SEND Register will be appropriately recorded and retained in accordance with the school's information management and data protection procedures.

The school will maintain clear records of:

- Review discussions.
- Evidence considered.
- Decisions made.
- Parent and pupil views.
- Future monitoring arrangements.

This ensures transparency, accountability and continuity of support for every pupil.

SECTION 6

Supporting Pupils and Families

6.1 Partnership with Parents and Carers

At Fairfields Primary School, we recognise that parents and carers play a vital role in a child's development, wellbeing and educational success. We believe that effective SEND provision is built upon strong, respectful and collaborative relationships between home and school.

In line with the SEND Code of Practice, we are committed to ensuring that parents and carers are fully informed, actively involved and supported throughout all stages of the SEND process. We value the expertise and knowledge that families have about their children and place their views, wishes and aspirations at the centre of decision-making.

Through meaningful collaboration, we aim to:

- Secure early identification of needs and appropriate support.
- Develop a shared understanding of strengths, needs and aspirations.
- Promote consistency between home and school.
- Improve outcomes for children and young people.
- Ensure that provision remains responsive to changing needs.
- Foster positive relationships based on trust, transparency and mutual respect.

6.2 Communication and Engagement

Fairfields is committed to maintaining open and effective communication with parents and carers.

Parents will be:

- Kept informed about their child's progress, attainment and wellbeing.
- Consulted regarding any concerns relating to learning, development or inclusion.
- Involved in the Assess, Plan, Do, Review cycle.
- Included in planning, reviewing and evaluating SEND provision.
- Invited to contribute to SEND Support Plans and person-centred reviews.
- Encouraged to share their views, concerns and aspirations.

Communication may take place through:

- Parent consultation meetings.
- SEND review meetings.
- Annual Review meetings for pupils with EHCPs.
- Telephone calls and emails.
- Home-school communication systems.
- Meetings with the SENDCO and Inclusion Team.
- Informal discussions when appropriate.

Where a child requires a greater level of support, more frequent communication arrangements may be agreed in partnership with parents.

6.3 Pupil Voice and Co-Production

Fairfields firmly believes that children and young people should be actively involved in decisions that affect their education and support.

We promote a person-centred approach by ensuring pupils are given opportunities to:

- Share their views and experiences.
- Discuss what helps them learn best.
- Contribute to SEND Support Plans and reviews.
- Express their aspirations and future goals.
- Participate in Annual Reviews of EHCPs.

The level of involvement will be appropriate to the child's age, stage of development and individual needs.

6.4 Access to Information and Support

The school's SEND Information Report, SEND Policy and other inclusion-related documents are available on the school website and provide detailed information regarding:

- Identification and assessment procedures.
- SEND provision available within school.
- Arrangements for consulting pupils and parents.
- Support available from external agencies.
- Admissions and accessibility arrangements.
- Complaints procedures.
- Transition support.

Families are encouraged to contact the SENDCO should they require further information, guidance or support.

6.5 Milton Keynes Local Offer

The Milton Keynes SEND Local Offer provides information about services, support and opportunities available for children and young people with SEND and their families across education, health and social care.

The Local Offer includes information regarding:

- Education and training.
- Health services.
- Social care support.
- Short breaks and leisure opportunities.
- Preparing for adulthood.
- Transport arrangements.
- Independent advice and support services.

Links to the Local Offer can be found via the school website and the Milton Keynes City Council website. https://www.mksendlocaloffer.co.uk/

6.6 Independent Information, Advice and Support

Where appropriate, parents and carers may be signposted to independent information, advice and support services.

These services can provide impartial guidance on:

- SEND processes and procedures.
- Education, Health and Care Needs Assessments.
- Education, Health and Care Plans.
- Mediation and disagreement resolution.
- Parental rights and responsibilities.
- Accessing wider support services.

The school will work collaboratively with families and external organisations to help ensure that families feel informed and empowered throughout their child's educational journey.

6.7 Multi-Agency Working and Early Help

Fairfields recognises that some pupils and families may benefit from support beyond that available through education alone.

Where appropriate, and with parental involvement, the school may work in partnership with:

- Health services.
- Children's Social Care.
- Family Support Services.
- Early Help Services.
- Mental Health Support Teams.
- Speech and Language Therapy Services.
- Occupational Therapy Services.
- Educational Psychology Services.
- Voluntary and community organisations.

The purpose of this partnership working is to provide coordinated and holistic support that addresses the needs of the whole child and family.

6.8 Supporting Transition

Fairfields recognises that periods of transition can be particularly significant for pupils with SEND and their families.

Additional transition arrangements may include:

- Enhanced information sharing between settings.
- Additional visits and transition activities.
- Social stories and visual supports.
- Meetings with key staff.
- Individual transition plans.
- Collaboration with external professionals.

Transition support may take place between:

- Early Years settings and school.
- Year groups within the school.
- Key stages.
- Primary and secondary school.
- Educational placements where required.

Our aim is to ensure that every pupil experiences a positive, well-planned and successful transition.

6.9 Access Arrangements and Reasonable Adjustments

Fairfields is committed to ensuring that pupils with SEND and disabilities are able to access assessments, examinations and wider school activities fairly and appropriately.

Access arrangements and reasonable adjustments are considered in accordance with current national guidance and are based upon a pupil's normal way of working within the classroom.

Adjustments may include:

- Additional time.
- Rest breaks.
- Readers or scribes where appropriate.
- Alternative formats.
- Assistive technology.
- Modified resources.
- Alternative rooming arrangements.

Such arrangements are implemented to reduce barriers to access while maintaining the integrity of the assessment process.

6.10 Promoting Inclusion and Participation

We are committed to ensuring that pupils with SEND are fully included in all aspects of school life.

This includes:

- The full curriculum.
- Educational visits and residential experiences.
- Enrichment opportunities.
- Sports and physical activities.
- Clubs and extracurricular activities.
- Leadership opportunities.
- Pupil voice activities.

Reasonable adjustments and appropriate support will be considered to enable participation wherever possible.

6.11 Fairfields Commitment to Families

At Fairfields Primary School, we firmly believe that successful outcomes for children are achieved when schools and families work together in genuine partnership. We are committed to building trusting relationships, listening carefully to the views of children and parents, and ensuring that every family feels welcomed, respected and supported.

Through collaboration, transparency and a shared commitment to inclusion, we strive to ensure that every child with SEND is known, valued and empowered to achieve their full potential

SECTION 7

Supporting Pupils with Medical Conditions

7.1 Commitment to Inclusion

At Fairfields Primary School, we are committed to ensuring that pupils with medical conditions are fully included in school life and are able to access a broad, balanced and ambitious curriculum. We recognise that children with medical needs may also have Special Educational Needs and Disabilities (SEND), and therefore require a coordinated, holistic and person-centred approach to support.

In accordance with the Children and Families Act 2014, the Equality Act 2010, and the Department for Education's statutory guidance Supporting Pupils at School with Medical Conditions, we will take all reasonable steps to ensure that pupils with medical conditions are able to participate fully in education, school activities, educational visits, enrichment opportunities and residential experiences.

No child will be denied access to education or school activities solely as a result of a medical condition.

7.2 Individual Healthcare Plans

Where a pupil has a medical condition that requires ongoing support, the school will work collaboratively with parents, healthcare professionals and the pupil, where appropriate, to develop an Individual Healthcare Plan (IHP).

An Individual Healthcare Plan may include:

- Details of the medical condition.
- Symptoms, triggers and warning signs.
- Medication requirements and administration arrangements.
- Emergency procedures.
- Required reasonable adjustments.
- Specific support required during the school day.
- Arrangements for educational visits and extracurricular activities.
- Named members of staff responsible for supporting the pupil.

The level of detail within the plan will reflect the complexity of the child's needs and will be reviewed regularly, particularly where needs change.

7.3 Partnership Working

Effective support for pupils with medical conditions relies upon strong collaboration between all parties involved.

Fairfields will work closely with:

- Parents and carers.

- General Practitioners (GPs).
- School Nursing Services.
- Paediatricians and medical consultants.
- Therapists and specialist health professionals.
- Social Care professionals where appropriate.
- The Local Authority.
- External support agencies.

Parents and carers are expected to keep the school informed of any changes to their child's medical needs and provide relevant medical information, medication and healthcare guidance when required.

7.4 Staff Training and Support

The school will ensure that staff receive appropriate information, guidance and training to enable them to support pupils with medical conditions safely and effectively.

Where specific medical procedures or interventions are required, training will be provided by appropriately qualified healthcare professionals.

The school recognises that all staff have a role in supporting pupils' health, wellbeing and inclusion, whilst acknowledging that any staff member providing medical support must feel confident and appropriately trained to do so.

7.5 Attendance, Participation and Reasonable Adjustments

Fairfields is committed to ensuring that pupils with medical conditions are not disadvantaged in accessing education.

Reasonable adjustments may include:

- Adaptations to learning environments.
- Flexible arrangements during periods of treatment or recovery.
- Alternative methods of recording work.
- Rest breaks where required.
- Adapted timetables.
- Accessibility adjustments.
- Support during assessments and statutory testing.
- Arrangements for educational visits and extracurricular activities.

Where a medical condition results in disability under the Equality Act 2010, the school will take appropriate steps to eliminate barriers and promote equality of opportunity.

7.6 Medical Conditions and SEND

The school recognises that some pupils with medical conditions may also have identified SEND, while others may develop additional learning, social, emotional or mental health needs as a consequence of their medical condition.

Where a medical condition impacts significantly on a pupil's learning, development or access to education, the school will consider whether special educational provision may also be required and will follow the graduated approach outlined within this policy.

Support will be carefully coordinated to ensure that medical, educational, social and emotional needs are considered collectively and that provision remains joined-up and effective.

7.7 Mental Health and Emotional Wellbeing

Fairfields recognises the close relationship between physical health, mental health, emotional wellbeing and educational outcomes.

Where a pupil's medical condition impacts upon their emotional wellbeing, confidence, attendance, engagement or participation, the school will work proactively with families and relevant professionals to secure appropriate support.

This may include:

- Pastoral support.
- Emotional wellbeing interventions.
- Access to Mental Health Support Teams.
- Referral to specialist services where appropriate.
- Enhanced monitoring and transition support.

We are committed to creating a nurturing and supportive environment in which pupils feel safe, understood and able to access help when required.

7.8 Managing Medicines in School

The administration of medicines will be undertaken in accordance with the school's Medical Needs Policy and associated procedures.

The school will ensure that:

- Medicines are stored securely.
- Appropriate record-keeping systems are maintained.
- Staff administering medication have received appropriate guidance and training.
- Emergency medication is readily accessible where required.
- Individual risk assessments are completed when necessary.

Parents remain responsible for providing accurate and up-to-date information regarding medication and medical needs.

7.9 Monitoring and Review

Arrangements supporting pupils with medical conditions will be reviewed regularly to ensure they remain effective, appropriate and responsive to changes in need.

Reviews may take place:

- Annually.
- Following a significant change in medical circumstances.
- Following a period of absence.
- Following advice from healthcare professionals.
- At transition points.

The views of pupils, parents, school staff and healthcare professionals will inform all review processes.

7.10 Further Information

Detailed guidance regarding procedures for supporting pupils with medical conditions, administration of medication, emergency arrangements and healthcare planning can be found within the school's Medical Needs Policy.

Fairfields Primary School is committed to ensuring that all pupils with medical conditions are safe, included, supported and able to achieve their full potential, both academically and personally.

SECTION 8

Monitoring and Evaluation of SEND Provision

8.1 Commitment to Continuous Improvement

At Fairfields Primary School, we are committed to developing and maintaining a high-quality, inclusive provision that enables all pupils with SEND to achieve positive outcomes and participate fully in school life. Monitoring and evaluation form an integral part of the school's cycle of continuous improvement and are used to ensure that provision remains effective, evidence-informed and responsive to the needs of pupils and families.

We regularly evaluate the quality, impact and effectiveness of SEND provision to determine how successfully barriers to learning are being reduced and outcomes improved for pupils with SEND.

8.2 Monitoring Pupil Progress and Outcomes

The progress, attainment, attendance, wellbeing and engagement of pupils with SEND are monitored regularly throughout the academic year.

This monitoring includes:

- Ongoing teacher assessment.
- Pupil progress meetings.
- Termly review meetings.
- Analysis of attainment and progress data.
- Attendance monitoring.

- Behaviour and wellbeing information.
- Pupil voice activities.
- Parent and carer feedback.
- Evaluation of SEND Support Plans and provision.

Progress is considered holistically and is not measured solely through academic attainment. The school also evaluates outcomes relating to:

- Independence and self-advocacy.
- Emotional wellbeing.
- Social development.
- Communication skills.
- Engagement in learning.
- Attendance and participation.
- Preparation for future transitions.

8.3 Evaluating the Impact of SEND Provision

The effectiveness of SEND provision is reviewed regularly through the graduated approach of Assess, Plan, Do, Review.

When evaluating provision, leaders and staff consider:

- Whether identified outcomes have been achieved.
- The progress pupils have made from their individual starting points.
- The effectiveness of adaptive teaching strategies.
- The impact of interventions and targeted support.
- Pupil engagement, confidence and independence.
- The views of pupils and families.
- Recommendations from external professionals.

Provision that demonstrates positive impact may be continued or further developed, whilst provision that is not securing intended outcomes will be adapted, refined or replaced.

8.4 Monitoring the Quality of Teaching and Inclusion

The quality of teaching remains the most significant factor in improving outcomes for pupils with SEND.

The Senior Leadership Team and SENDCO monitor the effectiveness of classroom practice through:

- Learning walks.
- Classroom observations.
- Book looks and work scrutiny.
- Planning reviews.
- Pupil discussions.

- Staff professional dialogue.
- Curriculum monitoring activities.

This process ensures that high-quality, adaptive teaching remains at the centre of SEND provision and that reasonable adjustments are implemented consistently across the school.

8.5 Provision Management and Intervention Evaluation

The SENDCO maintains oversight of targeted interventions and additional provision across the school.

Interventions are evaluated against clearly defined success criteria, including:

- Progress towards intended outcomes.
- Improvements in independence and confidence.
- Attendance and engagement.
- Pupil wellbeing.
- Cost-effectiveness and value for money.
- Sustainability of progress over time.

Provision mapping and intervention evaluations are used to support decision-making regarding future provision and resource allocation.

The school adopts an evidence-informed approach and seeks to ensure that interventions complement, rather than replace, high-quality classroom teaching.

8.6 Pupil Voice

The views, wishes and experiences of pupils are central to evaluating SEND provision at Fairfields.

Pupils are provided with opportunities to:

- Share their experiences of support.
- Contribute to review meetings.
- Discuss barriers and successful strategies.
- Influence future planning and provision.
- Participate in person-centred reviews.

The school recognises that pupils are key stakeholders in their education and that their views are essential in improving provision and outcomes.

8.7 Parent and Carer Feedback

We actively seek the views of parents and carers regarding the effectiveness of SEND provision.

Feedback is gathered through:

- SEND review meetings.
- Annual Review meetings.
- Parent consultations.
- Questionnaires and surveys.

- Informal discussions.
- Correspondence and meetings with the SENDCO.

Parent and carer feedback helps inform strategic development, service improvement and future priorities for SEND across the school.

8.8 Monitoring by the SENDCO

The SENDCO has responsibility for leading and evaluating the strategic development of SEND provision across the school.

The SENDCO and Deputy SENDCO will:

- Monitor pupil outcomes and progress.
- Review the effectiveness of SEND Support Plans.
- Analyse the impact of interventions.
- Oversee the SEND Register.
- Evaluate provision across year groups.
- Support staff development and training.
- Monitor compliance with statutory duties.
- Liaise with external agencies.
- Report regularly to senior leaders and governors.

This monitoring supports the identification of strengths, priorities for development and opportunities to further improve outcomes for pupils with SEND.

8.9 Governance and Strategic Oversight

The Governing Body, through the designated SEND Governor (Mrs Julie Alexander) , has a strategic responsibility for monitoring the effectiveness of SEND provision.

Governors will:

- Receive regular reports regarding SEND provision and outcomes.
- Monitor compliance with statutory responsibilities.
- Evaluate the effectiveness of SEND spending and resource allocation.
- Provide challenge and support to school leaders.
- Ensure that inclusion remains a key priority within school improvement planning.

The SEND Governor will work closely with the SENDCO and Headteacher to maintain a clear understanding of strengths, challenges and future priorities.

8.10 Self-Evaluation and School Improvement

SEND forms an integral part of the school's self-evaluation and improvement planning processes.

The SENDCO contributes to:

- The School Development Plan.
- Annual SEND action planning.
- Whole-school self-evaluation.
- Inclusion audits.
- Accessibility planning.
- Reviews of outcomes for vulnerable groups.

Information gathered through monitoring and evaluation activities is used to identify priorities, inform staff training and ensure that SEND provision continues to reflect current legislation, research and best practice.

8.11 Measuring Success

The effectiveness of SEND provision at Fairfields is measured through evidence of:

- Strong progress from individual starting points.
- Improved attainment and curriculum access.
- Increased independence and resilience.
- Positive attendance and engagement.
- Improved wellbeing and sense of belonging.
- Successful inclusion within all aspects of school life.
- Positive feedback from pupils and families.
- Effective preparation for future transitions.
- Compliance with statutory responsibilities.
- Continuous improvement in inclusive practice.

Through rigorous monitoring, meaningful evaluation and a commitment to continual improvement, Fairfields Primary School seeks to ensure that every pupil with SEND receives the support, opportunities and provision necessary to achieve their full potential.

SECTION 9

Training, Resources and Specialist Expertise

9.1 Commitment to Professional Development

At Fairfields Primary School, we recognise that high-quality teaching and effective SEND provision are underpinned by skilled, knowledgeable and confident staff. We are committed to developing a highly inclusive workforce through ongoing professional development, collaboration and evidence-informed practice.

The school ensures that all staff receive appropriate training and support to enable them to meet the needs of pupils with SEND and to fulfil their responsibilities under the SEND Code of Practice, Equality Act 2010 and current statutory guidance.

Training is designed to promote:

- High-quality, adaptive teaching.
- Early identification of SEND.
- Effective implementation of the graduated approach.
- Inclusive classroom practice.
- Understanding of specific areas of need.
- Positive behaviour support and emotional wellbeing.
- Effective use of reasonable adjustments.
- Improved outcomes for pupils with SEND.

Professional development opportunities are regularly reviewed and informed by pupil needs, school priorities, research evidence and national developments in SEND.

9.2 Role of the SENDCO

The SENDCO plays a key role in developing staff expertise and driving continuous improvement in SEND provision across the school.

The SENDCO will:

- Provide advice, guidance and coaching to teaching and support staff.
- Lead SEND-focused professional development activities.
- Share current legislation, research and best practice.
- Support teachers in developing adaptive teaching approaches.
- Facilitate professional dialogue around pupil needs and provision.
- Coordinate training delivered by external specialists.
- Monitor the impact of professional development on classroom practice.

The SENDCO remains committed to maintaining and developing their professional knowledge through engagement with local authority networks, professional organisations, trust-wide collaboration and national SEND developments.

9.3 Specialist Expertise and External Support

Fairfields works collaboratively with a range of specialist services and external professionals to ensure pupils have access to appropriate expertise when required.

Depending upon need, support may be accessed from:

- Educational Psychology Services.
- Speech and Language Therapy.

- Occupational Therapy.
- Physiotherapy.
- Specialist Teaching Teams.
- Autism Outreach Services.
- Sensory Support Services.
- Mental Health Support Teams.
- Child and Adolescent Mental Health Services (CAMHS).
- School Nursing Services.
- Social Care Services.
- Early Help Services.
- Local Authority SEND Services.
- Trust-wide specialist provision and expertise.

Advice from external professionals is used to strengthen provision, inform staff training and ensure that support remains evidence-informed and responsive to individual needs.

9.4 Teaching Assistants and Support Staff

Teaching Assistants and support staff make a valuable contribution to the delivery of inclusive education at Fairfields.

Working under the direction of class teachers and SENDCO, support staff may:

- Deliver targeted interventions.
- Facilitate access to learning within the classroom.
- Promote independence and self-regulation.
- Support communication and interaction.
- Implement specialist programmes advised by external professionals.
- Assist with social, emotional and mental health support.
- Contribute to the monitoring and review of provision.

Support staff are encouraged to promote pupil independence and avoid creating unnecessary dependency, ensuring that pupils develop the skills and confidence required for lifelong success.

9.5 Inclusive Resources and Adaptive Provision

The school is committed to ensuring that appropriate resources are available to support participation, inclusion and achievement for all learners.

Resources available throughout the school may include:

- Visual timetables and visual supports.
- Widgit and symbol-supported resources.

- Communication aids.
- Assistive technology and digital tools.
- Laptops, tablets and iPads.
- Dyslexia-friendly resources.
- Sensory regulation equipment.
- Fine and gross motor development resources.
- Reading and literacy intervention materials.
- Mathematics intervention resources.
- Emotional wellbeing and SEMH resources.
- Alternative recording methods and accessibility tools.

Resources are reviewed regularly to ensure they continue to meet the needs of pupils and reflect current best practice.

9.6 Assistive Technology

Fairfields recognises the growing role of assistive technology in promoting independence, accessibility and inclusion.

Where appropriate, pupils may be supported through access to:

- Speech-to-text technology.
- Text-to-speech software.
- Accessibility features within digital devices.
- Alternative methods of recording work.
- Communication applications.
- Visual learning software.
- Personalised digital resources.

The school continually reviews opportunities to utilise technology to reduce barriers to learning and improve outcomes for pupils with SEND.

9.7 Provision for Pupils with Education, Health and Care Plans (EHCPs)

Where a pupil has an Education, Health and Care Plan (EHCP), resources and staffing arrangements will reflect the provision specified within the plan.

This may include:

- Specialist equipment.
- Additional adult support – where appropriate
- Advice from external agencies.

- Therapeutic programmes.
- Environmental adaptations.
- Personalised resources.
- Assistive technology.

The school works closely with parents, external professionals and the Local Authority to ensure that provision specified within EHCPs is implemented effectively and reviewed regularly.

9.8 Deployment of Resources

The Headteacher, SENDCO and Governing Body are responsible for ensuring that SEND funding and resources are deployed effectively to secure the best possible outcomes for pupils.

Resource allocation decisions are informed by:

- Individual pupil need.
- Evidence of impact.
- Professional recommendations.
- Progress and attainment information.
- Statutory responsibilities.
- Whole-school priorities.

The school seeks to ensure that SEND funding is used strategically, transparently and efficiently to improve outcomes and participation for pupils with SEND.

9.9 Evaluating Resource Effectiveness

Resources, interventions and staffing arrangements are reviewed regularly as part of the school's monitoring and evaluation processes.

Evaluation may include:

- Progress and attainment information.
- Intervention impact data.
- Observation of classroom practice.
- Pupil voice.
- Parent feedback.
- Staff feedback.
- Recommendations from external professionals.

This ensures that resources continue to meet pupil needs, represent value for money and contribute positively to academic achievement, wellbeing, independence and inclusion.

9.10 Fairfields Commitment

Fairfields Primary School is committed to investing in high-quality training, specialist expertise and appropriate resources to ensure that all pupils with SEND receive effective support and achieve their full potential.

Through continual professional development, evidence-informed practice and a culture of inclusion, we strive to ensure that every pupil is known, understood, supported and empowered to succeed both within school and beyond.

SECTION 10

Storing, Managing and Sharing Information

10.1 Commitment to Information Management

Fairfields Primary School recognises the importance of maintaining accurate, secure and up-to-date records relating to pupils with Special Educational Needs and Disabilities (SEND). Effective information management supports continuity of provision, informed decision-making, safeguarding responsibilities and successful outcomes for children and young people.

The school manages all SEND records in accordance with:

- The UK General Data Protection Regulation (UK GDPR).
- The Data Protection Act 2018.
- Keeping Children Safe in Education (current edition).
- The SEND Code of Practice: 0-25 Years.
- The school's Data Protection, Records Management and Confidentiality Policies.

All information relating to pupils with SEND is treated as confidential and shared only where necessary to support the education, welfare and safety of the child.

10.2 SEND Records

The SENDCO maintains an accurate and up-to-date record of pupils identified as requiring SEND Support or who have an Education, Health and Care Plan (EHCP).

SEND records may include:

- SEND Support Plans.
- Provision Maps.
- Education, Health and Care Plans (EHCPs).
- Annual Review documentation.
- Professional reports and assessments.
- Educational Psychology reports.
- Speech and Language Therapy reports.
- Occupational Therapy reports.
- Medical information relevant to SEND provision.

- Records of meetings with parents and external agencies.
- Progress and attainment information.
- Attendance and wellbeing information.
- Records relating to referrals and consultations.

These records contribute to a holistic understanding of the child's needs, strengths, aspirations and progress over time.

10.3 Secure Storage of Information

SEND records are stored securely using the school's approved information management systems.

Appropriate measures are in place to ensure that:

- Records are accurate and regularly updated.
- Information is protected against unauthorised access.
- Electronic records are password protected and securely maintained.
- Paper records are stored in secure locations.
- Information is accessed only by staff with a legitimate professional need.
- Confidential information is handled in accordance with statutory requirements.

The school regularly reviews information management procedures to ensure compliance with data protection legislation and best practice.

10.4 Access to Information

Access to SEND information is restricted to those professionals who require the information to fulfil their responsibilities and support the pupil effectively.

Depending upon their role, this may include:

- The Headteacher.
- SENDCO.
- Senior Leaders.
- Class Teachers.
- Teaching Assistants.
- Pastoral Staff.
- Designated Safeguarding Leads.
- Relevant external professionals involved in supporting the pupil.

Staff are expected to maintain confidentiality and handle sensitive information professionally at all times.

10.5 Sharing Information with Parents and Carers

Fairfields believes that transparency and partnership working are essential to effective SEND provision.

Parents and carers have the right to be informed about:

- Their child's identified SEND.
- The provision being made.
- Progress towards agreed outcomes.
- Advice received from external professionals.
- Decisions relating to SEND support and planning.

Information is shared through review meetings, reports, consultations, SEND Support Plans, Annual Reviews and other appropriate communication channels.

The school seeks to ensure that information is presented in a clear, accessible and supportive manner.

10.6 Information Sharing with External Agencies

Where external services are involved in supporting a pupil, information may be shared to ensure coordinated and effective provision.

This may include collaboration with:

- Local Authority SEND Services.
- Educational Psychology Services.
- Health Services.
- Speech and Language Therapy.
- Occupational Therapy.
- CAMHS and Mental Health Support Teams.
- Children's Social Care.
- Early Help Services.
- Other specialist professionals.

Information sharing will normally take place with parental knowledge and involvement unless there is a safeguarding concern that requires information to be shared under statutory safeguarding procedures.

10.7 Safeguarding and Information Management

The school recognises that pupils with SEND can be disproportionately vulnerable to safeguarding risks and may face additional barriers to reporting concerns.

Where SEND records contain safeguarding information, these records will be managed in line with the school's Safeguarding and Child Protection Policy.

Appropriate information will be shared with Designated Safeguarding Leads and relevant professionals to ensure that pupils receive appropriate support and protection.

The welfare and best interests of the child will always remain paramount.

10.8 Transition and Transfer of Records

Effective transfer of information is essential to ensuring continuity of support during periods of transition.

When a pupil moves to a new class, key SEND information will be shared with relevant staff to support effective planning and provision.

When a pupil transfers to another educational setting, the school will, in accordance with data protection requirements:

- Share relevant SEND records with the receiving setting.
- Provide information relating to successful strategies and support arrangements.
- Transfer EHCP documentation where applicable.
- Share professional reports and assessments as appropriate.
- Facilitate communication between professionals where necessary.

The school aims to ensure that transitions are well planned and that receiving settings have sufficient information to meet the pupil's needs effectively from the outset.

10.9 Retention and Disposal of Records

SEND records will be retained and securely disposed of in line with statutory guidance, Local Authority recommendations and the school's Records Management Policy.

When records are no longer required, they will be destroyed securely to ensure confidentiality and compliance with data protection legislation.

10.10 Monitoring and Compliance

The SENDCO, Headteacher and Data Protection Lead are responsible for ensuring that SEND records are maintained accurately and in accordance with statutory requirements.

Regular monitoring will ensure that:

- Records remain current and accurate.
- Information is stored securely.
- Appropriate information-sharing procedures are followed.
- Statutory documentation is completed and maintained appropriately.
- The school remains compliant with data protection and SEND legislation.

SECTION 11

Policy Review and Continuous Development

11.1 Commitment to Regular Review

Fairfields Primary School is committed to ensuring that this SEND Policy remains accurate, compliant, reflective of current legislation and responsive to the evolving needs of our pupils, families and wider school community.

The policy will be reviewed at least annually by the SENDCO, Headteacher, Senior Leadership Team and Governing Body to ensure that it continues to reflect:

- Current SEND legislation and statutory guidance.
- The SEND Code of Practice: 0-25 Years.
- The Children and Families Act 2014.
- The Equality Act 2010.
- Current safeguarding requirements.
- Local Authority guidance and expectations.
- Trust-wide policies and procedures.
- Emerging research and evidence-informed practice.
- The changing needs of pupils attending the school.

The policy may also be reviewed earlier where significant changes occur in legislation, national guidance or school practice.

11.2 Monitoring Effectiveness

The effectiveness of this policy will be evaluated through a range of quality assurance and monitoring activities, including:

- Analysis of pupil outcomes and progress.
- Monitoring of SEND provision and intervention impact.
- Review of attendance, behaviour and wellbeing data.
- Feedback from pupils.
- Feedback from parents and carers.
- Staff consultation and professional dialogue.
- SENDCO monitoring activities.
- Governor monitoring visits.
- External reviews and professional recommendations.
- School self-evaluation processes.

This information will be used to identify strengths, areas for development and future priorities for SEND across the school.

11.3 Stakeholder Involvement

Fairfields believes that effective SEND provision is strengthened through meaningful collaboration with all stakeholders.

The review process may include consultation with:

- Pupils with SEND.
- Parents and carers.
- Teaching staff.
- Support staff.
- Governors.
- External professionals.
- Local Authority representatives where appropriate.

The views, wishes and experiences of stakeholders are valued and help to shape ongoing developments in SEND provision and inclusive practice.

11.4 Accountability and Governance

The SENDCO is responsible for coordinating the review of this policy and reporting any recommended amendments to the Headteacher and Governing Body.

The Governing Body has strategic responsibility for ensuring that:

- The school fulfils its statutory SEND duties.
- The policy remains compliant with current legislation.
- Appropriate provision is available for pupils with SEND.
- SEND continues to be prioritised within school improvement planning.
- Resources are allocated effectively to support positive outcomes for pupils with SEND.

The designated SEND Governor will work alongside the SENDCO to monitor implementation and effectiveness.

11.5 Publication and Accessibility

The most recent version of this policy will be:

- Approved by the Governing Body.
- Published on the school website.
- Made available to parents, carers, staff and external agencies upon request.
- Reviewed alongside the school's SEND Information Report and Accessibility Plan.

The school is committed to ensuring that policy information is accessible, transparent and understandable for all members of the school community.

11.6 Commitment to Continuous Improvement

Fairfields Primary School is committed to developing an inclusive culture where every child is known, valued and supported to achieve their full potential. Through ongoing reflection, professional development, stakeholder engagement and evidence-informed practice, we will continue to strengthen our provision and drive improvements for pupils with SEND.

Our aim is to ensure that SEND provision remains ambitious, person-centred, outcome-focused and aligned with the highest standards of inclusive education, enabling all pupils to thrive both now and in the future.

SECTION 12

Dealing with Concerns and Complaints

12.1 Working in Partnership with Families

At Fairfields Primary School, we are committed to developing positive, open and trusting relationships with parents and carers. We recognise that effective communication is fundamental to ensuring successful outcomes for all pupils, particularly those with Special Educational Needs and Disabilities (SEND).

We encourage parents and carers to share any concerns, questions or suggestions regarding their child's education, wellbeing or SEND provision at the earliest opportunity. Our aim is to resolve concerns quickly, collaboratively and informally wherever possible through open discussion and partnership working.

In most instances, concerns should initially be raised with the child's class teacher, who is responsible for the day-to-day education and progress of pupils within their class. Where appropriate, concerns may also be discussed with the SENDCO, Inclusion Team, Phase Leader or a member of the Senior Leadership Team.

The school values constructive dialogue and will make every effort to listen to concerns, provide clarity and work with families to identify appropriate solutions in a timely manner.

12.2 Formal Complaints Procedures

Where concerns cannot be resolved through informal discussions, parents and carers have the right to pursue the matter through the school's formal Complaints Procedure.

The school's Complaints Policy outlines the stages of the process and is available via the school website or upon request from the school office.

The Governing Body is responsible for ensuring that complaints are addressed fairly, impartially and in accordance with statutory requirements.

Parents and carers may also seek support from independent advice and support services, including SEND Information, Advice and Support Services (SENDIASS), should they require additional guidance during the process.

The school remains committed to maintaining positive relationships with families throughout any complaints process and will continue to work collaboratively in the best interests of the child.

SECTION 13

Safeguarding

13.1 Commitment to Safeguarding

At Fairfields Primary School, safeguarding and promoting the welfare of children is everyone's responsibility and underpins every aspect of school life. We are fully committed to creating a safe, inclusive and supportive environment where all pupils are protected from harm and are able to learn, develop and thrive.

We recognise that children with SEND may face additional barriers to recognising abuse, communicating concerns or accessing appropriate support. Staff are therefore trained to remain vigilant to the specific vulnerabilities that some pupils with SEND may experience and to respond appropriately to any safeguarding concerns.

The school operates in accordance with Keeping Children Safe in Education (KCSIE), Working Together to Safeguard Children, the Children Act 1989 and 2004, and all relevant safeguarding legislation and guidance.

Through our safeguarding culture we aim to ensure that all pupils:

- Feel safe, valued and respected.
- Know how to access help and support.
- Are protected from abuse, neglect, exploitation and harm.
- Have trusted adults whom they can approach with concerns.
- Learn how to keep themselves safe both online and offline.
- Experience a culture of vigilance, care and early intervention.

Safeguarding considerations form an integral part of all SEND processes, including assessment, planning, provision reviews, attendance monitoring and transition arrangements.

13.2 Safeguarding Procedures

Where concerns arise regarding the safety, welfare or wellbeing of a pupil, all staff will follow the school's Safeguarding and Child Protection Policy and associated procedures without delay.

Any safeguarding concern relating to a pupil, including those with SEND, will be recorded and reported immediately to a Designated Safeguarding Lead (DSL) or Deputy DSL. Appropriate action will then be taken in accordance with statutory guidance and local safeguarding procedures.

The school's Designated Safeguarding Team is:

- Debbie Walker - Designated Safeguarding Lead
- Kelly Cursley - Headteacher and Deputy Safeguarding Lead
- Emily Castle - Deputy Headteacher and Deputy Designated Safeguarding Lead

The SENDCO works closely with the safeguarding team to ensure that any additional vulnerabilities or barriers experienced by pupils with SEND are identified and addressed promptly.

Where necessary, the school will work collaboratively with external agencies, including Children's Social Care, Health Services, Early Help Services, the Local Authority and other safeguarding partners, to secure appropriate support and protection for children and families.

At Fairfields Primary School, the welfare of the child is paramount and all decisions are made with the best interests of the child at the centre.

Approval: SEND Policy 26-27 This policy was ratified by the Governors Date: September 2026 Signed: Penelope Beesley-Evans	Next Review on or before: September 2027 *This policy will be reviewed annually and*