



Fairfield House School

Special Educational Needs

(SEN) Policy

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Policy Written by: Head Teacher Rachel Kika

Applies to: All Staff

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1. Introduction

Fairfield House School is a specialist educational setting supporting pupils with Special Educational Needs and Disabilities (SEND). Many pupils attending the school have complex needs including autism, communication difficulties, social and emotional needs and learning difficulties.

We recognise that pupils may have experienced disrupted educational journeys or may find traditional school environments challenging. Fairfield House School therefore provides a structured, supportive and nurturing environment where pupils feel safe, valued and able to thrive.

Through strong relationships, personalised learning and a curriculum tailored to individual needs, pupils are supported to develop communication skills, independence and emotional wellbeing. The school aims to ensure that all pupils are given the opportunity to achieve their potential and develop the skills required for life beyond school.

This policy reflects the requirements of the **Children and Families Act 2014** and the **SEND Code of Practice (2015)**.

2. SEND Intent

At Fairfield House School our intention is to ensure that every pupil receives the support they need to access learning and develop their full potential.

Our approach focuses on:

- understanding each pupil's individual needs
- providing personalised learning opportunities
- supporting emotional wellbeing and regulation
- developing communication and social interaction skills
- promoting independence and preparation for adulthood

SEND provision is embedded throughout the curriculum, daily routines and the wider life of the school.

3. Aims

The aims of this policy are to:

- ensure all pupils have access to appropriate educational opportunities
- support pupils in developing communication, independence and life skills
- create a safe and supportive learning environment
- promote positive relationships and emotional wellbeing
- ensure teaching and learning approaches are adapted to meet individual needs
- work collaboratively with families and external professionals

4. Identifying Special Educational Needs

All pupils attending Fairfield House School have an **Education, Health and Care Plan (EHCP)** which identifies their individual needs and the provision required to support them.

Pupils may experience difficulties within the following areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Staff monitor pupils' engagement, progress and wellbeing to ensure support remains appropriate and effective. Input from professionals will contribute to this process of monitoring, reviewing and updating the provision for each pupil at Fairfield House School.

4.1. Summary of Procedure for Identifying Special Educational Needs

All pupils at Fairfield House School have an Education, Health and Care Plan (EHCP), alongside supporting professional documentation such as Speech and Language Reports and other relevant assessments.

Prior to admission, staff who will be working with a pupil will liaise with the pupil's current academic provision and communicate with all professionals involved in supporting the pupil, in order to ensure a thorough understanding of their needs, strengths and current provision.

Where additional or emerging needs are identified whilst a pupil is attending Fairfield House School, any member of staff identifying a concern must report this to the Head

Teacher and Lead Teacher. The identified need will then be monitored and documented through ongoing observations, assessment, and professional discussion.

Where appropriate, an individualised action plan will then be developed in collaboration with relevant external agencies and professionals to support accurate identification of need, and, where necessary, diagnosis. This process will also inform any required adaptations or changes to the pupil's provision, support strategies, or learning environment.

5. SEND Provision at Fairfield House School

SEND provision at Fairfield House School is personalised to ensure pupils can access learning in ways that are meaningful and appropriate to their needs.

Support may include:

- small class sizes
- high staff-to-pupil ratios
- structured routines and predictable environments
- visual supports and communication aids
- personalised learning programmes
- sensory regulation opportunities
- emotional wellbeing support

6. Personalised Curriculum

The curriculum at Fairfield House School is designed to meet the individual needs of pupils.

Learning opportunities focus on:

- communication and interaction
- personal and social development
- life skills and independence
- emotional regulation
- engagement with the wider environment

Through a personalised curriculum pupils are supported to develop confidence, resilience and independence.

SEND Implementation Across the Curriculum

SEND provision at Fairfield House School is embedded across all aspects of the curriculum and daily routines. Learning experiences are designed to support pupils' communication, independence, emotional wellbeing and engagement with the wider world.

Examples of SEND provision across the curriculum include:

Curriculum Area	SEND Support in Practice
Communication and Interaction	Pupils are supported through visual communication systems, gesture, signing, PECS and speech to develop expressive and receptive communication skills.
Personal and Social Development	Pupils develop emotional awareness, social interaction and positive relationships through structured activities and supported interactions with staff and peers
Life Skills and Independence	Pupils develop practical life skills such as cooking, self-care, organisation and decision-making to promote independence.
Community Learning	Pupils access learning opportunities within the local and wider community, helping them develop real-life skills and confidence in different environments.
Outdoor and Environmental Learning	Outdoor learning experiences encourage curiosity, responsibility and engagement with the environment.
Farm-Based Learning	Pupils participate in caring for animals and growing vegetables, helping to develop responsibility, independence and practical skills.

These experiences support pupils in developing skills that are meaningful and relevant to their daily lives.

Preparation for Adulthood

Preparation for adulthood is an important aspect of learning at Fairfield House School. The school supports pupils in developing the skills they need for greater independence and participation in their communities.

Preparation for adulthood focuses on:

- communication and social interaction skills
- independence and self-help skills
- emotional regulation and resilience
- understanding the wider community
- developing practical life skills

Older pupils may also have opportunities to participate in work experience placements within the community. These placements are carefully selected to reflect pupils' interests and abilities and are supported by staff to ensure a positive and meaningful experience.

Through these experiences pupils develop confidence, independence and an understanding of the world around them.

7. Communication and Interaction

Communication is a key focus for pupils attending Fairfield House School.

Staff support pupils through:

- speech and language strategies
- visual communication systems
- gesture, signing and symbol-based communication
- structured opportunities for interaction
- modelling communication and social skills

Developing communication skills enables pupils to express their needs, develop relationships and participate in learning.

Supporting Pupils with Autism

Many pupils attending Fairfield House School have a diagnosis of Autism Spectrum Condition (ASC). Pupils with autism may experience differences in communication, social interaction, sensory processing and emotional regulation. The school recognises that pupils with autism benefit from structured environments, clear communication and consistent support.

Fairfield House School provides a calm, supportive and predictable learning environment that enables pupils with autism to feel safe and engage positively in learning.

Staff support pupils with autism through:

- clear and consistent routines
- visual timetables and structured communication systems
- predictable learning environments
- support with transitions between activities and locations
- sensory regulation opportunities
- personalised learning approaches
- strong and trusting relationships with staff

Staff recognise that behaviour can often be a form of communication. Pupils are supported in developing appropriate ways to communicate their needs, emotions and preferences.

Communication development is a key focus for pupils with autism. Pupils may use a range of communication methods including:

- speech
- gesture and signing
- visual symbols and communication boards
- Picture Exchange Communication System (PECS)

These approaches support pupils in expressing themselves and participating more fully in learning and social interactions.

Learning opportunities are designed to be meaningful and engaging for pupils with autism. Many pupils benefit from learning experiences within the community where real-life situations provide opportunities to develop communication, independence and social understanding.

Through this approach pupils are supported to develop confidence, independence and the skills needed to participate in everyday life.

8. Emotional Wellbeing and Behaviour Support

Supporting emotional wellbeing is central to SEND provision at Fairfield House School.

Staff support pupils through:

- strong and trusting relationships
- positive behaviour support approaches
- structured routines and clear expectations
- calm and consistent responses to behaviour
- opportunities for emotional regulation

This approach helps pupils develop emotional awareness, resilience and confidence.

9. Working with Parents and Professionals

Fairfield House School recognises the importance of working in partnership with parents and carers.

Parents hold valuable knowledge and understanding about their child and are involved in planning and reviewing support.

The school also works closely with a range of external professionals including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- CAMHS
- Social workers
- Medical professionals

Collaboration with professionals ensures pupils receive appropriate and coordinated support.

10. Monitoring Progress

Pupils' progress is monitored through:

- ongoing assessment and observation
- review of EHCP outcomes
- discussion with staff and professionals
- monitoring of engagement and wellbeing

Progress may be demonstrated through improvements in communication, independence, emotional regulation and participation in learning.

11. Roles and Responsibilities

Headteacher

The Headteacher is responsible for:

- overseeing SEND provision across the school
- ensuring staff receive appropriate support and training
- liaising with parents and external professionals
- monitoring the effectiveness of SEND provision

Staff

All staff are responsible for:

- supporting pupils with SEND
- adapting teaching approaches
- promoting positive relationships
- responding consistently to pupils' needs

12. Facilities and Resources

Facilities at Fairfield House School include:

- classroom learning spaces
- interactive learning resources
- sensory room
- kitchen and life skills areas
- outdoor spaces

These facilities support pupils' learning, independence and wellbeing.

13. Community-Based Learning

Many pupils attending Fairfield House School benefit from learning experiences within the community.

Staff support pupils in accessing a range of environments including local facilities and the wider community. These experiences provide meaningful learning opportunities and support the development of life skills and independence.

Fairfield House School also provides opportunities for pupils to participate in activities at the farm project, where pupils can interact with animals, grow vegetables and develop responsibility and practical skills.

Community-based learning helps pupils develop confidence, independence and a sense of belonging.

14. Assessment

Assessment of pupils' progress may include:

- observations and session evaluations
- photographic and video evidence
- assessment frameworks and progress tools
- review of EHCP outcomes
- accredited learning programmes such as ASDAN or AQA units

Assessment focuses on recognising small but meaningful steps in pupils' development.

15. Monitoring and Review

SEND provision is monitored through:

- regular review of pupil progress
- staff discussions and professional reflection
- feedback from families and professionals

This policy will be reviewed annually to ensure it continues to reflect the needs of pupils attending Fairfield House School.