

Fiveways School

SEND Policy



Policy Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	December 2025	Kirstie Kerr	December 2026

Policy Ratification

Role	Name	Signature	Date
Chair of Governors	Malcolm Gulliver	At governors meeting	12.12.25
Head Teacher	Swavek Nowakiewicz	At governors meeting	12.12.25

Details of Policy Updates

Date	Details
18/02/22	Update and re-written to reflect new guidance.
14.07.23	Names amended and updated to reflect Fiveways designation and admissions processes.
17.10.24	Small changes to wording and following review larger changes to sections 9, 11 and 13.
12.12.25	Small changes sections 5,6,7,9,10 and 13.

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

School Aims

- To create a happy and secure learning environment rich in stimulation and challenge
- To ensure all members of the school community can grow in self-esteem and develop to their full potential
- To provide developmentally related experiences responding to pupils' individual needs
- To provide pupils with an education appropriate to the world beyond the

- classroom
- To develop pupils' communication and interaction skills enabling them to make positive relationships and decisions, giving them more control over their lives

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), SEN Co-ordinator (SENCOs) and the SEN information report.

Graduated Response

Somerset's Graduated Response Tool sets out the barriers to learning that children and young people (CYP) may have and the strategies and provision that should be in place to support them.

<https://somersetcc.sharepoint.com/sites/SCCPublic/Somerset%20Local%20Offer/Forms/AllItems.aspx?id=%2Fsites%2FSCCPublic%2FSomerset%20Local%20Offer%2FSomerset%27s%20Graduated%20Response%20Tool%2Epdf&parent=%2Fsites%2FSCCPublic%2FSomerset%20Local%20Offer&p=true&ga=1>

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind 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 for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Kirstie Kerr, kkerr@fiveways.school, tel. 01935 476227

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated response to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The Headteacher

The Headteacher will:

- Have overall responsibility for the provision and progress of all learners with SEN and/or a disability
- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

4.3 The SEND Governor

The SEND Governor is Tracey Richards, trichards@fiveways.school who will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher, Deputy Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Contribute towards and attend annual reviews

5. Underlying Rationale

- All pupils at Fiveways School have **Severe Learning Difficulties** or **Severe Profound and Multiple Learning Difficulties** in accordance with our DfE designation
- All pupils have an EHCP
- At Fiveways we believe that all pupils have a right to thrive as individual learners and members of our community. All staff share in the responsibility of ensuring that the individual needs of the pupils are met.

- All pupils have an entitlement to access the full curriculum of the school, as defined in the Fiveways School Curriculum Framework
- We are committed to an inclusive philosophy as described in our 'Inclusion Policy'
- This policy describes how, as a school we will respond to the SEND Code of Practice (2015) and Children's and Families Act (2014).
- We will endeavour to work with parents, carers and pupils in discussions about appropriate methods of meeting individual needs
- We are committed to fully utilising the power and opportunities of a multi-professional approach.
- The school believes that strong and well managed partnerships enhance the opportunities offered to its pupils. As a special school we are very aware of the importance of the school being at the heart of its community, sending a clear message about the importance we place on the value of our pupils

6. Admission Arrangements (see Local Offer)

These are described in our Local Offer, and all school places are commissioned by the Local Authority. All children will have an EHCP (Education and Health Care plan) or be in the process of being assessed for one. All pupils will be treated fairly on the basis of the school's published admissions procedures.

Admissions to the school come directly via the Somerset Local Authority Casework Team and a decision on placement will be done so through close and joint working between the Local Authority and the school, with the Statutory panel of the LA or Special Needs Tribunal making the final decision on placement.

Fiveways is a school designated to providing education for pupils with Severe Profound and Multiple Learning Difficulties (SPMLD) between the age of 4 – 19 years. A pupil attending Fiveways will work towards preparing themselves for adulthood through learning to make choices, have a voice, express their wants, likes / dislikes and develop essential life skills, becoming as independent as possible. At Fiveways, pupils work towards accreditations at KS4 and Post 16 that recognise their achievements in meaningful ways through frameworks such as Duke of Edinburgh and AQA unit awards.

We use the following criteria to determine a child's level of cognition in order to ascertain whether they are working within the profile of SPMLD:

This criteria is not definitive; it is intended as a guide to support clarity of understanding around cognitive skills and a pupil's ability to learn, and to support specialist and professional judgement.

- **Early Years Foundation Stage (EYFS)** – Below Step 7 *for Thinking* by the end of EYFS.
- **At the end of Key Stage 1 (KS1)** – Working within or below Standard 1 of Pre Key Stage Standards
- **At the end of Key Stage 2 (KS2)** – Working within or below Standard 2 of Pre Key Stage Standards
- **At the end of Key Stage 3 (KS3)** – Working within or below Standard 3 of Pre Key Stage Standards

- **At the end of Key Stage 4 (KS4)** – Working below the level of Functional Skills Entry Level 1

Our admission criteria for our 6th form may also take in to account Preparation for Adulthood outcomes (PfA) and Recognising and Recording Progress and Achievement (RARPA) in addition to academic progress.

7. Provision

(see Local Offer) Summarised in Local Offer Document.

Provision: Facilities

The school has undertaken an eight phase capital development programme, in order to establish high quality single storey teaching accommodation that meets the requirements of our increasingly diverse population. This has included building four new classrooms, buying an additional house to accommodate our post 16 population and the redesign of the rest of the school in the wake of the extensive school fire. The classes, specialist teaching and hygiene changing areas are all accessible and designed to enable all pupils to have access to the exciting opportunities available at school. Particular effort has been made to consider curriculum progression within premises design, enabling pupils to have a clear and understandable right of passage through the school which dignifies their age and level of understanding. The school has built a new Multi-Sensory Hydrotherapy Pool, Communication & Interaction Suite, a dedicated Training Centre, a new entrance, school hall, office area, teaching spaces and most recently a new teaching block comprising of five new teaching spaces with associated clinical and specialist teaching areas.

Provision: Curriculum Policy

At Fiveways School pupils work within the Engagement Model and Pre Key Stage Standards (PKSS), both subject specific and non subject specific so our curriculum goes beyond the required elements of the National Curriculum, its strategies and frameworks. It is bespoke and personalised to the individual strengths and needs of pupils. Personalised is defined as focusing on what is important and relevant for individuals. The curriculum is founded on the principle that pupils who have severe, profound and multiple learning disabilities have different not only delayed needs and therefore require a different approach to the curriculum. Specialist teaching and resources are used to reduce barriers to learning and enhance access to curriculum and learning. The focus is on promoting a good life, learning to learn, preparing for life beyond school, transitions and into adulthood.

“What does a good life look like for me now and in the future?”

Our curriculum ensures pupils receive experiences & opportunities to develop their knowledge, acquire new skills & attributes in ways that ensure learning is relevant. The curriculum promotes pupils holistic development through inclusion of functional and subject specific skills and knowledge in a range of practical contexts. Opportunities for sequences of repetition and practice in a range of contexts are essential as pupils often have difficulties in maintaining, generalising and applying learning in different contexts. Our curriculum includes a focus on developing and sustaining good physical and emotional wellbeing so pupils are as healthy as possible to participate in school and beyond. Participation in first hand and sensory curriculum activities helps them make

meaningful sense of the world. It also enhances pupils' confidence, self-esteem and enables them to recognise, celebrate & feel pride in their achievements.

8. Communication and Interaction

We describe ourselves as Communication and Interaction specialists. This emphasis arises from a conviction that communication lies at the very heart of every pupil's educational experience, and started with the school's acquisition of Specialist school status in C&I some years ago. Individually tailored communication strategies, expertly designed and consistently implemented enable pupils to overcome barriers to learning. Staff are excited to see the impact of their work and the enhanced progress made by pupils.

9. Staffing

School Organisation (See School Staffing Structure)

The staffing structure comprises of a Headteacher, Deputy Headteacher, x2 Assistant Headteachers, SENCO, Department Leads, Teachers, Teaching Assistants, an IT Assistant, School Nurse, Business Manager, Finance/Admin Assistants, Admin Assistant, Caretaker, Assistant Caretaker, and Cleaners. A Parent and Family Support Advisor (PFSA), provides a comprehensive service, as described in her flyer. Our full-time Communication and Interaction Lead supported by Communication and Interaction Assistants, provides our Communication and Interaction focus.

Training

The school has a highly developed training programme for its staff that it sees as very important to maintain and develop its standard of delivery. This is complimented and supported by training organised through the on-site training provided by the Specialist & Personalised Training Services (SPTS) team at the Training Centre.

10. Identification and review of pupils needs

All arrangements are described in our ARR Policy (Assessment Recording and Reporting Policy). Each pupil will have an Annual Review of their EHC Plan which provides an opportunity for professionals, parents, carers and pupils (for those in Year 9 and above as appropriate) to celebrate progress and establish a clear plan for the forthcoming year.

11. Personalisation of learning

Central to our philosophy is the provision of individually tailored educational experiences.

This manifests at least in part in the school's system of Personalised Learning Goals (PLGs) and Milestones and Strengths and Needs analysis - see ARR policy.

These contribute towards Annual Reviews and link in with Sections B and E of the Education and Health Care Plan (EHCP).

12. Partnership with Parents/Carers (see Policy for Parents)

We aim to:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Provide **support and training** for parents to maximise the educational achievement of their child.
- Provide **educational advice and practical guidance.**

- **Present pupil progress** in a clear and accessible way.

A **Parent and Family Support Adviser (PFSA)** appointed by the school to work directly with children and their parents and other agencies to improve student participation and learning opportunities. The aims of the role are to:

- Strengthen and increase communication between home and school and support parents who find school difficult to engage with.
- Work with families to improve pupil attendance and achievement.
- Raise parents' awareness of outside agencies offering help and advice.
- Encourage parents to take an active part in their child's education by offering opportunities for parents to work with their child in school and at home.

Further details are available via a leaflet in the reception area.

13. Inclusion Programme (please see Inclusion Policy)

At Fiveways School we value diversity as a rich resource which supports the learning of all.

The educational experiences that we provide help develop pupils' achievements and recognise their individuality. To support this, we operate six different models of inclusion:

1. Full inclusion of pupils with PMLD and complex needs within Fiveways School.
2. Individual pupils from Fiveways School accessing local schools, colleges or workplaces.
3. Individual pupils from local schools or colleges accessing Fiveways School for a specialist curriculum inclusion placement.
4. Group initiatives with pupils from local schools.

14. External Support Services

Multi professional support is provided by:

- Full time Communication and Interaction Lead and Assistant
- Full time Clinical lead, supported by the local School nursing team
- NHS Speech Therapist via Integrated Therapy Services
- NHS Physiotherapy/Occupational Therapy.
- Music therapist (2 days per week)
- Visual and Hearing impairment advisory teacher
- Educational psychologists
- Independent Careers Advisor
- Consultant paediatrician and community paediatric nurses
- Dental Care
- Orthotist
- Social Care
- Volunteers

15. Complaints Procedure (see Parental Grievance Complaints Policy)

The school's policy is based on the LA's guidance and procedures. Parents are informed about these processes through the school brochure, the School website and a leaflet circulated to parents, available in the school's visitor waiting area.

16. Monitoring arrangements

This policy and information report will be reviewed by Swavek Nowakiewicz, Headteacher and Kirstie Kerr, SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board

17. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy