



Special Educational Needs and Disabilities Policy

Document Control

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure Fable House fully implements national legislation and guidance regarding students with SEND
- Set out how Fable House will:
 - Support and make provision for students with special educational needs and disabilities
 - Provide students with SEND access to all aspects of provision
 - Help students with SEND fulfil their aspirations and achieve their best
 - Help students with SEND become confident individuals living fulfilling lives
 - Help students with SEND make a successful transition into adulthood
 - Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At Fable House we will provide all students with access to a broad and balanced bespoke curriculum, tailored to the needs, aspirations and interests of each student

We are committed to making sure all our students have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied.

3. Legislation and guidance

This policy is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years** and the following legislation:

- Part 3 of the **Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEND.
- The **Special Educational Needs and Disability Regulations 2014**, which set out local authorities' and schools' responsibilities in relation to Education, Health and Care (EHC) plans, special educational needs co-ordinators (SENCOs) and the SEN information report.
- **Section 20 of the Equality Act 2010**, which places a duty on schools to make reasonable adjustments for disabled pupils.
- **Section 149 of the Equality Act 2010 (the Public Sector Equality Duty)**, which requires schools to eliminate discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations between people who share a protected characteristic (including disability) and those who do not.

4. Inclusion and equal opportunities

At Fable House we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and our environment to make sure that students with SEND are included in all aspects.

5. Definitions

5.1 Special educational needs and disabilities

A student has SEND if they have a learning difficulty or disability that requires 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 most 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.

5.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

Fable House will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties. Students may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The Special Educational Needs and Disabilities Co-Ordinator (SENDCO)

The SENDCO at our school is Lizzy Latham who can be contacted at l.latham@fablehouse.com

They will:

- Work with the Headteacher to determine the strategic development of the SEND policy and provision at Fable House
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual students

- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Along with the Transition Managers and Deputy Head, liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher to make sure the setting meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the setting keeps its records of all students up to date and accurate
- With the Headteacher and Deputy Head, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into Fable House's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the support we offer or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in Fable House's SEND information report and any updates to this policy
- Along with the Assistant SENDCO, organise all EHCP reviews in collaboration with students, parents and wider staff

6.2 The Head Teacher

The Head Teacher will:

- Work with the SENDCO to determine the strategic development of the SEND policy and provision
- Work with the SENDCO to make sure the setting meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students and their progress
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support we offer or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

6.3 Tutors

Tutors are responsible for:

- Planning and providing high-quality teaching that is bespoke to the needs of each student
- The progress and development of every student they work with
- Having a thorough knowledge of the EHCP of all students they work with and related adjustments and provision to be put into place
- Ensuring all activities are accessible for their students
- Promoting high aspirations
- Working with the SENDCO to review each student's progress and development, and decide on any changes to provision

- › Ensuring they follow the SEND policy and the SEND information report
- › Having positive working relationships with parents and other members of the staff team

6.4 Parents or carers

Parents or carers should:

- › Attend and contribute to EHCP Annual Review meetings
- › Inform staff if they have any concerns about their child's progress or development.
- › Share any pertinent information or reports with the SEND Team
- › Endeavor to have positive working relationships with the whole staff team

6.5 The student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- › Explaining what their strengths and difficulties are
- › Contributing to setting targets or outcomes
- › Attending review meetings
- › Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

7. SEND information report

Fable House publishes a SEND information report on its website, which sets out how this policy is implemented.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Consulting and involving students and parents

Fable House will put the student and their parents at the heart of all decisions made about special educational provision.

Student voice will be gathered systematically to inform their provision. Both students and parents will take a central role in the EHCP review process.

8.2 The graduated approach to SEND support

Although all of our students have Education Health and Care Plans (EHCPs), there will be times where staff may notice a change in needs or a potential additional need. We will take action to remove any barriers to learning, and put effective support in place to meet these needs. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The student's tutor and the SENDCO will carry out a clear analysis of the student's needs. The views of the student and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is through observation.

2. Plan

In consultation with the parents and student, the tutor and the SENDCO will decide which adjustments and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any approaches that are needed.

3. Do

The tutor or lead tutor retains overall responsibility for their progress.

The SENDCO will support the tutor in further assessing the student's particular needs and advise on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of staff who work with the student

8.3 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Tracking students' progress
- Using student voice
- Monitoring by the SENCO
- Holding annual reviews for students with EHC plans
- Getting feedback from the student and their parents

9. Expertise and training of staff

Training will regularly be provided to tutors and support staff. The Head Teacher, Deputy Head and SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the our plan for continuous professional development.

10. Links with external professional agencies

When necessary Fable House will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or paediatricians

- Mental health services
- Social services

12. Complaints about SEND provision

Where parents have concerns about our SEND provision, they should first raise their concerns informally with the tutor or SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision at Fable House should be made to the SENDCO in first instance. They will be handled in line with our Complaints Policy which is available on our website.

If the parent or carer is not satisfied with the response, they can escalate the complaint in line with our Complaints Policy. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

13.2 Monitoring the policy

This policy will be reviewed by our SENDCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

14. Links with other policies and documents

This policy links to the following documents

- SEND information report
- Accessibility plan
- Behaviour policy
- Student Equality Policy
- Supporting students with medical conditions policy
- Safeguarding / child protection policy
- Complaints policy