

The principles of Fairfield's:

We work in collaboration with our partner schools to ensure our philosophy and approach to meeting the needs of children and young people with Special Educational Needs and Disability is similar. We also work collaboratively with members of the Inspiring Futures Through Learning (IFTL) Multi Academy Trust.

We are committed to the principles of inclusion and strive for our provision to meet the needs of children and young people, within a mainstream setting, wherever possible and appropriate.

As members of the Denbigh Liaison Group our commitment extends to working in partnership with Milton Keynes Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Who we are and what we do:

Fairfields School – Martin Gallop – Assistant Headteacher and SENCo.

Fairfields School – Lauren Waller – Class Teacher and SENCo (Shadowing)

Fairfields School – Marilyn Jones – Pupil Support Assistant

We are responsible for the co-ordination of Additional Educational Needs throughout the school. This includes children with Special Educational Needs and/or a Disability. As a school we follow the Code of Practice (2014) which provides guidance about how we should offer a clear and structured approach to supporting children with identified Special Educational Needs.

We are involved in the strategic development of the School's Special Educational Needs and Disabilities (SEND) Policy and inclusive provision. In addition, we are also responsible for the day-to-day operation of the school's SEN policy and co-ordination of the provision for pupils with SEN and/or a Disability. Working alongside us within school to provide our SEND Provision are the Year Group Managers, Class Teachers and Learning Support Team.

A key part of our roles is to work closely with external agencies such as Educational Psychologists, Specialist Teachers and Speech and Language Therapists. This is always done in partnership with parents.

Fairfields School appreciates that effective communication is key for collaborative practice within our schools, with our parents and external agencies. We are aware of the numerous acronyms that are frequently used and can lead to confusion for everyone involved. Below is a glossary of the most frequently used terminology in an attempt to eliminate any confusion which might impede healthy communication.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) “ *as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options to support families who need additional help to care for their child.*”

What will it do?

With regard to Education, the Denbigh Liaison Group (of which Fairfields School is part), intends the Local Offer to let parents/carers and young people know how schools will support them and the provision that is available across local settings.

Fourteen questions have been devised as the structure to the local offer and the responses to these questions are intended to provide information to parents and carers so that they feel confident about how their child`s needs are met within school or to enable them to make informed decisions about the type of provision that would support their child`s needs.

Fairfields School`s responses to these questions are as follows -

1.How does Fairfields School know if children need extra help?

At Fairfields School children are identified as having SEN through a variety of different ways including:

- Concerns are raised by parents/carers, teaching staff, pre-school, previous school(s).
- There is a change in the child`s behaviour or poor self-esteem which impacts on their learning
- Liaison with external professional
- A medical diagnosis

2. What should I do if I think my child may have Special Educational Needs?

If you have any concerns regarding your child`s progress or well-being, then please drop in to see your child`s class teacher or phone to book an appointment.

The next step may be a further meeting with a member of the Senior Leadership Team or Head of Pupil Support / SENCo.

3. How will Fairfields support my child who has been identified as having SEND?

You will be kept informed about your child`s progress and their support in the following ways:

- The class teacher will have overall responsibility for the planning and teaching of the curriculum for all children which is monitored by senior leaders throughout the school.
- Should your child require additional support they may be included in an intervention group or specialist provision, which will be conducted by a teacher or teaching

assistant. Alternatively, they may need small adaptations to support them with their learning in the classroom.

- The interventions are planned in consultation with the Head of Pupil Support/ SENCo. All interventions for a child are recorded on the child's provision map and through the schools' provision map tracking procedures. The impact of interventions is measured and discussed at termly Pupil Review Meetings.
- Children who receive support will have a Pupil Support Plan which will detail their needs within school.
- Occasionally a child or family may need more specialist support from an outside agency. If the advice of a Specialist Teacher is required, parents' consent will initially be required for the needs of their child to be discussed. This will then trigger the involvement of the relevant departments at the Milton Keynes Council SEND Team.
- For other external agencies such as Educational Psychologists, Speech and Language Therapists, parents' consent will initially be required and a consultation appointment will be arranged. The involvement of external agencies and the co-ordination of meetings is part of the role of the Head of Pupil Support/SENCo.
- If your child has an Education, Health Care Plan, then parents are invited to planning, review and transition meetings as required. This process is co-ordinated by the Specialist Provision Teacher and Head of Pupil Support/SENCo.
- The Governors of Fairfields School are responsible for entrusting a named person to monitor Safeguarding and Child Protection procedures. The Governors ensure that Fairfields School is as inclusive as possible and treat all children and staff in an equitable way. They also monitor and review the Accessibility Plan and all other statutory policies defined by the DfE.

4. How will the curriculum be matched to my child's needs?

- All children are entitled to *quality first teaching*, adapted to children's individual needs to enable them to access the curriculum.
- Teachers and/or learning support assistants may be allocated to work with your child on a 1:1 basis, or in a small group to target more specific needs.
- If appropriate, specialist equipment may be provided for your child. This may be a coloured overlay, pencil grip or spring-loaded scissors for example.

5a. How will I know how my child is doing?

- Your child's class teacher is available at the end of the day if you want to have an informal chat. If you want to have a more detailed conversation, please make an appointment with the class teacher in consultation with the Head of Year or Pupil Support Team.
- You will be kept informed of your child's progress through Parent Consultations and your child's Annual School Report.

- If your child has a SEND Pupil Support Plan and provision map, this will be reviewed three times a year. The outcomes/interventions will be agreed upon in collaboration between the class teacher and parents.
- If we are concerned about your child's progress or well-being, then we will invite you in to school to discuss strategies that will support your child at school/home. This is often referred to as early intervention.

5b. How will you support me to help my child?

- The class teacher may suggest ways of supporting your child's learning at home.
- A member of the Pupil Support Team may meet with you to suggest ways in which you can support your child at home. In addition, they will signpost you to other professionals for further advice/support.
- Parent/carer workshops or drop in sessions are available throughout the year which share ideas about how together we can support your child at school/home.
- If external agencies are involved with your child, then a report is usually provided with recommendations that can be used at home as well as in school.

6a) What support will there be for my child's overall well-being?

We offer a variety of support for all children. This may include:

- Pastoral support from the class teacher.
- Opportunities for children to talk with specific members of staff.
- Provision delivered by members of the Pupil Support Team
- Some children will have access to small group work to promote confidence and self-esteem through the SENCo or members of the Pupil Support Team
- Playtime support such as a 'Play Buddy'/Mid-day Supervisor to promote games/activities and positive friendships.

b) What support will there be for my child's medical needs?

At Fairfields we have fully trained staff that are available to meet with parents to discuss the following and ensure accurate and up to date provision is in place for your child's needs. This includes children who may have or need:

- Epi pens
- Care plans
- Inhalers
- Medication
- Accessibility adaptations
- Allergies
- Dietary requirements
- Medical risk assessments

Fairfields also has links with the school nursing team - <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer/localoffer-search/service/54>

7. What specialist services and expertise are available at Fairfields School or can be accessed by the schools?

- Educational Psychologists (IFTL)
- Speech and language therapists (IFTL)
- The advice and intervention of the Specialist teachers team at Milton Keynes Council
- CAMHS
- School nurse
- Children and Family Practices
- Young Family Practices
- Social Services
- SEND local authority case workers
- Physiotherapists and occupational therapists

8. What training has been provided for the staff supporting children with SEND?

- The member of staff with Statutory Responsibility for SENCo completed the National Award for Special Educational Needs Coordination through the University of Bedfordshire.
- All staff within the school receive access to regular training related to special educational needs and disabilities.
- Fairfields School also has access to local authority training as appropriate.
- Fairfields School has access to the Milton Keynes Teaching School Alliance training program – and training courses are accessed regularly, depending upon the changing needs of the cohort.

9. How will my child be included in activities outside the classroom?

- Risk benefit assessments are carried out and procedures put in place to enable all children to participate at the schools discretion and with consultation of parent/ carers.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required or that an activity may not be suitable for a child, then this will be discussed with parents prior to the trip.

10. How accessible is the school environment?

At Fairfields School, we are happy to discuss individual access requirements and make reasonable adjustments to meet these needs. We always consider how we can make the site more accessible for individuals.

Facilities at present include:-

- Ramps into school to make the building accessible to all.
- Children's disabled toilet
- Lift to upper floors
- High Visibility paint to demarcate hazards

More information can be found on our school's accessibility policy on the website.

11. How will my child be prepared and supported during the transition to and from Fairfield's School?

At Fairfield's School we understand that moving school or provision can be quite a challenging time for some pupils and put several strategies in place to make the transition as smooth as possible. These include:

- Meetings between the two schools.
- The SENCo or relevant staff may make visits to the child's previous school or setting.
- Additional visits for individual families of pupils with Additional Educational Needs as well as the school's usual induction procedures.
- We are also firmly committed to aiding pupils' transitions between classes within the school and transition booklets may be produced for some pupils to help reduce anxiety.
- As pupils move on to secondary school, the receiving staff are invited to attend meetings as a way of starting to plan for pupils transferring.
- A Transition Programme that may include tours for pupils, induction morning or - afternoon sessions, transition books, tours for individual families, meetings with the receiving SENCO and staff visits.

12. How are school resources allocated and matched to children's SEN?

- The SEND budget is allocated each financial year to support additional needs throughout the school. The money is used to provide additional resources or support, dependent on need. Support for individual children would be decided upon after discussion held with relevant parties.
- Specialist advice/support may be sought in to support individual children as appropriate.

13a. How is the decision made about how much support a child will receive?

- When children first join school, additional support is allocated according to the information provided by the previous education setting and external agencies as appropriate, for pupils with Additional Educational Needs. Children with an Education Healthcare Plan will be allocated appropriate resources as specified. The class teacher

will then carefully monitor progress in consultation with the Head of Year and SENCo and this will be discussed at pupil review meetings.

- The level and type of support and provision will be regularly reviewed and the impact of this support considered.
- The support allocated for each child will be shared with all relevant parties as appropriate.

13b. How will I be involved in discussions and planning for my child?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussion with the child's class teacher.
- During parent consultations.
- Through meeting with the SENCo or other professionals.
- Open door policy

14. Who can I contact for further information?

If you wish to discuss your child's education further or have any questions, the first point of contact within school would be your child's class teacher. Other points of contact that may be useful are also:

- Mr Matthew Shotton – Executive Headteacher
- Mrs Donna Tagg – Deputy Headteacher
- Mr Martin Gallop – Assistant Headteacher, Head of Pupil Support and SENCo
- Mrs Marilyn Jones – Inclusion Assistant

Also the local authority's Local Offer can be found on the Milton Keynes Council website to answer questions and signpost services available within Milton Keynes.

We hope these have answered any queries you may have but please do not hesitate to contact the school if you have further questions.

Useful Acronyms

Acronym	Terminology
AAC	Augmentative and Alternative Communication
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD/ASC	Autistic Spectrum Disorder/Autistic Spectrum Condition
BESD	Behaviour, Emotional and Social Difficulties
BSL	British Sign Language
CAFCASS	Children and Family Court Advisory and Support Service
CAMHS	Child and Adolescent Mental Health Service
CFP	Children and Families Practices
CP	Cerebral Palsy
DfE	Department for Education
DS	Downs Syndrome
EAL	English as an Additional Language
EHCP	Education Health Care Plans
EP	Educational Psychologist
FSM	Free School Meals
G&T	Gifted and Talented
HI	Hearing Impairment
LA	Local Authority
LAC	Looked After Child
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulties.
MSI	Multi-Sensory Impairment
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiance Disorder

OT	Occupational Therapy
PD	Physical Disability
PECS	Picture Exchange Communications System
PMLD	Profound and Multiple Learning Difficulties.
PRU	Pupil Referral Unit
SLT	Speech and Language Therapist
SENCo	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities.
SENDIST	SEN Disability Tribunal
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SpLD	Specific Learning Difficulty
TAC	Team Around the Child
TAF	Team Around the Family
VI	Visual Impairment