



Inspiring Futures
Through Learning



Fairfields
PRIMARY SCHOOL

Special Educational Needs and Disabilities Information Report

'We are individual and unique but together we are complete.'

At IFTL Trust Schools, we believe that all children can succeed and reach their full potential, in line with their individual needs and abilities. We value the importance of a nurturing environment where the children feel supported whilst also gaining independence on their developmental journey. At IFTL schools we look beyond the external presentation of behaviour to fully understand the specific needs of pupil and continually reflect on best practice and provision that would facilitate their progress.

Reviewed: September 2021

Next Review: September 2022

What kinds of Special Educational Needs and Disabilities are provided for?

The Code of Practice (2014) explains that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This is due to a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same.

The four main broad areas of SEND are as detailed below:

- communication and interaction difficulties (including autistic spectrum disorder)
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory or physical difficulties (including visual and hearing impairment)

These areas of SEND offer an overview of the range of needs and in many cases, children do have needs that cover more than one of these areas.

At Fairfield's Primary School we offer support and provision to children across all these identified areas of need. We prepare to receive children with SEND transitioning into our school and ensure that when required the teachers and support staff receive training to understand the special educational need, to be able to give the appropriate support.

We are a fully inclusive school and continuously strive to provide the best for all our children, including those with SEND.

How does our school identify children with Special Educational Needs and Disabilities?

At Fairfield's Primary School children are identified as having SEND through a variety of different strategies and assessments including:

- Concerns are raised by parents/carers.
- Concerns are raised by teaching staff or previous school.
- Assessment and tracking data.
- There is a change in the child's behaviour or self-esteem which impacts on their learning.
- Liaison with external professional – including Speech and Language Therapists and Educational Psychologists.
- A medical diagnosis.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 all children are assessed against nationally set criteria to assess their progress against all areas of learning and development. It is through this process that children who are not making progress are identified by their teachers.

Parents' and children's views and concerns are also taken into consideration. Teachers, Learning Support Assistants and parents play a vital role in raising concerns about other barriers to learning, such as behavioural, and social and emotional difficulties.

To establish that the child has a SEND the school uses the Graduated Approach to assessing, identifying and providing for a pupil's special educational needs. The approach follows a model of assess, plan, do and review which recognises that there is a continuum of SEND, and that it may be necessary for some pupils to have additional support to make progress in the form of an intervention, targeted provision and/or personalised provision to make progress.

How does our school assess their needs?

A variety of assessment tools are used to assess a child's difficulties and determine the correct strategies/interventions to support them.

The following are regularly used in school:

- FACT (First Access Communication Tool) – used to determine speech and language difficulties
- FACT+ - used to determine social communication and interaction difficulties
- CoPS Assessment (Age 4-8) Early identification of Cognition and Learning difficulties
- LASS Assessment (Age 8-11) – Early identification of Cognition and Learning difficulties
- Boxall Profile – to identify social, emotional and behavioural difficulties
- SNAP (Special Needs Assessment Profile) specific learning difficulties
- SNAP behaviour assessment
- SDQ - a short behavioural screening questionnaire used for 3-16 year olds
- Flourish Assessment

How will you support and communicate with me to help my child?

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.

We strongly believe parents/carers are central to all we do at Fairfields Primary School. We therefore operate an open-door policy and actively welcome the involvement from parents.

Class teachers are available at the end of the school day if you want to have an informal chat. If parents required a more detailed conversation, an appointment can be made with the class teacher and/or Head Inclusion (SENCo). All parents are also kept informed of their child`s progress through parental consultations and the child`s annual school report.

When children have a Pupil Support Plan and a provision map, parents and pupils will be invited to termly Pupil Progress Review Meetings. This is where progress, outcomes and interventions will be discussed and agreed upon in a collaborative approach.

At Fairfields we believe that the child`s opinions are fundamental in ensuring they are happy and achieve within school. Pupils are therefore involved in all meetings with regards to their provision. Pupil Support Plans and provision maps are written in conjunction with the pupil and their parent.

The format of the annual review process for children with statements or EHC Plans also is focused on a more child centred approach where the pupil will be invited to participate in the meeting or part of the meeting to present their views if appropriate.

What will the review process look like?

Each term parents and pupils will be invited to a Pupil Review Meeting to review the provision that has taken place that term and assess if the children have achieved the short-term outcomes on their SEND Pupil Profile. This will be conducted by the class teacher.

If the child has an Education Health Care Plan, then parents are invited to planning, review and transition meetings as required as well as the termly Review Meeting. The school`s SENCo, who is the provision lead for all children with Educational Health Care Plans, will be present, alongside the class teacher and parents within this meeting. Parents and the school team around the child will also be invited to a Person-Centred Annual Review.

In addition, we always adopt an open-door policy and actively encourage any parent/carer to share any concerns, however small.

How will my child be prepared and supported during transition?

When children with SEND transition to Fairfield's Primary School, all information from the previous school will be requested and shared with the new teaching team in order to ensure timely intervention and awareness of needs. If required, an observation may also take place at the previous school to gain a full understanding of successful strategies and the provision in place. Additional visits to our school may also be organised as part of the transition process in order to make children more familiar with the routines and layout of the school. These opportunities are all tailored to the individual needs in order to support smooth transition to the school.

If a child is transitioning from Fairfield's Primary School, all SEND information is passed on to the receiving school and a transition meeting may be set up with the SENCo of the receiving school, the parents and the pupil (if appropriate). Fairfield's Primary School will also support any additional transition visits to the receiving school or for members of staff to come into our school in order to build the relationship with the pupil. Invitations are also extended to the receiving school for Annual Review Meetings.

How will my child be taught within the school?

All children are entitled to universal high-quality teaching, adapted to children's individual needs to enable them to access the curriculum.

Learning activities will be differentiated to support children in accessing the lesson at a level appropriate to their learning and developmental stage. Lessons will use a range of visual, aural and kinaesthetic elements to interest and engage children. The learning activities take into account children's needs and they are planned in order to remove any barriers to the curriculum.

How will the curriculum and school environment be matched to my child's needs?

Some children may require the curriculum to be adapted in order to remove any barriers that would prevent them from accessing lessons. We therefore find ways in which all pupils can take part in lessons and out-of-school activities. As a school we regularly review the way in which resources are matched to the needs of all the children. Adjustments may be in the form of using word processors or oral recording devices instead of recording information in a traditional format. It may also be specialist equipment, such as coloured overlay, pencil grip or fiddle bands. Advice from external agencies is welcomed in order to further develop and train staff in adaptations to lessons.

Within some year groups, the number of children within each group for English and Maths may also be smaller to allow for more focused teaching of children with higher level needs. As a school, we adopt dyslexia and autistic friendly strategies within the learning environments across all learning environments.

At Fairfields, we feel access to all areas of school life is important and have a policy and accessibility plan detailing how we ensure this happens.

What training has been provided for staff at our school?

The member of staff with Statutory Responsibility for SENCo recently 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.

The Pupil Support Team at Fairfields Primary School consists of the Head Pupil Support (SENCo), and SEND Assistant. As we are an ever-expanding school however, the structure of the team is continually reassessed in light of developing needs. For the academic year 2020-21 an additional member of the teaching staff is working in collaboration with the SENCo in order to expand capacity and levels of expertise.

The school also employs Learning Support Assistants and Nursery Nurses who work with children within the different year groups. Within the year groups, there are also interventions carried out by experienced teachers. All staff within the school receive access to regular training related to special educational needs and disabilities. Fairfields Primary School also has access to local authority training as appropriate. We provide our staff with specific training as the needs of the children arise.

How can specialist expertise be accessed?

When a child is demonstrating further cause for concern or their learning needs are more complex than can be met by the school interventions, targeted and personalise provision then the school will engage with relevant external agencies.

This is triggered when the pupil:

- continues not to make adequate progress
- continues working at levels significantly below that of their peers even when teaching approaches have been targeted on an identified area of weakness
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners despite taking part in an individualised behaviour management programme
- has sensory or physical needs and requires regular advice and or visits from a specialist service or specialist equipment
- has on-going communication and interaction difficulties that impede the development of social relationships and causes substantial barriers to learning. For these children the

difference between their attainment and that of the other children is widening and needs further investigation. A request for external agencies to be involved follows a decision taken jointly by school staff in consultation with the parents. Those visiting school will have access to the pupil's records in order to establish the strategies already tried and parental permission must be given.

We work closely with:

- the Local Authority specialist teaching team
- health services – GPs, school nurse, speech and language therapists, paediatricians, physiotherapists, occupational therapists
- social services – social workers and educational psychologist

How do we evaluate our practices within our school?

As a school we are continually reflecting upon our own practice in a critical yet constructive manner. The Governing body, Headteacher and Head of Pupil Support hold all staff accountable for the provision and progress of those children within their cohorts who have additional needs.

The schools dedicated SEND Governor, Headteacher and Head of Pupil Support meet regularly to discuss the progress of children with SEND across the school; the way in which resources are being deployed; as well as strategic improvements for the department.

Being part of the wider IFTL networking group, the SENCo of the school meets every half term to discuss further developments to the SEND provision within the school. The impact of any new initiatives or changes are then routinely discussed at a Senior Leadership level.

How does the school ensure an inclusive environment for all?

At Fairfields Primary School we work extremely hard to make sure children are fully included with their peers within learning experiences both inside and outside the classroom. Risk assessments are carried out and procedures put in place to enable all children to participate, wherever possible, in consultation with parents/carers.

If a health and safety risk assessment suggest 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 the parents prior to the trip or activity. Every measure is taken to fully include every child as long as it is safe to do so.

How does the school support my child's wellbeing?

At Fairfields Primary School we pride ourselves on outstanding pastoral support and acknowledge that at some time within their school life all children may need extra support from their class teacher, or another professional within the school community.

If however, children need further opportunities this may include:

- Opportunities to talk through concerns with members of staff.
- Access to the Cura sensory room or Pastoral Lead
- Time with the SENCo to further explore feelings, anxieties and behaviour.
- Access to small group work to promote confidence, self-esteem, emotional awareness, anger management or social interaction
- Play time support such as a play buddy, teaching staff or support staff to promote games, activities and social interactions.

What additional support is available for a child who is looked after by the Local Authority and Special Educational Needs and Disabilities?

Other professionals involved can be:

- A social care team – who support the family and engage with the school
- The virtual school – who provide schools with information, tools to raise attainment and training Additional financial support
- Pupil Premium Plus - additional funds to help school meet the needs of a child

Who do I contact if I need further support or information about the provision for my child?

School:

At Fairfields Primary School, the first point of contact will be your child's class teacher either in person or by phone.

Should you wish to discuss your child's special educational needs or disabilities further please contact the school and request to speak to -

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

Meetings can also be arranged with either the Head of Pupil Support and SENCo –

Mr Martin Gallop or Mrs Marilyn Jones by appointment.

External Agencies:

Milton Keynes Council - 01908 253414

Parent Partnership - 01908 254518

Educational Psychology Service – 01908 367333

Children's and Families Practices – 01908253169

Speech and Language Therapy Team – 01908 209305

Children and Adolescent Mental Health Services – 01908 607501

Contact Details:

Fairfields Primary School,
Apollo Avenue, Fairfields,
Milton Keynes, MK11 4BA

Email: enquiries@fairfieldsprimary.co.uk

Telephone: 01908 410330

Local Authority Local Offer

Further contact information for external agencies is available in the Local Authority's Local Offer.

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

All links and details within this document are accurate at time of review – September 2021