Fairfields Primary School

SEND Information Report and Local Offer

September 2025 to September 26

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.

Inspiring Futures through Learning

The principles of Fairfield Primary School

We work in collaboration with our partner schools to ensure our philosophy and approach tomeeting the needs of children and young people with Special Educational Needs and Disabilityis 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 SENDCo.

Fairfields School – Rachel Coulson – Deputy SENDCo

Fairfields School – Marilyn Jones – Pastoral Lead and Pupil Support Assistant

Fairfields School – Mady Bond – Pastoral Care

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 SEND 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 Phase Leaders, Class Teachers and Learning Support Team.

A key part of our roles is to work closely with external agencies such as Milton Keynes Council Inclusion Department, 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.

Our approaches to SEND takes into account the need to comply with the following legislation -

- Children and Families Act 2014
- The Equality Act 2010
- The Special Educational Needs and Disabilities Regulations 2014

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
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and /or Physical Needs

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.

The purpose of identification within the broad areas is to help in the decision behind the support for the individual and ensure this takes into consideration the needs of the whole child as well as their Special Educational Needs.

This allows for the most appropriate intervention to support the individual pupil and ensure their needs are fully catered for. We are a fully inclusive school and continuously strive to provide the best for all our children, including those with SEND.

At Fairfields Primary School, we wholeheartedly prioritise inclusion. We have broadened our offer to enable specific learners with complex additional needs to be provided with an adapted curriculum – 'The Blossom Curriculum'. Whilst the majority of our children's needs are met within their classroom, occasionally an additional provision is required to ensure an individualised offer within an enabling environment can be provided. 'Silvanus' provision is designed to specifically support children with complex needs in the area of Communication and Interaction and Cognition and Learning who require learning to be offered through a less formal pathway.

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

Your child's class teacher, or the SENDCO, will contact you to let you know if there are any changes to your child's learning needs. 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. The curriculum is monitored by the Senior Leadership Team.

Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.

The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.

A range of assessments are used to establish an individual pupils' needs. The academic progress of SEND pupils at Fairfields Primary School is monitored in the same way as all pupils across the school, using our school assessment system.

All children are assessed in Maths, Reading and Spelling, Punctuation and Grammar (SPAG) termly. These curriculum assessments show if a child is working towards, working at or working above age expectations.

At Fairfields, we promote children as unique individuals. This is evident with every child's learning style, and for some children we recognise this can be in smaller steps, therefore we believe that this should be celebrated for all learners.

In addition to this, teachers may also use more personalised assessments that support their individual area of need e.g Special Needs Assessment Profile (SNAP), FACT or Boxall Profile with the support of the pupil support team.

This, along with the background history, evidence of intervention and tracking of progress over time paints a picture of whether a child has SEND. If external agencies are involved, with parental consent, they may also conduct assessments to examine an individual child's strengths and difficulties and set targets.

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

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 SENDCo. 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 (PSP) which will detail their needs and outcomes being worked towards 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/SENDCo.

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 SENDCo.

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.

What will the review process look like?

Teachers set personalised outcomes appropriate to an individual pupils area of need at the start of each cycle on their 'Pupil Support Plan' (PSP). These are then reviewed at the end of the cycle using any available evidence e.g. observations, class work or intervention sessions.

Teachers will then clearly specify on the PSP whether the child has achieved the set outcome or not. Wherever possible teachers will conduct a 'Pupil contribution' where pupils are asked for their view to their plans, reflecting on their learning for the term. These are then shared with parents and carers with an opportunity to review the terms provision.

If your child has an Education, Health Care Plan or SEND Support Plan this will be reviewed annually whereby parents/carers, the class teacher and SENDCo/Deputy SENDCo will meet and discuss the plan.

The provision in place and targets are reviewed with both teachers and parents providing feedback on the child's progress and current attainment. Where appropriate, the child will also attend the meeting to share their views about their learning.

All interventions are planned in consultation with the SENDCo, Deputy SENDCo, Head of Phase and Class Teacher.

All interventions for a child are recorded on the child's provision map. The impact of interventions is measured and discussed at termly Pupil Progress Meetings and shared with pupils and parents through the internal Pupil Support Profiles.

The Deputy SENDCo and SENDCo also analyse Provision Management which evaluates the effectiveness of the intervention against the aims and base line assessment. This evaluation and review then contributes to the discussion regarding new interventions.

How will my child be prepared and supported during transition?

When children with SEND transition to Fairfields 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.

We liaise closely with the school or nursery your child is transferring to/from, to ensure we know as much as possible about the support needs of our new children. We are able to discuss any individual needs with the relevant teachers and share how best to support your child in school.

At Fairfields, we take care to ensure that during transition points (between classes, at the end of each year and at the end of Key Stages) all staff are aware of individual children's needs, learning progress and the best strategies to support their learning. This happens through effective use of data, an opportunity for teachers to meet and 'hand-over' information about their children, with strong systems of reporting progress in place.

If your child has an EHC Plan, we will participate in and/or facilitate his/her annual review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and be asked to attend the reviews.

How will my child be taught within the school?

''High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching'' (SEND Code of Practice, p99).

At Fairfields Primary School, all children are entitled to universal high-quality teaching, adapted to children's individual needs to enable them to access the curriculum. Lessons will be adaptive to support children in accessing the curriculum 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 lessons take into account children's needs and they are planned in order to remove any barriers to the curriculum.

Using High Quality Teaching strategies from the beginning is the best way to support all learners and reduce the number of pupils who need extra support. All children who are on the SEND register will have additional targeted support and provision. This may consist of adult support, interventions,

resources, environmental adaptations, additional assessments and the involvement of external professionals where needed.

Children who have an Education, Health Care Plan, SEND Support Plan or receive top up funding may receive a more personalised provision depending on the needs of the individual pupil. This does not mean 1:1 adult support across the curriculum. At Fairfields we promote the independence of all our learners and adult support is used carefully when it is appropriate.

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

At Fairfields, we adhere to the guidance set out within regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations (2014). We believe that your child's learning needs will first be met through the high-quality teaching delivered by his/her class teacher. We carefully plan our knowledge-rich curriculum to match the age, ability and needs of all children. Adaptive teaching is built into all teachers' lesson planning and delivery.

The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.

For children with disabilities, learning resources and the learning environment are adapted, where possible, to allow them to access the full extent of a broad and balanced curriculum. Disabled facilities, including accessible toilets and lifts are available on site for children.

Additional specialist advice is sought where appropriate and, when necessary, accessibility aids and technology will be used to support your child's learning.

Assessment points spread throughout the year help teachers to fully understand your child's progress, and to adjust their planning, teaching, feedback and environments accordingly.

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 shared with us by Milton Keynes Inclusion team within the learning environments across the school.

What training has been provided for staff at our school?

At Fairfields we draw on support and training as and when it is required in response to the needs of our pupils. Training is regularly reviewed by the Strategic Leadership Team. All staff within the school receive access to regular training related to Special Educational Needs and Disabilities. Fairfields also has access to Local Authority training as appropriate.

We believe that your child's learning needs will first be met through the high-quality teaching delivered by his/her class teacher. Regular professional development, across the curriculum, ensures that staff at Fairfields are fully aware of how to cater for a range of children with SEND.

The SENDCo is in regular communication with teaching staff to make sure that everyone is aware of what SEND there is within the school, and how to help support those needs in the classroom, and through additional interventions and personalised provision.

The school is able to access training programmes and support from a range of external professionals. Individual training can also be arranged wherever necessary. The school has access to the IFTL Speech and Language Therapist – Laura Black – as well as our own Speech and Language 'Communications Champion – Laura Chesters.

The SENDCo and Deputy SENDCo also regularly attend Pupil Support Network groups within the IFTL multi-academy trust and the Local Authority SEND locality meetings.

How can specialist expertise be accessed?

At times it may be necessary to consult with external agencies to receive their more specialised advice.

These may include:

- Specialist Teachers across the IFTL
- Educational Psychologists
- Speech and Language Therapists - both from the LA and the IFTL
- Specialist Support Services from Milton Keynes Council
- CAHMS (Child and Adolescent Mental Health Service)
- Social Services
- Occupational Therapy
- Physiotherapists
- School Nurse
- Health Visitor
- Community Paediatricians

How do we evaluate our practices within our school?

We evaluate our provisions in place rigorously through provision mapping.

Each child's individual progress is evaluated termly and provision is matched depending on their need. Pupil progress reviews are held termly to evaluate effectiveness of provisions and discuss progress of groups and individual children.

Some children may need additional support and this is evaluated and assessed regularly.

Additional support is allocated according to the information provided by the previous education setting and external agencies as appropriate, teachers, SEND team and SENDCO 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 of all children with SEND in consultation with the SENDCO and this will be discussed at the pupil progress review meetings and annual review meeting consultation.

The level and type of support and provision will be regularly reviewed and the impact of this support considered using our internal Provision Mapping software. During their school life, if further concerns are identified due to the child's lack of progress or well-being, the class teacher, together with the SENDCO will adjust the level of support accordingly.

Should further specialist provision, or environmental alterations be required (in line with the Children and Families Act 2014, as well as the Equality Act 2010) – specialist support will be sought in order to further meet the needs of any children with additional needs and/or disabilities.

How does the school ensure an inclusive environment for all?

At Fairfields Primary School, and in line with the Equality Act 2010, as well as the Special Educational Needs and Disability Regulations 2014 and the Children and Families Act 2014 we work extremely hard to make sure children are fully included with their peers within learning experiences both inside and outside the classroom.

All children in our school have access to High Quality Teaching, ensuring adaptive tasks for all individual needs. 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.

At Fairfields School we strive to increase the range of equipment used within school for children with SEND as well as the facilities we offer. Equipment within school can range from specialist equipment to support children in accessing their lessons such as coloured overlays, pencil grips and different methods of recording. It may also include equipment that supports children with their attention within lessons such as chewellery, tangles or visual support cards.

Specialist equipment for subjects such as PE is used within school to support children with their gross motor skill development and adapt the curriculum for children with disabilities. At Fairfields we also have facilities such as a medical room with a full time School Nurse in order to support children with medical needs or disabilities in school through liaison with physiotherapists or school nursing teams.

How does the school support my child's wellbeing?

At Fairfields 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.
- Time with our Pastoral Support Team or SENDCo to further explore feelings, anxieties and behaviour.

- Access to small group work to promote confidence, self-esteem, emotional awareness, anger management or social interaction with our Head of Pastoral Support.
- Play time support such as a play buddy, Learning Support Assistants to promote games, activities and social interactions.
- We have also implemented the 'Zones of Regulation' as an approach across the whole school. This has allowed pupils to develop their understanding of different emotions and how these can make them feel. At each registration period (both AM and PM) children are asked to provide their 'zone' and are given the opportunity to talk through any feelings or emotions they are experiencing. These responses are tracked daily and provide an opportunity to monitor any triggers or patterns. These in turn can be addressed through personalised support – including individualised toolkits to help support emotional regulation.
- During values assemblies' pupils continue to explore different strategies to self-regulate when they are feeling different emotions.

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 and The Early Help 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.
- The Inclusion and Intervention Team – who provide schools with advice, strategies and programmes to help support children in school who may have difficulties accessing their learning.

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

Our staff have also earned a reputation for being very approachable and good listeners. Parents are positively encouraged to come into school to talk about any aspect of their child's education.

Initial contact is usually made through the child's class teacher, and in the vast majority of cases, concerns or anxieties are usually resolved at this stage. If not, then the Head of Phase, SENDCo, Senior Leadership Team and ultimately the Head Teacher will always strive to resolve any concerns.

However, in the very unlikely event this fails, and a parent wishes to make a formal complaint, the governing body has published guidelines for parents detailing the necessary stages in the formal complaints procedure – available on the schools website.

Other points of contact that may be useful are also:

- Mrs Kelly Cursley – Headteacher
- Mrs Emily Castle – Deputy Headteacher
- Mr Martin Gallop – Assistant Headteacher and SENDCo

- Miss Mel Rees – Assistant Head
- Mrs Rachel Coulson – Deputy SENDCo
- Mrs Marilyn Jones – Pastoral Lead and Pupil Support Assistant
- Mrs Mandy Bond – Pastoral Support

•**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

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

Local Authority Local Offer

Milton Keynes local authority has also devised a local offer.

This has been written in order to show the availability of provision within the local area and to support parents/carers with more information with SEND procedures.

This can be found on the following link:
Milton Keynes City Council (mksendlocaloffer.co.uk)