Fairfields Primary School

SEND Information Report 2026-27

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.

The principles of Fairfield Primary School

Leadership and Strategic Oversight of SEND

At Fairfields Primary School, we work in close partnership with our local schools, professional networks and colleagues across the Inspiring Futures Through Learning (IFTL) Multi Academy Trust to ensure a consistent, high-quality and ambitious approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). Through collaborative working, shared professional development, evidence-informed practice and effective transition arrangements, we strive to secure the best possible outcomes for all learners.

As an inclusive mainstream school, we are firmly committed to the principles outlined within the Children and Families Act 2014, the SEND Code of Practice (2015), the Equality Act 2010, and associated statutory guidance. We maintain high aspirations for every pupil and are determined that children and young people with SEND are fully included in the life of the school, able to participate meaningfully in all aspects of learning and school life, and supported to achieve their individual potential.

Our commitment to inclusion extends beyond the school community through our active engagement with the Denbigh Liaison Group, Milton Keynes City Council, and a range of local and regional partners. Through these partnerships, we contribute to a shared vision of excellence, equity and belonging, ensuring that all pupils, regardless of need or starting point, are provided with the support, provision and opportunities necessary to thrive academically, socially and emotionally.

SEND Leadership Team

The strategic and operational leadership of SEND at Fairfields Primary School is led by:

- **Martin Gallop** - Assistant Headteacher and SENCo
- **Megan Gibbs** - Deputy SENCo
- **Marilyn Jones** - Pastoral Lead and Pupil Support Assistant
- **Mady Bond** - Pastoral Care Lead

Together, the team provides leadership, oversight and coordination of the school's graduated approach to identifying, assessing and supporting pupils with additional needs, including those with Special Educational Needs and Disabilities.

Our Role and Responsibilities

The SEND Leadership Team is responsible for the strategic development, implementation and evaluation of the school's SEND provision and inclusive practice. This includes:

- Ensuring compliance with current SEND legislation, statutory guidance and best practice.
- Promoting a culture of inclusion, belonging and high expectations throughout the school.
- Monitoring the quality and impact of SEND provision through robust self-evaluation and continuous improvement processes.

- Supporting staff to develop expertise through high-quality professional development and coaching.
- Coordinating effective identification, assessment, planning and review processes through the Assess, Plan, Do, Review cycle.
- Ensuring that support is evidence-informed, outcomes-focused and responsive to individual need.
- Supporting pupils to develop independence, resilience, confidence and positive engagement with learning.
- Working collaboratively with school leaders, phase leaders, teachers, support staff, parents and external professionals to secure the best possible outcomes for pupils.

While the SEND Leadership Team provides strategic direction and specialist guidance, it is recognised that every teacher is a teacher of SEND and holds responsibility for the progress and development of pupils in their class, including those receiving additional support.

Working in Partnership with Families and External Professionals

We recognise that parents and carers are key partners in their child's education. Effective partnership working, characterised by openness, trust and meaningful collaboration, is central to our approach. We actively seek and value the views, aspirations and experiences of pupils and their families when planning and reviewing support.

Where appropriate, we work closely with a wide range of external professionals and agencies, including:

- Milton Keynes City Council SEND Services
- Educational Psychology Service
- Specialist Teaching Teams
- Speech and Language Therapy Services
- Occupational Therapy Services
- Health Professionals
- Social Care Services
- Early Help and Family Support Services
- Specialist SEND and Inclusion Services

This multidisciplinary approach helps ensure provision is coordinated, holistic and responsive to a child's individual strengths and needs.

Communication and Collaborative Practice

We believe that effective communication is fundamental to successful SEND provision. We are committed to maintaining clear, accessible and transparent communication between school, families,

pupils and external agencies. Through regular review meetings, person-centred planning approaches and collaborative decision-making, we seek to ensure that all stakeholders are fully informed and actively involved in supporting pupil progress and wellbeing.

To support understanding of SEND processes and provision, a glossary of commonly used SEND terminology and acronyms is included within this document.

Legislative Framework

This SEND Information Report and our wider SEND provision are informed by, and compliant with, the following legislation and statutory guidance:

- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 Years (2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (current edition)
- The Supporting Pupils at School with Medical Conditions Statutory Guidance
- The Teachers' Standards
- The Ofsted Education Inspection Framework

Through these frameworks, Fairfields Primary School remains committed to delivering an ambitious, inclusive and exemplary learning environment where every child is known, valued, supported and empowered to succeed.

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

At Fairfields Primary School, we are committed to providing an inclusive, ambitious and nurturing learning environment in which all pupils are supported to achieve their full potential, regardless of their starting points, needs or barriers to learning.

In accordance with the Children and Families Act 2014 and the SEND Code of Practice: 0-25 Years (2015), a child or young person is identified as having Special Educational Needs (SEND) if they have a learning difficulty or disability which requires special educational provision to be made that is additional to, or different from, that which is ordinarily available to children and young people of the same age.

A pupil may have SEND if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream settings.

At Fairfields, we recognise that every child is unique and that SEND presents across a broad continuum of need. We adopt a strengths-based, person-centred approach that seeks to identify barriers to learning early and implement timely, evidence-informed support to promote progress, independence, participation and wellbeing.

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction

This includes pupils who experience difficulties with speech, language and communication, as well as those with Autism Spectrum Condition (ASC) and related communication differences. Support may focus on developing communication skills, social understanding, interaction and access to the curriculum.

Cognition and Learning

This includes pupils who learn at a slower pace than their peers, even when appropriate differentiation is in place. Needs may include Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and developmental coordination difficulties.

Social, Emotional and Mental Health (SEMH)

Some pupils may experience difficulties that affect their emotional wellbeing, social development, self-regulation or mental health. Support may be required to develop resilience, emotional literacy, self-esteem, positive relationships and engagement with learning.

Sensory and/or Physical Needs

This includes pupils with visual impairments, hearing impairments, multisensory impairments, physical disabilities or medical needs that require adaptations, specialist equipment or additional support to enable full participation in school life.

Understanding the Whole Child

These broad areas of need are intended to support identification and planning; however, many children experience needs that span more than one area. We recognise that pupils may also face additional challenges or vulnerabilities, including attendance concerns, medical conditions, safeguarding needs, social disadvantage, English as an Additional Language (EAL) or experiences that impact upon learning and development.

Our assessment and planning processes focus on understanding the whole child, considering their strengths, aspirations, interests and individual circumstances alongside any identified special educational needs.

Our Inclusive Approach -

Fairfields Primary School is a fully inclusive mainstream school where diversity is valued and celebrated. Through a robust graduated approach of Assess, Plan, Do, Review, we work collaboratively with pupils, families, staff and external professionals to ensure support is proportionate, responsive and outcomes-focused.

We strive to:

- Enable all pupils to access a broad, balanced and ambitious curriculum.
- Remove barriers to learning and participation.
- Promote independence, resilience and self-advocacy.
- Ensure pupils with SEND are fully included in all aspects of school life.
- Deliver evidence-informed provision that is tailored to individual need.

- Maintain high expectations and aspirations for every learner.
- Secure the best possible educational, social and emotional outcomes for all pupils.

Through our culture of inclusion, belonging and excellence, we are committed to ensuring that every child is known, understood, valued and supported to thrive within our school community.

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

At Fairfields Primary School, we are committed to the early identification of SEND and to providing timely, effective support that enables every pupil to thrive. In line with the SEND Code of Practice (2015), we use a graduated approach of Assess, Plan, Do, Review (APDR) to identify needs, monitor progress and evaluate the impact of provision.

Class teachers are responsible for the progress and development of all pupils in their class and work closely with the SENDCo to identify any emerging barriers to learning. Concerns may arise through:

- Ongoing classroom assessment and observation.
- Attainment and progress data.
- Parent, pupil or staff concerns.
- Attendance, engagement or wellbeing indicators.
- Information from previous settings or external professionals.

Parents and carers are informed at the earliest opportunity if concerns arise and are involved throughout the assessment, planning and review process. We value their knowledge of their child and work in partnership to ensure support is personalised and effective.

<u>Assessing Need</u>

All pupils are regularly assessed through the school's assessment systems. Progress in reading, writing and mathematics is monitored alongside wider indicators such as wellbeing, independence, engagement and personal development.

Where additional information is required, staff may use a range of assessment tools, including:

- SNAP (Special Needs Assessment Profile)
- FACT (Framework for Assessment and Consultation Tool)
- Boxall Profile
- Diagnostic literacy and numeracy assessments
- Speech, language and communication screening tools

These assessments help us develop a holistic understanding of a pupil's strengths and areas of need.

<u>Monitoring and Reviewing Support</u>

The impact of interventions and additional support is carefully monitored to ensure pupils are making progress towards agreed outcomes. Where necessary, provision is adapted or further support sought to ensure the most effective approach is in place.

When appropriate, and with parental involvement, we may seek advice from external professionals, including:

- Educational Psychologists
- Specialist Teachers
- Speech and Language Therapists
- Occupational Therapists
- SEND and Inclusion Services

Decisions about SEND support are based on a range of evidence gathered over time, enabling us to build a detailed understanding of each pupil's strengths, needs and aspirations.

As a fully inclusive school, we recognise that every child learns differently. We celebrate individual progress, value pupil voice and strive to ensure that all learners receive the support they need to achieve success, develop independence and participate fully in school life.

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

At Fairfields Primary School, we work in partnership with parents and carers to ensure they are fully informed about their child's progress, provision and wellbeing.
The class teacher is responsible for the progress and development of all pupils in their class, with teaching and learning monitored by senior leaders across the school.
Where additional support is required, this may include:

- Classroom adaptations and reasonable adjustments.
- Targeted interventions delivered by teachers or trained support staff.
- Specialist provision tailored to identified needs.

All SEND provision is overseen by the SENDCo, recorded through the school's provision mapping systems and reviewed regularly to evaluate its impact. Pupils receiving SEND Support will have a Pupil Support Plan (PSP) outlining their strengths, needs, outcomes and support arrangements.
Where specialist advice is required, the school may consult external professionals, such as:

- Educational Psychologists
- Specialist Teachers
- Speech and Language Therapists
- Occupational Therapists
- SEND and Inclusion Services

Parental consent is always sought before referrals are made, and the SENDCo coordinates all external agency involvement.

For pupils with an Education, Health and Care Plan (EHCP), parents and carers are invited to annual reviews, transition meetings and planning discussions to ensure provision remains effective and outcomes remain ambitious.

The Governing Body monitors the effectiveness of SEND provision, safeguarding arrangements, equality duties and accessibility planning, ensuring Fairfields remains an inclusive school where all pupils are supported to participate, achieve and thrive.

What will the review process look like?

At Fairfields Primary School, support for pupils with SEND is reviewed regularly to ensure provision remains effective, responsive and focused on achieving positive outcomes.

Pupils receiving SEND Support will have a Pupil Support Plan (PSP) which identifies personalised outcomes linked to their individual strengths and needs. These outcomes are reviewed throughout the academic year using a range of evidence, including classroom observations, work samples, assessment information and intervention records.

Teachers evaluate progress towards agreed outcomes and, where appropriate, gather pupil voice to ensure children have meaningful opportunities to reflect on their learning, experiences and aspirations. PSPs are shared and reviewed with parents and carers as part of our commitment to collaborative working.

For pupils with an Education, Health and Care Plan (EHCP), Annual Review meetings are held in partnership with parents, school staff, external professionals and, where appropriate, the child. These meetings review progress, consider current provision and agree next steps to support continued success.

All interventions are planned collaboratively by the class teacher, SENDCo, Deputy SENDCo and relevant leaders. Provision is recorded through the school's provision mapping systems and monitored to ensure it is evidence-informed, targeted and impactful.

The effectiveness of interventions is evaluated through regular provision reviews and pupil progress meetings. This analysis informs future planning and supports the ongoing refinement of provision to ensure pupils receive the right support, at the right time, to achieve the best possible outcomes. Through this cyclical process of Assess, Plan, Do, Review, we ensure that SEND provision remains ambitious, responsive and centred around the needs of each individual learner.

How will my child be prepared and supported during transition?

At Fairfields Primary School, we recognise that successful transitions are essential to ensuring pupils feel safe, confident and ready to learn. We work closely with families, previous settings and receiving schools to ensure that transitions are carefully planned and tailored to individual needs.

When a pupil with SEND joins Fairfields, information from their previous school or early years setting is gathered and shared with relevant staff to support a smooth transition. Where appropriate,

additional discussions, visits or observations may take place to develop a clear understanding of the child's strengths, needs and successful support strategies.

To help pupils become familiar with their new environment, we may offer enhanced transition arrangements, including additional visits, personalised transition activities and opportunities to meet key staff. These arrangements are planned according to individual needs and levels of support required.

Throughout their time at Fairfields, careful transition planning takes place between year groups, key stages and classes. Staff work collaboratively to ensure that information about a pupil's needs, progress, provision and successful strategies is effectively shared. This enables continuity of support and helps ensure that each pupil is well prepared for their next stage of learning.

For pupils moving to a new school or educational setting, we liaise closely with receiving staff and professionals to ensure relevant information is shared and appropriate support arrangements are in place.

For pupils with an Education, Health and Care Plan (EHCP), transition planning forms an important part of the Annual Review process. Parents, carers, school staff, external professionals and, where appropriate, the pupil are involved in discussions to ensure future placements, provision and outcomes are planned effectively and in line with the pupil's aspirations.

Through a proactive, person-centred approach, we aim to ensure all pupils experience positive, well-supported transitions that promote confidence, inclusion and future success.

How will my child be taught within the school?

At Fairfields Primary School, we believe that high-quality, adaptive teaching is the foundation of effective SEND provision. As outlined in the SEND Code of Practice, high-quality teaching for all pupils is our first response to emerging needs and is central to ensuring every child can achieve and thrive.

All pupils are entitled to access a broad, balanced and ambitious curriculum that is appropriately adapted to meet their individual strengths, needs and developmental stage. Teachers use a range of evidence-informed strategies, including visual, verbal and practical approaches, to ensure learning is accessible, engaging and inclusive.

Learning is carefully planned to identify and remove barriers to participation, enabling pupils to develop knowledge, skills, confidence and independence alongside their peers. Through adaptive teaching and inclusive classroom practice, we aim to meet the needs of most pupils without the need for additional intervention.

Where a pupil requires SEND Support, additional provision may be implemented to address identified needs. This may include:

Targeted interventions and support programmes.
Specialist resources and assistive technology.

Environmental adaptations and reasonable adjustments.
Additional assessment and monitoring.
Advice and involvement from external professionals.

All additional provision is carefully planned, monitored and reviewed to ensure it is effective, evidence-informed and focused on agreed outcomes.

For some pupils, including those with an Education, Health and Care Plan (EHCP) or higher levels of need, more personalised provision may be required. Provision is tailored to individual needs and may include specialist programmes, targeted adult support and bespoke strategies to promote access, participation and progress.

At Fairfields, we are committed to developing independence and self-advocacy. Adult support is deployed thoughtfully to enable pupils to build confidence, resilience and independence while accessing the curriculum and wider opportunities of school life.

Through our inclusive culture and high expectations for all, we strive to ensure every pupil feels valued, supported and able to achieve their full potential.

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 Primary School, we are committed to developing and maintaining a highly skilled workforce that can meet the diverse needs of all learners. Staff training and professional development are regularly reviewed by the Senior Leadership Team to ensure our practice remains evidence-informed, inclusive and responsive to emerging needs.

We believe that the needs of most pupils with SEND are best met through high-quality, adaptive teaching. Therefore, all staff receive ongoing professional development to strengthen their understanding of SEND, inclusive classroom practice and effective strategies for removing barriers to learning.

The SENDCo and Deputy SENDCo work closely with teaching and support staff to ensure they are well informed about pupils' needs and equipped to deliver appropriate support and interventions. This collaborative approach helps ensure consistent, high-quality provision across the school.

Training opportunities may include:

- Whole-school SEND professional development.
- Specialist training linked to identified pupil needs.
- Coaching and support from the SEND team.
- Guidance from external specialists and services.
- Local Authority and Multi-Academy Trust professional development programmes.

Where specific needs arise, bespoke training can be arranged to ensure staff have the knowledge and confidence required to support individual pupils effectively.

The SENDCo and Deputy SENDCo also engage in regular networking, training and collaboration through IFTL Trust networks, Local Authority SEND forums and professional SEND partnerships. This helps ensure that school practice remains current, evidence-informed and aligned with national guidance and best practice.

Through continuous professional development and collaborative working, we strive to ensure that all staff have the expertise needed to deliver high-quality inclusive education and achieve the best possible outcomes for every pupil.

How can specialist expertise be accessed?

At Fairfields Primary School, we work closely with a range of specialist services and external professionals to ensure that pupils with SEND receive timely, appropriate and evidence-informed support. This collaborative, multi-agency approach helps us to develop a detailed understanding of a pupil's strengths and needs and to plan effective provision and interventions.

Where additional specialist advice is required, referrals and consultations are discussed with parents and carers, and appropriate consent is obtained before involvement is sought.

Specialist expertise may be accessed from:

- Specialist Teachers and Inclusion Professionals across the IFTL Trust.
- Educational Psychologists.
- Speech and Language Therapists.
- Milton Keynes SEND and Inclusion Services.
- Child and Adolescent Mental Health Services (CAMHS).
- Children's Social Care and Early Help Services.
- Occupational Therapists.
- Physiotherapists.
- School Nursing Services.
- Health Visitors.
- Community Paediatricians.
- Other health, education and social care professionals, where appropriate.

The SENDCo coordinates referrals, consultations and multi-agency working to ensure support is joined up, person-centred and responsive to individual need.

Recommendations provided by external professionals are used to inform classroom practice, targeted interventions, reasonable adjustments and wider provision planning. This ensures that support remains outcome-focused and enables pupils to access learning, develop independence and achieve their full potential.

Through strong partnerships with families, specialist services and external agencies, we are committed to securing the best possible educational, social and emotional outcomes for all pupils with SEND.

How do we evaluate the effectiveness of our SEND provision?

At Fairfields Primary School, we are committed to the continuous evaluation and improvement of our SEND provision to ensure that support is effective, evidence-informed and focused on achieving the best possible outcomes for pupils.

Provision is monitored through a robust cycle of Assess, Plan, Do, Review (APDR), with pupil progress, wellbeing and engagement reviewed regularly. SEND provision is recorded and evaluated through our provision mapping systems to ensure that support remains responsive to individual needs and delivers measurable impact.

Pupil progress is reviewed at regular intervals through structured pupil progress meetings involving class teachers, the SENDCo and senior leaders. These discussions consider:

- Academic progress and attainment.
- Personal development, wellbeing and inclusion.
- Progress towards identified outcomes.
- The effectiveness of interventions and additional support.
- Any emerging barriers to learning.

Where provision is not securing the intended outcomes, support is adapted to ensure pupils receive the most appropriate interventions, strategies or reasonable adjustments.

Additional provision and resources are allocated based on a range of information, including assessment data, teacher observations, pupil and parent views, previous educational records and advice from external professionals.

For pupils with an Education, Health and Care Plan (EHCP), provision is reviewed through ongoing monitoring and Annual Review meetings to ensure support remains appropriate, outcomes remain ambitious and statutory requirements are fulfilled.

The SENDCo works closely with staff to analyse the impact of interventions, deployment of resources and wider SEND provision. This evaluation informs future planning, school improvement priorities and professional development.

Where a pupil requires more specialist support, advice may be sought from external professionals to inform provision, environmental adaptations or reasonable adjustments in accordance with the Children and Families Act 2014 and Equality Act 2010.

Through rigorous self-evaluation, collaborative working and high expectations for all learners, we strive to ensure that our SEND provision remains inclusive, effective and responsive, enabling every pupil to achieve, participate and thrive within our school community.

How does the school ensure an inclusive environment for all?

At Fairfields Primary School, we are committed to ensuring that all pupils are fully included in the life of the school and can participate meaningfully in learning, enrichment opportunities and wider school experiences. Our inclusive practice is underpinned by the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice (2015).

All pupils have access to high-quality, adaptive teaching and a broad, balanced and ambitious curriculum. Learning experiences are planned to remove barriers to participation and enable children with SEND to learn alongside their peers wherever possible.

We are committed to ensuring that pupils with SEND can access educational visits, clubs, enrichment activities and school events. Where required, individual risk assessments are undertaken, and reasonable adjustments are made to promote full and safe participation. These arrangements are developed in partnership with parents, carers and relevant professionals.
Where a higher level of support is required to ensure a pupil's safety or access to an activity, this will be carefully considered and discussed with families. Our aim is always to maximise participation and inclusion while ensuring appropriate safeguards are in place.

Accessibility, Resources and Specialist Equipment
We continually review and develop our learning environment, resources and provision to meet the diverse needs of our pupils.
Depending on individual need, support may include:

- Specialist learning resources and assistive equipment.
- Alternative methods of recording and accessing learning.
- Sensory and self-regulation tools.
- Visual supports and communication aids.
- Adapted curriculum resources and learning environments.
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Where appropriate, pupils may also access specialist equipment or adaptations to support physical development, mobility, participation and independence across the curriculum, including physical education and enrichment activities.

We work closely with health professionals, therapists and external agencies to ensure that pupils with medical, physical or sensory needs can access school life safely and successfully. Through collaborative planning and reasonable adjustments, we strive to create an environment where every pupil feels valued, included and empowered to achieve their full potential.

At Fairfields, inclusion is viewed as a shared responsibility and a core value. We are committed to fostering a culture of belonging where all children are respected, supported and able to participate fully in every aspect of school life.

How does the school support my child's wellbeing?

At Fairfields Primary School, we recognise that positive wellbeing is fundamental to successful learning, inclusion and personal development. We are committed to creating a nurturing, supportive environment where every child feels safe, valued, respected and able to thrive.

Pastoral care is a key strength of our school. All staff play an active role in promoting pupils' emotional wellbeing, resilience and sense of belonging. Children are encouraged to share concerns with trusted adults, and support is available whenever needed.
Additional wellbeing support may include:

- Opportunities to talk through worries or concerns with school staff.
- Individual support from the Pastoral Team, SENDCo or other key adults.
- Targeted small-group interventions to develop emotional literacy, confidence, self-esteem, friendship skills and self-regulation.
- Structured support during social times to promote positive relationships, inclusion and play.
- Enhanced pastoral support for pupils experiencing emotional, social or mental health difficulties.

As part of our whole-school approach to wellbeing, we use The Zones of Regulation framework to help pupils identify, understand and manage their emotions. Children are supported to recognise their feelings, develop self-regulation strategies and communicate when they may need additional help. This proactive approach enables staff to identify patterns, respond early to emerging needs and provide personalised support when required.

Wellbeing, emotional development and positive mental health are further promoted through assemblies, classroom learning, personal development opportunities and the school's values

curriculum. Pupils are taught practical strategies to develop resilience, regulate emotions, build positive relationships and become confident, independent learners.

Where additional support is required, we work closely with families and, where appropriate, external professionals to ensure pupils receive the right support at the right time.

Through our inclusive culture and strong pastoral provision, we aim to ensure that every child feels supported, connected and empowered to achieve their full potential both academically and personally.

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

At Fairfields Primary School, we are committed to ensuring that children who are Looked After (CLA), Previously Looked After (PLAC), and those with SEND receive coordinated, personalised support that promotes achievement, wellbeing and positive life outcomes.

We work closely with a range of professionals and services to ensure that support is holistic, timely and centred around the needs of the child.
This support may include:

- The Designated Teacher for Looked After and Previously Looked After Children, who monitors progress, promotes educational achievement and acts as a key point of contact between home, school and external agencies.
- Children's Social Care Services, who work alongside families and the school to support the child's welfare, stability and educational progress.
- The Virtual School, which provides guidance, training, challenge and support to improve outcomes for children who are looked after and previously looked after.
- Pupil Premium Plus (PP+) Funding, which may be used to provide additional targeted support, interventions, resources or enrichment opportunities to address identified barriers to learning.
- Milton Keynes SEND and Inclusion Services, which provide specialist advice, assessment and strategies to support pupils with SEND.
- Health, education and therapeutic professionals, where appropriate, to ensure a coordinated multi-agency approach.

For pupils who are both Looked After and have SEND, support is carefully planned and reviewed through partnership working between the child, carers, parents (where appropriate), school staff and external professionals. This may include consideration of Personal Education Plans (PEPs), Pupil Support Plans (PSPs) and Education, Health and Care Plans (EHCPs), where applicable.

Through high aspirations, effective collaboration and a strong commitment to inclusion, we strive to ensure that every child is supported to achieve their full academic, social and emotional potential.

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

At Fairfields Primary School, we place great value on positive relationships with parents and carers and recognise that effective communication is fundamental to securing the best outcomes for

children. We encourage families to contact the school whenever they have questions, concerns or would like to discuss any aspect of their child's educational experience.

In the first instance, parents and carers are encouraged to speak with their child's class teacher, who will often be able to resolve concerns quickly and effectively. Where further support is required, concerns may be escalated to relevant members of staff, including pastoral leaders, the SEND team or senior leaders, who will work collaboratively with families to reach a positive resolution.

Key contacts within school include:

Mrs Kelly Cursley - Headteacher
Mrs Emily Castle - Deputy Headteacher
Mr Martin Gallop - Assistant Headteacher and SENDCo
Miss Megan Gibbs - Deputy SENDCo
Mrs Marilyn Jones - Pastoral Lead and Pupil Support Assistant
Mrs Mandy Bond - Pastoral Support

We are committed to listening to families, responding promptly to concerns and working in partnership to support every child effectively.

Complaints Procedure

Whilst the vast majority of concerns are resolved through informal discussion and collaborative problem-solving, parents and carers have the right to make a formal complaint if they remain dissatisfied.

The school's Complaints Policy and Procedure is available on the school website and outlines the stages of the formal complaints process. The Governing Body has responsibility for ensuring that complaints are handled fairly, transparently and in accordance with statutory guidance.

Independent Advice and Support

Parents and carers may also wish to seek advice, information or support from external agencies. Useful contacts include:

- Milton Keynes SEND Service
- SEND Information, Advice and Support Service (SENDIASS)
- Educational Psychology Service
- Children's Social Care and Family Support Services
- Speech and Language Therapy Services
- Child and Adolescent Mental Health Services (CAMHS)

Further information about services available for children and young people with SEND and their families can be found within the Milton Keynes Local Offer, which provides comprehensive information about education, health, social care and community support services.

Through open communication, collaborative working and a shared commitment to inclusion, we aim to ensure that all families feel informed, supported and empowered throughout their child's educational journey.

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)