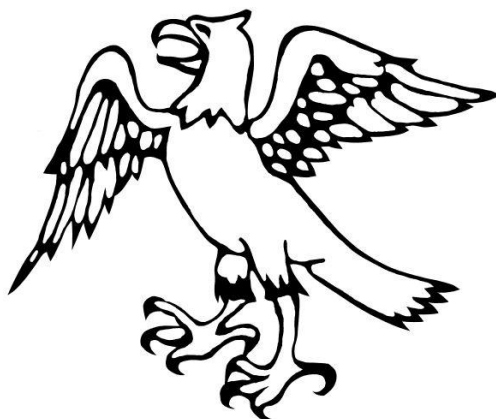


SEND information report (2024-25)

Fairfields Primary School and Nursery



SENCo

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1. The kinds of SEN that are currently provided for at Fairfield's Primary School and Nursery

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia

Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy and physical disabilities

Moderate and multiple learning difficulties

2. Identifying pupils with SEN and assessing their needs

We assess each pupil's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is identified as having Special Educational Needs and placed on the SEND register.

When deciding whether special educational provision is required, we will start with the desired outcomes; including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it through HQT (High Quality Teaching) by adapting our core offer, or whether something different or additional is needed.

The child's individual needs are discussed; drawing on the teacher's assessments and experience of the child, their previous progress and attainment, their development in comparison to their peers, including the views and experiences of parents and the pupils'. The SENCo advises on strategies and assessments (as appropriate) to support inclusion of pupils with SEND in the classroom. This ensures that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented. Children are consulted through the process (as appropriate for their age).

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil (where appropriate) and their parents when identifying whether the child needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We recognise that the parents and carers are usually the experts of their child

- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

We gain parental consent when it is agreed that a pupil will receive SEN support.

There are formal occasions such as parents' evenings and child centered APDR planning and review meetings where parents are involved in discussions about their child's education. Parents and carers are invited to speak with the SENCo to discuss their child's support, progress and parental support at home, twice a year. In addition to these, we have an 'open door' policy; parents are able to speak to a teacher at an appropriate time to pass on a message/ piece of information and a meeting will be planned where a longer discussion may be needed. Parents are also able to telephone to arrange for a teacher to call them back or email via the SENCo if there is a particular issue they wish to discuss. Parents are represented on the school governing body and there is also a very active PTFA in school. Parents of children with SEN are regularly involved in discussions with their child's class teacher and the school SENCo.

4. Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review (APDR)**.

The class teacher will work with the SENCo to carry out a clear assessment of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment or behaviour

- The individual's development in comparison to their peers and national data

- The views and experience of parents

- The pupil's own views

- Advice from external support services, if relevant

Assessments are completed termly.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided, reasonable adjustments and teaching strategies that are in place. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and schools

On entering Reception and Nursery classes in our school, we have transition support in place.

If needed, whenever a child moves into their next class, a new transitional book is made with them to support the change of adults and environment.

We share information with the school, college or other setting to which a pupil is moving.

6. Our approach to teaching pupils with SEN

At our school, every child is treated as an individual, therefore their support plans are individualised. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. Teaching is differentiated for individual pupils. Different teaching resources may be used and if progress continues to be less than expected, it may be necessary for the teacher to liaise with the SENCo to organise additional support or targeted interventions. This support could be extra group or individual support led by a trained adult. Interventions can range from a short daily session, to longer weekly sessions depending on the needs of each child.

Although it is the teacher's responsibility to provide for children with SEN in his/her class and to follow the school's procedures for identifying, assessing and making provision to meet those needs, at Fairfield's Primary School and Nursery the SENCo oversees and closely monitors all the SEND interventions.

Where the interventions involve teaching away from the main class, the teacher meets regularly with support staff and SENCo to assess the impact of the interventions, identifying how they can be linked back to their classroom teaching.

The SENCo provides advice, monitoring and links with outside agencies. There is a school governor for SEN who oversees the school's work with SEN and ensures the quality of provision is regularly monitored.

7. How will I know how my child is doing?

Parent Consultations are held twice a year. In addition, parents and carers of children on the SEND register are invited to meet with the SENCo at least twice a year at meetings to discuss their child's support, progress and parental support at home. At Fairfield's, we have an open-door policy and we encourage parents to make contact with members of staff.

Should more regular contact be required, suitable arrangements will be made.

Parents/Carers are invited to call or email to arrange additional meetings as needed.

8. What support will there be for my child's overall well-being?

The school has a consistent behaviour policy and an accessibility policy, which are shared and implemented by all staff. The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions'; all medication is kept in a secure place and is only administered by designated people. Staff are trained to support medical needs, including regular epi-pen and asthma training and we have trained paediatric first aiders on site. We

regularly monitor attendance and take the necessary actions to prevent prolonged, unauthorised absence for any pupil due to health or pastoral needs. We have Year 5/6 Buddies and Play Leaders who help younger pupils develop their friendships and promote responsibility in older children. At Fairfield's we run a nurture group/ lunchtime club for identified pupils.

9. What specialist services and expertise are available at or accessed by the school?

Staff training is important at Fairfield's Primary School and Nursery; teaching staff, the SENCo and the learning support assistants have undergone training in different areas of SEN; to develop specialisms ensuring that there is a wide range of skills and expertise in all areas of SEN. Specialisms include; Specific Learning Difficulties (SpLD) in literacy and numeracy, gross and fine motor skills difficulties, Speech and Language, nurture support programmes, behaviour support and Autism. We work with a range of external professionals and agencies, such as Educational Psychologists, Speech therapists, SpLD consultants and teacher advisory services, school nurses, health visitors, speech & language therapists, occupational therapists, paediatric physiotherapists and paediatricians.

10. What training have the staff, supporting children with SEND, had or are having?

All staff are trained in first aid (some in paediatric first aid) and safeguarding. Other staff have been trained in Speech and Language support (Elklan), Autism, Lego therapy, behaviour strategies, Maths/English and reading interventions, memory skills, Makaton signing and gross and fine motor skills support. All staff have an up to date working knowledge of SEND issues and current legislation.

11. How will my child be included in activities outside the classroom including school trips?

For all school trips a risk assessment is undertaken by the class teachers and signed off by the Head teacher or Deputy Head teacher to ensure that each child is kept safe from harm. All children with SEND are included on all school trips and when appropriate additional staff will be deployed. Parents are consulted to ensure full participation and active engagement of all children. Where the outings are run by outside agencies they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.

12. How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The building is fully wheelchair accessible and has disabled changing and toilet facilities. Specialised equipment is provided where appropriate for children with SEN needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment. The school has an accessibility policy. Click [HERE](#) to view.

13. Who can I contact for further information?

The school's SENCo can be contacted by telephone or email and is available to meet with parents should they have any concerns about their child. Parents should first speak to their child's teacher with any initial queries.

If you wish to make a complaint, the school has a complaints procedure which is available from the school office.

14. The local authority local offer

Our local authority's local offer is published here:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

15. Monitoring arrangements

This information report will be reviewed by Mrs Adewole, yearly, in the Autumn Term. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.