



Fairfields Primary School SEND Information Report

We would like to share our SEND (special educational needs or disabilities) Information Report which has been created under section 69 of the Children and Families Act 2014. From September 2014 all schools are required to publish a SEND Information Report on their school website. The report sets out in detail information about implementation of the governing body's offer for pupils with SEND and includes arrangements for identifying, assessing and making provision for pupils/students with SEND.

We hope that you find the SEND report informative and useful and you can find more details about SEND in our school, by referring to our SEND policy at <http://fairfields.hants.sch.uk/cms-assets/documents/79356-945981.senpolicy.pdf>

Information regarding Hampshire's Local Offer can be found at www.hampshirelocaloffer.info/

Glossary of terms used in the report

EHCP	Education, Health and Care Plan
ELSA	Emotional Literacy Support Assistant
IEP	Individual Education plan
LSA	Learning Support Assistant
PSHE	Personal, social and health education
SENCo	Special Educational Needs Co-ordinator (part of the Inclusion Manager role in this school)
SEND	Special Educational Needs or Disabilities

Fairfields primary School is a mainstream school in the heart of Basingstoke. Pupils with special educational needs or disabilities (SEND) share the same entitlement to the greatest possible access to a broad and balanced curriculum, which embraces the National Curriculum, as all other pupils in the school. This entitlement is an integral part of the school's Equal Opportunities Policy. All children must be given access to educational experiences of the highest quality and have the opportunity to develop into confident and independent learners. The achievements of children with SEND are celebrated in the same way as those who find success easier to attain. We aim to ensure that children with SEND are perceived positively by all members of the school community and that SEND inclusion procedures are positively valued and upheld by all staff.

The aims of the School

To promote high standards of pupil attainment

To provide high quality teaching

To ensure that all pupils strive to achieve their full potential

To provide appropriate support for all pupils with Special Educational Needs or disabilities

To provide a safe and secure working environment which is welcoming and offers inspiration

To build good relationships between the school and the community

To create an environment where parents and families feel that they can play a valuable part in their child's education

To encourage pupils to be open, honest, caring and thoughtful

To encourage all members of the school community to respect the rights and feelings of others

To broaden the experiences of all pupils in the realms of:

- language and literacy
- mathematics
- knowledge and understanding of the world
- other cultures

To give every child the opportunity to develop their physical and creative talents

To offer opportunities for moral and spiritual development

To recognise that education is constantly changing and that this school is prepared to promote change for the better

Questions that Parents/Carers often ask...

Question	Answer
<p>How does Fairfield's Primary School know if children need extra help?</p> <p>What should I do if I think my child may have a special educational need or disability?</p>	<p>Teachers, support staff and the Inclusion Manager work together to collect a range of evidence through the assessment, monitoring and tracking process. Teachers have termly meetings with members of the leadership team to ensure that all children are making at least expected progress. Children who would benefit from extra help are identified through these processes and the necessary support is then put in place. More specific needs may be identified through the use of standardised tests such as DEST or DST (dyslexia screening), Salford (reading accuracy), NARA (reading comprehension) and Vernon (spelling). Outside agencies e.g. healthcare professionals also have a role to play in identifying children who may require additional support.</p> <p>Parents/carers are often best placed to recognise when their children may need some extra support or are struggling in some way and are welcome to speak to their child's teacher or the Inclusion Manager if they have any concerns.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>There are termly opportunities to speak to your child's teacher at parents' evenings or open evenings. Children in Years 1-6 will normally have a detailed report in the spring term and an update of their attainment in the summer term. Children in Foundation Stage will receive their reports in the summer term and parents/carers will be offered an additional opportunity to discuss this with the class teacher.</p> <p>Children with SEND will usually have an Individual Education Plan (IEP) which is updated termly and regularly reviewed in school during intervention assessment weeks. Children who have a Statement of Educational Needs or an Education, Health and Care Plan (EHCP) will have these reviewed annually and parents/carers will be invited to contribute to the review.</p> <p>Parents will receive a termly newsletter/timetable from the class teachers, outlining what the children will be learning each term and many class teachers also invite parents to a termly curriculum meeting. These letters also contain some advice on how to help your child. All children have a homework book or diary, where parents are able to see comments from the teacher and add their own.</p> <p>Most importantly, we have an "open door" policy and encourage parents to speak to the class teacher at the end of the school day if they have minor concerns or to make an appointment to speak to any appropriate person in the school if they need a longer or more confidential discussion.</p>
<p>How does the school know how much progress my child is making?</p>	<p>Each child's progress is regularly tracked throughout the year to ensure that any child, who is not making sufficient progress, can be identified quickly. Often this can be easily rectified through differentiated activities in class, but sometimes, your child may be given a specific intervention such as Paired Reading or Cued Spelling. Children on interventions have their progress measured through standardised tests every 6 weeks and the expectation is that they will make rapid progress (12 weeks progress in 6 weeks). If they do not do so, then a different intervention may be used.</p>
<p>How will the school staff support my child?</p>	<p>Quality first teaching is key to ensuring that your child will make progress and be successful in our school. Staff have been trained in carrying out all the different interventions used in school. We believe that all children need to feel included in the class and, therefore, children with SEND are removed from the class as little as possible and have the same opportunities as other children to work with the class teacher and learning support staff throughout the week. No matter what their ability level, all children will be encouraged to be independent learners and teachers will provide</p>

	them with activities that they are able to complete successfully on their own.
How will the curriculum be matched to my child's needs?	We plan a personalised learning programme where necessary, which is linked to IEP targets and interventions. All teachers plan to include every child in their lessons and instruction/work is provided at the appropriate level for children to access learning and make good progress. Teachers make use of children's talents and interests to motivate them and support their learning.
How does the school adapt the curriculum and learning environment for pupils with SEND?	Each classroom has displays that support learning and the use of practical resources is encouraged. All classes use "Response Partners" to allow all children to have the opportunity to discuss their ideas/answers before sharing them with the class. We provide the opportunity for children with SEND to pre-learn topic vocabulary that may be unfamiliar to them and a variety of seating options may be employed – e.g. close to the teacher, own work station as appropriate. As each child is unique, so the adaptations to the environment and curriculum will be tailored to suit each child's individual needs.
How is the decision made about the type and frequency of support provided made?	We regularly monitor each child's needs to determine whether the level of support needs to change. Time is allocated for 1:1 support and intervention work for children with SEND. Every class has a learning Support Assistant each morning, who works under the direction of the class teacher and is supported by the Inclusion Manager. Where a child has a Statement of SEN or an EHCP, additional support will be provided. The type and frequency of support provided will largely depend on the child's academic ability level, rate of progress and ability to access the curriculum independently. In some cases, for example where a child has a speech sound problem, but no additional needs, support will be given for as long as the child has a programme from a speech and language therapist.
How will my child be included in activities outside the school classroom, including school trips?	We make every effort to enable every child to take part in all activities. If we cannot provide the support required from within the school team, we may request that the child's parent accompanies them on the trip (they are always welcome to join us in either case). Risk assessments are always carried out before a trip takes place and any strategies needed to ensure that all children can be included are identified on this. In addition, all parents are required to complete a medical questionnaire so that staff are aware of any specific needs. We will always help to prepare your child for any changes to the school day that may cause them anxiety.
What support will there be for my child's well-being?	We are a rights-respecting school with a positive ethos; we encourage everyone to treat each other with respect and the United Nations Convention on the Rights of the Child is at the heart of our philosophy. This ethos is developed through the Personal, Social and Health Education (PSHE) curriculum and supported in class and in collective worship. Children have the ability to approach any member of staff if they want to discuss any concerns and can do so by leaving a note in "The Red Box". If children have specific issues with friendship, social skills, confidence etc, they may take part in a socially speaking group with other children with similar difficulties; these programmes are led by a learning support assistant. We have two trained Emotional Literacy Support Assistants (ELSAs) who have the skills to help children who are going through more complex emotional difficulties and require individual support. Our home/school link worker is available to provide parenting support or to discuss children's issues with parents and she will pass the concerns on to the relevant people.
What specialist services are available or accessed by Fairfields Primary School?	We have Learning Support Assistants with specific training in delivering support in areas including speech and language, occupational therapy and emotional literacy. Where we need further specialist support, we will engage with other agencies; these include: <ul style="list-style-type: none"> • the Hampshire Ethnic Minority and Traveller Achievement Service (HEMTAS) • the school nursing service • occupational therapy • speech and language therapy • the educational psychology service

	<ul style="list-style-type: none"> • doctors • advisory teachers for a range of needs such as hearing impairment or physical disabilities • Children's Services • Outreach from specialist provision such as Maple Ridge School • Child and adolescent mental health service (CAMHS) • Primary Behaviour Service
What training have the staff supporting SEND had or what training are they having?	Our Inclusion manager (Sarah White) is a qualified teacher, who is working towards the Masters Level National SENCo Accreditation. She has also had training in supporting children with a range of needs including dyslexia. All staff have received training in delivering the key interventions used in school and some support staff have had special training in working with children with a variety of needs including dyslexia and speech and language difficulties. Where specialist staff from an outside agency are working with specific children, we ensure that a relevant member of our staff team attends all meetings, consultations etc and works closely with the specialist to ensure that good quality provision is available to support the child's needs. On the rare occasion, where a child has a need that we have not previously encountered, we would ensure that the key members of staff working with the child had relevant training as soon as possible.
How accessible is the school both indoors and outdoors?	Fairfields is a two storey Victorian building in a conservation area, which does mean that we have some restrictions. In addition, our school field is only accessible by crossing a road. We do not have a car park and parking close to the school is on the road and limited to 3 hours. At busy times such as the start and end of the school day, this can be very problematic. We have ramp access to the school from the middle playground and a disabled toilet on the ground floor. There are also ambulant disabled toilets in for both boys and girls. The upper storey of the school would be very difficult to access for a wheelchair user; however, we have made provision for children on crutches etc to do so. In classrooms, we have made provision for children with a wide variety of needs through the uses of adapted tables, writing slopes, laptops etc.
How are parents involved in the school? How can I get involved?	Parents, who have undergone Disclosure and Barring Service check (DBS) are very welcome to volunteer to help in school or on school trips. There is also an active Parent/Teacher Association and Governing Body which are always looking for willing volunteers. We ask parents to support their children's learning by helping with homework, for example and see your child's learning journey very much as a partnership. You are always welcome to make an appointment to see the members of staff involved with your child to find out about their progress and discuss their successes or difficulties.
How will my child be involved in their education?	Children are encouraged to be active participants in their learning. As far as possible, we operate a 'no hands up' system so that all children have to be ready with an answer and they are often given opportunities to discuss these first with their "Response Partner". Children are aware of their 'next steps' in learning and are encouraged to choose resources to help them to make progress. Children take an active role in the school through the ability to make comments and suggestions in a variety of ways and the school council is very effective. Children with SEND contribute to their IEPs through their "My Learning Plan" and will normally be invited to contribute to any meetings where their needs will be discussed. Children are welcome to accompany parents to parents' evenings and open evenings to discuss their work and progress.
How will the school prepare and support my child to join the school, transfer to a new setting or to the	Children joining us in Foundation Stage will have visits from our staff to their pre-school settings and also have several opportunities to visit our school in the half term before they start in September. Parents are able to accompany their children, but once the children are settled, they are able to go and have "tea with Terri" (our home/school link worker) who will discuss any concerns you might have with you and answer any questions that you might have. Children who need them are able to have additional visits. We have specific induction arrangements for children joining the school at other times and they will be 'buddied up' with other children in their

<p>next stage of education?</p>	<p>class, who will help them to settle in. All children will be assessed within the first two weeks so that we can be sure to continue their progress as seamlessly as possible.</p> <p>We have good transition arrangements with The Costello School (secondary) and a member of their staff visits Year 6 regularly to get to know the children and put their minds at ease about moving on (regardless of whether they are actually going to Costello or not). Children who need it will have additional opportunities to visit the school as well as the school's taster day. Year 6 teachers also cover any concerns through PSHE and our children make the transition very well. Children who are going to a different school from Costello will be visited once by a member of staff from their school and will have the taster day; we will arrange additional visits if necessary.</p>
<p>Who can I contact for further information?</p>	<p>If you have any concerns or questions about your child, your first point of contact should be your child's class teacher. If you still do not get the information that you need, please make an appointment to speak to a member of the Leadership Team such as the Inclusion Manager, who will also be able to advise you on information about accessing outside agency support.</p>
<p>What should I do if I feel the Local Offer is not being delivered or is not meeting my child's needs?</p>	<p>Speak to your child's class teacher or the Inclusion Manager or another member of the Leadership Team.</p> <p>You can also contact:</p> <p>IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/</p> <p>Parent Partnership - www3.hants.gov.uk/parentpartnership</p>