

Fairholme School Special Educational Needs (SEN) Information Report (Local Offer)

	Question	School response
1	<p>a) How does the school know if children need extra help?</p> <p>b) What should a parent do if they think their child may have special needs?</p>	<p>At Fairholme we think it is important to identify additional needs early and then make effective provision swiftly. This improves the long-term outcomes for the child. On entry, the school will make baseline assessments of a child’s capabilities. Children are routinely assessed in their learning and interventions are put in place early. Any additional needs are discussed with parents. Pupil progress meetings are held half termly with the teachers from each Year Group and Senior Leadership to evaluate progress made and the effectiveness of provision.</p> <p>If a parent is concerned about their child, they should discuss their concern with the classteacher in the first instance. The classteacher will make some observations and/or assessments and report back to the parent about their findings and recommended actions. If necessary, a meeting will be held with the Special Educational Needs Co-Ordinator (SENCo) and any recommended referrals will be discussed with parents. If a parent is not satisfied with the response from the classteacher, they can make an appointment with the SENCo, Mrs T Bannister. Telephone 020 8890 2584 Option 4.</p>
2	<p>a) How will school staff support a child?</p> <p>b) Who will oversee, plan work with children and parents?</p> <p>c) How often will this happen?</p> <p>d) Who will explain to parents what is happening for the child?</p>	<p>At Fairholme, we endeavour to support all children and meet their needs in school, wherever possible. The classteacher is responsible for the progress of all children in their class, including pupils who receive additional support from teaching assistants or specialist staff. An additional member of staff may be designated to work with a group of children or individual child in a particular lesson. Interventions that are put in place are monitored in terms of impact against expected rate of progress.</p> <p>The classteacher will do this in the first instance. In some cases, children with Statements /Education Health Care Plans may get additional input from a member of the SEN Team.</p> <p>Weekly.</p> <p>There are termly meetings with all parents of children at Fairholme. However, meetings for parents with children who have Special Educational Needs usually require more time and are held termly with the SENCo present where necessary and also any external professionals also working with the child/family where possible.</p>

3	<p>a) How will the curriculum be matched to a child's needs?</p> <p>b) What is the school's approach to differentiation?</p>	<p>The classteacher will ensure work is differentiated for individual pupils. This means matching the work to the level of the child so that the challenge is sufficiently stretching, but not necessarily the same as other children in the class. Expectations are high for all children.</p> <p>The teacher is aware of differentiation throughout all activities. The teacher will ask a variety of levels of question to engage all children during the input part of a lesson. S/he will ensure that the children have a Learning Objective that is matched to their level of learning and that the work given is appropriately pitched.</p>
4	<p>a) How will both the school and parent know how a child is doing?</p> <p>b) How will the school support parents to help their child's learning?</p> <p>c) When will parents be able to discuss a child's progress?</p>	<p>Children in the Early Years are assessed on an on-going basis. In Years 1-6 children are formally assessed half termly in Reading, Writing & Maths and on an on-going basis in other subjects. Parents are informed how their child is doing via termly parent consultations and/or written reports.</p> <p>The school positively encourages parents to help their children learn in a variety of ways. Classteachers welcome parents who ask for advice with helping their child with homework and how to hear their child read at home. They will willingly give advice on recommended websites to use at home and the school website also has links. At our termly parent-teacher meetings advice is given on how to help at home. There are also 'Meet the Teacher' meetings each July for Early Years and Year 1 and each September for Years 2-6. In addition to this there are curriculum meetings which inform parents about strategies used to teach mathematics, phonics, reading etc.</p> <p>Parents can discuss progress at the scheduled parent meetings but Fairholme School has an open-door policy and parents are welcome to make an appointment to discuss their child's progress at any time.</p>
5	<p>a) What support will there be for a child's overall well-being?</p>	<p>At Fairholme School a child's well-being is of utmost importance . We offer a safe and caring environment for all pupils, including those with SEN. We share information with relevant members of staff. Some children have a photo card to alert staff to their additional needs and give tips on what works best for this child. We offer a mentor to children who would benefit from additional support emotionally. In some cases, the SENCo invites children to special friendship clubs at lunchtime. This measure can help prevent bullying. We have a robust behaviour policy in place , which is upheld by all staff.</p> <p>We regularly monitor attendance and punctuality and take the necessary actions to prevent</p>

	<p>b) Pastoral, medical, social emotional in and out of school?</p>	<p>prolonged unauthorised absence. We monitor children's welfare and sometimes it is necessary to take action to ensure all our pupils are able to thrive.</p> <p>Pastoral care is firstly within the class. There are at least 2 adults in all classes from Nursery up to Year 2. In Years 3-5, there are 3 classes, each with a class teacher, and 2 additional Teaching Assistants for the Year Group. All Years have a Year Leader. In addition, certain children with additional needs have mentors.</p> <p>Medical care is the responsibility of Mrs Coleman, Assistant Head. She arranges Healthcare Plans for children who need them, assisted by Ms Whittington. Relevant staff are trained to use specific equipment for a child's medical needs. Where required, the whole staff are trained eg epi-pen, diabetes etc.</p> <p>We have a part-time attached Parent Advisor, Maeve Begley, who can offer advice on parenting, out of school holiday schemes and various other issues that may affect a child in school.</p>
6	<p>What specialist services and expertise are available or accessed by the school?</p>	<p>At Fairholme School we work with a variety of specialist services.</p> <p>In Education, we work with:</p> <ul style="list-style-type: none"> • The Early Intervention Service (EIS) (This includes limited access to an Educational Psychologist, a Learning Advisory Teacher and a Reading Specialist Teacher (via a waiting list) , a Behaviour Advisory Teacher, a Family Support Worker, a Clinical Psychologist. There is a strict referral process for this service and all referrals are made with the SENCo and parent together, according to the necessary criteria for accessing the service. There is usually a waiting list to access these professionals. • The Special Educational Needs Support Service (SENSS) which incorporates support for Visual Impairment, Hearing Impairment and Physical Disability. <p>In addition, we work with Health Services the Speech & Language Therapy Service, School Nurse, Child and Adolescent Mental Health Service (CAMHS) , Occupational Therapy</p> <p>We sometimes refer children to the Junior Youth Inclusion Project (JYIP) which is an after-school youth club and we work with Social Care where required for a child's well-being.</p> <p>We also buy in a Play Therapist who works with a very small number of children with specific issues. This is arranged via the SENCo who prioritises the needs of the children on a case by case</p>

		<p>basis.</p> <p>Referrals are always made in consultation with parents. (The only exception to this is if a Safeguarding referral needs to be made to Social Care where it is not in the child's best interests for the parent to be notified).</p>
7	<p>What training will the staff supporting children and young people with SEND have had or receive?</p>	<p>Our SENCo is a qualified teacher with over 20 years experience.</p> <p>At Fairholme we aim to appoint staff with suitable qualifications. Eg we expect Teaching Assistants to have GCSE Grade C English & Maths and ideally an NVQ3 in Childcare.</p> <p>We regularly invest time and money in training our staff to improve our teaching and differentiation. SEN training is part of the whole school continuing professional development programme. Individual staff have specific training arranged on a needs basis, depending on the needs of the children they are working with.</p> <p>SEN Staff attend monthly meetings at which they receive training in specialist intervention.</p>
8	<p>How will children be included in activities outside the classroom, including school trips?</p>	<p>At Fairholme School we wish to include all children in all activities wherever possible. We will make any reasonable adjustments for children to access activities and trips out of school. Where there are concerns of safety and access, further thought and consideration is put in to ensure needs are met and appropriate risk assessments are completed. Sometimes we will consult a parent or request a parent to accompany their child on a trip in order to provide them with the best care.</p>
9	<p>How accessible is the school environment?</p>	<p>Fairholme is a single storey building. It is possible to access all the rooms via a wheelchair, although there are some steps and it is necessary to take a longer route to avoid them. We endeavour to make our learning environment accessible for pupils with SEN and will take into account individual needs, making reasonable adjustments as required, such as seating arrangements to take account of visual/hearing impairment or adapting a timetable or environment for a child with Autism.</p> <p>Where necessary, we can make special arrangements for parents requiring translation or British Sign Language in order to facilitate communication and make our school more accessible to families.</p>
10	<p>a) How will the school prepare and support a child to join the school.</p> <p>b) Transfer to a new school or the next stage of education or life?</p>	<p>At Fairholme we recognise the importance of transition and work hard to ensure smooth transition between each phase within our school. Parents of all new children to Fairholme School have an admissions meeting with a member of the senior leadership team. We liaise with professionals from other educational settings on a regular basis. In the case of a child with Special Educational Needs, the school will gather as much information as possible before the child starts in order to facilitate a smooth transition. There will usually be a meeting held before</p>

		<p>the child starts with the parents and other professionals, as appropriate, and a plan will be drawn up to address any needs on a case by case basis.</p> <p>The SENCo regularly liases with other SENCOs from both Primary and Secondary schools.</p>
11	How are the school's resources allocated and matched to children's special educational needs?	<p>The Senior Leadership Team allocate resources, including staffing, according to need. We seek to ensure value for money and utilise resources efficiently. It is not school policy to provide individual children with one to one support unless specified in their Statement/Education Healthcare Plan. The SENCo manages a Provision Management system for additional provision for the whole school.</p> <p>Some children require additional equipment, which the SENCo will either supply from within the SEN budget, or will apply for funding for.</p>
12	How is the decision made about the type and how much support a child will receive?	<p>All children will receive Quality First Inclusive Teaching, which is differentiated to their needs. In the case of additional support being required, the classteacher may engage a Year Group Teaching Assistant to assist with a group or individual in order to support learning.</p> <p>In a minority of cases, children are allocated support from a member of the SEN Team. The decision about this support is made by the SENCo, in liaison with the Senior Leadership Team. Parents are consulted and notified when their child is receiving additional support.</p> <p>At Fairholme we use evidence based published interventions as well as some that have been designed 'in-house' for the specific child. All interventions are monitored for impact and outcomes are defined at the start of any intervention.</p>
13	How are parents involved in the school, and how can they become involved?	<p>Parents are welcomed into the Fairholme community and as a school we have an open door policy. There are termly parent-teacher meetings. Children with SEN are often given a Home-School Book to aid communication and parental involvement. Parents wishing to volunteer should contact their child's classteacher or the SENCo. Parents are also represented on the Governing Body.</p>
14	Who can parents contact for further information, or raise concerns?	<p>In the first instance, a parent should contact the classteacher and if necessary the Year Leader. However, if the matter is regarding SEN then a parent may contact the SENCO, Mrs T Bannister. In addition, any member of the Senior Leadership Team will be happy to listen. Parents may raise their concerns in writing to the Headteacher.</p>
15	How does the school listen to pupils views?	<p>Fairholme School is child centred. Children and staff have friendly open relationships. Classteachers regularly talk to children about their progress and targets. We have a School Council with representatives from all classes in Years 1-6. Children also have opportunities to discuss their views about school in circle times in the classroom.</p>
16	How do Governors monitor attainment and progress of SEN pupils ensuring their needs are met by the school?	<p>The school has an allocated SEN governor, Ms Jenny Capstick, who is also the Chair of Governors. She is in regular contact with the Headteacher and is fully briefed on the attainment and progress of all children. She feeds back the information to the Governing Body through a</p>

		report at meetings. The Governing Body scrutinise the SEN children's progress as part of their examination of school data. The SENCo is in regular contact with the SEN Governor.
17	How do pupils gain admission to specialist units/provision on the school site?	Not applicable.

3 Oct 2014.

To be updated annually.

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