

FAIRFIELD COMMUNITY PRIMARY SCHOOL

Aiming for Happiness and High Standards



Special Educational Needs and Disability (SEND) Information Report 2017/2018

This report was written in line with the 2015 SEND Code of Practice and Fairfield Community Primary School's SEND policy 2017/2018. Links to both of these documents are available on the school website.

*At Fairfield Community Primary School we aim for **happiness and high standards** for all pupils.*

What is the purpose of this information report?

The information below sets out what we do at Fairfield to help ensure all pupils reach their potential.

What does this report include?

- SECTION 1 Contact details of SEND co-ordinators and SEND governor (page 2)
- SECTION 2 What types of SEND are catered for at Fairfield Community Primary School? (page 2)
- SECTION 3 How are pupils with SEND identified? (page 3)
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SECTION 1

Contact details of SEND co-ordinator and governor

Special Educational Needs Co-ordinators (SENCOs)

Mrs Karen Tomlinson (Foundation Stage and Key Stage 1)

Mrs Julia Rowlands (Key Stage 2)

Mrs Laura Khan (Key Stage 2) Maternity Leave (returning February 2018)

Special Educational Needs and Disability (SEND) Governor

Mrs Adele Testa

Contact details for SENCOs and SENCO Governor

Telephone: 0161 764 1559

Email: Fairfield@bury.gov.uk

SECTION 2

A. What types of SEND are catered for at Fairfield Community Primary School?

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”
(SEND CofP June 2014: 94 - 95)

At Fairfield Community Primary School we welcome everybody into our school community and endeavour to cater for all SEND as categorised by the 2015 SEND Code of Practice.

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health needs
- Sensory and physical needs

B. What training or qualifications do staff have to cater for the needs of pupils with SEND?

- Both SENCOs hold the statutory National Award for Special Educational Needs Co-ordination.
- Any training that is required to meet the needs of your child will be attended by the relevant staff.
- All staff at Fairfield are made aware of any SEND updates by the SENCOs.
- All staff attend SEND training led by Mrs Khan, Mrs Tomlinson and/or Mrs Rowlands.
- Teachers are encouraged to attend SEND training ran by the Bury Primary Learning Collaborative.

SECTION 3

A. At Fairfield how are pupils with SEND identified?

- We strive to enable all pupils to achieve their full potential in all aspects of life.
- We apply a graduated approach to ensure all pupils are appropriately supported through their educational journey.
- Our graduated approach is in line with the 2015 SEND Code of Practice. Our approach is outlined in a **flowchart** which can be accessed on our website.
- If teachers have a concern about a child in relation to one of the four broad areas of need then they will speak to the appropriate SENCO and next steps will be agreed.
- As parents/carers you will be informed of any concerns and are invited to come discuss next steps

B. How does Fairfield Primary School know if pupils need additional provision?

- When concerns are raised by teachers, parents/carers or the child.
- Limited or no progress is being made in curriculum areas.
- There is a change in the child's behaviour and emotional well-being.
- Information from pre-school settings, home visits or transfer information from a previous school.

C. What should I do if I think my child may have SEN and/or a disability?

- The class teacher is the first point of contact with regard to parental concerns. They will share the information given with one of the SENCOs or the head teacher.
- If you are still concerned you may directly contact school for an appointment with Mrs Tomlinson (Foundation Stage and Key Stage 1 SENCO) or Mrs Rowlands (Key Stage 2 SENCO)

D. What happens if my child has a concern about how they are doing at school?

- Pupils are encouraged to share any concerns they have about their learning with their class teacher. The class teacher will then pass it on to the SENCO if appropriate.
- Pupils are also able to speak to a SENCO if they are concerned about their learning.

SECTION 4

A. What is the approach to teaching pupils with SEND?

- At Fairfield all pupils have access to quality first teaching.
- Teachers will differentiate and adapt the curriculum so that all pupils can access the curriculum at their level.
- Pupils will be made aware of their targets so that they know what they are trying to achieve and how.
- Pupils who need provision that is additional or different to overcome specific barriers to learning will receive group or individual interventions.

B. How is the learning environment adapted for pupils with SEND?

- Learning environments are adapted to cater for the needs of individual pupils.
- Adaptations may include seating arrangements and/or organisation to allow use of specialist equipment and resources.
- Some pupils will require an Environmental Assessment and/or Care Plan.
- Adaptations are continually reviewed to ensure they are suitable and appropriate.
- Adaptations may change when a child moves classroom, key stages or if the needs of the child change.
- All adaptations and arrangements will be shared with pupils and parents.

C. What access arrangements are in place for pupils with SEND?

- Disabled toilet and shower room
- Handrails
- Clearly marked steps for those pupils with visual impairments
- Stair lift in Key Stage 2 which allows access to the whole school
- Arrangements for moving round school at different parts of the day will be individualised where needed.

D. How do pupils with SEND engage in educational trips or extra-curricular activities?

- All pupils are encouraged to join in with extra-curricular activities and attend educational trips.
- Extra-curricular activities will be differentiated so that they are accessible to pupils.
- The needs of pupils with SEND are carefully considered when arranging any educational trip.
- Trip leaders will have completed a pre-visit and thorough risk assessment.
- The needs of pupils with SEND will be made known to the host/s prior to the pupils visiting.
- Appropriate support will be provided so pupils can access the educational activities.

E. At Fairfield Primary School, what support will there be for my child's overall well-being?

- The school strives to ensure that all pupils feel safe and valued whilst in our care.
- We provide a wide variety of pastoral support for pupils who are encountering social, emotional and/or mental health difficulties.
- A variety of club are delivered on a needs led basis e.g. Chill Out Club, Talk About Me Groups and Friendship Groups
- Nurture interventions play a crucial role for the pupils with self-esteem and confidence issues.
- All staff has had training on 'dealing with emotional pupils'.
- We access provision and projects ran by outside agencies to provide additional support for pupils with SEMH difficulties
- Y4 leaders of play are trained in how to be good role models for lunchtime clubs.

F. What arrangements are made to help my child when they are moving class or key stage?

- Moving on (transition) can be difficult for any child so at Fairfield we ensure that all pupils have the opportunity to spend some time with their next teacher and class.
- Some pupils will need more support with transition and will have individualised transition arrangements.
- Individual transition arrangements will be discussed with and agreed by you and your child. These may include additional visits to the classroom, teacher or corridor at quieter times, taking photos of their new classroom and the staff they will be working with.
- Teachers have a transition meeting to ensure that the next teacher is aware of pupils with SEND and their needs.

G. What arrangements are made to help my child get ready to move to high school?

- If your child has SEND and is moving on to high school the SENCO will contact the SENCO at the high school they are going to.
- Pupils may have different transition arrangements depending on the high school they are going to and their needs. These arrangements will be made in discussion with you as parents/carers.
- Pupils will be given the opportunity to share their views on what they think they need when it comes to moving on to high school.
- If your child has a statement or EHC plan then options for high schools will be discussed at their Year 5 Annual Review. School will support parents/carers with these decisions.
- If your child has a statement or EHC plan then the SENCO from their high school will come to their Annual Review meeting so they can get to know you and your child.

SECTION 5

A. How are pupils with SEND monitored and assessed?

- Pupil progress is monitored daily during lessons as part of quality first teaching.
- All pupils are assessed in line with the school assessment policy
- The progress of all pupils will be discussed in termly Pupil Progress meetings.
- **The identifying SEND at Fairfield flowchart** outlines the process and procedures for if there is a concern about a pupil's progress. This can be accessed on the school website.
- At Fairfield we use Assess Plan Do Review cycles to monitor and assess pupils with SEND.
- These cycles last no longer than 8 weeks, at this point they will be reviewed and next steps will be put in place.
- Pupils at step 6a on **the identifying SEND at Fairfield flowchart** will have an individual provision map which will be in the Assess Plan Do Review format.
- This Assess Plan Do Review process allows us to evaluate the effectiveness of the provision made for pupils with SEND.

B. How will I know how my child is doing in school?

- Every parent/carer is invited to parent afternoons/evenings where the progress your child is making will be discussed.
- In the middle of each academic year a report card which informs you about how your child is doing in English and Maths will be sent home.
- At the end of each academic year each child will receive a report outlining how the year has gone, how they are doing and how much progress they have made.
- If a child is at **Step 6c on the identifying SEND at Fairfield flowchart** and an outside agency is involved parents will be given a copy of any reports and a time will be arranged for next steps to be discussed.
- If your child has an individual provision map, which outlines what they are working on and their targets, this will be shared with you at parents' evenings.
- If a child is at **Step 9b on the identifying SEND at Fairfield flowchart** and has a statement or Educational Health and Care Plan a child centred meeting will be held at least once a year. Your child will be involved in setting up and preparing for this meeting. At this meeting your child is invited to talk about how they think things are going at school and what would help them in the future. Depending on the age of the child they may create a powerpoint presentation for the meeting. Parents will also be asked to share their views as will class teachers and any relevant outside agencies. A SENCO will be present at the meeting and an action plan will be made which will outline the next steps.

SECTION 6

A. How does school support families who have pupils with SEND?

- The class teacher is the first point of contact if you want to share information or have any questions regarding your child's education. A meeting should be arranged and a SENCO will be present if required.
- Some families will be put in contact with the parent support advisor if they require additional support.
- If requested, class teachers and/or one of the SENCOs can suggest strategies that may help at home this may include sharing positive behaviour strategies.
- Some pupils and families may benefit from a home/school diary which will help improve communication between school and home.
- Nursery and Reception hold termly parent meetings to help you familiarise yourself with expectations for these age groups.
- In Year 1 to 6 class meetings are held in the first half term to introduce you to the new teacher and allow you to familiarise yourself with class expectations.
- Once a term there is a parents SEND meeting. Each meeting will have a different theme. For example, it may be looking at reviewing SEND processes, or looking at helping pupils move smoothly to the next year group, key stage or school.

SECTION 7

A. What links do school have with outside agencies that may be able to provide support for my child?

- We have built up good relationship with Bury's SEND team.
- A member of the educational psychology team and a member of Bury's Additional Needs Team attend each termly planning meeting.
- We are in regular contact with the Social Care Team who visit school when needed.
- We have regular contact with the School Nurse service and other local health care professionals, including Speech and Language Therapy
- We work closely with a speech and language therapist who comes into school once a week to support individual pupils.
- We access support from The Ark who work with pupils with social, emotional and mental health difficulties.
- We have links with local bereavement services to help support families.
- We have links with the local police and fire service who complete educational visits.
- We also have links with other local community services listed below
 - Birtle Church
 - Bury Hospice
 - Library Service
 - Oral Health

- Road Safety
- Bike-ability

B. What further support can I access as a parent/care of a child with SEND?

• The Local Offer

All local authorities have a duty to provide parents/carers with information about how to access services in the area, and what they can expect from those services. The information will set out what is available in schools to help pupils with SEND as well as the options available to support families to care for pupils with additional needs.

<https://www.theburydirectory.co.uk/kb5/bury/directory/localoffer.page>

• The Parents Forum

The Parents Forum was created by families for families. It is a platform for parents to meet other parents with pupils with SEND. This service work closely with a range of professionals to provide advice and training on specific needs.

<http://buryparentsforum.org.uk/index.php>

SECTION 8

A. What do I do if I have a concern about the support or provision arrangements that are in place for my child?

At Fairfield we strive to meet the needs of all pupils and are committed to reviewing how we meet individual needs. Parents and pupils are encouraged to be part of this process but if you do have a concern about the support or provision arrangements that are in place for your child please follow the steps below. These steps are in line with our school complaints procedure which can be found on the school website.

Step 1

The first point of contact is the class teacher. Arrange a meeting with the class teacher to raise your concerns and agree on next steps.



Step 2

Allow time for the agreed next steps to be put into place. If you are still concerned contact one of the SENCOs using the contact details in Section 1 to arrange a meeting so that an action plan can be made. Mr Ashley may attend the meeting.



Step 3

Allow time for the agreed actions to be put into place and reviewed with you. If you are still not satisfied a complaint can be made to the SEND governor. It will then be heard formally by the Governors.



Step 4

If the complaint reaches this step it will be heard by a Governing Body's Complaints Committee.