



## Fairfield Primary School – SEND information report 2024-2025

Address	Cheshire Drive, Wigston, Leicestershire, LE18 4WA
Contact details	0116 2782424 office@fairfd.leics.sch.uk
Headteacher	Mr Mark Tuckwell
Special Educational Needs Coordinator (SENCo)	Mrs Lindsey Goodger
Website address	www.fairfieldcpschool.co.uk
Age Range	4 – 11 years
Ofsted	September 2021 - Good
Number of children with SEND	28
Number of children at different bands of support	<p>Total on SEND Record: Fairfield: 28 pupils (13.3%) National: 18.2% (January 2024)</p> <p>SEND Support (without an EHC Plan) Fairfield: 24 (11.4%) National: 13.6% (January 2024)</p> <p>EHC Plans Fairfield: 4 (1.9%) National: 4.8% (January 2024)</p> <p>These numbers are a snapshot and the number of children receiving additional support at one time fluctuates throughout the year. Some children on SEND Support may also be awaiting decisions from Local Authorities regarding the findings of statutory assessments.</p>

### 1. The kinds of special educational needs for which provision is made at the school.

#### ***"How does the setting know if children/young people need extra help and what should I do if I think my child may have special educational needs?"***

At Fairfield, we have a commitment to inclusive practice within a mainstream setting. Our most recent Ofsted inspection noted that "staff are ambitious for pupils with special educational needs and/or disabilities". We recognise that children learn at different rates and that there are many factors affecting academic achievement. We aim to identify difficulties as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be and the quicker gaps in learning can be narrowed. We regularly track pupils' progress and analyse data to identify if there is evidence that a pupil is not making expected progress. Our data comes from termly teacher assessments as well as standardised assessments of reading and maths, and teacher assessments of writing.

Along with pupil data tracking, any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher, including from a previous school or pre-school setting
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers or other professionals
- Baseline and ongoing assessments
- Records transferred from another school
- Baseline and on-going assessments

- EYFS and phonics screening results
- School testing and assessment
- Pupil tracking
- Pupil observations

If a concern is raised, then the class teacher will talk to you about your child's progress and suggest ways in which you could help at home. Additional support in class or through a targeted intervention group will be provided. If difficulties persist into the next assessment cycle, the SENCO may become involved. At this point, there may be a need for more specific assessments in school. These can include assessments focused around: reading, writing, and maths skills; working memory and processing speed; and, assessments that enable us to track Social, Emotional and Mental Health (SEMH) needs such as the Boxall Profile and the Goodman's Strengths and Difficulties Questionnaire. The SENCO will discuss the next steps with you and your child.

## 2. Information about the school's policies for the identification and assessment of pupils with special educational needs.

### ***"How do you identify children with special educational needs?"***

A range of assessments are used in school in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going, as it is for all pupils in school. Standardised assessments take place each term in Reading and Maths, as well as teacher assessments for Writing and other curriculum areas. Termly pupil progress meetings identify children who are not making the expected rate of progress and class teachers put into place, where necessary, relevant interventions which are in addition to quality-first teaching, appropriate differentiation and in-class support. In these cases, additional 'in-school' assessments can be used to help us identify the specific need of your child.

Children with special educational needs are identified when, despite receiving differentiated learning opportunities, they:

- make little or no progress when teaching approaches are targeted particularly in a child's area of identified weakness
- show signs of difficulty in developing skills which result in poor attainment in some curriculum areas
- present persistent emotional or social difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- have sensory or physical problems, and continue to make little or no progress despite the provision of specialist equipment
- have communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The need for 'additional and different' provision is then identified by the class teacher and the SENCO and, if appropriate and with permission of the parent/s, the child is placed on the SEND Record in the category of SEND Support. The class teacher and SENCO will communicate closely in order to provide a targeted approach to supporting your child with any difficulties; for most children, this involves setting three to four termly outcomes on an Individual Education Plan (IEP) and providing targeted intervention sessions. Children are invited to create a one-page profile alongside a teacher or teaching assistant who knows them well; this allows them to express their strengths, what they find difficult, how they like to be supported and their aspirations for the future. Parents are also involved in this assess, plan, do, review cycle; they are able to share their perspective on strengths and barriers to learning and are kept informed of progress made. The school can also seek quality support and advice from other specialist agencies such as the Autism Outreach Team, the Specialist Teaching Service, and Educational Psychologists and, after consultation with parents, the school can work in partnership with these outside agencies

to identify and assess children with SEND and make informed decisions about the required provision. The school can also refer children to the School Nurse, to Speech and Language Therapists and to Occupational Therapists. While the school cannot enact a referral to a Community Paediatrician, they can advise when they think a referral is appropriate and can provide the child's GP with evidence to support a referral. We can also direct parents to external local services who may be of support at home.

Where a child on SEND Support has not made expected progress over a sustained period of time, despite actions to identify, assess and meet their special educational needs, and is therefore significantly behind the expected level of attainment, the school considers requesting a statutory Education, Health and Care needs assessment from the Local Authority. This also applies for children who are working at or above the age related expectation but have significant needs in other areas, such as Social, Emotional and Mental Health or Communication and Interaction, that require a high level of adult support. The school provides the Local Authority with evidence of the action taken over three assess, plan, do, review cycles, the impact it has had, any advised future action and the cost of such support. Further information about the timescales involved in this assessment process can be found on your Local Authority's website.

### **3a. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have Education, Health and Care (EHC) Plans.**

***"How will you support my child?"***

***"How does the school know how effective its arrangements and provision for children with special educational needs are?"***

High quality classroom-based teaching that is differentiated for all pupils is the first step in addressing any areas of need. If your child is identified as having SEND, the specific support needed to address your child's area of need will be provided in addition to in-class support and quality-first teaching. Interventions are provided in a variety of areas including: reading, maths, writing, speech and language, and social skills. If your child has an Education Health Care Plan (EHCP) or is in receipt of Special Educational Needs Intervention Funding (SENIF) with a SEND Support Plan, we will put provision in place as outlined in that plan. Most children identified as having SEND will have an Individual Education Plan which sets up to four targets for the cycle. These targets are accompanied by strategies and success criteria so that both school and home know how to support progression. Where a child's targets are in line with whole class outcomes, a one-page profile outlines the day-to-day strategies needed to support them.

The class teacher remains responsible and accountable at all times for the progress and development of all pupils in their class, even where a pupil is receiving support from another member of staff. Progress review meetings take place for all children, including those with SEND, and take place between the class teacher, Head Teacher/Assistant Head and SENCO. These meetings facilitate the monitoring and review of provision that is in place. This forms part of a four-part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making progress and securing good outcomes.

School Governors and Subject Leaders are also involved in this monitoring process. Regular book scrutiny takes place with the SENCO. Other members of the Senior Leadership Team and subject co-ordinators also complete lesson observations and subject book scrutiny to ensure that the needs of all pupils are met and that the quality of teaching and learning is high.

### **3b. The school's arrangements for assessing and reviewing the progress of pupils with Special Educational Needs.**

***“How will both you and I know how my child is doing and how will you help me to support my child's learning?”***

We meet with parents and pupils at least once a term to discuss progress, next steps and amend provision, if necessary. Parents of children on the SEND Record can meet with the class teacher and the SENCO on a termly basis. Most children identified as having SEND will have an Individual Education Plan; this is discussed at parents' evenings and a copy is sent home to direct and support any home-learning. These targets are reviewed on a termly basis. Parents are also encouraged to talk to class teachers or make an appointment to speak to the SENCO if they have any concerns or need advice on how to provide further support. Regular contact is kept between parents and teachers through PING. Parents can also book an appointment in termly clinics with the SENCO regarding any SEN concerns, whether or not their child is currently on the SEND Record.

The progress of pupils who have an Educational Health and Care Plan (EHCP) is formally reviewed at an Annual Review meeting. Within this meeting, parents can share what they think is working well and where they feel areas for development are. They will then also hear from the class teacher, the SENCO, their child's learning support assistant and, where appropriate, external agencies. Documentation is shared in advance, along with input from the child, and meetings are held at a mutually agreed time.

### **3c. The school's approach to teaching pupils with Special Educational Needs.**

***“What is your approach to individual learning?”***

Class teachers all deliver high quality teaching that is differentiated for individuals; they are trained to differentiate the curriculum and take into account ability and different ways in which pupils learn. All children are included within the classroom teaching and have full access to the breadth of the curriculum. The school regularly and systematically reviews the teaching and progress of all pupils, including those at risk of not achieving the expected standard for their year group. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. We also take into account recommendations from outside agencies when adapting teaching to meet specific needs. Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively.

### **3d. How the school adapts the curriculum and learning environment for pupils with special educational needs.**

***“How will the curriculum be matched to my child's/young person's needs?”***

The school complies with relevant accessibility requirements, with space for small group and individual teaching sessions. The building can be accessed by wheelchair users and includes a toilet for disabled access, changing and shower facilities. Staff are highly trained and have experience of working with a wide range of agencies. The Accessibility Plan is updated annually and is available from the website. We make suitable adjustments to the school building where possible and provide a range of additional resources for SEN pupils (e.g. enlarged texts, reading books, maths equipment, ICT).

We group pupils according to their needs and regularly review groupings in order to respond to pupil progress. Staff differentiate lessons to suit children's abilities but some children need differentiation to the extent of an individualised curriculum. Where this is appropriate, staff ensure that the child still has access to the full breadth of the curriculum. Earlier concepts may need to be revisited but topic areas should always be in line with those being covered by their peers.

### **3e. Additional support for learning that is available to pupils with special educational needs.**

#### ***"How is the decision made about the type and how much support my child will receive?"***

Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher, teaching assistants and/or the SENCO; this may be on a 1:1 basis or in a small group depending on the needs of the child. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils. Our aim is to provide enough support to help the pupil to become more independent with their learning and not reliant on support so that they are ready for transition to the next educational setting.

Where children have an EHCP or SEN Intervention Funding (SENIF), the type of support that they receive is decided upon within the assessment and review processes. A decision about how much support the school will receive additional funding for is made by your local authority's SEN department.

### **3f. Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum.**

#### ***"How will my child be included in activities outside the classroom including trips?"***

We provide a range of extra-curricular activities (clubs, trips and residential visits) which are made available to all pupils. If a pupil has additional needs, we plan carefully with parents in order to meet specific needs. For example, if your child has ASC, it is possible that he/she may be more anxious about a trip out of school and could need a withdrawal space. In that situation, we would make every effort to familiarise the child with the trip beforehand, consult with the trip provider and provide any additional adult support required.

### **3g. Support that is available for improving the emotional and social development of pupils with special educational needs.**

#### ***"What support will there be for my child's overall well-being?"***

We believe that emotional and social development is very important in the overall education of pupils. Being happy at school is crucial and the school leadership team monitors happiness and well-being through pupil interviews and surveys. Where pupils are found to have needs around emotional and social development, provision is put in place to support (e.g. support from our children's counsellor) and progress monitored. There is also a pastoral team in school who are available for children to discuss worries and concerns with. Some pupils may have needs related to behaviour and we work closely with parents to support such pupils in school. We have a medical safety policy and if your child has additional medical needs, we will make arrangements by implementing a care plan. Your child's safety is of paramount importance to all staff in school. We have a safeguarding policy and all staff are regularly trained in looking for signs which indicate a concern.



## 4. In relation to mainstream settings and maintained nursery schools, the name and contact details of the SEND co-ordinator.

### *“How will I be able to raise any concerns I may have?”*

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENCO or Head Teacher. The SENCO at Fairfield Primary is Lindsey Goodger. The SENCO has an open door policy and works on Mondays and Tuesdays.

## 5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

### *“What specialist services and expertise are available at or accessed by the setting? What training have staff supporting SEND had or what training are they having?”*

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND. Training needs are identified by staff themselves or by the SENCO to meet the needs of children in school or those known to be coming into school. All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and procedures; including discussion of the needs of individual pupils. The school has had recent training in dyslexia, Autism, ADHD, emotion coaching, precision teaching, phonics, and supporting pupils with maths.

The SENCO regularly attends SENCOnet briefings and Symphony Learning Trust meetings to keep up to date with local and national developments and to share best practice.

The role of the SENCO is to identify what training is needed and to ensure that any specific requirements will be met. We work with a range of outside agencies to secure specialist expertise. These include:

- Speech and Language Therapy
- Educational Psychology
- Community Paediatricians
- School Nurse
- Occupational Therapy
- Autism Outreach Team
- Specialist Teaching Service
- Child & Adolescent Mental Health Service
- Family Support Workers

Following specialist advice and input, trained support staff deliver interventions and support children. They work closely with children to implement the advice given and to maximise the impact of the support. Regular feedback sessions take place between support staff, class teachers and the SENCO to ensure that the impact of specialist expertise is as high as possible and to ensure that there is an impact on progress.

At Fairfield we employ 1 nursery nurse, 12 teaching/learning support assistants and 2 Higher Level teaching assistants. Some of our staff work part-time and share their roles.

## 6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

### *“How accessible is the setting both indoors and outdoors?”*



Accessibility of the school is reviewed as part of our Accessibility Plan. The school is on one storey and ramps are in place to enable movement around the school for wheelchair users. There are two disabled toilets in the school and one in the pre-school.

We are able to place requests to the Assistive Technology for Education Support Team (ATEST) who support children with physical, communication and/or sensory difficulties, enabling access to the curriculum using assistive technology and produce resources. We also follow advice from the Hearing Support Team and Vision Support Service to put the right support and provision into place for individual children.

We liaise with teams from the Health service to ensure that classrooms and the school environment remain accessible depending on individual needs.

### **7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.**

***“How are parents involved in the setting? How can I get involved? Who can I contact for further information?”***

We believe that it is of paramount importance to involve all parents in their child's education. We hold parents' evenings in the Autumn and Spring terms for all children. We provide a comprehensive written report in the Summer Term. Each term, parents also have the opportunity to have a meeting with the SENCO. We adopt a number of other strategies to communicate with parents depending on their availability; informal meetings with the class teacher, SENCO or both at the end of the school day; home-school diaries; and, phone call discussions. Parents are welcome to look at their child's work in school and can attend subject-focus mornings where they can attend a lesson in their child's class. Where a child has an EHCP in place, the plan is reviewed annually in a meeting between parents, staff who work with the child, the SENCO and any relevant external agencies. The child's views are considered through a presentation that they create for the annual review which summarises what has gone well, what they need more support with and what they would like that support to look like. Where appropriate, the child can remain for the duration of the review meeting.

### **8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

***“How will my child's views be listened to?”***

We encourage pupils to contribute their views about their needs and comment on the support they receive. We do this by pupil interviews and gathering pupils' views for their One Page Profiles. All pupils are encouraged to put themselves forward as School Council Representatives so that they have the opportunity to be involved in making whole school decisions. Pupils are involved in the setting of their targets and are encouraged to reflect on these. Where children have an EHCP, their views are reviewed in a pupil-centred review meeting. Some children like to attend the beginning of the meeting to present these while others like to either record a video or produce a poster about themselves, including what they feel they do well, what they need support with, what kind of support helps them and what they would like to do in the future.

### **9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.**

***“What should I do if I have a complaint?”***

We would encourage parents in the first instance to discuss their concerns with their child's class teacher. However, if the matter is not satisfactorily resolved, they should then make an appointment with the SENCo, Head Teacher or other member of the Senior Leadership Team. The Chair of Governors is also available to listen to complaints and mediate with school to resolve any issues, as is the SEND Governor. There is a complaints policy in school, in which such procedures are outlined (contact the school office for details).

## **10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of special educational needs and in supporting the families of such pupils.**

### ***“Who else has a role in my child's education?”***

Governors are aware that in addition to teachers and classroom assistants, a wide range of other professionals and organisations are involved in meeting the needs of all pupils including those with SEN. These include access to Health and Social Care professionals, voluntary organisations (e.g. ADHD Solutions) and Local Authority Support Services as detailed previously. Governors meet each half term and regularly visit the school to meet with subject co-ordinators, the SENCO and the Senior Leadership Team in order to see first-hand the strategies used to ensure the progress and support of pupils.

## **11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

### ***“What other support services are there who might help me and provide me with information and advice?”***

If you need support in finding an organisation or support service for your child, please contact Lindsey Goodger (SENCo) who will be happy to help you navigate through the local offer. You may also find the SENDIASS service useful in providing advice. Our school website has links to a wide range of other sources of information and support for all types of SEND.

## **12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

### ***“How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?”***

At Fairfield Primary School, we deliver 'meet the teacher' sessions where parents are able to meet their child's new teacher, hear about the curriculum and discuss any specific concerns. Open mornings enable parents to keep abreast of the work their children are doing and give parents a chance to familiarise themselves with methods and standards. Parents' evenings and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally.

Children transferring to Secondary School have a planned transition programme. Where procedures at the next setting allow for it, children with SEND and less confident children are invited for a planned programme of additional induction. SENCOs liaise between schools and records are passed on.

Children entering school in Foundation Stage will visit the school on a number of occasions prior to the beginning of the new school year. Parents meet the teaching team and pass on





## Fairfield Primary School – SEND information report 2024-2025

information relevant to the development of their child. Pre –school providers involve the SENCO and class teacher in pre-school meetings for children who may have additional needs. Where appropriate, the SENCO will visit a child in a pre-school setting for observation and to gather further information.

If the school is alerted to the fact that a child may have a difficulty in learning, we will make our best endeavours to collect all relevant information and plan a relevant, differentiated curriculum. Comprehensive transition arrangements are in place for all children, but additional bespoke arrangements are made for individual pupils as required, including additional visits to the next school and meetings between parents and SEN staff who will be supporting children at their new setting.

### **13. Information on where the local authority's local offer is published.**

#### ***"Where can I find the local authority's Local Offer?"***

We work closely with the local authority to ensure that our school offer of SEN complies with the Code of Practice. The local authority's local offer can be found on their website at **[www.leics.gov.uk](http://www.leics.gov.uk)**.