



FAIRLANDS PRIMARY SCHOOL

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Fairlands SEND information report **September 2023**

At Fairlands, we believe in achievement for all and we pride ourselves on our strong inclusive ethos.

What types of Special Educational Needs are provided for?

We provide for the four broad areas of need listed in the SEND Code of Practice (2014, updated 2020):

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Autistic children and young people are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptive teaching. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support.

How will the school know if my child needs SEN support and what should I do if I think my child has special educational needs?

Teachers assess children's progress over the course of every lesson. This will be through asking questions, marking work and making observations. They also complete more detailed assessments on a termly basis and the children are given a level of attainment. Each phase deputy headteacher will then lead a termly pupil progress meeting where they closely examine the rate of progress for each child and identify any potential barriers.

Sometimes, a child may present with having some barriers to learning and is likely to need specific additional support. These children will be discussed with a member of our school's inclusion team, the special educational needs co-ordinator (SENDCo) and /or the phase deputy headteacher. Together, the teacher and the inclusion team may decide to change the child's provision and give additional or different support.

If it is decided that your child needs additional provision, they will be subject to some carefully chosen targets that will be detailed on their Personalised Learning Plan (PLP). Class teachers are responsible for setting these targets, supported by their phase deputy headteacher and SENDCo. This will follow an 'assess, plan, do, review' format. Children regularly have their targets reviewed based on their progress.

Parents will be informed of their child's progress regularly and will be offered opportunities to speak to the class teacher and the SENDCo or the phase deputy headteacher. Parents will be encouraged to contribute their views about their child's additional provision and PLP.

If you are at all concerned about your child's progress, please discuss it with your child's teacher in the first instance, this could relate to your child's academic needs, their social and emotional needs or their speech and communication. If additional provision is needed, then you may wish to discuss it in more detail with the deputy head for your child's phase or the SENDCo.

How will school staff support my child?

Classes may be supported by a teaching assistant, who alongside the class teacher will be responsible for providing additional support. A menu of provision outlines provision for children with SEN. This is supported by individual subject support sheets, which detail barriers presented by each of the four main areas of need and provision in place to help overcome them. Adaptations made to the curriculum and the learning environment are outlined in these documents.

Other support staff include:

- Communication support assistant (Early Years)
- Inclusion assistant

If your child has more complex needs, the school may make an application for additional funding and for support from external specialist services to provide additional support for your child.

How will I know how my child is doing?

There are termly parent consultations as well as an annual written report, however you may need to meet with your child's class teacher more frequently to discuss your child's individual needs. If your child has more complex needs, there may be more frequent meetings to discuss the best provision for your child. Any provision can be discussed in more detail with the SENDCo or the phase deputy head.

Please make appointments with staff through the school office.

How will my child be involved in their education?

Each term, your child will look at their Personalised Learning Plan with a trusted adult. This conversation will include a shared discussion about strengths, strategies to support them and their progress against their individual targets. This will be carried out in an age-appropriate way.

If your child has an Education, Health and Care Plan (EHCP) they will complete a pupil voice activity with a trusted adult before their annual review. If it is deemed appropriate, your child will also attend a section of the annual review.

What support will there be for my child's overall wellbeing?

At Fairlands, achievements are celebrated and rewarded. This is done through weekly achievement assemblies where children can earn a certificate for their efforts. Parents are invited to achievement assemblies to share in the celebration. Teachers use positive praise to reinforce good choices and effort as well as a whole range of motivational tools such as stickers and reward charts. The school's behaviour policy is built around a positive model where children work their way up to 'outstanding' or 'role model' throughout the course of the school day.

Values education, supported by the school's RSHE curriculum delivered through Jigsaw lessons, underpin the school's personal and social curriculum. The whole school works on the same monthly value so that all children are motivated by the same goals.

Staff may complete programmes of work with individuals to support their emotional wellbeing or to support any social or behavioural needs.

There is a school council to ensure that children's ideas and opinions are represented. Fairlands has implemented the 'No Outsiders' programme through weekly assemblies and class-based resources. This ensures the curriculum has embedded opportunities to implement our Equalities, Diversity and Inclusion commitment, supporting the views of the children and including measures to prevent bullying.

If your child has medical needs, a health care plan (HCP) will be prepared with the SENDCo. There are named members of staff who are trained in paediatric first aid. Prescribed medication must be handed into the school office with written consent for administration.

Together, school staff offer a supportive and nurturing environment where children grow the skills they need to become good learners and citizens. Fairlands operates a 'steps' therapeutic approach to promoting positive behaviours.

All staff are trained in child protection and have a duty of care to all children.

What specialist services can be accessed by the school?

The SENDCo may make a referral for an outside agency if additional support and advice is needed.

The school may request access to:

- a counsellor
- an educational psychologist
- a speech and language therapist
- a school nurse (and other relevant medical professionals)
- an advisory teacher – this may be specifically for autistic children, children with communication needs, with social and emotional needs or children with physical or neurological needs.

What training have the staff working with children with SEND?

Fairlands takes a highly inclusive approach and we believe that all children make best progress when they feel safe, happy and confident. Teaching staff are responsible for teaching children with SEND and are trained to meet a variety of needs.

Teaching staff have regular training through in service training and professional development meetings. The SENDCo attends regular cluster groups to share good practice and keep up to date with current thinking and local services. Support staff are also trained in specific and relevant areas so they can best meet the needs of the individuals they work with.

How will the school help me to support my child's learning?

Your role as a parent is essential in supporting your child to make good progress. Teaching staff will be happy to share supportive strategies to help you meet your child's needs. This may also include specific advice from the inclusion team. We hold half termly informal drop-in sessions which provide an opportunity to receive advice through connecting with other parents, hearing from guest speakers and talking to the SENDCo.

Class teachers will make suggestions of how to help your child through homework flyers or reading records. It is always important that your child practises reading daily, regardless of their age or ability.

Sometimes, the school may offer specific workshops on how to support homework for example, phonics and calculations. Every year there will be a 'new to' meeting so that teachers can outline the curriculum for the year and ensure parents are aware of expectations. Class teachers will also produce home curriculum flyers so that you can read about what your child will be covering in more detail.

How will I be involved in planning for my child's education?

There will be termly parent consultations but it may be that you are invited to additional discussions with the class teacher if your child has special educational needs. This will be at a time when your child's new targets are set so that you can offer your thoughts and share strategies that you use at home. Your contribution will be central to these meetings and your input will be invaluable in promoting good outcomes for your child. You can discuss longer term planning for your child's future provision with either the SENDCo or phase deputy headteacher.

How will my child be included in the wider aspects of school life?

Every care is taken to ensure there is an inclusive approach to school trips and visits. School staff are committed to equality of opportunity. Additional measures may need to be put into place for some

children, for example changes to adult to child ratios. The school may ask you to accompany your child on a school trip. All visits are thoroughly risk assessed and any individual needs are planned for. There are after school and breakfast clubs based at the school and all children are welcome to attend.

How accessible is the school environment?

The school building is fully accessible to wheelchair users. Most of the building is on one level except in the Year 4,5,6 building where there is an easily accessible lift. There are disabled facilities in each building.

Symbol cards accompanied by vocabulary (produced using Wigit online) can be found throughout the school, this supports children in understanding signs, information and instructions as they are presented in a visual way. This includes use of a visual timetable of the day, which can be found in every class.

Most early years staff are able to support communication using some key parts of BSL.

How will the school prepare and support my child to join the school or transfer to a new school?

The school has a clear transition policy; this ensures a smooth transition as children enter the school and as they move through the classes. Staff will complete home visits for all new children to the school and careful transition arrangements are made for year 6 children as they prepare for year 7.

If your child has additional needs, then more planning maybe required in helping them integrate into the school. Individuals may be offered additional support as they transition between year groups.

How are the school's resources allocated and matched to children's special educational needs and how is the decision made about how much support my child will receive?

The school has a skilled team of teaching assistants who may support the children by delivering and supporting with small group work or they may work individually with children to work on specific targets. Class teachers and deputy headteachers are responsible for deployment of the teaching support staff and will target children according to the amount of progress they are making. Teachers will use careful assessments to decide what future provision a child needs.

If your child has more complex exceptional needs, the school may make an application for additional funding which may be used to provide additional support.

Who can I contact for further information?

Please make appointments through the school the school office and they will be able to direct appointments to the most appropriate member of staff.

Inclusion team

Headteacher & CEO of The Claxton Trust – Mr Robert Staples

Deputy Headteacher– Miss Michelle Bridge

Assistant Headteacher & SENDCo – Mrs Julie Jeffries

Assistant Headteacher – Mr Chris Holgate

Inclusion assistant – Miss Tina Gribbin

Speech & Language Communication assistant – Mrs Gaye Holloran

Executive Assistant – Mrs Julie Dunthorne

Deputy Headteacher Mrs Natalie Sembi (on maternity leave)

How can I make a complaint about SEND provision for my child?

Every day, we make many decisions and strive to do the best for all children at Fairlands. We care about what you think. Your comments - either positive or negative - are helpful for future planning. You may want to talk to us about a particular aspect of our work, though not actually make a complaint - you just want to get something 'off your chest'. However, it may be that you want to make a complaint about a specific issue and our Complaints policy tells you how to go about this. This is available on our school website or a paper version is available from the school office on request.

[https://fra1.digitaloceanspaces.com/fairlands-school-assets/system/downloads/attachment/187/Complaints_Policy - July 2023.pdf?1687440311](https://fra1.digitaloceanspaces.com/fairlands-school-assets/system/downloads/attachment/187/Complaints_Policy_-_July_2023.pdf?1687440311)

If your child already has an EHCP but you feel that provision for them is not being made as specified in Section F of the EHCP, you can contact the Complaints Team for Children's Services. Children's Services have a duty to investigate and the Complaints Team does this by undertaking a Section F Provision Checklist which evaluates whether the correct stated provision is in place and how the school or setting is delivering this in accordance with the EHCP. If any provision is found to be insufficient, they will set out to the school what will be done to correct this and a timescale for doing so. You can request that they investigate by selecting either of the following links:

[contacting the Complaints Team for Children's Services](#)

<https://www.hertfordshire.gov.uk/microsites/local-offer/feedback/if-youre-not-happy-with-a-decision/if-youre-not-happy-with-a-decision.aspx>

Where can I find more information about the Local Authority's local offer of services and Provision for children with special educational needs?

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