

Fairfields Primary School and Nursery
Special Educational Needs and Disabilities (SEND) Information Report – ‘School Offer’

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

Class teachers assess each pupil’s current skills and levels of attainment on entry and termly thereafter, including where pupils access support from teaching assistants or specialist staff. Children falling behind age appropriate expectations will be identified through termly pupil progress meetings with the class teachers and Senior Leadership Team, including the SENCO. If additional needs are identified, intervention and support will be put in place to help develop these areas. All staff are invited to raise any concerns at any time. Parents/carers are encouraged to speak to the class teacher and/or SENCO about any concerns they have.

The SENCo at Fairfields Primary School and Nursery is...

Mrs. Simone Carter

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01992 633195

2. How will school staff support my child?

If a child has been identified as making less than expected progress the first response is high quality teaching, targeted at their areas of weakness. Different teaching resources may be used and if progress continues to be less than expected, it may be necessary for the teacher to organise additional support or targeted interventions. This support could be extra group or individual support led by a trained adult. This will whenever possible take place within the classroom as part of the lesson to maximise impact.

Interventions can range from a short daily session, to longer weekly sessions depending on the needs of each child. It is the teacher’s responsibility to provide for children with SEN in his/her class and to follow the school’s procedures for identifying, assessing and making provision to meet those needs.

Where the interventions involve teaching away from the main class the teacher still retains responsibility for the child. They work closely with support staff and SENCo to plan and assess the impact of the interventions and how they can be linked back to classroom teaching.

The SENCo provides advice, monitoring and links with outside agencies. There is a school governor for SEN who oversees the school’s work with SEN and ensures the quality of provision is regularly monitored.

3. How will I know how my child is doing?

Parent Consultations are held twice a year. Children on the SEND register also have the opportunity to meet with the class teacher/SENCO at least twice a year at child centred planning meetings. At Fairfields, we offer an open-door policy and we encourage parents to make contact with members of staff.

Should more regular contact be required, suitable arrangements will be made. Parents/Carers are invited to call and arrange (via the office) additional meetings as needed.

4. How will the learning and development provision be matched to my child's needs?

The child's individual needs are discussed; drawing on the teacher's assessments and experience of the child, their previous progress and attainment, their development in comparison to their peers, including the views and experiences of parents and the pupils'. The SENCO advises on assessment and strategies to support inclusion of pupils with SEND in the classroom. This ensures that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented.

Children are consulted through the whole process (as appropriate for their age) and play a key role in the process.

5. What support will there be for my child's overall well-being?

The school has a consistent behaviour policy and an accessibility policy, which are shared and implemented by all staff.

The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions'; all medication is kept in a secure place and is only administered by designated people. Staff are trained to support medical needs, including regular epi-pen and asthma training and we have trained paediatric first aiders on site.

We regularly monitor attendance and take the necessary actions to prevent prolonged, unauthorised absence for any pupil due to health or pastoral needs.

We have Year 5/6 Buddies who help younger pupils develop their friendships and promote responsibility in older children. At Fairfields we run a nurture group/ lunchtime club for identified pupils.

6. What specialist services and expertise are available at or accessed by the school?

Staff training is continuous; teaching staff, the SENCO and the learning support assistants have undergone training in different areas of SEN; to develop specialisms ensuring that there is a wide range of skills and expertise in all areas of SEN. Specialisms include; Specific Learning Difficulties (SpLD) in literacy and numeracy, gross and fine motor skills difficulties, Speech and Language, nurture support programmes, behaviour support and Autism. The school has an allocated nurse to whom we can directly refer to; she is then able to refer to different health services as required. We work with Herts County to access Educational Psychologists, Speech therapists, SpLD consultants and teacher advisory services.

7. What training have the staff, supporting children with SEND, had or are having?

All staff are trained in first aid (some in paediatric first aid) and safeguarding. Other staff have been trained in Speech and Language support (Elklan), Autism, Lego therapy, behaviour strategies, Maths/English and reading interventions, memory skills, Makaton signing and gross and fine motor skills support. Training is refreshed and all opportunities for additional training are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation.

8. How will you help me to support my child's learning?

Parents' Evenings are held in the autumn and spring terms to keep parents fully informed of their child's progress and an annual report is written for each child in the summer term. Parents are involved when extra support has been put in place for their child and their views are sought at appropriate opportunities to help support their child's learning. Children are set homework regularly each week which will involve reading and at least one piece of literacy, maths or topic work so that parents are able to see what their children are able to achieve independently and support them with

their learning if necessary.

Information leaflets are handed out each term so that parents are informed which topics will be covered and a meeting is held for all parents at the beginning of each academic year. In the Foundation Stage informative meetings for parents are held on all aspects of their child's education and these continue throughout the key stages, with phonics training for parents in KS1 and e-safety training for parents in KS2. The SENCo has access to a wide range of support from local agencies and services and is able to signpost parents effectively.

9. How will I be involved in discussions about and planning for my child's education?

There are formal occasions such as parents' evenings and child centred planning meetings where parents are involved in discussions about their child's education. In addition to these, we have an 'open door' policy; parents are able to speak to a teacher at an appropriate time to pass on a message/ piece of information and a meeting will be planned where a longer discussion may be needed. Working parents are able to telephone to arrange for a teacher to call them back or email via the SENCo if there is a particular issue they wish to discuss. Parents are represented on the school governing body and there is also a very active PTA in school. Parents of children with SEN are regularly involved in discussions with their child's class teacher and the school SENCo.

10. How will my child be included in activities outside the classroom including school trips?

For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm. All children with SEND are included on all school trips and when appropriate additional staff will be deployed. Parents are consulted to ensure full participation and active engagement of all children. Where the outings are run by outside agencies they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.

11. How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The building is fully wheelchair accessible and has disabled changing and toilet facilities.

Specialised equipment is provided where appropriate for children with SEN needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

The school has an accessibility policy. Click [HERE](#) to view.

12. Who can I contact for further information?

The school's SENCo who can be contacted by telephone or email and is available to meet with parents they have any concerns about their child. Parents should first speak to their child's teacher with any initial queries.

If you wish to make a complaint, the school has a complaints procedure which is available from the school office.