



## Fairfield Primary School SEN information report

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By:	Alison Dunford
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## SEN Information Report

Senco – Alison Dunford

Send Governor – Helen Stevenson

### The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, children showing dyslexic or dyspraxic tendencies
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

### Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEN support and this child will be given a support plan.

#### Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Children will have transition visits to their new school and children who are identified as needing extra transition visits, will be provided with these.

#### Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Lexia reading intervention
- Little Wandle catch-up reading
- Small group phonics teaching
- Small group maths teaching
- Precision teaching
- Sensory programmes for children identified as needing this
- O/T intervention as provided by Occupational Therapists
- Speech and Language interventions

### Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, sensory aids etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using simplified resources

### Additional support for learning

We have teaching assistants who are able to deliver interventions such as phonics interventions (using The Little Wandle scheme), Lexia, sensory programmes, speech and language interventions.

Teaching assistants will support pupils on a 1:1 basis when a child has an EHCP and requires individual support for parts of the school day to enable them to make progress in areas identified on their plan.

Teaching assistants will support pupils in small groups when there is an identified area of specific need or when they are working with a small group on guided reading for example, or extra maths.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology
- Speech and Language
- Hearing impairment service
- Visual impairment service
- Occupational Therapy
- Physiotherapy
- CAMHS

### Expertise and training of staff

Our SENCO has 11 years experience in this role and has worked as a Senco in a previous school, alongside the role of Deputy Head.

They are allocated 5 days a week to manage SEN provision alongside the role of Deputy Head. We have a team of teaching assistants, including 1 higher level teaching assistant (HLTAs) who deliver SEN provision.

In the last year staff have been trained in phonic delivery, working with children with autism and Down Syndrome awareness and Thrive training. We also have a number of members of staff who have started a British Sign Language course, one of whom has completed level 2 in BSL.

### Securing equipment and facilities

We work with Stockton Borough Council SEN department to procure specialist equipment such as equipment for children with hearing impairment and changing beds for children who require this facility.

### Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks (Depending upon the stated intervention time)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

### Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Robinwood.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our school is adapted to the needs of children who may have disabilities:

- Wheelchair ramps available.
- Wide doors for access to all classrooms.
- The school's accessibility plan is on the website

### Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of all clubs in school, including the school council
- We buy into a counsellor who works with identified children

We have a zero tolerance approach to bullying.

### Working with other agencies

We work with all agencies, including health professionals depending on the needs of the child

### Complaints about SEN provision

See the SEN policy

Complaints about SEN provision in our school should be made to the Senco in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### Contact details of support services for parents of pupils with SEN

We signpost parents to the Special Educational Needs and Disability Information, Advice and Support Service (SEND IASS) 01642 527158

### Contact details for raising concerns

We ask parents to contact the Senco in the first instance followed by the Head Teacher (School number 01642 581305)

### The local authority local offer

Our local authority's local offer is published here:

<https://www.stocktoninformationdirectory.org/kb5/stockton/directory/home.page>

### Monitoring arrangements

This policy and information report will be reviewed by the Senco **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions