

SEND Information Report

September 2020

(Updated September 2020 (in accordance with Section 65(3) of the Children and Families Act 2014) by Sallyann Mitchell Senior Vice/SENDCo)

Introduction

At Fairfield Primary Academy our vision is for all of our children to emerge from Fairfield as positive, independent, inquisitive individuals; with the ability and desire to make the world a better place as lifelong learners.

At Fairfield Primary Academy, we are proud of our SHINE Curriculum. Our knowledge-engaged curriculum is relevant for the 21st Century. The knowledge learnt and skills developed help to ensure our children excel, and become creative and curious citizens.

Developing the holistic child is of upmost importance and we offer a broad and balanced curriculum which encompasses: academic subjects, Sport, Music, The Arts, as well as Spiritual, Moral, Social and Cultural Education. Our curriculum enables pupils to think critically and to develop an awareness of the impact our own actions can have on others. We are particularly proud of the respect and care that our children show for one another, the environment and the community around us.

At Fairfield Primary Academy, we are committed to the equal inclusion of all children in all areas of school life. Every child has the opportunity to follow all National Curriculum subjects, with Quality First Teaching designed to allow all learners to access the curriculum. However, some children may require extra support to allow them to achieve their potential, and this is where our SEND support is offered.

We recognise the diverse and individual needs of all of our children and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND). We are committed to narrowing the attainment gap between SEND and non-SEND students. This may include one-to-one or small group school interventions with a dedicated SEND Teaching Assistant, Classroom Teaching Assistant or Teacher. It may also include other learning or behavioural interventions developed on an individual needs basis.

The purpose of our SEND Information Report

The purpose of our school's SEND Information Report is to inform parents and carers about:

- How we welcome into our school children with special educational needs and/or disabilities;
- How we support them in all aspects of school life and remove barriers to achievement;
- How we work in close partnership with parents/carers and children;
- How we make effective provision for all of our children with special educational needs and disabilities – SEND.
- We will keep our SEND Information Report under review – asking parents and children what is working well and what they want to improve.

SEND Team

SENDCo: Sal Mitchell

Associate SENDCos Aimee Wallis, Vicky Cameron, Karen Woodhead

Assistant SENDCo: Lisa Blake

SEND Governor: Lynsey O'Donnell

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Email: office@fairfield.notts.sch.uk

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Local Offer Contribution:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/results.page?qt=Fairfield+Primary+Academy&newdirectorychannel=0&term=&sorttype=relevance>

What is a Special Educational Need?

The definition of Special Educational Needs (SEN)

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

How does Fairfield Primary Academy support pupils with special needs and disabilities

The process of SEND identification and provision is cyclical: assess the child's needs; plan support and intervention; put the planned provision into action; and review progress

Our SEND philosophy places SEND children at the heart of our SHINE curriculum. It is our belief that all children are capable of learning anything if that learning is presented in the right way. High expectations are set for all our children which challenges for deeper learning where everyone can achieve. It avoids the negative potential of activities being oversimplified and low expectations that some children can't achieve.

Whilst many factors contribute to the challenges experienced by some children, we believe that much can be done to overcome these by parents, teachers and children working together. At Fairfield, we strive for inclusion rather than integration. For us Inclusion is about how we adapt to our children's needs. It means that we focus on school organisation and culture and how we respond to diversity, and celebrate difference. A child is 'included' when they are viewed as an equal partner in the school community and truly sense their own 'belonging'. It is the essence of quality first teaching, and of fostering an environment where all our children, including those with SEND can benefit as fully as possible from their education.

Children's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and Interaction – Children have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

At Fairfield, extra to our quality first teaching, we support these children by:

- Specific Speech and Language programmes

- Professional Speech and Language support if required
- Healthy Families Team – if accepted at Springboard referral
- Educational Psychology support – if accepted at Springboard referral
- Autism Education Trust Progression Framework to monitor progress and set manageable targets
- Provison maps – Wave 2 and Wave 3
- Boxall Profiles to monitor progress and set manageable targets (children who attend Nurture Group Provision)
- Autism Friendly Teaching
- Nurture Group – Fairfield Foxes
- Sensory Audits

2. Cognition and Learning – Children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or Maths.

At Fairfield, extra to our quality first teaching, we support these children by:

- Dyslexia Friendly Teaching
- Dyscalculia Friendly Teaching
- Schools and Families Support Services if required
- AET Autism Framework
- Pre- Key Stage Standards assessments
- B-Squared
- Precision teaching- repetitive focused learning
- Pre/Post learning tasks

3. Social, Emotional and Mental Health Difficulties (SEMH) – Children have difficulty in managing their relationships with other people, are withdrawn, or they behave in ways that may hinder their and other children’s learning or have an impact on their health and wellbeing.

At Fairfield we pride ourselves on being a caring and supportive school. We believe that children need to feel happy, secure and safe in order to meet their potential. Every child is treated as an individual and pastoral arrangements can be made discreetly as required. We support these children by:

- Consulting with Child and Adolescent Mental Health Services (CAHMS) if required
- Personal, Social and Emotional Development Team if required
- One to one sessions- externally through CASY Counselling
- Nurture - Fairfield Foxes
- Personalised timetables
- Art Therapy – Spring and Summer Term
- Play Therapy
- Forest Schools

4. Sensory and/or physical needs – Children with visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

At Fairfield we support these children by making reasonable adjustments and any more of the following:

- Consultation with the Physical Disability Schools Services
- Personalised Provision and resources
- Wheel chair access
- Lift adaptation to school building
- Disabled toilets/shower room
- Lowered ceilings in 4 classrooms for Hearing Impaired children in KS1/2

Where a child has medical needs the school will put in place a health care plan to identify any additional provision that will be needed and who will be responsible for ensuring that the child's medical needs are adequately met.

Parent/carers and pupils (where this is considered appropriate) will be invited to attend planning and review meetings at least 3 times a year. This is an opportunity for parent/carers and professionals who have been working with your child to share their opinions and identify the next steps to best support your child.

How adaptations are made to the curriculum and the learning environment of pupils with SEND

Fairfield is on 2 levels with accessible facilities for wheelchair users, including disabled toilet facilities, a shower area and an area for intimate care, a lift and a designated parking space for disabled parking.

Teachers in school ensure adaptations are in place to support each pupil's individual needs.

Some children and young people may have SEND that covers more than one of these areas. (Reference: Special Educational Needs and Disabilities Policy and Procedure 2020)

As of Sept 2020, our SEND profile shows that we have 15% made up of **91** children receiving some form of SEND Support and 1 child with an Education Health and Care Plan.

This percentage is made up of the following groups:

| SEND- Area of Need Breakdown | |
|-------------------------------------|-----|
| Cognition and Learning | 30% |
| Social, Emotional and Mental Health | 9% |
| Communication and Interaction | 50% |
| Sensory and Physical | 11% |

We have internal processes for monitoring quality of provision and assessment of need. Steps are taken to understand the needs of each child and progress is monitored through tracking not only academic achievements but also Interpersonal and communication skills and SEMH (Social, Emotional and Mental Health) of the individual using the Wellbeing Compass and Boxall Profile tools. It is important for all staff to be aware that sometimes these need to be addressed before any academic learning can be made.

Assessing the impact of Intervention

The interventions used will be those that are proven to make a difference for most learners. A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by the child – and a target outcome set.

Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency or intensity of the intervention. The termly reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parents' consent. This might involve: Speech and Language Therapy Services, an Advisory Support Teacher, Occupational Therapists, Physiotherapists, Educational Psychologist or other health services such as a Paediatrician.

Where a child has an Education, Health and Care Plan (EHC), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parents or carer, and all other professionals involved with the child.

What opportunities for enrichment are there for my child?

At Fairfield Primary Academy we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all. We will work in partnership with you to ensure that adaptations to our provision allow your child to be involved in all aspects of school life, both in and out of the classroom; including trips, after school activities and residential trips. We would never wish for a child to feel excluded as a result of their special needs or disability.

All staff at Fairfield Primary Academy have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is: "A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities." Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation. For more information about the Equality Act, the protected characteristics or duties on public bodies can be found on the following website: <https://www.gov.uk/equality-act-2010-guidance>

Specialised services and expertise who will work with your child

School Partnership

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents. The following services will be involved as and when is necessary:

- *School, families and Support Services(SFSS)*
- *Children and Adolescent Mental Health Services(CAMHs)*
- *Physical Disability Support Services (PDSS)*
- *Early Help Team*
- *Personal, Social and Emotional Development Team (PSED)*

- *Healthy Family Team*
- *Speech and Language Therapists (SALT)*
- *Physiotherapists*
- *Occupational Therapists (OT)*
- *Paediatricians*
- *The Educational Psychologist (EPS).*
- *Casey Counselling*
- *Women's Aid*
- *Small Steps Team*

In order for this to happen:

- Parents will be asked to give permission for the school to refer their child to the specialist professional e.g. SALT or EPS. This will then be taken to '**Springboard**' where it will be discussed and taken to a panel. From here the chosen agency will decide on what support is needed and feedback.
- If the specialist professional will work with the child to understand their needs and make recommendations as to the ways the child is given support. This will then lead to specific group or individual work being carried out.
- Fairfield Primary Academy works closely with the local authority which retains a strategic role across its area to support SEND provision. Details of that support are set out in the local authority's local offer.

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page>

We recognise that transitions can be a challenging time for children with SEND and we take steps to ensure that any transition is as smooth as possible.

There are many additional services that may be accessed for your child, depending on their needs these may include:

| Name /Team | What they do? | Contact |
|--------------|---|---|
| Zena Argent | Specialist teacher for Primary Social and Emotional Development (PSED) Team. Working in conjunction with South Broxtowe Partnership in the prevention of exclusions. Family SENDCo for the George Spencer family of schools. | zargent@george-spencer.notts.co.uk |
| Joanna Tilly | Educational Psychologist - Offers a range of interventions, such as learning programmes and work with teachers or parents/carers for students who are experiencing difficulties in school. | Joanna Tilly Educational Psychologist Meadow House Littleworth Mansfield Nottinghamshire NG18 2TB joanna.tilly@nottsc.gov.uk |
| Carol Ward | Schools & Family Specialist | Tracy Marks SFSS Communication & Interaction |

| | | |
|---|--|--|
| SFSS Early years and KS1 | Services (SFSS)- a group of specialist teachers and learning support staff employed by the local Education Authority. | Team - Home Brewery Building Sir Robinson Way Arnold NG5 6DA - 0115 8546464 carol.ward@nottsc.gov.uk |
| SFSS Team Vanessa Foulds Wendy Kosakis Karen Thomson | Communication and Interaction Team SFSS - focus on providing support for students on the autistic spectrum, or those who have other communication & interaction difficulties. | vanessa.foulds@nottsc.gov.uk Communication & Interaction Team - Home Brewery Building Sir Robinson Way Arnold NG5 6DA - 0115 8546464 wendy.kosakis@nottsc.gov.uk |
| Ruth Hickling | Physiotherapist - Offers advice & support to parents/carers and school staff for students needing physiotherapy support. | Ruth Hickling - Paediatric Physiotherapist - City Hospital Children's Centre Hucknall Road NG5 1PB - 0115 8831110 |
| Rachel Evans Cathy Raymond | Speech and Language advice | Stapleford Care Centre, Church Street, Stapleford, Notts NG9 8DB. 0115 8835187 |
| Healthy Families support workers | School Nurse Nottinghamshire Healthcare NHS | Stapleford Care Centre Church Street Stapleford Nottingham NG9 8DB - 0115 8835000 Stapleford Care Centre Church Street Stapleford Nottingham NG9 8DB - 0115 8835000 Beeston Health Clinic Dovecote House 38 Wollaton Road NG9 2NR - 0115 8404848 Beeston Health Clinic Dovecote House 38 Wollaton Road NG9 2NR - 0115 8404848 |
| Bernadette Miller | SFSS Educational Audiologist -A qualified teacher of the deaf employed by education support services. Provides guidance to schools, particularly in area of acoustics and maximising listening conditions for hearing impaired pupils. | SFSS Home Brewery Building Sir Robinson Way Arnold NG5 6DA - 0115 8546464 bernadette.miller@notts.gov.uk |
| Amanda Collinge | FPDSS (Fountaindale Physical Disability Specialist Service) – Help and advice to school staff for students with physical difficulties. | acollinge@fountaindale.notts.sch.uk |

| | | |
|-----------------------------|---|--|
| Louise Higginson | Occupational Therapist Physical Disabilities | Children's Centre, Nottinghamshire health care, City Hospital Campus, Hucknall Road, NG5 1PB |
| Sue Denholm | Virtual School for Looked After Children - Education staff liaise with schools to meet the specific needs of looked after children. This service extends to adopted children with the permission of their parents. | sue.denholm@nottscc.gov.uk |
| Linsey Atkins | NORSACA (Nottingham regional society for adults and children with Autism) – Advice & support for parents/carers of students on the autistic spectrum. | linsey.atkins@norsaca.org.uk |
| Gillian Newcombe | CAMHS - Broxtowe Emotional Health & Well Being Team form part of Child and Adolescent Mental Health Services (CAMHS). They offer a range of interventions aimed at supporting children's emotional health, up to 18 years of age, on a range of emotional health issues. The service covers children who are patients registered with a General Practitioner located in the Borough of Broxtowe. Referrals must be made in writing by professionals only & must have consent from the child, young person and or family. | Gillian Newcombe, Broxtowe Emotional Health and Well Being Team, Stapleford Care Centre, Church Street Stapleford, Nottingham, NG9 8DB 0115 8835157 |
| SEN officer advice for EHCP | Education Health and Care plan | County Hall, West Bridgford Nottingham NG2 7QP 0115 9774012 |
| Small Steps Team | Small Steps is a service providing early support and evidence- based interventions to families of children displaying behaviours that cause concern or challenge. | not-tr.small.steps@nhs.net or post to Small Steps Service Bull Farm Primary Care Centre Concorde Way Mansfield Notts NG19 7JZ Small Steps Team on 01623 672152 |

CAMHS support for further information

<http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/fsd/organisation.page>

Nottinghamshire County Council Local Offer

http://nottinghamshire.sendlocaloffer.org.uk/kb5/nottinghamshire/fsd/local_offer.page

N.B these do change due to organisational restructuring and funding, and this is by no means an exhaustive list and we liaise with a number of professionals from healthcare, police and social care depending on a child's needs. Fairfield Primary Academy works with the organisations in meeting the needs of our children. This could be through a multi-agency approach or individual meetings/consultations.

How will I recognise if my child has special educational needs?

Special needs are not always easy to identify and children quickly adapt to cope with their difficulties. You may notice your child has difficulty with:

- all school work
- specific areas of school work such as reading, writing, numeracy, understanding or processing information
- self-expression or expressing and understanding what others are saying
- listening or paying attention
- establishing relationships, making friends or relating to adults
- personal organisation
- motor skills
- sensory or physical needs
- a combination of any of the above

How can I get involved and support my child's learning?

We actively encourage parents/carers to be fully involved in their child's learning and the wider school community. We have an open door policy for parents/carers. We invite parents/carers to be involved in the discussions and decisions directly related to their child, and through consultation, we do this through:

- Daily meet and greet
- Termly pupil SEND profile meetings
- Meetings with professionals
- Copies of reports from professionals
- Annual EHC Plan meetings
- Pupil/parent meetings,
- Personal Education Plans (PEP) reviews/ Looked After Child (LAC) Meeting
- Parental questionnaires

How can you support your child's progress?

- Writing in the home school diary about news and activities at home. At Fairfield, communication with parents is held in the very highest regard. Every pupil has a home/school diary and we urge parents use it to keep us abreast of events at home or ask any questions you may have. Sharing experiences from home enables us to enhance our pupils' learning in meaningful and enjoyable ways and helps with future planning.
- Providing school with information re appointments or medical updates. Your son or daughter's attendance and welfare is very important to us so please let us know

before they attend any appointments or if there are any changes with medication. This ensures that we can keep records up to date and care for your son or daughter in the best possible way.

- Attending medical appointments, parent/ pupil meetings. Parents' attending medical appointments in school is extremely helpful to the medical professionals working with your child. Information and assistance you can give is of great benefit and ensures we can do everything to look after your child. We have at least two parents evening per year, which are excellent opportunities to discuss pupil progress and targets as well as sharing examples of their work and achievements. During these meetings you can raise any concerns you may have and help shape future curriculum decisions for your child.
- Attending parent workshops. At Fairfield we strive to provide the best training for not only our children and colleagues but also parents. We offer a range of workshops that will give you new skills and knowledge to help yourself or your child.
- Use curriculum advice and activity ideas from the class teacher. Throughout your child's time at Fairfield we expect that you will take an active role in supporting their learning. You will always be made aware of your child's targets and we hope you will help develop them in their daily lives outside of school.
- Homework. At Fairfield we provide meaningful homework opportunities for our students. The aim of this is to give our students the maximum benefit of homework without causing unnecessary stress to anyone in the family. Your child's teacher will send the levels that your child is currently working at along with some suggestions on how they can progress.

How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEND support reviews but also through pupil profile meetings and parent/pupil meetings.
- Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0115 9179266

Will my child be expected to take part in statutory assessments?

Most children will take part in Key stage 1 assessment and KS2 assessments, including children with SEND. Some children will require access arrangements to enable them to take part in the tests and the school will need to apply for these, demonstrating why a pupil is eligible.

Where a child is assessed to be working below the level of the tests this must be confirmed when the pupils are registered and the child will not sit the test.

What are the transition arrangements for children?

Supporting transition e.g. moving class, key stage or school

Transition is part of life for all learners, whether that is moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially

so for a child with SEND. Consequently we work closely with parents, children and staff to ensure that these transitions run as smoothly as possible.

If your child is joining us from another school into EYFS:

- The EYFS Leader and the SENDCos Team will speak to the previous school/nursery/PVI where appropriate.
- If your child would be helped by a book/passport to support them then one will be made with them.
- Your child will visit the school with you and your family and meet the staff. You will be shown around the school and introduced to key staff, class teacher and teaching teams who will be working closely with you.

If your child is moving to another school:

- We will contact the school SENDCos and ensure he/she knows about any special arrangements or support that needs to be made for your child, where possible a planning multi-agency meeting will take place with the SENDCos from the new school.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made with them.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new teaching team in advance and planning meetings will take place with the new teaching teams to discuss Pupil Profile, positive handling plans etc.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made with them.

In Year 3 and 6:

Advanced planning for pupils in Year 3 and 6 are essential to allow appropriate options to be considered. The SENDCos will liaise with the SENDCos of the Primary and Secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

- The SENDCos will discuss the specific needs of your child with the SENDCos of your child's Primary School and Secondary School. In some cases, a transition review meeting, to which you will be invited, will take place with the SENDCos from the new school. During the transition meeting a transition plan will be developed.
- Your child will be participating in focussed learning related aspects of transition to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions in some cases staff from their new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made with them.

End of year transition:

- Year group teams will meet in the summer term to share pupil profiles, individual provision maps and outcomes and where appropriate care plans with the upcoming teaching teams.

- The SENDCos and SEND Team will ensure that a transition meeting is held in the summer term with a transition booklet for all SEND pupils.
- Training needs are planned for and any information regarding SEND needs are passed to the new teachers through the class SEND files.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Staff Deployment

Considerable thought, planning and preparation goes into utilising our Teaching and Learning Assistants to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Staffing is considered on the skillset of the Teaching Assistants and Teaching in consideration with the cohort of children with SEND within each phase. Individual provision plans are then drawn up and in turn class provision maps are created to ensure individual SEND need is accounted for as a top priority. For those pupils with AFN – additional funded needs costed provision maps are created with detailed evidence of supporting resources provided in school. This builds a portfolio of the support each child receives and the progress each child makes. Additional funding and financial support can be applied for from the Local Authority. Detailed assessments and data tracking ensure that all learners achieve and make progress at Fairfield Primary Academy. The school funding formula is generated to include financial provision to specifically support pupil’s individual special needs.

This funding is prioritised to enhance learning to ensure that small steps of progress are continually made by all SEND learners.

Currently we have the following funded children;

| | |
|---------------------------------|--------------------|
| AFN (additional funding) | |
| Low funding | 1 |
| Medium funding | 6 |
| High funding | 3 |
| HLN | 1 |
| Total Funded | 11 children |

Staff CPD

Continuing professional development is part of Fairfield’s commitment to our staff. Alongside school based training, teachers and TAs (Teaching Assistants) attend a range of training covering all aspects of learning. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo/ Associate SENDCOs attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

All our staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from our SENDCo or other staff with relevant expertise. Any adult from an external agency working with your child will have the appropriate experience and qualifications. The Family SENDCo, Zena Argent will

support with training needs and disseminate relevant information she has received from the County Council for SENDCos to share.

Staff training and any Specialist Qualifications/Expertise at Fairfield Primary Academy

In the last academic year, we have trained staff to use a system called EduKey that has helped to monitor provision, improve target setting and develop the SEND pupil profiles as a way of tracking the progress of our SEND children.

SEND transition meetings and SEND resource booklets have been developed across the school for all our SEND children. This has enabled a strengthening of sharing strategies that have worked well to prepare our SEND pupils with the best transition possible to feel safe, secure and happy settling into their new class in order to continue to build on the successes from last year.

We have continued to contract CASY counselling 1 day a week to support our SEND children's emotional needs and have included counselling support for our staff as required. The Wellbeing Compass has enabled us to specifically measure the wellbeing across the KS2 classes for the following areas: physical activity, diet and nutrition, personal development, emotional wellbeing and cognitive functioning. This evidence based data has provided targeted interventions which will be monitored and reported on. In school we have a trained Mental First Aider.

The school has provided training and support to enable all staff to improve the teaching and learning of children, including those with SEND. Our school operates the following training programmes:

- The Spencer Trust Academies - all staff attended a variety of training events linked to SDP
- The SENDCo attended all Trust SEND Network meetings
- The SENDCo has supported a Trust school with SEND transition
- The SENDCo and Assistant SENDCo attended specific SEND training events and Networks termly with Family SENDCo.
- Support is given from all outside agencies who will advise teachers on how best to support the child in class and to help ensure they meet their targets.
- 2 members of staff have the accredited Nurture award.
- The SENDCo has supported a Trust school with SEND transition
- Our SEND transition booklets have been shared across the County by SFSS as a good exemplar.
- Half termly parental SEND coffee surgeries

Further Development for 2020-2021

3 Associate SENDOs will complete the National Award for Special Educational Needs -2020-21

External agencies to be invited to attend SEND surgery meetings to keep all parents up to date with relevant developments in relation to the needs of pupils with SEND

Attendance

Attendance at Fairfield Primary Academy is a strength. Following the outbreak of Coronavirus (COVID-19) the school has set out some of the adjustments we have made in line with the changed arrangements taking into consideration the current exceptional circumstances. Refer to the Attendance Policy. Previous attendance data shows it is above both national and IDACI averages at 97% compared to National average of 96.1%. The school

has a strong track record in ensuring good attendance: it is vigilant and tenacious, setting high expectations with parents

The attendance for both groups of SEND 96.4% and FSM6 97.2%. was above the national average for similar groups.

How can I contact school about the provision my child is receiving?

The education of all pupils that attend Fairfield Primary Academy is very important to us and therefore the school is open to comments, questions, compliments and complaints.

Compliments are always greatly received and can be passed on either directly to staff and the SENDCo Team.

An appointment can be made with our SENDCos or the relevant Class Teacher, at any time, if a parent/carer wishes to discuss their child's needs. However, if further discussions are needed, then the Principal or Senior Leaders may be included too. If a Parent/Carer feels uncomfortable speaking to a member of our staff, they should put their complaint or concern in writing and a member of the Senior Leadership Team will respond to them within the week. All complaints are dealt with in accordance with the Fairfield Primary Academy's complaints procedure which can be found on the Academy's website.

2019-2020: We had 0 complaints.

Relevant school policies underpinning this SEN Information Report include:

- The Special Education Needs and Disability (SEND) Policy and Procedures 2020
- Teaching and Learning Policy and Procedures 2020

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Reviewed: Sept 2020

