



FAIRFIELD FIRST SCHOOL

SEND INFORMATION REPORT

September 2026



A note about the 2026 reforms

This interim report keeps the current statutory SEN Information Report requirements. It also reflects the direction of the Government's 2026 SEND reform proposals, including earlier identification, inclusive mainstream practice, evidence-informed support and clearer shared accountability. The overarching SEND reform consultation closed in May 2026 and the final statutory framework has not yet been published, so proposed changes are not presented as current law.

We will update this report when the Government publishes the final arrangements and any new statutory guidance. The current statutory requirements continue to require an annual SEN Information Report and remain based on Schedule 1 of the SEND Regulations 2014.

1. What types of SEND does the school provide for?

We support pupils with a wide range of SEND. Needs may fall into one or more broad areas and can change over time.

Area of need	Examples of needs supported
Communication & Interaction	Autism spectrum conditions; speech, language and communication needs; social communication difficulties.
Cognition & Learning	Specific learning difficulties including dyslexia, dyspraxia and dyscalculia; moderate/severe learning difficulties; memory, processing, literacy, numeracy and executive-function needs.
Social, Emotional & Mental Health	ADHD/ADD; anxiety; emotional regulation difficulties; social and behavioural needs affecting engagement and readiness to learn.
Sensory and/or Physical	Hearing and visual impairments; sensory processing needs; multi-sensory needs; physical and fine/gross motor needs.

2. Which staff will support my child and what training have they had?

SENCO – Mrs Sarah Hadley. Sarah is the school SENCO, a qualified teacher and has extensive SEND experience. She achieved the National Award for Special Educational Needs Co-ordination in 2021. Email: senco@fairfield.worcs.sch.uk

Class teachers. Every class teacher is responsible and accountable for the progress, development and day-to-day SEND provision of pupils in their class. Teachers receive SEND training and advice from the SENCO.

Teaching assistants. Our TA team supports pupils in class and through targeted interventions. TAs are deployed according to identified need; additional adult support is not automatically 1:1.

External expertise. We work with relevant professionals when evidence indicates that specialist advice or support is needed, including speech and language therapy, educational psychology, occupational therapy, autism and learning support services, paediatrics/GPs, school nursing, mental health services, local authority and voluntary-sector services.

3. What should I do if I think my child has SEN?

Step	Our approach
1. Raise the concern	Speak with the class teacher or SENCO. We listen to concerns and gather information about strengths, needs and impact.
2. Classroom response	The teacher reviews high-quality teaching and reasonable adjustments and provides appropriate support.
3. Assess–Plan–Do–Review	Where concern remains, we establish a baseline, agree a measurable outcome, identify provision that is additional/different, deliver it and review the impact.
4. Evidence trail	The teacher records strategies, interventions, resources, frequency, duration and impact. Pupil and parent voice are included.
5. Initial Concern Form	If concern remains after a meaningful cycle, the teacher completes the school Initial Concern Form and submits the evidence to the SENCO.
6. SENCO review	The SENCO reviews the evidence and may recommend further school-based strategies/interventions before specialist referral is considered.

We aim to identify need early and respond to it without waiting for a diagnosis. Support is based on the child's observed needs and barriers to learning.

4. How will the school know if my child needs SEN support?

Teachers are expected to be alert to differences in progress, engagement, communication, behaviour, social interaction or emotional well-being. We consider the child's strengths, starting points and context rather than relying on a single assessment.

- Classroom assessment, work and observations are reviewed alongside pupil and parent views.
- We consider whether a difficulty reflects a gap in learning and whether it responds to high-quality teaching and ordinary classroom adjustments.
- Where concerns persist, the teacher and SENCO review the evidence from the graduated approach and decide what further support or expertise is needed.

5. How will the school measure my child's progress?

Assess	Plan	Do	Review
Baseline, need and voice.	Outcome and additional/different provision.	Consistent delivery and evidence.	Impact, voice and next decision.

Our **My Fairfield Plan** is a rolling record used for children on SEN Support or with an EHCP. It records targets, provision above ordinarily available classroom practice, evidence, child/parent voice and review decisions so that the evidence trail can move with the child from Reception to Year 4.

6. How will I be involved in decisions made about my child's education?

- Parents/carers are involved in identifying strengths and needs, agreeing outcomes and reviewing provision.
- SEN Support is reviewed regularly; EHCP annual review arrangements are followed where applicable.
- Agreed outcomes, actions and provision are shared with relevant staff and families.
- Parents/carers can contact the class teacher or SENCO between reviews if needs or circumstances change.

7. How will my child be involved in decisions about their education?

The level and format of pupil involvement depends on age, development, communication and competence. We aim to make pupil voice meaningful and revisit it when targets or provision change.

- Children may contribute through conversation, drawing, writing, photographs, symbols, questionnaires, video or supported discussion.
- They are encouraged to identify what they enjoy, what they find difficult, what helps and what they want to improve.

8. How will the school adapt its teaching for my child?

High-quality teaching is the first response to SEND. We provide a broad, balanced and ambitious curriculum and make reasonable adjustments so pupils can access learning and demonstrate what they know.

Ordinarily available / inclusive practice	Additional or different provision
Clear explanations, modelling, visual support, flexible grouping, appropriate seating, pre-teaching, processing time, scaffolding and adapted resources.	Targeted intervention; enhanced adult prompting; specialist resources; structured 1:1 or small-group work; evidence-based programmes; personalised visual systems; specialist advice/training.
Teachers adapt presentation and ways pupils can record/show learning.	Provision on My Fairfield Plans or EHCPs is clearly identified, implemented and reviewed as additional/different support.

Examples of support available include visual timetables, now/next boards, task-management boards, social stories, speech and language support, Little Wandle catch-up, precision teaching, handwriting/fine-motor programmes, sensory/fidget resources, quiet workstations, nurture/well-being support and small-group interventions. Provision is selected according to individual need rather than diagnosis alone.

9. How will the school evaluate whether support is helping?

- Review agreed outcomes through the graduated approach and record evidence of implementation and impact.
- Use work samples, assessment/intervention data, observations, engagement/independence measures and pupil/parent voice as appropriate.
- SENCO monitoring checks that agreed additional/different provision is being implemented and reviewed.
- EHCP provision is also considered through the statutory annual review process.

10. How will the school secure the resources needed?

We use SEND resources strategically to meet identified need. Where additional equipment, staffing, training or specialist expertise is required, we work with the Trust, local authority and relevant professionals. For SEN Support, provision is normally met from school resources; for EHCP pupils, provision is secured in line with the plan and relevant funding arrangements.

11. How will the school include my child in school activities?

We want pupils with SEND to belong, participate and contribute fully to school life. Educational visits, clubs, sport, performances and residential experiences are planned with inclusion in mind.

- Reasonable adjustments are made where required.
- Staff consider communication, sensory, medical/personal care, physical access and risk needs.
- Families are consulted where individual arrangements are needed.
- Pupils are encouraged to participate in enrichment, leadership and social opportunities alongside peers.

12. How are admissions made fair for pupils with SEND or a disability?

Fairfield First School follows its published admissions arrangements and statutory duties. We do not disadvantage children because they have SEND or a disability and we make reasonable adjustments where required. The Accessibility Plan and Admissions Policy give further information.

13. How does the school support pupils with disabilities?

We use reasonable adjustments, accessible resources and flexible approaches to reduce barriers to participation. The Accessibility Plan addresses access to the curriculum, physical environment and information. We work with families and professionals where specialist equipment or adaptations are required.

14. How will the school support mental health and emotional/social development?

- Pastoral and well-being support is available, including the Well-Being Mentor and nurture provision where appropriate.
- Adults use relationship-based approaches and explicitly teach emotional regulation and social skills where needed.
- Structured social opportunities support pupils who need help with friendships, communication or confidence.
- Pupil voice helps us understand what makes the child feel safe, included and ready to learn.

15. What support is available for transition?

- Transition planning begins in good time and is personalised to the child.
- Where appropriate, current and receiving teachers share information and attend meetings.
- Children may visit the new classroom/teacher and use transition resources, visual timetables or social stories.
- For pupils moving to middle school, we liaise with the receiving SENCO and share relevant SEND information; support may include timetables, organisation and identified learning gaps.
- Parents/carers and pupils are involved wherever appropriate.

16. Looked-after and previously looked-after children with SEN

The headteacher and SENCO work with staff to understand how a child's care experience and SEN may interact. Where a child is looked after, the Personal Education Plan and SEN provision are coordinated so that priorities are clear and complementary.

17. What should I do if I have a complaint about SEN support?

In the first instance, speak with the class teacher or SENCO so concerns can be addressed promptly. If unresolved, the school's Complaints Policy sets out the next stage. Families can also be signposted to appropriate independent information and advice.

18. What support is available for families?

Service	Information
Worcestershire Local Offer	Local SEND services and information: www.worcestershire.gov.uk/send-local-offer
Worcestershire SENDIASS	Free, impartial and confidential SEND advice: www.worcestershire.gov.uk/sendiass
IPSEA	Independent information and advice about SEND law and education, health and care rights.
Voluntary organisations	School can signpost families to relevant charities and community organisations.

19. How can I contact the school about SEND?

Contact	Details
SENCO	Sarah Hadley sendco@fairfield.worcs.sch.uk
Headteacher	Scott Smith head@fairfield.worcs.sch.uk
SEND link governor	Claire Wing office@fairfield.worcs.sch.uk

20. Glossary

Term	Meaning
APDR / Graduated approach	Assess–Plan–Do–Review: identify need, plan support, deliver it and review impact.
EHCP	Education, Health and Care Plan – a statutory plan setting out needs, outcomes and provision.
SEN Support	Additional special educational provision delivered by the school to meet identified SEN.
Additional/different provision	Support, adaptation, intervention or resource additional to or different from what is ordinarily available to the class.
Initial Concern Form	School record completed when concerns remain after a meaningful cycle and SENDCo review is needed.
My Fairfield Plan	Rolling target and provision record used while a child is on SEN Support or has an EHCP.
SENCO	Special Educational Needs Coordinator.
Reasonable adjustment	A change made to reduce a disadvantage caused by disability.
Local Offer	Local authority information about SEND services and provision.

Review date: September 2027 | Reviewed annually and sooner if school provision or statutory requirements change.