

## Fairfield First School



### SEND Local Offer

#### What is 'The Local Offer?'

The local offer was first introduced in the green paper (March 2011) as a local offer of all services available to support with Special Educational Needs and/or Disabilities (SEND) and their families. This information will set out what is available in our school to help children with SEND.



At Fairfield First School we strive to support **all** children to enable them to achieve their full potential at school. In order to do this many steps are taken to support them through their learning journey. Early identification is vital and Quality First Teaching is key. However for some children there are occasions when further positive support may be needed to help them to achieve their targets.

The information included within this document is a description of the systems and resources we are able to access within our school to help us achieve our school aim:

**Aim high, work hard, have fun and look after others**

## INTRODUCTION

All Worcestershire Local Authority (LA) maintained schools have a statutory duty to meet the needs of pupils with Special Education Needs (SEND), including Looked After children. Children are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. The LA Offer for SEND is available at <http://www.worcestershire.gov.uk/sendlocaloffer> and was updated in October, 2018. This sets out the provision that is available for children with SEND in Worcestershire. All schools are encouraged to be as inclusive as possible, with needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

## WHAT TYPE OF SEND DO WE PROVIDE FOR?

Fairfield First School is a fully inclusive school. We educate children with varying levels of SEND. These include the 4 broad 'areas of need' outlined in the Special Education Needs and Disability Code of Practice: 0 - 25 years, being:

**Communication and Interaction**  
**Cognition and Learning**  
**Social, Emotional and Mental Health Difficulties**  
**Sensory and Physical Needs.**

## HOW DO WE IDENTIFY CHILDREN WHO MAY HAVE A SPECIAL EDUCATIONAL NEED?

At Fairfield First School we pride ourselves on swift identification of additional needs. This is achieved by:

- Regular classroom assessments made by teachers which provide opportunities to observe, monitor and review progress. Experienced staff can identify needs and seek advice quickly to support individual needs.
- Staff liaise with parents/previous school/nursery/pre-school setting/SENDCo/relevant outside agencies to ensure communication is key.
- Learning walks carried out by SENDCo, Head teacher and other members of SLT focus on pupil progress and our carried out termly. These highlight children who are performing below age expected levels or may not be making the expected steps progress.
- Concerns raised by parents/carers.

## HOW DO WE WORK IN PARTNERSHIP WITH PARENTS OF CHILDREN WITH SEND?

Working in partnership with parents is key in the development of the whole child. We actively encourage parents to be involved in their child's education through:

- Termly parent's consultations with the class teacher
- Annual reports
- Informal discussions with class teacher, SENDCo and head teacher.

- Telephone contact
- Individual Education Plans - reviewed with parents at least termly.
- Meetings with outside agencies
- Termly review meetings with SENDCo for those children with an Education and Health Care Plan
- Annual review meetings with SENDCo and head teacher with an Education and Health Care
- Planning and sharing relevant information and support regarding how parents can support their child at home.

### HOW DO WE ENSURE CHILDREN WITH SEND ARE INVOLVED WITH THEIR LEARNING NEEDS AND PROGRESS?

All children, regardless of SEND, are aware of their next steps and this is made explicit through our Pink and Green marking policy. These are shared regularly with children e.g. during lesson time, at the start of, during and on completion of intervention group work and to parents, during termly and annual reviews. Those children who have Individual Education Plans have additional targets shared, worked upon and reviewed with their class teacher and other members of staff who may be providing additional support. All children know how well they are doing through verbal and written feedback and self and peer assessment.

### HOW DO WE ASSESS AND REVIEW THE PROGRESS OF CHILDREN WITH SEND?

In accordance with the SEND Code of Practice (2014) the process for responding to children identified as needing additional support, follows the four step cycle called the Graduated Response.

ASSESS - The child will be assessed thoroughly to identify the key area of need and 'next steps' targets will be produced.

PLAN - Provision needed to support the child to achieve their 'next steps' targets will be carefully planned to scaffold the child's learning towards their goal. This may be in the form of: intervention; curriculum adaptations; resourcing and additional support. If the support is through intervention (individual or small group work over and above what is offered to the class), this is delivered by skilled teachers/ teaching assistants.

DO - The support planned is put in place and monitored over a period of time leading to review.

REVIEW - Following the additional support, it will be reviewed against the child's targets in order to consider next steps.

The above is in addition to the school's procedures for assessment which are also used to assess children with SEND, such as: Teacher Assessments; DfE tests and Pupil Progress meetings.

### WHAT ARRANGEMENTS DO WE MAKE FOR SUPPORTING CHILDREN IN MOVING BETWEEN PHASES OF EDUCATION?

In order to ensure a successful transition at all stages of their educational journey, school has the following procedures in place:

Teacher visits to pre-school/nursery children (Outside Agencies will often be involved in these for SEND with head teacher and SENDCo involvement);

Transition visits specifically for SEND children pre-school and at each year group change for children with SEND;  
Additional visits for Year 4 children on transition to Middle School accompanied by a member of staff;  
Class teacher meets with Middle School SENDCo and appropriate new teachers;  
Detailed documentation to support children transferring to Middle School with SEND;  
Resources in place such as photo books; detailed transition plans/ packages and lengthy transition support for individuals  
Split placements for children requiring a phased move to a non- mainstream setting.

## HOW DO WE APPROACH THE TEACHING OF CHILDREN WITH SEND?

All children are provided with 'Quality First Teaching' at Fairfield First School, through an inclusive and positive classroom ethos. Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that each child's needs are met. All lessons offer challenge and support necessary for each child to learn and where necessary differentiation occurs through the work set, questions asked and support given. Specific resources and intervention strategies will be used to support children individually and in groups. Planning and teaching will be adapted on a daily basis, if needed, to meet children's learning needs.

To support this, classrooms have highly efficient Teaching Assistants to support learning, visual Working Walls, differentiated resources, a range of equipment to support specific needs (for example, laptops, coloured over-lays, visual timetables, task boards, specific fine motor resources)

At Fairfield, we are committed to ensuring children reach their potential and have a qualified teacher to deliver intervention sessions on certain afternoons. If children are identified as having a specific need, targeted intervention sessions are carefully planned for by class teachers, alongside our school intervention teacher. These sessions are usually short "bursts" to address misconceptions, support an objective being learnt in the classroom and to address an individual's personal next step. Where a child requires specialist support, such as Speech and Language, with the permission of parents, a referral is made to the particular service required. Staff are dedicated to ensuring these expert next steps are put in place to help close the gaps in learning. In these cases, the curriculum is highly tailored to the individuals needs in line with recommendations from outside agencies.



*“Disabled pupils and those who have special educational needs make good progress in all year groups. This is because staff carefully plan and constantly review learning in order to fit the particular needs of these pupils”  
Ofsted, 2015.*

## WHAT EXPERTISE AND STAFF TRAINING IS AVAILABLE TO SUPPORT CHILDREN WITH SEND?

All staff receive regular training from the health service around key medical issues which could arise for children.

Individual staff are trained in First Aid and are strategically placed around school.

The SENCO attends training and an annual SENDCO conference which is then shared with all staff.

The SENCO supports requests from staff, or as necessary to support a particular child or group of children.

Specialist advice is bought into school. For example the Worcestershire Speech and Language team provide expert advice.

Where appropriate, individual teachers and support staff attend training courses run by Chadsgrove Teaching Alliance that are relevant to the needs of specific children in their class.

## HOW DO WE EVALUATE AND REPORT THE EFFECTIVENESS OF THE PROVISION MADE FOR CHILDREN WITH SEND?

Through rigorous books trawls, termly learning walks and informal chats with class teachers, the SENDCo and Headteacher monitor trends in intervention and provision for children with SEND. Children's progress towards targets influences this evaluation. In light of this, further staff training may be appropriate, additional resources acquired and a change in provision or advice from outside agencies maybe under-taken. The school SENDCo writes termly reports on SEND for Governor meetings.

## HOW DO WE ENABLE CHILDREN WITH SEND TO ENGAGE IN WHOLE SCHOOL ACTIVITIES?

All children are treated equally and access whole school activities through differentiated provision as described. Risk assessments may be written to support access. We have wheelchair access and there are facilities for disabled changing and toilets which can accommodate wheelchairs and support individuals with a disability.

Children of all needs are able to access: educational visits; special events; extra-curricular opportunities and residential trips. Unless a child with significant medical needs is unable to access an opportunity at the advice of a professional, all children engage with activities at their level. In light of health and safety considerations, a child who is unable to access an activity will be provided with an alternative.

### WHAT SUPPORT IS AVAILABLE FOR HEALTH AND WELL-BEING?

Health and well-being is a crucial element of our educational agenda at Fairfield and at the heart of our approach to learning. Staff have received INSET training on emotional well-being, our school celebrates Well-Being Wednesday (a day per week we dedicate specific time to nurture and reflect), we offer extra-curricular opportunities for children to develop a healthy self-esteem by offering enrichment activities and have run targeted nurture groups for individual groups of children where needed. In addition, we ensure that **all** children are supported socially and pastorally by staff, who know the children well.

Outside professionals may also be bought in to support children with social emotional needs such as: Educational Psychologist; Early Intervention and Integrated Services for Looked After Children.

### HOW DOES THE SCHOOL SUPPORT BEHAVIOUR FOR SEND CHILDREN?

Fairfield has a behavior policy which is known, used and adhered to by all staff across the school. Children who need specific support with their behaviour will be identified and support offered. This support will range from extra support in the classroom, to interventions and, where necessary, professional outside support and advice. We promote and celebrate excellent attendance and monitor attendance for SEND carefully.

*“The behaviour of pupils is outstanding. Pupils have highly positive attitudes to all their learning, and greatly enjoy the variety and challenge of the new curriculum”*  
OfSTED, 2015.

### WHO CAN I CONTACT FOR FURTHER INFORMATION?

Any advice, concerns or queries should in the first instance be directed to the class teacher who will keep the Headteacher and SENDCo fully informed. If you would like to make a complaint specific to our SEND provision, complaints should be referred to the Headteacher and the school's 'Complaints Procedure' should be followed, this is available via our School Office or our School website.

Fairfield SENDCo = Mrs Sarah Hadley, Updated Autumn Term, 2019

***If you are considering sending your child to Fairfield First School, you can ring the school on 01527 873081 to make an appointment with the Headteacher (Mr Scott Smith) to arrange a visit to the school. During the visit you will be given a tour of the school. At that point you will be given opportunities to discuss your child's specific needs and ask any questions relating to your child's education.***

Further information can be obtain by following the links below

<http://www.worcestershire.gov.uk/sendlocaloffer>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)