



# Fairfield Primary School

## Local Offer

**Q: How does the school know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs?**

**A:** Teachers and support staff will quite quickly, through their experience, training and observations, be able to detect if there is a concern with a child and how they learn. As part of our daily observations, we carry out daily informal assessments and look carefully at how each individual child interacts with others and meeting the targets that have been set for them; this will help us decide if a child is having difficulties or needs additional help and support. We work extremely closely with parents and carers and communication is of paramount importance. We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. We would encourage all parents to speak to the class teacher if they have any concerns, as they are your first point of contact. The class teacher can then discuss any concerns with the school Special Educational Needs Coordinator (SENDCo), who will be able to contact and work alongside outside agencies to support the child. Parents will be fully informed and involved with all decision making and planning for the needs of their child. Other agencies and referrals would only be made if parents, teachers and the SENDCo felt this was necessary.

**Q: How will school staff support my child/young person?**

**A:** Your child's class teacher will take responsibility for the daily provision for your child and will be supported and advised by the school SENDCo. The teacher will discuss with you any support that they think is needed, that is additional and different to what we would offer to children as part of our usual practice. The needs of your child will be clearly identified and outcomes and targets will be set and reviewed regularly with the child, parents and professionals. If it is identified that there is a need for a specific in-school assessment or involvement from any outside specialist services, then the SENDCo will talk to you about this and seek your permission to proceed. Depending on the support and resources needed, your child may be working with support staff who are highly trained in

specific special needs areas. Your child may undertake 1:1 work, small group work or close supervision within class, individual counselling and access to the school Nurture Group. We can then access your child's skills to help them to progress and be fully included in school life and the curriculum. Before any of these decisions are put into practice they will be discussed with you as parents/carers. If it is deemed necessary, we will contact the Local Authority for additional funding to provide extra support for your child in class.

**Q: How will the curriculum be matched to my child's/young person's needs?**

**A:** High quality classroom teaching and adjusted plans and resources for individual pupils is the first step in responding to children who may have special needs. We feel it is vital to ensure all children can achieve and succeed in a happy and safe learning environment. We aim to be inclusive in all areas of our curriculum, however from time to time children who require additional support may work on a specifically designed programme of study to help boost their understanding of reading, writing and number work. In these circumstances, your child may work within a smaller group of children. These groups, also called intervention groups, may be run:

- In or outside the classroom;
- By a teacher or a member of support staff who has been trained to run these groups;
- By an external specialist from outside such as a Speech and Language Therapist.

Further specific support may also be provided through an Education, Health and Care Plan (EHCP). This means your child will have been identified (by the class teacher and SENDCo), as needing a particularly high level of individual or small group teaching, which cannot be provided for solely from the budget available to the school.

**Q: How will both you and I know how my child is doing and how will you help me to support my child's learning?**

**A:** We have an open door policy for any daily information that needs to be shared between school and home. Parents and teachers may arrange private meetings with the class teacher or with the SENDCo if there is anything urgent or of a private nature to be discussed. In some instances, a home-school communication book may be used.

Children are continually assessed as part of classroom best practice, but they will also be assessed half termly both as part of formal assessment and teacher assessments. These results are discussed with all teachers in school and the Head teacher. Our findings are tracked and monitored closely and this enables us to ensure all children are making good progress. If we have a concern regarding your child's attainment and progress the class teacher will contact you following these termly assessments to keep you fully informed.

If a child is identified as needing a Support Plan to identify areas for improvement within their education, then parents will be involved in helping the school to create this and then in reviewing targets at regular intervals, usually three times a year or more if needed.

**Q: What specialist services and expertise are available at or accessed by the school?**

**A:** The SENDCo at Fairfield Primary is Mrs. Hannah Birkett. She is the Year 5 teacher and a member of the Senior Leadership team.

**Mrs. Sally Sapsford** is the school governor responsible for SEN and can be contacted via the school office.

We have many support staff who specialise in reading intervention, delivery of phonics, maths intervention, behaviour management, pastoral care and working with children with Autistic Spectrum Condition (ASC). If we feel that our strategies have not met the needs of a child in our care, we will access specialised skills and support from the Local Authority to help us plan for a child with a specific special educational need.

We work alongside Educational Psychologists, special advisory teachers, early years specialists, speech therapists, CAMHS (Child and Adolescent Mental Health Services) the school nurse and other specialists.

**Q: What training have staff completed to support children and young people with SEND?**

**A:** We ensure our teaching and support staff have opportunities for training based on the needs of the children in the school such as Autism, Team Teach and Nurture Group Training. Staff are enrolled on more individualised training if they are supporting a pupil with a more specific need. Our SENDCO has undertaken the National Award for SEN Coordination (NASC). We also network across our own consortium to keep our professional knowledge current and share expertise.

**Q: How will my child be included in activities outside the classroom, including school trips?**

**A:** Risk assessments are carried out for school visits including residential trips and reasonable adjustments will be made when required. Where needed the risk assessment would include a meeting with parents as well as taking account when assessing the needs of all children.

On some occasions, an individual member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary.

Health and Safety audits are regularly conducted to ensure that the school provides a safe environment for all pupils.

**Q: How accessible is the school environment?**

**A:** Both sites (KS1 and KS2) provide access for wheelchairs, although access is limited in the KS1 site due to the nature of the site. A new fire alarm system for the hearing impaired, has been fitted in the KS1 building. Disabled toilets and changing facilities are available on both sites. We ensure that the learning environment is as fully accessible and inclusive for all learners as practicable within our resources.

**Q: How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?**

**A:** We recognise that transitions can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

**If your child is moving to another school:**

We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

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 class teacher and in most cases, a planning meeting will take place with the new teacher to discuss your child's strengths and difficulties and the strategies that have been successful. Provision maps, Support Plans, EHC plans will be shared with the new teacher.

Where a child has additional support from a member of our support team, this will be discussed and planned for in the summer term before

transition.

**In Nursery/Reception:**

- There are induction events for all children joining the Early Years.
- Arrangement of Home visits.
- Visits to Day Care Providers.
- There may be additional visits for children identified as having SEND and additional meetings will be arranged with parents and other agencies who have been involved with your child, such as Early Years Teaching and Support Service.

**In Year 6:**

The year 6 teachers and the SENDCO will discuss the specific needs of your child with the SENDCO/Inclusion Manager of their Secondary School.

The new Schools are invited to attend any review that we hold before your child transfers to them.

Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead.

Your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

A range of strategies, suitable for your child, may be used to support them at the time of transition. For example, some children benefit from the use of social stories or a specific text to support their understanding and management of change.

**Q: How are the school's resources allocated and matched to children's special educational needs?**

**A:** The School Budget received from the Local Authority includes money for supporting pupils with SEND. The Head teacher and the School Business Manager decide on the budget for SEND in consultation with school Governors and based on the needs of the pupils in the school. The school may receive an additional amount of "top-up" funding for pupils with higher level needs. The school will use its SEND funding in the most appropriate way to support your child. This support may include some individual or small group work with a member of the team as well as a range of other support strategies. SEND funding may also be used to purchase specialist equipment or support from other specialist support agencies etc.

There are regular meetings to monitor the impact of interventions and SEN provision and the Governing body is kept informed of funding decisions.

**Q How is the decision made about what type of and how much support my child will receive?**

**A:** Each child is assessed individually according to the SEND Code of Practice and Local Authority guidance and a personalised support programme will be developed.

There will be regular meetings between the class teacher and the SENDCO where we look closely at the provisions that have been in place and their effectiveness and impact on children's learning.

Additional assessments from external services, such as Education Psychologists help us decide what type of support and resources are needed.