Fairholme Primary School

SEN Information Report October 2026

Introduction

Fairholme Primary School is committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), are able to participate fully in school life, make progress and achieve positive outcomes.

This SEN Information Report explains how Fairholme identifies and supports pupils with SEN and works with pupils, families, staff, external professionals and the local authority.

The report should be read alongside the school's SEND Policy and Accessibility Plan, both of which are available on the school website.

The report is reviewed annually and will be updated sooner if significant information changes.

Who should parents speak to if they are concerned about their child?

If a parent or carer has concerns about their child's learning, development or progress, they should speak to their child's class teacher in the first instance.

The class teacher will discuss the concern with the parent or carer and may seek advice from the SENDCO where appropriate.

Parents and carers can also contact the SENDCO directly:

Harry Doyle – SENDCO
Email: office@fairholme.hounslow.sch.uk
Telephone: 0208 890 2584

The Headteacher is Gemma Harris.

What types of special educational needs does Fairholme support?

Fairholme supports pupils across the four broad areas of need set out in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

These areas are used to help understand pupils' needs. They do not define the whole child, and many pupils have needs that overlap across more than one area.

A diagnosis is not required for a child to be identified as having SEN or to receive SEN Support.

Communication and Interaction

Fairholme supports pupils with a range of communication and interaction needs, including speech, language and communication needs.

The school uses Leeds Language Screeners to help identify emerging speech, language and communication needs. Where concerns are identified, staff consider evidence-informed whole-class strategies that can support pupils' understanding, communication and participation in learning.

For a smaller number of pupils, more targeted speech, language and communication interventions may be appropriate. These may focus on:

- receptive language
- expressive language
- attention and listening
- speech sounds

Fairholme also supports families to access provision at Cardinal Primary School, including speech and language groups where appropriate.

Where specialist assessment or advice is needed, the school can refer pupils to Hounslow Speech and Language Therapy Services. Fairholme works with therapists to understand and implement recommendations in school.

Cognition and Learning

Fairholme supports pupils with a range of cognition and learning needs. This may include pupils who learn at a slower pace than their peers, pupils with specific learning difficulties, or pupils who need additional support to retain, process and apply new learning.

Teachers may use:

- retrieval practice
- repetition and overlearning
- information presented in smaller, manageable chunks
- visual supports
- additional processing time
- keep-up and catch-up approaches
- structured literacy and numeracy support

Where appropriate, pupils may work on objectives from an earlier year group or at a different stage in order to secure important foundational knowledge and skills.

For pupils with lower literacy levels, the school may use British Dyslexia Association checklists to help develop a clearer understanding of possible barriers to learning. The information gathered is used to inform provision and is shared with parents and carers.

Where further advice or support is required, Fairholme may seek input from Hounslow Educational Psychology Service and may access support through the Mainstream Inclusion Partnership (MIP).

Social, Emotional and Mental Health

Fairholme recognises that pupils' social, emotional and mental health can have a significant impact on their wellbeing, engagement and learning.

Pupils may be supported through:

- a named adult who they know they can go to for support
- access to play therapy
- parent-led interventions supported by the Mental Health Support Team
- regular contact between families and the school's dedicated Pastoral Support Practitioner
- use of Zones of Regulation
- access to quiet and sensory spaces
- access to the school's developing sensory room
- personalised behaviour support plans
- reintegration meetings following periods of difficulty or absence

Staff understand that distressed behaviour may communicate an unmet need and are encouraged to respond with curiosity, de-escalation and co-regulation.

Fairholme uses trauma-informed and attachment-aware approaches. Staff are aware of PACE principles and consider how relational experiences, emotional regulation, communication and wider needs may affect a pupil's presentation.

Where pupils experience emotionally based school non-attendance (EBSNA), Fairholme works closely with parents and carers to support smoother and more successful transitions into school, following Hounslow guidance.

Sensory and/or Physical Needs

Fairholme supports pupils with a range of sensory and physical needs.

Where a pupil has a hearing impairment or physical disability, the school works with relevant external specialists to understand the pupil's needs and implement appropriate recommendations.

Support may include:

- occupational therapy programmes and follow-up activities
- wobble cushions and other sensory resources
- writing slopes and adapted equipment
- fine motor support
- gross motor support
- movement and sensory breaks
- access to quiet or low-stimulation spaces
- reasonable adjustments to the learning environment and activities

Where specialist advice is needed, Fairholme works with external professionals and services so that adaptations and provision are matched to the individual pupil.

How does Fairholme identify and assess pupils with SEN?

At Fairholme, we aim to identify barriers to learning as early as possible. We recognise that concerns about a pupil's learning, development or engagement may be raised by either parents or carers or school staff. We take all concerns seriously and work collaboratively to understand each pupil's strengths and needs.

Where parents or carers have concerns, we encourage them to speak to their child's class teacher in the first instance. Similarly, where a class teacher identifies concerns through teaching, observation or assessment, they will discuss these with the pupil's parents or carers.

Depending on the nature of the concerns and the circumstances, the next steps may include:

- A discussion between the class teacher and parents or carers about the pupil's strengths, needs and progress, including the high-quality inclusive teaching and adaptations already in place and their impact.
- The class teacher completing an Expression of Concern form, outlining the concerns, the support already provided and its impact on the pupil's learning and development.
- A meeting involving the parents or carers, class teacher and SENDCO to explore the concerns further and agree appropriate next steps.

When considering whether a pupil may have SEN, the school draws on a range of information, including:

- Statutory and school assessment information, including Early Years Foundation Stage outcomes, Year 1 phonics screening results and other statutory assessments.
- The pupil's attainment and progress over time.
- Attendance and patterns of absence.
- Engagement with learning and participation in school life.
- Observations and information from the class teacher, including the high-quality inclusive teaching and adaptations already provided and their impact.
- The views and experiences of the pupil and their family.
- Information from external professionals, where available and relevant.

Parents or carers are involved in discussions about their child's needs and the support available. These conversations allow the school and family to share information, develop a shared understanding of the pupil's strengths and difficulties, and agree how best to support their progress.

Following consideration of the available information and discussion with the SENDCO, one of three next steps may be agreed:

1. High-quality inclusive teaching: The pupil continues to access high-quality inclusive classroom teaching, with appropriate adaptations made and reviewed by the class teacher to support their learning and participation.
2. Internal monitoring: The pupil is placed on an internal monitoring stage. The class teacher identifies specific areas for development, sets SMART targets and reviews the pupil's progress after an agreed period. Parents or carers are informed and involved in reviewing progress.
3. SEN Support: The pupil is identified as requiring SEN Support because they need special educational provision that is additional to or different from that normally available to pupils of the same age. Their needs and provision are then planned, implemented and reviewed through the graduated approach of Assess, Plan, Do, Review, with the involvement of the pupil and their parents or carers.

Support does not need to wait for a formal diagnosis or for an assessment process to be completed. Where a pupil experiences barriers to learning, appropriate teaching adaptations and support are put in place in response to their identified needs.

How are pupils and families involved in identification?

The views of pupils and their families are an important part of the identification process.

In the first instance, pupils' views are usually gathered through informal conversations with their class teacher.

Parents and carers are involved in discussions about their child's needs and the support that may be appropriate.

The final decision about whether a pupil should be identified as requiring SEN Support is made by the leadership team in consultation with the pupil, their parents or carers, the class teacher and the SENDCO.

Once a decision has been reached, parents or carers are invited into school to discuss this with their child's class teacher, with the SENDCO involved where appropriate.

If the pupil is placed at an internal monitoring stage, parents are informed about the SMART targets that have been agreed and the period over which progress will be reviewed.

If the pupil is identified as requiring SEN Support, parents are informed that their child has been identified as having SEN and the provision to be put in place is discussed with them.

How do we assess and review pupils' progress towards outcomes?

For pupils receiving SEN Support, SMART targets are set and reviewed three times each year.

The class teacher and SENDCO contribute to this process, and the views of parents, carers and pupils are sought so that targets and provision are developed collaboratively.

Parents and carers should be clear about:

- The area of concern.
- The SMART target being worked towards.
- The strategies that will be used.
- The provision that will support the pupil.
- How and when progress will be reviewed.

We use Insight Tracker to record and monitor pupils' progress towards their individual SMART targets. This enables us to track each pupil's progress over time, identify patterns in their learning and evaluate the impact of the support they receive.

At each review, the school considers whether a target has been:

- Met
- Partially met
- Not met

Where a target has not been met, the school considers why and whether the target, strategies or provision need to change.

Where a target has been partially met, it may be appropriate to continue or adapt the provision that is supporting the pupil.

Where a target has been met, new targets are set where the pupil continues to require SEN Support.

Insight Tracker also enables us to evaluate the effectiveness of interventions across the school. By recording the interventions pupils access, their progress and the outcomes achieved, we can identify which approaches are having the greatest impact and use this evidence to inform decisions about future provision and the allocation of resources.

Where an intervention is linked directly to a pupil's SMART target, its impact is considered alongside whether the target has been met, partially met or not met.

Where an intervention is not linked to an individual target, staff record entry and exit assessment information so that its impact can still be evaluated.

This approach helps us ensure that provision is regularly reviewed, responsive to pupils' changing needs and informed by evidence of what is working, both for individual pupils and across the school.

What about pupils with an Education, Health and Care Plan?

Pupils with an Education, Health and Care Plan (EHCP) also take part in a statutory annual review.

This considers progress towards the outcomes in the EHCP and whether the provision remains appropriate.

Shorter-term targets are used to support progress towards the longer-term outcomes in the EHCP.

What is Fairholme's approach to teaching pupils with SEN?

At Fairholme, pupils with SEN are taught through high-quality inclusive teaching.

Our approach is informed by Rosenshine's Principles of Instruction and the Education Endowment Foundation's 5-a-day approach. At Fairholme, these are reflected in our Pedagogical Principles, which can be thought of as a teacher's toolkit for helping all pupils access learning.

Teachers adapt teaching in response to pupils' strengths and needs.

Common approaches include:

- explicit modelling
- scaffolding
- metacognitive strategies
- visual timetables and other visual supports
- Now/Next boards
- manipulatives and concrete resources
- sentence stems and structured language support
- adapted tasks and recording methods
- movement or sensory breaks where appropriate

Teaching assistants support high-quality inclusive teaching in the classroom and may also deliver targeted interventions to individuals or small groups.

These interventions may sometimes take place outside the classroom.

Wherever possible, we aim to keep pupils learning alongside their class teacher and peers. However, we recognise that some pupils may need a more personalised pathway or targeted provision in order to make progress.

What additional support and interventions are available?

Where high-quality inclusive teaching and classroom adaptations are not sufficient to meet a pupil's needs, Fairholme may provide targeted or specialist provision.

Provision is selected according to the pupil's identified needs, intended outcomes and current assessment information, and is reviewed for impact.

Examples of targeted provision currently used at Fairholme include:

- Toe by Toe
- structured literacy programmes
- structured numeracy programmes

- speech and language interventions focusing on receptive language, expressive language, attention and listening, and speech sounds
- follow-up programmes based on Speech and Language Therapy recommendations
- Occupational Therapy programmes and follow-up activities
- Zones of Regulation
- play therapy
- sensory and regulation support
- access, where appropriate, to speech and language groups linked with Cardinal Primary School

This list is not exhaustive.

The type, frequency and duration of provision may change according to the pupil's progress and changing needs.

Where interventions take place outside the classroom, Fairholme aims to minimise unnecessary time away from the class teacher and peer group.

How does Fairholme evaluate the effectiveness of its SEN provision?

Fairholme regularly monitors and evaluates its provision for pupils with SEN to understand what is working well and where changes may be needed.

The SENDCO carries out half-termly monitoring of SEN provision, and findings from this are used to inform practice and future development.

In addition, the school leadership team considers the quality of SEN provision and adaptations as part of its wider monitoring of teaching and learning.

Monitoring may include:

- learning walks and lesson visits
- reviews of pupils' work
- analysis of attainment and progress information
- information recorded on the Insight Tracker
- progress towards pupils' SMART targets
- intervention entry and exit information
- pupil voice
- parent and carer voice

SMART targets for pupils receiving SEN Support are formally reviewed three times each year.

Information from these reviews helps the school evaluate whether provision is supporting pupils to make progress towards their intended outcomes.

Where provision for an individual pupil is not having the intended impact, the school considers why and adapts the approach.

This might involve changing the strategies being used, the size of an intervention group, the frequency or nature of provision, or seeking further advice from specialist professionals.

At a whole-school level, Fairholme recognises that implementing new approaches is an iterative process. Leaders monitor how changes are working in practice and make adjustments during implementation where necessary.

The school also routinely seeks advice from external specialist services where this can strengthen provision and support staff to reflect on and develop their practice.

SEN provision is routinely discussed by the Senior Leadership Team.

Governance oversight is provided through the school's Governing Board, with Ryan Ward, Chair of Governors, also acting as the link governor for SEND.

How does Fairholme support pupils when they move between classes, phases or schools?

Fairholme recognises that transitions can be particularly important for pupils with SEN, and we plan ahead to help make changes as smooth and predictable as possible.

When pupils move from one class to another within the school, information about their needs, successful strategies and current provision is shared with the receiving teacher.

Summer term SMART targets continue into the new academic year so that pupils experience continuity while their new teacher gets to know them and reviews their progress.

Before the start of a new academic year, pupils have opportunities to meet their new teacher.

Where a pupil would benefit from additional preparation, we may also provide a transition book containing information and photographs to help them become familiar with new adults, routines and environments.

For pupils moving from Key Stage 2 to Key Stage 3, transition support may include:

- visits to the secondary school
- secondary school staff visiting pupils in their primary setting
- sharing relevant information with the receiving school
- additional transition support where this is needed
- support from the Hounslow Mental Health Support Team

Parents and carers may also be offered support from the Mental Health Support Team to help them prepare for and support their child through the move to secondary school.

Transition arrangements are adapted to the individual pupil.

What training and expertise do Fairholme staff have to support pupils with SEN?

Fairholme is committed to developing staff knowledge and confidence so that pupils with SEN are supported effectively across the school.

The SENDCO is currently completing the National Professional Qualification for SENCOs (NPQ SENCO).

Staff have also accessed borough-wide Autism Education Trust training.

Training needs are identified through the school's ongoing monitoring of SEND provision and practice.

Where monitoring highlights an area for development, leaders consider what training, advice or support staff may need.

Where specialist professionals are involved in assessing or supporting a pupil, Fairholme staff have opportunities to work alongside those specialists, discuss recommendations and develop their understanding of how best to support the child in school.

The school also expects this approach to be strengthened further through Hounslow's developing Experts at Hand model.

Where additional expertise is required, the school seeks advice from appropriate external professionals and services.

Which outside professionals and services does Fairholme work with?

Fairholme works with a range of external professionals and specialist services to help understand pupils' needs and strengthen the support available in school.

Depending on a pupil's needs and the referral criteria of individual services, Fairholme may work with:

- Hounslow Educational Psychology Service
- Hounslow Speech and Language Therapy Service
- Hounslow Occupational Therapy Service
- Hounslow Child Development Service
- Hounslow Social Communication Pathway
- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health Support Team (MHST)
- School Nursing Team
- Sensory and Physical Specialist Practice and Advice Team
- SEMH Senior Practitioner
- Mainstream Inclusion Partnership
- Right to Choose providers, where appropriate

- Bladder and Bowel Service
- Physiotherapy, where appropriate
- paediatric and other specialist health services
- Early Help and Family Hubs, where appropriate

Where an external professional is involved, Fairholme works with the pupil, their family and relevant school staff to understand the advice provided and consider how recommendations can be incorporated into the pupil's support.

Further information about SEND support services available through Hounslow can be found through the Hounslow SEND Local Offer support pages at https://www.hounslow.gov.uk/send-local-offer#support.

How are pupils with SEN included in the wider life of the school?

At Fairholme, pupils with SEN are supported to participate in the full life of the school alongside their peers.

This includes access to:

- the full curriculum
- PE and physical activity
- educational visits and school trips
- clubs and enrichment opportunities
- assemblies, performances and whole-school events
- wider opportunities offered to pupils across the school

Pupils receiving SEN Support have a SEN Support Plan, historically referred to as an Individual Education Plan or IEP.

Relevant SEN information is shared with staff leading clubs and wider activities so that appropriate support and adjustments can be put in place.

The school monitors the participation of pupils with SEN in clubs and enrichment activities.

Where monitoring suggests that pupils with SEN are under-represented, staff may encourage and support individual pupils to access suitable opportunities based on their interests and needs.

Where a pupil may experience a barrier to participation, staff consider what reasonable adjustments can be made.

These may include:

- additional adult support
- flexible grouping
- communication and visual support
- a total communication approach

- access to quiet or low-stimulation spaces
- access to the school's sensory room
- movement and sensory breaks
- adjusting the length or pace of learning activities
- allowing pupils to arrive early or use quieter transition times where this is helpful
- ear defenders or other sensory equipment
- visual schedules
- identifying a named adult for support
- alternative ways to participate in an activity
- consideration of dietary, medical and toileting needs
- access to AAC and other communication systems

Some pupils also have personalised risk assessments where this is necessary to support safe and successful participation.

For educational visits and trips, pupils may receive additional preparation in advance.

This can include being shown the route, photographs, a visual timetable or the itinerary.

The level of detail is adapted according to the pupil's individual needs and level of understanding.

How does Fairholme support disabled pupils and make reasonable adjustments?

Fairholme aims to ensure that disabled pupils can access the school environment, curriculum and wider life of the school as fully as possible.

The school site is step-free, ramped and wheelchair accessible in all areas.

Handrails are available where needed, and the school has changing facilities to support increased accessibility.

Where appropriate, Fairholme provides or secures assistive technology and specialist equipment to support individual pupils.

Reasonable adjustments may also be made to:

- timetables
- classroom organisation
- seating
- uniform expectations
- transitions

- educational visits and trips
- daily routines

These adjustments are made according to the individual pupil's needs and are reviewed where necessary.

Fairholme has an Accessibility Plan, which is available on the school website.

Fairholme follows Hounslow's admissions arrangements.

Where a pupil with additional physical, sensory or accessibility needs is due to join the school, staff meet with parents and carers in advance and, where appropriate, liaise with relevant professionals so that reasonable adjustments and support can be planned before the pupil starts.

How does Fairholme support looked-after children who also have SEN?

Fairholme's Designated Teacher for looked-after children is Catherine Bridger.

Where a looked-after child also has SEN, the Designated Teacher and SENDCO work together to help ensure that educational and SEND planning are coordinated.

Personal Education Plans and SEN Support Plans should complement one another rather than contain conflicting or duplicated targets.

Where appropriate:

- outcomes are aligned
- responsibilities are clear
- carers and social workers contribute to reviews
- relevant information is shared with the Virtual School
- transitions are planned carefully
- SEN provision is reviewed alongside wider educational and emotional needs

If a looked-after child may have unidentified SEN, Fairholme uses the same identification process as for other pupils while also considering the child's wider context and information from carers, social workers and the Virtual School where appropriate.

How does Fairholme prevent and respond to bullying involving pupils with SEN?

Fairholme takes bullying seriously and works to ensure that pupils with SEN feel safe, listened to and supported.

Bullying incidents are recorded, investigated and resolved, with outcomes shared with parents and carers where appropriate.

Leaders also consider patterns and repeated incidents so that further action can be taken where needed.

When responding to bullying involving a pupil with SEN, staff consider the needs of all pupils involved.

This includes thinking about whether communication differences, social understanding, emotional regulation or other individual needs may affect how a pupil experiences, reports or responds to an incident.

Pupils are encouraged to speak to a trusted adult if they are worried or feel unsafe.

Restorative conversations are used where appropriate to help pupils understand what has happened, the impact on others and how relationships can be repaired.

Anti-bullying education also forms part of the school's PSHE curriculum.

What should parents do if they are unhappy with SEN provision?

Fairholme aims to resolve concerns informally and promptly wherever possible.

Parents and carers are encouraged to speak with their child's class teacher in the first instance.

Where the concern relates specifically to SEN provision, parents may also contact the SENDCO directly.

If a concern remains unresolved, parents can raise it with the Deputy Headteacher or Headteacher.

If the matter still cannot be resolved, parents may follow the school's formal complaints procedure, which is available on the school website.

Parents and carers can also seek independent advice and support from Hounslow SENDIASS at https://hounslowsendiass.org.uk/. SENDIASS can provide information and advice about SEND processes, disagreements and mediation.

How does Fairholme contribute to Hounslow's Local Offer?

Fairholme works closely with Hounslow and other local schools to strengthen SEND provision and help families access appropriate support.

The school follows Hounslow's Ordinarily Available Provision (OAP) guidance, which sets out the support that should ordinarily be available in mainstream schools for pupils with SEND.

Fairholme's SENDCO contributed to consultation around the current Hounslow SEND Local Offer, available at https://www.hounslow.gov.uk/send-local-offer, and routinely attends the Hounslow SENDCO Forum.

Fairholme was also an early adopter of the Mainstream Inclusion Partnership (MIP) and continues to work with local cluster leads to identify and secure additional support for pupils where appropriate.

The school also helps families to understand and access support available beyond school through the Hounslow Local Offer, including specialist SEND support, health services, family support and Short Breaks where appropriate. Further information about these services can be found at https://www.hounslow.gov.uk/send-local-offer#support.

Fairholme also participates in Peer Challenge, working collaboratively with other schools to evaluate and improve its own practice while contributing to improvement across partner schools.

Governance and Review

Headteacher: Gemma Harris

SENDCO: Harry Doyle

Designated Teacher for looked-after children: Catherine Bridger

Chair of Governors and SEND link governor: Ryan Ward

This SEN Information Report is reviewed annually and updated sooner where significant information changes.

The report has been approved by Fairholme's Governing Board before publication.

Glossary

AAC – Augmentative and Alternative Communication
Ways of supporting or replacing spoken communication, such as symbols, communication boards or electronic devices.

APDR – Assess, Plan, Do, Review
The graduated approach used to understand a pupil's needs, plan support, put it in place and review its impact.

CAMHS – Child and Adolescent Mental Health Services

EBSNA – Emotionally Based School Non-Attendance
Difficulties attending school associated with emotional or psychological distress.

EHCP – Education, Health and Care Plan
A statutory plan for children and young people who require support beyond that normally available through SEN Support.

EP – Educational Psychologist

IEP – Individual Education Plan
A term historically used at Fairholme for what is now referred to as a SEN Support Plan.

K / SEN Support
The school census code used where a pupil has been identified as having SEN and requires provision that is additional to or different from that normally available.

MHST – Mental Health Support Team

MIP – Mainstream Inclusion Partnership

OAP – Ordinarily Available Provision
The support, adaptations and approaches that mainstream schools are ordinarily expected to provide.

OT – Occupational Therapy / Occupational Therapist

PACE – Playfulness, Acceptance, Curiosity and Empathy
A relationship-based approach associated with attachment- and trauma-informed practice.

SEN – Special Educational Needs

SEND – Special Educational Needs and Disabilities

SENDCO – Special Educational Needs and Disabilities Coordinator

SENDIASS – Special Educational Needs and Disabilities Information, Advice and Support Service
An independent information and advice service for children, young people and families. Hounslow SENDIASS can be accessed at https://hounslowsendiass.org.uk/.

SLCN – Speech, Language and Communication Needs

SMART target
A target that is Specific, Measurable, Achievable, Relevant and Time-bound.

Hounslow SEND Local Offer
Information about SEND education, health, social care and family support available locally can be accessed at https://www.hounslow.gov.uk/send-local-offer.