

ANNUAL REVIEW

SEND Information Report 2018-19

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

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| 1. Communication and Interaction | 2. Cognition and Learning |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

General School Details:	
School Name:	Fairfield Primary School
School website address:	www.fairfieldprimaryschool.org.uk
Type of school:	Primary School
Description of school:	Community
Does our school have resource base? Yes or No	No
If Yes please provide a brief description.	
Number on roll:	567
% of children at the school with SEND:	17%
Date of last Ofsted:	January 2018
Awards that the school holds:	ECO, Sports, Artsmark, Inclusion Award, Healthy Schools
Accessibility information about the school:	Fully accessible to wheelchairs
Please provide a web link to your school's Accessibility Strategy	www.fairfieldprimaryschool.org.uk
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	Senco Accreditation BDA specialist teacher Communication champions ELKAN specialists x3 Makaton training Emotional literacy accreditation Seasons for growth bereavement Visual Impairment training Philosophy for Children Nurture training Supporting ASC training Boxall profile project school One page profile training Epilepsy awareness training Diabetic training

	Therapeutic support training CAMHs training		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality and Diversity	Yes
		Pupil Premium Information	Yes
		Complaints procedure	Yes

Range of Provision and inclusion information:	
<p>How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.</p>	<ul style="list-style-type: none"> • When pupils have identified SEN before they start here, we work with the people who already know them and use the information they already have available to identify what their SEN will be in our school setting • If you tell us you think your child has SEN we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child. • If your child does not appear to making the same level of progress as other children of their age we will undertake assessment in school and by using other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages. • We are child and family centred so you will be involved in all decision making about your child's support. • When we assess SEN we discuss if understanding and behaviour are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way. • We will write Child Action Plans (CAPs) with pupils and parents / carers. We use homework to repeat and practise activities that are new and present an achievable challenge.
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<ul style="list-style-type: none"> • We have access to support from specialist teachers and support staff for accessing the curriculum and additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties. • We get support from local authority services and local special schools who provide outreach.

	<ul style="list-style-type: none"> • We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources. • We get support from specialist and professional agencies such as the Educational Psychologist service and Locality Team to train our staff; advise on strategies and programmes and we will make referrals for assessment if we believe they need a period of therapy. • We will hold multi-professional meetings with parents and the pupil where necessary to review the child's progress. At these meetings the following types of discussions will take place; <ul style="list-style-type: none"> • what will be put into place in school to make teaching and learning more effective, • agree targets for pupils achievement, • agree how we will work together and what we each will do, • Agree a review date to explore how well the pupil is doing and whether we are making a difference and what we will do next. This information is recorded to ensure accountability. • We work closely with EWO service support our family support workers. • Family support workers • ChatterBug speech and language • Woodview Child Development Centre • Nurture Network • NSPCC • Local Police • Safeguarding Children's Board • iCart
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> • Specialist equipment to support the curriculum • Access to ICT resources such as IPod, laptop, visualiser, specialist keyboards with touch-typing support • Prompt and reminder cards for organisation • Symbols and visual prompts i.e. visual timetable • Specialist analysis computer based programs such as Accelerated reader, Nessy, touch-typing, phonic screening and games.
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> • Adapted curriculum • Supporting resources • Specialist support advise/outside agencies • CAP • Named key worker • Elklan course

	<ul style="list-style-type: none"> • Social stories • Nurture style SEMH support • Black Sheep publications • Communication friendly spaces • Workstations • Rewards system • Taking an interest in the child's likes and dislikes
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<ul style="list-style-type: none"> • Intervention from speech and language therapist • Delivery of personal speech and language programme • Support from classroom assistant within class • Support from SENCO/specialist TA for small group or individual • Range of language resources and programme materials <ul style="list-style-type: none"> • Trained communication champion • ChatterBug • Elklan specialists • Liaise with Speech and language resource base
<p>Strategies to support the development of literacy (reading /writing).</p>	<ul style="list-style-type: none"> • Small group support in class for guided reading / writing • Individual daily reading with teaching assistant / teacher • Reading schemes for 'struggling' readers • Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills • 1:1 tuition at the beginning/end of the school day • Delivery of a planned SpLD programme by a teaching assistant • Precision Teaching
<p>Strategies to support the development of numeracy.</p>	<ul style="list-style-type: none"> • Small group support in class through guided teaching • Withdrawal in a small group for 'catch up' maths activities using specific programmes such as 1stclass@number • Withdrawal by teaching assistant for 1:1 support • 1:1 tuition at the beginning/ end of the school day <ul style="list-style-type: none"> • Use of specialist maths resources online for reinforcement • Precision teaching • More able extra maths groups • Maths No Problem style of teaching • Multi-sensory Learning • Concrete, pictorial and abstract scaffolds • Pre and post teaching

<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<ul style="list-style-type: none"> • Small group support in class from classroom assistant or teacher • 1:1 support in the classroom if necessary from a teaching assistant to facilitate access through support or modified resources • Specialist equipment • Individual plans (educational, behaviour, pastoral) • School / year group provision mapping <p>Strategies put into place as provided by professionals / specialist services / outreach</p> <ul style="list-style-type: none"> • Precision teaching
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<p>School based information</p> <ul style="list-style-type: none"> • Observation • Book scrutiny • Pupil interviews • Learning walks • Target setting • Child Action Plans • Individual provision map • Individual pastoral support plans • CAF • PSPs • External professionals undertaking assessment <p>Parents</p> <ul style="list-style-type: none"> • Regular review of targets with child / parents (termly) • Parents evening • 'Open door policy' • Homework to support learning at home • Adapted resources if needed e.g. timetables, transition booklets • School reports
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> • Use of individual timetables and checklists • 'Chunking' of activities • Individual success criteria • Visual prompts • 'PSHCE' / personal development targets • Task planners • Planning circles • Processing time • 'Brain gym' • Checklists • Concrete, pictorial, abstract scaffolds • Precision teaching • Multi-sensory approach

	<ul style="list-style-type: none"> • Communication friendly environment in every classroom • Reading areas • Library areas
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> • Named midday supervisor at lunchtimes • Individual pastoral support plans which specify break and lunchtime provision • Playtime buddy system • Behaviour charts • Behaviour support at lunch times • SLT supervision in the dinner hall • SLT present on playground during lunch times • Children and Family Supporter Workers • Play leaders games • Identified groups working with younger children
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> • We offer a breakfast and after school club by external provider • We offer a range of lunchtime and after school activity / sports clubs for pupils of different ages, • The school is open in the Easter and Summer holidays for a holiday club by external provider
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	<ul style="list-style-type: none"> • Named person to offer support. • Ensure all activities are accessible. • Individual risk assessments when needed
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> • Planned support from teaching assistant/Children and Family Support Workers • Meet and greet at start of day • Parental contact daily through home-school book • Parental contact session weekly • Referral to CAMHS • Individual pastoral support plan • Counselling • Emotional Literacy • Talk Talk sessions • Circle of friends • Mentoring • Take 10 • Seasons for growth • 1:1 good to be me/all about me sessions • Nurture groups • Personalised one to one support based on need • Boxall profile completed for all children in school and developmental support planned for • 'listening ear'

	<ul style="list-style-type: none"> • Worry boxes • Buddies • Peer support groups • 2x trained Emotional Literacy Support Assistants • PSHE lessons • Use of the schools behaviour policy • Individual behaviour plans in place • Social skills / behaviour group using social skills programme • Daily behaviour record • Reward and sanctions system • Tiered approach to behaviour support • Educational Psychology service • Support and intervention from outreach behaviour specialist • Individual pastoral support plan • Referral to PBS (Positive Behaviour Support Team) • Life caravan yearly • SCARF PSHE planning support
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • Use of the schools behaviour policy • Individual behaviour plans in place • Social skills / behaviour group using social skills programme • Daily behaviour record • Reward and sanctions system • Tiered approach to behaviour support • Educational Psychology service • Support and intervention from outreach behaviour specialist • Individual pastoral support plan • Referral to PBS (Positive Behaviour Support Team) • Class Dojos
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<ul style="list-style-type: none"> • Transition SEN co-ordinator in school • Regular meetings with parents • Transition plans for individual children • Risk assessments completed • Close links with Halton transition lead, use of photo voice project. • Work with parent partnership • Social stories and visual prompts for pupils • Work through PSHCE on managing and preparing for change • Programme of visits <p>Longer term links with nursery and secondary schools to increase familiarity.</p>

<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> • Intervention from physiotherapy / occupational therapy team • Assessment and individual programmes • Specialist resources where needed • Delivery of planned intervention programme by skilled member of school staff. • Close liaison with medical staff where required • Staff training for managing particular medical needs • Care plans for pupils with medical needs.
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<ul style="list-style-type: none"> • Parents evenings • Open door policy and appointments by request • Curriculum booklets each term • Supporting materials provided for home • Home school book • CAP reviews • Parent courses/learning • Parent events e.g. class assemblies • PTA • Children and Family support worker x2 to support parents/carers and children • Parents as partners • Parents/carers are encouraged to take an active involvement in their child's school life • Each child has an identified key worker e.g. teaching assistant or class teacher who they meet with and know to go to if they require support / advice throughout the year • The school has links with a number of youth organisations e.g. local holiday clubs. • For parents we offer a range of family learning opportunities such as Family Numeracy and Family Literacy and we work in conjunction with Halton Family Learning team to deliver these. • The school will signpost appropriate groups and organisations to you which are relevant for your family's needs. • The school works closely with the local authorities Locality team and will support families through a CAF. •
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<ul style="list-style-type: none"> • Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupils' needs through this (including additional support and equipment). The local authority may contribute if the cost of meeting an individual's needs is more than £10,000 per year. • If the assessment of a pupils needs identifies

	<p>something that is significantly different to what is usually available, there is an opportunity for an application for additional funding.</p> <ul style="list-style-type: none"> • One to one support • Specialist training e.g. precision teaching • Observing good practice/ training from a resource base where needed • Access to sports clubs • Interventions • Additional sessions with educational psychologist service <p><u>Outside agency support</u></p> <p>Children at School Support will access support based on needs through school SEN budget and additionally through Pupil Premium if they are in receipt of Free School Meals.</p> <p>Children identified as needing an EHC (Educational Health Care Plan) will sometimes receive additional funding. How this will be used will be discussed in termly and annual review meetings.</p> <p>Children in Care, in receipt of Pupil premium will have an identified plan of how additional funding will be accessed and used as part of a PEP (personal Education Plan)</p>
<p>Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.</p>	<ul style="list-style-type: none"> • Specific interventions e.g. one to one counselling, NSPCC etc • Additional classes before /after school • Additional staffing • Resources • Access to extra-curricular activities • Access to Educational Psychology Service • Specialist support/service • ICT equipment/programs • Mentoring • Play/Lunchtime extra supervision • Family Support • PEPs
<p>SENCO name/contact: Mrs Rebecca Murphy</p>	
<p>Headteacher name/contact: Mrs Vicky Pierce</p>	
<p>ANNUAL REVIEW 2018-19 Completed by: Rebecca Murphy Date: July 2018</p>	

SEND Broad Areas of Need**Communication and Interaction**

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| 6.28 | Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. |
| 6.29 | Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. |

Cognition and Learning

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| 6.30 | Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. |
| 6.31 | Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. |

Social, Emotional and Mental Health difficulties

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| 6.32 | Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. |
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Sensory and/or Physical Needs

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| 6.34 | Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). |
| 6.35 | Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. |