

ANNUAL REVIEW

SEND Information Report 2023-24

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:	590
% of children at the school with SEND:	20%
Date of last Ofsted:	February 2019
Awards that the school holds:	ECO bronze , Sports, Artsmark, Healthy Schools, Global School
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)	Senco Accreditation BDA specialist teacher Theory and Practice of Nurture ELKAN specialists x4 Emotional literacy accreditation Seasons for growth bereavement Philosophy for Children Supporting ASC/AET training Boxall profile project school Team Teach One page profile training Epilepsy awareness training Asthma awareness Diabetic training Solihull approach training ELSA x4 Talk Boost Wellcomm EYFS

	<p>Medicines in school Maths SLE Safeguarding Level 3 Supporting Children in Care Attachment Theory Therapeutic support training Drawing CAMHs training NPQSL x5 NPQH x 4 Manual Handling CDSS basic awareness training Intensive interaction training Makaton level 1 Drawing talking therapy training Nurture training</p>		
Documentation available:	<p>Are the following documents available on the schools website?</p> <p>If yes please insert the link to the documents page.</p>	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 support will be in our school setting • If your child is in KS2 and progress shows significantly below age related expectations (e.g. 2 years behind or standardised scores of 80 or less) • 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.
<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, Nurture Network and support staff for accessing the curriculum and additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour support team, 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 , SEN 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; • 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 provide support and advice to parents, children and families • Chatterbugs speech and language • Mable Therapy – speech. Language and SEMH • Woodview Child Development Centre • Warrington Hospital Specific Learning Difficulties clinic • Nurture UK • NSPCC • CAFCASS • Rise Education Services • Independent Speech and Language Assistant • Local Police • Safeguarding Children's Board • iCart • CAMHs • VI and HI outreach • Halton Nurture Network • Ged Murphy Consultancy • Mental Health in Schools Teams • This list is not exclusive and we will enlist the services of professionals that are needed if possible.
<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 Ipad, laptop, visualiser, specialist keyboards with touchtyping support • Prompt and reminder cards for organisation • PODD books, • PECS books • Interactive communication devices and apps • Special word apps - CDSS • Symbols and visual prompts i.e visual timetable • Specialist analysis computer based programs such as IDL, Nussy, touch-typing, phonic screening and games. • Communication friendly environment- all classrooms and areas of school

<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 • Autism Education Trust – supporting resources • Supporting resources • Specialist support advise/outside agencies • CAP • Named key worker • Elklan course • Social stories • Sensory support • OT plans • Nurture style SEMH support • Black Sheep publications • Commination friendly spaces • Workstations • Personalised Rewards system • Visual routines and timetables • CHAPs for parents • Now and Next • Ear defenders and safe spaces • Family Support Workers • Taking an interest in the child’s likes and dislikes • Supporting parents e.g. advanced solutions, York course etc. • Brookfield’s outreach • Educational psychologist consultations and assessments • Comic strip conversations /concept cartoons • Specialist Teacher Service • TEACCH • Intensive interaction
<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 (chatterbugs/mable therapy) • Wellcomm assessment in school for reception • Delivery of personal speech and language programme • PECS/Makaton • Independent Speech Therapy Assistant • Support from classroom assistant within class • Support from SENCO/specialist TA/TA for small group or individual • Range of language resources and programme materials <ul style="list-style-type: none"> • Trained communication champion • Chatterbugs/mable therapy • Elklan specialists • Liaise with Speech and language resource base • Talk boost trained staff • •
<p>Strategies to support the development of literacy (reading /writing).</p>	<ul style="list-style-type: none"> • QFT in classrooms • Specific identified targets • Specialist teacher reports • 1:1/Small group support in class for guided reading / writing • Structured phonics- RWI • Fresh start phonics • Special apps- e.g .hairy words • Individual daily reading with teaching assistant / teacher • Reading schemes for ‘struggling’ readers • Withdrawal into target groups for intervention • Handwriting intervention • Fine motor skills intervention

	<ul style="list-style-type: none"> • Pre teaching • Adapted texts • Reading rulers/coloured overlay • programmes aimed at developing reading / writing skills • Peer support • Scaffolding and questioning to support independence in learning • Delivery of a planned SpLD programme by a teaching assistant • Precision Teaching • SAFMEDS • Addressing gaps in the recovery curriculum • IDL • Dyslexia quest to identify areas of support needed • Talking tins/voice recordings • Clicker 8 • Touch typing lessons • Multi-sensory learning • Literacy company Pathways intervention • Teachers working with year groups to support groups of learners in a smaller group
<p>Strategies to support the development of maths</p>	<ul style="list-style-type: none"> • QFT in the classrooms • Singapore maths- MNP • Small group support in class through guided teaching • Withdrawal in a small group for 'catch up' maths activities using specific programmes • Readiness to progress documents and tracking • Withdrawal /ICS by teaching assistant/teacher for small group or 1:1 support • Use of specialist maths resources online for reinforcement • Precision teaching • More able extra maths groups • Maths No Problem style of teaching across whole school • Multi-sensory Learning • Concrete, pictorial and abstract scaffolds • Pre and post teaching • Addressing gaps in the recovery curriculum and daily lessons • Catch up in place • Fluency work in class • TT rockstars and numberbots • Maths SLE in school • Teachers working with year groups to support groups of learners in a smaller group •
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<ul style="list-style-type: none"> • QFT • Task planners • Now and next charts • Individual reward system • Visual timetable • Small group support in class from classroom assistant or teacher • support in the classroom if necessary from a teaching assistant to facilitate access through support or modified resources • Extra 'guided sessions' with class teacher • Pre teach/Post teach sessions

	<ul style="list-style-type: none"> • Include special interests to personalise learning • Multi- sensory approach • Specialist equipment • Individual plans (educational, behaviour, pastoral) • School / year group provision mapping Strategies put into place as provided by professionals / specialist services / outreach • Precision teaching • Use of diagnostic tools to improve areas of identified learning • Tracking of progress using b-squared • Nurturing schools approach • SEND curriculum adaption plans
<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).</p> <p>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"> • Lesson and pupil observation • Educational psychologist planning and consultations • Annual reviews • B-squared assessment for all children identified as SEND from Yr1-Yr6 • Book scrutiny/book look/monitoring/moderation • Intervention tracking • Pupil premium monitoring • School Led Tutoring • Speech and language base joint planning and target setting • Pupil interviews • Pupil surveys • Learning walks • SDQs • Target setting • Child Action Plans (CAPS 3x per year) • Plan do review and pupil progress meetings • Individual provision map • Individual pastoral support plans • Risk assessments • Boxall profiles • Strengths and difficulties • CARE schedule • PEPs • One page profiles • Standardised scores from Yr1-Yr6 • EYFS profiling • Tapestry • Pupil case studies • CAF • CIN plans • SEN development plan • External professionals undertaking assessment <p>Parents</p> <ul style="list-style-type: none"> • Regular review of targets with child / parents (termly) • Parents evening 3x per year • 'Open door policy' • Homework to support learning at home • Home learning platform • Adapted resources if needed e.g. timetables, transition booklets • School reports • Parent workshops and drop ins

	<ul style="list-style-type: none"> • Family Support Workers x2 to support parental needs and concerns/liaise with agencies/support services • Nurture parent workshops in nurture groups
Strategies/support to develop independent learning.	<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/visual prompts • Now and Next charts • Visual timetable • Processing time • Emotional coaching • Forest schools • Calm down areas • Work stations • Support/extension stations • 'Brain gym' • Checklists • Concrete, pictorial, abstract scaffolds • Precision teaching • Multi-sensory approach • Communication friendly environment in every classroom • Reading areas • Library areas • WOW boxes • Special Objects • Nurture support groups • Celebration events • Classroom displays/working walls • Writers tool kits
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 • Ear defenders if needed in dinner hall • Lunch group for supporting social skills • Nurture lunch on Fridays
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 before school, 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	<ul style="list-style-type: none"> • Named person to offer support • Ensure all activities are accessible • Individual risk assessments when needed

<p>school trips) working alongside their peers who do not have SEND?</p>	<ul style="list-style-type: none"> • Extra planning visits • Parent helpers • Planning stage – discuss needs of specific children • Higher ratios of adults to children when needed • Adapted equipment and staff training when needed
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> • Whole school 'Nurture First' Approach for all children • Class check ins for well being • Planned support from teaching assistant/Children and Family Support Workers • Meet and greet at start of day • ESBNA trained staff • No Worries trained staff • Parental contact daily through home-school book • Parental contact session weekly • Referral to CAMHS • Individual pastoral support plan • Counselling • Emotional Literacy • Talk Talk sessions • Mental Health in Schools Team • Circle of friends • Mentoring • Take 10 • Seasons for growth/bereavement support • 1:1 good to be me/all about me sessions • Nurture groups- everyday or once a week • Personalised one to one support based on need • Boxall profile completed for all children in school and developmental support planned for • 'listening ear' • Worry boxes • Buddies • Peer support groups • 3x trained Emotional Literacy Support Assistants • PSHE lessons • PSHE themed week- MHWB week • Parent workshops • Children and Family Support Workers • Use of the school's behaviour policy • Individual behaviour plans in place/pastoral support plan • Behaviour family support outreach • Social skills / behaviour group using social skills programme • Daily behaviour record/book • Reward and sanctions system • Tiered approach to behaviour support • Educational Psychology service • Support and intervention from outreach behaviour specialist • Carefully planned transition • Individual pastoral support plan • Behaviour Team family support • Locality Team • Life caravan yearly • SCARF PSHE planning support • Young carers links • Snack and chat • Personalised approach to needs • Icats2 project with Oxford University

<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • 3 school rules: Ready, Respectful, Safe • LLM code • Daily check in/ Check out and personal target setting • CPMOS for record keeping and informing all key staff • Use of the schools behaviour policy • Individual behaviour plans in place (CAPS) • BOXALL profile • SDQS • Social skills / behaviour group using social skills programme • Daily behaviour record • Personal 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 and rewards • Care schedule • PSPs • Behaviour and Attendance team referrals • Nurture- whole school, groups and intervention • Family Support working with family • Point pointing parents to services to access • Rise Education Support
<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 • Work with parent partnership • Transition passports • One Page Profiles • Social stories and visual prompts for pupils • Work through PSHCE on managing and preparing for change • Programme of visits • Longer term links with nursery and secondary schools to increase familiarity. • Personalised approach • Transition booklets/photo books • Meet the teacher sessions • Phased transition week that focuses on hopes and dreams • Parent /carer parent courses
<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. • Yearly training e.g. asthma, epilepsy, allergy etc • Medical files • Care plan meetings

<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 • Parent workshops • Drop in sessions • Stay and play (reception) • PTA • Discos, summer fayres, Christmas fayres, easter bingo etc • 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. • Nurture parent sharing events •
<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. • Specialist training e.g. precision teaching, Makaton, manual handling, team teach etc • Observing good practice/ training from a resource base/outreach where needed • Access to sports clubs • Interventions: purchasing schemes or apps specific to children • Additional sessions with educational psychologist service • Outside agency support • Specialist equipment e.g. chairs, cutlery, standing frames etc • Assistive technologies • Online supporting programmes • 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. • Children identified as needing an EHC (Educational Health Care Plan) will sometimes receive additional funding. How

	<p>this will be used will be discussed in termly and annual review meetings.</p> <ul style="list-style-type: none"> • 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>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. counselling, NSPCC, talking therapies etc • Additional classes before /after school • 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 • Personalised approach depending on child and their needs through discussion and consultation with all stakeholders
<p>SENCO name/contact: Mrs Rebecca Murphy</p>	
<p>Headteacher name/contact: Mrs Vicky Pierce</p>	
<p>ANNUAL REVIEW 2023 Completed by: Rebecca Murphy Date: Sept 23</p>	

Appendix A

SEND Broad Areas of Need

Communication and Interaction	
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	
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	
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.

Sensory and/or Physical Needs

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.

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

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