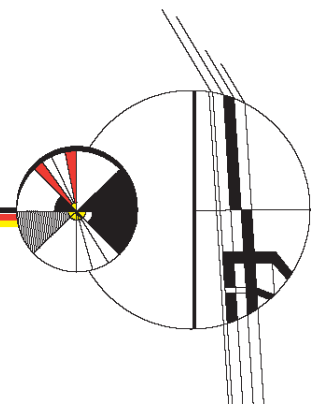




FAIRMEADOWS FOUNDATION PRIMARY SCHOOL



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SEND INFORMATION REPORT - 2022

The report outlines the current provision within Fairmeadows Foundation Primary School. The aim of this report is to provide parents with information about how the school supports children with Special Educational Needs and Disabilities (SEND).

Fairmeadows is a mainstream primary school who are maintained by the Local Authority (LEA), Derbyshire County Council. We have a clear and inclusive approach to meeting the needs of children with SEND and are supported by the LEA to ensure all pupils, regardless of their need, to make the best possible progress in the school – please also refer to our SEND policy for more information.

The Special Educational Needs Co-ordinator (SENCO) at Fairmeadows is Mrs Laura Balcon. She can be contacted by telephoning the school office on 01283 211019.

The SENCO has the day-to-day responsibility for the operation of SEN policy and coordinating the specific provision made to support individual pupils with SEN, including those who have Education and Health Care Plans (EHCP), working closely with staff, parents and carers, and other agencies.

The SENCO provides professional guidance to colleagues with the aim of securing high quality teaching for pupils with SEN. The SENCO also works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

SEND Code of Practice and Local Offer

From the 1st September 2014, The Special Educational Needs Code of Practice 2014 was introduced and legally required to be implemented in all schools. It provides the school with guidance that helps us to identify, assess and provide support for pupils with special educational needs. It sets out the processes and procedures that we should follow to meet the needs of pupils. Follow the link below to access the full publication: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

As part of the Code of Practice, each Local Authority is required to publish and keep under review information about services they expect to be available for the pupils and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'. It is an important resource for parents in understanding the range of services and provision in the local area. Our Local Authority is Derbyshire and you can access our Local Offer from the following link: <http://www.derbyshiresendlocaloffer.org/>

An Overview of SEN provision at Fairmeadows

At Fairmeadows, our school vision and values outline the need for 'equity in place of equality'. We strive to ensure that pupils receive what they need as an individual, to overcome their own barriers (equity), rather than receiving the same as everyone else (equality).

We are a mainstream primary school with our own nursery, we provide education for children from ages 3 – 11. We currently have 71 pupils (including Nursery) who are on our SEND register. We have seen a large increase in these numbers over the last year, due to gaps in attainment due to the Coronavirus school closures. We currently have 30% of our school population are on the SEND register. This is significantly higher than the National Average for Primary Schools in England which is 16%. We are working hard to support pupils who have been affected by the Covid-19 closures, to deliver tutoring and intervention programmes to help them make progress closer to 'age related' expectations. We believe that this support may help close the gap and reduce the number of children needing SEND support in the future.

We currently have 16 pupils who have an EHCP in school which is 6.6% of the school population; this has again significantly increased over the last year and is much greater than the National Average of 3.7%.

50% of these EHCP pupils are currently in Year 6 and will leave Fairmeadows in Summer 2022; which will result in the numbers being inline with the National Average from September 2022.

We strive to meet the needs of all our children through a flexible approach to teaching and learning and pride ourselves on being able to identify, support and meet the needs of children with SEN through a range of approaches. In some cases, the school may also apply for additional top-up funding for children with higher levels of SEN, which cannot be met through normally available resources. These funding streams include Graduated Response for Individual Pupils (GRIPs); EYFS SEN Inclusion Fund (formerly known as ETAEYS); or Temporary Additional Pupil Support (TAPs). If school are looking to apply for this funding to support interventions for your child you will be fully included in this process and the pathway will be explained in more detail at the time. We currently have 2 pupils who receive additional top-up funding which

takes the total percentage of pupils who receive additional SEND funding (top-up and EHCP) to 7.5% of the school population.

How the SEND system works: Graduated Response

WAVE 1 – High quality first teaching:

High quality teaching is our first step in responding to all pupils in school, this for those with and without SEND. All teachers are responsible and accountable for the progress and development of the pupils in their class; including pupils who access additional support due to their SEND.

Through differentiation we can make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, one-to-one work or teaching style.
- Adapting our resources, including using recommended aids, such as coloured overlays, visual timetables, larger font, etc.
- Adapting our staffing and scaffolding support they provide.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The quality of teaching is rigorously monitored at Fairmeadows Foundation Primary School through regular lesson observations, learning walks, book and Seesaw scrutinies, progress meetings and the use of sharing good practice models.

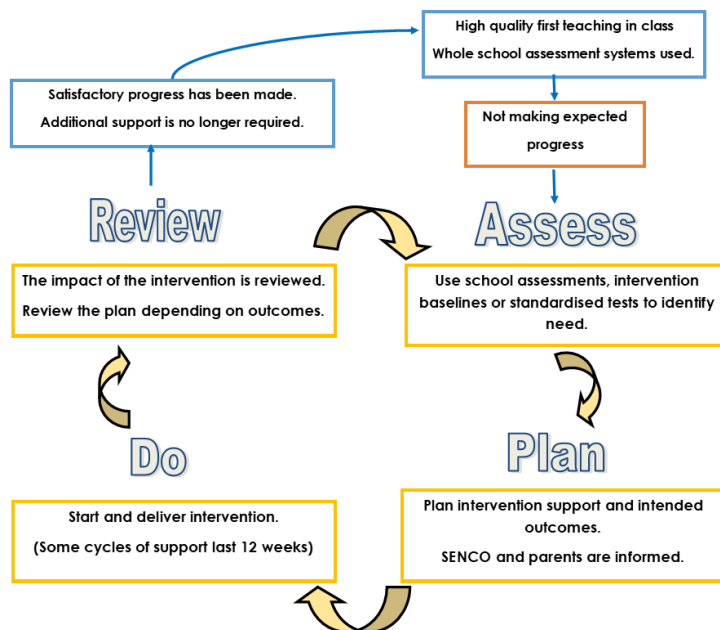
As part of everyday practice class teachers will make regular assessments of progress for all of their pupils. Teachers can then begin to identify children whose progress may be significantly slower than that of their peers; or fails to match the expected rate of progress – this can be in social and emotional development as well as academic areas. However, slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the views of the pupil and their parents, then consider the desired outcomes. We will use this to determine the support that is needed and whether we can provide it by adapting our WAVE 1 approach or whether something different or additional is needed.

WAVE 2 – Interventions

If a child has been identified as falling behind their peers or as possibly having SEND, then they are closely monitored by staff. Staff follow a four-step process called 'Assess - Plan - Do – Review'.

Graduated Response



Appropriate time-specific interventions, often delivered in small groups, will be put in place and the impact of these are reviewed regularly. Adults will work with the child to complete an initial assessment (baseline) this is a score that indicates where they are currently working at. The same assessment is then completed after the intervention (often a 12 week cycle) and the progress the child has made is analysed and closely tracked. Staff will then plan the child's next-steps based on this outcome. We currently use the Provision Map (EDUkey) online programme to review and evaluate the progress of these interventions.

We provide a range of different intervention programmes, a few of these include Rapid Phonics, Inference Training, NELI, Lightning Squad, Lego Therapy and Nurture. All of our interventions are recommended for children by external agencies / professionals or are evaluated by The Education Endowment Foundation (EEF) as evidence-based practice.

If a pupil's progress continues to remain a concern despite interventions taking place then a child may be placed on the SEND register, following a discussion with and consent from their parents

WAVE 3: Individual Support:

A child with SEN may require individual targets that are specific to their needs. An Individual Education Plan (IEP) may be written. IEP's are written by the teacher and are under regular review each term.

Additional support may be required from outside agencies at any point in the process. With parental permission, the SENCO or Head teacher will refer to the appropriate service.

Parents are informed at all stages of the process either through parent consultations with the teacher; discussions with school staff; annual/termly review meetings; or Team around the Family meetings (TAF).

Children with Social, Emotional, Mental Health needs will have an Individual Behaviour Plan (IBP) which is based on their Boxall Profile scores. Targets are written to support these pupils with their social and emotional skills.

Referral for an Education, Health Care Plan (EHC Plan)

If a child has long term, complex needs they may need to be referred for an EHC Plan and undergo a Statutory Assessment Process. This can be requested by school, parents or other professionals. This will occur when quality first teaching, intervention and a multi-agency approach have not had the desired impact.

The application for an EHC Plan will usually combine information from a variety of sources including: school staff, parents, social care, health professionals and educational psychologists.

Information will be gathered relating to current provision, the impact it has had and any remaining barriers that are preventing the child from making progress. A panel of professionals will decide if the child is eligible for an EHC Plan. Parents have the right to appeal against any decisions made.

Following the Education Health Care Needs Assessment (EHCNA) (20+ weeks process), an EHC Plan will be provided by Derbyshire County Council if it has been agreed that the child's needs cannot be met using the support that is ordinarily available.

Parents have the right to appeal against the contents of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, school and other professionals involved will implement the advice and the plan will be reviewed at least annually.

The annual review will be carried out using a 'person-centred approach' so that the needs and views of the child and their parents are always addressed.

The EHC Plan will follow the child throughout school (and until the age of 25) or until it is decided that they no longer need it.

Below are some frequently asked questions (FAQ):

If you still have concerns or questions, please do not hesitate to contact the SENCO for more information

My child has SEN – who should I talk to about what Fairmeadows can offer?

If you are considering Fairmeadows as a school for your children we strongly recommend coming in and having a look round and meet with our SENCO, Mrs Balcon to discuss specific and individual provision. An appointment can be made by calling 01283 211019.

If your child is already at Fairmeadows, the first person to speak to is the class teacher. They may refer you on to talk to the SENCO if you have specific concerns or need signposting to additional services.

How does Fairmeadows identify if a child has Special Educational Needs?

The term 'Special Educational Needs' has a legal definition. 'Pupils with SEND all have learning difficulties or disabilities that make it harder for them to learn than most pupils of the same age. These pupils may need extra or different help from that given to other pupils of the same age.' In line with the SEND Code of Practice (2014), we recognise that other factors can impact on progress and attainment, however this does not necessarily mean that the child has SEN (for example, bereavement or illness). There are other aspects of pupils' lives, which can influence progress but these do not provide reason to be identified as having SEND; these include looked after children; children of servicemen/women; children with EAL ; or being in receipt of the Pupil Premium Grant. There are four broad categories of SEND that have been identified in the SEND Code of Practice. Pupils may have needs in one or more of these areas. Our school currently provides **additional and/or different** provision for a range of needs, including:

- **Communication and interaction** (for example, Autistic Spectrum Disorder, Speech and Language difficulties).
- **Cognition and learning** (for example, Dyslexia, Dyspraxia, Global Delay, other learning difficulties)
- **Social, emotional and mental health difficulties** (for example, ADHD, Anxiety).
- **Sensory and/or physical needs** (for example, visual impairments, hearing impairments, sensory processing difficulties).

The table below outlines the main SEND category for our current SEND register of 71 pupils (Spring 2022):

Communication and Interaction (Autism and Speech & Language)	30%
Cognition and Learning (Specific /Moderate Learning Difficulties / IEP support but no assessed need)	60%
Social, Emotional & Mental Health	7%
Sensory & Physical	3%

At Fairmeadows, children can be identified as having SEND in a range of ways. Concerns may be raised by either the teacher or the parents, often through an arranged meeting. We recognise the importance of keeping parents informed of all concerns and the value of parental input into any further assessments.

Teachers use their assessment systems to track pupils in Reading, Writing and Maths in their current year groups. If children are identified as having cognition and learning difficulties, they are also tracked based on their current ability; whether this be Pre-Key Stage Standards (formerly known as P-Scales) or previous year groups objectives (Y1-5). We can also track social and emotional needs of SEND pupils through the Boxall Profile, where this is necessary.

For certain SEND diagnoses to be made this needs to be done by the Community Paediatrician or Clinical Psychologists. With the support of parents, school can make referrals (SPOA) dependant on the level of concern and evidence.

My child has been identified as having SEN. What happens next?

Once a need is identified, the school will consult you about this and ask for consent to be placed on the SEND register. Each class uses a provision mapping system to make sure appropriate support is in place and progress is tracked closely. This is called a Graduated Response and means that all this information is collated to ensure interventions and support are in place.

Children who are identified as having an additional need also have access to in school support through highly differentiated approaches in teaching. This may include specific in class group or individual interventions to address specific issues.

For academic needs, specifically children who are 1+ years below their peers, we use an Individual Education Plan (IEP) to help support their target areas on a one-to-one basis.

For social and emotional needs, we can sometimes offer a Nurture Group Intervention within school. In this case, the child has a plan called an Individual Behaviour Plan (IBP) which helps identify their social and emotional targets.

Both IEP and IBP are reviewed on a termly basis (normally every 12 weeks). Teachers will share the reviewed plans with parents and start a new plan if necessary.

Children will be closely monitored and if concerns remain, the SENCO may seek advice and support from a range of support services. Parents will be involved in this process. School are able to refer to the following services if children meet individual service criteria:

- Educational Psychology
- Speech & Language Therapy.
- Single Point of Access (SPOA): CAMHS, School Nurse, Community Paediatrician, Clinical Psychology.
- Sensory Support Services (hearing, vision and physical impairment).
- Behaviour Support Service
- Domestic Abuse Counselling.
- Specialist Support Service for SEN (SSSEN).

How will school involve parents in their child's support package?

Fairmeadows has an open door policy and will involve parents at every stage of any SEN support that is being considered. This will first happen through discussion with the class teacher, then may also involve the SENCO and or support services.

If your child receives additional funding, we will also have an annual review meeting to discuss their progress and set new targets. In some cases, the SENCO will hold regular TAF meetings with the family too, to support any ongoing conditions or concerns.

School also hosts a SEND parent support group, which is led by a parent whose child has SEND in school. Please ask the office for more details, if you are interested in discussing SEND with parents who are in a similar situation.

How will school involve the child in their support package?

- Children's views are listened to through conversation, observation, analysing behaviour and emotions.
- A variety of communication modes are employed to ensure children have a voice, despite any difficulties in understanding and or verbal expression.
- The review and assessment process for children with SEN plans including GRIP or an EHCP include the choices and views of each child through a one-page profile.

My child requires help with moving around the school. How accessible is the school?

As a school, we do have limited accessibility due to the age of the building. However, we are working hard to improve this which is outlined in our Accessibility Policy. We will always ensure that appropriate adaptations and provisions are made to ensure our school is accessible to all pupils and their families. In some cases, we can even purchase additional resources to help support pupil's needs, where necessary.

We currently have disabled access to the building via the main entrance and a disabled toilet available on site.

We currently only have very limited toilet changing facilities in school and this is something we are looking to address over the next few years.

For more information about wheelchair access, this can be found within our Accessibility Policy or by contacting the school business manager.

What training do staff have to help meet the needs of children with SEND?

There is a continual programme of CPD training in place for all staff which is constantly reviewed to make sure we are as skilled as possible to meet the ever changing needs of the children at Fairmeadows. This includes training on specific learning interventions and SEND updates.

The SENCO has also gained the Post-Graduate Certificate in Inclusion (National SENCO Award).

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after 12 weeks
- Seesaw journals are kept for individual children as a record of their achievements and intervention support.
- IEP and IBP scrutiny.
- Using pupil questionnaires
- Monitoring by the SENCO – including staff observations and learning walks.
- Using provision maps to measure points progress and outcomes.
- Holding annual reviews for pupils with GRIP or EHCP's
- Review CPD programme and offer training for staff who need it.

My child has SEN, how will Fairmeadows support my child through transition?

- **Joining us:**

As soon as we know that your child will be coming to Fairmeadows and we are aware of their SEND, either the class teacher or the SENCO will contact you and invite you into school to discuss your child's needs. An enhanced transition will usually be offered which means they will be offered additional visits, or in some cases a phased transition into school, if full time is not appropriate immediately.

If they are in another setting prior to coming to Fairmeadows, key staff at that setting will be asked to also be involved in the transition in order to make it as positive and successful as possible. In some cases, they may even visit the child in their current setting to observe them and get to know the child more.

- **Moving between classes:**

Each year your child will move onto a different class and teacher. As when they start with us this transition will be carefully managed, and teachers will start talking early on in the transition period to make sure any SEN provision is carried through. For children with EHCP or specific transitional needs, parents will also be involved in this process to ensure continuity of care.

- **Leaving us:**

As with when they start at Fairmeadows, a careful transition package will be organised with their next school to make sure it goes as smoothly as possible. Class teachers and the SENCO will start discussions with secondary schools early about any children with additional needs. Children will also be entitled to an Enhanced Transition, which may include additional visits as a small group or individually, this may be accompanied by parents or school staff.

How does the school manage medical needs and the administration of medicines?

For children with specific medical needs, staff will undergo personalised training. This enables tailored support in collaboration with parents and guidance from health care professionals. Each child will have a Health Care plan that all staff are able to access to ensure correct procedures are adhered to.

Please refer to the Administration of Medicines Policy for further information.

How will my child be included in activities (like school trips)?

We are a fully inclusive school and all children are included in all parts of the school curriculum. At Fairmeadows, all pupils are treated equally and are offered the same opportunities to education. We try to reduce any barrier that a pupil may face so that SEND pupils can enjoy the same activities that pupils who do not have SEND enjoy.

- All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.
- Adaptions for subjects such as PE can be made where necessary (advice will be sought from a Physiotherapist or Occupational Therapist.)
- All pupils are encouraged to go on our school visits and residential trips.
- All pupils are encouraged to take part in sports day/school plays/ workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

A risk assessment is always carried out prior to any off site activity to ensure that everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

What is the pastoral support available for children in school?

At Fairmeadows, we ensure that the pastoral and emotional needs of each child in school are met. All teaching and learning staff meet on a regular basis to discuss pastoral needs and these may be followed up by a member of the senior leadership or the safeguarding team (DSL), led by the head teacher.

As a school we can offer a variety of support strategies, including our in-school Nurture Intervention or social support programmes when necessary. We offer Nurture sessions to children who are struggling with SEMH issues. Some children may experience additional social provision, such as working with adults on social stories and building social skills.

In relation to our SEND resources, we have small sensory room. This is located off the school hall for SEND children to access with an adult on a scheduled basis. This is helpful for children with sensory processing difficulties to regulate their need for sensory breaks and reduces their anxieties/frustrations associated with their needs. Other children who are struggling emotionally can also access this when necessary.

We also have partnered up with an external Play Therapist – POW Play. Often parents choose to fund this service privately when it is deemed necessary.

School work closely with parents and outside agencies including Health and Social Care workers, and the Pingle Academy Family Support Workers (replaces the Early Help Offer).

If you have concerns about your child's personal, social or academic needs, please speak to a member of staff.

Who can I contact for further information?

For more information, you can speak to any of the key staff that are relevant to this report or in exceptional circumstances, the SEND governor (Sadie Jordan).

Mrs Laura Balcon – SENCO / Deputy Safeguarding/ Designated Teacher for Children in Care/ EYFS Lead / Class Teacher

Mr Andrew Reeves – Head Teacher / Safeguarding Lead

Mrs Lindsey Page – Senior Leadership / Business Manager / Deputy Safeguarding / Safeguarding Governor

Mr Toby Boulter – Senior Leadership / Assistant Head / Class Teacher

Miss Charlie Bartlam - Senior Leadership / Assistant Head / Class Teacher

Mrs Laura Fox – KS1 Lead/ Class Teacher

Mrs Jessica Cashin – KS2 Lead / Class Teacher

Ms Sadie Jordan – Chair of Governors / SEND Governor

If you have any queries or requests for policies or information relating to this report please contact the school on 01283 211019.

You might also wish to visit the Local Offer for more information: <http://localoffer.derbyshire.gov.uk/>

Alternatively, you can seek independent advice from the Derbyshire Information Service (DIASS) known as Parent Partnership: <http://www.derbyshireiass.co.uk>

What if I am unhappy and would like to make a complaint?

If a parent or carer has any concerns or complaints regarding the care or welfare of a pupil, an appointment can be made with the Head teacher or SENCO. They will be able to advise on formal procedures for complaints should this be needed. All contact details and our complaints policy are readily available on the school website.

What if a child is looked after by the local authority and have SEND?

The SEND arrangements and provisions outlined are the same for Looked After Children. Except their Carers/ Social Worker will be involved too. Children who are in the care of the local authority also have

regular PEP meetings, to outline their Personal Educational Plan targets and how their Pupil Premium money is being spent to support their education.

What policies can I read for more information on SEND?

- SEND policy
- Accessibility policy
- Equality and Diversity
- Safeguarding
- Admissions
- Teaching and Learning
- Behaviour
- Administration of medicines
- Supporting pupils with medical conditions

Who should I contact for advice on admissions?

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with EHC Plans and those without.

Visit Derbyshire Admissions for more information on admissions into school:

<https://www.derbyshire.gov.uk/education/schools/school-places/admissions/admission-arrangements.aspx>

For children with an EHCP, the admissions process is handled through the Derbyshire Local Authority SEND department.

As a school we can make additional arrangements for children who have already been identified as having SEND from other schools or settings. Often home visits, nursery/school visits or additional meetings take place to ensure we understand the pupils needs fully and can make arrangements for their admission to our school.

Please contact the school Business Manager: Mrs Lindsey Page or Pupil Administrator: Mrs Nicola Baker, for further information about the school and to arrange a meeting with the Head teacher or SENCO.