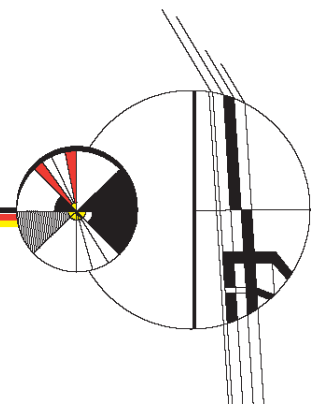




FAIRMEADOWS FOUNDATION PRIMARY SCHOOL



**FAIRMEADOWS FOUNDATION  
PRIMARY SCHOOL**

**SEND INFORMATION REPORT  
2022-2023**

This 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 SEND. 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 the link:

<http://www.derbyshiresendlocaloffer.org/>

## **An Overview of SEND 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 65 pupils (including Nursery) who are on our SEND register.

We have seen a large increase in these numbers over the last few years, due to gaps in pupils' attainment due to the COVID-19 school closures and a growing awareness of SEND. We currently have 27% of our school population are on the SEND register. This is significantly higher than the National Average for Primary Schools in England which is 16.6% (January 2022).

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 9 pupils who have an EHCP in school which is 3.75% of the school population; this has decreased significantly since last year, as we had 8 pupils in our previous Year 6 cohort transfer to secondary school. Our current total is now below the National Average of 4% (January 2022). However, this figure is set to increase over this academic year with 5 more EHCP plans to be agreed or written.

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); Early Years 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 6 pupils who receive additional top-up funding which takes the total percentage of pupils who receive additional SEND funding (top-up and EHCP) to 6.25% of the school population.

Our School Profile ( <i>November 2022</i> )			
	Number of pupils	Percentage of school roll	National average (Jan 22 figures)
EHC plans	9	3.75%	4.0%
SEN support (not including EHCPs)	56	23.3%	12.6%
Whole school total:	65	27%	16.6%

## **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."**

The SEND Code of Practice (2014) outlines four broad categories of SEND. Pupils may have needs in one or more of these areas. Our school 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, academic IEP support but no diagnosed need)
- **Social, emotional and mental health difficulties** (for example, ADHD, Anxiety).
- **Sensory and/or physical needs** (for example, visual impairments, hearing impairments, sensory processing difficulties).

Breakdown of pupils' <b>primary</b> need (November 2022)							
Communication and interaction (including ASD)		Cognition and learning		Social, emotional and mental health difficulties		Sensory and/or physical needs	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
21	6	37	2	4	0	3	1

As stated above, children who are identified as SEND and are recorded on our school SEND register, are in receipt of provision that is "additional" and/or "different" to others pupils.

Some children may or may not have a official diagnosis.

Not all children on the SEND register have academic/ learning needs. For those who do, they are in receipt of an Individual Education Plan (IEP). Children who are working 1+ years below their chronological age in two or more areas of learning receive IEP support. These children are often identified by the teacher using our termly assessments. Teachers track pupils in Reading, Writing and Maths for their current year groups. If children are identified as having cognition and learning difficulties, they are also tracked based on their current ability level; whether this be Pre-Key Stage Standards (formerly known as P-Scales) or previous year groups objectives (Y1-5). Children in the Early Years are tracked on the Derbyshire Celebratory Checkpoints for Prime Areas and we use Development Matters (2021) to assess for Specific Areas (Literacy/Maths).

We can also track Social and Emotional needs of SEND pupils through the Boxall Profile, where this is necessary.

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 SEND (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.

For other areas of SEND need such as Communication (Autism, Speech plans); SEMH (ADHD); and Sensory/Physical (Hearing/Visual/Physical Disability) these diagnoses need to be identified by an external professional, who is an expert in this field.

School are able to make referrals via the Single Point of Access (SPOA) panel to support families to access appointments with the Community Paediatrician or Clinical Psychologists to identify Autism and ADHD; or to access CAMHS for significant Mental Health Concerns.

Other areas of need such a speech concerns, can be referred into the NHS Speech and Language Therapy service.

Visual and Hearing Difficulties are often referred by GP's to the specialists at the hospital; once a diagnosis has been made we can access further support from the Derbyshire Visual Impairment and Hearing Impairment Teams.

If you want further support in accessing the correct pathway to help identify your child's SEND, please contact our SENCO- Mrs Balcon who will be able to signpost you to the correct service or offer further advice where necessary.

### **Progress made by SEND pupils:**



For children with Cognition and Learning needs, we have already identified that they are working below the expected level, so will not be working at 'Age Related Expectations' (ARE). However, it is important to track the children's progress from their starting points and compare this to their Non-SEND peer's progress.

We use our own school based objectives trackers on Excel to identify point's progress in Reading, Writing and Maths. This table below shows the progress made by SEND pupils against Non-SEND pupils:

<b>Average Points Progress (July 22)</b>	Reading	Writing	Maths
Pupils with SEND	25	30	58
Pupils without SEND	25	34	61

We also use the data from the FFT (Fischer Family Foundation) to track end of Key Stage progress closely.

The majority of our intervention programmes run for around 12 week (1 term) before progress is reviewed. Progress made in interventions can be identified from the children's baseline measure and this is evaluated on our EDUKEY Provision Map software. Staff are asked to review each provision against the SMART outcomes and score the progress using the following key:

+2	Significantly more than expected
+1	More than expected
0	As expected
-1	Less than expected
-2	Significantly less than expected

For our last academic year (2021-2022) we had a total of 119 interventions in place. The average outcome of these combined was 0.33, which is slightly above the expected level of progress.



### **How the SEND process works:**

#### **Graduated Response**

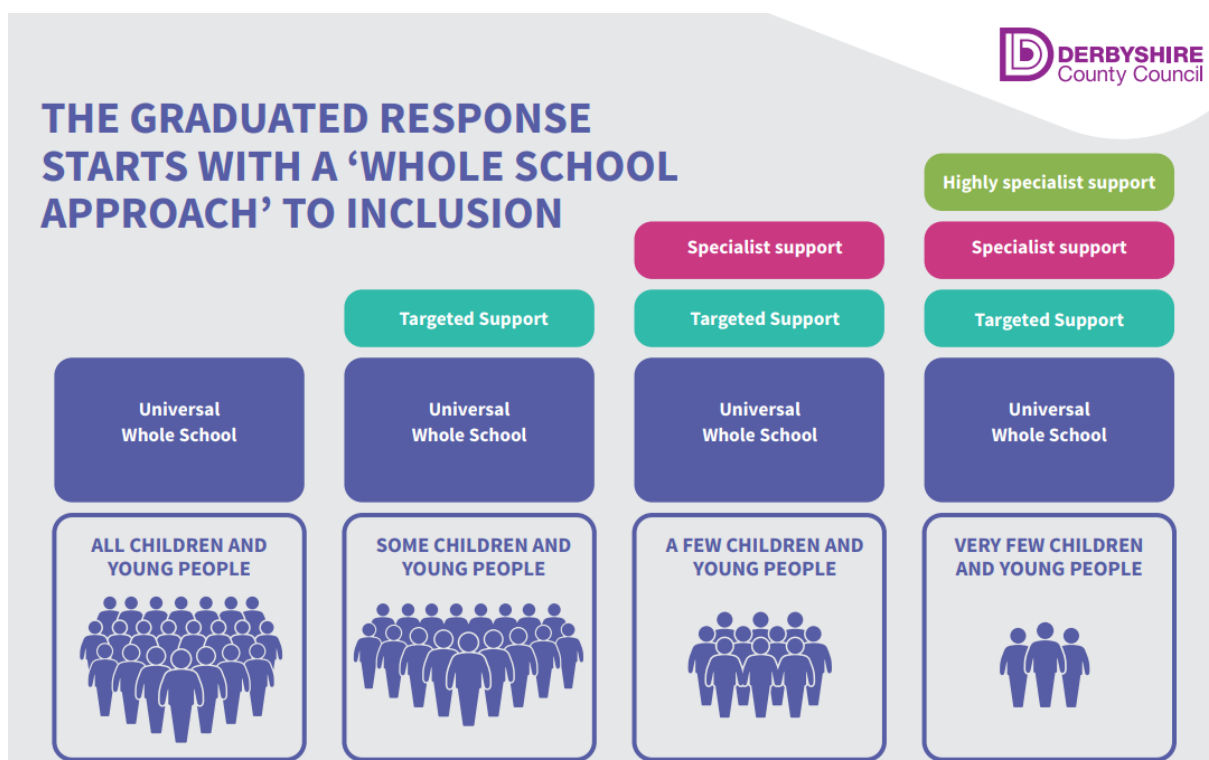
Derbyshire County Council have recently published a document called Graduated Response (May 2022) which outlines guidance for families and school staff to help ensure the inclusion of SEND children. It can be found on the Local Offer at: <https://www.localoffer.derbyshire.gov.uk/site-elements/documents/education-and-learning/graduated-response-may-2022.pdf>

This document using the principles from the SEND Code of Practice (2014). A graduated response is support that develops around the child. It helps to enable early identification and considers the child's views.

*"All schools should adopt a graduated approach to identifying and responding to SEND. In schools, class teachers, supported by the senior leadership team (SLT) should make regular assessments of progress for all children and young people. These should seek to identify children and young people making less than expected progress given their age and individual circumstances. This could be characterised by progress which: • Is significantly slower than that of their peers starting from the same baseline • Fails to match or better the child or young person's previous rate of progress • Fails to close the attainment gap between the child or young person and their peers • Widens the attainment gap. It can include progress in areas other than attainment – for instance where a child or young person needs to make additional progress with wider development or social needs in order to make a successful transition to adult life." (SEND Code of Practice, 2014).*


The needs of the majority of children will be met through differentiated and personalised 'Quality First Teaching (QFT)'. Some children and young people require provision that is additional to or different to this. This is special educational provision. Below the diagram outlines how the Graduated Response looks:

Some children may require 'reasonable adjustments' to be made to help them in the school environment or with their learning.







# REASONABLE ADJUSTMENTS




Support is about making 'reasonable adjustments' and doing things a bit differently. It can include having a safe place/quiet room where the child can go, or carefully choosing where a child sits in the classroom, extra help or specialist equipment, and may also include making financial commitments.







Charlie has a tablet to help them write



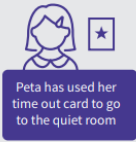
George has a fidget toy to help him concentrate




John is in a wheelchair and has an adapted desk




Tom, Claire and Cai sometimes work in smaller groups with a TA




Peta has used her time out card to go to the quiet room



Rada sits at the front of the class to avoid distractions



Mark sits at the back, he doesn't like people sitting behind him



## **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'. This refers to the 'targeted support' section of the diagram above.

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, some of which are listed below.

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.

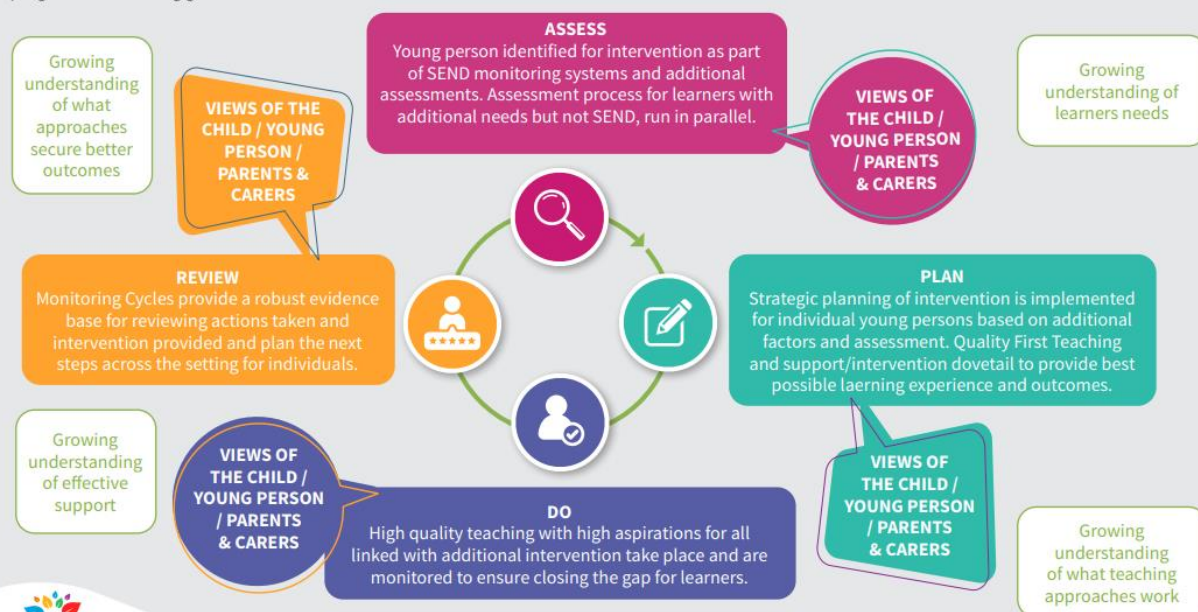
Some of the interventions offered at Fairmeadows Primary (November 2022)			
Communication and interaction (including ASD)	Cognition and learning	Social, emotional and mental health difficulties	Sensory and/or physical needs
<ul style="list-style-type: none"> <li>• Speech plans</li> <li>• Lego Therapy</li> <li>• Talk Boost</li> <li>• Attention Autism</li> <li>• ECAT</li> <li>• Time to talk</li> </ul>	<ul style="list-style-type: none"> <li>• Rapid Phonics</li> <li>• Inference Training</li> <li>• NELI (Reception)</li> <li>• Lightning Squad</li> <li>• Nessy (Dyslexia)</li> <li>• Toe by Toe</li> <li>• SNIP</li> <li>• First Class at Number</li> <li>• SHINE Maths</li> <li>• Precision Teaching</li> <li>• Memory games</li> <li>• Monster Phonics Catch-up</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture Groups</li> <li>• Social stories</li> <li>• Socially Thinking</li> <li>• Emotional Literacy</li> <li>• Zones of Regulation</li> <li>• Anger/Anxiety Gremlins</li> <li>• Behaviour Box</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory breaks</li> <li>• Sensory room visits</li> <li>• Physiotherapy</li> <li>• Active Hands</li> <li>• Jungle Journey</li> <li>• ECAM</li> <li>• Fizzy's Ideas exercises</li> </ul>

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

# SEN SUPPORT

## ASSESS, PLAN, DO, REVIEW CYCLE

Where a child/young person is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child/young person's needs and of what supports the child/young person in making good progress and securing good outcomes.



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### **WAVE 3: Individual Support:**

A child with SEN may require individual targets that are specific to their needs. This is more specialist support. An Individual Education Plan (IEP) may be put in place. IEP's are outlined by the teacher and are under regular review each term. We use the child's assessment grids to identify where the child's gaps are in their learning and offer bespoke teaching to support their learning in these areas.

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.

### **Highly Specialist Support:**

If a child has long term, complex needs they may need additional top-up funding to support them in school. School provide the first 9.5 hours of SEND support, but if a child requires more help than this we can make funding applications to help the child access resources, interventions and adult support. In Derbyshire, we can make the following applications:

- Early Years Inclusion Funding (EYIF): Children in our Nursery and the first term in Reception.
- Graduated Response Individual Pupil (GRIP): Temporary funding that lasts for a Key Stage.
- Temporary Additional Pupil Support (TAPS): Short-term temporary funding for children whose behavior places them at risk from exclusion.
- Education, Health, Care Plan (EHCP): Statutory support that supports children 0-25 years.

Children who are referred for an EHC Plan will 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.

### **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.

### **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
- 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.

### **How will school involve the child?**

All of the children on the SEND register have their own 'Pupil Passport' this one-page profile document asks the children for their views, interests, likes, dislikes and areas they need help with.

Trusted members of staff will gather these views with the child on a 1:1 basis and these are updated at least twice a year.

Other ways that pupil's views are listened to: includes 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.

### **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 do not have nappy changing facilities in school. This is something we are looking to address over the next few years.

Children who do have accessibility needs, professionals are consulted on their admission to ensure that arrangements are in place. External professionals like Occupational Therapy may visit and assess for any further equipment needed.

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

### **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 pupils
- 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 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 needs, interventions and SEND updates.

The SENCO is also qualified in the Post-Graduate Certificate in Inclusion (National SENCO Award).

In 2022-2023 the SENCO has agreed to take part in the Derbyshire Autism Advocates Cohort to ensure that all members of staff in school are trained in 'Making Sense of Autism' to help raise awareness and develop inclusion of Autism in school.

### **Evaluating the effectiveness of SEN provision**

The SENCO and Senior Leadership Team, regularly 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.
- Monitoring Seesaw journals are kept for individual children as a record of their achievements and intervention support.
- Tracking attainment termly and holding Pupil Progress Meetings with the class teacher.
- Analysis of Standardised Assessments
- Monitoring IEP and IBP targets.
- Monitoring by the SENCO – including staff observations and learning walks.
- Holding annual reviews for pupils with top-up funding or EHCP's
- Review the 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.

Some pupils will need an enhanced transition programme, where they have additional transition sessions with their new teacher in their new classroom to help them prepare for the next academic year.

- **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 training; for example we have Diabetes and Epilepsy trained members of staff who can administer medication. Training is offered in collaboration with parents and guidance from health care professionals.

For those with medical needs, children 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.

## **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. Mrs Wain is our Family Liaison who is available in the mornings to support children and their families with a



range of different areas. She is often found standing by the main doors each morning, so please feel free to approach her if there is anything you wish to discuss.

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 a child friendly Anti-Bullying policy, Playground Buddies and our School Council in place to help listen to the pupils' views.

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 the SEND governor.

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

**Mr Andrew Reeves** – Head Teacher / Safeguarding Lead

**Mrs Lyndsey Wain** – Family Liaison Worker / Nurture Lead Practitioner

**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.

*All information in this report was correct on the date it was written – November 2022*