
Fairfields School SEN information Report

Reviewed: 26.09.2022

Next Review: October 2023



Fairfields
School

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Fairfields School
SEN Information Report
2022-2023

The name and contact details of the SEN co-ordinator.

Sara Clarkson, Assistant Headteacher: clarksons@fairfields.northants.sch.uk

The name and contact details of the Ethnic Minority Achievement co-ordinator.

Nicky Wood, Deputy Headteacher : woodn@fairfields.northants.sch.uk

The name and contact details of the Designated Teacher for Looked After Children

Lesley Elder, Headteacher: head@fairfields.northants-ecl.gov.uk

All teachers share responsibility for maximising achievement of all pupils and making individual arrangements accordingly.

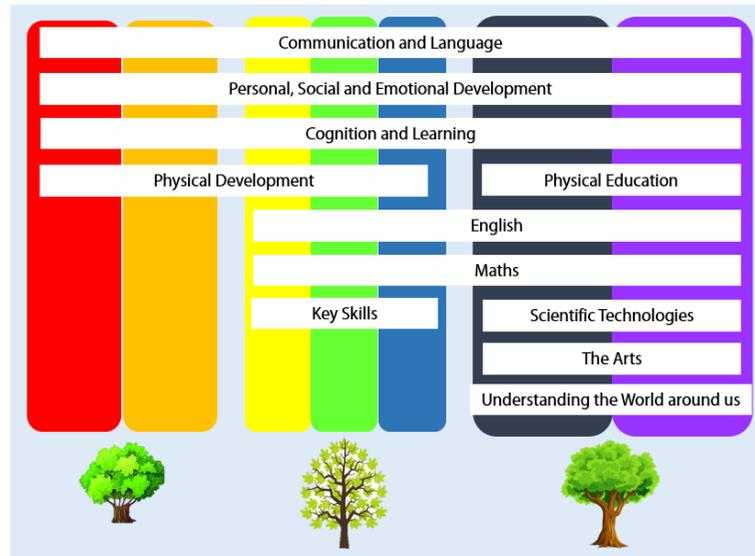
The kinds of Special Educational Needs which are provided for in our school

Fairfields is a community day special school for pupils aged 3 years to 11 years.

The school meets the needs of pupils who:

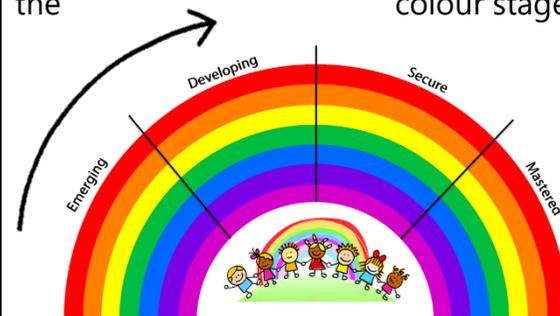
- Have significant or severe or profound learning difficulties.
- Have attainments well below the expected range of their peers, with additional difficulties that may include physical difficulties, speech and language difficulties, sensory impairment and under developed social skills.
- Have a diagnosis of an Autism Spectrum Disorder (as well as severe learning difficulties)

	<p>All pupils have an Education, Health and Care Plan (EHCP).</p> <p>We fully comply with:</p> <ul style="list-style-type: none"> • SEN Code of Practice January 2015 • Equality Act 2010 • Children and Families Act 2014
<p>Our school's policies for identifying children and young people with SEN and assessing their needs</p>	<p>As a Special School all pupils who attend Fairfields have an EHCP identifying their special educational needs, aspirations, strengths and needs, provision and arrangements. Each pupils' EHCP is evaluated during an Annual Review meeting. At this meeting the pupil's strengths and needs, progress against outcomes and the provision put in place to support the pupil are discussed. Annual Reviews are conducted with parents / carers, teachers and, on occasion other professionals, to ensure that the provision put in place supports the pupil.</p>
<p>Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.</p>	<p>We believe that all children at Fairfields achieve; they all make progress. Therefore, we use a variety of assessment tools to monitor, track and celebrate progress.</p> <p>All pupils have an Individual Learning Plan (ILP) which includes outcomes from their EHCP.</p> <p>Our bespoke assessment framework – Assessment for All - helps to measure progress in a variety of ways. We measure different aspects of learning which are relevant and meaningful for each child's learning journey.</p>



Our Assessment for All framework uses the colours of a rainbow to represent the developmental steps children make in their learning.

Each colour is split into two stages e.g. red 1 and red 2. Some children will move through the colour stages; these go from red to violet.



The small steps of progress pupils make are really important. To show this we assess pupils going over the rainbow.



We also use Engagement for Learning tools to measure the progress of pupils working at very early developmental levels.



Evidence for Learning is a cloud based app used by school to record pupils learning through observation, photographs and videos. This helps school to assess and report a pupils learning journal.

<p>How our school evaluates the effectiveness of its provision for children and young people with SEN</p>	<p>The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways:</p> <ul style="list-style-type: none"> • Discussion with pupils and their parents / carers, • observations and learning walks carried out by teachers and senior leaders, • work sampling including external moderation, • pupil progress meetings between teachers and with senior leaders, • tracking and analysing pupil progress using our bespoke assessment framework • monitoring ILP outcomes, • analysing attendance records, • analysing behaviour records, • headteacher’s report to governors.
<p>Our approach to teaching children and young people with SEN. Including how adaptations are made to the curriculum and learning environment of children and young people with SEN.</p>	<p>We are committed to providing a curriculum that is relevant and meaningful for all pupils and have worked hard to ensure that it is developmental in nature; reflecting areas important to each cohort of pupils in our school. As a consequence, our curriculum is bespoke, meeting the specific needs of pupils at Fairfields School.</p> <p>We believe our curriculum is designed to provide opportunities for pupils to develop the skills, knowledge and understanding that will enable them to be successful lifelong learners, with appropriate balance between the academic and personal aspects of development.</p> <p>Whilst our curriculum is developmental in nature we ensure that our teaching and learning practices enable our pupils to be active learners. We aim to teach skills and then provide irresistible invitations for pupils to use these skills in a variety of contexts. Our enabling environments are designed to encourage pupils to use their skills in a variety of contexts. This helps pupils to generalise and consolidate their skills and understanding.</p> <p>We try, as much as possible, to embed specific approaches and programmes e.g.</p>



We have a supportive and nurturing approach in relation to supporting our pupils who, from time to time, find it difficult to engage with lessons and whose behaviour for learning might need further development. Some pupils may have individual behaviour plans to help them access their lessons and to ensure a consistency of approach.

Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

We are committed to supporting the emotional wellbeing and safety of each pupil. The Five to Thrive approach helps our staff team to consider how they can promote each pupil's ability to self-regulate their emotions and behaviour. Staff respond and assess each pupils needs. They work tirelessly to connect and engage pupils through a playful approach. When necessary staff help pupils through co-regulation.

We pay great attention to personal development carefully weaving this into our curriculum. Pupils are encouraged to be as independent as possible, to emotionally regulate and develop their communication skills.

Pupils are well supported by trained staff. Support with personal care needs is provided where needed, i.e., eating, toileting, dressing. Although there is a high ratio of support staff in classes, pupils are encouraged to be independent in their learning and personal skills e.g. feeding, physical skills.

	<p>Pastoral support is provided by the class teacher and staff team. In addition our parent support worker provides 1:1 support for pupils, when needed, to ensure they are listened to when they are worried or have a concern. Music therapy and Art enrichment are used to develop pupils communication skills and self-esteem. Staff are trained to a high standard in safeguarding. There are four safeguarding officers within the school (see child protection policy).</p> <p>A clear behaviour policy is used consistently within school (see Behaviour Policy). %-</p>
<p>Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p> <p>And</p> <p>How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families</p>	<p>All staff will be trained in how to best teach and support the pupils who attend Fairfield's School. Staff training and development is a consistent feature of our school development plan and annual schedule of continuous professional development. Specific training needs are identified and met through the appraisal/performance management process.</p> <p>As a minimum requirement we train all our staff (with regular refreshers) in</p> <ul style="list-style-type: none"> • Fire Safety • Safeguarding (including Child Protection and On-line Safety) • Team Teach • Manual Handling • Epilepsy, Allergy and Asthma awareness <p>Staff have received the following training:</p> <ul style="list-style-type: none"> ✓ Attention Autism ✓ Colourful Semantics ✓ PECS ✓ Makaton / Sign Supported English ✓ Intensive Interaction ✓ Conductive Education ✓ Sensology ✓ Sensory Approaches ✓ Sensory Integration ✓ Lego Therapy ✓ Postural management

	<p>We have onsite Speech Therapy provision. Therapy is mainly delivered in class and integrated into the school day. All staffing appointments are carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies are competitively advertised to ensure our school employs staff of the highest calibre.</p> <p>We seek to respond quickly to emerging additional need and work closely with other agencies including :</p> <ul style="list-style-type: none"> ○ Early Help team ○ CAMHS ○ Northamptonshire Parent Partnership Service ○ NCC Specialist Service ○ Local NHS services ○ Education Entitlement Service ○ Multi-agency safeguarding hub <p>We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCo and/or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker (e.g. our Family Support Worker).</p>
<p>Arrangements for consulting young people with SEN and involving them in their education</p>	<p>We recognise that all pupils have the right to be involved in making decisions and exercising choice. As the majority of our pupils have communication difficulties, we need to structure these opportunities carefully so that they are not tokenistic. We use a range of augmentative and alternative communication approaches in order to enable our pupils to make simple influential choices. This can be at Annual Review meetings but also at other times in the classroom when we invite pupils, in a very simple level, to review their performance against their learning objective.</p>
<p>Arrangements for consulting parents of children with special educational needs and involving them in their</p>	<p>The school aims to work in partnership with parents and carers. We do so by:</p> <ul style="list-style-type: none"> • making parents and carers feel welcome • employing a full time Parent Support Worker so that our communication with and support of all our families is timely and efficient, particularly at times of crisis • giving parents and carers opportunities to play an active and valued role in their child's education

<p>child's education</p>	<ul style="list-style-type: none"> • encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing • instilling confidence that the school will listen and act appropriately • focusing on the child's strengths as well as areas of additional need • allowing parents and carers opportunities to discuss ways in which they and the school can help their child • agreeing outcomes for all pupils, in particular, those not making expected progress • keeping parents and carers informed and giving support during assessment and any related decision-making process • making parents and carers aware of the Parent Partnership services available as part of the Local Offer • providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language. <p>We invite parents and carers to attend a variety of meetings but most importantly their child's Annual Review meeting. During this meeting we discuss their child's progress against their EHCP outcomes and agree short term outcomes for the forthcoming year.</p> <p>Home-School diaries and emails are used to communicate with parents and carers throughout the school week.</p>
<p>Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)</p>	<p>We aim to ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.</p> <p>When a pupil has been given a place at Fairfields parents / carers are invited to attend a pre-admission meeting, either at school or home. At the meeting paperwork is completed and information is gathered about the child. Dates for transitioning in to school are set. For pupils transitioning into Early Years it may take several weeks for the pupil to attend school full time. Pupils are invited into school for familiarisation visits before their start date.</p> <p>When a pupil is transitioning to secondary school, the UKS2 phase leader and the pupil's class teacher liaise closely with the new school and pupil's parents / carers. Information is shared between settings and visits from staff at the new school occur. Transition visits are organised between the two schools so the pupil can attend their new school with familiar staff to support. Additional resources will be prepared if needed to support this transition.</p>

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

If there are any complaints these will be dealt with in the first instance by the class teacher and or a member of the leadership team, then, if unresolved, by the head teacher. In the case of an unresolved complaint the issue should be taken through the Governors complaints procedure (see separate Complaints Policy).

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

(Please refer to our school's Safeguarding Policy for details of how we access the Early Help Team and Multi-Agency Safeguarding Hub)

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service : Contact Number : 01604 630082

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Education Entitlement Team : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Parent Partnership Service : Contact Number : 01604 636111

<http://www.npps.info/>

Virtual School for Looked After Children : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

Information on where the local authority's local offer is published.

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>