

Appendix 2 : Fairway Primary Academy SEND Information report September 2023

Aims:

Our SEND policy and information report aims to set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND), and explain the roles and responsibilities of everyone involved in providing for pupils with SEND. It is designed to meet the legislative requirements for SEND information reports, which are set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

SEND at Fairway: Our beliefs and values

Every child deserves a fair start in life, with the very best opportunity to succeed. At Fairway Primary Academy we strive to support all children to enable them to achieve their full potential and experience a broad and balanced curriculum. We aim for barriers to learning to be removed, and to be as inclusive as possible. All children at Fairway are treated as individuals with talents and abilities to be nurtured and developed to their full potential.

We are a trauma informed school, and endeavour to fully support the emotional development of pupils alongside their academic development. We believe that all teachers and support staff are teachers of every child, including those with SEN and/or a disability. We aim to provide a caring environment with high expectations and aspirations for all.

Definitions:

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is that which is additional to, or different to that made generally for other children or young people of the same age by mainstream schools.

At Fairway we currently support pupils who have difficulties in relation to the four broad areas of need as defined by the SEND code of practice.

- Speech, Language and Communication difficulties
- Cognition and learning difficulties
- Social, emotional and mental health difficulties
- Sensory and/or physical difficulties

For more information on support for medical needs and medical care plans, please see the school Policy on Supporting Pupils with Medical Needs.

Identification of need:

Pupils are identified as having additional needs in a variety of ways. Any pupils not deemed to be making appropriate progress are identified via discussions with the SENDCo and classroom staff, and further assessments may be carried out if appropriate. If further support is deemed necessary, then this is provided via an Individual Education Plan (IEP) or one-page profile, which would be reviewed and updated at least three times annually. Parents/carers are also able to contact school with concerns related to any of the four areas of need defined above. The SENDCo will then endeavour to signpost or refer parents/carers to further support, and also further assess these needs in school to establish if the pupil has a SEND. We also encourage pupils to talk honestly about their difficulties, and to approach a trusted adult if they feel they would benefit from further support.

We provide additional support for pupils via IEPs and one-page profiles. These plans include details of the desired outcomes for each pupil, and the resources and adaptations which may be required to support with this. Pupil voice is included, and all pupils are encouraged to be part of the review process, contributing their views at a level appropriate to their age and/or ability. Parents/carers are also invited to reviews, and are strongly encouraged to contribute either in person, via video calls, via telephone reviews or written or emailed responses. Some pupils have a higher level of need which requires significant levels of intervention and support and advice from outside agencies. For these pupils it may be appropriate to request an Education and Health Care plans (EHCP) or School Support Provision Plan (SSPP) via the Local Authority. These plans are reviewed at least annually.

Teaching and Learning for pupils with SEND:

Within our classrooms at Fairway staff provide high quality teaching to support all learners, which includes making reasonable adjustments for individual needs. Teachers are supported with strategies by the SENDCo that can support the learners' needs and progress, and will plan lessons accordingly. We aim to be dyslexia friendly, and have a collection of dyslexia friendly reading materials

for pupils to borrow. We can provide coloured overlays, paper and tinted whiteboards to maximise access for pupils experiencing visual stress. We run targeted groups and 1:1 support to help develop reading, spelling and maths, which may include for instance precision teaching, Word Wasp, Power of 2 and Direct Instruction. For pupils who may have difficulties with motor skills we are able to provide access to pencil grips, writing slopes, and participation in gross and fine motor groups. For pupils with language disorders, we are able to support for instance with the use of visual prompts, the WellComm toolkit, pre-teaching of language and modelling of skills. For pupils with Social, Emotional and Mental Health needs, ADHD or ASD we are able to support with social skills groups, personalised visual timetables, emotion coaching, sensory resources and movement breaks, along with targeted mentoring and support to explore feelings and emotions. We consider relationships to be very important in supporting children, and we encourage our pupils to develop relationships with a key worker who they can talk to when necessary, and check-in with for reassurance and support. We have a trained ELSA who is able to work with small groups and 1:1, and the SENDCo and Deputy Head Teacher are also trained as Mental Health First Aiders.

Many of our children with SEND have support from professionals from outside agencies, such as Educational Psychologists, Paediatricians, Occupational Therapists, Speech Therapists, Pupil and School Support, the CAT Team (Communication and Autism Team) and MHST (Mental Health Support Team). We always welcome any suggestions or recommendations made to us by these professionals, and aim to incorporate them into the day to day support provided for our young people.

Monitoring progress and effectiveness of provision:

The progress of pupils is monitored in a variety of ways. This may be via academic or test results, use of Birmingham toolkits which break learning into small measurable steps, or via the impact of specific interventions. Pupil progress against targets is reviewed at least three times annually, for some pupils with very high levels of need this may be more frequent. The SENDCo participates in monitoring provision, both within the class and as part of intervention groups to ensure that support is targeted accurately. We also encourage pupils to share their feedback on how effective the support they receive is.

Expertise of staff:

Training needs of staff are audited annually, to ensure that skills are kept up to date. All staff have received training in attachment awareness, and have been trained to use emotion coaching to support pupils to manage their emotions.

Staff are trained to Tier 1 in Autism Awareness, and we have an Autism Lead practitioner who is trained to Tier 2 and who leads on support in this area. The SENDCo is also trained to Tier 3 to oversee provision and good practice. Staff have been trained to deliver a range of interventions, including Precision Teaching, Paired Reading, Cued Spelling, Peer Tutoring, Fine and Gross motor groups, and WellComm assessments. In addition, medical needs training is delivered to all staff on an annual basis in the areas of asthma and anaphylaxis, and other medical needs training can be accessed as appropriate.

Transitions:

Preparing pupils and their families for a new stage in their education is very important to us. Prior to a pupil's entry to Fairway we endeavour to gain as much information as possible about their individual needs. This may include conversations with staff from previous settings, transition visits, and meetings with parents. This is to give us the best possible understanding of a pupil's needs prior to them joining us, so that appropriate support can be planned for. We recognise that smaller transitions within school can be challenging for some pupils, and we hold transition days in the July of each year to help reduce the anxieties some pupils may hold regarding these changes. We give pupils as many opportunities as possible to build relationships with their new teacher, and can provide transition booklets with photo prompts to help reduce anxiety before changing class where it is felt this would be helpful.

When the time comes for pupils to move on to a new setting, we liaise closely with the welcoming school to ensure information has been shared fully prior to the young person visiting their new school, and we support families to ask questions and feel fully prepared for the move.

Accessibility:

A copy of our accessibility plan can be requested from the school office, or found on our school website

https://www.fairwayprimary.com/images/image_gallery/large/1638523214.pdf

Enabling all pupils to access all activities:

All of our extra-curricular activities and clubs are open to all pupils, including before and after-school clubs. No pupil is ever excluded from activities due to their additional needs, and adaptations are made to any trips and activities planned to ensure that all pupils are fully included and able to enjoy the experiences open to other pupils.

Local offer and additional support:

Birmingham Local Authority has published a local offer of the provision it makes for young people with SEND. The offer can be found here

<https://www.localofferbirmingham.co.uk/>

School staff are happy to support with signposting and referrals to other agencies. In addition there is also a link to useful websites for parents which can be found on our school website.

Contacting the SENDCo:

Our SEND department can be contacted by phoning the school office on 0121 464 3200 and asking to speak to Mrs Leonie Ward (SENDCo), or by emailing lward@fwp.greenheartlearning.org

Making a Complaint:

If you have any worries or complaints, please contact the SENDCo Mrs Leonie Ward in the first instance, who will endeavour to support you. If a parent / carer is unhappy about the resolution of their complaint or if it is of a more serious nature, then this should be raised with the Headteacher. The complaints procedure can be found on the school's website or can be requested from our school reception.

Glossary of abbreviations:

SEND - Special Educational Needs and Disabilities
SENDCo - Special Educational Needs and Disabilities Coordinator
IEP - Individual Education Plan
SSPP - School Support Provision Plan
EHCP - Education and Health Care Plan
ADHD - Attention Deficit Hyperactivity Disorder
ASD - Autistic Spectrum Disorder
CAT Team - Communication and Autism Team
MHST - Mental Health Support Team
EP - Educational Psychologist
OT - Occupational Therapist
PSS - Pupil and School Support
SALT - Speech and Language Therapy
ELSA - Emotional Literacy Support Assistant
TIAAS - Trauma Informed Attachment Aware School