

SEND Information report January 2019

Aims:

Our SEN policy and information report aims to set out how our school will support and make provision for pupils with Special Educational Needs (SEN), and explain the roles and responsibilities of everyone involved in providing for pupils with SEN. It is designed to meet the legislative requirements for SEN 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 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 SEN 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

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 SENCo and classroom staff, and further assessments may be carried out if appropriate. If further support is deemed necessary, then this is provided via a SEN Support plan which would be reviewed and updated at least three times annually. Parents/carers are also able to contact school with concerns, these often relate to social and emotional needs but can be related to any area of need. The SENCo 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 SEN Support Plans which are reviewed at least termly, and Education and Health Care plans (EHCP), which are reviewed at least annually. 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, or via telephone reviews or written or emailed responses.

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 SENCo that can support the learners' needs and progress, and will plan lessons accordingly. We aim to be dyslexia friendly, and can provide coloured overlay, paper and tinted whiteboards to maximise access. We also have a collection of dyslexia friendly reading materials. We run targeted groups and 1:1 support to help develop reading, spelling and maths, including for instance precision teaching, Word Wasp, Power of 2 and Peer Tutoring. 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-tutoring 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, visual timetables, sensory resources and

movement breaks, along with targeted mentoring and support to explore feelings and emotions. We encourage our most vulnerable pupils to develop relationships with a key worker who they can talk to when necessary, and check-in with for reassurance and support. The Learning Mentor is also available daily to talk to pupils about worries they may have.

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 or the CAT Team (Communication and Autism Team). We always welcome any 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 SENCo 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 discuss how helpful 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. All 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 SENCo is also trained to Tier 3 to oversee provision and 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 language groups. In addition, medical needs training is delivered to all staff on an annual basis in the areas of epilepsy, diabetes, asthma and anaphylaxis.

Transitions:

Preparing pupils for a new stage in their education is very important to us, and the families involved.

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.

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 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/admin/ckfinder/userfiles/files/Fairway%20Accessibility%20Plan%202018-21.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.birmingham.gov.uk/localoffer>

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 SENCo:

Our SEND department can be contacted by phoning the school office on 0121 464 3200 and asking to speak to Mrs Leonie Ward (SENCo), or by emailing

l.ward@fairwayprimary.co.uk

Making a Complaint:

If you have any worries or complaints, please contact the SENCo 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.