

## **Fairfield High School November 2017**

### **School SEND Information Report**

Fairfield High School is an inclusive school and may offer the following range of provision to support students with communication and interaction needs; cognition and learning difficulties; social, emotional and mental health needs; or sensory and physical needs.

Special Educational Needs will first be addressed through Quality First Teaching in the mainstream classroom and then through a range of support and interventions tailored to individual need following assessment by internal staff or external agencies. Our aim is to enable students to become independent and resilient learners within the mainstream environment and support should be seen in context .

#### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY:**

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).

Students of all ages and all abilities will:

- \* Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- \* Be entitled to have an emerging or evident special educational need identified and assessed.
- \* Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- \* Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond Fairfield.
- \* Be encouraged to achieve their full potential, whatever their abilities.
- \* Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.
- \* Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- \* Be encouraged to see education as a life-long process to the benefit of all aspects of their life.

This SEND Local Offer outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

<b>REGULATION</b>	<b>QUESTION</b>	<b>SCHOOL RESPONSE</b>
<p>1. The kinds of Special Educational Needs for which provision is made at the school</p>	<p>What kinds of SEND do pupils have in your school?</p>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Students at Fairfield High School have a range of difficulties including; Cognition and Learning; Social, Emotional and Mental Health difficulties; Speech, Language and Communication difficulties and Sensory difficulties. The majority of students with special education needs fall into the category of cognition and learning or specific learning difficulties. We also have a number of students with attachment disorder, hearing impairment and visual impairment.</p> <p>We no longer have students with physical disabilities but we have teaching assistants that have developed skills and training to meet the needs of students with such disabilities.</p>
<p>2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs. Targeted interventions are planned and delivered</p>	<p>How do you know if a pupil needs extra help?</p>	<p>When your child first joins Fairfield High School, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 tests; base line testing; Cognitive Ability Tests (CAT tests); literacy and numeracy tests; application form information; subject teachers; specialist colleagues and where we have difficulty identifying complex needs we seek help from external agencies.</p> <p>Our class teachers, Heads of Department, Heads of Key Stage and Learning Managers closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Fairfield High school will further identify pupils with a special educational need. This identification may come from tutors, subject teachers, support colleagues, Heads of Key Stage, outside agencies, parents/carers or the students themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.</p>

		<p>Parents are partners in their child’s learning provision and students take an active role in explaining how they can be best supported. This is carried out at meetings with the students and parents either at parent surgeries or by calling parents in to discuss particular needs. The SENCo and or Head of Keystage will be present at these meetings. We follow a staged and graduated approach to identifying and assessing needs, using the ‘Assess, Plan, Do, Review’ model. The triggers for intervention could be the teacher’s, support colleague’s or others concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities, does not make expected progress. All students with SEND are on the SEND or Additional Needs registers this is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities.</p> <p>Students with more complex needs will have and Individual Provision Plan. This gives teachers more detailed advice on supporting these students.</p>
<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p>How will I know that my child is making progress?</p>	<p>All students, including those with SEND, are assessed on a regular basis in line with the school assessment policy. Teachers also formally assess and review progress and attainment four times a year which is communicated to parents/carers by a short or long report that is sent home. Additionally, parents surgeries are held every half term when there is an opportunity to discuss progress, attainment and next steps with class teachers. Each year there is a meet the form tutor evening and in Year 10 and 11 there is a traditional parents evening to discuss students mock exam results. Heads of Key Stage review the progress of all students on a regular basis and report to SLT and the Governing Board. If a student is identified as at risk of not making good progress, appropriate interventions are put in place.</p> <p>All students with an Health &amp; Care Plan have an Annual Review. SEND students who are on the SEND register will also have a review . In addition to this the SENCo is available to meet with parents at parent surgeries to assess progress towards meeting targets. Looked After students have termly Personal Education plan meetings to closely monitor progress.</p>
<p>3b. The school’s arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p>How do teachers help pupils with SEND?</p>	<p>Our staff have high expectations of all students, including those with SEND. All teachers will be told about your child’s individual needs and will adapt their lessons to meet these requirements through:</p> <p><b>Wave 1 Intervention:</b></p> <p>Wave 1 intervention is about inclusive “quality first” teaching. Students are mainly placed</p>

		<p>in mixed ability sets and teachers adapt and differentiate their teaching to meet the diverse range of needs in each class. The exception to this is Maths, where they are set. Daily planning takes into account an individual student's needs and requirements. Differentiation is approached in a range of ways to support access to the curriculum and to ensure that all students can experience success and challenge in their learning. Within school there are also a variety of additional staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support through wave 2 and 3 interventions, in which case you would be informed.</p> <p><b>Wave 2 and 3 Intervention</b> (provided according to level of need) includes Access to Learning Assistant support:</p> <ul style="list-style-type: none"> <li>• In core subjects</li> <li>• In practical subjects</li> <li>• For group work</li> <li>• For mentoring</li> <li>• For small group intervention</li> </ul> <p>There are a range of further interventions such as:</p> <ul style="list-style-type: none"> <li>• Literacy interventions from a specialist teacher and teaching assistants. This takes the form of intervention for spelling, reading, writing or all three. Students have their reading tested using standardised tests and progress is monitored through retesting at the end of an intervention. If good progress has been made the intervention will not be continued.</li> <li>• A self-esteem raising group to promote confidence.</li> <li>• In class support to help a student access the curriculum. Our teaching assistants may collaborate with teachers to differentiate work.</li> <li>• Using different forms of technology aids to develop independence in student's with SEND. For example wordprocessors, reading pens, read, write gold software, blue tooth keyboards.</li> <li>• Support for emotional, social and mental health needs from our Learning Managers.</li> <li>• Part of the Thrive project, a local authority initiative, initiated by the head of the virtual school, Hilary Jones. This project is designed to identify students with social, emotional and mental health needs and work with them in a one to one and small group. This is a new initiative and is in the beginning stages of being used in school. We currently have another member of staff being trained as a</li> </ul>
--	--	---

		<p>Thrive practioner following the departure of the trained member of staff.</p> <p>When your child is approaching the start of Key Stage 4, if they have had additional time, reading support, writing support, a prompter or other support on a regular basis; known as his/her "normal way of working" , we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.</p>
3d. How the school adapts the curriculum and learning environment for pupils with special educational needs	<p>How will the curriculum be matched to my child's needs?</p> <p>How accessible is the school environment?</p>	<p>It is the schools expectation that most of our students follow a traditional curriculum, however in rare circumstances, a small number of students have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices at Key Stage 4; additional literacy; learning mentors; intervention groups and number of qualifications studied.</p> <p>Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a fully accessible wing, the Nigel Davis Wing, with a disabled toilet.</p> <p>An Accessibility Plan is in place and available from our school website.</p>
3e. Additional support for learning that is available to pupils with special educational needs	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>We have a range of staff to support pupils and address additional needs they may have, including pupils with SEND. This includes intervention groups for reading and spelling, in class support from Learning Support Assistants; Learning Managers; and a School Counsellor. Depending on need we are also able to access external agencies for support.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with a Statement/EHCP have resources allocated as outlined in their statement or plan. Teaching Assistants are allocated, where resources allow, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.</p> <p>Students with EHCP's will have targets and strategies set by the SENCo and teaching staff. Annual reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.</p>

<p>3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs</p>	<p>What social, before and after school, and other activities are available for pupils with SEND? How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>A range of academic and hobby/interest clubs are available at Fairfield High School. There are open to all students, including students with SEND. These include: Study hour held daily after school from 3.30 – 4.30 and run by an experienced SEND teacher.</p> <p>Warhammer one lunch hour a week. Chess club held one lunch hour a week. Lego club held one lunch time a week Dance club held one lunch time a week. Choir and orchestra at lunch time. The animal care room is also open at break and lunchtimes for animal handling and supportive therapy. There is a range of sports clubs including football, rugby, cricket, netball, futsal. All children in the school are encouraged to take part in extra activities at lunchtime and after school.</p> <p>Day and residential trips E.g. World war One Battlefields, Iceland, theatre visits, are open to all children and your child’s specific needs can be discussed if they wish to join such a trip.</p>
<p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs</p>	<p>What support will there be for my child’s overall well-being?</p>	<p>At Fairfield High School we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students.</p> <p>There are additional members of staff who play an important role in pastoral support, these include: keystone 3 &amp; 4 Learning Managers; Head of keystone 3 and 4 ; SENCo Learning Support Assistants, a school counsellor who works one morning a week; the school nurse who offers a drop in service one lunch hour a week.</p> <p>This team meets and discusses any issues regularly in order to ensure that our students well being is met.</p> <p>The SENCo and one learning support assistant is being trained to be Thrive practitioners with teachers trained to support this approach. It is too early to assess the impact of this as the training has not yet been completed.</p> <p>Strong young minds and peer mediation have been initiated this term to address the needs of emotionally vulnerable students.</p>

<p>4. In relation to mainstream schools, the name and contact details of the SEN co-ordinator</p>	<p>Who should I contact if I want to find out more about how Fairfield High School supports pupils with SEND? What should I do if I think my child may have a special educational need or disability?</p>	<p>The Special Educational Needs Coordinator is Mrs Kaye Darling and can be contacted on <a href="mailto:admin@fairfield.hereford.sch.uk">admin@fairfield.hereford.sch.uk</a> Telephone 01981 550231</p> <p>The Governor who oversees SEND at Fairfield is Julie Archer and he can be contacted via the school office: <a href="mailto:admin@fairfield.hereford.sch.uk">admin@fairfield.hereford.sch.uk</a></p>
<p>5. 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>What training have the staff supporting children and young people with SEND had or are having?</p>	<p>We have a Learning Support department which is made up of the SENCo with twenty five years experience in Special needs coordination, one highly experienced learning support teacher (full time), three full time learning support assistants and five part-time learning support assistants. Within this team we have staff who have a range of experience and training covering various SEND needs including the ; CCET (Certificate of Competence in Educational Testing qualification, qualification in assessing for Access Arrangements); Associate Member of the British Dyslexia Association (teaching) Advanced diploma in Inclusion, NVQ Level 2 &amp; 3 Supporting Learners in Schools; Behaviour Support; Supporting students with ASD; Supporting students with ADHD; Attachment Issues and CAF training. Read, Wrtie Inc Fresh Start training for supporting students with literacy difficulties. One Thrive practitioner and one Thrive practitioner in training.</p> <p>Our Learning Managers have extensive experience and qualifications in Child Protection. Training is provided to all staff, including teachers and TA's, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills.</p> <p>As a school we can call on support from specialist organisations from within the Local Authority.</p> <p>This includes support from: Speech and</p>

<p>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured</p>	<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>As a school we can access a range of services including Visual and Hearing Impaired Team and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact Kaye Darling or discuss the issue at the next review/parents evening.</p> <p>Within school we have a range of specialist equipment such as Forte keyboard word processors, Read, Write Gold computer programme, for students that may need a scribe, headphones, coloured overlays, coloured books, reading lines for students with visual stress, reading schemes for students with specific reading difficulties, computer software to support spelling, reading and numeracy and other resources.</p> <p>Visual timetables, social stories, exit cards are all developed for personalised learning to support social, emotional and mental health needs as required.</p>
<p>7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p>How will I be involved in discussions about and planning for my child's education?</p> <p>How will you help me to support my child's learning?</p>	<p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> <li>☑ Helping them to be organised for their day (including bringing the right equipment and books). We call this SMART start.</li> <li>☑ Full attendance and good punctuality</li> <li>☑ Completion of homework</li> <li>☑ Checking and signing planner</li> <li>☑ Attending parents meetings</li> <li>☑ Attending any meetings specifically arranged for your child</li> </ul> <p>We will support you by having regular communication with you and your child through telephone conversations, notes in the child's planner, letters home and parent surgeries. Students with a statement of educational needs/EHCP will also have an annual review.</p>
<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education</p>	<p>How will my child be involved in his/her own learning and decisions made about his/her education?</p>	<p>Students are encouraged to take part in student voice activities such as the school council and prefect system; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflecting on their learning and achievements.</p> <p>The students' voice will be recorded in Annual Reviews.</p>

<p>9. Any 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</p>	<p>Who can I contact if I have a complaint?</p>	<p>If you have a complaint about SEND, please refer to the school's complaints procedure on the Fairfield website or contact the school office on 01981 550231 or email <a href="mailto:admin@fairfield.hereford.sch.uk">admin@fairfield.hereford.sch.uk</a></p>
<p>10. How other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</p>	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>We have a very good working relationship with our Educational Psychologist Mr Evan Ryan who is in his final year of training and mentored by a fully qualified Educational Psychologist. We commission him to assess individual students when the needs arises. Parents and carers are fully involved in this process. Mr Ryan is going to be delivering professional development on the needs of students with autistic spectrum condition in order to help support teachers in understanding the needs of students with these needs. Health Professionals such as the physiotherapist, Rital Orr, occupational therapist, paediatrician, Dr Sabah Jafaar, speech and language therapy services, school nurse, (including a weekly drop in service), professional s from the CAMHS team, Homestart, young carers, parent carers, careers services for students with an Education Health and Care plan from the local authority. Careers advice from our own Careers adviser Dee Waters, CAF support Marjorie Bevan.</p> <p>We work closely with our SEND officer at the local authority Jenny Hicks, in addition to the Advisory service for hearing impairment, Deidre White, visual impairment Melanie Jones, EAL Adviser Catherine Shaw, Outreach worker for autistic spectrum condition Sally Campbell.</p>
<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p>Who should I contact to find out about support for parents and families of children with SEND?</p>	<p>Please contact the SENCo Mrs Kaye Darling or the Learning Managers Miss Pippa Hart or Mr Ben Chappell via the school office: 01981 550231 or <a href="mailto:admin@fairfield.hereford.sch.uk">admin@fairfield.hereford.sch.uk</a></p> <p>Or <a href="https://www.herefordshire.gov.uk/education-and-learning/.../sendias">https://www.herefordshire.gov.uk/education-and-learning/.../sendias</a></p>

<p>12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</p>	<p>We liaise closely with primary schools and all students are invited to attend three transition days. We also provide additional transition days for vulnerable students to suit their specific needs. The SENCo attends Year 5 and 6 Annual Reviews for students with an Education, Health or Care Plan or Personal Education Plan meetings for Looked After Children. Individual Education Plan meetings will be attended if needed.</p> <p>If your child is transferring schools, we will liaise closely with the SENCo at the new school to ensure the transition process goes smoothly.</p> <p>All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. For example SEND students attend link days and taster days at local colleges. Additional visits may be organised for some students. We work closely with the Special Advisor for SEND post sixteen support to ensure relevant paperwork is completed for students with Statements/EHCP's.</p>
<p>13. Information on where the local authority's local offer is published</p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p><a href="https://www.herefordshire.gov.uk/education-and-learning/local-offer">https://www.herefordshire.gov.uk/education-and-learning/local-offer</a>  <a href="https://www.gov.uk/.../SEND_Code_of_Practice_January_2015">https://www.gov.uk/.../SEND Code of Practice January 2015.</a>  <a href="https://www.legislation.gov.uk/ukpga/2010/15/">https://www.legislation.gov.uk/ukpga/2010/15/</a></p> <ul style="list-style-type: none"> <li>• The DfE Code of Practice 2014-09-01</li> <li>• Children and Families Act 2014-09-01</li> <li>• Equality Act 2010</li> </ul>