

SEND Information Report, including Local Offer



Approved by:	Board of Directors	Sept 2024
Signed by:	Chair of Directors	Sept 2024
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)

- Explain the roles and responsibilities of everyone involved in providing for students with SEN

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 Need and Disabilities 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.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A student 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 the others of 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 educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO Ruth Green

They will:

- Work with the headteacher and SEN director to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching

- Advise on the graduated approach to providing SEN support

Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively

Be the point of contact for external agencies, especially the local authority and its support services

Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Ensure the school keeps the records of all students with SEN up to date

4.2 The SEN director

The SEN director will:

Help to raise awareness of SEN issues at director board meetings

Monitor the quality and effectiveness of SEN and disability provision within the school and update the director board on this

Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

Work with the SENCO and SEN director to determine the strategic development of the SEN policy and provision within the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

The progress and development of every student in their class

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

Working with the SENCO to review each student's progress and development and decide on any changes to provision

Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

We no longer have students with profound physical disabilities however we have Learning Support Assistants who have developed skills and training to meet the needs of students with such disabilities.

5.2 Identifying students with SEN and assessing their needs

When your child first joins Fairfield High School, we will use information from a range of sources to help identify SEN 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 may seek help from external agencies.

Our class teachers, Heads of Faculty 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 students with a special educational need

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers

- Widens the attainment gap

- This may include progress in areas other than attainment, for example, social needs.

- Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. 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.

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty

- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

- Notes of these early discussions will be added to the student's record and given to their parents.

- We will formally notify parents when it is decided that a student will receive SEN support.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student

- Their previous progress and attainment or behaviour

- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data

- The views and experience of parents

- The student's own views

- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

5.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEN.

This will be differentiated for individual students.

We will also provide the following interventions:

Wave 1 intervention is about inclusive Quality First Teaching.

- Students are mainly placed 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 students are put into sets from Year 7. 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 parents/carers would be informed.

Wave 2 and 3 Intervention (provided according to level of need) includes Access to Learning Assistant support:

- In core subjects
- In practical subjects
- For group work
- For mentoring
- For small group intervention

There are a range of further interventions such as:

Literacy interventions from a specialist teacher and Learning Support 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.

A self-esteem raising group to promote confidence.

In class support to help a student access the curriculum. Our Learning Support Assistants may collaborate with teachers to differentiate work.

Using different forms of technology aids to develop independence in students with SEND. Laptops, iPads, reading pens, 'Read, Write Gold' software, blue tooth keyboards.

Support for emotional, social and mental health needs (SEMH) from our Learning Managers.

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 (EAA) according to the Joint Council for Qualifications exam regulations.

5.7 Adaptations to the curriculum and learning environment

It is the school's 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.

We make the following adaptations to ensure all students' needs are met:

Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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 dedicated SEND classroom, a range of LSA support and differentiated resources and materials.

An Accessibility Plan is in place and available from our school website. This details how students can access and participate in the curriculum and resources used to minimize any disadvantage their disability causes.

5.8 Additional support for learning

We have a range of staff to support students and address additional needs they may have, including students with SEND. This includes intervention groups for reading and spelling, in class support from Learning Support Assistants (LSAs); Learning Managers; and a School Counsellor. Depending on need we are also able to access external agencies for support.

Resources are allocated based on evidence of need and effectiveness. Students with an EHC Plan have resources allocated as outlined in their Plan.

Learning Support Assistants are allocated, where resources allow, to support students in lessons. Teaching staff liaise closely with them to ensure maximum effectiveness. They have a range of skills to offer in supporting students directly and indirectly, assisting teaching staff and helping parents/carers.

Students with EHCPs will have targets and strategies set by the SENDCo 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.

5.9 Expertise and training of staff

We have a Learning Support Faculty which is made up of one SENDCo, one highly experienced primary

teacher (part-time), three full-time learning support assistants and seven 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); Supporting students with ADHD, Attachment Issues; Read and Write Inc Fresh Start training for supporting students with literacy difficulties.

Our Learning Managers have extensive experience and qualifications in Child Protection. Training is provided to all staff, including teachers and LSAs, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills.

As a school we can call on support from specialist organisations from within the Local Authority.

This includes support from the Speech and Language Team (SALT), Autism Outreach Service, Educational Psychologist (EP), Hearing and Visual Impairment team (HI and VI Team), Occupational Therapist (OT).

5.10 Securing equipment and facilities

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 Ruth Green or discuss the issue at the next review/parents' evening.

Within school we have a range of specialist equipment such as laptops, iPads, reading pens, voice to text technology for students that may need a scribe, headphones, coloured overlays, coloured books, reading rulers for students with visual stress, reading schemes for students with specific reading difficulties, computer software to support spelling, reading and numeracy and other resources.

Visual timetables, social stories, exit cards are all developed for personalised learning to support social, emotional and mental health needs as required.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term

- Reviewing the impact of interventions after six weeks

- Using student questionnaires

- Monitoring by the SENCO

- Using provision maps to measure progress

- Holding annual reviews for students with EHC plans

5.12 Enabling students with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

- All students are encouraged to go on our residential trips.

- All students are encouraged to take part in sports day/school plays/special workshops.

- No student is ever excluded from taking part in these activities because of their SEN or disability.

We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:

Helping them to be organised with their day (including bringing the right equipment and books). We call this Smart Start.

Full attendance and good punctuality

Completion of homework

Checking and signing planner/checking Guardian Emails on Google Classroom

Attending parents' evenings

Attending any meetings specifically arranged for your child

We will support you by having regular communication with you and your child through telephone conversations, notes in the student's planner, letters home and parents' evenings. Students with an EHCP will also have an Annual Review.

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

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.

The Student's Voice will be recorded in Annual Reviews.

We have a zero tolerance approach to bullying.

5.14 Complaints about SEN provision

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 admin@fairfield.hereford.sch.uk

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 The local authority local offer

Our local authority's local offer is published here:

<https://www.herefordshire.gov.uk/education-and-learning/local-offer>

https://www.gov.uk/.../SEND_Code_of_Practice_January_2015.

<https://www.legislation.gov.uk/ukpga/2010/15/>

The DfE Code of Practice 2014

Children and Families Act 2014

Equality Act 2010

6. Monitoring arrangements – We work to support the local offer providing services to children in line with the expectations of a mainstream school.

This policy and information report will be reviewed by Ruth Green **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the board of directors.

7. Links with other policies and documents

This policy links to our policies on:

Accessibility plan

Behaviour

Supporting students with medical conditions

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