

## **Special Educational Needs and Disability (SEND) Information Report - 2019**

At Fairhouse, our Inclusion Team manage the provision for pupils identified as having Special Education Needs and Disabilities. Our Inclusion Team consists of: Mrs Bailey (Inclusion Manager), Mrs Wright (SENCo), Mrs Allen (Behaviour Support Manager) and Mrs Fleming (Behaviour Support).

Mrs McCutcheon, the Headteacher, has a range of experience, including teaching in Special Education, advising schools as a specialist teacher and extensive professional development in the Psychology and Education of pupils with SEND.

Mrs Wright is our Special Educational Needs Coordinator (SENCO). She achieved her National Award for Special Educational Needs Coordination in 2017. As part of the Inclusion Team, she is responsible for the strategic development of the school's approach to meeting the needs of a diverse population.

Our Inclusion Manager, Mrs Bailey, who is also a member of the Senior Leadership Team, assists with the operational role of administration and day to day management of support staff deployment and co-ordinating external support and training. Mrs Bailey has extensive experience supporting pupils in and out of the classroom and provides effective support to parents and pupils.

Our Behaviour Support Manager, Mrs Allen, has extensive experience supporting pupils with Social and Emotional Difficulties. She enables pupils at risk of exclusion to be successful in the classroom. This post is funded from the Pupil Premium grant. She is supported by Mrs Fleming who works with the children on a day to day basis.

At Fairhouse Primary School we educate a number of pupils with a broad range of Special Educational Needs and Disabilities. The school makes reasonable adjustments to provide for:

- Communication and interaction, including Autism
- Cognition and learning
- Social Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

Some pupils' additional needs may have already been identified prior to joining the school or from a previous school. However, teachers who have concerns about a pupil are asked to complete an assessment pro-forma. This, combined with observation, book scrutinies and data analysis allow the Inclusion Team to decide on the best course of action. Parents will be consulted if their child is placed on the SEN register. The inclusion team may consult other professionals and parents will of course be involved in this process. The school has established relationships with a range of services to support pupils including:

- Local Authority -Specialist Teacher Team, Educational Psychologist
- Community police
- Health Services such as Occupational Therapy, Speech and Language Therapy and School Nursing Team

Opportunities to meet with the SENCo or another member of the Inclusion Team with the class teacher are available. Pupils who are subject to an Education, Health and Care Plan (EHCP) and those

who have a high level of need will meet with the SENCo and a member of the Inclusion team each term as part of the One Planning process.

An emphasis is placed on the child's voice, therefore, pupils have the opportunity to give their views prior to a review in order for their views to be included. Their views can also be collected through the school council mechanism, to a trusted adult in school and through school surveys. Good relationships with staff and pupils enable this. Pupils experiencing emotional difficulties are linked to a member of the Inclusion Team to ensure continuity of support. Allegations of bullying are investigated and dealt with promptly and firmly.

All pupils have access to all activities at school including clubs and enrichment activities. Our teachers include all pupils in the planned learning activities in our broad and balanced curriculum. Taking into account the pupil's aptitude and ability, work may be adapted to ensure pupils have work to match their strengths and needs. Our teaching assistants support individuals and groups of pupils, who find learning difficult, with corrections and interventions. It is important that the learning environment is modified to support the pupil and the school seeks the advice of other professionals and parents to ensure good positioning and maximise learning aids. Additional provision for pupils includes:

- One to one/ small group support in English and Mathematics
- Targeted groups for Maths and English
- One to one/ small group tuition
- Speech and Language therapy provided by Speech and language services, as well as an Independent Speech and Language Therapist employed in school.
- Read, Write Inc ability based small groups and individual RWI interventions for particular children
- Support from our Behaviour Support Manager
- Additional support & alternative provision at play times
- Targeted social and emotional provision
- A tailored curriculum within the Learning Zone

Additional support with continuing education and parenting classes are available to our parents.

Pupil progress is subject to on-going assessment through marking and feedback of work and regular teacher and support staff assessments and test results. The effectiveness of the provision is evaluated as part of formative and summative assessment, in addition to pupils' responses to activities on offer and outcomes from One Planning meetings for those with an EHCP or a high level of need.

At the point of transition pupils who join us from KS1 benefit from additional visits to become familiar with the new building. Pupils may make additional visits in preparation for secondary school. We work closely with local feeder schools to ensure successful transition between key stages.

The Essex Local offer can be found here - [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

In the event of a parental complaint regarding provision for SEND, in the first instance please make an appointment with Mrs McCutcheon. If the complaint is not resolved you will be given a copy of the complaints procedure and asked to contact the Chair of the Governing Board.