



BERLESDUNA
ACADEMY TRUST

Fairhouse Primary School, proud members of Berlesduna Academy Trust



Fairhouse Primary School
Long Riding, Basildon, Essex. SS14 1QP
01268 833915
Head Teacher – Mrs Kelly Hamilton
Assistant Headteacher for Inclusion and Senco – Mrs Rheonaid Cooper

Special Educational Needs and Disabilities Information Report

2026-2027

All schools within the Berlesduna Trust have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The SEN Code of Practice (January 2015) sets out in Chapter 6.15 that:-

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from** or **additional to** that normally available to pupils of the same age.'

We have set out below who will provide this different/additional provision and also how and what we will provide your child/children with Special Educational Need or Disability.

Below is a link to the Essex Local Offer which sets out all the services provided by the Local Authority.

<https://send.essex.gov.uk/>

Other policies related to the Fairhouse Primary School Information Report

Fairhouse Primary School Accessibility Plan 2026-2027

Special Educational Needs Policy 2026-2027

Relationships and Behaviour Policy 2026 - 2027

School based information based on the key questions parents and carers ask.	Key People	Summary of responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? How can I talk to them about my child if I need to? What are the policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO?	Class Teachers/Nest Lead (Charlotte Hare)	He/ She is responsible for: • Ensuring that all children have access to good/outstanding teaching through Quality First Teaching, and that the curriculum is reasonably adapted and scaffolds put in place, to meet your child's individual needs (also known as differentiation). • Talking to you if they have any concerns with regards to your child's progress. • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources, scaffolds etc..) and discussing amendments with the Assistant Headteacher for Inclusion/SENCO as necessary. • Writing learning targets and sharing and discussing these with parents at least once each term. This may take place during parent consultations or outside of these and will include planning for the next term. This is done in the form of creating One Plans/Learning Plans for children with SEND. For children with a higher level of a need, a more formalised One Planning Meeting may also be held to discuss the child's needs in greater detail and plans created for the future. Children requiring the more formalised One Planning Meetings are the children who may need an Education, Health and Care Plan (EHCP) in the future or they already have an EHC Plan and this is done as part of the Annual Review process within a meeting held once a year for the children with EHC Plans. At Fairhouse, we ensure that all members of staff working with your child are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.

	Special Educational Needs Co-Ordinator (SENCO) Mrs Cooper 	• Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and individualised curriculums planned work and resources. • Ensuring that the school's SEND Policy is followed, in their classroom and for all the pupils they teach with any SEND. Your child's teacher will be available to speak to at the end of the school day or by appointment as necessary. If your child is in our Nest (SLD) provision, Miss Hare will be available to speak to at the end of the school day. Mrs Cooper is responsible for: • Coordinating and overseeing the support for children with special educational needs (SEN) and or disabilities, and developing the school's Inclusion/SEN Policy and the Accessibility Policy to make sure all children get a consistent, high quality response to meeting their needs in school. Mrs Cooper will ensure that as parents/carers you are; ➤ Fully involved in supporting your child's learning ➤ Kept informed about the support your child is getting ➤ Involved in reviewing how they are doing ➤ An integral part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... • Updating the school's SEN records and making sure that there are up to date details of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. • Supporting your child's class teacher to write appropriate and timely learning targets for your child to achieve. • Organising training for staff so they are aware of issues around differing needs and are confident about how to meet the needs of your child and others within our school. • Arranging and carrying out One Plan meeting with parents, children, staff and relevant professionals in order to audit and review the current provision for your child and decide on new targets for the future. • Arranging, planning, coordinating and carrying out Annual Review meetings for children with EHC Plans. • Mrs Cooper is happy to meet with any parent/carer whenever they need to and can be contacted via the office on 01268 833915 or by email :- rcooper@fairhouse-pri.essex.sch.uk
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	Teaching Assistant (TA) may be allocated to some pupils with SEN and or disabilities)	• Mrs Cooper is also our Designated Teacher for Looked After Children. She will ensure all teachers in school understand the implications for those children who are looked after and have SEND. • Looked after children with SEND will receive both a Personal Education Plan (PEP) and SEND Support through One Planning. They are supported in the same way as all children in school with SEND through the Graduated Response, the Assess, Plan, Do, Review cycle. Both of these plans are regularly reviewed and monitored closely. • During a Looked After Child (LAC) meeting, the child's progress towards individualised targets will be discussed and reviewed alongside the social worker and carers. The SEN Code of Practice sets out what the key responsibilities of the SENCO may include: • overseeing the day-to-day operation of the school's SEN policy • co-ordinating provision for children with SEN • liaising with the relevant Designated Teacher where a looked after pupil has SEN • advising on the graduated approach to providing SEN support • advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively • liaising with parents of pupils with SEN • liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies • being a key point of contact with external agencies, especially the local authority and its support services • liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned • working with the Headteacher and school governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements • ensuring that the school keeps the records of all pupils with SEN up to date A Teaching Assistant (TA) may be allocated to support a pupil or group of pupils with exceptional special educational needs and/or disabilities. Whilst we recognise they play a very valuable role in a child's education, we would prefer that questions regarding your child's learning and progress are directed to the staff members named above (Class Teacher/SENCo). Of course, as a school, we welcome daily dialogue between parents and TAs on how a child's day has been and we do encourage this continued feedback. A 'home/school book' is sometimes used as an easy way to ensure communication occurs regularly and is an important way for parents/carers and school to let each other know
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	• If we feel that your child could benefit from being seen by a professional in the community such as a Community Paediatrician, Speech and Language Therapist, Occupational Therapist etc the AHT for Inclusion/SENCO will be happy to meet with you to obtain your views and share the views of the school. She will then complete a referral to the Children's Single Point of Access (CSPA) to request their services. If those needs relate to ADHD or Autism, Mrs Cooper will be happy to work with you if necessary to complete the ASD/ADHD Pathway paperwork via My Care Bridge. We also employ an in-house Speech and Language Therapist, Katrina Lesley, and may refer to her in the first instance for children with speech and language difficulties rather than to the community services. • As parents/carers, you are your child's primary educator, and we welcome your involvement in every stage of your child's education and look to you to help us to 'assess, plan, do and review' what needs to be done to help your child to reach their potential. • We will always seek your permission to obtain any assistance from external specialists if we deem it necessary. • When specialist teachers or external agencies come in to work with your child, we will let you know they are coming and what has happened following the visit. Sometimes the professionals want to meet with you, so the AHT for Inclusion/SENCO will arrange for you to be present also. If you are not present, we will forward to you any reports that we receive. • If it is felt your child may need an Education Health and Care plan (EHCP), we will work with you and invite you to attend meetings and support you and complete all the necessary paperwork to obtain this. This will also involve having One Planning meetings in order to generate the paperwork needed to request the EHC Plan. • If your child has an EHC plan, we will hold an Annual Review meeting in the form of a One Planning Meeting; which you will be invited to. At this meeting, you will meet with adults working with your child and you will be asked to give us your views on all aspects of your child's education. We will also set new targets for the coming year. In some instances, we may also discuss the appropriateness of mainstream education for your child and if you believe that a specialist provision would be more appropriate then we can request this preference through the Annual Review. It is always the decision of the parent/carer to request a special school however, we are happy to provide guidance on this. Your child will also have two further One Planning Meetings, with their class teacher, during the course of the year.
How are children and young people with SEN consulted and involved in their own education?	• When a child or young person is identified as having a Special Educational Need and they have a One Plan, their teacher will talk with them about their views and their targets and offer the correct support and strategies to enable them to achieve them. • Children are encouraged and supported to give their views for their One Plans and Annual Reviews, this is particularly important when there is a need to obtain an EHC Plan. • Children can attend their Annual Review/One Plan/ meetings and will always be supported to give their opinions and ideas. Mrs Cooper asks staff working with the children to complete a children's views form with them in school and the same form goes home for the children to complete with their parents/carers in their home setting. It is always interesting to see differences and similarities from the two settings for the same set of questions. • As a school, we fully involve all children in their own education.

What are the different kinds of Special Educational Needs that the school provides for?	• Fairhouse Primary School welcomes children with a wide range of special educational needs and disabilities including children who are looked after and have special educational needs and or disabilities. These include all children with difficulties in cognition and learning, sensory or physical difficulties, communication and interaction difficulties and children with difficulties in Social Emotional and Mental Health. We make reasonable adjustments, including the provision of auxiliary aids and services for children with special educational needs and or disabilities. We provide the necessary support for children with medical needs, including allergies, and will follow Individual Healthcare Plans for these children to ensure we provide the appropriate care. • Fairhouse Primary School ensures that children who have SEND and are looked after and those in receipt of Pupil Premium are provided with the appropriate support that enables them to achieve their potential.
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Key Questions SEND Information Report 2026-2027	Types of support	What would this mean for your child?	Who can get this kind of support?
What are the different approaches used to teach children and young people with SEN and /or disabilities at Fairhouse Primary School? How are adaptations made to the curriculum and the learning environment of children and young people with SEN?	Class teacher input through Quality First Teaching - high quality, good and or outstanding classroom teaching.	The teacher will have the highest possible expectations for your child and all pupils in their class irrespective of their starting points. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like providing more practical learning experiences or providing different resources adapted for your child. • Teaching is differentiated/scaffolded according to ability and support deployed as necessary to meet the needs of the learners. • Putting in place specific strategies (which may be decided by the class teacher or suggested by the Head of Inclusion/SENCO or from outside agencies) to enable your child to access different learning tasks. • Class teachers follow the guidance to support pupils as set out in Essex Ordinarily Available, Essex Targeted and Specialist Available provision.	All children in school receive this.
	Specific small group work/ Intervention groups	Your child's teacher will have carefully checked your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to close the gap between your child and their peers. • He/ She will plan group interventions for your child with targets to help your child to make more progress. • Within class or outside of class a Teaching Assistant/Higher Level Teaching Assistant or teacher will teach these small group interventions using the teacher's plans, or a recommended programme. The resources/interventions we could access may include: Numicon, Social story/skills programme, additional phonics teaching, additional reading programmes including RWI and Fresh Start, gym trail, sensory circuits. Speech and Language Programmes provided by Speech and Language Therapists either by our in-house Speech and Language Therapist Katrina Lesley, or the Community Speech and Language Therapists at Great Oaks Clinic and carried out in school by our trained Speech and Language TA. Other interventions may include fluid groups/interventions to support day-to-day learning that may not have been understood, Lego Therapy, friendship groups, Thrive sessions, etc.	Any child who has specific gaps in their understanding of a subject/area of learning. Some of the children accessing intervention groups may be at the stage where they have been identified by the class teacher as needing some extra support in school. These children may have a One Plan or an EHC Plan.

		At Fairhouse, we also have The Nest. This is a provision for our children with high needs or Severe Learning Difficulties (SLD) whose needs may be better served in a special school or alternative provision. At Fairhouse, we recognise that there are not enough special school places for children with SLD and have developed our own provision, with the support from the Local Authority through our Inclusion Partner, to meet the needs of the children who require a more specialised education. The majority of children accessing The Nest, benefit from both classroom experiences for lessons they can access such as PE, Art and music and also support in The Nest for specialised reading, writing, maths, wider curriculum lessons, lessons on safety and communication such as Bucket Time, Musical Communication, messy play and sensory circuit. Children work on their individualised targets set during One Plan meetings and Annual Reviews. Communication and Sensory needs are prioritised in The Nest. For our children with special educational needs in the area of Social Emotional and Mental Health, we have our Ocean Room for KS2 and Moon Room for KS1. Here, children are supported by our trained Thrive Practitioners to regulate their emotions, work on individual targets and are also supported, when they are ready, to complete academic work, in a calm, purposeful setting that meets their SEMH needs. The Ocean (KS2)/Moon Room (KS1) are also open to any child who may be struggling with their social, emotional or mental health. We also have a Play Therapist employed by the school for children who need more formalised counselling/therapy. Sometimes, support for SEMH needs is accessed through community services, but carried out in school, such as support from The Community Hidden Harm Awareness Team (CHHAT).	Children with Severe learning difficulties or high needs SEN Children with difficulties in social, emotional or mental health needs. Any child who is struggling with their emotions can access support from The Ocean/Moon Room staff.
How are children and young people with SEN enabled to engage in activities available to children and young people in	Whole Class Small Group work Paired work Outdoor Learning Intervention Group Work	- The school ensures that all children are included in every aspects of learning where possible. - High expectations and Quality First Teaching is found in all classrooms - all lessons are well planned and reasonable adaptations made as well as differentiated/scaffolded lessons and resources provided to ensure different ability groups of children within a whole class learning environment make progress and achieve their potential in all lessons.	All children

the school who do not have SEN?	Individual 1-1 Support	- We believe that it is important for children with or without SEN to work together in whole class, small groups, paired work and other learning opportunities. - Some children who have a One Plan or an EHC Plan and require additional adult support will usually still work within the classroom. This ensures they are taught by a teacher. A TA may rephrase and assist then during lesson inputs to ensure they fully understand the learning. They may then work within small groups on activities differentiated/scaffolded according to their need. - There are some occasions when the children may have interventions outside of the classroom on a 1-1/small group basis as part of the requirements of their One Plan/EHC Plan. This includes our children in The Nest or The Ocean/Moon Rooms.	
What support does the school offer for improving emotional and social development?	Whole Class Activities Small Group 1-1 support Enlisting support from external services Pastoral Support from the Pastoral Support Team.	•Fairhouse Primary School prides itself on the level of support we offer our students in support of their Social, Emotional and Mental Health development and very often any resulting behaviours. We follow the Essex Steps Programme (See our Relationships and Behaviour Policy) which promotes pro social behaviours and a therapeutic approach in school for all. Staff in the Ocean and Moon Rooms are trained Thrive practitioners. Thrive helps children and young people become more emotionally resilient and better placed to engage with life and learning. Thrive is a whole-school approach to wellbeing - proven to improve attendance, behaviour and attainment. All staff at Fairhouse have had training in Thrive and our two trained Thrive practitioners have had extensive training in assessing children and developing bespoke programmes to support them. Our Thrive Practitioners work with children on an individual or small group basis. The AHT for Inclusion/Senco has been awarded the Level 4 Certificate in Mental Health Aware Leadership and is the Senior Leader for Mental Health across the school. At Fairhouse we use the Zones of Regulation across the school, whereby students learn to identify their emotions and feelings and consciously regulate their actions. This leads to increased control and problem solving abilities.	All children receive support for their social and emotional needs. Support at a higher level is given for those whose SEMH needs are affecting their learning and development.

		•The AHT for Inclusion with the Inclusion Team works with children and their families to offer support and guidance to help children cope with any situations that may be causing them distress. •PSHE sessions are used to discuss emotional and social issues with children. •When necessary, we may suggest your child would benefit from seeing a counsellor in school. Alternatively, you may contact us if you have concerns for your child's emotional wellbeing and request this. Children can only work with the Play Therapist if we have parental permission. We employ a Play Based Therapist for one day a week to work with children. Also, external counsellors may come in to school and work with children on a one to one basis. If we feel the need, or families request this, we may refer the children to SET CAMHS for help and support. •When the emotional and social difficulties begin to affect the child's behaviour and learning we may request that you allow us to refer your children to the Educational Psychologist attached to our school or our SEND Inclusion Partner for further support. In the most severe cases we may need to apply for an EHC Plan if your child's social and emotional needs are causing a significant barrier to their learning.	
How is the expertise and training of staff, to support children and young people with SEN, including how specialist expertise secured, managed and delivered?	Teacher Training Training from external agencies AHT for Inclusion/SENCO Berlesduna Academy Trust Training Outside agency involvement. This may be from: • Local Authority central	• Mrs Cooper has worked as a SENCO for the last 17 years. She has obtained the National Award for SEN Co-Ordination qualification and also the Advanced SENCO Award. She has also obtained a Master's Degree in Educational Studies with a primary focus on SEN throughout the programme of study. She has also achieved the NPQSL. All staff are trained to work with children with a range of SEND. All teachers can appropriately provide reasonable adaptations, differentiate/scaffold the learning activities to ensure children can access the learning and achieve their potential. If a child enters the school with a particular learning need that needs further training then we seek the support of outside agencies, including our Inclusion Partner, to assist with that training. Appropriate staff will then be trained to cater for a particular child's needs. When a child has an identified special educational need, the support received from external agencies such as specialist teachers (for physical and neurological needs) will be requested and staff will work under the direction of those professionals to ensure they are fully catering for the needs of the child. The Assistant Headteacher for Inclusion/SENCO provides guidance and training for staff working with children with SEN.	Children whose learning needs are: • Severe, complex and lifelong • Need for an EHCP assessment.

	services such as Visual support or Hearing Impaired • Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or SET CAHMS Support from the Local Authority from the Educational Psychologist and our Inclusion Partner	If your child has been identified as needing more specialist input, instead of, or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made, we will discuss your child's progress with you and together we will plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist, Community Paediatrician. This will help the school and yourself understand your child's particular needs better. Mrs Cooper is able to make these referrals with your permission. Mrs Cooper, or a member of her team, would also be willing to attend appointments with parents with external professionals such as the Community Paediatrician, if you would like them to and diaries allow. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: ➤ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better ➤ Support to set targets which will include their specific professional expertise ➤ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group. ➤ A group or individual work with an outside professional • The school may suggest that your child needs some agreed individual or group support in school. They will tell you how the support will be used and what strategies will be put in place. If we feel that they need more than our delegated budget will allow to make good progress, we will discuss with all parties involved, in making a request for a Needs Assessment for an EHCP. If this is not the case, the outside agencies will ask the school to continue with the support already provided. • If a child has SEMH needs that require an EHC Plan, this will outline the outcomes and aspirations for your child and support your child with specific strategies. It will also have long and short-term targets for your child to achieve and school will put in the necessary support to help to achieves these. • There may be an additional adult to support your child with whole class learning, run individual programmes or run small groups including your child.	
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How will we support your child with identified special needs before and when they start at our school?	• We will invite you to visit the school with your child to have a look around and speak to staff. • We have an open evening for parents who are looking to select an appropriate provision for the child in October each year. • Staff from school will visit or speak with the pre-school setting if your child has attended one. If possible, they will meet with your child and staff within that setting. • The AHT for Inclusion/SENCO will endeavour to attend any one planning meetings arranged once we know your child will definitely be starting at our school. • If other professionals are involved, we will try to meet them or contact them to discuss your child’s needs, share strategies, and ensure provision is put in place before your child starts. • Depending on your child’s needs, we may suggest transition visits or adaptations to the settling in period to help your child to settle more easily. This could include beginning on a part time basis with a clear idea as to when and how this will be increased to ensure your child is in school full time as soon as possible. • If your child is to have a key adult involved, we will endeavour to arrange times when they can meet you and your child to get to know each other, this could be at the ‘Stay and Play’ times that we offer as part of the transition process.	Children who have identified Special Needs before they begin at our school.	
What are the arrangements for supporting children and young people in moving between phases of education and in preparing them for adulthood?	We recognise that ‘moving on’ can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible. • If your child is moving to another school: We will contact the new school’s SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible. Where possible, we make arrangements for staff who have worked with your child to meet/have contact with new staff. • When moving classes in school: Information, including learning targets, One Plans, or any other professional reports such as speech and language reports, will be passed on to the new class teacher in advance. For children with EHCP and/or more complex needs, there may be an additional planning meeting and / or specific preparation or training for the new teacher and / or support staff if this is required.	All children Adaptations may be made to this to cater for individual special educational needs.	

	•If your child would be helped by a transition booklet to support them understand moving on then it will be made for/with them. •Where understanding might be difficult, your child may visit their new school and in some cases staff from the new school will visit your child in this school. •When your child moves on from each of their classes from Early Years Foundation Stage, Key Stage 1 and Key Stage 2 we arrange transition sessions within each new setting. The children are introduced to new teachers and any key adults who may be working with them and also to discuss new routines and expectations. •Depending on your child's Special Educational Need, it may be necessary to have a longer transition period than other children. It may also be necessary to create a transition booklet for your child that includes photographs of new settings, the adults that will be supporting them and some information to help them to prepare for a big change. This can be particularly helpful for preparation over the long summer holidays. We attempt to make these for all our children on the SEND register. •If your child leaves our school at other times during the academic year, the SENCO at their new school may contact us to request any information that may help them to cater for your child's Special Educational Needs. •As a school, we recognise that the aspirations we encourage for our children and young people prepare them for adulthood. We help children to think about their future and encourage them to reflect on their ambitions, which could include higher education, employment, independent living and participation in society. This is a natural part of the One Planning process for all adults involved and the child to look at aspirations for the future.	
How can I let the school know I am concerned about my child's progress in school?	•If you have concerns about your child's progress, you should speak to your child's class teacher initially. •If you are unsure that your concerns are being managed sufficiently, and that your child is still not making progress you should speak to the AHT for Inclusion/SENCO or Head Teacher. If you are still not happy, you can speak to the school SEN Governor Mr Stanford.	All parents and their children
How will the school let me know if they have any concerns about my child's learning in school?	•When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the AHT for Inclusion/SENCO. Our school also has pupil progress meetings every term with the Headteacher or Deputy Headteacher, to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.	All parents and their children

	• If your child is identified as not making sufficient progress, the school will make a decision about whether to monitor this or set up an intervention group and will inform you. Discussions about progress will also form part of any One Planning meetings or Annual Review meetings. • If your child is still not making expected progress, we will discuss with you ➤ Any concerns you/we may have ➤ Any further interventions or referrals to outside professionals to support your child's learning ➤ How we could work together, to support your child at home/school.	
How is extra support allocated to children and how do they move between the different levels of SEN Support?	The school budget, received from the Local Authority, includes money for supporting children with SEND. • The Head Teacher decides on the budget for Special Educational Needs, in consultation with the school governors, on the basis of the needs of the children currently in the school. • The Head Teacher and the Assistant Headteacher for Inclusion /SENCO discuss all the information they have about SEN in the school, including ➤ the children getting extra support already ➤ the children needing extra support ➤ the children who have been identified as not making as much progress as would be expected. ➤ deciding what resources/training and support is needed. • All resources/training and support are reviewed regularly and changes made as needed. Under the SEN Code of Practice, all children on the register are termed to be in receipt of SEN Support. All children requiring SEN Support are closely monitored. They will have provision identified through their One Plans. In time, children needing support from Specialist Services may have additional One Planning meetings to discuss your child's needs with any professionals working with them. At these meetings, targets are suggested and plans and strategies put in place to achieve those targets. If your child is still not making the necessary progress then we may consider that an EHC Plan might be needed. We will work with teachers, parents and carers and other professionals (if they are involved) to put together the paperwork needed to send to the Local Authority for a Request for a Needs Assessment.	All children with SEN
How does the school involve other bodies, including Health and Social Care bodies,	When a parent or member of the school staff have a concern regarding a child, we seek to obtain support for the child and their family from the most appropriate body.	All Children

local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?	A referral will be made to the appropriate organisation that sets out the nature of the difficulties. A member of the school staff, usually the AHT for Inclusion/SENCO, will meet with the specialist and their families if requested. A plan of action will then be put in place as to how best support the child. Whatever the plan of action is, this will be shared with anyone working with the child including the teacher, TA, HLTA etc to ensure that all working with the child are following agreed strategies.		
	Directly funded by Berlesduna Academy Trust and the School	TAs AHT for Inclusion/SENCO Play Based Therapist Speech and Language Therapist	
	Paid for centrally by the Local Authority but delivered in school	Specialist teachers - PNI Team SEND Inclusion and Psychology Team including Educational Psychologist and Inclusion Partners, ESSET, Alternative Provision settings.	
	Provided and paid for by the Health Service NHS Trust, but delivered in school	For children who have medical issues the AHT for Inclusion/SENCO and an LSA with Paediatric First Aid Training arranges meetings with school nurse or a diagnosing physician or hospital to complete Health Care Plans and arrange any necessary training. For children on medication, including children with allergies, health care plans should be provided to us by a diagnosing physician. If these are not provided we will meet with parents/carers to produce the plan to set out the medical care required. Through Benedict's Law, which takes effect from September 2026, and requires all schools in England to implement strict new allergy safety measures including a whole-school allergy policy, mandatory staff training, and spare emergency medication, we will work with parents/carers to produce Individual Healthcare Plans (IHP). We will ensure that the IHP is followed in school. The Health Visitor works with the school supporting children under five. The School Nurse works closely with the school for specific families and the school can refer to them if they have concerns about children. Speech and Language Therapy at Great Oaks	

		Access to the Community Paediatrician and other health professionals such as Occupational Therapist/Physiotherapist. Professional training for school staff to deliver medical interventions Interventions from Social Care	
How are the adults in school helped to work with children with SEN and what training do they have?	The AHT for Inclusion/SENCO's job is to support the class teacher in planning appropriate provision for children with SEN when requested. She may provide strategy sheets, pathway guidance for securing appropriate SEN support and will make referrals to necessary services as required. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEN. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the SEND Inclusion and Psychology Team. • If we are unsure how best to support a child, we seek the guidance of the Inclusion Partner or Educational Psychologist who may come in to work with school staff to provide information, strategies and guidance in how to support particular children. We also work with Specialist teachers for children with a range of physical or neurological difficulties when required. We may also reach out to support form alternative provisions, special schools or ESSET services for support and guidance.	All children with SEN.	
How will the teaching be adapted for my child with Special Educational learning needs?	Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that reasonable adaptations and adjustments are made to learning tasks so that they are adjusted/scaffolded in order to enable every child to learn as independently as possible. • Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. The AHT for Inclusion/Senco will work with the school's Inclusion Partner if we need further guidance and direction to ensure that teaching and learning strategies are adapted in appropriate ways. • Specific resources and strategies will be used to support your child individually and in groups – for example:- accessibility plans including disabled toilets, behaviour charts/rewards, visual timetables, ear defenders, left-handed or easy grip scissors, writing slope, Finger Gym & Gym Trail resources, wide range of reading materials, Interactive Whiteboards, social stories.	All children with SEND	

	• Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer. Following the guidance as set out in the Ordinarily Available or for greater needs the Targeted Available guidance. https://schools.essex.gov.uk/special-educational-needs-and-disabilities-send/send-services-and-support/send-advice-and-2	
How does the school measure children's progress in school? How will parents know about this? Will parents be involved in the assessment and review process?	Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term and a National Curriculum/Pre Key Stage/EYFS levels in reading, writing and maths is entered into Insight Tracking for monitoring. Progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour are also considered. • Children working below the National Curriculum in Years 2 and 6 will be assessed against the Pre-Key Stage Standards. Children working between P1 and P4 will be assessed using the Engagement Model, Birth to Three Matters and/or Cherry Garden, a branch of Tapestry to assess children with SLD and working significantly behind their peers. • At the end of Key Stage 2, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requests all schools to do and the results are published nationally. • The parents/carers of children with One Plans have an extra opportunity each term to discuss their children's learning targets and progress with the teacher and AHT for Inclusion/SENCO and plan for the future as they follow the Assess, Plan, Do, Review cycle. • The progress of any children with an EHC Plan, is formally reviewed at an Annual Review with all adults involved with the child's education. • Children with EHC Plans have individual target sheets and folders of activities – these targets are set in One Plan meetings and Annual reviews. Any adults working with the children with target sheets are responsible for keeping records of daily progress against these targets. Each week these target sheets are collected and analysed. As soon as children are consistently meeting a target then Mrs Cooper and Miss Hare work together to set new targets.	

	• The AHT for Inclusion/SENCO will also monitor the progress of children in class as well as the progress they make in intervention groups to ensure these are having the necessary impact. • A range of ways will be used to keep you informed. These may include :- Parent Consultations, Review meetings, One Planning meeting, Annual Review Meetings, home/school book, letters/certificates sent home, additional meetings as required, reports, messages home, emails, rewards and celebrations. • At Fairhouse we aim to involve parents as fully as we can in the progress their children make and the targets that are set. We believe and research shows, that when school and home work together, children make far greater progress. When a child with SEN begins an intervention then assessments are made prior to starting. At the end of an intervention, further assessments are made to ensure your child has made progress. If an intervention is clearly not having an impact then another will be put in place. Fairhouse Primary School ensure they do all they can to measure the impact of the provisions we put in place. If something is not working, we will find an alternative that will.	
What support does the school offer to the parents/carers of children with SEN/and or disabilities?	• The AHT for Inclusion/SENCO, (or Head Teacher), is available to meet with you to discuss your child's progress or any concerns/ worries you may have. You may also send Studybugs messages, telephone Mrs Cooper or email her with any comments or concerns. Mrs Cooper is usually in the KS1 playground welcoming children and families into school and can also be spoken with there. The AHT for Inclusion/Senco holds a half termly coffee morning for parents and carers of children on the SEND register. This is a time to meet other parents at the school and to discuss any issues you may be having. We sometimes invite visitors from outside agencies in to let you know of support that can be offered in the community. All parents and carers of children on the SEN register are welcome to join these half-termly meetings. • We would like you to talk to your child's class teacher regularly so we know what your children are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working well in both settings. If you wish to see the class teacher, you can book an appointment after school.	All parents/Carers of children with SEND.

	• All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The AHT for Inclusion/SENCO is available to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child and will always seek your involvement in matters of concern. • You will have an extra opportunity each term to discuss your children's learning targets and progress with the teacher/ or AHT for Inclusion/SENCO • Homework will be adjusted as needed to your child's individual needs if required. • A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. • In addition: If your child is undergoing an EHCP assessment you will also be supported by a SEND Operations Co-Ordinator at the Statutory Assessment Service. They will ensure that you fully understand the process.	
How will my child be included in activities outside the classroom?	• At Fairhouse Primary School we have a range of after school and lunchtime clubs these are usually available for all children to attend.	All Children
How have we made this school physically accessible to children with SEN?	• The school is accessible to children with physical needs. The school has disabled toilets. The Nest has a raised changing bed for our children that are still in nappies and require changing.	
What arrangements are in place if a parent wishes to make a complaint about the provision for a child with SEN	Fairhouse Primary School prides itself on the provision we give your children. Verbal feedback given during our Ofsted inspection in June 2023 stated that provision for children with SEN is a strength in the school. They said, "Fairhouse is a good school that offers a wealth of high quality learning opportunities that support your children to make progress and achieve their potential." Our Inclusion Review in November 2024 also found provision for children in our school is strong stating: "Governors and leaders are fully committed to inclusion. They share a collective vision that all pupils should have the same access and opportunities, irrespective of backgrounds or starting points. The school values, 'respect, kindness, responsibility and courage' underpin the vision. Staff, governors, and parents agree that the school is well-led. Our Trust review in January 2026 states:	

	“Inclusion is a significant strength. There are robust systems for the early identification of pupils’ needs and for identifying changing needs as pupils move through the school. There is close collaboration with parents and external agencies to ensure that pupils get the support they need. The school’s approach to meeting the needs of disadvantaged pupils is evidence-based. Planned actions are effective and help pupils to overcome barriers to learning.” In the rare event that you may wish to make a complaint about your child’s provision, please refer to the Complaints Policy and we suggest the following:- •Initially talk to your child’s class teacher if you have a complaint about provision for your child. •If you are not satisfied your complaint has been dealt with effectively then you may wish to make an appointment with the Assistant Head teacher for Inclusion/SENCO or Head Teacher or Deputy Headteacher. •If you are still unhappy then you can request an appointment with the SEN Governor. •Complaints can also be made directly to Essex County Council or Ofsted.	
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GLOSSARY OF TERMS

SEN-Special Educational Needs

SEND -Special Educational Needs and/or Disabilities

SEN COP– The Special Educational Needs Code of Practice - The legal document that sets out the requirements for SEN

EHC Plan –Education, Health and Care Plan

SALT -Speech and Language Therapist

SET CAMHS – Southend, Essex, Thurrock Children and Adolescent Mental Health Service

EP -Educational Psychologist

SENCO -Special Educational Needs Coordinator

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TA – Teaching Assistant

AHT – Assistant Headteacher

IHP – Individual Healthcare Plan