



# FAIRFIELD PREP SCHOOL

## SEN – Information Report

This document is inclusive of all children attending Fairfield Prep School, extending from Early Years Foundation Stage including the Kindergarten through to Year 6.

### What kinds of SEN are provided for at Fairfield?

At Fairfield we will use our best endeavours to meet a pupil's SEN. We are an academically selective school and are best able to cater for mild conditions within the four broad areas listed below.

Children's special educational needs are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs.

(Special Educational Needs Code of Practice Para 5.32)

However, it is recognised that a child's needs may be in one or more of these areas.

At Fairfield Prep School, Special Educational Needs (SEN) refers to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to children of the same age. This includes disabled children as well as those with SEN.

### Which other documents regarding pupils with SEND /Additional Needs are available?

- Loughborough Schools Foundation SEND Policy
- Fairfield's Able, Gifted and Talented Policy
- Fairfield's EAL Policy
- Fairfield's Behaviour Policy
- Fairfield's Anti-Bullying Policy

### What are the SENCo contact details?

The Learning Support Co-ordinator/SENCo for Fairfield Preparatory School including EYFS (Reception and Kindergarten) is:

**Mrs Nanette Coombes:** 01509 215172

## How will I know how my child is progressing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

- **Twice annual Parents' Evenings** – Class teacher, SENCo, subject specialists and Headmaster are also available for appointments.
- **Open door policy** - parents are welcome to make additional individual appointments to discuss specific issues at any time.
- **EYFS Pupil Profile evenings** – in addition to Parents Evenings.
- **Information Evenings** held throughout the year covering EYFS reading strategies, transition to Upper Prep and Upper Schools, curriculum issues, residential trips etc
- Termly **open afternoons**
- Active **PTA**
- **For pupils who are receiving SEN support** (*pupils who have an Individual Education Plan and may be receiving a higher level of support*) - **at least three parental meetings with the SENCo and class teacher**, which may be face to face or by phone, will occur each academic year. In some cases there may be many more than this, dependent upon need.
- **Parents are advised of concerns regarding progress** at Parents Evenings or earlier if appropriate and additional meetings to discuss any additional support/ interventions that are being put into place will be arranged if and when necessary.

(For full details of parents evenings, information evenings and open afternoons please contact Mrs S. Dexter – Headmaster's PA)

## How will my child with additional needs be consulted and involved in their education?

- Children are made aware of the objectives for each lesson and/or intervention session.
- Children with an IDP/IEP will discuss their targets with the class teacher / specialist support teacher / SENCo.
- If appropriate the child may also join discussions/meetings with parents and teacher/SENCo regarding their progress.

## What are the arrangements for assessing and reviewing my child's progress, monitoring the success of interventions and contacting outside agencies?

- All pupils are rigorously tracked. If there are any concerns about progress or if any child needs additional support then this is identified early and acted upon so that desired outcomes can be worked towards.
- Pupils' progress is monitored through regular assessment throughout their time at Fairfield. This is a combination of ongoing teacher assessment and more formal assessment in the Upper Prep.
- Any concerns identified are discussed with the SENCo and the child's parents and appropriate support put in place following our graduated response. The success of the intervention is monitored via assessment and tracking processes. Support is adapted as necessary to work towards the desired outcomes. Regular meetings between class teacher, parent, SENCo and relevant support staff occur throughout the support process.
- Individual Development/Education Plans will be written jointly by the class teacher, SENCo and any other relevant specialists.

- Where there is little or no improvement in a child's progress, more specialist assessment may be required from specialist teachers at Fairfield or from external agencies such as; educational psychologists, speech and language therapy services, health, social services or other agencies. Following assessments/referral to relevant bodies, if there continues to be little improvement in progress an Education, Health and Care Plan Assessment may be applied for, following consultation with parents, class teacher and other relevant staff.
- Screening for dyslexia of all pupils occurs in Years 2 and 5 and for any new pupils in their first year of entry from Year 2-6 and for any pupils that are raising a concern academically from Kindergarten - Year 6.
- An Additional Needs list is kept and maintained by the SENCo which is accessible to staff of those children with SEN / suspected SEN /a diagnosed condition / pupils that are involved with an outside agency and records of how those needs are being met.
- A confidential SEN file is maintained for each child, containing all relevant reports, which is available to staff who are directly involved with the child.
- A partnership between parents, child and school is encouraged and where appropriate, outside agencies, providing information and support as necessary, allowing opportunities for the child and his or her parents to express their views on their needs through involving them in:
  - the initial assessment procedures
  - the type of intervention and targets to be included on an Individual Development /Education Plan or, where appropriate, on an Education, Health and Care (EHC) Plan.
  - regular reviews of the child's progress.

## **How will my child be supported in moving between phases of education?**

### **Movement of phases within Fairfield:**

- Staff from past year and following year meet when appropriate to discuss specific needs of pupils to ensure smooth transition.
- All relevant information regarding the additional needs of pupils is accessible for new year group staff on our confidential data base to ensure smooth transition.
- Meetings are arranged at the start of the new academic year with the SENCo and staff of pupils with specific needs to ensure smooth transition of support.

### **Movement to a new school:**

- The SENCo will discuss the specific needs of the pupil /or complete relevant documentation with/for the SENCo of the child's next school and where appropriate transition meetings can be organised for the parent to meet appropriate staff from the new school.
- Where appropriate we will contact the school's SENCo and ensure he/she is aware of any special arrangements that need to be made/put in place for the child.
- We will ensure all relevant records about the child are passed on as soon as possible.
- There may be the opportunity for additional visits where appropriate to help prepare the child for the new school.

## How will you adapt the curriculum and learning environment to cater for my child with additional needs/SEND?

Careful planning, organisation and implementation of the curriculum – Quality First Teaching should allow all pupils including those with SEND to follow the curriculum and enjoy equality of opportunity.

To foster Quality First Teaching staff will consider the following information, relating it to all children, to cater for those with additional needs; specific difficulties and the more able:

### Teaching of quality is achieved when:

- There are clear objectives for the lesson
- Pupils are aware of the objectives
- Teachers have a secure command of the subject
- Lessons have a suitable content
- Activities are well chosen to promote learning of the content
- Activities are presented in ways that will engage and motivate pupils.

### Differentiation may occur by:

- **Outcome** – All children complete the same task/activity. The teacher requires a different outcome from individual pupils in terms of quality and quantity of work, means of recording.
- **Task** - Groups complete a different activity but all activities are designed to show competence in the same curriculum area.
- **Resources** – Some children are given additional or different equipment to complete a task, e.g. a coloured overlay, pencil grip, slanted work top, accessibility functions on iPad.
- **Teacher focus** – The teacher gives a different amount of support to individuals to enable them to complete an activity.
- **Grouping** – Small group work supported by a Teaching Assistant /Learning Support Assistant.

In addition to quality first teaching and differentiation during lessons, pupils may receive additional support/interventions following monitoring and assessment, which will be agreed through liaison between parent, class teacher and SENCo.

The effectiveness of interventions will be assessed, monitored and regularly reviewed to ensure provision is appropriate and effective.

Staff are aware of pupils needs through relevant information being shared at weekly staff briefings, individual meetings with the SENCo, the pupil's individual data file kept electronically and Support and Additional Needs Lists.

## What specialist services and expertise are available at or accessed by the school?

The Learning Support Co-ordinator (Mrs Nanette Coombes) and the Head of Pastoral Care (Mrs Penny Barton) liaise with specialist services and outside experts as necessary, to ensure provision for our students is appropriate and meets all needs. This includes:

- . Health – GPs, school nurses, health visitors, clinical psychologists and psychiatrists (CAMHS), Paediatricians, speech & language therapists, occupational therapists.
- . Social services – social workers, child protection teams, family intervention programmes.

## **What SEND training have the staff had or are currently having?**

SEND training forms part of the continuing professional development of staff and is organised in accordance with the needs of the students and may take place at any point during the school year. Staff are trained each year on the needs of existing or new students joining the school – this can include training from specialist agencies/consultants if appropriate as well as from the Learning Support Co-ordinator or other staff with relevant expertise. Training may take place on site or staff may attend specific courses held off site.

## **How will my child be included in activities outside the classroom including school trips?**

All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included in extra-curricular activities and on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.

## **What support will there be for my child's overall well-being?**

- Medical Room – qualified nurse available from 7.30am – 6 pm
- Strong pastoral ethos throughout the School
- Head of Pastoral Care
- PSHEE curriculum followed throughout the School
- Rich daily Assembly program
- Regular anti-bullying and E-Safety initiatives
- Extensive extra-curricular program of activities
- Extensive residential opportunities

## **What do I do if I am not happy with the provision made for my child?**

Please make an appointment with your class teacher or Mrs Coombes - SENCo to discuss any concerns you may have.

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