

SEN Information – Fairfield High School

Fairfield caters for all types of special educational needs. We have experience of working and supporting pupils who experience difficulties in the areas of:

- ❖ Communication and interaction
- ❖ Cognition and learning
- ❖ Social, emotional and mental health difficulties
- ❖ Sensory and/or physical needs

The school uses various methods to identify pupils with special educational needs.

Prior to entry to Fairfield, we endeavour to make contact with the child's previous school to gather data and information about the child's attainment levels, learning abilities, behaviour and any further information about barriers the pupil may have faced in their education.

Once a pupil enters Fairfield, we use a number of screening assessments (e.g. reading age, spelling age) to identify if a pupil has particular barriers to their education and use this to inform the interventions we offer.

Attainment and progress levels are monitored at each reporting period and behaviour and exclusion data is monitored on a termly basis.

Fairfield uses national comparison data to compare internal attainment, progress and exclusion data with national averages.

We collect and collate pupil and parent voice to help us evaluate our provision for SEND pupils and have an internal monitoring system, in which each faculty is scrutinised against OFSTED criteria.

We seek to provide an inclusive, supportive and challenging approach to teaching pupils with SEND. We believe that we must have the highest of expectations for ALL pupils, including those with SEND. Where a pupil has additional barriers to their education, we seek to reduce these barriers through differentiation and through targeted interventions of support.

We have a number of targeted interventions to support pupils with SEND. These include:

- Literacy support programmes
- Emotional literacy to support students' social, emotional and mental health
- Numeracy support
- Access Arrangements testing and provision
- Specialist Support Teacher lessons for learning needs
- Additional use of ICT to support learning
- Targeted LSA support in class
- School Counsellor access
- Speech and language therapist assessments and intervention
- Access to an Educational Psychologist

Pupils with SEND are able to access all the wide ranging activities that are provided by the school, in addition to curriculum based activities. We endeavour to ensure all activities provided by the school are fully accessible and inclusive, including residential and overseas trips.

All staff at Fairfield are kept up to date with national legislation regarding SEND systems. Training and CPD events are regular and reflect the needs of the pupils. Where a pupil has a specific need (e.g. Hearing Impairment), the school liaises with local support agencies; whom on request provide expert advice.

Equipment and facilities to support children and young people with SEND are provided (where possible) through the school's own budget. Where the equipment and/or facilities are over £500, equipment maybe requested through the LA's SEND department.

For parents of pupils with statements or EHCPs, we hold Annual Reviews; in which we formally ask for parent's views about their child's education.

Pupils with an EHCP are consulted through the Annual Review process.

The school has outstanding links and knowledge of local support bodies, including health, social services, authority support and voluntary organisations. Access to these support services can often be done through the school. If parents/carers wish for their child to be referred to these services, the SENCO should be contacted.

Contact details for these support services are available on request from the SENCO

The school supports pupils identified with special educational needs at all phases of Key Stage transfer.

Support for pupils entering the school in Year 7, often begins during the pupil's time in KS2, with contact made with both primary school and where necessary the parents/carers of a child with special educational needs.

For pupils who are making the transfer between KS3 and KS4, pupils with special education needs are supported in their GCSE option making process.

For pupils who leave the school in Year 11, pupils with special education needs are supported through to their next phase of education by liaison between the SEN faculty and the pupil's future educational placement. This can include direct contact, supporting the pupil with applications and interviews and the sharing of information regards the pupil e.g. Access Arrangement reports. Any complaints will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

The SENCOs name and contact details are:

Name: Lee Mead

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Telephone: 0117 9527100

The local offer by Bristol LA can be viewed here: <https://www.bristol.gov.uk/web/bristol-local-offer>