



**Fairfield
High School**

Achieving Excellence



Fairfield High School **SEND Information Report**

June 2024

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SEND Information Report

This should be considered alongside Excalibur Academies Trust SEND policy which is found on <https://www.excalibur.org.uk/governance/policies/>

Fairfield High School 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. These include screening assessments for all year 7 and year 9 students to assess reading levels.

1. Roles and responsibilities

1.1. The SENCO

The SENDCo is Ms Kate smee.

The Deputy SEND is Ms Hayley Kelly

The SEND Manager is Ms Jackie kramer- Arden

They will:

- Work with the Principal and SEN governor 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 pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils 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 pupils' 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 about reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

1.2. The SEN Governors

Isobel Rorison

Sabrina Simms

The SEN governors will:

- Help to raise awareness of SEN issues at Academy Committee meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Academy Committee on this.
- Work with the Principal and SENCO/SEN Manager to determine the strategic development of the SEN policy and provision in the school.

1.3 The Principal

Ms Edel Cronin

The Principal will:

- Work with the SENCO, SEN Manager and SEN governor 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 / disability.

1.3. Class Teachers:

Each class teacher is responsible for:

- The progress and development of every pupil 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.
- Ensuring they follow the SEND policy.
- Making referrals to the SEND Team highlighting concerns and providing initial evidence to support further investigation.

2. SEN Information

2.1. The kinds of SEN that are provided for:

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

- Communication and interaction, for example, Autistic Spectrum Condition, 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.
- Moderate and multiple learning difficulties.

2.2. Identifying pupils with SEN and assessing their needs

Once a pupil enters Fairfield, we use several screening assessments (e.g. CATs, York Reading Tests and Dyslexia screening) to identify if a pupil has any barriers to their education and use this to inform the interventions we offer.

Attainment and progress levels are monitored at each reporting period and behavior and exclusion data is monitored 3 times a year.

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

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 pupil and their parents and carers. We will use this alongside our screening processes 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.

Class teachers will make regular assessments of progress for all pupils and identify those who:

- Are significantly slower than that of their peers starting from the same baseline
- Fail to match or better their previous rate of progress
- Fail to close the attainment gap between them and their peers or it is noticeably widening

This may include progress in areas other than attainment, for example, social needs. Slower progress and/or low attainment will not automatically mean a pupil is recorded as having SEN.

2.3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents (solution focused meeting with SENCO/ Deputy SENDCo) when identifying whether they need special educational provision.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strengths and difficulties.
- We take note of parental 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 pupil's record and given to their parents. We will communicate with parents if/when it is decided that a pupil will receive SEN support.

2.4. Assessing and reviewing pupils' progress towards outcomes

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

The SENCO/Deputy SENDCo will carry out a clear analysis of the pupil's needs.

This will draw on:

- Teachers' assessment and experience of the pupil.
- Their previous progress and attainment or behavior.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs detailing 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 pupil's progress.

2.5. Supporting pupils moving between phases and preparing for adulthood

Fairfield High School will contact the family and the previous school/setting a year 6 pupil is moving from to collect information to support transition. If appropriate, additional transition visits are arranged both from us to the former school and the new pupil to this school. All pupils have transition visits as part of our core offer

For year 11 students we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Where appropriate we will organize additional transition visits.

2.6. Our approach to teaching pupils with SEN

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

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Literacy Support Programmes
- Emotional Literacy to Support Students' Social, Emotional and Mental Health
- Numeracy Support
- Access Arrangements Testing and Provision
- Specialist Support Teachers
- Additional use of ICT
- Targeted LSA Support
- School Counsellor
- Speech and language therapist assessments and intervention
- Access to an Educational Psychologist

2.7. Adaptations to the curriculum and learning environment

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

- Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing (specialist training to support where required).
- Using recommended aids: laptops; colored overlays; visual timetables; larger font; etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, alternative ways of recording information etc.

2.8. Additional support for learning

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.

2.9. Securing equipment and facilities

We work with the specialist teams to secure specialist equipment and services to support our students with Physical Disabilities and Hearing and Visual Impairments.

Where we feel the need for additional support with alternative provision, we work with local providers recommended and approved by the Local Authority; this includes outreach programmes with local Specialist Schools.

2.10. Evaluating the effectiveness of SEN provision

The SEN team will evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals
- Reviewing the impact of interventions
- Monitoring by the SENCO/ Deputy SENCO
- Holding annual reviews for pupils with EHC plans
- Consulting with pupils during the Annual Review process.
- Inviting parents of SEN students to meet with the SEN team 3 times a year

2.11. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

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

All pupils are encouraged to go on any of our residential trip(s) like Fieldwork trips, Theatre trips and including those abroad.

All pupils are encouraged to take part in sports day/school plays/career's workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

All our pupils with disabilities have access to several accessible toilets and changing facilities around school, lifts to ensure access to all four floors. If for any reason a lift is out of action, we quickly re-room lessons where appropriate, to ensure access.

Additional transition visits are arranged for our pupils with disabilities, with relevant specialists to ensure we have the correct adapted equipment to support individuals' needs.

Our Accessibility Plan can be found here: <https://fairfield.excalibur.org.uk/information/policies/>

2.12. Support for improving emotional and social development

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

- Pupils with SEN are encouraged to be part of the school council and any other student voice opportunities
- We have staff trained in ELSA, MELSA and have counselling support.
- We have a zero-tolerance approach to bullying. Our Anti-Bullying Policy can be found here: <https://fairfield.excalibur.org.uk/information/policies/>

2.13. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. If unresolved, they will then be referred to the school's complaints policy.

The parents of pupils 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

2.14. Contact details for raising concerns

Concerns can be raised with Ms Kate Smee, SENCo, using the enquiries email address – enquiries@fairfield.excalibur.org.uk.

2.15. The local authority local offer

Our local authority's local offer is published here:

<https://www.bristol.gov.uk/council-and-mayor/policies-plans-and-strategies/social-care-and-health/the-bristol-send-local-offer>

3. Arrangements for supporting children with SEND who are looked after by the Local Authority

Students who are identified as SEND and are also looked after by the Local Authority can access all SEND provisions provided by the school. In addition, looked after children will also have a Personal Education Plan (PEP) which is reviewed three times per year. The PEP is overseen by the Designated Teacher, Mr. J. Barnes, Vice Principal and is completed in conjunction with Social Care, local authorities' virtual school, carers, parents and the student. Information regarding SEND needs and provisions and looked after child status is shared between the Designated Teacher and SENDCO on a regular basis.

4. Monitoring arrangements

This information report will be reviewed by M Kate Smee, SENDCo every year. It will also be updated if any changes to the information are made during the year.

5. Links with other policies and documents

- SEND
- Accessibility plan
- Equality
- Supporting Pupils with Medical Conditions