



Fairfield High School

SEND Information Report

June 2026

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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 SENDCOs are Ms Kate smee and Ms Jemma Jeanes

The Deputy SENDCO is Ms Verity Langley

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

Jean Lee Wright

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, Deputy SENDCo; 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. Areas of SEND that we support:

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

- Communication and interaction, for example, Autistic Spectrum Condition, speech, and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional, and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD); experience of adverse childhood experiences.
- 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 information from primary schools as well as several screening assessments (e.g. NGRT, 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.

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 communicate with families if we feel a child or young person may need special educational provision.

This communication 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.

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 an 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 SEND

The Fairfield High School Universal Offer:

The FHS Universal offer is designed to ensure that all our students feel a sense of belonging and thrive through the educational journey here, achieving the best they can. That achievement may be in terms of exams, but may also include much broader areas such as building positive connections; self advocacy or holding a positive sense of self.

High Quality inclusive teaching:

The universal offer at Fairfield includes:

- Based on the Fairfield 5. These include clear routines to start lessons in a calm and purposeful way; the expectation that everyone here speaks to each other in a respectful way; that students focus throughout lessons and work hard.
- Supported by a SEND toolkit in all classrooms to enable easy adaptation of materials and chunking of resources or tasks.
- All teachers are trained in adaptive teaching, and make adaptations both in advance and within lessons. These might include breaking down tasks; vocabulary support; adaptation of tasks or resources.

SEND support may include:

- Literacy and or numeracy interventions
- Where needed, a Pupil Passport will be written in collaboration with a student and their family. This will be used by teachers to support that students in lessons
- LSA support

Inclusive learning environment:

The universal offer at Fairfield includes:

- All lessons have a seating plan
- All classrooms have a SEND toolkit box with a range of materials to support different needs, such as overlays and mini whiteboards.
- Classrooms are tidy and clutter free
- Students who need it have access to a lift
- At social times there is a high level of supervision, with staff clearly identifiable by high visibility jackets

SEND support may include:

- Adaptations are available based on need to students to leave class a little early; avoid queuing for food; wear noise cancelling headphones; have uniform adaptations

Positive Relationships and communication

The universal offer at Fairfield includes:

- At Fairfield students are met at the door of a classroom
- Students start each day with their tutor, and typically will stay with the same tutor for their 5 years at Fairfield
- We have made significant investment in pastoral staffing, who are typically non-teaching. Students have access to these staff at break and lunch, and families can contact them directly.
- We use restorative justice systems to resolve challenges between students or between students and staff
- Annual staff training includes sessions on supporting young people with experience of trauma and students with a PDA profile
- All pastoral staff, some support staff and all teachers at Director or above level are trained in Team Teach, training that is predominantly focused on understanding behaviours and de-escalation techniques
- At the end of term 2, all families have a 20-minute appointment with the child's tutor to review their child's school experience and academic progress
- Each year group has a parents' evening once a year. These are structured to enable conversations in a relaxed way

SEND support may include:

- A contextualised behaviour policy to meet the needs of some students
- We can refer for Speech and Language support
- We liaise with external agencies to enable access to external mentoring to address specific needs when needed
- Participation in mentoring groups from external providers
- We can refer to the Bristol Autism Team

Learning Support

The universal offer at Fairfield includes:

- All students are screened annually in KS3 using the NGRT and NGST to identify students who will struggle to access the curriculum because of their literacy level. For such students we

have invested in Lexia to accelerate progress in literacy

- We offer a smaller 'nurture' group for Maths in KS3 for those students whose numeracy level will not enable them to access the curriculum
- Where needed, a Pupil Passport will be written in collaboration with a student and their family. This will be used by teachers to support that students in lessons
- At KS4, all subjects offer academic interventions. Students are invited to these by their teachers.
- We offer touch typing and handwriting interventions for those students who need then.
- Students who use a laptop are offered regular sessions to support their effective use of the device and assistive software
- All students have access to immersive reader at home via their Office 365 account

SEND support also includes:

- Study Support as 6-week interventions at KS3 and KS4 for students who need this
- Oracy intervention for students who are struggling to vocally participate or self-advocate
- Touch typing and handwriting interventions for those students who need then.
- Students who use a laptop are offered regular sessions to support their effective use of the device and assistive software
- We liaise with external agencies to offer tutoring to close learning gaps where needed

Wellbeing support

The universal offer includes:

- Fairfield celebrates all our community. This is seen via the flags in the atrium, special days and assemblies such as Culture Day; interventions such as Integrate and community events such as the winter and summer galas.
- All students start their day with their tutor, who typically will remain with the same group for 5 years.
- Students have access to a wide range of extra curricular clubs at various times of day
- Fairfiled signposts support for families available in the community here: Wellbeing - Fairfield High School
- All students have access to Whisper – an anonymous app via which they can report any concerns

SEND support also includes:

- Where needed, a Pupil Passport will be written in collaboration with a student and their family. This will be used by teachers to support that students in lessons
- Fairfield offers a range of wellbeing interventions, that are listed on the website here: [Family Support/Wellbeing Interventions - Fairfield High School](#) Any staff member can refer a student into these interventions
- Fairfield has two ELSA practitioners who can offer 6-8 week interventions to students who we feel will benefit
- Where needed, students may be issued with a pass to leave lessons a little early.
- We staff a quiet space at break and lunch
- We offer a social skills intervention for students with ASC
- We are experienced in using resources such as School Wellbeing Cards and School Stress Survey to enable students to explain their challenges with school.
- We liaise with external agencies to be able to offer therapeutic support off site when needed

2.7. 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.

2.8. 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.

2.9. 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 member of the SEN team

2.10. 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/>

2.11. 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 a range of wellbeing interventions.
- We have a zero-tolerance approach to bullying. Our Anti-Bullying Policy can be found here: <https://fairfield.excalibur.org.uk/information/policies/>

2.12. 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

2.13. Contact details for raising concerns

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

2.14. 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. D. Shand 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 Ms Kate Smee and Ms Jemma Jeanes, 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