



**Federation of
Fairfield and Colneis**

**Special
Educational Needs
and Disability
(SEND)
School
Information
Report**

Updated: June 2019

Review due: June 2020

What is SEND?

SEND stands for Special Educational Needs and Disability.

Definition of Special Educational Needs (SEN)

SEND Code of Practice (2015) defines Special Educational Needs in the following way:

'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.'

This means provision that goes beyond the differentiated approaches, learning approaches and learning arrangements normally provided as part of high quality, differentiated teaching. It may take the form of additional support from within the school setting or require involvement from support services.

Definition of Disability

Many pupils who have SEN may also have a disability under the Equality Act (2010). The Equality Act defines a disability in the following way:

'A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

The SEND Code of Practice (January 2015)

In 2014, the Children and Families Act led to a new Code of Practice for Special Educational Needs and disability. The latest version of this document can be found via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The SEND Code of Practice (January 2015) clearly states that schools must do their best to ensure that all pupils receive an appropriate education that fulfils their needs and enables them to reach their potential; including all pupils with special educational needs and disabilities. There must be an identified teacher who is responsible for ensuring that this is in place for pupils with SEND and for ensuring that parents are aware if their child has been identified as having

SEND; this person is called the SENDCo. There must also be an identified governor who is responsible for ensuring that the school is doing its best for pupils with SEND.

The SENDCo is Miss Emma Gooding. She holds the National Award for SEND coordination.

The SEND governor is Mrs Corrine Franklin. She is also supported by Mrs Carol Nind.

Both can be contacted via the school office.

What is the Local Offer?

The SEND Code of Practice (January 2015) requires all local educational authorities to publish their arrangements for children and young people with SEND. This means that parents and carers can see what is offered across the county and what they can expect to be produced for their child. This information is referred to as the Local Offer.

This school information report has been produced in partnership with Suffolk's Local Offer which can be found via the following link:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localoffercannelnew=0>

What is the School SEND Information Report?

The SEND Code of Practice (January 2015) requires all schools to publish their arrangements for children and young people with SEND. This means that parents and carers can see what is offered in the school and what provision they can expect to be provided for their child. This information is referred to as the School SEND Information Report and is specific to the school.

The School SEND Information Report is linked to the School's SEND Policy, a copy of which can be found on the school website via the following link:

<http://www.colneisjunior.co.uk/>

SEND Independent Support Service

There is also a support service for SEND which is known as SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service). This is an independent service that supports parents of and young people with, SEND. They can be contacted via the following link:

<https://www.suffolksendiass.co.uk/>

Our Vision for SEND at Fairfield and Colneis

At Fairfield and Colneis, we firmly believe that all pupils should be able to achieve their potential and become confident learners who lead fulfilling lives. We are proud to provide a safe, stimulating and inclusive learning environment where every member of our school community is valued and respected. We offer a broad, balanced and creative curriculum which provides opportunities for everyone to achieve and succeed.

It is the duty of all staff to support and teach every pupil including those with SEND. Within our schools, every teacher is a teacher of pupils with SEND and all our teaching and support staff are totally committed to helping all of our pupils achieving their full potential.

At Fairfield and Colneis, we strive to ensure that the following principles are incorporated into our school:

- To provide every opportunity for all of the pupils with Special Educational Needs within our Federation to achieve their potential.
- To raise the aspirations and expectations for all pupils with Special Educational Needs within the Federation.
- To take a personalised approach to learning, recognising that every individual has different needs and requires differing support to reach their full potential.
- To ensure that all pupils with Special Educational Needs are fully integrated in to the life of the school and are given the opportunities to take part in all activities within school and the wider community.

We believe education is a partnership between the pupil, parent/carer and teacher so the views, thoughts and wishes of pupils and families will be actively

sought and the planning and implementation of a support plan will be achieved collaboratively.

Our provision will be underpinned by high quality teaching, planned and delivered by the class teacher and include targeted intervention where required.

How do we identify SEND?

At Fairfield and Colneis, we follow the assess, plan, do, review cycle for SEND as outlined in the SEND Code of Practice. We ensure that we monitor and review progress regularly against national and age related expectations. This information is shared with parents via half-termly reports. If a teacher is concerned about a pupil, they will discuss their concerns with the SENDCo who will communicate these concerns to the parents/carers. Equally, parents/carers themselves may have the initial concerns and they too can make contact with the school to discuss them either via the class teacher or SENDCo.

Consideration and review of educational progress and identification of medical conditions will support the identification process. A meeting will be held to discuss the pupil's needs and if it is felt that a pupil does require provision that is different from or additional to that which is available to other pupils then an assessment of need will be carried out. This assessment may be carried out in school by the SENDCo or their teacher but if not, requests may be made to outside agencies, where appropriate. Parent/carer permission is always sought before referring to outside agencies. Following the assessment(s) another meeting will take place to discuss the next steps and what the school can put in place to meet the pupil's needs. A support plan, known as a 'Personalised Plan' and a 'One Page Profile' will be drawn up outlining the plan that is to be put in place; this support plan will be reviewed regularly.

In rare cases, where a child has significant needs, it may be appropriate for a request to be made to the Local Authority to carry out an Education, Health and Care needs assessment. Requests can be made by either the school or parents. Where the Local Authority agrees to carry out a 'needs assessment', they will use the information gathered to decide whether it is necessary to make additional provision through an Education, Health and Care Plan (EHCP).

What should parents/carers do if they have a concern about their child's learning?

If a parent/carer is concerned about their child's progress they should speak to their child's class teacher in the first instance. The class teacher may then speak to the SENDCo or refer the parent/carer directly to the SENDCo. If a parent/carer does not wish to speak to the child's class teacher about their concerns, or has already spoken to the class teacher and would like to discuss their concerns further, they should make an appointment to speak to the SENDCo via the school office.

What kinds of SEND are catered for?

In accordance with the SEND Code of Practice all SEND will be categorised under one or more of the four broad areas of need: cognition and learning; communication and interaction; social, emotional, mental health; sensory and/or physical. These are explained in more detail below:

- **Communication and Interaction**
Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication (for example, pupils with Autism). The needs of these pupils may change over time.
- **Cognition and Learning**
Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning and encompass a range of conditions such as dyslexia and dyscalculia.

- **Social, Emotional and Mental Health Difficulties**

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.

- **Sensory and/or Physical Needs**

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support.

What is the approach to teaching pupils with SEND?

The school provides a graduated response to each child dependent on their level of need. In most instances, children will have their learning needs met through high quality first teaching within their class. Sometimes, a child may require provision that is additional to or different from their peers. In these instances, the child's individual needs will be carefully considered and targeted additional support will be offered.

The diagram below shows some examples of the types of support available at Fairfield and Colneis based on the graduated response to support.

Specific: Focused individualised programmes for pupils working well below age related expectations

e.g. involvement with external services, 1:1 specific intervention support, individual timetable

Targeted: Small group support for those pupils who are working below age related expectations

e.g. small group support/interventions, SENDCo observation, family support worker, adaptations to environment, use of technology to aid learning, behaviour plan, workstation

Universal: Quality first teaching through differentiation

e.g. high quality teaching, differentiation, audit of environment, monitoring, use of resources and visuals, advice from SENDCo

How will the curriculum and environment be adapted for pupils with SEND?

At Fairfield and Colneis, we endeavour to adapt the curriculum and learning environment to meet individual needs where it is possible and reasonable. When necessary, advice is sought from a range of professionals to ensure appropriate adaptations are made. Within reason, we will carry out adaptations that make the building as accessible as possible and provide resources that enable pupils to fully access the curriculum. Appropriate adaptations to the curriculum and learning environment may include: individualised curriculum planning, for example in P.E. or reduced timetables; considering learning styles; enlarging print; using coloured paper or overlays or using prompt cards or visuals. On an individual basis, we will assess when this commitment may require a high level of funding and seek financial support from the Local Authority High Tariff Need Funding.

How are children with SEND enabled to engage in activities available with children who do not have SEND?

We are an inclusive school and children at Fairfield and Colneis have equal access to activities irrespective of their individual needs. We endeavour to provide a range of activities and opportunities to make learning interesting and enjoyable. Pupils with SEND are always encouraged to join in and where necessary, we make sure they have the support to do so. Children have regular opportunities to work in mixed ability groups and we actively try to identify opportunities for pupils with SEND to take the lead role in activities and be a role model for other children.

How will the child's progress be assessed and reviewed?

Provision for pupils with SEND is tracked and regularly reviewed by the SENDCo and senior leadership team. The child's progress towards their targets will be assessed by the class teacher under the guidance of the SENDCo. Ongoing assessment of the child's learning will take place during lessons and marking of work. In addition, specific assessments may be carried out in order to measure the child's progress towards outcomes.

In order to inform our review, we consider the following factors listed below:

- Gain feedback given by the staff who support the provisions
- Communicate with the class teacher and teaching assistant
- Review termly assessment data
- Review data from any specific assessments undertaken
- Listen to the child's and parent/carer views

This information will contribute to the review of provision and amendments will be made to the support plan as necessary. It may be decided that a provision will be maintain, discontinued or a new one introduced. If an outcome has not been met, limiting factors will be discussed and the plan will be adjusted accordingly.

How will pupils, parents and carers be communicated with?

We believe that communication is extremely important and will always aim to ensure that pupils and their parents/carers are kept informed. We offer a number of occasions throughout the school year where pupil progress will be discussed such as personalised plan reviews, parents' evenings and EHCP annual reviews. We also offer informal events such as coffee mornings/afternoons, assemblies and 'stay and play' to allow the children to share their work and progress with parents/carers.

A parent can make a request to meet and discuss issues surrounding their child's progress or needs with either their class teacher or SENDCo throughout the year. This can be requested via the school office or letter to the teacher.

If a child needs an assessment that is additional to the normal classroom assessments, parental permission is always sought. Before referrals to outside agencies can be made, permission will also be sought.

How will the school support transition between classes and key stages?

All children are supported in moving between phases of their education whether it is when moving to a new teacher between academic years or moving between key stages. There are three key transition stages across the Federation of Fairfield and Colneis - starting school in Reception, from year 2 to year 3 and from year 6 to year 7.

Teachers work together to plan and prepare pupils for these moves by ensuring that all information and records are passed on and by giving pupils opportunities to experience their new environment. We work closely with the feeder pre-schools and high schools to ensure an effective transition is planned and managed. During any transition, support is enhanced for SEND pupils through targeted support from our staff and/or outside agencies; this support is tailored to the needs of the individual child.

We will evaluate any SEND provision the child receives and inform the new school of this. When a pupil leaves during the academic year, we will ensure that records are forwarded in a safe and timely manner and liaise with the new school where appropriate.

What support is available for improving emotional and social development of children with SEND?

At Fairfield and Colneis, we recognise that most children need support in their social and emotional development from time to time. Therefore, we are committed to ensuring that all of our pupils are supported socially and emotionally whenever it is needed. We pride ourselves on having very caring staff, who take the time to get to know the children they work with. They are skilled in spotting children who may be having difficulties and we have a range of strategies and support we can put in to place to support individual needs. Some of our support strategies are listed below:

- Whole School Thrive Approach
- Thrive intervention sessions with a Licenced Thrive Practitioner
- Breakfast club
- Nurturing lunch clubs
- Family Support Worker
- Meet and greet
- 'Chat time'
- Celebration of all in class and assemblies

We recognise that children with SEND are sometimes vulnerable to factors that may impact on their self-esteem. We are aware of this and consider this as part of the child's one page profile and support plan.

The achievements of all children are celebrated at Fairfield and Colneis and any concerns regarding bullying are dealt with immediately in accordance with our anti-bullying policy.

What outside agencies and support will the school use to help pupils with SEND?

There are a number of services across education, health and social care that we can seek support and guidance from. Referrals to these services will be made, where appropriate, with consent of the parent/carer. The following table gives an overview of the kinds of services we can call upon, but is by no means exhaustive.

Education	Health	Social
SENDAT Outreach	School Nursing Team	Early Help Team
Dyslexia Outreach Service (DOT)	Occupational Therapy	Social Workers
County Inclusive Support Service (CISS)	Physiotherapy	School Family Support Worker
Sensory and Communication Service	Speech and Language Therapy	Team Around the Child (TAC)
SEND Family Services	Primary Mental Health Team	Child in Need
Educational Psychology Services	Ipswich Hospital	Child Protection
Education Welfare (EWO)		Children's Centres
Pupil Referral Units (PRUs)		Suffolk Family Carers
Virtual School for Children in Care		Young Carers

How will staff be trained to support pupils with SEND?

At Fairfield and Colneis, all teachers are teachers of children with SEND. We ensure that all staff have the opportunity to request information and training in any aspect of SEND that they require. This may be to enable them to plan learning effectively, to provide effective pastoral care, to nurture inclusion or to effectively evaluate progress. The SENDCo is available to offer support and guidance to teachers in relation to individuals or specific need and where appropriate, will arrange training for staff; this may be through in-house training or arranging for outside agencies to deliver training. In some cases, it may be appropriate for staff to go off-site for training and we will endeavour to facilitate this. In addition, we currently work closely alongside a number of specialist professions, such as the Speech and Language Team (SALT) and County Inclusive Support Service (CISS), to ensure the needs of our pupils are met.

Family Support Worker

Our Family Support Worker is here to support parents and children with any difficulties that they are experiencing in a friendly, non-judgemental way.

Our Family Support Worker can offer support in a number of ways:

- Provide information and support to children and families to get the help they feel they need.
- Promote and enhance the relationship between home and school.
- Provide opportunities for children and families.
- Work in partnership with a range of agencies and professionals to deliver support and interventions.
- Support with parenting offering helpful routines and strategies to use in the home.
- Offer emotional and social support for children whilst in school.

Our Family Support Worker is Mrs Dawn Piper.

She can be contacted via the school office.

Medical Conditions

All staff are trained to meet the basic first aid needs of children. In the instances where more specific training is required to meet the medical needs of your child we will...

- Liaise with the school nurse, parents and staff to provide support in writing care plans for pupils with more complex medical needs;
- Ensure that key staff working with your child are fully trained;
- Ensure that extra staff are trained so that someone is always available to support your child;
- Ensure that medicines are kept securely in the office or in your child's classroom if immediate access to them is required;
- Liaise closely with medical professions such as the diabetes nurse to ensure that we receive the necessary training and advice to support your child's needs.

How are children who are looked after and have a SEND supported?

Children who are looked after and have SEND will be identified and receive all necessary provision in line with their peers. However, in order to avoid breakdown in their care placement, we will endeavour to ensure that we address their needs immediately and as efficiently as possible. The designated teacher for Children in Care (CiC) will work alongside the appropriate local authority Virtual School to ensure accurate completion of Personal Education Plans (PEP) and other relevant paperwork.

The Virtual School Headteacher for Suffolk is Mr Matthew Cooke. He can be contacted via telephone on 01473 260818 or via email at suffolkvirtualschool@suffolk.gov.uk

The designated teacher for Children in Care (CIC) is Miss Emma Gooding. She can be contacted via the school office.

How will the school evaluate the effectiveness of the provision for pupils with SEND?

At Fairfield and Colneis, we undertake a number of measures that contribute towards evaluating the effectiveness of provision for pupils with SEND across our school, which are detailed below:

- Termly data tracking;
- Pupil Progress Meetings;
- Provision mapping;
- Learning walks and monitoring mornings;
- Book and planning scrutiny;
- Pupil and parental feedback.

These are conducted by the SENDCo and members of the senior leadership team.

By using a range of measures we are able to robustly evaluate the effectiveness of the provision we provide for pupils with SEND and make any necessary amendments where identified.

How is information about SEND shared with the Local Authority?

The Local Authority requires schools to provide specific information to them regarding SEND. As a school, we submit a twice yearly school census that details the number of children identified as having SEND. We also keep our school records on the county-wide system, SIMs, up to date which details the children identified as having SEND and their category of need. This system can be accessed by the Local Authority.

In addition, we are required to submit paperwork regarding Statements and Education, Health and Care Plans (EHCPs) to the Local Authority for their consideration; this includes referrals, transfer and annual reviews.

How will the school handle complaints about SEND?

At Fairfield and Colneis, we take any complaints very seriously and will always strive to do our best to resolve them. This is best achieved through open and honest meetings involving all relevant parties and where necessary, independent support. The SENDIASS service can help, either by supporting parents at meetings or informing them of any further course of action that they can take. The electronic link to this service can be found at the beginning of this report. If a parent/carer wishes to make a complaint about the SEND provision provided by our school they could do so in the following ways:

- Speak with the class teacher or school office
- Write to or make an appointment with the SENDCo (Miss Emma Gooding) or Head Teacher (Mr Mark Girling)
- Write to the SEND Governor (Mrs Corrine Franklin) or Chair of Governors (Mrs Celia Davies) at the school address.

Conclusion

We hope that you have found the information contained in this report helpful and informative. If you have any questions or comments about the provision for children with SEND at our school, please get in touch via the school office.

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	Suffolk	Suffolk
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