

SEN INFORMATION



This report tells you all about SEND in our school, how we work together with families, who to go to if you have any concerns and the sort of help available.



Mr Reece Waring is our SENCo.

reece.waring@fairfield-inf.derbyshire.sch.uk

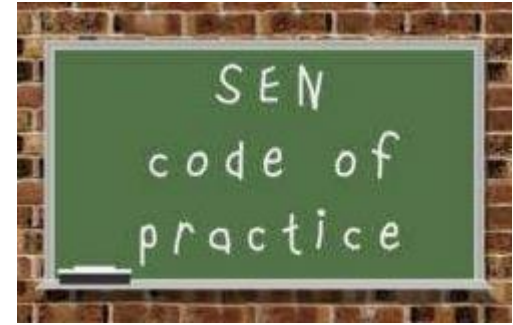
He is responsible for the day-to-day running of SEND in our school. He works closely with pupils, staff, parents and carers, and other agencies that may need to be involved. He provides guidance to colleagues to ensure high quality teaching for children with SEND and also provides a support role to families to guide them through their child's education and gives them any support they may need.

Our SEND Governors are Lauren Watson and Rachel Johnson.

lauren.watson@fairfield-inf.derbyshire.sch.uk

rachel.johnson@fairfield-inf.derbyshire.sch.uk

It is their job to keep all of the governors informed about Special Educational Needs provision in our school. They are also responsible for making sure any new requirements set out by the Local Education Authority or the Government are followed and implemented and that all SEND children are making progress and being supported.



Throughout this report we will use the following abbreviations:

SEND – Special Educational Needs and/or disability

SENCO – Special Educational Needs Co-ordinator-the person in charge of Special Needs within our school.

The [Code of Practice](#) is a legal document that all schools must follow. It says

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her’.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools’



The school and class teachers collect information about our pupils' progress in lessons and socially. This is then used to identify children who may need extra help.

Evidence can include:

- What children can do compared to others the same age
- The progress of a child compared to where they were when they started school.
- Information from other professionals
- Termly assessment information in reading, writing and mathematics
- Concerns from members of staff and parents or the child themselves.



If you are worried about your child, speak to your child's class teacher or, if you prefer, Mr Waring, the school's SENCO.

Every teacher in our school has the responsibility to support all the children in their class. This support includes planning and delivering an appropriate curriculum for each child as well as supporting their emotional, physical and health needs.

All teaching staff in school are responsible for providing children in their class with an appropriate curriculum. For most children this will be done through high quality classroom teaching.

Where children need the curriculum to be further modified, this will be done in a way which best suits the needs of the child. We will, together with parents / carers and, where appropriate the child themselves, identify what the next steps will be for that child's learning and plan how best to deliver those next steps.

In all circumstances we will insure that children receive a broad and balanced curriculum.



School has a regular cycle of ADPR (Assess, Plan, Do, Review) assessments, which identify progress made by pupils and areas for further development. Following assessments and with the involvement of parents and carers, individualised support plans are put in place , with specific targets to meet each child’s needs.

We aim to support pupils with SEND and their families. We will help parents and carers to access materials to support learning and put parents in touch with other agencies who can offer help and support.



As well as Parents' Evenings and the end of year report, parents of pupils with SEND will meet with their child's class teacher at least 3 times in a school year. At these meetings, staff will discuss the progress children are making towards their learning targets and what the next targets should be, as well as how they will be achieved. Parents' views about what areas will be worked on are crucially important. This 'Plan, Do, Review' cycle will be repeated each term and parents and pupils will be fully involved.

Children who are on our school's Special Educational Needs List will have an Individual Pupil File in which their specific learning objectives are recorded. Each termly review will assess progress against these targets.

Parents and carers will be fully involved in every step of their children's progress through school. You will be involved in both the review of progress made and in the planning for the next steps of your child's learning.

Parents and carers are always welcome to come into school to discuss how their children are progressing.

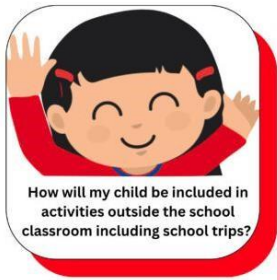


In our school, we are focused on developing rounded children who achieve their potential both academically and socially.

We prioritise the Mental Health and Wellbeing of our whole school community, and have regular activities and events to support this.

Where a child needs more specific support, we may be able to offer Nurture Provision or other small groups such as *Positive Play, Time to Talk* or *Lego Therapy*.

We also strive to ensure that all Pupils with SEND are able to take part fully in any extra-curricular activities we offer.



All children in school are entitled to take part in a range of activities. Staff plan visits and trips with the needs of all pupils in mind. Where necessary staff will work with providers to ensure that equality of access and opportunity is maintained. All pupils in school have access to all extra-curricular activities.

Our school has an up-to-date [Accessibility Policy](#)

All areas of the school are accessible by wheelchair and ramps are provided near steps.

The main building in the school has one disabled toilet.

Our school is secure.

If you have a specific access query, please contact us in school.

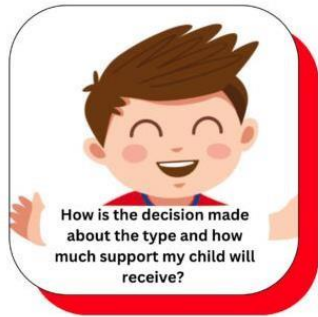


Our school works very closely with all the local feeder pre-school providers. Our EYFS Team visit all placements and have lengthy discussions about each child who joins us in Reception. School will make contact with any professionals working with children before they start with us in school, so that we can make any arrangements necessary to ensure we provide the best provision possible.



As children move through school into the next year groups and classrooms, all children have the opportunity to work with their new teachers in their new classrooms. Where children will benefit by having extra transition visits, we provide this as often as possible.

When children move to Junior school there is a transition programme in place. Over and above this, when needed, we are able to arrange extra visits and transition activities to enable children to be confident about this big change in their educational journeys. We work closely with SEND staff in the Junior schools our children move onto.



In our school, resources are allocated based on need. The Headteacher, Senior Leadership Team, Teachers and Teaching Assistants identify priorities in school and individual pupils who need support and allocate resources accordingly.

The level of support given to pupils is based around their individual needs. Where children's needs are more specialised, more complex or rely on specific tasks, then the amount of individual or small group support may be greater than children whose needs are not so great. In all cases, school will endeavour to provide the best provision possible within the constraints of the school's overall budget.



We work with a range of professionals to support children with SEND. These professionals work with us in school providing both advice and working with children at times. Parents will be fully informed when their children work with colleagues from other agencies and are encouraged to meet with them.

We work with:

- Educational Psychologist
 - Speech and Language Therapist
 - Autism Outreach Service (CAMHS)
 - Physiotherapist
 - Occupational Therapist
 - Support Services Special Educational Needs
- (Teachers)
- Social Care
 - Primary Behaviour Support Service
 - Child and Adolescent Mental Health Service
 - Support Service for Hearing Impairment
 - Support Service for Visual Impairment
 - Children's Paediatrician
 - School Nurse



All teaching staff and teaching assistants attend regular staff meetings where teaching and learning are the focus and so improve the standards of teaching in all classrooms for all children.

Teaching Assistants and some teachers have been trained in delivering a range of interventions which include Nurture, Precision Teach, Positive Play, Lego Therapy and First Class at Number.

Individual Teachers and Teaching assistants receive regular training and development opportunities throughout the year, provided by external agencies such as the educational psychologist and physiotherapist to meet the needs of individual pupils.

All staff have participated in our work to achieve the status of *Attachment and Relationship Aware School*.

Mr Waring, the SENCO holds the *National Qualification for SENCOs*.



Who can parents contact for further information?

If you require further information, you can contact your child's class teacher or Reece Waring SENCO email: reece.waring@fairfield-inf.derbyshire.sch.uk, tel: 01298 22441.

Parents and carers are also encouraged to look at the Derbyshire Local Offer which details support available for children with SEND and their families in Derbyshire.

Follow this link to the Derbyshire Local Offer:

[VIEW NOW](#)

September 2025