

Special Needs at Fairfield Infant and Nursery School

At F.I.N.S, we strive to be a fully inclusive school. Meeting the needs of all pupils, including those with additional needs, is central to our ethos.

Children develop at different rates, and we work with them at the very start of their school career. Though some children may present with additional needs that are evident from the beginning, for others it may be that their needs are not obvious until the gap between them and their classmates begins to significantly widen. This often does not happen until Year 1 or 2.

We do not feel it is helpful to label a child, but rather to look at them as a range of strengths and challenges and tailor our teaching to these. Our partnership with families is important, and will significantly influence the progress your child makes. We may ask you to support your child's learning, by doing specific activities with them or home and more frequently listening to them read.

You are kept informed of your child's progress through formal reports, assessment information, and conversation with the class teacher. They will let you know if they have concerns, and what they are putting in place to support your child.

We follow the graduated approach prescribed by the Code of Practise, which emphasises the importance of high-quality class teaching as the best strategy. All teachers plan lessons that are appropriate for a range of needs, in order that your child can experience success at their own level.

When adaptations to the curriculum do not result in sufficient progress, targeted interventions (usually working within a small group with a Teaching Assistant) will be put in place. At this point, the teacher will contact you to discuss our plans.

The interventions are planned carefully to ensure your child does not feel singled out, spends too much time out of the classroom, or becomes overloaded by too many interventions.

We assess, plan and deliver the targeted teaching, and will then evaluate the impact. This process will take place across a half-term or termly period. For some children this support we be enough for them to move forward and no further action will be taken.

If we feel, after a number of these 'cycles', that your child required further support we may refer them to an external agency such as the Educational Psychology or School Health Service. We may suggest you take your child for a hearing test, or to see their GP.

Referrals to other services take time; sometimes a few months. They are useful in gathering more information about your child's strengths and difficulties. They do not secure additional funding for your child and will not provide a quick fix.

All these interventions, and information gathered, are collated and passed on when your child leaves our school. If the child's difficulties persist, then this evidence will be used to support the new setting's application for support. We see our work at F.I.N.S as being in partnership with Junior Schools-the foundations that we lay can then be built on by your child's next setting. Any application for additional funding requires evidence of extra support prior to the application, and over a significant period of time. Both funding, and agency support, are increasingly stretched and difficult for us to access.

It is worth noting that many 'special needs' fall in and out of favour. Asperger's syndrome, for example, is now not considered a diagnosis, as it was until just a few years ago. Dyslexia is not usually diagnosed until a child is at least 7 years old.

If you have any concerns about your child that you feel are not being addressed, please contact either the class teacher or the SENCo, Reece Waring.

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

For further information, please look at our school website here:

<https://www.fairfieldinfantandnurseryschool.co.uk/special-educational-needs-and-disability/>