



Fairway School SEN Information Report

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

We provide for the following kinds of special educational needs (SEN):

- Children who are working significantly below age expectation and have an identified cognition and learning need.
- Children who have a physical or sensory impairment.
- Children who have a social, emotional or mental health difficulty.
- Children who have a significant difficulty with communication and interaction.

We identify and assess pupils with SEN using the following methods:

For all children:

- Regular monitoring of progress through daily feedback and marking with children
- Regular assessment of progress in discussion with Senior Leaders

If we feel we would like to gain further information about a particular difficulty and identify next steps we may use any of the following assessments:

- Speech Language & Communication Profile
- RENFREW- Vocabulary & Grammar
- Motor skills
- Draw a Man
- Strengths & Difficulties Questionnaire
- Boxall Profile
- Memory Screen
- Wide Range Intelligence Test
- York Assessment of Reading & Comprehension
- Phonological Assessment Battery
- Pupil's view of learning
- Parent's view of Child's learning
- First Language Assessment



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We evaluate the effectiveness of our SEN provision in the following ways:

Class teachers with Senior Leadership

- Daily assessment of progress
- Termly data analysis of progress
- Comparison of school data with local and national data

Our arrangements for assessing and reviewing the progress of pupils with SEN are as follows:

Teachers and the SENDCo meet in Inclusion meetings to:

- assess progress of children who are identified as SEND and discuss next steps
- assess progress of children who are being monitored, and discuss next steps
- At the beginning of any intervention, an appropriate baseline assessment is carried out.
- At the end of an intervention the same assessment is carried out to assess progress

The SENDCo is responsible for monitoring the quality of interventions and the impact they have on children's progress.

The SENDCo meets with professionals from external agencies to:

- assess progress towards specific targets
- identify next steps

Our approach to teaching pupils with SEN includes:

Using a model of quality first teaching in all classrooms which may include any of the following formats:

- Mixed ability grouping
- Ability grouping
- Small group interventions
- 1:1 interventions
- Integration opportunities with Northway School



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We adapt the curriculum for pupils with SEND in the following ways:

Class teachers use Pupil Provision Passports when planning for SEND pupils to ensure the needs of their pupils are met

Provision Passports list supportive strategies that the child, parent and other professionals have identified and may include the following:

- Backtracking learning objectives
- Visual aids to support understanding/ learning
- Frames and scaffolds to support speaking/ writing

We enable pupils with SEN to engage in the activities of the school, together with children who do not have SEN, in the following ways:

We work closely with parents of SEND children to ensure we are fully aware of the needs and aspirations

We have a large team of trained Teaching Assistants who work with class teachers, the SENDCo and children to ensure access to all activities

We work closely with Northway Special School to provide opportunities for integration

We carry out risk assessments if appropriate to ensure that all children are able to engage in all activities of the school.

The following emotional, mental and social support is available for pupils with SEN:

Children who are a concern and are being monitored may access:

- Social Skills groups
- Talk time
- Playground buddy

Children who have an identified SEMH need may access:

- Counselling provided by HEWS
- Grief Encounter
- BYCAS
- Child and Adolescent Mental Health Services (CAMHS)
- Local Authority services accessed through a CAF



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The name of our SEN Co-ordinator (SENCo) is:
Ms Lucie Polya

Listed below are the names of staff members possessing expertise related to SEN:

Name: Wendy Medcalf	Name: Sam Fennessy
Job role: SENDCo Support Teacher	Job role: Teaching Assistant
Expertise: Experienced SENDCo	Expertise: Project X
Name: Shannon Fitzpatrick	Name: Lauren Fynn
Job role: Teaching Assistant	Job role: Unqualified Art teacher
Expertise: Speech & Language Therapy Follow-up	Expertise: Social Skills groups

In addition, we use the services of the following specialists:

- Educational psychology service
- Speech and Language Therapy service
- Barnet Early Autism Model (BEAM)
- Physiotherapy Service
- Occupational Therapy Service
- CAMHS
- HEWS
- Barnet Young Carers And Siblings (BYCAS)

High Incident Support Team Services:

- Autism Advisory Teacher
- Behaviour Support
- Hearing Impairment Team
- Visual Impairment Team
- Specific Literacy Advisor



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We currently possess the following equipment and facilities to assist our pupils with SEN:

- Wheelchairs and walking aids as appropriate for specific children
- A lift for accessing the upper floors
- Wheelchair accessible play areas

Through integration with Northway some children at Fairway are able to access the:

- sensory room
- Swimming pool
- Soft play room

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

- There are regular Inclusion Coffee Mornings with guest speakers
- The SENDCo will attend home visits for known SEND children starting in the EYFS
- The SENDCo holds a drop-in SENDCo Surgery for parents
- The SENDCo is available to meet with parents by appointment as needed
- The SENDCo meets with parents of SEND children at parents evenings
- The SENDCo works closely with the CAF Lead

Our arrangements regarding complaints from parents of pupils with SEN are as follows:

Please see our school's complaints policy (available on the school website) for more detail.

Complaints should in the first instance be raised with the class teacher

Either

If a satisfactory solution is not reached, parents can make an appointment with the Headteacher by contacting the school office

Or

If a satisfactory solution is not reached parents will need to consider whether to make a formal complaint in writing to the Headteacher using Form A (available on the school website)

If the problem is still not resolved, then a formal complaint in writing can be made to the Chair of the Governing Body using Form B (available on the school website).



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If there is still no resolution, the school will request that the LA provide disagreement resolution advice.

If disagreements are not resolved at a local level, the case will be referred to the Education Funding Agency.

We work with the following bodies to ensure the best possible provision for our pupils with SEND:

Referrals to specialist services are made following a maximum of 3 cycles of assessment, planning, intervention and review in consultation with parents and where appropriate the pupil.

- Educational psychology service
- Speech and Language Therapy service
- Barnet Early Autism Model (BEAM)
- Physiotherapy Service
- Occupational Therapy Service
- CAMHS
- HEWS
- Barnet Young Carers And Siblings (BYCAS)

High Incident Support Team Services:

- Autism Advisory Teacher
- Behaviour Support
- Hearing Impairment Team
- Visual Impairment Team
- Specific Literacy Advisor

Parents of children with SEN may find the following support services helpful, in addition to the school's offerings:

- Special Educational Needs Disabilities Independent Advice Service (SENDIAS)
- Barnet Fairplay
- Barnet Young Carers and Siblings (BYCAS)
- Aspire Sports Coaching
- Spinabifida and Hydrocephalous Information Network Equality (SHINE)
- SCOPE Cerebral Palsy network and advice
- Downs Syndrome Association
- National Autistic Society
- Epilepsy Society
- Diabetes UK

For further agencies that can support SEND children and their families please see the SENDCo



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Our transitional arrangements for pupils with SEN include:

Transitions will be planned by professionals and discussed with parents/ carers and where appropriate the pupil.

Advice from support agencies will be sought and implemented.

Strategies that are commonly used to support transition may include:

- Social stories
- Visits to new environment
- Adult support
- Phased start
- Reduced hours

Barnet's local offer, explaining what is available on a local authority basis, can be found using the following link: <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/education-in-the-local-offer.html>