

Fairlawn SEND Information Report for Parents

1. What types of SEND does the school provide support for?

SEND stands for Special Educational Needs and Disabilities.

We use the definition in the 2014 Special Educational Needs and Disability Code of Practice (June 2014):

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

A child...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 educational facilities of a kind generally provided for others of the same age in mainstream schools.*

We support children with a wide variety of needs. The SEND code of practice divides needs in to four main categories:

- Cognition and Learning including dyslexia
- Communicating and Interacting including autism and speech and language difficulties
- Sensory and Physical needs including coordination difficulties, dyspraxia, ADHD, a medical need or a sensory impairment.
- Social, Emotional and Mental Health including attachment difficulties.

We acknowledge that some children may have learning difficulties which may not have a label or diagnosis but still require additional support in school. We aim to identify the needs of children individually and make appropriate provision for those needs accordingly.

2. What should I do if I think my child has an additional need? Who is the SENCO at Fairlawn?

In the first instance speak to your child's class teacher. If you require more information you can meet with or email the school's Special Educational Needs Coordinator (SENCO). It is vitally important that we work closely with parents and carers so that we can help your child to achieve as well as they possibly can during their time with us. You know your child best.

Our Assistant Head Emily Bruggy is our SENCO. She can be contacted via the school office on 02086997948 or by email ebruggy@fairlawnschool.net

3. How does the school know if my child needs extra help?

Children's learning in school is part of a continuous cycle of planning, teaching and assessing. We monitor all of the children's progress through observations, class teacher assessment and pupil progress meetings. We consider the needs of each child on an individual basis. If your child is identified as requiring additional support

during the school year their class teacher will inform you and liaise with the SENCO to discuss the nature of their needs. You may be invited into school to talk in more detail with the teacher and the SENCO about your child and the support they may receive. This is also an opportunity for you to find out how you can support your child at home. Further information on our approach to teaching pupils with SEND can be found in our SEND Policy which is on the school's website.

<http://www.fairlawn.lewisham.sch.uk/wp-content/uploads/2014/09/SEND-Policy-updated-November-2017.pdf>

4. How will the school prepare and support my child to join the school?

Initially we will liaise with you as parents and carers to plan for a smooth transition to our school. If your child is due to join Fairlawn at the start of September in the Reception year we will also liaise closely with their pre-school setting and carry out a home visit. If your child is due to join us at some other stage during the course of the school year we will liaise closely with the previous school. We will also liaise with any other professionals who have been involved in your child's educational provision or in meeting their additional needs, such as health visitors, speech and language therapists or paediatricians.

This communication with other relevant professionals will enable us to plan a suitable transition programme for your child, depending on their needs, which may include:

- Extra visits to our school before your child's start date.
- Meeting significant members of staff such as the class teacher and learning support assistant (LSA).
- Taking photographs of areas in the school which will be important to your child e.g. classroom, hall, toilets and playground, and using these to create a transition booklet.
- Ensuring the correct resources are available and reasonable adaptations to the school environment have been made where relevant.

View our Early Years Policy at:

<http://www.fairlawn.lewisham.sch.uk/teaching-and-learning/early-years/>

5. How will the school prepare and support my child to transfer to a new setting?

We have good relationships with all of our local secondary schools and in the second half of Year 6 work closely with them to ensure that all children make a successful transition. Our Year 6 teachers and our learning mentor meet with the Year 7 Pastoral Support Team from the relevant secondary school. Our SENCO and the SENCO from your child's receiving secondary school also meet early in the summer term to ensure that any child with additional needs is discussed in depth, and that provision to meet those needs is put in place in advance of his/her start date.

If your child has a Statement or EHCP (Education, Health and Care Plan) a Transition Review Meeting will be arranged in Year 5, which you will be invited to attend. At this meeting appropriate choices of secondary school will be discussed. Once a secondary school has been allocated relevant staff members from that school will be invited to your child's Year 6 Annual Review so that their transition can be planned and prepared for well in advance of the September start date.

As with transition into Fairlawn we can arrange for your child to make extra visits to

their new school, take photographs, ask questions and meet the staff before they start. Secondary school staff may also visit your child here in Year 6 so that they have a chance to get to know them in a familiar and comfortable environment. If your child is transferring to a specialist provision, key staff from that school will visit them at Fairlawn and meet with the class teacher and SENCO to help plan the transition. A timetable of visits to the new provision by your child, together with key school staff, parents and carers, will be drawn up to ensure that your child has ample opportunity to get to know their new school before making the transition.

6. How accessible is the learning environment?

Fairlawn is built into the side of a hill and the entire site is accessed by steps. This makes it very difficult for us to make the school physically accessible for members of the community with mobility issues. We do have a disabled toilet at reception floor level and we do aim to make our physical environment as accessible as possible. We work closely with agencies including the Lewisham Sensory Impairment Team, Physiotherapy and Occupational Therapy Services and Health and Safety who advise us on how to make reasonable adjustments to the environment. We write personal emergency evacuation plans for all members of the community that may need additional assistance to exit the school in an emergency. Our aim is to make Fairlawn School as safe and welcoming as possible.

We ensure we have high expectations of our pupils and aim to include them in all learning opportunities. We believe that to effectively provide for our pupils then all our staff need to understand the needs of all our pupils. We ensure relevant information is available to all teaching staff and are clear that some provision is simply non-negotiable and is about making reasonable adjustments to a child's day e.g. allowing a fidgety child sensory breaks, breaking instructions down into manageable chunks for a pupil with receptive language difficulties, reducing the need to copy words from the white board for a child with dyslexic tendencies or providing a calming workstation and visual time table for a pupil with sensory overload.

We welcome visits to our school. Please call the office on 02086997948 to arrange to join a parent tour.

7. How does the school support children to develop socially and emotionally?

We believe that happy children learn. We teach our children how to learn by looking at the skills of resilience, reflectiveness, collaboration, curiosity and independence. These skills underpin our teaching and learning. In addition, we teach regular Personal, Social and Health Education lessons (PSHE). Our core values in PSHE are kindness, trust and honesty and these are embedded through whole school assemblies and cross-curricular application. Each half term we focus on a further six values; responsibility, friendship, self-control, empathy, respect and tolerance. Our management of pupil behaviour ties in with these values and we encourage a restorative approach where pupils have time to reflect and repair. We have introduced a quiet zone in our playground where children can escape the hustle and bustle of lunchtime. We are also lucky to have a full time learning mentor who can offer support to pupils who may be having some difficulties with school or home life. If you ever have concerns about your child's social and emotional wellbeing please contact the school and we will try our best to sign post you to support and to make

appropriate provision for your child in school.

You can find more information about PSHE at Fairlawn here:

<http://www.fairlawn.lewisham.sch.uk/teaching-and-learning/values-and-pshe/>

You can access information about learning to learn here:

<http://www.fairlawn.lewisham.sch.uk/teaching-and-learning/learning-to-learn/>

You can access our behaviour policy here:

<http://www.fairlawn.lewisham.sch.uk/wp-content/uploads/2014/09/Behaviour-Policy-Fairlawn-2017.pdf>

You can access information on anti- bullying here:

<http://www.fairlawn.lewisham.sch.uk/wp-content/uploads/2014/09/Anti-bullying-2017.pdf>

You can access information on how we support pupils who are looked after here:

<http://www.fairlawn.lewisham.sch.uk/wp-content/uploads/2014/09/LAC-Policy-.pdf>

8. How is the decision made about what type and how much support my child will receive?

It is the Governing Body's responsibility to ensure that resources in school are allocated to ensure appropriate provision for all pupils who require it. These resources include equipment for the children, training for staff, employment of additional staff, access to external specialists and time to meet and plan. It is important for children to have a balance of support from teachers and LSAs as well as opportunities to work independently and with their peers. The SENCO works closely with the head teacher, senior leadership team and the teachers to allocate provision. Our decisions are informed by many things including progress data, book looks, observations, advice from external agencies and feedback from staff, pupils and parents. We encourage volunteers to work at our school and we can allocate this additional support to enable identified pupils to read daily and rehearse maths skills on a 1:1 basis.

9. How does the school evaluate the effectiveness of the provision made for children with additional needs?

We hold pupil progress meetings at least once a term to review the attainment and progress of all our pupils and to evaluate the effectiveness of provision. These meetings form part of the plan, do, assess, and review cycle of support. If an intervention isn't working then we explore why and adjust our plans. Our aim is for all pupils no matter what their needs to make good progress every year.

10. What training have members of staff had to enable them to support my child?

We share good practice with each other and across the federation. Our SENCO has been a primary school teacher for 28 years and a SENCO in Lewisham since 2006. We also have a number of highly experienced and skilled support staff. Last academic year staff had specific training in:

- Supporting pupils' working memory skills from the specific learning difficulties team
- Mindfulness in school from our Educational Psychologist.
- Social thinking and social behaviour mapping from our SENCO following attendance of a Michelle Garcia Winner conference.
<https://www.socialthinking.com/>

We also have access to individual training opportunities from autism outreach at Drumbeat school and occupational therapy and speech and language therapy at Kaleidoscope.

11. What specialist services and expertise are available for my child?

Lewisham Local Authority has a statutory duty to develop and publish a Local Offer setting out the support they expect to be available for local children and young people, aged 0-25 years, with additional needs. We can refer your child to these services but will only do so after we have met with you and gained your permission. If you are concerned and wish to access a service you are welcome to contact us.

Fairlawn's local offer can be accessed here:

<http://www.fairlawn.lewisham.sch.uk/wp-content/uploads/2014/07/Fairlawn-Local-offer-updated-October-2017.pdf>

Lewisham's local offer can be accessed here:

<http://www.lewishamlocaloffer.org.uk/>

12. How are parents and carers involved in the assessment and review of their child's needs?

If your child has an Education, Health and Care Plan (EHCP) your views will have been sought by us, a SEND Caseworker and other professionals during the assessment process. You will be involved throughout the planning and review process and be kept informed of any changes to the provision for your child. This will include being invited to attend annual review meetings, completing questionnaires or meeting to discuss your child with the professionals who support them.

If your child has been supported in school by an agency, such as the Educational Psychology or Speech and Language Therapy services, you will be invited to attend, and contribute your views to review meetings with these services.

If the school is the only service working with your child then your child's class teacher and the SENCO may meet with you either at parents' evening or at another mutually convenient time to discuss your child's needs and progress. We will aim to meet with you each term.

13. How will my child be involved in the assessment and review of their progress and needs?

We encourage all children at Fairlawn to be aware of themselves as learners and identify where their strengths and needs lie. A younger pupil may indicate how they feel they are progressing towards a target visually using a 'thumbs up' or a drawing.

As pupils get older we might ask them to complete a questionnaire. We also seek pupils' views via the adults who know them best e.g. their parent or carer or the learning support assistant who works with them on a 1:1 basis. It is important to us that your child is enjoying the support we are offering them so we welcome feedback as it informs us of any improvements that may be made to provision.

14. How will my child be included in activities and events in school and outside the classroom?

We aim for all the children at Fairlawn to enjoy the same educational opportunities as others and to feel included in our school community. Every effort is made by the staff to ensure that they are integrated into all aspects of school life. If your child has an allocated assistant providing individual support they will accompany your child on school trips. We may also increase adult to child ratios on trips where we feel the children in a particular class would benefit from more adult support.

15. What can I do if I have a concern or complaint?

We would always advise you to contact your child's class teacher first and arrange to meet. If you still have a concern or complaint then please contact our SENCO or head teacher. Below is a link to our complaints procedure:

<http://www.fairlawn.lewisham.sch.uk/wp-content/uploads/2014/09/Fairlawn-Complaints-Policy-revised-9th-March.pdf>

There are some very useful parent support groups that we can sign post you to e.g. 'contactafamily'

<http://www.cafamily.org.uk/advice-and-support/in-your-area/offices/lewisham/>

'sendiass'
<https://www.kids.org.uk/lewisham-sendiass>

We would welcome feedback on our SEND report. If you have any questions you feel we have not answered or suggestions to improve this information then please contact us.

Report completed: November 2017

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