Fairfields School
SEN information Report

Reviewed: 12 October 2026

Next Review: October 2027

Fairfields School

Approved by Governing Body

Fairfields School

SEN Information Report

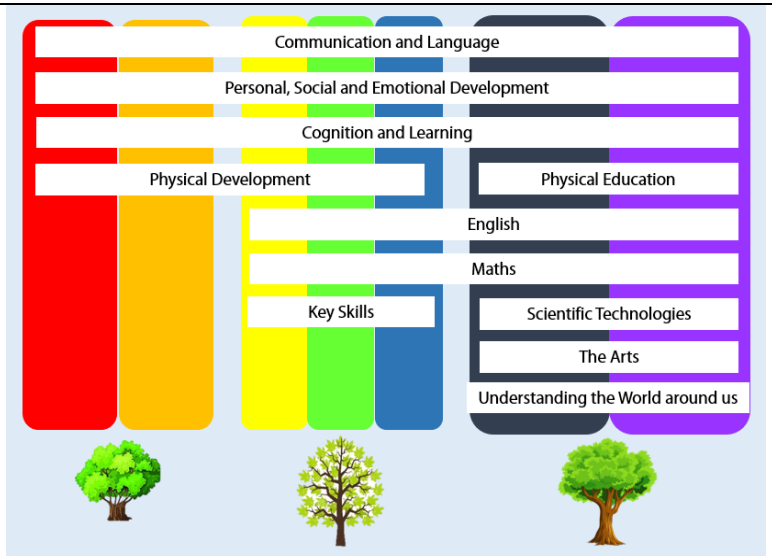
2026-2027

The name and contact details of the SEN co-ordinator. Michaela Russell, Assistant Headteacher: russellm@fairfields.northants.sch.uk **The name and contact details of the Ethnic Minority Achievement co-ordinator.** Lesley Elder, Headteacher : head@fairfields.northants-ecl.gov.uk **The name and contact details of the Designated Teacher for Looked After Children** Michaela Russell, Assistant Headteacher: russellm@fairfields.northants.sch.uk All teachers share responsibility for maximising achievement of all pupils and making individual arrangements accordingly.

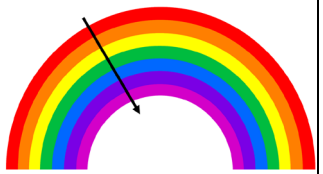
The kinds of Special Educational Needs which are provided for in our school	Fairfields is a community day special school for pupils aged 3 years to 11 years. The school meets the needs of pupils who: • Have significant or severe or profound learning difficulties. • Have attainments well below the expected range of their peers, with additional difficulties that may include physical difficulties, speech and language difficulties, sensory impairment and under developed social skills. • Have a diagnosis of an Autism Spectrum Disorder (as well as severe learning difficulties) • Have complex medical needs All pupils have an Education, Health and Care Plan (EHCP). We fully comply with: • SEN Code of Practice January 2015 • Equality Act 2010 • Children and Families Act 2014
Our school admission	As a special school we follow the admission arrangements set by West Northamptonshire Council. The information below is

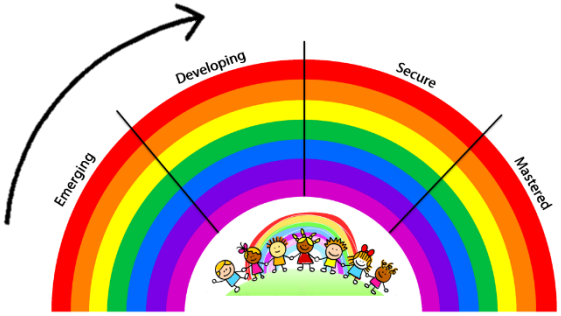
arrangements	taken from their website https://www.westnorthants.gov.uk/education-health-and-care-ehc-plans-process-and-assessment/school-admissions-arrangements-children **School admissions arrangements for children with an Education, Health and Care Plan (EHCP)** If your child has an education, health and care (EHC) plan there is a separate process for your child's school admission. Please read the information regarding the **Education, Health and Care plans** consultation process. For further information on the consultation process and education arrangements for your child please contact your EHC caseworker or EHC officer. **Education, health and care statutory needs assessment in progress** Primary school applications • If your child has an education, health and care statutory needs assessment in progress you will need to complete a preference form and **apply for a primary school place in the usual way**. • If you think that your child has special needs and they are not currently attending an early years setting please contact the **SEND Information ;Advice and Support Service for West Northamptonshire**. A member of staff will put you in contact with one of the Early Years Support Teachers who will be able to assist you. • If your child has special needs and they are attending an early years setting, please discuss your child's school place with the named Special Needs Co-ordinator (SENCO). The head teacher or teacher-in-charge or manager of the early years setting will be able to let you know who this is and how to contact them. **Consultation process** When we issue a draft plan, parents or carers are invited to identify a setting for the young person. If the request is for a place in a: • maintained school • maintained nursery school • academy school • alternative provision academy • pupil referral unit • non-maintained special school • independent educational institution approved under **section 41 of the Children and Families Act** We must comply with that preference and name the school or college in the EHC plan unless: • it would be unsuitable for the age, ability, aptitude or SEN of the child or young person • the attendance of the child or young person there disrupts the efficient education of others or the efficient use of resources

	We must consult the governing body, principal, or proprietor of the school or college concerned and carefully consider their comments before deciding whether to name it in the child or young person's EHC plan. A copy of the draft plan will be sent to the school or college to inform the consultation. If another local authority maintains the school concerned they too must be consulted. The nursery, school or college and, where relevant, the other local authority, should respond within 15 days. Parents and young people may make a representation for a place at a non-maintained early years provision, independent schools, specialist colleges or other post-16 providers. We must consider this request but are not under the same conditional duty to name the provider.
Our school's policies for identifying children and young people with SEN and assessing their needs	As a Special School all pupils who attend Fairfields have an EHCP identifying their special educational needs, aspirations, strengths and needs, provision and arrangements. Each pupils' EHCP is evaluated during an Annual Review meeting. At this meeting the pupil's strengths and needs, progress against outcomes and the provision put in place to support the pupil are discussed. Annual Reviews are conducted with parents / carers, teachers and, on occasion other professionals, to ensure that the provision put in place supports the pupil.
Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.	We believe that all children at Fairfields achieve; they all make progress. Therefore, we use a variety of assessment tools to monitor, track and celebrate progress. All pupils have an EHCP which details long outcomes and short steps. Progress against these are recorded regularly using our Evidence for learning app and then shared with parents/carers in their child's Annual Review. Our bespoke assessment framework – Assessment for All, helps to measure progress in a variety of ways. We measure different aspects of learning which are relevant and meaningful for each child's learning journey.



Our Assessment for All framework uses the colours of a rainbow to represent the developmental steps children make in their learning.
Each colour is split into two stages e.g. red 1 and red 2. Some children will move through the colour stages; these go from red to violet.





The small steps of progress pupils make are really important. To show this we assess pupils going over the rainbow.

Evidence for Learning is a cloud based app used by school to record pupils learning through observation, photographs and videos. This helps school to assess and report a pupils learning journal.
As well as capturing the small step progress that children make, the Assessment for All also includes the statutory elements of assessment, including the Early Learning Goals and the Pre Key Stage Standards. For children working below Pre Key Stage Standard 1, The Engagement Model is used.

How our school evaluates the effectiveness of its provision	The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways: • discussion with pupils and their parents / carers,

for children and young people with SEN	• observations and learning walks carried out by teachers and senior leaders, • work sampling including external moderation, • pupil progress meetings between teachers and with senior leaders, • tracking and analysing pupil progress using our bespoke assessment framework • monitoring ILP outcomes, • analysing attendance records, • analysing behaviour records, • headteacher's report to governors.
Our approach to teaching children and young people with SEN. Including how adaptations are made to the curriculum and learning environment of children and young people with SEN.	We are committed to providing a curriculum that is relevant and meaningful for all pupils and have worked hard to ensure that it is developmental in nature; reflecting areas important to each cohort of pupils in our school. As a consequence, our curriculum is bespoke, meeting the specific needs of pupils at Fairfields School. We believe our curriculum is designed to provide opportunities for pupils to develop the skills, knowledge and understanding that will enable them to be successful lifelong learners, with appropriate balance between the academic and personal aspects of development. Whilst our curriculum is developmental in nature we ensure that our teaching and learning practices enable our pupils to be active learners. We aim to teach skills and then provide irresistible invitations for pupils to use these skills in a variety of contexts. Our enabling environments are designed to encourage pupils to use their skills in a variety of contexts. This helps pupils to generalise and consolidate their skills and understanding. We try, as much as possible, to embed specific approaches and programmes e.g.

	We have a supportive and nurturing approach in relation to supporting our pupils who, from time to time, find it difficult to engage with lessons and whose behaviour for learning might need further development. Some pupils may have individual behaviour plans to help them access their lessons and to ensure a consistency of approach.
Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying	We are committed to supporting the emotional wellbeing and safety of each pupil. The Five to Thrive approach helps our staff team to consider how they can promote each pupil's ability to self-regulate their emotions and behaviour. Staff respond and assess each pupils needs. They work tirelessly to connect and engage pupils through a playful approach. When necessary staff help pupils through co-regulation. We pay great attention to personal development carefully weaving this into our curriculum. Pupils are encouraged to be as independent as possible, to emotionally regulate and develop their communication skills. Pupils are well supported by trained staff. Support with personal care needs is provided where needed, i.e., eating, toileting, dressing. Although there is a high ratio of support staff in classes, pupils are encouraged to be independent in their learning and personal skills e.g. feeding, physical skills. Pastoral support is provided by the class teacher and staff team. In addition our parent support worker provides 1:1 support for pupils, when needed, to ensure they are listened to when they are worried or have a concern. Staff are trained to a high standard in safeguarding. We have a DSL and 5 Deputy DSLs within the school (see child protection policy). A clear behaviour policy is used consistently within school (see Behaviour Policy) which is supported through our relational approach.
Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured. **And** **How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector**	All staff will be trained in how to best teach and support the pupils who attend Fairfields School. Staff training and development is a consistent feature of our school development plan and annual schedule of continuous professional development. Specific training needs are identified and met through the appraisal/performance management process. As a minimum requirement we train all our staff (with regular refreshers) in • Fire Safety • Safeguarding (including Child Protection and Online Safety) • Team Teach • Manual Handling • Epilepsy, Allergy and Asthma awareness • GDPR • Health and Safety in school Staff have received the following training:

organisations in meeting children and young people's special educational needs and supporting their families	✓ Attention Autism ✓ Fitzgerald Key for AAC ✓ Gestalt Language Processing ✓ Makaton / Sign Supported English ✓ Intensive Interaction ✓ Conductive Education ✓ Sensology ✓ Sensory Approaches ✓ Sensory Integration ✓ Postural management We have commissioned onsite Speech Therapy and Occupational Therapy provision. Therapy is mainly delivered in class and integrated into the school day. All staffing appointments are carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies are competitively advertised to ensure our school employs staff of the highest calibre. We seek to respond quickly to emerging additional need and work closely with other agencies including : o Early Help Team o CAMHS o West Northants SEND Information, Advice and Support Service o WNC SEND Support Service o Local NHS services e.g. CTPLD, Specialist School Nursing Team, Community Nursing Team, Continence Team, Dietician o WNC School Attendance Support Service o WNC Educational Psychology Team o Multi-agency safeguarding hub We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCo and/or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker (e.g. our Senior Family Worker).

Arrangements for consulting young people with SEN and involving them in their education	We recognise that all pupils have the right to be involved in making decisions and exercising choice. As the majority of our pupils have communication difficulties, we need to structure these opportunities carefully so that they are not tokenistic. We use a range of Augmentative and Alternative Communication (AAC) approaches in order to enable our pupils to make simple influential choices. This can be at Annual Review meetings but also at other times in the classroom when we invite pupils, in a very simple level, to review their performance against their learning objective.
Arrangements for consulting parents of children with special educational needs and involving them in their child's education	The school aims to work in partnership with parents and carers. We do so by: • making parents and carers feel welcome • employing a full time Senior Family Worker and Assistant Family Support Worker so that our communication with and support of all our families is timely and efficient, particularly at times of crisis • giving parents and carers opportunities to play an active and valued role in their child's education • encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing • instilling confidence that the school will listen and act appropriately • focusing on the child's strengths as well as areas of additional need • allowing parents and carers opportunities to discuss ways in which they and the school can help their child • agreeing outcomes for all pupils, in particular, those not making expected progress • keeping parents and carers informed and giving support during assessment and any related decision-making process • making parents and carers aware of the WNC IASS available as part of the Local Offer • providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language. We invite parents and carers to attend a variety of meetings but most importantly their child's Annual Review meeting. During this meeting we discuss their child's progress against their EHCP outcomes and agree short term outcomes for the forthcoming year. Home-School diaries and emails are used to communicate with parents and carers throughout the school week, with regular school updates being share through our 'Parent App'.

Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)	We aim to ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education. When a pupil has been given a place at Fairfields parents / carers are invited to attend a pre-admission meeting, either at school or home. At the meeting paperwork is completed and information is gathered about the child. Dates for transitioning in to school are set. For pupils transitioning into Early Years it may take several weeks for the pupil to attend school full time. Pupils are invited into school for familiarisation visits before their start date. When a pupil is transitioning to secondary school, the UKS2 phase leader and the pupil's class teacher liaise closely with the new school and pupil's parents / carers. Information is shared between settings and visits from staff at the new school occur. Transition visits are organised between the two schools so the pupil can attend their new school with familiar staff to support. Additional resources will be prepared if needed to support this transition.

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.	If there are any complaints these will be dealt with in the first instance by the class teacher and or a member of the leadership team, then, if unresolved, by the head teacher. In the case of an unresolved complaint the issue should be taken through the Governors complaints procedure (see separate Complaints Policy).
Accessibility Plan	**1. Increasing the extent to which disabled pupils can participate in the curriculum by:** • Ensuring all pupils can understand, communicate and engage in learning through total communication curriculum delivery • Providing irresistible invitations to learn by developing attention control and through the enabling environment • Developing and delivering a **Curriculum for All** which is developmental in nature and provides individual access points which meet individual need • Designing an assessment system that supports pupils rapid progress in learning. **2. Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided by:** • Regular interaction with the local authority to secure funding in order to refurbish aspects of the school building e.g. sensory room to sensory studio, additional classroom • Improving the current school environment (indoor and outdoor) to ensure it meets, as best as possible, the sensory and physical needs of our pupils. **3. By improving the availability of accessible information to disabled pupils by:** • Providing a total communication environment across the school • Ensuring staff access high quality training and research to ensure best practice is implemented.

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

(*Please refer to our school's Safeguarding Policy for details of how we access the Early Help Team and Multi-Agency Safeguarding Hub)*

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service : Contact email : educpsychology.ncc@westnorthants.gov.uk
https://www.westnorthants.gov.uk/educational-psychology-service/educational-psychology-service-support-schools

West Northants SEND IAS Service : Contact Number : 01604 364772
https://www.westnorthants.gov.uk/news/northamptonshire-information-advice-and-support-service-iass-changing

Virtual School for Looked After Children : Contact number : 01604 365912
https://www.westnorthants.gov.uk/virtual-school

Information on where the local authority's local offer is published.
https://www.westnorthants.gov.uk/local-offer