



Special Educational Needs and Disability Information Report 2024-2025

This information report has been prepared by Claire Chadwick, SENDCo. September 2024

Introduction

All Ealing Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEND) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible.

The four broad 'areas of need' are: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

What is the Local Offer?

The Local Authority's 'Local Offer'

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents and carers in understanding the range of services and provision in the local area.

Ealing Local Offer can be found:

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0>

What is the school SEND Information Report?

This provides information to parents about the ways in which our school will support children with SEND.

Fielding's SEND Information Report

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the **Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years**

- To ensure that every pupil has an equal opportunity to participate in all aspects of school life and personal development, irrespective of race, gender or special need.
- To actively celebrate neurodiversity, and support children's understanding of their own and others' individual strengths and differences across all school contexts and through our 'No Outsiders' curriculum and values-based living.
- To ensure that support and opportunities for all pupils, including those with SEND, are built intrinsically into the school ethos, curriculum, extra-curricular opportunities, and opportunities for personal development.
- To ensure that every pupil reaches their full potential through a personalised and individual approach to learning.
- To support every pupil to become an independent learner, with confidence to identify and access personal strategies and resources which help them in their learning, and self-advocate.
- To develop staff confidence and expertise in their knowledge, understanding and implementation of research-based strategies, so that they meet needs of pupils with SEND most effectively.
- To provide opportunities for continuous professional development, and coach staff to identify their own professional needs and support subsequent implementation of best practice and evaluation of impact.
- To work in partnership with parents, carers and pupils at SEND support stage and Education, Health and Care Plan (EHC plan) stage.
- To monitor and review individual needs regularly and to maintain clear records of any action taken.
- To assess, plan, implement and review provision termly, in partnership with parents and carers, to inform budgeting and resourcing for SEND.
- To maintain close links with support services, other schools and agencies.
- To meet with parents and pupils on the SEND register on a termly basis to review the support that has been provided during the previous term and identify the next steps.

These aims include all the children in our school with SEND.

Objectives

- To identify as early as possible those children with SEND and the nature of their needs.
- To maintain regular contact with parents and carers at all stages of support.
- For all parties involved to agree an appropriate response to enable children to access the National Curriculum and make at least the expected progress from their personal starting point.
- To determine any resource implications and establish whether they will be provided within the school, or through external means.
- To establish criteria and programmes for assessing, planning, carrying out the plan, monitoring, evaluating and reviewing the effectiveness of the provision.
- To decide if formal steps need to be taken, e.g., recommendations for involving Local Authority specialists or formal assessments.
- To assist the governing board in fulfilling their duties regarding the provision of pupils who have additional needs.
- To ensure that any withdrawal support is temporary, and determined by the Class Teacher, Year Leader, Assistant Head, SENDCo and Deputy Head teacher for Personalised Learning and Inclusion, in accordance with the **SEND Code of Practice: 0-25 years**.

1. What kinds of needs can be supported at our school?

Children with every type of need are welcomed and supported at our school and we make our best efforts to ensure that every child makes rapid and sustained progress from their individual starting point, academically, socially, and emotionally, and is well prepared for transitions and adulthood.

2. Who can I talk to about my child's needs?

We have an open-door policy and if you wish to speak to someone about your child's needs you can speak directly to your child's:

- Class teacher
- Teaching assistant, where applicable

If there is something specifically related to SEND, you may wish to make an appointment to see the SENDCo or the Deputy Head teacher for personalised learning and Inclusion.

Or you may wish to attend one of the half-termly drop- in sessions and to speak with one of the following people:

- SENDCo: Claire Chadwick
- Learning Mentor: Narinder Reehal
- Visiting specialist

Parent support workers in school are Higher Level Teaching Assistants (HLTAs) Amanda Gleeson, Vicky Furzer-Pickett, Sonal Manani and Elena Asker and you may wish to discuss your child's needs with one of them, depending on your child's year group.

3. How are a child's needs identified?

How are a child's needs identified before they start our school?

As soon as we know that a child will definitely be attending our school, we start finding out more about each child so we can plan for their individual needs and ensure that they settle into our school happily and make good progress with their learning. We also use:

- Parent and carer information meetings.
- Questionnaires to parents and children.
- Contact with previous schools or educational settings.
- Getting to know your new school and class visits to support and prepare for a smooth transition
- Home visits.

How are children's needs identified at our school?

By pupils telling us

- Pupil voice: Informal chats with children about their learning.
- Children self-assess their own learning and use a shared language to identify where they are in their learning.
- Pupil Wellbeing surveys.
- Circle time.
- Worry boxes: boxes in each class where children can place notes with their concerns to the teacher, including an online version.
- Learning Mentor school drop-in sessions: we have a school learning mentor who runs drop in sessions at lunch time for children who would like to talk to her.
- Lunchtime Nurture Group sessions.

By parents and carers telling us

- By informally talking to the teacher.
- Parents and carers consultation meetings.
- Through parent and carer drop- in sessions.

Teacher assessments

Pupil progress and achievement is monitored and assessed by teachers in every lesson. Teachers evaluate children knowing more and remembering more, through our Teaching and Learning Framework. Academic, social and emotional achievement and progress information is collected for each pupil in order to inform next steps for individual pupils, to ensure that all pupils are making good progress.

4. How do we work in partnership with parents and carers of children with SEND?

We aim to work collaboratively with all our parents and carers to ensure that all pupils are happy and make progress. For parents and carers of children with SEND we do the following things:

- Have an open-door policy so that parents and carers can make appointments to see the class teachers and SENDCo when they are concerned and would like a longer discussion.
- Termly parent consultation Outcomes Meetings to discuss the support that has been put into place and to identify new targets and desired outcomes.
- Share Learning Plans which document targets, set in partnership with parents and carers during the Outcomes Meetings, and related strategies and provision to enable the child to achieve them.
- Include the progress a child with SEND has made towards their desired outcomes in their annual report.
- For any child with SEND, the school will work with parents and carers and children to draw up a 'Pupil Passport' that describes a child's needs and how they like to be supported, so that it can be communicated quickly and easily to all members of staff.
- Provide parents and carers with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve them.
- Hold an Annual Review for any child with an EHC plan.
- Teaching assistants, supporting pupils with EHCPs, communicate regularly and informally through communication books, phone calls, emails and informal chats at the beginning and/or end of the school days as and when needed.

5. How do we enable children with SEND to make decisions about their education?

We encourage all children, including those with SEND, to make decisions about their education. All children are expected to reflect, assess and evaluate their personal learning success and discuss their needs with their teacher. This incorporates:

- Teacher and pupil feedback
- Asking questions in lessons
- Self-reflection
- Self-assessment
- Children being part of the discussion about the support they receive
- Children knowing and understanding their individual strengths and needs and developing self-advocacy

Children with SEND support

In addition, children with SEND support have a Learning Plan that outlines the support needed to achieve additional agreed outcomes to help them become prepared for adulthood. These outcomes are decided with pupils and parents three times per year. The outcomes and the additional support needed to help the children achieve them are recorded termly on our school provision map. Class teachers will give parents and carers and children a copy of the plan as soon as it has been decided.

A date for reviewing the success of these plans will be set and should happen at least termly. Please make sure that you attend the meeting, as this is the best way we can work together with you. If you need help to get to the meeting, or you need someone to help you (e.g., a translator) then we can arrange that too, with notice.

Children with an EHC plan

In addition to termly review meetings we also hold an Annual Review meeting for all children with an EHC plan. We work with the parents and carers and pupil and specialist teams to invite all people involved in supporting the child, in order to review the progress made against the outcomes in the EHC plan. We include the child's views in this meeting. This includes any information that the child wishes to share, verbally or through photos or pictures, regarding their interests, preferences and aspirations. Children can attend the whole of the Annual Review meeting if they wish – or just state their views.

6. How do we help children when they move to our school?

Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. All new children have the opportunity to come and visit the school, have a tour, meet key staff and have an opportunity to ask questions, so they know what to expect.

Once we know that a child has SEND, we will meet with parents and carers to decide on the desired outcomes and work together to form a plan to support each child to achieve their individual outcomes. A copy of this plan will be shared with parents and carers as soon as possible after the meeting. Where necessary, a “transition plan” will also be created to help a child settle into school smoothly and happily. This transition should only take a short amount of time and will be decided upon during the initial meeting.

If appropriate, a Pupil Passport can be drawn up to communicate to staff exactly how to help your child and explain what we are all working on.

7. How do we help children when they move to another school?

Whenever any child moves to another school we always pass on school records to the new school. If a child has SEND we also:

- Pass on SEND records to the new school including SEND support plans, or EHC plans and any Learning Plans and Pupil Passports drawn up.
- Liaise with the SENDCo/year group leader of the new school to clarify any necessary information.
- If needed, we can include ways to support a child with the move in their SEND support plan or EHC plan. For example, we may organise some extra visits to the school or do some work to help prepare them for the transition – e.g., drawing maps of the new school and/or working on a new Pupil Passport for the new school.
- Where possible, we invite the new school to the last annual review of a child with an EHC plan and a transition plan can be set up as part of this meeting.

8. How do we help children when they move between classes and /or phases of education?

When moving classes in school:

- Information will be communicated to the new teacher in advance and a planning meeting will take place with the new teacher.
- All Learning Plans, Pupil Passports and reports and programmes from external specialists will be shared with the new teacher and other adults who will be supporting the child.
- There is an opportunity for children to visit their new class on 'move up day.'
- Additional visits to the new classroom and areas will be arranged where appropriate.
- Social stories may be provided to children who may require further support.
- We recognise that relationship building is key for some children, especially for children with attachment difficulties, and they may need a more personalised approach.

9. How are adaptations made to the school to help children with SEND?

A graduated approach:

The SEND Code of Practice recommends that early years' settings or schools and LAs should provide a graduated response to children with SEND. This means if the child fails to make progress by normal means there will be a gradual increase of interventions and support in order to access the curriculum. A child is only regarded as having special educational needs when he or she needs provision or intervention which is additional to or different from Quality First Teaching and the range of adaptive and scaffolded learning approaches used by the school. This graduated response is explained below.

Quality First Teaching

- At Fielding, our ethos is: "*What's good for SEND is good for all*" and research informed SEN practice is applied at whole class level to support all learners.
- We follow *Rosenshine's Principles* to underpin our approach to teaching in learning and are especially supportive for neurodiverse children.
- We focus on adaptive teaching, scaffolded learning opportunities and cognitive load theory as part of our teaching and learning framework, for equal curriculum access.
- Pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and progress measures will be monitored.
- Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to assess their learning and possible barriers and needs.
- The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

- Parents and carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

If there are further concerns, then the class teacher and year leader will decide upon the appropriate intervention to further target need. After one term of wave 2 intervention, the child's progress will be closely monitored and reviewed. If the year leader and SENDCo are in agreement that all usual strategies have been implemented and the child needs additional or extra support beyond wave 2, then the child will move to SEND Support and their name will be entered upon the SEND register, always in collaboration with parents.

Children needs are addressed in one or more of the four following categories:

- Cognitive and Learning Needs
- Communication and Interaction Needs
- Sensory and/or Physical Needs
- Social, Emotional and Mental Health Needs

In order to support children who are on the SEND register

We strive to optimise opportunities for personal development, participation and achievement across all areas of school life (academic, social, emotional, curricular, physical) by:

- Providing an enriching curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to extracurricular activities and school day trips and residential visits.
- Providing opportunities for pupil leadership roles to develop confidence and self-esteem through responsibility.
- Practicing the most current research-based teaching and learning methods that support the needs of individual pupils.
- Promoting an inclusive ethos throughout our school driven by our values-based living and No Outsiders curriculum, and encouraging social responsibility and understanding amongst all our pupils.
- Celebrating and supporting children's understanding of individual strengths and differences.
- Class Teachers plan, adapt and scaffold learning to meet needs of all learners.
- Resources and strategies will be used to support your child individually and in groups (see interventions at Fielding list under section 13).
- Some children with SEND may have a personalised curriculum map, where needed.

10. What skills and training do our staff have?

Who?	Training completed	
All staff	Are trained in the requirements of:	
	<ul style="list-style-type: none"> • Safeguarding and Keeping Children Safe in Education • Equality, Diversity & Inclusion • The SEND code of practice • Values-based living • <i>Rosenshine's Principles</i> which underpin our approach to teaching and learning • Adaptive teaching, scaffolding and cognitive load theory • All general school policies, including: Special educational needs and disability, accessibility, curriculum and behaviour policy and procedures • Zones of Regulation and how to de-escalate behaviour • Inclusive Education for pupils with neurodiversity 	
SEND Teaching assistants	<p>Our teaching assistants are highly skilled, and staff have had training in the following areas:</p> <ul style="list-style-type: none"> • Neurodiversity: including Autism, ADHD, Dyslexia, Dyspraxia, Dyscalculia • Speech and Language and Communication programmes • Makaton • Occupational Therapy programmes • Phonics interventions Including: Read Write Inc., Word aware strategies and Phonological Awareness • Bedrock vocabulary • Multisensory reading and spelling support using the Readingwise programme • Writing scaffolding support • Maths Interventions including Dynamo Maths • Spelling interventions • Handwriting interventions • Touch typing • Active listening 	

	<ul style="list-style-type: none"> • Emotional regulation, emotion coaching and de-escalation • Attachment awareness • Developmental Trauma • How to support pupils with Emotionally Based School Avoidance • How to support pupils with Oppositional Defiant Disorder • How to support pupils with Pathological Demand Avoidance 	
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SEND leadership	<ul style="list-style-type: none"> • MA (Social Sciences) • PGCE Primary • National Award for SEN Coordination • Postgraduate Certificate in Vulnerable Learners and Inclusion • National Professional Qualification for Senior Leadership 	SENDCO and Assistant Head Claire Chadwick
SEND leadership	<ul style="list-style-type: none"> • NPQH • MA Ed Inclusive Education, focus on teaching children with specific literacy difficulties • DipED, Co-ordination of Special Educational Needs SENCO • Post Grad Cert, Special Educational Needs • Makaton Beginners • Solution Focus Therapy • BEd (Hons) Primary Education 	Deputy Head Clare Haines
ARP leadership	<ul style="list-style-type: none"> • QTS primary • MSC (Education and special needs) • BSc Psychology and counselling 	ARP Lead Alison Trott

Learning Mentor	<ul style="list-style-type: none"> • BA (Hons) Social sciences specialism in Psychology • Counselling concepts programme • LSA training City and Guilds • Family Links Facilitator • Anger management, confidence, and self-esteem, raising achievement in boys. 	Learning Mentor Narinder Reehal
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11. Which agencies/services does the school work with?

We work with lots of different agencies and professionals to support children's needs. These are a few we have worked with this year:

- Speech and language and communication therapy service
- Occupational therapy service
- Visual Impairment Team
- Audiology Team
- Educational psychology service
- Clinical Psychology service
- CAMHS
- Child Development Team
- Neurological Development Team
- Ealing Primary Centre
- Social services
- SAFE team
- Early help (EHAP) team
- SENS team
- Ealing Dyslexia Association
- Springhallow outreach team: supporting children with autism

12. How do we support the emotional and social development of all of our children?

At Fielding, our values-based living underpins all learning and encourages pupils to think about how to be a positive member of our school community. Values are the principles which guide our behaviour and we adopt a whole school behaviour for learning approach. Please see our values page on this website for more information: <https://www.fieldingprimary.com/values-based-education/>

Our behaviour principles and policy are underpinned by Zones of Regulation <https://zonesofregulation.com/> supporting children's understanding and development of their own emotions, and those of others, and developing their personal toolbox of strategies to regulate.

We also teach strategies to support children's social and emotional development as follows:

- No Outsiders curriculum
- Philosophy for Children
- MindUP
- Brain breaks and 'Pause to be'
- PSHE lessons
- Circle time
- Phase assemblies
- Values assemblies
- Parliament assemblies
- Small group Interventions such as "circle of friends", "PALS" or "social stories"
- Learning mentor sessions
- Forest School Nurture Group
- Lunchtime Nurture Group
- Gardening and Cooking sessions
- Our dining room experience: where family style dining supports development of conversation skills and interaction.
- Playground Friends and Peer Mediators

If necessary, we also support children's social and emotional development in individual support plans that teach social skills and self-regulation strategies, as appropriate.

13. How effective is our SEN provision?

Last year we provided the following support for children with SEN:

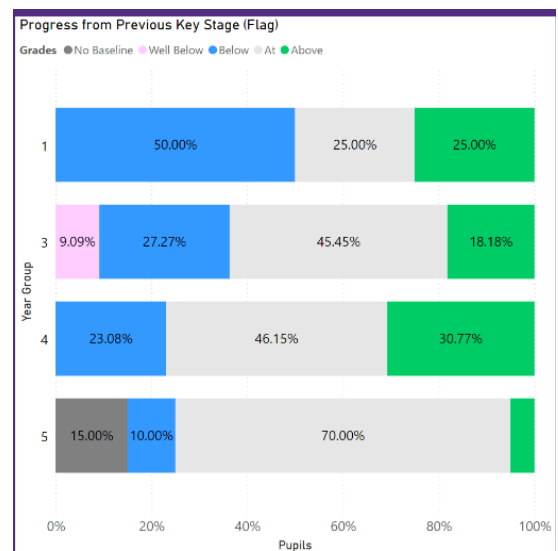
- EAL induction
- Stages of Confidence for speech and language development
- Attention Autism to support focus and engagement
- Colourful Semantics for speech and language and writing development
- Box Clever for Speech and Language Development
- Nuffield Early Language Intervention (NELI)
- Social skills
- Friendship groups
- Emotional Literacy
- Lego Therapy
- Zones of Regulation
- Forest school Nurture Group
- Nurture Group
- Learning mentor for social and emotional support.
- RWI Phonics
- Phonological Awareness
- 1:1 reading sessions with an adult
- Touch-typing
- Dynamo Maths
- Bedrock vocabulary
- Pre teaching vocabulary
- Pre-teaching and Keep-up Literacy
- Pre-teaching and Keep-up Maths
- Occupational Therapy
- Fine motor skills programmes
- Speech and Language and Communication Therapy
- Multi-sensory strategies for spelling
- Reading Wise for decoding, reading and spelling support
- Reading Wise comprehension programme

- Rocket Readers for reading development at home and at school
- Strategies to support working memory applying cognitive load theory
- Teacher and/or buddy scribing
- Laptops used to support writing creativity

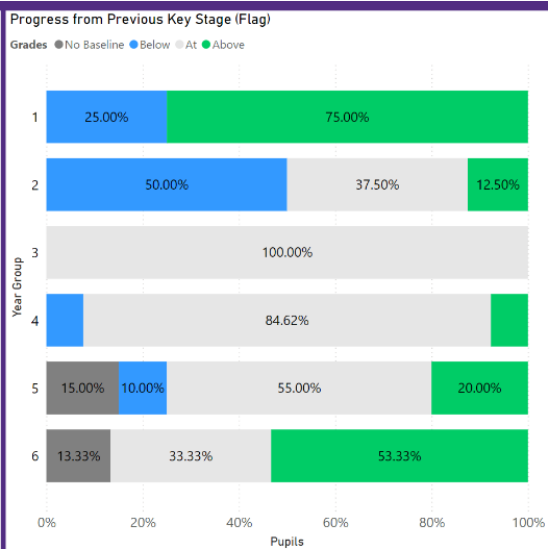
Interventions and their impact are monitored closely in correlation with the 'Assess/Plan/Do/Review' cycle to ensure they are effective for each individual child.

14. What does progress look like for Children with SEND?

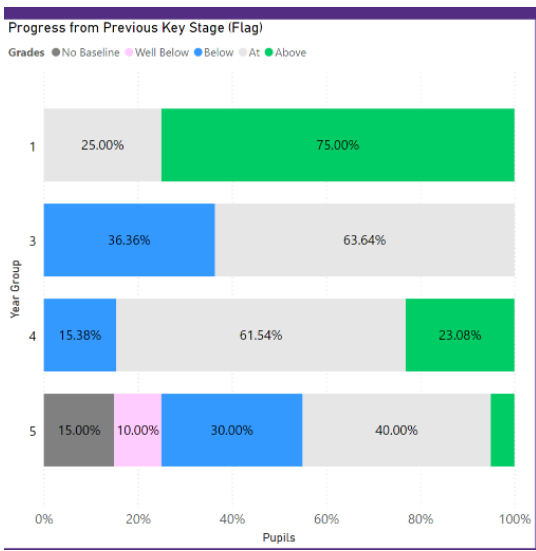
Progress in Reading:



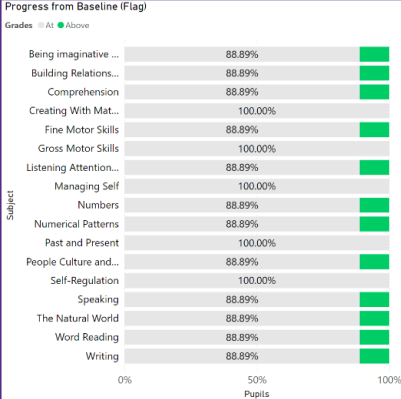
Progress in Writing:



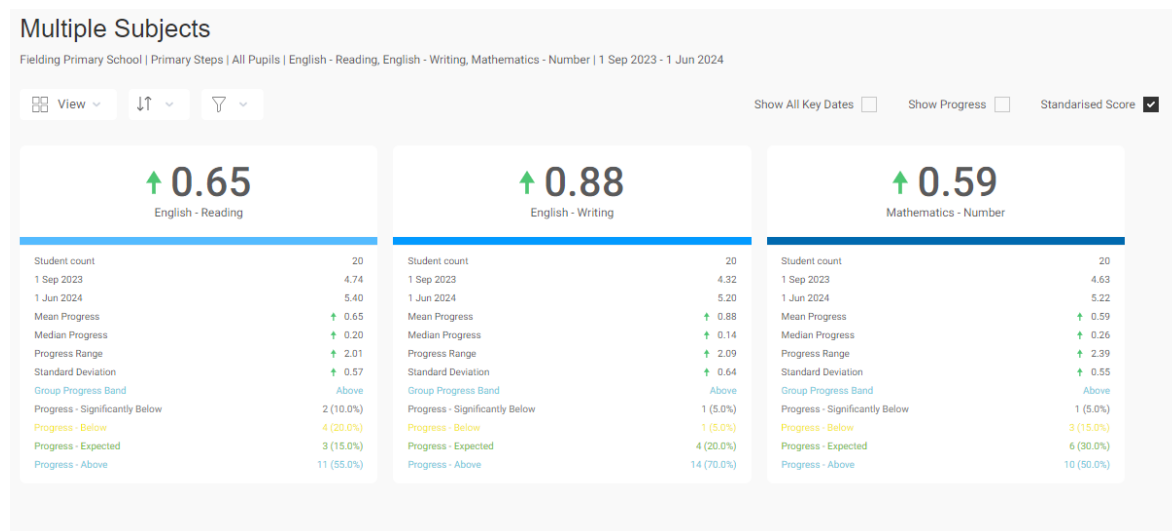
Progress in Maths:



Progress in EYFS:



Progress in the ARP:



15. What do I do if I am concerned about the quality or effectiveness of support my child is getting?

All schools check the quality of the support for each child and report the effectiveness of provision to the governing board. Minutes of these meetings and reports from the SEND Governor are available. But if you are concerned at any time, please contact the school in this order:

1. Class teacher
2. SENDCo
3. Deputy head for inclusion
4. Head teacher
5. SEN governor Paul Driscoll
6. Chair of Governing Board

