



Special Educational Needs & Disabilities (SEND) Information Report

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1. Introduction

At Fielding, we believe that inclusion is everyone's responsibility. We are committed to providing pupils with SEND with equal access to ambitious, high-quality learning opportunities that support achievement, foster belonging, and enable every child to flourish.

All staff champion the inclusion of pupils with SEND, working collaboratively to recognise and nurture their strengths, respond to their individual needs, and enable them to achieve, belong, and thrive.

Parents and carers are valued partners in their child's education. We work collaboratively with families, listening to their views and aspirations and involving them meaningfully in decision-making, planning, and review processes. Through strong home-school partnerships, we ensure that support is coordinated, responsive, and centred on the needs and strengths of each pupil.

We are committed to the early identification of need and the timely implementation of support. Through robust assessment, ongoing review, and the graduated approach, we identify barriers to learning at the earliest opportunity and respond proactively to ensure pupils receive the right support at the right time.

High-quality adaptive teaching is the foundation of our inclusive practice and the first step in meeting the needs of all learners. Teachers maintain high expectations for every pupil and use evidence-informed strategies, flexible approaches, scaffolding, and targeted adaptations to remove barriers to learning. This enables pupils with SEND to access a broad and ambitious curriculum alongside their peers, participate fully in school life, and make meaningful progress from their individual starting point.

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

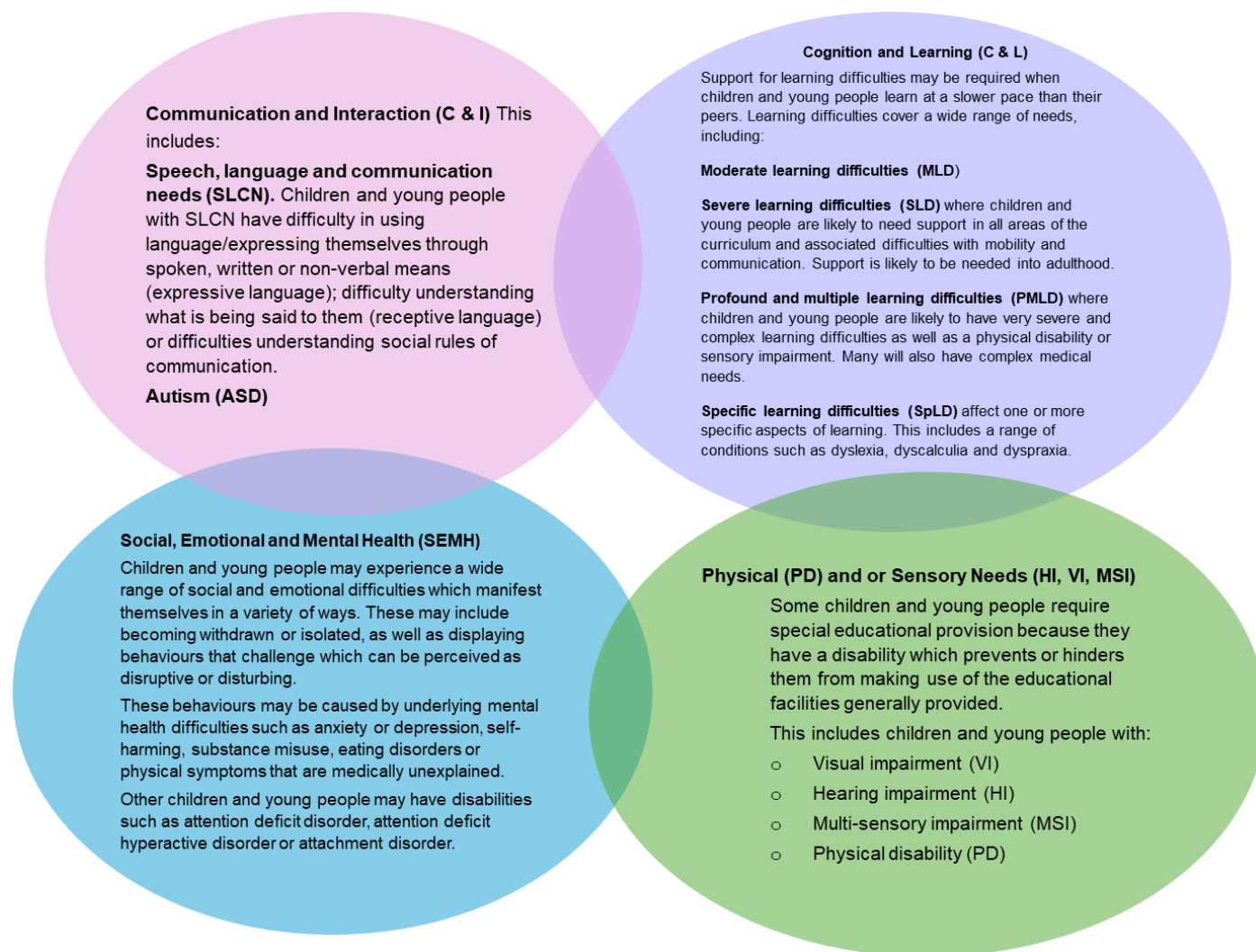
We want to work with you and your child towards the ultimate goal of all young people becoming as independent as they can be as they prepare for the next stage in their life and for adulthood. All provision and support we provide is working towards implementing the local area [SEND and Inclusion Strategy 2023-2027](#), detailed in our full Inclusion Strategy: [Document](#)

If you want to know more about our school's arrangement for SEND, you can read our SEND Policy alongside this information report. You can find our SEND policy on our website [Fielding Primary School & Nursery - Policies](#)

2. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):

Four Broad Areas of Need



Often you will find that children and young people's needs overlap and are rarely confined to just one area of need. This is why it is important for us to gain a holistic overview of your child.

In addition to being described via different broad areas of needs, Special Educational Needs and Disabilities (SEND) can also exist at different levels of severity. The different levels exist as a continuum and while SEND needs may remain, support needs may change and go up and down the continuum over time as a consequence of the impact of the support being received. This is known as a 'graduated approach'. Find out more about this approach in section 6.

3. Which Staff will support my child and what are their key responsibilities?

At Fielding Primary, all staff are responsible for supporting the needs of pupils with SEND. Our staff are committed to high-quality teaching and regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Meet the Inclusion Team:

SEND leadership
SEND and ARP leadership

Deputy Head, Clare Haines
SENDCO and Assistant Head, Claire Chadwick

ARP leadership
Learning Mentor and ELSA
Speech, Language, Induction and Training
Lead, NPQ SEND

Alison Trott
Narinder Reehal
Amanda Gleeson,

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Claire Chadwick who has 11 years' experience in this role. Claire is a qualified teacher and achieved the National Award in Special Educational Needs Co-ordination in 2017. Claire has a postgraduate certificate in Vulnerable Learners and Inclusion and the National Professional Qualification for Senior Leadership.

Class and specialist teachers

All teachers at Fielding engage in continuous professional development focused on SEND, ensuring their practice is informed by current research and inclusive teaching strategies. With guidance and support from the SENCO, staff are equipped to meet the diverse needs of pupils with SEND through adaptive, evidence-based approaches that promote meaningful progress and wellbeing.

Support Staff

Our dedicated support staff team—including Higher Level Teaching Assistants (HLTAs), Special Educational Needs Teaching Assistants (SEN TAs), and Learning Support Staff—play a vital role in promoting the progress and wellbeing of pupils with SEND.

Support staff are trained to deliver support and programmes such as:

- Flash Academy for 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 and Brick by Brick
- Zones of Regulation
- Forest school Nurture Group
- RWI Phonics
- Phonological Awareness
- Targeted 1:1 reading interventions
- 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
- Adaptive teaching underpinned by *Rosenshine's Principles*, metacognition and oracy

Targeted interventions are delivered as part of a graduated approach and are carefully monitored through the *Assess-Plan-Do-Review* cycle. Interventions are designed to be purposeful, evidence-informed, and time-bound, with clear intended outcomes linked to identified needs. Through regular review of progress and impact, we ensure that support is adjusted, phased out, or replaced where appropriate, enabling pupils to develop independence and access learning successfully through high-quality inclusive classroom practice.

Our team is highly skilled in identifying and removing barriers to learning, participation, and wellbeing. Guided by current research, evidence-informed practice, and a strengths-based approach, we recognise that pupils' needs cannot always be defined by a diagnosis or label. Instead, we focus on understanding each child's individual profile of strengths, interests, and areas of need, adapting provision to ensure they can access, engage in, and succeed within all aspects of school life. Working collaboratively with class teachers, families, external professionals, the SENDCo, and our Speech and Language Lead, we strive to create inclusive environments where every pupil feels valued, belongs, and can thrive. Staff training has included:

- Promoting neurodiversity-affirming practice and understanding a range of differences in learning, communication, attention, and processing
- Developing emotional literacy, self-awareness, and self-regulation to support positive wellbeing and engagement
- Using relational and restorative approaches, including positive behaviour support and de-escalation strategies that preserve dignity, safety, and connection
- Supporting pupils who may experience barriers linked to trauma, attachment, or adverse experiences through nurturing, relationship-based practice
- Enhancing speech, language, and communication development in partnership with specialist staff and external professionals
- Ensuring accessibility and inclusion for pupils with sensory impairments through reasonable adjustments and targeted support
- Understanding and responding to sensory processing differences through personalised adaptations and sensory-aware environments
- Adapting teaching, learning environments, and resources to remove barriers and enable all pupils to access a broad and ambitious curriculum

External Agencies

As part of our graduated approach, we work closely with parents and carers to identify and overcome barriers to learning, participation, and wellbeing. By combining the insights of families, school staff, and, where necessary, external specialists, we develop a shared understanding of each pupil's needs and aspirations. This collaborative approach enables us to provide personalised, outcome-focused support that promotes progress, independence, belonging, and long-term success

We work in partnership with the following agencies:

- Speech and language and communication therapy service

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

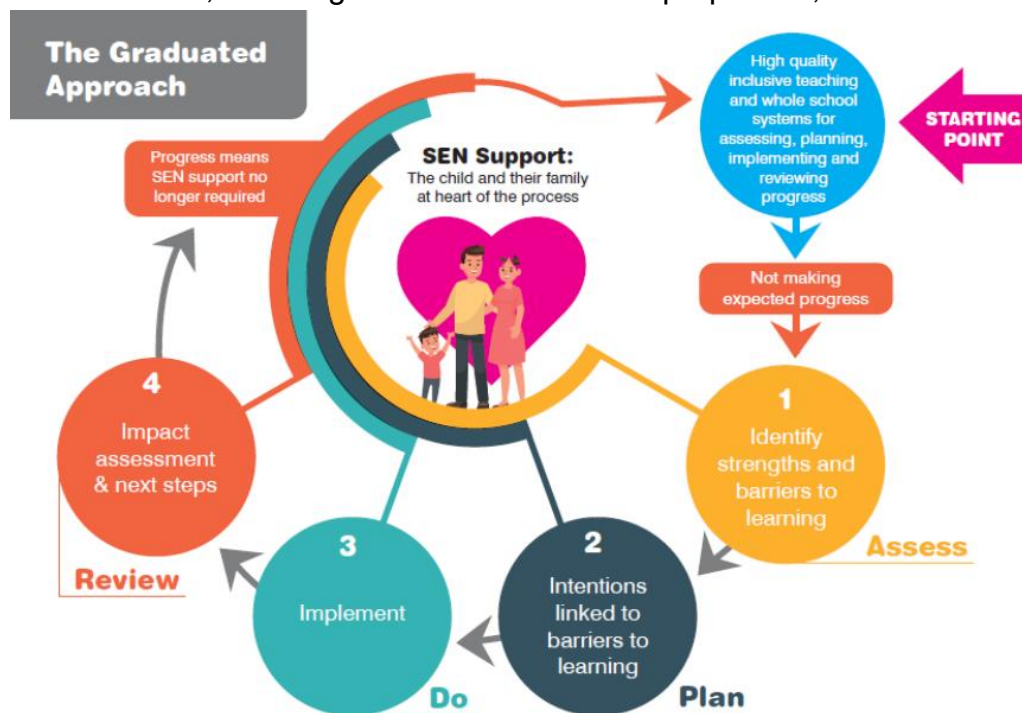
4. What should I do if I think my child has SEND?

- Step 1 If you think your child might have SEND, raise your concern with the class teacher:
- By informally talking to the class teacher
 - Arranging a meeting with the class teacher
 - Parent and carer consultation meeting
 - If your child is already known to the SEND team, you may already have a named adult within school who you can contact, for example the learning mentor or SENCO.
- Step 2 Your child's class teacher will meet with you to explore your concerns and gain a deeper understanding of your child's strengths, needs, and learning profile. Through open and collaborative discussion, we will agree on the desired outcomes for your child and identify the next steps together.
- Step 3 Your child's class teacher, in conjunction with the SENCo will follow a graduated approach to support, ensuring that support is tailored, responsive, and built around your child's emerging needs. This is underpinned by structured cycles of documented Assess–Plan–Do–Review, allowing us to monitor progress and refine strategies and ensure interventions remain effective and personalised.
- The class teacher will implement the agreed strategies and monitor these over an agreed period (typically 6-12 weeks) and review impact with you. Where a child makes expected progress, the cycles end. Where there are ongoing concerns- a referral to *Inclusion Strategy Graduated Approach and Support* is made.
- Step 4 Where we identify that your child has a special educational need and requires support that is additional to or different from universal provision, the SENDCO and class teacher will discuss this with you in detail. In partnership with you, we will add your child to the school's SEND register and co-develop a personalised Learning Plan. This is called the 'SEND Support' stage. This plan will be reviewed using the Assess–Plan–Do–Review cycle, ensuring that interventions remain effective, responsive, and aligned with your child's needs.

5. What happens if the school identifies a need?

We recognise that early identification is key to ensuring pupils with SEND receive timely and effective support. We closely monitor pupil progress and development so that, if a gap in achievement or wellbeing emerges, we can implement targeted support through a graduated response.

As soon as initial concerns are raised, the class teacher begins cycles of Assess–Plan–Do–Review, over 6-12 weeks, ensuring that interventions are purposeful, evidence-based, and tailored



to the pupil's individual needs.

For pupils with social, emotional and mental health needs, or those with communication, sensory, or physical differences, identification is informed by staff observations, collaboration with parents and carers, and, where appropriate, input from external specialists. This holistic approach ensures that support is both accurate and meaningful

If a concern is raised by the school, we follow the same structured process outlined in Section 4

This includes initiating a cycle of Assess–Plan–Do–Review, in collaboration with parents and carers, to identify needs and implement appropriate support.

6. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of assess, plan, do, review.

Assess	If your child is not making expected progress through Quality First Responsive Teaching, Ordinarily Available Provision, and adaptive classroom strategies, we will carry out an assessment to better understand their strengths, needs, and barriers to learning. This process is collaborative—we will seek input from both you and your
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	child, and, where appropriate, involve external professionals to ensure a well-rounded understanding.
Plan	In discussion with you and your child, we will decide what outcomes and targets we are hoping to achieve. We will plan the support we will offer your child to help them meet those outcomes. This will be recorded in a Learning Plan and shared with you and all relevant school staff.
Do	Once a personalised Learning plan is agreed, we will put it into action. The class teacher, with guidance and oversight from the SENCO, is responsible for delivering and monitoring the support on a daily basis. Together, they ensure that the strategies in place are having the intended impact, and make adjustments as needed to promote meaningful progress and inclusion
Review	We regularly evaluate the effectiveness of the support provided by assessing how well it has helped the pupil work towards their agreed outcomes. This process deepens our understanding of the pupil's evolving needs and informs any necessary adjustments to their provision. Where further support is required, the Assess–Plan–Do–Review cycle continues.

7. How will I be involved in decisions made about my child's education?

We recognise that you are the expert on your child's needs, strengths, and aspirations, and your perspective is central to shaping effective provision. We are committed to ensuring you have a clear understanding of the support in place, and we welcome your input on what strategies and approaches you feel will work best for your child.

You will be invited to attend a termly parent consultation meeting, where your child's individual needs and support plan will be discussed and reviewed in detail. These meetings provide an opportunity to reflect on progress, share insights, and agree on next steps. The SENDCO may also attend to offer additional guidance and ensure a joined-up approach to support.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please discuss with your child's class teacher or contact the SENDCO sendco@fielding.ealing.sch.uk

8. How will my child be involved in decisions made about their education?

At Fielding, we actively encourage all pupils, including those with SEND, to play an empowered role in shaping their educational journey. We believe that developing self-awareness, independence, self-advocacy, and communication skills is fundamental to helping pupils flourish both within and beyond the classroom.

This approach is deeply rooted in our values-based education, where every child is supported to understand themselves, make informed choices, and contribute meaningfully to their learning community. By amplifying pupil voice, valuing individual strengths, and removing barriers to participation, we create a culture of inclusion, respect, belonging, and personal growth.

We recognise that strong oracy skills are essential for learning, participation, and self-advocacy. Through structured opportunities to speak, listen, discuss, question, and express ideas, pupils develop the confidence and language they need to contribute to decision-making, communicate their needs, and engage fully in school life, with support as needed.

All pupils are supported to reflect on their learning, evaluate their progress, and develop the oracy skills needed to communicate their ideas, preferences, and needs with confidence. Through purposeful dialogue, structured discussion, and ongoing opportunities for pupil voice, children are empowered to play an active role in decisions about their learning and support. This includes:

- Participating in meaningful teacher-pupil feedback and coaching conversations
- Developing speaking and listening skills through discussion, questioning, reasoning, and active listening
- Asking questions, seeking clarification, and expressing their views confidently during lessons
- Reflecting on their learning experiences and articulating what helps them learn most effectively
- Using self-assessment to identify strengths, celebrate achievements, and recognise next steps
- Contributing to discussions about adaptations, support, and strategies that enable them to succeed
- Developing a deeper understanding of their individual strengths, needs, interests, and aspirations
- Building the language, confidence, and self-advocacy skills needed to communicate their needs effectively
- Taking an increasingly active role in shaping their educational journey within a supportive and inclusive environment

9. How will the school adapt its teaching for my child?

Every teacher is responsible and accountable for the progress, attainment, and wellbeing of all pupils in their class, including those with SEND. Teachers maintain high expectations for every learner and work closely with support staff, the SENDCo, and families to ensure that pupils receive the support they need to achieve, belong, and thrive.

High-quality adaptive teaching is the cornerstone of our approach to SEND and is the first step in responding to individual needs. We are committed to ensuring that every pupil can access, engage with, and succeed within a broad, balanced, and ambitious curriculum throughout their time at Fielding.

We recognise that children learn in different ways and that barriers to learning can vary from pupil to pupil. Rather than adopting a 'one size fits all' approach, we use a strengths-based, needs-led model to identify and remove barriers to learning, participation, and achievement. Through carefully considered adaptations, scaffolding, reasonable adjustments, and inclusive classroom practices, we ensure that all pupils can access high-quality learning alongside their peers while developing increasing independence and confidence as learners.

Our teaching is guided by our Teaching and Learning Framework, rooted in Rosenshine's Principles of Instruction, oracy and metacognition, and informed by current evidence on effective inclusive practice. These approaches support clear explanations, secure understanding,

purposeful practice, and regular feedback, helping all pupils, including those with SEND, to build knowledge, develop skills, and make strong progress from their individual starting points.

Where additional support is required, this is built upon a foundation of high-quality classroom teaching and carefully reviewed through the graduated approach to ensure provision remains targeted, effective, and responsive to each pupil's evolving needs.

Key features of our approach include:

- Daily retrieval and review of prior learning to strengthen memory, deepen understanding, and support long-term retention.
- Small-step instruction with clear explanations, modelling, and guided practice to build confidence and secure learning.
- Skilled questioning, dialogic teaching, and frequent checks for understanding to promote thinking, participation, and pupil voice.
- Explicit teaching of oracy skills, enabling pupils to articulate their ideas, explain their reasoning, listen actively, and engage confidently in learning discussions.
- Scaffolded support and carefully planned adaptations that remove barriers to learning while promoting increasing independence.
- Opportunities for pupils to reflect on how they learn, monitor their progress, and develop metacognitive strategies that support self-regulation and successful learning behaviours.
- Structured opportunities for talk, collaboration, and reasoning that deepen understanding and enhance communication skills.
- High expectations for all pupils, with appropriate support and challenge built into every lesson to ensure all learners can achieve success.
- A strong focus on developing confident, independent learners who can apply their knowledge, advocate for themselves, and take an active role in their learning journey.

Graduated support

Some pupils may require additional provision and targeted adaptations to help them overcome barriers to learning, participation, and wellbeing, and to make progress from their individual starting points. This support is always needs-led and designed to complement, rather than replace, high-quality adaptive teaching.

Additional provision may include targeted interventions, small-group teaching, specialist resources, enhanced classroom adaptations, or carefully planned adult support where this promotes access, independence, and successful participation in learning.

All personalised support is delivered through the graduated approach (Assess-Plan-Do-Review), ensuring that provision is responsive, evidence-informed, and focused on achieving clear outcomes. Support is planned collaboratively with pupils, families, and staff, regularly reviewed for impact, and adapted as needs evolve. Individual targets, strategies, and agreed provision are documented within a pupil's Learning Plan, providing a shared framework for supporting progress, independence, belonging, and long-term success.

Pupils with Education, Health and Care Plans (EHCPs)

For pupils with an Education, Health and Care Plan (EHCP), support is carefully tailored to meet their individual strengths, needs, and aspirations. Provision is delivered in accordance with Section F of the EHCP, which specifies the special educational provision required to enable the pupil to access learning, participate fully in school life, and make progress towards their agreed outcomes.

Funding associated with an EHCP is used to secure the provision outlined within the plan and may include specialist teaching approaches, targeted interventions, reasonable adjustments, therapeutic input, specialist equipment, enhanced staffing, or bespoke resources. The focus is always on removing barriers to learning, promoting independence, and ensuring that pupils can achieve, belong, and thrive alongside their peers.

Provision is implemented through the Assess-Plan-Do-Review cycle and is monitored regularly to evaluate its impact and responsiveness to the pupil's evolving needs. Pupils, parents, school staff, and external professionals work collaboratively to review progress towards outcomes and ensure that support remains effective and meaningful. This is formally considered as part of the Annual Review process, where achievements, aspirations, and changing needs are reviewed to ensure that the EHCP continues to reflect the pupil's current circumstances and future goals.

Fielding ARP

Our Additionally Resourced Provision (ARP) supports up to 27 pupils from Reception to Year 6 with Education, Health and Care Plans (EHCPs) for Autism and associated speech, language, and communication needs. The ARP is an integral part of the Fielding community, providing specialist provision within a fully inclusive mainstream school environment.

We are committed to ensuring that every pupil develops a strong sense of belonging, participation, and identity as a valued member of the wider school community. Pupils are members of their year group cohort and are supported to access meaningful opportunities to learn, play, socialise, and participate alongside their peers in mainstream classes and school-wide activities. Decisions about inclusion and integration are carefully planned around each pupil's strengths, needs, interests, and aspirations to maximise both success and belonging.

Pupils learn within small, nurturing classes of up to 11 pupils, benefiting from specialist teaching, structured support, and highly personalised provision. Alongside this, they are supported to build confidence, independence, communication skills, and relationships through increasing opportunities to engage with the wider school community at a pace that is appropriate for them.

Each pupil follows a personalised pathway based on the mainstream curriculum, adapted to meet their individual needs while maintaining high aspirations and ambitious outcomes. Provision is guided by the outcomes and requirements set out in Section F of their EHCP and is regularly reviewed to ensure support remains responsive and effective.

The curriculum places a strong emphasis on developing communication and interaction skills, emotional regulation, independence, self-advocacy, positive relationships, and readiness for lifelong learning. Through a neurodiversity-affirming and strengths-based approach, we support pupils to understand themselves, develop their talents, and navigate challenges successfully.

To enable pupils to flourish, the ARP provides access to specialist environments including support rooms, a sensory garden, and a dedicated playground, alongside carefully adapted learning spaces. Pupils also benefit from input from visiting therapists and specialist professionals, ensuring a collaborative and holistic approach to meeting their needs.

Our ultimate aim is for every pupil to feel safe, understood, included, and connected, developing the confidence, skills, and independence needed to thrive both within the ARP and as valued members of the wider Fielding community.

10. How will the school evaluate whether the support in place is helping my child?

The effectiveness of provision is reviewed through:

- Regular learning walks, classroom observations, and provision reviews to evaluate the quality and impact of inclusive practice and adaptive teaching.
- Ongoing assessment, attainment, and progress tracking to monitor academic achievement and wider developmental progress.
- Pupil progress meetings involving class teachers, and sometimes the SENDCo to identify strengths, address barriers, and plan next step targets.
- Evaluation of the impact of interventions and support through the Assess-Plan-Do-Review cycle, ensuring provision remains purposeful, responsive, and effective.
- Gathering and acting upon pupil voice through questionnaires, discussions, and opportunities for self-reflection, helping us understand each child's experience of school, learning, and belonging.
- Seeking parental feedback through review meetings, surveys, and ongoing communication, recognising families as key partners in evaluating provision.
- Regular monitoring and strategic oversight by the SENDCo to ensure provision is effective, evidence-informed, and aligned with pupils' individual needs and outcomes.
- Collaborative reviews with external professionals where specialist advice or involvement forms part of a pupil's support.
- An Annual Review for pupils with an Education, Health and Care Plan (EHCP), bringing together all key stakeholders to evaluate progress towards outcomes, celebrate achievements, and plan future provision and aspirations.

Our aim is not only to measure academic progress but also to evaluate how effectively provision supports each pupil's wellbeing, independence, confidence, participation, and sense of belonging within the wider school community.

11. How will the school ensure my child has appropriate resources?

We are committed to providing an inclusive learning environment where every pupil can access, participate in, and succeed within a broad and ambitious curriculum. Resources and support are tailored to meet individual needs and remove barriers to learning.

Depending on your child's needs, this may include:

- Adapted teaching approaches and inclusive classroom environments
- Specialist resources, equipment, or technology to support learning
- Targeted interventions or additional adult support
- Staff training to enhance expertise in meeting specific needs
- Advice and support from external specialists and agencies

We work closely with parents, pupils, and professionals to identify the most effective provision and use our best endeavours to implement recommended support. Where a pupil's needs require provision beyond that ordinarily available through SEN Support, we may work with families to request an Education, Health and Care (EHC) Needs Assessment from the Local Authority.

12. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

At Fielding, we believe that inclusion is about more than access. It is about ensuring that every pupil feels they belong, is valued as a member of the school community, and has meaningful opportunities to participate, contribute, and succeed alongside their peers. We are committed to removing barriers to participation so that pupils with SEND can engage fully in all aspects of school life.

- We are committed to ensuring that all extra-curricular activities, including before- and after-school clubs, are accessible and inclusive for every pupil. Where additional support or adjustments are needed, the SENDCo works closely with our Club Manager, Karen Esprit, and other staff to enable pupils to participate confidently, successfully, and alongside their peers.
- To promote equity of access and encourage participation, all pupils on the SEND register are offered priority booking for clubs and enrichment opportunities. This helps ensure they can access activities that reflect their interests, strengths, and aspirations, fostering confidence, friendships, and a sense of belonging.
- All pupils are supported to participate in educational visits, enrichment activities, and residential trips. Careful planning and reasonable adjustments are made where necessary so that pupils can fully access these experiences. Pupils within the ARP participate in trips and residential alongside their mainstream peers.
- We actively encourage and support pupils with SEND to take on positions of responsibility and leadership, including roles such as Star Leaders, Librarians, Sports Captains and other pupil leadership opportunities. We believe every child should have opportunities to contribute to and help shape school life.
- We promote positive relationships, peer connections, and participation in the wider life of the school, ensuring that pupils with SEND are represented, included, and celebrated within our school community.
- No pupil is excluded from any activity because of their SEND or disability. We make reasonable adjustments and use our best endeavours to ensure that every pupil can access opportunities, develop friendships, contribute to the community, and experience a genuine sense of belonging throughout their time at Fielding.

Our aim is for every pupil to feel seen, valued, included, and connected, with equitable opportunities to learn, participate, lead, and thrive as members of the Fielding community.

13. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We follow Ealing Local Authority Admissions guidance, [Ealing Council, School Admissions](#)

14. How does the school support pupils with disabilities?

Please see the following documents: Equality Information & Objectives Policy Statement, Equality Plan, Accessibility Plan, Supporting Pupils with a Medical Need Policy, Behaviour Handbook & Special Educational Needs Policy. Please see: [Fielding Primary School & Nursery - Policies](#)

15. How will the school support my child's mental health and emotional and social development?

At Fielding, we believe that children thrive when they feel safe, valued, connected, and understood. Our commitment to supporting mental health, wellbeing, and social and emotional development is embedded throughout school life and is underpinned by our values-based approach to education. We aim to create a culture of belonging where every child feels accepted, develops positive relationships, and has the confidence and skills to participate fully in school and the wider community.

Our values help pupils develop self-awareness and reflection, empathy, resilience and respect for others. Through a consistent whole-school approach, we support children to understand themselves, manage challenges, build healthy relationships, and develop a strong sense of identity and purpose.

We take a proactive and preventative approach to wellbeing, recognising that positive mental health is fundamental to learning, participation, and achievement. Through our curriculum, relationships, and wider provision, we teach pupils the knowledge, skills, and strategies they need to flourish both now and in the future.

This includes:

- Developing emotional literacy and emotional regulation skills, helping pupils recognise, understand, express, and manage their emotions effectively.
- Supporting neurodivergent pupils through inclusive, strengths-based, and neurodiversity-affirming approaches.
- Promoting positive behaviour through relational practice, restorative approaches, and de-escalation strategies that prioritise dignity, safety, and connection.
- Providing trauma-informed and attachment-aware support to create nurturing environments where pupils feel secure and ready to learn.
- Teaching pupils how to build positive relationships, resolve conflict, and contribute meaningfully to their communities.
- Developing communication and oracy skills so pupils can express their thoughts, feelings, needs, and opinions confidently.
- Fostering resilience, self-esteem, independence, and self-advocacy.

Our whole-school provision includes:

- Inner Curriculum
- No Outsiders curriculum
- Philosophy for Children (P4C)
- MindUP
- Brain Breaks and "Pause to Be"
- RSHE lessons
- Circle Time
- Phase Assemblies
- Values Assemblies
- Parliament Assemblies

- Playground Friends and Peer Mediators
- Family-style dining experiences that promote conversation, social interaction, and a sense of community
- Gardening and Cooking sessions

We offer a continuum of Emotional Wellbeing Support where; pupils may access targeted and graduated provision such as:

- Learning Mentor Drop-In sessions
- Forest School Nurture Group
- Connect and Create Nurture Group
- Targeted emotional wellbeing and friendship groups
- Small-group interventions, including Anna Freud, Circle of Friends, PALS, and Social Stories
- Learning Mentor and ELSA support
- Ealing Mental Health Team and CAMHs support
- Signposting to: [Circle - West London Mind](#)

For some pupils, additional personalised support may be required to address specific barriers to learning, participation, wellbeing, or belonging. Through the Assess-Plan-Do-Review process, individual provision is carefully planned, implemented, and regularly reviewed to develop social, emotional, communication, and self-regulation skills. Support is tailored to each pupil's strengths and needs, with a focus on promoting independence, building resilience, and enabling pupils to participate confidently and successfully in all aspects of school life.

At Fielding, our aim is that every child leaves school with the confidence, resilience, communication skills, and emotional awareness needed to build positive relationships, advocate for themselves, embrace challenges, and contribute positively to their communities. We want every pupil to feel valued, understood, and empowered, with a strong sense of belonging and the skills to thrive both in education and beyond.

Our values-based approach underpins all aspects of school life and learning. Through our shared values and whole-school behaviour for learning approach, we support pupils to develop character, empathy, responsibility, and respect for others. These principles guide behaviour, relationships, and decision-making, helping every child to understand their role within the community and become the very best version of themselves. Please find more information here: [Fielding Primary School & Nursery - Values-based education](#).

16. What support is in place for looked-after and previously looked-after children with SEND?

Claire Chadwick is the Designated Teacher for Looked-After and Previously Looked-After Children. She works closely with pupils, families, carers, social workers, Virtual Schools, and school staff to ensure that each child receives the support, understanding, and advocacy needed to flourish both academically and emotionally.

We recognise that looked-after and previously looked-after children may have experienced disruption, loss, trauma, or adverse childhood experiences that can impact learning, relationships, wellbeing, and engagement in school. Through a trauma-informed, attachment-aware, and

strengths-based approach, we strive to create a nurturing environment where pupils feel safe, understood, valued, and a strong sense of belonging within the school community.

The Designated Teacher supports staff in developing positive relationships, promoting emotional wellbeing, and implementing strategies that help pupils build confidence, resilience, and successful participation in school life. Provision is carefully tailored to individual needs, with a focus on removing barriers to learning, promoting stability, and enabling pupils to achieve their potential.

Pupils who are looked-after or previously looked-after and have SEND are supported through the same graduated approach used for all pupils with SEND, ensuring that support is personalised, outcome-focused, and regularly reviewed. In addition, looked-after children have a Personal Education Plan (PEP), which identifies educational priorities, targets, and support arrangements. We ensure that PEPs, SEND Support Plans, and Education, Health and Care Plans (EHCPs) are fully aligned and work together to provide a coordinated approach that supports progress, wellbeing, participation, and positive outcomes.

Our aim is that every looked-after and previously looked-after child feels safe, connected, understood, and empowered to thrive, with the support they need to develop meaningful relationships, achieve success, and experience a genuine sense of belonging within the Fielding community.

17. What support will be available for my child as they transition between classes or settings?

Transition Point	What we do
Between years	To help pupils with SEND be prepared for a new school year we: • Hold teacher to teacher transition meetings to discuss each child's strengths, interests and needs and review Learning Plans and EHCPs, if applicable • Hold teacher and SENDCO meetings to discuss pupil needs in detail • Share all reports and documents relating to a child's needs • Invite new teachers to annual review meetings, where possible • Hold 'Move-Up' mornings as an opportunity for children to meet their new class teacher and classroom environment • Plan additional whole class (year group dependent) and individual opportunities to visit their new classroom and year group area, • Plan additional relationship building opportunities with new class teacher, as needed • Create Social Stories for children to prepare them for the transition
Between schools	Supporting a Smooth Transition to Fielding School At Fielding, we understand how important it is for every child to feel safe, welcomed, and confident when joining a new school. Before any child starts with us, we make every effort to learn as much as we can about them to ensure a smooth and positive transition. All new pupils are invited to visit the school before their start date. During this visit, they will have the chance to tour the site, meet key members of staff, and

ask any questions they may have. This helps them to know what to expect and begin to feel part of our community.

To support this process, we meet families to complete our In-Year Joiner Questionnaire, which helps us gather important information about each child. We also provide a *Welcome to Fielding Induction Booklet*, which outlines key information to help families and children prepare for their first days.

If a child has identified Special Educational Needs or Disabilities (SEND), we will arrange a meeting with parents and carers before they start. Together, we will agree on desired outcomes and co-create a personalised support plan to help the child thrive. A copy of this plan will be shared with families shortly after the meeting.

Where needed, we will also develop a Transition Plan to support the child's initial adjustment to school life. This plan is designed to be short-term and will be tailored during the initial meeting to suit the child's individual needs.

If appropriate, we may also create a Pupil Passport. This document helps staff understand how best to support the child and outlines the key areas we are working on together.

When a child is preparing to move on from Fielding, we ensure a smooth handover by sharing all relevant documentation with their new school. This may include a phone call or meeting with the SENDCo at the receiving school to ensure continuity of support.

Moving on to High School

We work closely with local secondary schools to ensure a smooth and well-supported transition for pupils receiving SEND support.

As part of this process, the SENCO from the receiving secondary school will typically visit Fielding to meet with our SENCO. Together, they will discuss the individual needs of each pupil currently receiving SEND support, ensuring that the new school is well-informed and prepared.

Some secondary schools also offer information sessions for parents and carers of pupils with SEND, providing an opportunity to learn more about the support available and ask questions ahead of the move.

In addition, some schools arrange for current secondary pupils to visit Fielding and speak with Year 6 pupils. These peer-led sessions offer valuable insights from a pupil's perspective and help to ease any worries about the transition. Many secondary schools also provide additional transition days specifically for pupils with SEND. These visits allow children to become familiar with their new environment, meet staff, and begin building confidence before their official start.

At Fielding, we further support pupils by offering a transition group, as needed, where children can explore their thoughts and feelings about the move, ask questions, and prepare for the changes ahead in a safe and supportive setting.

18. What support is available for me and my family?

If you have questions about, SEND, please get in touch to let us know. We want to support you, your child and your family: admin@fielding.ealing.sch.uk

We hold half-termly parents and carer drop-in sessions with the SENDCO and Learning Mentor, where external specialist often join to discuss how their team or service can support families.

Please also see our website for Resources to Support: [Fielding Primary School & Nursery - Resources to support family life](#)

To see what support is available to you locally, have a look at your local authority's local offer:

[Ealing Families Directory | Local Offer - I am a parent / carer](#) which publishes information about support available within the Local Authority.

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: [Education, Health and Care Needs Assessments — Ealing SENDIASS](#)

Contact Ealing provide a range of support for families, including advice, support and workshops: [Ealing office](#)