



Fair Field Junior School



SEND Information Report 2024 - 2025

Statement of Intent

Fair Field Junior School within the Poppy Academy Trust is committed to improving the life chances of all our children. We will nurture a passion for learning to enable them to thrive in an ever-changing world.

We have shared values across the Trust which we teach explicitly and throughout the curriculum to the children. This is reflected in all our relationships between staff, children, parents, governors and the local community. It is reflected in how we teach, what and how our pupils learn within and beyond the classroom.

SEND Information Report	
Written by:	Finella Parmar
Date:	June 2025
Approved by:	Elliot Isaacson
Date:	04/07/2025
Review frequency:	Annually
Target Audience:	All stakeholders

Our Local Governing Bodies are dedicated to the promotion of high standards of educational achievement. We are committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

<p>1.</p>	<p>How does the school know if children need extra help and what should I do if I think that my child may have special educational needs?</p>	<p>At Fair Field Junior School, we are committed to ensuring that every child receives the support they need to succeed both academically and emotionally. Some children may already have identified needs when they join our school. In these cases, we review any existing support plans or Education, Health and Care Plans (EHCPs) to ensure appropriate support is in place from the start.</p> <p>We follow a graduated approach to identifying and supporting special educational needs, as outlined in our Inclusion Policy. Class teachers are central to this process and receive regular training to develop their understanding of special educational needs—through internal sessions and input from external professionals. In the classroom, teachers use observation, listening, questioning, and learning conversations to gain a clear picture of each child’s progress and to help identify any additional needs. Where concerns arise, these are discussed with the Inclusion Coordinator (INCo).</p> <p>Class teachers meet with the Senior Leadership Team, including the INCo, at least once a term for a pupil attainment and progress meeting. These meetings allow staff to review the academic and social progress of every child, raise concerns, and consider possible strategies or interventions. Where a child’s progress does not improve over time, or if more targeted support is needed, parents and carers are consulted, and an assessment for SEND support may be offered.</p> <p>The INCo plays a key role in coordinating support and ensuring that appropriate referrals to external agencies are made where necessary. We aim to work in partnership with parents, carers, and other professionals, following the <i>assess, plan, do, review</i> process to ensure that each child’s needs are identified and supported effectively. We have an open-door policy and encourage parents and carers to get in touch if they have any concerns about their child’s development—whether academic, social, emotional, or behavioural. You can contact the school office to make an appointment with your child’s class teacher or the INCo. We are here to listen, support, and work together to help every child thrive.</p> <p>For children who do not have an EHCP or apparent needs upon entry, we use a combination of early baseline assessments, liaison with feeder schools, and classroom observations in the first half-term. This helps us identify any hidden or emerging needs. The INCo reviews any concerns raised by teachers at the earliest stage, ensuring that no child is overlooked. Standardised tools and teacher checklists support consistent identification across all classes.</p>
<p>2.</p>	<p>How will school staff support my child?</p>	<p>At Fair Field Junior School, we are committed to ensuring that every child receives high-quality teaching. As stated in the SEND Code of Practice (2014):</p> <p><i>“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.”</i></p> <p>Class teachers are responsible for the progress and development of all the children in their class. Quality First Teaching is a key priority at our school and includes adapting lessons to meet a range of learning needs.</p>

Teaching staff are supported with training and guidance to ensure classroom strategies are inclusive and effective. When children require extra support, this is documented through class provision maps. Support for pupils with SEND may include:

- **Adaptations to Quality First Teaching**, including modified resources or specialist equipment.
- **Reasonable adjustments** to classroom practice, such as:
 - Individual visual timetables
 - Frequent movement breaks
 - Tailored seating or classroom layout
- **Precision teaching** to close specific learning gaps (e.g., Number Stacks, Colourful Semantics).
- **Small group interventions** focusing on targeted skills.
- **One-to-one interventions** delivered by Learning Support Assistants (LSAs).
- **Additional adult support** within the classroom.
- **One-to-one support through exceptional needs funding** for pupils with significant and complex needs.
- **Input from external agencies**, who may work directly with the child or provide support and advice to school staff.
- **Targeted support plans**, co-developed with parents and carers, which may include interventions from:
 - Class teachers
 - Teaching Assistants
 - Learning Support Assistants
 - The school Play Therapist (Safe Space)
 - Other external professionals

Training and guidance are provided to all staff members involved in supporting pupils with SEND, and this is tailored to the specific needs identified through ongoing assessments and observations.

The Inclusion Coordinator (INCo) oversees all SEND provision in the school. Their role includes coordinating interventions, monitoring effectiveness, evaluating impact, and sharing best practices across the staff team to ensure consistency and high standards of support.

Our named governor for Inclusion is Mr Elliott Isaacson. He has a specific responsibility to monitor SEND provision and works closely with the INCo and leadership team to ensure the school remains inclusive and responsive to the needs of all learners.

3. How will I know how my child is doing?

At Fair Field Junior School, we believe that regular communication between home and school is essential to supporting every child's progress. We offer a range of opportunities throughout the year to keep parents informed and involved in their child's learning journey.

Formal parent meetings are held in the autumn and spring terms, either face to face or virtually. These meetings provide an opportunity to discuss your child's academic and social development with their class teacher. In July, parents receive a written report summarising their child's progress, achievements, and next steps.

		<p>For children receiving SEND support, parents—and where appropriate, the child—are invited to take part in the Assess, Plan, Do, Review process. These meetings are held termly with the class teacher, allowing time to review the child’s support plan, discuss progress, and agree on next steps and targeted outcomes. This is a collaborative process that ensures parents remain fully informed and involved in decision-making.</p> <p>Informal conversations with class staff can take place more frequently, especially at the start or end of the school day. If more time is needed, parents can contact the school office to arrange a longer meeting with the class teacher or a member of the Senior Leadership Team.</p> <p>Throughout the year, we also host open afternoons to celebrate pupils’ work, often linked to a themed week or school-wide event. These events give parents the chance to see their child’s learning in action and engage with the wider school community.</p> <p>If your child is being supported by external agencies, we ensure you are kept informed. You will receive regular updates and be given copies of any reports or recommendations provided by those professionals.</p> <p>Parents are always welcome to get in touch with any questions or concerns. You can request a meeting with your child’s class teacher, the Inclusion Coordinator (INCo), or a member of the Senior Leadership.</p>
4.	<p>How will the learning and development provision be matched to my child’s needs?</p>	<p>Learning is matched to children’s needs through quality first teaching.</p> <p>Through effective formative assessment teachers know children’s strengths and needs and make reasonable adjustments e.g. resources, use of the outdoors, pre-teaching vocabulary and concepts, the use of technology or any additional support agreed at SEND support meetings. Next step marking enables teachers and teaching assistants to identify specific learning needs and targets for individual children, whilst explaining these targets to the child.</p> <p>Progress over the previous term is reviewed at each SEND Support Planning and Review meeting. Targets are set for the next term and appropriate provision is planned. Meetings are attended by the Class teacher, parents and child (wherever appropriate).</p> <p>We regularly review every child’s progress to ensure that provision is meeting their individual needs. Termly Pupil Progress Meetings are held between the Senior Leadership Team and class teachers to review attainment, identify any emerging gaps, and plan appropriate support or interventions to help close those gaps.</p> <p>In addition to these termly meetings, interim pupil progress discussions are held between the Inclusion Coordinator (INCo) and class teachers. These allow us to respond swiftly to any concerns and ensure that additional support or adjustments can be put in place as early as possible. This proactive approach helps us provide timely and effective support tailored to each child’s specific needs.</p>

<p>5.</p>	<p>What support will there be for my child's overall well-being?</p>	<p>We believe that a child's emotional wellbeing is essential to their learning and overall development. We aim to create a nurturing environment where every child feels supported, valued, and confident to thrive both academically and personally.</p> <p>Our PSHE curriculum and Inclusion Creates Belonging resource is woven through all aspects of school life. We place strong emphasis on our values-based approach, which promotes respect, resilience, kindness, and responsibility. This focus on the whole child supports both their personal growth and their readiness to learn, and it reflects our Trust's ethos.</p> <p>We celebrate and encourage positive behaviour and attitudes at every opportunity. Children are regularly praised in and out of the classroom, with staff making a conscious effort to recognise positive actions, achievements, and progress.</p> <p>An important part of our approach to wellbeing is the use of the Zones of Regulation. This structured programme teaches children how to understand and manage their emotions, recognise triggers, and apply self-regulation strategies. It is used consistently across the school to support social and emotional development.</p> <p>Achievements, both academic and personal, are celebrated during our weekly Friday assemblies, known as F-Factor. These assemblies bring the whole school together to recognise and celebrate pupils' successes, boosting confidence and motivation.</p> <p>We actively promote pupil voice, and children are encouraged to express their thoughts and ideas about school life. Their views are sought regularly through pupil discussions, surveys, and action groups. Pupil involvement is an important part of our behaviour policy and helps us to ensure that our approach remains child-centred and inclusive.</p> <p>Learning at Fair Field goes beyond the classroom. Children take part in a wide range of enrichment activities, including themed weeks, educational visits, and outdoor learning. We welcome visitors such as theatre companies, musicians, artists, and athletes to enhance the curriculum. Pupils also have opportunities to engage in local and regional events, joint projects with nearby schools, and extracurricular clubs such as choir, art, fencing, football, and individual music lessons.</p> <p>To further support children's emotional and mental health, we offer therapeutic services. We work with a qualified play therapist who works individually with children when a need has been identified, following a discussion and agreement with parents. In addition, we have two trained Drawing and Talking teaching assistants who work with individuals or small groups to provide early support when needed.</p>
-----------	---	--

		<p>We work closely with external agencies, such as the South West Herts Partnership and DSPL9 team, to provide advice and additional support for families of children with additional needs. These partnerships allow us to offer well-rounded and responsive support to pupils and families.</p> <p>In some cases, children may have a Behaviour Support Plan to help reduce the risk of exclusion and promote positive choices. All staff have received Therapeutic Thinking training, a therapeutic approach to behaviour management. This training supports the creation of Individual Risk Management Plans where additional needs are identified.</p> <p>We are also committed to meeting children’s medical needs while minimising disruption to their education. A high number of staff are trained first aiders, and a named first aider is always on duty. Where specific needs exist, key staff receive extra training to ensure that care is tailored and effective. Medication is stored and administered in line with the statutory guidance ‘<i>Supporting Pupils at School with Medical Conditions</i>’ (December 2015), and Individual Health Care Plans are created when necessary.</p> <p>Safeguarding is a top priority. The school has a Designated Senior Lead for Child Protection, supported by three deputy safeguarding leads. All staff receive annual safeguarding training, with regular updates throughout the year to ensure our safeguarding knowledge and practice remain strong.</p>
6.	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>The INCo liaises with a range of external agencies such as:</p> <ul style="list-style-type: none"> • Educational Psychology Service (Currently only for children with EHCP’s) • School Counselling Service – Safe Space • Colnbrook School • Chessbrook School • DSPL9 Partnership • Communications and Autism Team • Speech and Language Therapists • Sensory Impairment Team • Occupational Therapists • Physiotherapists • DSPL9 Triage Team • School Nurse

		<ul style="list-style-type: none"> • Paediatricians • CAMHS • Family Support Workers (SWHP).
7.	What training do staff supporting children with SEND have?	<p>Teachers, teaching assistants and learning support assistants consistently reflect on practice and continually develop their knowledge and understanding of SEND through formal and informal training and reading.</p> <p>Staff attend a wide range of training to support children with a variety of SEND needs. Including: Safeguarding, Therapeutic Thinking training, Adaptations for pupils with a variety of needs.</p> <p>The Headteacher attends County updates which includes all current training/legislation about pupils with SEND and the services available.</p> <p>The INCo attends termly SEND training sessions to ensure both schools are up to date with all key SEND information.</p> <p>Professionals from many services communicate directly with school, including those from specialist school. Where necessary, they will visit classes, to give specific, targeted support to ensure we are meeting individual's needs.</p> <p>To ensure consistency in inclusive practice, all new teaching staff receive induction training that includes SEND expectations, inclusive strategies, and familiarisation with provision maps and SEND support plans. We hold termly SEND staff meetings, and the INCo shares key updates and expectations regularly. Inclusive teaching is monitored through learning walks, book looks, and pupil discussions. Peer support and mentoring are available for new or less experienced staff.</p> <p>The INCo is currently completing the NPQSENCo, as part of in-depth training.</p>
8.	How will you help me to support my child's learning?	<p>We value strong partnerships with parents and carers. We understand that learning does not only take place in the classroom, and we are committed to supporting families in helping their children thrive both academically and emotionally.</p> <p>We offer a range of opportunities to involve and support parents, including:</p> <ul style="list-style-type: none"> • Parent information evenings, where we share key information and learning strategies. • Workshops and sessions, focused on specific areas such as: <ul style="list-style-type: none"> ○ Maths strategies used in class. ○ Phonics and reading techniques. ○ Supporting emotional wellbeing at home e.g. anxiety <p>These sessions help parents feel confident in supporting their child's learning beyond the school day.</p>

		<p>Children in Years 3 to 6 are given regular home learning tasks to consolidate and reinforce what is being taught in school. This home learning supports key skills and allows families to take part in their child's educational journey. For children with identified Special Educational Needs and Disabilities (SEND), we ensure that SEND Support Plans include strategies for both home and school. These are shared and agreed with parents to ensure a consistent approach.</p> <ul style="list-style-type: none"> • Termly review meetings with the class teacher are held for pupils with SEND. These provide time to discuss progress, concerns, and adjustments to support strategies at school and at home. <p>In addition to school-based support, we also offer access to wider services for families:</p> <ul style="list-style-type: none"> • A school-based family worker from the South West Herts Partnership is available to offer parenting advice and signpost parents to classes, courses, and support groups in the local area. • We work closely with DSPL Area 9 (Delivering Special Provision Locally), which offers a triage system to help families identify and access specialist support quickly and effectively. <p>We are committed to working closely with families to ensure every child is supported both in school and at home.</p>
9	<p>How will I be involved in discussions about child's education?</p>	<p>Parents are involved in many ways such as: 'Assess plan do review process' as soon as concerns have been raised parent meetings in autumn and spring terms offer further opportunities to meet with staff support plans / provision meetings TAF meetings (team around the family) EHC planning meetings</p> <p>Where a SEND Support Plan is in place, parents meet termly with the class teacher and the child wherever appropriate. Where external agencies are involved, parents are invited to come into school to discuss specific needs with the INCo and representatives from the service. The Family Support Worker will support parents and children at home or at school when appropriate. Parents are always welcome to come in and discuss their child's progress and discuss decisions and planning for their child's education.</p> <p>We are mindful that some families may find it harder to engage due to language barriers, work commitments, or previous negative experiences with education. To support these families, we offer flexible meeting times, virtual options, home visits where appropriate, and translated documents or interpreter support when needed. Our Family Support Worker also plays a key role in building trust and maintaining ongoing communication with families who may be less confident in engaging with school.</p> <p>If you are worried or unhappy about your child's provision, please contact the INCo, Mrs Parmar.</p>
10	<p>How will my child be included in activities beyond the classroom including school trips?</p>	<p>A range of clubs are run during lunch time and after school and are open to all children. Some are run for particular year groups; others have no age limits – depending on the activity.</p>

		<p>Steps are taken to ensure that all children are included in relevant trips/activities beyond the classroom unless doing so would endanger either themselves or others. We consider any potential barriers to children taking part and make effective arrangements for any trip to be fully inclusive e.g. an extra adult to support a child</p> <p>Risk assessments (both general and specific) are carried out.</p> <p>Staff and parents work closely together to ensure that children with SEND can fully access the wider curriculum opportunities both in and out of school. Parent consultation is at the centre of discussions and their support often enhances our ability to offer opportunities to all.</p>
11	<p>How accessible is the school environment?</p>	<p>Fair Field Junior School is fully compliant with the Equality Act 2010. We are committed to ensuring that all children, including those with SEND, have equal access to learning opportunities and the wider school environment.</p> <p>Fair Field Junior is a single-storey building. This layout supports physical accessibility for all pupils, including those with mobility needs.</p> <ul style="list-style-type: none"> • The school buildings are fully accessible to wheelchair users. • There is a disabled toilet available in the main school building. • Our mobile units, containing the Art room, ICT suite, After School Club and The Hub, are also accessible. <p>We strive to ensure that language is not a barrier to learning or communication. For children and parents for whom English is an additional language (EAL), we offer:</p> <ul style="list-style-type: none"> • A buddy system to help new pupils settle in. • Additional learning resources tailored to support English language acquisition. • Translators or translation services for formal meetings, where possible, to ensure that all families are fully informed and involved. <p>Our teaching staff use a wide range of inclusive teaching strategies to make the curriculum accessible to all learners. Lessons are adapted to meet individual needs, and we are flexible in our approach to support progress and wellbeing for every child.</p> <p>Where required, we provide specialist equipment to enable children to participate fully in lessons and school life. This may include physical aids, assistive technology, or adapted learning tools. We also seek guidance and support from relevant health and medical professionals to make sure we meet all pupils' physical and medical needs safely and effectively within the school environment.</p>
12	<p>Who can I contact for further information?</p>	<p>Key information can be found on the school website.</p> <p>The school office is open from 8.30 am to 3:20 pm each day. Please call us on 01923 856341 (messages can be left on the school answerphone out of school hours) or email us at admin@fairfield.herts.sch.uk to talk to us or to make an appointment.</p>

13 **How will the school prepare and support my child to join the school, transfer to a new school?**

At Fair Field Junior School, we recognise that transition points in a child's education can be both exciting and challenging. We work closely with parents, previous and new schools, and external agencies to ensure that all transitions are carefully planned and sensitively managed, particularly for children with SEND. We aim to make every transition as smooth as possible, whether a child is joining, moving within, or leaving our school.

Joining During the School Year (In-Year Admissions)

When children join Fair Field mid-year:

- They are assigned a buddy from their new class to help them settle in and become familiar with school routines and the environment.
- Transitions are personalised where necessary, which may include:
 - A staged start (beginning with shorter sessions and building to full-time).
 - A transition book with photos and key information.
 - An opportunity to visit the school outside of school hours to get familiar with the setting in a quieter environment.

If a child has SEND Support or an EHCP (Education, Health and Care Plan), we ensure:

- A meeting is held with parents, the child (where appropriate), and previous school staff to gather important information and plan the right support.
- Provision is put in place as early as possible to support the child's learning and wellbeing.

Moving Up to the Next Class

All pupils take part in a "transition" day before the end of the summer term to meet their new teacher and teaching assistant. Teachers also meet to hand over key information about each child's strengths, needs, and progress.

For some children, a more personalised transition is planned. This may include:

- A transition book with photos of new staff and the classroom, which the child can take home.
- Additional visits to the new classroom before the end of term.
- A quiet visit before term begins to explore the classroom and meet staff.
- Personalising their safe space within the classroom to help them feel secure.
- Conversations with a trusted adult to discuss any worries or questions.

Moving On from Fair Field

When children move on to secondary school or a new setting:

- All relevant information is shared with the receiving school to support continuity of provision.
- For Year 6 pupils with significant needs, the INCo works closely with secondary school SENDCos to develop personalised transition plans. These may include additional visits, joint meetings, shared

documentation, and the use of transition booklets. Where necessary, multi-agency meetings are held to ensure that key professionals, the family, and the receiving school are aligned.

- Where a child has a SEND Support Plan or an EHCP, we liaise with the new school to plan a personalised transition, including visits and support strategies.
- The Family Support Worker (via the South West Herts Partnership) offers additional support for children needing a more tailored transition plan.
- Chessbrook also works with children individually or in groups to support a smooth transition to secondary school.

If the move is mid-year, we ensure:

- A trusted adult is available to talk through any concerns.
- A farewell event is arranged, helping to provide closure for both the child and their peers.

14 How are the school's resources allocated and matched to children's special educational needs?

At Fair Field Junior School, our aim is to narrow gaps in learning and ensure that every child makes as much progress as possible. We are committed to using our resources effectively and fairly to meet the needs of all pupils, particularly those with SEND.

Children's individual needs are identified through a range of strategies, including:

- Regular pupil progress meetings.
- Ongoing classroom observations and assessments.
- Feedback from parents, carers, and external professionals.

These insights guide the support and interventions we offer, ensuring a tailored and needs-based approach. The allocation of our delegated SEND budget is discussed and agreed upon by the Senior Leadership Team and the Governing Body. Decisions are made with children's needs at the centre, and resources are directed where they will have the most impact.

We regularly evaluate the impact of our interventions using pre- and post-assessment data, pupil voice, and work scrutiny. This year, interventions such as *Colourful Semantics* for writing, *Number Stacks* for maths, and *Drawing and Talking* therapy have shown measurable improvements in pupil outcomes. Teachers and support staff record baseline and end-point data to track progress. Pupil voice is captured through simple questionnaires or informal discussions to assess confidence and engagement levels. The INCo monitors impact termly and adjusts provision accordingly.

Additional Funding Options

In addition to the school's core SEND funding, there are further sources of support available:

- **High Needs Funding (HNF):**
Allocated by the local authority, based on a pupil's Education, Health and Care Plan (EHCP) using their Descriptors of Need.
 - This funding is ring-fenced and may only be used to deliver the specific provision outlined in the EHCP.

		<ul style="list-style-type: none"> • Local High Needs Funding (Local HNF): For children without an EHCP, schools can apply for this short-term funding to support additional provision. <ul style="list-style-type: none"> ○ It is intended to help meet more complex or emerging needs without delay. <p>By carefully tracking outcomes and regularly reviewing provision, we ensure that resources are used effectively to maximise impact on pupils' learning, development, and overall wellbeing.</p>
15	How is the decision made about how much support my child will receive?	<p>At Fair Field Junior School, support is tailored to each child's individual needs. Decisions are made in partnership with:</p> <ul style="list-style-type: none"> • Parents and, where appropriate, the child • The class teacher and SENCo • The Senior Leadership Team • External professionals, if involved <p>Support is based on assessment, teacher feedback and professional advice. Provision is reviewed regularly to ensure it remains effective and appropriate.</p> <p>We place a strong emphasis on developing independence, so that children grow in confidence and are well-prepared for the future.</p>
16	How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?	<p>Hertfordshire's Local Offer provides information about the services and support available for children and young people with special educational needs and disabilities (SEND).</p> <p>You can access the Local Offer at Hertfordshire Local Offer Website</p> <p>In addition to this, our local area (Three Rivers, Watford, Bushey, and Radlett) is supported by DSPL Area 9, which offers a solution-focused, triaged directory of local services and support.</p> <p>Find out more at:</p> <p>DSPL Area 9 Website DSPL Area 9 Facebook Page</p> <p>Referrals can also be made to the DSPL9 - DSPL9 Triage Service</p> <p>Email: enquiries@dsplarea9.org.uk</p> <p>Key contacts:</p> <ul style="list-style-type: none"> • Katherine McNamara – Specialist SEND (Parent & Carer Liaison) • Lisa Sillitoe – Specialist Transition Outreach Top of Form Bottom of Form