



SEND INFORMATION REPORT

Fairlands Middle School

SENDCo: Mr R Dickins

16thth December 2025

**Date of review :
December 2026**

Fairlands Middle School

SEND Information Report

The kinds of SEN that are provided for

Our school currently provides additional or different provisions for a range of needs in the following areas, including:

- **Communication and interaction**, for example, Autism or Speech and Language difficulties.
- **Cognition and learning**, for example, Dyslexia and Dyspraxia or other learning difficulties
- **Social, Emotional and Mental Health** difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD).
- **Sensory and/or physical needs**, such as visual impairments, hearing impairments, processing difficulties, physical needs and epilepsy.

Identifying Pupils with SEN and Assessing their Needs

We gather information about each child during the transition process into Fairlands from our partner first and primary schools. Based on information provided by parents/carers, the SENDCo and pastoral lead from the previous setting, and other relevant external agencies, individual support and provision are put in place at the start of Year 5.

On entry, we also test pupils in key areas of the curriculum. Teachers can make referrals to the SEN team at any time for additional assessments in specific areas.

There are a range of interventions for pupils starting in Year 5 with identified additional needs, examples include: Literacy and Numeracy support, Speech and Language and Social Communication as well as support and intervention for emotional support and wellbeing.

The support of all pupils with additional needs is reviewed at regular intervals throughout the year. Parents/Carers are encouraged to contact their child's class teacher or tutor in the first instance in order to raise any concerns about their child's needs in school. Teachers who have any concerns about the progress of individual pupils will liaise with the SENDCo or pastoral leader, who will start the Assess, plan, do review (APDR) graduated response.

The SENDCo and SEND team make use of a wide range of assessments to help understand your child's strengths and needs across all areas of the Code of Practice, and this includes:

- Screening tools for Dyslexia and other specific learning difficulties.
- Assessments relating to working memory and speed of processing.
- Numeracy
- Phonics
- Receptive and expressive language skills

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Fails to match, or better, the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.

This may include progress in areas other than attainment, such as concerns relating to interaction and social skills.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether Special Educational Provision is required, we will start with the desired outcomes, including the expected Progress and Attainment and the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer or whether something different or additional is required.

Consulting and Involving Pupils and Parents/Carers

Parents and carers are at the very centre of our graduated response. When identifying a need and subsequent provision, we will meet with parents/carers to ensure that:

- Everyone develops a good understanding of the pupils' areas of strengths and difficulties.
- We consider the parents' concerns.
- Everyone understands the agreed outcomes sought for the young person.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record, and we will formally notify parents when it is decided that a pupil will receive SEN support.

Pupil Voice is critical to our pupil-focused approach. Each pupil on the SEN register will receive three meetings a year to discuss progress and create Individual Learning Plans. A Learning Passport will also be developed and distributed to teaching staff. The SENDCo and Pastoral Team meet with Parents/Carers throughout the year.

Assessing and Reviewing Pupils' Progress Towards Outcomes

We will follow the graduated approach and the four-part cycle of **Assess, Plan, Do, and Review**. The class or subject teacher will work with the SENDCo and the SEND Team to clearly analyse the pupil's needs. This will draw on:

- The teachers' assessment and experience of the pupil.
- Their previous progress and attainment or behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experiences of parents.
- The pupils' views.
- Diagnostic tests.

- Advice from external support services if relevant.

All teachers and support staff who work with the pupils will be made aware of their needs, the outcomes sought, the support provided, and any required teaching strategies or approaches. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

The SENDCo, in discussion with pastoral leaders, will prepare and maintain a detailed Special Needs Register that is available to all staff. This register includes an outline of the pupil's individual needs, strengths, and support and is regularly reviewed and updated.

Pupils with an Education Health and Care Plan (EHCP) have a pupil passport summarising needs, support, and provision details from the EHCP. This is available to all teachers and support staff. The SENDCo will liaise with parents/carers and external agencies, with parental permission, and keep staff updated with new relevant information as a young person needs change.

Supporting Pupils Moving Between Phases and Preparing for Adulthood

We will share information with the school or setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We seek to ensure that the transfer takes place as smoothly as possible by:

- Having excellent links with our First schools, other Middle School and the Upper school to ensure a consistent and high-quality level of support throughout all phases of education in the Wessex Learning Trust.
- Visiting First and Upper Schools to discuss individual pupils' needs during transition years.
- Attending the Annual Reviews of all Year 4 pupils with an EHCP or those young people with severe or complex needs.
- Arranging additional visits as necessary for Year 4 and Year 8.
- Parents of Year 4 pupils with SEN are invited to additional information sessions.
- Enhanced transition is offered to pupils when identified and this can be bespoke for each child as necessary.

Our Approach to Teaching Pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality adaptive teaching is our first step in responding to pupils who have SEN.

We will also provide the following interventions:

- Enhanced Learning Provision for learners with significant cognition and learning needs identified in agreement with the local authority
- Additional in-class support
- Literacy and numeracy intervention
- Support for speech, language and communication needs
- Support with social/life skills
- Support with emotional literacy and mental wellbeing

Adaptations to the Curriculum and Learning Environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils can access it, for example: by grouping, 1:1 work, scaffolding learning and curriculum design.
- The use of resources such as SEND packs in classroom to promote independence.
- Multisensory lessons
- Use of ICT to remove barriers and enhance learning
- Use of planning to reduce cognitive load, for example; Graphic organising
- Using recommended aids such as laptops, coloured overlays, visual timetables and larger font etc.
- Adapting our teaching by giving longer processing times, pre-teaching of key vocabulary, reading instructions out loud, and chunking of tasks etc.
- Ensuring that the learning environment is accessible to pupils of all abilities. This includes differentiation of the curriculum, support and interventions.
- Keywords and literacy resources are used across the school to support learning.
- ICT is used across the curriculum to support and develop learning.
- Pupils with more complex needs and/or sensory impairments use laptops, computers, iPads, and other ICT equipment.
- Disabled toilets, showers and ramps are available.

Expertise and Training of Staff

Our senior team have over 20 years in specialist education experience. Our ELP Teacher has over 10 years in specialist education as well as a Masters in SEN.

We have 11 colleagues within our Pupil Support Team who have a variety of qualifications and specialisms.

SEN representation in wider school life

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the School Council.
- Pupils with SEN are also encouraged to be part of the wider school, with active participation in all clubs and sports.

Fairlands Middle School adopts an inclusive philosophy founded on the principle that “all teachers are responsible and accountable for the progress and development of the pupils in their class” (Code of Practice, 2015, P88).

The quality of teaching is regularly monitored and developed through learning walks, observations, progress meetings and all staff training which includes:

- Weekly staff briefings.
- The SENDCo will present information on new pupils with SEND at the start of the year or as soon as possible if the pupil joins mid-year.
- New staff training on the SEN Ethos, systems and expectations at Fairlands Middle School as part of the induction process.
- Training sessions on areas of need identified by senior leaders as school priorities and staff skills audit.
- Training sessions on effectively adapting lessons to minimise the barriers to learning faced by our pupils on the SEND register.

Where SEN Needs are identified, teachers will use the pupil's Individual Education Plan (IEPs) and Learning Passports to put personalised support in place, promoting progress and development. If a pupil's needs cannot be met solely by universal support, then interventions may need to be put in place by the Academy. If these interventions are 'Special Educational Provisions', the individual will be placed on the SEND register. Pupils' needs and strategies for support are outlined in a Pupil Passport shared with all staff.

Pupils placed on the SEND register will have an Individual Education Plan (IEP) tailored to their specific needs and including targets. The IEP is co-produced with the pupil, school staff, and parents and reviewed three times a year. All staff responsible for teaching the pupil receive a copy of the IEP and Learning Passport to provide a comprehensive picture of the pupil's learning needs.

A small number of pupils with highly significant difficulties may require specialist support. They will have either top-funding and/or an Education, Health and Care Plan (EHCP) which outlines their needs. We strive to be flexible and creative in our curriculum offered to the pupils with the highest needs to ensure that all pupils experience success and are prepared for the wider world. Where necessary, we access outside specialist expertise through Support Services for Education, such as Educational Psychologists, the Learning Support Service, Autism and Communication Service, Speech and Language Support and Visual and Hearing Support.

We will also refer to Children's social care and charitable support services where necessary. We value the whole child at Fairlands Middle School and as such, have a variety of 'in-house' support for Social, Emotional, and Mental Health, including:

- Access to an Emotional Literacy Support Assistant (ELSA)
- PFSA
- Pastoral support from Tutors and Pastoral Lead
- THRIVE

Finally, all pupils are encouraged to enjoy various extracurricular activities and trips. Fairlands Middle School strives to ensure that all pupils can access this vital part of school life. Where a pupil has SEN,

an individual support plan will be developed with the lead teacher for the trip, the SENDCO, the pupil and the parents.

Working with Other Agencies

What specialist services and expertise are available to support your child?

We work closely with any external agencies that support individual children's needs within our school, these may include:

- GP and School Nurse Service
- Educational Psychologist.
- Paediatrician
- Speech and Language Therapist
- Occupational Therapist
- The Local Authority
- The Autism and Social Communication Advisory Service
- The Physical Impairment and Medical Support Team (PIMST)
- The Child and Adolescent Mental Health Service (CAMHS)

We also work with a range of further support services, including Young Somerset and Children's Social Care and the SPACE counselling.

If it is decided that your child may benefit from specialist service support, the SENDCO will refer them to the appropriate agency. Before this referral, an Early Help Assessment (EHA) meeting may take place, during which the available help will be discussed.

Complaints about SEN provision

In the first instance, complaints about the SEN provision in our school should be made to the SENDCO. They will then be referred to the school's Complaints Policy.

The parents of pupils with SEND have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can claim alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact Details of Support Services for Parents of Pupils with SEND

IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people, with all kinds of special educational needs and disabilities

(SEND). We also provide training on the SEND legal framework to Parents and Carers, professionals and other organisations. www.ipsea.org.uk

Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support) can give children, young people and their Parents/Carers information, advice and support about SEND. This can include information on Education, Health and Care (EHC) Needs Assessments and Plans. <http://sometersend.org.uk> The service is free, confidential and impartial.

Contact Details for Raising Concerns

Concerns regarding the provision for pupils with SEND, or identifying an undiagnosed SEND need, should be addressed to the SENDCO, Mr R Dickins in the first instance.

The local Authority Local Offer

Our Local Authority's Local offer is published here: [Somerset's Local Offer](#)

Monitoring Arrangements

This SEND information report will be reviewed by our SENDCo every year. If any changes to the information are made during the year, it will also be updated, and it will be approved by The Local Partnership Board.

Links with Other Policies and Documents

This information report links to the following documents:

- Fairlands Middle School SEND policy
- Accessibility Plan