

SEND Information Report

2025 – 2026

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Our School



Our School Vision

At Fairway Primary Academy, the well-being and development of each child underpins all that we do. As a school, we aim to provide an inclusive education to give all children a fair chance to learn and develop the skills they need to thrive, with students of all backgrounds and abilities learning and growing side by side. To do this, we work tirelessly to help remove barriers to learning, adapt teaching and learning to meet pupil's individual needs, and promote high standards and the fulfilment of potential for all students. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning, encourage them to explore opportunities outside of their comfort zone, and learn wider life skills that they can use to underpin their development as citizens.



Meet our SENDCO



The Acting SENDCO is Miss Bell.

If you would like to contact Miss Bell, please call school on **0121 464 3200** to book an appointment, or email sensupport@fwp.greenheartlearning.org.

She operates a weekly parent/carer 'SEND Surgery' of bookable 15 min appointments, which can be either in person or via telephone.



Special Educational Needs

At Fairway we support children with a variety of differing special educational needs and disabilities, and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practice 2015:

	Cognition and Learning
	Communication and Interaction (inc. Speech and Language, and ASD)
	Social, Emotional and Mental Health (inc. ADHD)
	Sensory and Physical

Fairway Primary Academy currently has 166 children on roll (September 2025)



There are currently 34 children (20%) on the SEND register with a range of needs, and from universal to specialist support.

Of these 34 children:

- The main areas of need are **Communication & Interaction**, and **Social, Emotional, and Mental Health**
- 16 children have a primary area of need under the umbrella of **Communication & Interaction** (47%)
- 13 children have a primary area of need under the umbrella of **Social, Emotional and/or Mental Health** (38%)
- 18 have **Speech, Language and Communication Needs** (52%)
- 9 have a diagnosis of **Autism Spectrum Disorder** (26%)
- 10 children have a diagnosis of **Attention Deficit Hyperactivity Disorder** (29%)
- **1** child has a **SEND Support Provision Plan** (2%) and **7** children that have an **EHCP** (20%)



In addition to those registered as having additional needs, we hold a 'monitoring list'.

At our school, the SEND Register is a flexible and working document that helps us keep track of the support children may need. We regularly monitor all pupils to make sure they are getting the right help at the right time. Because children's needs can change, they may be added to or removed from the SEND Register at different points during their time with us. If this happens, we will always talk to you first and work closely with you to make decisions together about what's best for your child.



Identifying and Assessing Need

At Fairway we work closely as a team and if staff have a concern about a child, they will discuss concerns with parents and complete a SEND referral form for the SENDCo. We follow the Graduated Response Approach of 'Assess, Plan, Do and Review'.



In the first instance, staff can access the Ordinarily Available Guidance (January 2024) and school-specific documents to help support children's learning within the classroom under all four areas of need, as a universal approach. A child will then be placed on the monitoring register . After a term, during our pupil progress meetings, we will decide if a child needs to receive more targeted, or even specialist support, and be placed on the SEND register. Some children will be monitored using the Birmingham Toolkit Continuums, which allow the children who are working at below key stage standards to have small step targets set in lessons and interventions to allow them to achieve and begin to work independently. Others will be monitored by individual intervention measures and outcomes.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.



We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups. Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.

Our approach to teaching children with SEND


The 'Five-a-day' principle: High quality teaching benefits pupils with SEND




Explicit Instruction 🗣️ “Clear and direct teaching helps children understand what to do.”


Teachers give step-by-step guidance, using simple language and clear

examples. This helps children know exactly what's expected and how to succeed.


Cognitive and Metacognitive Strategies  "Teaching children how to think and learn makes them better learners."

Children are taught skills like planning, checking their work, and reflecting on what helps them learn best. It's like giving them a "learning toolbox."

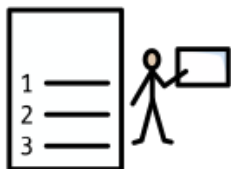
Scaffolding  "Support is given at the right time, then slowly taken away." Teachers provide help when a child is learning something new. As the child gains confidence and skill, that help is gradually reduced until they can do it on their own.

Flexible Grouping  "Children work in different groups depending on the task or topic."

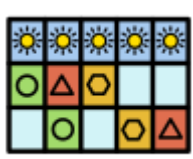
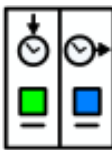


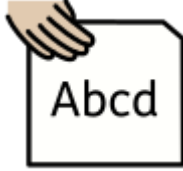
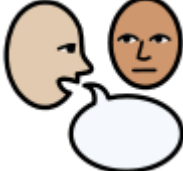






Rather than always being in the same group, children work with different classmates. This makes sure everyone gets the support or challenge they need for that moment.

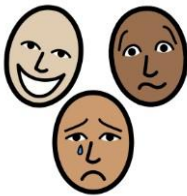
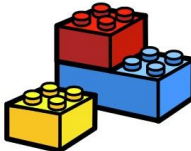


Using Technology  "Technology can help children learn in new and accessible ways."

Laptops, tablets, or software can support learning—especially for children with additional needs—by helping them read, write, organise their work, or access learning in a way that suits them.



Curriculum adaptations and additional interventions

			
Visual timetables	Task boards	Mentoring	Assistive technology
			
Word banks	Talk partners	Peer marking	Self-assessment
			
'Fidgets'	Ear defenders	Timers	Explicit instruction

			
Emotional Literacy Support	Lego based intervention	Sensory circuits	Social skills



Parent Consultations

At Fairway we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

Parents are able to meet with class teachers formally at least twice a year to discuss their child's progress. In addition, Mrs Addis hosts weekly 'SEND Surgery' appointments. Throughout the year, parental questionnaires will be sent out to gain views on the school and the SEND provision. There will also be SEND specific mornings, 'Tea & Talk', once a term. These may be informal catch ups, or be co-hosted with external professionals.

For children who have an Education, Health and Care Plan or SEN Support Provision Plan (requiring support that is over and above what is ordinarily available), we will invite you to an Annual Review. This meeting is to celebrate your child's learning, look at the progress they have made against the targets set, and create new targets and discuss next steps.






Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

		
Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and review progress/ interventions.



There are many ways in which we as a school monitoring and evaluate the provision on offer.

- Review progress in SLT meetings and discuss next steps.
- Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.
- Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.

Evaluating Provision

- Establishing children’s baseline before receiving interventions and reviewing the impact of interventions at regular intervals.
- Monitoring by the SENDCo.
- Regularly using a tracking tool to update targets and measure progress.
- Holding annual reviews for children with Education Health Care Plans (EHCPs) and SEND Support Provision Plans (SSPPs).











Staff Training

At Fairway, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

At the start of the school year, and when a new member of staff joins the school, we ensure everyone understands the systems within school regarding SEND, and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Autism (Level 1)	Colourful Semantics	Phonics (catchup)	Team Teach
			
Trauma Informed Approaches	Sensory needs	Nurture support	Speech and Language



Joining Reception

Before your child joins our school, there are plenty of opportunities to engage with school. Class staff plan a transition period that includes

Transition Support

stay and plays with parents, home visits, and then a gradual start to school.

End of Year transition

We hold a transition day during the summer term, in line with all Birmingham school, allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. We have also introduced transition sheets which include photos of the teacher, TA and school environment.

Class teachers and TAs meet with each other during the summer term to discuss the needs of individual children.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. This includes some of the secondary schools coming into school to provide workshops.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we will arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

- Learning, Language and Strategic Support (LLSS)
- Communication Autism Team (CAT)
- Birmingham Educational Psychology Service (EP)
- School Health Advisory Service
- Speech and Language Therapy (SALT)
- Visual and Hearing Impairment Teams (V/HI)
- City of Birmingham School's Behaviour Support (CoBS)

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice.



All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged and supported to go on our trips, including the opportunity to attend swimming lessons and residential. Where it may be needed, we also liaise with parents about accompanying their child in particular circumstances.

Clubs and Trips

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.

No child is ever excluded from taking part in these activities because of their SEN or disability.



Complaints Procedure

Your first point of contact is always your child's class teacher. They are the person best placed to comment on the daily goings on in school and with regards to your child's progress.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Deputy Head Teacher or SENDCo. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

If you are not happy with the response, then you may contact executive members of Greenheart Learning Partnership governance through the school office.

SEND Trustee (and Deputy Chair) – George Hayes

Chair of Trustees (and Wellbeing trustee) – Sean Starr

Director of Education - Mr Charles Chambers



Birmingham Local Offer

The Birmingham Local Authority Local Offer can be found at <https://www.localofferbirmingham.co.uk/home/parents-and-carers/>

SENAR	0121 303 0829
School Health Advisory Service	0121 465 5457
Forward Thinking Birmingham	0121 250 1560
Child Development Centre	0121 465 1582
Birmingham Children's Trust	0121 303 1888
SEND Information Advice Support Service	0121 303 5004



Feedback

"The dedication and positive impact are truly appreciated."

"The session [coffee morning] was well attended... the calm and pleasant atmosphere made a real difference."

"We [parents] feel considered and school want us to attend"

"Support staff are very good."