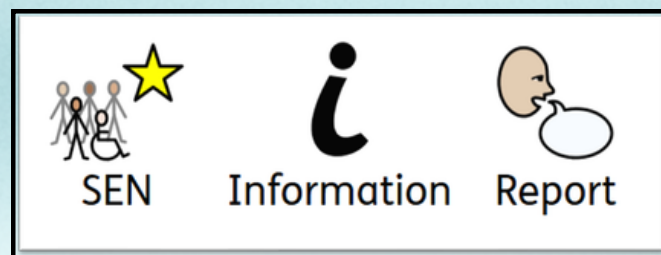




Fieldstone
SCHOOL

Special Educational Needs and Disabilities (SEND) Information Report



Fieldstone School

Last updated: June 2026

This report is reviewed annually.



Fieldstone
SCHOOL

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Our SEND Team



Who is responsible for SEND?

All staff share responsibility for SEND but below are the staff who coordinate support.

Our SENDCos and how to contact them:



Josh Harris - Assistant Headteacher and SENDCo

j.harris@fieldstoneschool.co.uk



Victoria Brooks - Assistant Headteacher and SENDCo

v.brooks@fieldstoneschool.co.uk

Our SEND Team

Who else is part of the wider SEND team and what are their key roles and responsibilities?



Clare Hepworth-Wain - SEN Caseworker

c.hepworthwain@fieldstoneschool.co.uk

Clare supports all aspects of the school admissions process, the school personal education plan (PEP) process, the school Y11 Annual Review process and all school Interim Annual Reviews. Clare liaises with Local Authorities and Virtual Schools and is available to speak to parents/carers if they need any guidance.



Fay Hooper - Family Support Worker

f.hooper@fieldstoneschool.co.uk

Fay is a family support worker at Fieldstone School. She leads on Early Help, provides pastoral and family support, working closely with our families to support them in any areas they need.

Our SEND Team



Wider Professional Support

At Fieldstone School we also have a Clinical Lead, **Dr Nick Spinks**, who is a Psychotherapist.

Nick oversees the school's clinical offer and leads the clinical team, working alongside staff, families and clinicians to support the emotional wellbeing and developmental needs of our children and young people. Nick helps ensure that clinical provision identified within EHCPs is delivered effectively and contributes to the school's therapeutic and trauma-informed approach.

We also have access to Speech and Language Therapists (SALT), Occupational Therapists (OT) and Psychotherapy or other clinical support where specified in the EHCP.



Our SEND Team

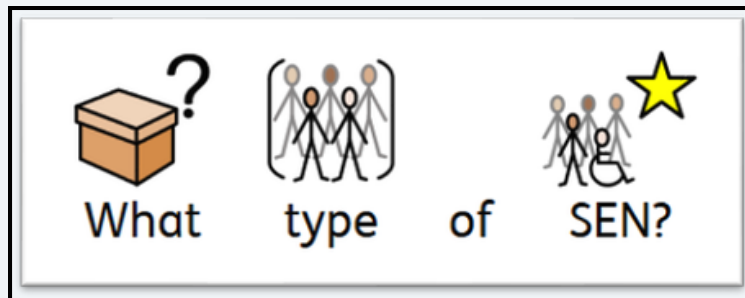
Who is the Governor responsible for SEND and what are their contact details?



Pete Jenkins. Assistant Regional Director.
Pete.Jenkins@ofgl.co.uk

Pete Jenkins provides strategic oversight of SEND provision as our SEND Governor.

Types of SEND Provided for



Fieldstone School sits within Acorn Education, which is part of Outcomes First Group- the leading provider of specialist education, delivering professional services that enable all students to overcome barriers, develop and flourish and achieve their own personal goals.

Fieldstone School is a specialist independent day school for pupils aged 5–16 years with Social, Emotional and Mental Health (SEMH) difficulties and complex life histories. To attend Fieldstone School, students must have an Education, Health and Care Plan (EHCP).

Fieldstone School brings together both educational and clinical professionals as a multi-disciplinary team to ensure a forward-thinking, evidence-based approach from neuroscience, child development and educational research.

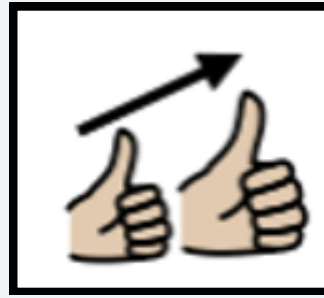
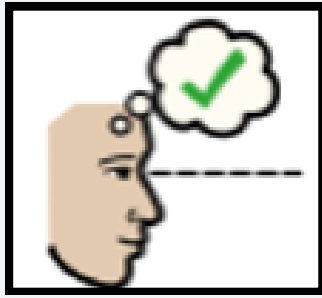
All pupils:

- Have an Education, Health and Care Plan (EHCP)
- Present with needs across one or more of the four broad areas of need: Social, Emotional and Mental Health (SEMH); Cognition and Learning; Communication and Interaction; and Sensory and/or Physical needs.

Many pupils may also have:

- Autism Spectrum Condition (ASC)
- Attention, Deficit Hyperactivity Disorder (ADHD)
- Speech, Language and Communication Needs (SLCN)
- Specific learning difficulties (e.g. dyslexia, dyspraxia, dyscalculia)

Assessment, Tracking and Identification of Needs



The school uses a personalised, outcomes-led approach to ensure that needs are accurately identified, progress is carefully tracked, and support is adapted quickly where required.

Tracking Progress

- Progress is tracked against each pupil's individual EHCP outcomes, which are broken down into small, measurable short term targets.
- Daily progress is recorded using Evidence for Learning, with staff uploading evidence against short term targets
- Short term targets are reviewed in half termly review meetings and adjusted termly, long term EHCP targets are then reviewed at annual reviews annually.
- Ongoing teacher assessment and observation inform day-to-day practice
- Progress is measured holistically, including academic, social, emotional and independence outcomes.
- Progress is reviewed in collaboration with parents/carers through pupil progress meetings both on site and virtually as well as the Annual Review of EHCP.

Baseline and Ongoing Assessment

On entry, all pupils complete baseline assessment to establish starting points, including:

- Cognitive assessments
- Literacy assessments
- SEMH measures
- EHCP screening from the in-house clinical team

Assessment is continuous and forms part of daily teaching, review processes and multi-agency input.



Responding to Difficulties in Learning

The school responds quickly and flexibly when difficulties arise through:

- Adaptive teaching and responsive classroom practice
- Adjustments to provision, including 1:1 or enhanced staffing support
- Ongoing monitoring
- Access to the clinical team, including drop-in support from the Clinical Lead
- Targeted interventions and multi-agency collaboration

All support follows the graduated approach (assess–plan–do–review).

Identifying Emerging or Changing Needs

Although all pupils have SEND, needs may change over time. The school identifies additional or emerging needs through:

- Daily monitoring and assessment
- Review of progress against EHCP targets
- Observations by teaching, SEND and clinical staff
- Monitoring of behaviour, engagement and wellbeing
- Communication with parents/carers

Concerns are addressed promptly through further assessment and adapted provision.

Specialist and Clinical Support

Pupils have access to a range of specialist support:

- Specialist interventions offered by the clinical team.
- Drop-in meetings with the Clinical team for specialist advice and guidance.
- Speech and Language Therapy (SaLT), Occupational Therapy (OT) or other clinical support where specified in the EHCP

Where additional emerging needs are identified, further assessment may be undertaken and if appropriate, added to the EHCP through the Annual Review process to ensure appropriate provision is in place.

How We Identify Difficulties in Accessing Learning

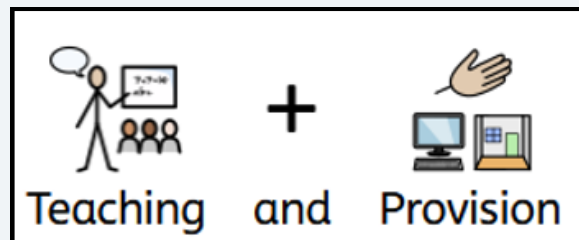
A pupil may be identified as having difficulty accessing learning through:

- Slower than expected progress against EHCP targets
- Teacher observations (e.g. engagement, participation)
- Changes in behaviour, regulation or wellbeing
- Input from parents/carers or the clinical team

In response, the school adapts provision promptly using the assess–plan–do–review cycle.



Teaching and Provision



At Fieldstone School, Teaching and provision are personalised and responsive to ensure all pupils can access learning and achieve their EHCP outcomes.

Adaptive Teaching and Differentiation

All teaching is carefully adapted to meet individual need. Learning is aligned to EHCP outcomes and broken down into small, achievable steps. Staff use a range of adaptive teaching strategies, including scaffolding, modelling, repetition and varied communication approaches, to support understanding and engagement. Provision is flexible and may include:

- 1:1 or enhanced adult support, where required
- Personalised learning pathways and bespoke timetables
- Adjustments to grouping, pace and level of challenge

This ensures that learning is accessible, meaningful and appropriately ambitious for every pupil.

Quality First Teaching

This is at the core of practice and is characterised by:

- Strong collaboration between teaching staff, SLT and clinical team
- Continuous use of assessment and daily evidence (Evidence for Learning) to inform teaching
- A clear understanding of each pupil's needs, strengths and effective strategies
- Access to clinical expertise to support SEMH, communication and sensory needs
- Ongoing professional development focused on adaptive and inclusive teaching

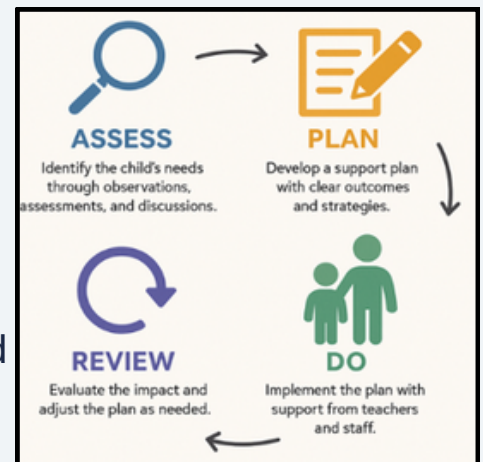
As a result, teaching is responsive, consistent and tailored, enabling pupils to engage positively in learning.



Graduated Approach to Support

The school follows the graduated approach (assess–plan–do–review) to ensure provision remains effective:

- **Assess** – Needs are identified through baseline assessment, ongoing observation, daily evidence tracking and input from parents/carers and the clinical team
- **Plan** – Outcomes and provision are clearly defined through EHCP targets, including support, interventions and staffing
- **Do** – Support is implemented through adaptive teaching, targeted interventions, 1:1 provision and specialist input where required
- **Review** – Progress is reviewed through daily evidence, termly review meetings and annual reviews, with provision adjusted as needed.



Specialist and Clinical Provision

Pupils benefit from integrated specialist support and intervention, including:

- Access to an integrated clinical team that works alongside education staff to support the needs of children and young people.
- Speech and Language Therapy (SALT), Occupational Therapy and Psychotherapy where specified within the EHCP.
- Consideration of additional clinical input through the Annual Review process where new needs are identified.

Through this integrated approach, Fieldstone School ensures that teaching and provision are personalised, evidence-informed and continually adapted, enabling all pupils to access learning, develop independence and achieve their individual outcomes.



How do you adapt the curriculum / school environment for my child's needs?

The school makes reasonable adjustments to ensure all pupils can access learning and facilities. This includes adaptations to the environment, resources and provision to meet individual needs. Where necessary, individual reasonable adjustments are made to meet physical, sensory or learning needs.

Curriculum & Environment

- Flexible timetables
- Bespoke learning pathways
- Targeted interventions
- Emotional regulation support

Environment

- Low-arousal, sensory-informed spaces
- Adapted classrooms and resources
- Environment checklist reviews
- Sensory audits (clinical team)



What additional support is available?

Additional Support- What types of support are available?

- Resources are allocated based on EHCP outcomes, assessed need and the expected impact on pupil progress.
- Targeted interventions (literacy, numeracy, social skills, emotional literacy)
- Clinical input (SaLT, OT, Psychotherapy)

How is additional support allocated?

Provision is based on EHCP outcomes, assessment and identified need.

How are decisions on additional support made?

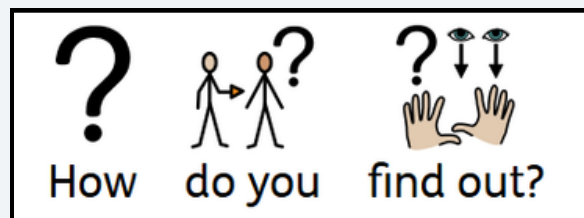
Decisions are made collaboratively between SENDCos, wider SLT, teaching staff, parents and professionals.

How will my child manage exams?

Access arrangements are applied for and provided for each individual student according to their learning needs.



How do you assess if what the school is doing is working?



- Analysis of progress against EHCP targets
- Review of Evidence for Learning data and interventions
- Input from staff, parents, pupils & clinical team
- Provision is adapted where impact is limited.

Measuring Impact

Comparison of progress before/after interventions

Monitoring of engagement, behaviour & wellbeing

Adjustments made through assess–plan–do–review

Governance & Accountability

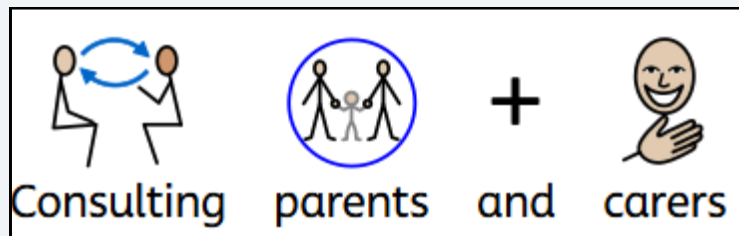
Governors/Trustees monitor SEND provision and outcomes

Hold leaders to account for impact and use of resources

Ensure compliance with SEND Code of Practice



How will you consult and involve parents and carers in their child's education?

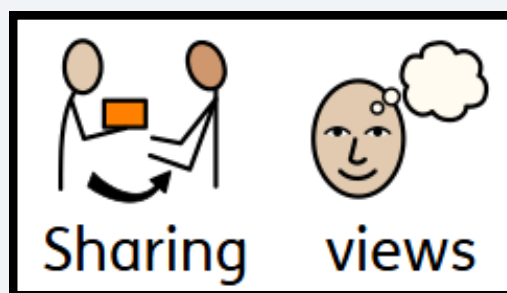


The school works in partnership with parents/carers through:

- Regular communication (email, phone, Class Dojo)
- Termly reviews and annual EHCP reviews
- Parent meetings and open days
- Additional meetings where concerns arise
- Parents/carers are encouraged to contribute to decision-making and target setting.



How can my child share their views on their education?



Arrangements for Consulting Pupils and Involving Them in Their Education

Pupils are supported to contribute to their own education through:

- Participation in EHCP review processes
- Individualised target setting
- Daily feedback and reflection on learning
- Support from trusted adults to express views and preferences
- Pupil voice is central to decision-making and review processes

What training do staff receive?



- Staff receive regular SEND, pedagogy and safeguarding training
- Specialist training reflects the needs of pupils (e.g. SEMH, trauma-informed practice)
- SLT oversee provision and support staff development
- Clinical professionals provide guidance and specialist input
- Training is responsive to the needs of current pupils.

How does the school work with other agencies?



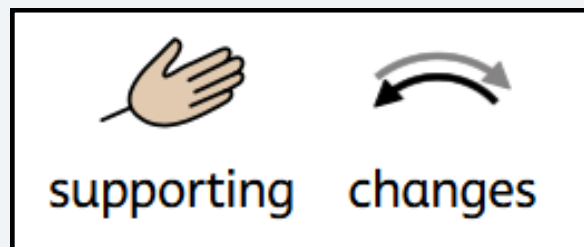
The school works with a range of external professionals, including:

- Local Authorities
- Educational psychologists
- Speech and Language Therapists
- Occupational Therapists
- Social care and health professionals

This ensures a coordinated approach to meeting pupils' needs.



How are transitions and changes supported?

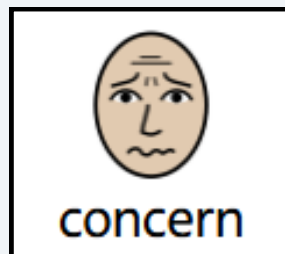


The school provides structured transition support, including:

- Individual transition plans
- Gradual introduction to new classes or staff
- Enhanced transition activities at key points (e.g. end of year, new placements)
- Collaboration with receiving settings for post-16 transition



How can I raise a concern?



Concerns should be raised initially with:

- The class teacher, SENDCo or Senior Leadership Team (SLT.)
- If unresolved, complaints can be escalated via the school's formal complaints procedure, available on request
- The full complaints policy is available on the school website.



Local Offer



How does the school signpost families to services that can provide additional support?

Information about services available locally can be found at:

Devon Local Offer:

<https://www.devon.gov.uk/children-families-education/send-local-offer/>

Torbay Local Offer:

<https://torbayfamilyhub.org.uk/local-offer/>

Plymouth Local Offer:

<https://www.plymouthonlinedirectory.com/article/182/SEND-Local-Offer>

Further support and advice can be sought from the SENDCos at either Place House or College House.