

Foxtton

Primary School

Special Educational Needs and Disabilities (SEND)

Information Report

(October 2019 – October 2020)

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School Details

School Name:	Foxton Primary School
Address:	Foxton Primary School Gallow Field Road Foxton Market Harborough LE16 7QZ
Telephone Number:	01858 545328 (Main Office) 07729 329670 (Mobile)
Name of Head Teacher:	Mr Phillip Clark
Head Teacher's Contact Details:	office@foxton.leics.sch.uk 01858 545328
Website Address:	www.foxton.leics.sch.uk @FoxtonPrimary (twitter)
UPRN:	100032232865
Age Range of Students(start and Finish):	4 – 11 Years
Date of Last Inspection:	25 th January 2018
Outcome of Last Inspection:	Good

Special Educational Needs Coordinator (SENCO):	Mr Paul Fletcher (Monday – Tuesday)
SENCO Contact Details:	01858 545328 (Main Office) pfletcher2@foxton.leics.sch.uk

Foxton Primary School is a mainstream setting school with no designated special unit. The school is committed to the principle that *'every teacher is a teacher of every pupil whether or not they have Special Educational Needs and that all teachers, therefore, have the responsibility for identifying and supporting young pupils with SEND.'* (Code of Practice 2014)

We consequently endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

Total number of students with special educational needs and disabilities at Foxton Primary School (September 2019):	10
Total Number of students receiving additional learning support:	10

What are special educational needs and disabilities (SEND)?

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their behaviour or ability to socialise, for example pupils with autism may find social interactions with friends challenging. SEND can affect academic learning, for example a child may have a specific learning difficulty such as dyslexia might struggle with reading, spelling or mathematics. Some children with SEND may find it difficult to concentrate when accessing learning and this will impact on their understanding, for example when a child has Attention Deficit Hyperactivity Disorder (ADHD). Individuals may also encounter barriers to learning due to a physical or sensory need.

The four broad areas of SEND that we support at school are:

- Cognition and Learning Needs
- Speech, Language and Communication Needs
- Social, Emotional and Mental Health Needs
- Physical and / or sensory Needs

Our School Vision

School Mission Statement:

'Together, we strive: to provide a highly stimulating and caring environment where all members of the school can achieve their best potential; to have an innovative approach to curriculum design and personalise learning; to support access and achievement for all groups of pupils and staff and reject discriminatory practices.'

School Aims:

We endeavour to have:

- **C**onfident individuals who lead safe, happy and healthy lives.
- **A** community where all feel included, valued and supported.
- **R**esponsible citizens who make a positive contribution.
- **E**nthusiastic, successful learners who achieve & enjoy school.

School Motto:

"Rise to the Challenge."

SEND Code of Practice (2014)

The school adopts the levels of intervention as described in the SEND Code of Practice (2014) and uses a number of additional indicators to assess whether a child has an additional need.

- Criteria for placement (Revised Code of Practice, 2015)
- The completion of teacher Inclusive Provision and Quality First Teaching (QFT) document
- Pupil Observations
- Parental concerns
- Tracking individual pupil progress over time
- Information from previous schools
- Information from other outside agencies and services

A pupil identified as having SEND may require outside agency involvement to support the school in meeting their need effectively. Outside agency involvement may be requested if a child continues to make less than expected progress, or continues to work at levels substantially lower than that of their peers despite intervention and support. The SENCO will work in closely in conjunction with the class teacher to gather evidence and decide which external agency would best meet the needs of an individual pupil.

SEND Vision and Aims

SEND Vision:

'Here at Foxton Primary School we believe in creating an inclusive environment where the child is at the centre of everything we do. We aim to provide a welcoming environment whereby children feel happy, safe and secure when they are in school. Through quality-first teaching, children will be given the opportunity to achieve their full potential across all area of learning through outcomes that are challenging yet attainable. Every child should be given an appropriate level of support but at the same time be encouraged to become independent and life-long learners. There should be good communication, support and guidance working in partnership with young people, their parents and families.'

We strive to work closely with parents and children to ensure that we take into account the child's own views and aspirations and the families' experience of, and hopes for, their child. Families are invited to be involved at every stage of planning and reviewing SEND provision for their child.

All children at Foxton Primary School benefit from 'Quality First Teaching' (QFT): this means that teachers assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills. We have high expectations of all our children. Tracking and monitoring of our SEND children is in line with whole school practice.

SEND Aims:

- To identify, at the earliest opportunity, barriers to learning for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents and families

- To work with the Governing Body and enable them to fulfil their statutory monitoring role with regard to this document
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

We accept the principle that pupils' needs should be identified and met as early as possible. Whole school data is used as an early identification indication (entry profiles, Foundation Stage Profile, School Tracking, Analyse school performance). It is also used to monitor and evaluate the progress of pupils identified as having SEND.

Evaluation of the Effectiveness of Provision for Pupils

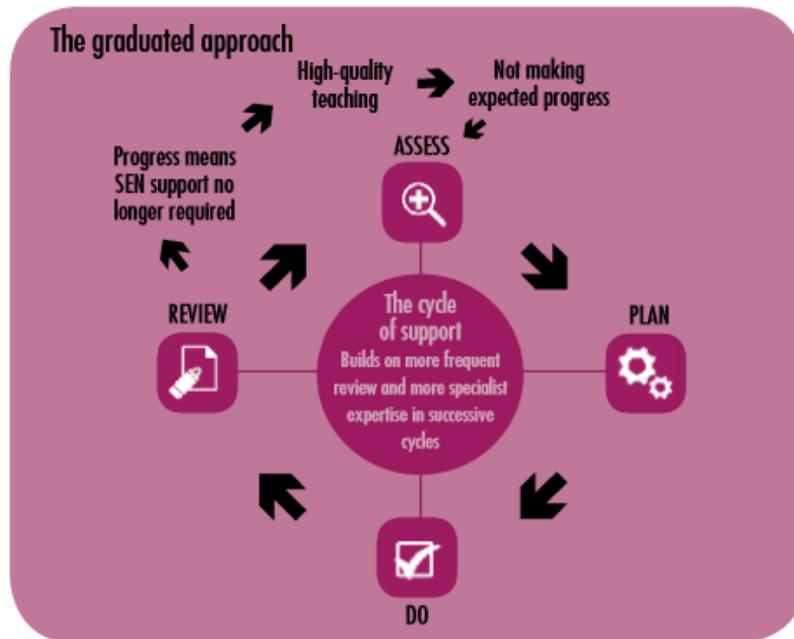
When a child is identified as having a special education need, four actions will be put into place known as the Graduated Response - Assess, Plan, Do, Review:

Assess: Identify what the difficulty is and plan an appropriate strategy

Plan: Planning appropriate intervention and support, taking into account learning styles where possible

Do: Deliver support as often as possible considering how this best fits with the child's timetable.

Review: With parent and child input, support and progress is reviewed and future provision is planned.



Your child's progress and SEND provision is monitored by the following people:

- Class Teacher
- SENCO
- Head Teacher
- SEND Governor

Arrangements for Assessing and Reviewing the Progress of Pupils

Every child at Foxton Primary School is tracked carefully, not only in attainment but also progress.

This information is gained from teacher assessments based on the end of year expectations from the New Curriculum, as well as GL Assessments – Progress in Mathematics and English.

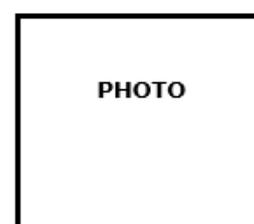
Children with SEND will have individual Pupil Passports that identify their Outcomes for the end of the year; termly Targets to achieve these Outcomes, and the provision in place to support them. The Pupil Passport is designed as a working document to be accessed by all relevant parties and provide a holistic approach to meet the individual needs of a child.

A termly review will be arranged by the teacher to meet with the pupil and their parent / carer – this will happen three times each academic year. At these review meetings, the child’s progress towards their Outcomes and Targets will be reviewed and new Targets set as appropriate. The child’s, parents and teacher views will also be gathered at this SEND Review Meeting and recorded on the child’s SEND Review Form. Updated information on child’s Pupil Passport and the SEND Review Form will then be used by adults to support their continued academic and personal development in school.



PUPIL PASSPORT **2019-2020**

Name:	DOB:
Class Teacher:	Year Group:
SEND Status:	SEND Start Date:
Things I like:	Things I dislike:
•	•
•	•
•	•



Things I am good at:	Things I need help with:	Who will help me:
•	•	•
My Outcomes (to be achieved in the next 12 months):	Outside Agency Involvement:	In School Assessment:
1. 2. 3.		
Autumn Term Attainment:	Spring Term Attainment	Summer Term Attainment:
Reading: Writing: Mathematics:	Reading: Writing: Mathematics:	Reading: Writing: Mathematics:

Autumn Term (4 months)	Spring Term (4 months)	Summer Term (4 months)
1. 2. 3.	1. 2. 3.	1. 2. 3.
Provision for Autumn Term Targets	Provision for Spring Term Targets	Provision for Summer Term Targets
1 2. 3.	1 2. 3.	1 2. 3.
Autumn Term Interventions:	Spring Term Interventions:	Summer Term Interventions:
•	•	•

SEND REVIEW FORM 2019-2020

Autumn Term Review		Spring Term Review		Summer Term Review	
Date of Review:	Present at Review:	Date of Review:	Present at Review:	Date of Review:	Present at Review:
General Comments:		General Comments:		General Comments:	
Pupil Voice:		Pupil Voice:		Pupil Voice:	
Parent Voice:		Parent Voice:		Parent Voice:	

Signed: _____

Signed: _____

Signed: _____

Date: _____

Date: _____

Date: _____

Next Steps (to be completed by SENCO if required):

Autumn Term:	Spring Term:	Summer Term:
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Approaches to Teaching

All children at Foxtton Primary School will have access to Quality First Teaching (QFT) in the classroom. This will be differentiated to meet the needs of every child whether they have an additional need or not.

Class teachers work to meet individual learning needs including marking work meaningfully and planning homework effectively.

All staff have high expectations of all children, regardless of any difficulties they may have.

When necessary, children will receive support, either as part of a small group or on an individual basis.

Some children may require additional input from an external agency such as the Educational Psychology Service or specialist teachers.

At Foxtton Primary School, staff ensure that all pupils needs are met and treated inclusively

Adapting the Curriculum and Learning Environment for Pupils

Class teachers differentiate work in order to meet the needs of all pupils. Where pupils are identified as having special education needs, the staff provide for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

The range of provision could include:

- In class support for small groups with an additional teacher or Learning Support Assistant (LSA)
- Small group withdrawal with Teacher or LSA using targeted intervention.
- Individual class support/individual withdrawal
- Further differentiation of resources or specialised equipment

Please also refer to the Foxton Primary School Accessibility Plan on the school website.

Additional Support for Learning

Additional support can be in a variety of forms ranging from support in class as part of a small group or 1:1; withdrawal from the class to work on targeted interventions; modification of resources to assist the child in their learning, or use of additional specialist equipment to help the child access the curriculum. Differentiation and support strategies such as these may be appropriate for a child identified as having a SEND or requiring additional support.

Activities Available for Pupils in Addition to those Provided in Accordance to the Curriculum

Foxton Primary School offers a wide range of extra-curricular activities including gardening and multi-sports. All children within the school, regardless of ability and / or SEND are entitled to attend.

The school also offers Breakfast and After School Clubs which are run on the premises therefore are available to all pupils.

Pupils with SEND are entitled to participate in school visits and residential trips. Prior planning alongside parents and carers may be required to ensure off-site visits are accessible. Reasonable adjustments will be made to ensure this. For example, a residential trip with a child who finds changes in routine difficult can be prepared by being given a booklet with pictures of all rooms they might access along with a description. Pre-visits by teaches enable this to happen.

Support for Improving the Social, Emotional and Mental Health Needs (SEMH) of Pupils

Foxton Primary School provides pastoral support through all staff for all pupils including those with SEND. If required, the school can access the School Nurse for additional support and advice or support families in making a referral for Early Help. We can also refer to the Duty Officer for Social Services via the Head Teacher Mr Clark who is the Designated Safeguarding Lead (DSL).

Within School, we have staff that can offer pupils:

- Emotional Literacy Support (Mrs Sandy Bratu)
- Child Mental Health First Aid (Mrs Sandy Bratu and Mr Paul Fletcher)

Children with a diagnosis of Attention Deficit and Hyperactivity Disorder (ADHD) or who are on the pathway, can be signposted to outside agencies such as ADHD Solutions to offer advice and support for parents. Please find more information on ADHD Solutions on their website:

<http://cmsms.adhdsolutions.org/>

Support for Parents / Carers with a Concern or a Young Person Who is Worried About Their Learning

Foxton Primary School adopts an open door policy and parents/carers are encouraged to discuss any concerns or queries they might have.

Support is put into place and monitored for a period of time. Parents are then invited to meet with either the class teacher or the SENCO to discuss the outcomes of this support.

Further support from outside agencies may then be requested if deemed necessary.

The Leicestershire County Council Specialist Teaching Service: Autism and Learning Support Team can offer support and advice around a child's learning. More information can be found here:

<https://resources.leicestershire.gov.uk/specialist-teaching-service/autism-and-learning-support-team>

Expertise and Training of Staff in Relation to These Pupils and How this Specialist Expertise is Secured

In order to maintain and develop the quality of our provision, staff are required to undertake training and development. Performance management review and staff appraisals support the identification of areas for development.

Training is arranged dependent on need and any relevant training undertaken by the SENCO is cascaded to staff.

Teaching staff and support staff have benefitted from training in inclusive strategies in the following areas:

- Speech, Language and Communication Needs
- Autism
- Inference Training
- Reading Coaching
- Leicestershire produced Wave 3 materials to support Maths and Literacy
- Dyslexia

A range of Standardised Assessments in Literacy can be carried out by the SENCO to identify learning needs.

The SENCO regularly attends SENCO.Net Meetings and Cluster groups meetings with our family of schools in the locality. Good practice and any new legislation is shared.

The school works closely with external agencies relevant to individual children's needs, including:

- Educational Psychology (EP) Service
- Specialist Teaching Service (STS)
- Vision Support Team (VST)
- Hearing Support Team (HST)
- Autism Outreach Service (AOS)
- Health Provides – G.P. School Nurse, Speech and Language Therapist (SaLT)

How Equipment and Facilities to Support Pupils is Secured

The school is committed to ensuring that the curriculum can be accessed by all children regardless of need. Teachers modify teaching and learning opportunities as appropriate for children with SEND. For example, a pupil may be given extra time, support from an adult or an alternative media for showing their work.

Should access for wheelchairs be required the school can accommodate this. The school is on one level and has various entrance points at ground level. We have a disabled toilet and there is a disabled parking bay in the school car park

Arrangements for Consulting Parents / Carers or Pupils and Involving Them in the Education of Their Child

The SENCO meets with parents / carers at the point of a child being placed on the SEND register and parental consent is given. This meeting is intended to reassure parents / carers as to what being on the SEND register involves and to explain the Graduated Response procedure.

At this point the class teacher will create a Pupil Passport in conjunction with parents and the young person.

A SEND review meeting will take place each term with the child and parents / carers – this is an opportunity to set targets, plan provision and ensure the child's needs are being met. Parents / carers are involved throughout this process and play a key part in decision making and planning.

Termly SEND Parent Drop-in Sessions are held at Foxton, to enable parents to meet with the SENCO and discuss any concerns or seek information and advice. However, Foxton Primary School offer an 'open door' policy and encourage parents / carers to arrange to meet with the SENCO if the need is more urgent.

Arrangements for Consulting Young People with SEND and Involving Them in Their Education

Pupil voice is essential in supporting a child's needs and their involvement is sought. Pupils work with the SENCO to develop a one-page profile about them and how best to support their needs. One-page profiles are shared with staff working with the child so the child has a voice in how best to support them. Pupils are encouraged to discuss their strengths as well as the things they find more challenging. They are encouraged to talk about their interests, hobbies and aspirations for the future. This helps to develop a whole picture of the child and can often lead to an access point on which to build their learning.

If outside agency involvement is required, then the young person's views are recorded as part of any assessments undertaken.

Arrangements Made by the Governing Body Relating to the Treatment of Complaints from Parents / Carers of Pupils Concerning Available Provision at Foxton

At Foxton Primary School we strive to provide a good education for all our pupils. The Head Teacher and school staff endeavour to build positive working relationships with all families in the school. However, the school is obliged to have procedures in place for any complaints made. The following sets out the school policy for this eventuality. This applies to all children regardless of whether or not they have SEND.

At Foxton Primary School we deal with complaints in accordance with procedures laid down by the School's Complaints Policy.

In the first instance, parents / carers should discuss any matters of concern with their child's class teacher. In our experience, most matters can be addressed at this level and resolved in a positive way. All staff work hard to ensure that children are happy at school and performing to their best ability.

Where parents / carers of children with SEND feel that has not been satisfactorily resolved or their concern requires additional input, then they should make an appointment to speak to either the SENCO or the Head teacher. The SENCO / Head teacher will treat any concern seriously and will investigate each case thoroughly. Most concerns/complaints are resolved by this stage.

Should any parent / carer have complaint about the Head Teacher, they should make written contact with Mark Neale (Chair of Governors), so the issue can be resolved through dialogue with the school. Where this is not possible the complaint will be heard by the Governing Body's Complaints Panel.

How the School Involves Other Bodies (Including Health and Social Services, Local Authority Support Services and Voluntary Organisations) in Meeting the Needs of these Pupils and Supporting Their Families

Educational Psychology (EP) Service process

Accessed via the SENCO through EP referral

Health Services (Paediatrician)

Accessed via G.P. through referral process

Health Services (Speech and Language Therapy) process

Accessed via Parents or SENCO through referral

Health Services (Child and Adult Mental Health Service - CAMHS)

Accessed via G.P. through referral process

Specialist Teaching Services (STS) – 2 hours of school consultation each academic year

Accessed via SENCO through referral available

Autism Outreach Service (AOS)

Accessed via SENCO following Autism diagnosis

Family STEPS / Social Services / Counselling / Art Therapy process

Accessed via the Head Teacher through referral

Please see contact details below for more information

Contact Details for the Support Services for Parents / Carers

Including Those with Arrangements Made in Accordance with Section 32 (Children and Families Act 2014)

Head Teacher	Mr Phillip Clark Telephone: 01858 545 328 Email: office@foxton.leics.sch.uk
SENCO	Mr Paul Fletcher Telephone: 01858 545 328 Email: pfletcher2@foxton.leics.sch.uk
Leicestershire County Council SEND Local Offer	Website: http://www.leics.gov.uk/index/children_families/local_offer.htm
Leicestershire County Council Specialist Teaching Service (STS)	Telephone: 0116 305 6600 Website: https://resources.leicestershire.gov.uk/specialist-teaching-service
Leicestershire County Council Physical Disabilities Support	Website: https://resources.leicestershire.gov.uk/specialist-teaching-service/physical-disabilities-support-service/physical-disabilities-support
Early Years SEND Inclusion Service	Website: https://resources.leicestershire.gov.uk/education-and-children/early-years/early-years-send-inclusion
Leicestershire County Council Special Educational Needs Assessment and Commissioning Service (SENA)	Telephone: 0116 305 6600 Email: senaservice@leics.gov.uk Website: https://resources.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/support-for-schools/assessment-of-sen-sena
Educational Psychology Service	Telephone: 0116 305 5100 (Tuesday – Thursday) Email: psychology@leics.gov.uk Website: https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare/educational-psychology-service
Leicestershire Partnership NHS Trust Children’s Speech and language Therapy Service	Website: https://www.leicspart.nhs.uk/service/childrens-speech-and-language-therapy-service/
Leicestershire Partnership NHS Trust Families Young People and Children’s Services	Website: https://www.leicspart.nhs.uk/services/
Leicestershire NHS Public Health (School) Nurses	Telephone: 0116 215 6265 Website: https://www.healthforkids.co.uk/leicestershire/school-nurses/
Leicestershire Partnership NHS Trust Child and Adults Mental Health Service (CAMHS)	Website: https://www.leicspart.nhs.uk/service/child-and-adolescent-mental-health-services-camhs/
Special Educational Needs and Disabilities Independent Advice and Support Service (SENDIASS)	Telephone: 0116 257 5027 Website: www.sendiassleicester.org.uk
Leicestershire County Council Early Help	Website: https://resources.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/early-help
First Response – Children’s duty Team	Telephone: 0116 305 0005
Social Care (supporting families)	Website: https://www.leicestershire.gov.uk/education-and-children/social-care-and-supporting-families
Special Needs Jungle (parent-led information and resources)	Website: https://www.specialneedsjungle.com/

Leicestershire County Council Education Authority SEND

Duty and Local Offer

It is the Local Authority's duty to provide advice and information to children and young people and their parents/carers relating to SEND

Details of the Local Authority's Local Offer can be found on the following website:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer>

Support for Pupils Transferring Between Phases of Education

When a child with SEND is due to transfer to the next phase in their education (KS2 to KS3), the SENCO will work closely with the SENCO from the new setting to ensure smooth transition. Usually a meeting involving parents/carers and staff from both settings will take place, particularly for pupils on the Autistic Spectrum.

Additional visits are arranged for children who may require support, to gain familiarity with the new setting and meet key staff.

Any relevant activities to aid transition are carried out as part of the child's Pupil Passport.

Transfer of SEND documents occurs as soon as the child has begun at their new setting.

Timescale Relevant information is passed to the Secondary School in April/May.

Additional visits usually take place in June and parents may accompany their child if they feel this is appropriate.

Review Date: October 2020