

Foxton Primary School – Local Offer – SEN Report

Regulation 3 Special Education Needs and Disability (information) Regulations (2014)

School Details

Foxton Primary School
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Age Range of pupils 4-11

Head Teacher Details

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Inspection Details

Date of Last inspection: 19 Feb 2013
Outcome of last inspection Good

School SEND Information

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.

Specialist unit	None
Additional learning support unit	None
Students with special educational needs and disabilities	6
Total number of students receiving additional learning support	6
Broad areas of need that are supported	Communication and Interaction Cognition Learning Social Emotional and Mental Health difficulties Sensory and or Physical needs
SEND Experiences	Asthma Autism Spectrum Disorder (ASD) including Asperger's Dyslexia Dyscalculia and dyspraxia Epi pen Language Difficulties (Difference) EAL/ESOL etc. Speech Language and Communication needs (SLCN) Specific Learning Difficulties (SpLD) Speech and Language Therapy (SaLT) Visual Impairment
SEND Accessible services/approaches	Disabled Access Special Diet Special Needs Access

Policies

The aims of SEND policy and practice in this school are to:

- Be an inclusive school
- Reach high levels of achievement for all
- Meet individual needs through a wide range of provision
- Provide curriculum access for all
- Share common vision and understanding with all stakeholders
- To take account of the views of pupils with SEND and their parents in order to best support their education development.
- Attain high levels of satisfaction and participation from pupils, parents and carers
- Give transparent resourcing to SEN
- Achieve a level of staff expertise to meet pupil needs
- Work towards inclusion in partnership with others agencies and schools

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, RAISE online). It is also used to monitor and evaluate the progress of pupils identified as having SEN.

SEND Code of Practice

The school adopts the levels of intervention as described in the SEND Code of Practice and uses a number of additional indicators of special educational needs.

- Criteria for placement (Revised Code of Practice)
- The completion of teacher concern forms
- Parental concerns
- Tracking individual pupil progress over time
- Information from previous schools
- Information from other services

If a pupil continues to make less than expected progress or continues to work at levels substantially lower than that of their peers, despite intervention and support, then an external agency will need to become involved. The SENCo will work in conjunction with the class teacher to gather evidence and decide which external agency would best fit or suit the needs of the pupil.

We need information about the policies you have in place for making provision for pupils with special educational needs and disabilities. We need this information for pupils regardless of whether they have Education Health and Care (EHC) Plans or not.

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 parents' and child's input review the support and discuss progress and further needs.

SEND is monitored by the Head Teacher, the SENCo and the SEND Governor, as well as the Class Teacher.

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 assessment of reading ages and spelling ages.

Children on the SEND register will have additional reviews where the parents and child are invited to attend. Progress against the child's personal targets will be discussed and new targets set as appropriate. These will be recorded on the child's Personal Support Plan. The Personal Support Plan is designed as a working document to be accessed by all relevant parties for the benefit of the child.

Approach to teaching

All children at Foxton Primary School will have access to Quality first Teaching in the classroom. This will be differentiated to meet the needs of every child whether they have SEND 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 Foxton Primary School, staff ensure that all pupils are 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
- Wave 3 intervention

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. Access arrangements can also be made for public examinations. These may be appropriate for a child:

- With a statement of SEN which will become an Educational Health and Care Plan (EHCP)
- For whom extra provision is already made at School Based Support level – be it accessing a scribe or additional time
- Who requires alternative access arrangements due to disability or because of behavioural, emotional or social difficulties
- Who requires rest breaks due to the specific learning difficulty

A full list of access arrangements and information on each one is available on the DfE website.

Activities that are available for pupils in addition to those available in accordance with 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 and therefore all school policies apply.

Pupils with SEND are able to participate with school visits and residential trips with prior planning alongside parents and carers. 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 teachers enable this to happen.

Support for improving the emotional and social development 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. We can also refer to the Duty Officer for Social Services via the Designated Senior Person

Special Educational Needs or Disabilities (SEND) contact details

SEN co-ordinator Mr Paul Fletcher
Telephone 01858 545328
e-mail pfletcher2@foxton.leics.sch.uk

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 if 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.

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

The SENCo regularly attends SENCo Net Meetings and Cluster 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 Service
- Specialist Teaching Service
- Vision Impairment team
- Autism Outreach
- Health Provides – GPs, School Nurse, Speech and Language therapists

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 car park.

Arrangements for consulting parents/carers of 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. 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 Personal Support Plan will be drawn up in conjunction with parents and the young person. Parents and Carers have much to contribute to our support of young people with special educational needs.

We have regular meetings each term to share progress and investigate whether additional support is required from outside agencies. The parents/carers are kept informed throughout this process and play a key part in decision making.

Arrangements for consulting young people with special education needs, and involving them in their education

Young people participate in the initial meeting process and contribute to the drawing up of the Personal Support Plan. They are encouraged to discuss their strengths as well as the things they find difficult. They are also encouraged to talk about their interests and hobbies. 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 an 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 staff work hard to promote good 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.

We deal with complaints in accordance with procedures laid down by the Local Education Authority. If the school is unable to resolve a complaint then the matter can be referred to the LEA.

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 parents or carers have complaint about the Head teacher, they should make written contact with the Chair of Governors so the issue can be resolved through dialogue with the school.

How the Governing Body involves other bodies (including health and social services bodies, local authority support services and voluntary organisations) in meeting the needs of these pupils and supporting their families.

Educational Psychology Service	Accessed via the SENCo via EPS Referral Process
Health Services	Accessed via SENCo via SPA Referral
Specialist Teaching Services	Accessed via SENCo via referral
Autism Outreach	Accessed via SENCo following diagnosis
Family STEPS/Social Services/Counselling/Art Therapy	Accessed via the Head Teacher

Contact Details for the support services for parents/carers, including those with arrangements made in accordance with Section 32 (Children and Families Act 2014)

SEN co-ordinator Mr Paul Fletcher
Telephone 01858 545328
e-mail pfletcher2@foxton.leics.sch.uk

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

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

http://www.leics.gov.uk/index/children_families/local_officer.htm

Support for pupils who transfer between phases of education or in preparing for adulthood and independent living

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 Personal Support Plan.

Timescale Relevant information is passed to the Secondary School in March/April
Additional visits usually take place in June and parents may accompany their child if they feel this is appropriate.

How does Foxton contribute to the publication of the local authority's local offer

Information about Foxton's Local Offer and other SEN information can be found our website:

www.foxton.leics.sch.uk

Information about the Local Education Authority's Local Offer can be found by following this link:

http://www.leics.gov.uk/index/chioldren_families/local_offer.htm