

Foxton Primary School – SEND Information Report – September 2018

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

School Details

Foxton Primary School
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UPRN 855 2036
Age Range of pupils 4-11

Head Teacher Details

Name: Mr Phillip Clark
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Inspection Details

Date of Last inspection: 25 January 2018
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	<i>None</i>
Additional learning support unit	<i>None</i>
Students with special educational needs and disabilities	<i>8</i>
Total number of students receiving additional learning support	<i>8</i>
Broad areas of need that are supported	<i>Communication and interaction Cognition and learning Social, emotional and mental health Sensory and/or physical</i>
SEND Experiences	<i>Asthma Autism Spectrum Condition (ASC) including Asperger's Dyslexia, Dyscalculia and dyspraxia Anaphylaxis English as an Additional Language Speech Language and Communication Needs (SLCN) Specific Learning Difficulties (SpLD) Moderate Learning Difficulties Global Learning Delay Speech and Language Therapy (SaLT) Visual Impairment</i>
SEND Accessible Services/approaches	<i>Disabled Access – Accessibility Plan http://www.foxton.leics.sch.uk/pdf.php?url=http://www.foxton.leics.sch.uk/perch/resources/accessibility.pdf Special Diet – Leicestershire Traded Services Special Needs Access – Differentiated Curriculum</i>

Policies

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

- Achieve their best
- Become confident individuals living fulfilling lives
- Makes successful transitions to their next phase of education

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.

SEND Code of Practice

The school adopts the levels of intervention as described in the SEND Code of Practice (2014) and uses a number of additional indicators of special educational needs.

- Criteria for placement (Revised Code of Practice)
- The completion of teacher concern forms
- Pupil Observations
- 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 meet the needs of the pupil.

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 Class Teacher, SENCO and the SEND Governor, Head 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 GL Assessments – Progress Maths and Progress English.

Children on the SEND register will have additional reviews where the parents and child are invited to attend three times a year. Progress against the child's personal targets will be discussed and new targets set as appropriate. These will be recorded on the child's Pupil Passport. The Pupil Passport is designed as a working document to be accessed by all relevant parties for the benefit of the child to work towards individual outcomes.

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 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

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. These may be appropriate for a child identified as having an SEND need or requiring extra support.

Activities 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 are entitled to attend.

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 Safeguarding Lead.

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 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.

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 Support Team
- Hearing Support Team
- Autism Outreach
- Health Providers – 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 and parental consent 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 each term to share progress and investigate whether additional support is required from outside agencies is offered. The parents/carers are kept informed throughout this process and play a key part in decision making.

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. They are encouraged to discuss their strengths as well as the things they find difficult. They are also 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 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 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 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. 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 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 process
Specialist Teaching Services	Accessed via SENCo via referral process
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 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 who Transfer 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.
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Review date: September 2019