

Foxton Primary School



Special Educational Needs & Disabilities (SEND)

SEND Report for Parents and Carers – 2026-2027

Introduction

All Leicestershire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEND) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. The needs of SEND pupils are being met in a mainstream setting wherever possible.

The four broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

What is the LA Local Offer?

Since The 2014 Children and Families Bill, Local Authorities are required to publish and review information about the services they expect to be available for children and young people with SEND aged 0- 25. The LA refer to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision locally. The web site for the Local Offer in Leicestershire is:

Special educational needs and disability | Leicestershire County Council

Schools use the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide.

The best people to talk to about your child's difficulties with learning/ Special Educational Needs or disability (SEND) at Foxton Primary School:

1. You can talk to your child's Class teacher. They are responsible for:

- Checking your child's progress and identifying, planning and delivering any additional help your child may need (e.g. like targeted work, additional support etc) in accordance with the SEND Policy.
- Recording any additional help on the school's Provision Map.
- Liaising with the SENDCo if and when necessary.

2. You can also talk to our SENDCo, Ms Jess Berry. Our SENDCo is usually onsite Monday – Friday and appointments can be booked by email or through the school office.

Our Inclusion Lead is responsible for:

- Developing and reviewing the school's SEND policy.
- Coordinating all the support for pupils with special educational needs or disabilities (SEND).

- Supporting class teachers in the planning and assessing of SEND Support Plans and the assessing of individual pupil's progress using the provision map.
- Ensuring that parents are fully informed about any extra support their child receives and that they are involved in supporting their child's learning and reviewing their progress.
- Making referrals to agencies who come into school to help support pupil's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Liaising with these agencies.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of their progress and needs are kept.
- Facilitating specialist training and support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

SENDCo Email – SENCO@foxton.leics.sch.uk or jess.berry@foxton.leics.sch.uk

Telephone – 01858 545328

You can also talk to our Head Teacher, Ms Nikki Hancock. He is responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND.
- Making sure that the Governing Body is kept up to date about issues relating to SEND.
- The Head Teacher will give responsibility to the Inclusion Lead and Class Teachers, but is still responsible for ensuring that your child's needs are met.

Head Teacher Email – head@foxton.leics.sch.uk

Telephone – 01858 545328

Our SEND Governor

Mx Rowan Mason is our SEND Governor, which means that they take a special interest in SEND issues. Parents are welcome to approach the school in person, initially via our Office staff or Class Teachers. Alternatively, you can make contact with us by email or telephone.

What support is available for children with SEND in our school?

Class teacher input (Quality First Teaching)

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning, such as various resources.
- Specific strategies (which may be suggested by the Inclusion Lead or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and may have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work and 1:1 interventions

These may be:

- Run in the classroom or in another part of the school.
- Run by a teacher or Teaching Assistant (TA).
- Specialist outside agencies working in school e.g. Speech and Language Therapy, Occupational Therapy, Physiotherapy.

All children requiring additional support that is additional to and different from QFT, are tracked on a class provision map. You will be made aware by your child's class teacher if they are in need of intervention and consent will be sought to carry this out. If your child has been identified as needing interventions and /or extra specialist outside support in school in order to progress with his/her learning they may be given a SEND Support Plan.

The SEND Support Plan

If a pupil is given a SEND Support Plan this means they have been identified by the Inclusion Lead / class teacher as needing some extra specialist support in school.

This may be from:

- Trained staff from within school.
- Local Authority services, such as the Autistic Spectrum Disorder Service, Hearing/Visual Impairment Services and the Education Psychology Service (EPS).

If your child is identified as needing a SEND Support Plan you will be asked for your views and opinions on how best to help your child. Your child's view will also be sought informally and they will be made familiar with their targets. At the end of the term the plan will be reviewed by parents, staff and your child (as far as is possible – this may be difficult for very young children or children with delayed development).

You may be asked to give your permission for the school to refer your child to specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and therefore be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support, they may also be involved in the review process.

High Needs Funding - SENIF

If your child has a SEND Support Plan, and we feel they are still not making sufficient progress, we can apply for Special Educational Needs Intervention Funding (SENIF). The high needs funding system supports provision for pupils and students with special educational needs and disabilities (SEND) from their early years to 25. The Children and Families Act 2014 extends local authorities' statutory duties relating to SEND across the 0 to 25 age range. A range of providers have a duty to cooperate with the local authority on arrangements for children and young people with SEND (with a reciprocal duty on the local authority). Under current rules, mainstream schools educating high-needs pupils have to pay for the first £6,000 of their teaching, which is then topped up by councils.

The Education, Health and Care Plan (EHCP)

This type of support is available for children whose needs are more severe and complex and cannot be overcome through Quality First Teaching and intervention work, or even High Needs Funding. This means the child will have been identified by professionals as needing a particularly high level of individual or small group support.

The child may also need specialist support in school from a professional outside the school. If staff feel that your child would benefit from the support and legal protection of an EHCP, the SENDCo will make the request using evidence gathered from school and from any outside agencies that have been involved in assessing or working with your child. As a parent you can also request that the Local Authority (LA) carry out an assessment of your child's needs. After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to warrant an EHCP. If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support. They may suggest that the Inclusion Lead applies for Higher Needs Funding. If granted, this allows the school to put extra support in place for your child.

If your child is given an EHC Plan, it will outline the support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. An additional adult may be used to support your child with whole class learning, run individual interventions or run small groups including your child.

All EHCPs will be reviewed annually with the Inclusion Lead, Class Teacher and any other relevant professionals.

One Page Profiles

All children who are on the SEND register will have a one page profile. This is a document that will be completed and updated by class teacher 3 times per year (or as your child's needs change) with specific input from the child and parent/carers. It outlines what support your child feels they need, information about how they like to learn and what they feel it is important for adults to know.

Provision Mapping

At Foxton Primary School, we also track the needs of our pupils on a school provision map which identifies all pupils with a special need and the support they receive. This includes pupils who do not have a SEND Support Plan or EHCP. It is reviewed termly and each pupil's progress is assessed. Changes are made as needed. Your child's progress will also be continually monitored by his/her class teacher, as well as the SENDCo. Their progress will be reviewed formally every term by the Class Teacher and Head Teacher in Pupil Progress Review meetings.

How is Foxton Primary School accessible to children with SEND?

- The building is accessible as it is single level throughout. Access into the majority classrooms, halls and the outdoors is ground level and appropriate for use with wheelchairs and walking aids.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- Wherever possible, we make sure extra-curricular activities are accessible for children with SEND.
- We support SEND pupils with transition (either when they joining us, or are leaving this school, or moving on to another class).

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- For move to secondary school our Inclusion Lead will meet with the Inclusion Lead/SENDCo from the next school and ensure they know about SEND issues and any special support that needs to be in place for your child.
- In certain circumstances our SENDCo may also arrange transition meetings to include parents and other members of staff.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- Year 6 teachers will discuss your child with staff from the secondary school.
- For moves to school out of the area our SENDCo will contact the new school by phone or email.
- We will make sure that all records about your child are passed on as soon as possible.
- When your child moves to another class:
- Planning meetings will take place with the new teacher. SEND Support Plans will be shared with the new teacher.
- Your child will take part in a transition day in order to familiarise themselves with their new environment. They will also get to know their new class teacher and the teaching assistants with whom they will be working.
- Your child may work on social stories to help their understanding of the transition. Transition booklets may be made with photographs of staff and the new classroom.

Emotional & Social Development Support

We recognise that pupils with SEND may have an Emotional and Social Development need that will require support in school. We are fortunate to have a trained Emotional Literacy Support Assistant (ELSA) in school who has dedicated time within her timetable to support specific SEMH needs.

- Referrals to outside agencies (eg. Bereavement Counsellors, School Nurses, Health Visitors) are completed by the Inclusion Lead as necessary.
- We have Behaviour and Anti-Bullying Policies.
- We have a Safeguarding Policy in place and follow National & LA Guidelines.
- The Head Teacher, Class 3 teacher and SENDCo are designated Safeguarding Leads.

This SEND information report will be reviewed: September 2027