

# Special Educational Needs and Disability Policy

## Foxmoor Primary School



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### SENDCo Details:

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A child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Please see our SEND information report which outlines the specific provision available at Foxmoor Primary School and is available on the school website.

### Rationale:

All the teachers in the school are teachers of children with Special Educational Needs. As such, Foxmoor Primary School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

Foxmoor Primary School values the contribution that every child and young person makes and welcomes diversity of culture, religion and intellectual style. Foxmoor seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children with SEND are valued, respected and equal members of our school.

## Aim:

Through following the SEND Code of Practice (2015), we aim to enable pupils to reach their full potential, achieve their best, become confident individuals and help make a successful transition into adulthood, all whilst being fully included within our school community.

## Objectives:

1. To identify and provide for pupils who have special educational needs.
2. To work within the guidance provided in the SEND Code of Practice, 2015.
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs and Disabilities Coordinator (SENDCo) who will ensure the SEND Policy is implemented.
5. To provide support and advice for all staff working with pupils with special educational needs.
6. To work in partnership with parents, enabling them to make a positive and active contribution to the education of their child.
7. To take the views of the child into account and involve them in their learning journey.

## Identifying Special Educational Needs:

The Code of Practice outlines four broad categories of need that all schools should plan for. Foxmoor Primary School uses the graduated approach and the Gloucestershire County Council’s Intervention Guidance for Special Educational Needs and Disability: to assess, plan, provide and review.

### **The 4 categories are:**

- **Communication and Interaction:** Children with speech, language and communication needs (SLCN); children with ASD, including Asperger’s Syndrome and Autism.
- **Cognition and Learning:** Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation.
- **Social, Emotional and Mental Health Difficulties:** Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging and disruptive behaviours.
- **Sensory and / or Physical Needs:** Some children require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided.

At Foxmoor Primary School, we will identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child.

There may be a range of factors and reasons that have an impact on the child’s educational progress, but are not due to a Special Educational Need or Disability. These could include:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and Punctuality.
- Health and Welfare.

- English as an Additional Language.
- Being in receipt of a Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of a Service Personnel.

## [A Graduated Approach to SEND Support – Identification, Assessment, Provision and Review](#)

Foxmoor School believes in “Quality First” teaching. Teachers are responsible and accountable for the progress and development of the pupils in their class. High quality teaching and differentiation for individual pupils is the first step in responding to pupils who have or may have SEND. Children’s progress is regularly reviewed and monitored.

At Foxmoor Primary School, children are identified as having SEND through a variety of ways including the following:

- Liaison with pre-school setting or previous school.
- Child performing significantly below age related expectations.
- Concern has been raised by class teacher.
- Concern has been raised by parent.
- Liaison with external agencies e.g. Communication and Interaction Team.

Foxmoor Primary School follows a graduated approach: **Assess – Plan – Do – Review.**

- **My Profile:** Pupil voice is very important to Foxmoor Primary School. Some children (not necessarily children with SEND) will have a ‘My Profile’ which outlines the things that help and hinder the child.
- **My Plan:** All children on the SEND Register at Foxmoor Primary School will have a ‘My Plan’ that will outline the child’s needs, outcomes (goals), actions and resources (provision) to be used in order to help achieve the outcomes. There may also be outside agencies working with the child, family and school.
- **My Plan+:** If a ‘My Plan’ has been in place for some time and has been reviewed several times with limited progress being made, a child may then be given a ‘My Plan+’. Outside agencies will be involved at this time.
- **EHCP (Education, Health and Care Plan):** A child would have been on a ‘My Plan+’ and this would have been reviewed several times before an EHCP would be considered. The SENDCo alongside parents may request additional support through an EHCP to help meet the child’s needs.

A child with SEND may not be on the school’s SEND Register for the whole of their time at Foxmoor Primary School. Through continual assessment and discussions with the teacher, child and parents, each stage of the child’s SEND will always be discussed, including if they no longer need to be on the SEND Register, as their needs can be met without any additional provision (different to the normal provision in the classroom).

## [Monitoring and Evaluation of SEND](#)

The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the Governing Body reports annually to parents about the quality of education provided, the achievements of pupils, including those with SEND and successes and aspects for future development. The school employs a series of methods to gather data for analysis including:

- Regular learning walks by the Head Teacher, Subject Leaders and SENDCo.
- Moderation of pupils' work.
- The views of parents and the pupils.
- Maintenance of assessment records, which illustrate progress over time.

## Accessibility

At Foxmoor Primary School, we believe that all children are entitled to access a broad, balanced and relevant curriculum. All pupils with SEND are included within the school community. They are taught alongside their peers in mainstream classes and study the same curriculum. We ensure that the curriculum is differentiated, where needed, in order to meet the child's needs. All teachers at Foxmoor Primary School strive to:

- Meet pupils' learning needs.
- Remove barriers to learning, through evaluation and assessing their planning and teaching.

Teachers take care when planning to ensure differentiation matches the needs and abilities of the pupils. They use a range of teaching styles to engage and cater for all children. Where appropriate, resources and support are provided to enable pupils with SEND to access the curriculum.

All pupils at Foxmoor Primary School are given the opportunity to take part in a wide range of additional, extra-curricular, activities. For example: football, rugby, archery, country dancing, first aid, orienteering, cross country, music lessons, as well as school trips and residential trips in Year 4 (Wilderness Centre) and Year 6 (Isle of Wight). Pupils with SEND are actively encouraged and supported to join in and benefit from activities such as these.

**The accessibility plan is available on the school website or via the school office.**

## Arrangements for Dealing with Complaints from Parents

Please see the schools '**Complaints Policy**' for more information.

## Links with Other Schools, Teachers and Facilities

The SENDCo visits local pre-school settings (Little Foxes) to discuss the new intake of school children. It is here that we are able to identify any special education needs provision that may be needed from September. As well as this, SEND records are passed to relevant secondary schools, with the parents' permission, to ensure that a smooth secondary transition takes place in Year 6.

For our pupils with SEND, we make use of outside agency support services, such as the Educational Psychology Service and Advisory Teaching Service. The SENDCo works closely with all professionals working with our SEND pupils, in order to ensure that their needs are catered for.

## Supporting Pupils and Families

The school's Local Offer and waves of intervention (**SEND Information Report**) can be found on the school's website, where parents will be able to find out about links with outside agencies and access arrangements for examinations.

Parents can find the school's prospectus, outlining admission arrangements, available from the school office.

## **Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions should be supported, so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. Please refer to the 'Children with Medical Needs Policy' for more information.

## **Training and Resources**

The school is given a notional SEND budget each academic year. This is utilised to support all our children with SEND in a variety of ways, including: TA employment, resources and the use of the Educational Psychology Service. The SENDCo works closely with all SEND TA's to ensure that they are kept up to date with current SEND requirements and also to organise any TA training that would be beneficial to the needs of our children. All new teaching staff meet with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, to discuss the needs of individual children. The school's SENDCo also attends the local authority's SENDCo network (cluster) meetings to ensure they are kept up to date with local and national updates in SEND. The SENDCo is also a member of NASEN.

## **Roles and Responsibilities**

### **Special Educational Needs and Disability Coordinator (SENDCo)**

Miss Beale is the school's SENDCo. As the school's SENDCo, she has the responsibility of overseeing the day-to-day delivery of the school's SEND Policy. The SENDCo is responsible for coordinating provision for children with SEND and ensuring that liaison takes place with other professionals and parents. The SENDCo ensures that the school keeps the records of SEND pupils up to date. For further information about how resources are deployed out of the SEND budget please see our whole school provision map (**SEND Information Report**).

### **The SENDCo, the Head Teacher, Senior Management Team and the Governing Body**

The SEND Governor (Dr Nathanael Roome) liaises with the SENDCo and reports regularly to the Governing Body on the provision made for the pupils with SEND. The SENDCo works closely with the Head Teacher in the strategic development of the SEND Policy and provision. Any concerns regarding safeguarding should be communicated initially to the Head Teacher, Mr Bridgewater.

### **Class Teachers**

Class teachers, are responsible for the high quality teaching of all pupils. Teachers use regular assessment and evaluation of their pupils to ensure the correct educational practices are put into place. They should seek to identify pupils making less than expected progress, given their age and individual circumstances. The class teacher and SENDCo are responsible, with advice from outside agencies, for devising additional or different strategies for those pupils identified as SEND. They work together to produce 'My Plans' and then, if necessary, the move towards 'My Plan+'

and possibly an application for an 'Education Health and Care Plan' (EHCP). Please see the school's SEND leaflet for parents with more information on these SEND plans.

### Storing and Managing Information

All children on the SEND register have their documents filed in a class SEND folder; these files are stored in a locked filing cabinet within each classroom. At the end of each academic year, all SEND records are passed onto the children's new class teachers. For children moving onto Secondary school, a letter is sent to parents asking for permission for their child's SEND records to be sent on to the appropriate school; this also applies for children leaving the school setting.

### Bullying

Please refer to the school's '**Anti-Bullying**' and '**Safeguarding**' policies for more details.

### Reviewing the SEND Policy

- The SENDCo will review the SEND Policy annually.
- **Reviewed:** June 2023.
- **Next Review Date:** June 2024.

### Appendices

For more information on how Foxmoor Primary School caters for children with special educational needs and disabilities, please visit the SEND section on our school website, where you will find the following documents:

- Foxmoor Primary School '**Information Report for Parents**' which also serves as our '**Local Offer.**'
- Foxmoor Primary School's '**SEND Leaflet for Parents**'.

You can also visit:

- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/344424/Special\\_educational\\_needs\\_and\\_disabilities\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf) to download '**The Department for Education's Special Educational Needs and Disability: A Guide for Parents and Carers**'.

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