



FOXMOOR

Foxmoor Primary School

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SEND Information Report for Parents

At **Foxmoor Primary School** we are committed to helping your child achieve their very best. This SEND Information Report will inform you on the types of support available for your child and it also serves as the school's contribution to the Gloucestershire County Council Local Offer.

How does Foxmoor Primary School identify that children have special educational needs and disabilities (SEND)?

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

- Liaison with their pre-school setting or previous school.
- Child performing significantly below age related expectations.
 - Concerns being raised by the child's class teacher.
 - Concerns being raised by the child's parent.
- Liaison with external agencies e.g. Communication and Interaction Team

What are the first steps that Foxmoor Primary School takes, if special educational needs are identified?

At Foxmoor Primary School, we are aware that all children's needs are individual to them. We will:

- Always talk to parents about any concerns we have regarding the child's development.
- Through discussions with the parents, class teacher and SENDCo, place the child on the school's SEND Register.
- Seek external advice, if we feel it is appropriate to the development of the child involved.

What should parents / carers do if they think their child has SEND? How can they raise their concerns?

- Talk to us – firstly contact the child's class teacher, SENDCo or Head Teacher. We pride ourselves on building positive relationships with our parents.
- We are open and honest with parents and hope that parents are able to do the same with us as there are many things we can achieve together without needing extra SEND support.

How will Foxmoor Primary School include parents and pupils in planning support?

- Every term, a child on the School's SEND Register receives a 'My Plan' outlining their goals and provision for that term. This is completed by the class teacher and shared with the child.
 - The SENDCo then ensures parents receive the My Plans.
- Parents are invited into school to talk through the targets / outcomes, progress and any other concerns ('My Plan' planning and review meetings to be held every term).
 - Parents are also invited along to two parents' evenings a year.
- Parents are always welcome to ring and book an appointment with the class teacher and / or SENDCo throughout the year.

How will Foxmoor Primary School teach and support children with SEND?

- A) **For children without an Educational, Health and Social Care Plan (EHCP):** As outlined in their My Plan: specific needs are identified and worked in in both 1:1 and group situations where appropriate, as well as TA support in all classes.
- B) **For children with an EHC Plan:** Provision is made in accordance with the child's needs, as outlined in their EHC Plan and advice gained through the support of outside agencies; 1:1 and small group work where appropriate.
- C) **How does the school plan the support? How are the school's resources allocated and matched to needs?** Through assessment of needs. Money is allocated through the SEND Budget which is used to pay for TA support in classes and additional resources where required.
- D) **How is the decision made about the support your child will receive?** Through discussion with the class teacher, teaching assistants and the SENDCo. Through liaising with parents, either through 'My Plan' provision or face to face meetings. Please follow this link to find more information about what Gloucestershire Schools are expected to provide from their budget.
<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page>
- E) **How will progress towards identified outcomes and effectiveness of the school's SEND provision be assessed and reviewed by the school and how will the school involve the parents and children in this process?** 'My Plans' are reviewed termly by way of a meeting with parents (and the child) and copies are given to the parents to show the provision that is in place.

Who will be working with your child?

- The school's SENDCo oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress is being made.
- There may be a teaching assistant working with your child either individually or as part of a group.
- Outside agencies may also work with your child e.g. Speech and Language Therapist, Educational Psychology Service and Advisory Teaching Service etc.

How does Foxmoor Primary School ensure that the information about a child's 'My Plan' or 'EHCP' is shared and understood by teachers and all relevant staff who come into contact with that child?

- The SENDCo liaises with the class teacher and other members of staff working with the child.
 - All relevant staff are given copies of the child's 'My Plan' or 'EHC Plans' as well as copies of all outside agency reports.
 - The class teachers are responsible for completing the child's 'My Plan'.
- In each classroom, there is a locked filing cabinet which holds the 'SEND records' of all children with SEND in that class. Inside their folders, are copies of all SEND related paperwork, related to individuals on the SEND Register.
- Teachers, parents and other members of staff are able to meet regularly with the SENDCo to discuss individual children's progress.

What role will the child's teacher play?

- The class teacher is responsible for the child's education – planning, delivering lessons and assessing progress.
 - They are responsible for writing and reviewing 'My Plans'.
- The teacher will liaise closely with the SENDCo, teaching assistants, parents and outside agencies.

What expertise does Foxmoor Primary School have in relation to SEND?

- SENDCo holding the National Award for SENCOs.
 - SENDCo is a qualified teacher.
- Fully qualified and trained teachers (relevant to SEND – where appropriate).
 - Experienced teaching assistants who support all children.

- Staff have experience of hearing impairment, speech and language difficulties, autistic spectrum disorder, moderate learning difficulties, cerebral palsy, ADHD, dyslexia and dyspraxia.

What teaching strategies does Foxmoor Primary School use for children with learning difficulties?

Specific Learning Difficulties:

Includes: small group focused teaching; over-learning and reinforcement work; regular reading; kinesthetic approaches; coloured overlays if appropriate; fizzy group work or speed up – if appropriate; differentiated curriculum.

Autistic Spectrum Disorder:

Includes: visual timetables and resources; use of Communicate in Print; social stories; social skills groups – if appropriate; advice from Communication and Interaction team; differentiated curriculum.

Hearing Impairment:

Visual clues if necessary; appropriate seating, use of microphone (for HI children).

Visual Impairment:

Appropriate seating and lighting; appropriate enlargement of texts.

Speech and Language Difficulties:

Speech and language skills groups under the guidance of a Speech and Language Therapist; modelling the appropriate sounds; Language for Thinking, use of Smartbox Software.

What other services does Foxmoor Primary School use to provide for and support our pupils?

Health, Social Services, Local Authority Advisory Teachers, Educational Psychologists, Family Support Officers and an Early Help Coordinator.

How does Foxmoor Primary School provide support to improve the emotional and social developments of the SEND pupils?

- Administration of medicines – policy in place with forms for parents to complete if they wish their child to be administered with medicine in school time.
 - There are qualified first aid staff on site at all times.
- Variety of after school and lunch time clubs available to all children.
 - PSHE and mindfulness lessons.
- Day trips and residential trips with risk assessments always carried out prior to visit.
 - Safe use of the Internet.
 - Emotional wellbeing sessions e.g. Thrive Programme.
 - Involvement in the 'Children's Health Project'.

What extra pastoral support does Foxmoor Primary School offer and what pastoral support arrangements are in place to listen to pupils with SEND? What measures are in place in school to prevent bullying?

- There is a clear Anti-Bullying Policy in place.
- Pupils have a good relationship with staff and support staff who work closely with them, and are encouraged to talk to them over any issues worrying them.
 - Emotional wellbeing sessions e.g. Thrive Programme.
 - Involvement in the 'Children's Health Project'.

What access do Foxmoor School's SEND pupils have to facilities and extra-curricular activities available to all children?

We believe in an inclusive school approach. All children are entitled and given the opportunity to participate in any extra-curricular activity.

Who will be talking to and keeping in touch with the parent / carer?

Who will explain and discuss the child with parents / carers?

The teacher will always be the initial point of contact with the parent / carer.

How will parents / carers know how well their child is doing?

- Termly 'My Plan' sent home.
- 'My Plan' review meetings'.
 - Parents' evenings.
 - School reports.
- Regular conversations with the class teacher / SENDCo / head teacher.

How does the school measure outcomes?

Through analysis of continuous assessment / data.
Annotation of children's 'My Plans' regularly / termly.

When and at what interval will this happen?

- 4 x 'My Plan' (review) meetings.
 - 2x parents' evenings.
 - Annual school report.
- As and when needed on an individual basis.

Who will explain and discuss this with young people?

- Class teacher.
- SENDCo.
- Parents / Carers.

How will Foxmoor Primary School involve young people with SEND in their education?

- Through discussing goals and outcomes with the child.
- Involving children in 'My Plan' review meetings / discussions at an appropriate level according to their age and ability to understand.
 - Giving the children the opportunity to provide comments for EHCP annual reviews.
 - Involving children in the writing of 'My Profiles' / 'My Journeys'.

What accredited and non-accredited courses do we offer young people with SEND?

- Y5 Cycling Proficiency
- Foxmoor First Aid
- Foxmoor Young Sports Leader

How do Foxmoor Primary School assess and evaluate the provision we have arranged for your child?

- The class teacher reviews the effectiveness of the provision in place, who then plans for the child in accordance with the outcomes and progress met.
- The SENDCo will liaise with the class teacher and also with teaching assistants running interventions.
- 'My Plans' are reviewed, adapted and new goals / outcomes are set, as required.

How do Foxmoor Primary School prepare our welcome and support SEND pupils and how do we arrange and support a transfer to another school?

How do we prepare our pupils for adult life?

- By teaching children life skills from the start of their education with us.

What special arrangements are made for exams?

- This is made in accordance to guidelines set out in 'Access and Arrangements'.

What resources and equipment do we provide for children with SEND?

- This will always be decided on an individual basis based on the child's needs.

What arrangements are in place with other schools/educational providers when the pupils transfer?

- SENDCo visits pre-school settings and assists with transition.
- SENDCos / staff from secondary schools are invited along to Y6 EHC Plan annual reviews.
 - SEND information is given / sent to all receiving secondary schools.
 - Regular communication between SENDCos (especially secondary transition).

How accessible is the school to pupils with SEND?

- The school is wheelchair accessible with sloped access to the side of the school and a disabled toilet.

[Where can you find Foxmoor Primary School's SEND policy?](#)

The school's SEND Policy is published on the school's website. A copy can also be obtained from the school office.

[What role do the governors have? What does the school's SEND governor do?](#)

We have a designated SEND governor who keeps up to date with current issues.
The SEND Governor meets regularly with the school's SENDCo.
The SEND Governor reports regularly to governors.

[What to do if you have any questions or concerns:](#)

- Contact the school office and ask to speak to your child's class teacher.
- Make an appointment to speak to the SENDCo and / or head teacher.

[How can parents / carers arrange a visit to Foxmoor Primary School?](#)

Ask at the school office or call the office on 01453 757251 to make an appointment.

[Who can you contact for more information?](#)

Class teacher.
SENDCo.
Head teacher.

Last Updated: May 2023

Renewal Date: May 2024

H M Beale

**Miss Hannah Beale
SENDCo
Foxmoor Primary School**

Foxmoor Primary School

Provision Overview Grid of Support

Foxmoor Primary School makes available the provision listed in this table using its delegated budget and at the 'SEND Support' stage of the SEND Code of Practice 2015. We are expected to provide additional SEND support totalling up to £6000 per year, which is in addition to universal provision available to all, for pupils. Pupils requiring support which exceeds £6000 are classed as 'high needs' pupils and top up funding may be available to meet identified educational needs if an Education Health and Care Plan is in place.

Wave 1

Describes inclusive quality first teaching which takes into account the learning needs of all learners. This universal provision includes teachers providing differentiated work and creating an inclusive environment. Learners whose needs can be met through Wave 1 intervention alone need not be identified as having SEND, the SENDCo is unlikely to be involved and it is likely that no additional cost is incurred. The class teacher may maintain some form of 'One Page Profile' for learners in this group so that there is an understanding of the adaptations that are required.

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
Differentiated curriculum planning, activities, delivery and outcome Use of visual aids Visual timetables Use of ICT and access to word processor (computers, laptops) Use of spellcheckers, dictionaries and thesauruses Use of writing frames In class support from a teaching assistant Focused group work with class teacher	Differentiated curriculum planning, activities and outcome e.g. simplified language Increased use of visual aids / modelling etc Visual timetables Use of symbols Structured school and class routines Use of risk assessments where necessary Use of 'Talk Partners'	Whole school behaviour policy Whole school / class rules Class reward and sanctions systems 'Circle Time' / PSHE	Differentiated work Access to ICT Pencil grips Sloping board

Wave 2

Describes specific, targeted, additional and time-limited interventions and support provided for some children who need help to make expected progress. Wave 2 interventions are often targeted at a group of pupils with similar needs and are not primarily SEND interventions, although some children will be identified as having SEND. A Wave 2 response might include shared TA support in or out of the classroom and would be provided in addition to Wave 1 support. Learners receiving this level of intervention may be subject to a 'My Plan'.

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
<p>Individual reading with TA/CT</p> <p>Small group catch up for writing, reading and spellings</p> <p>Handwriting programme / practice</p> <p>Fresh Start' spelling programme</p> <p>'Rainbow Wall' Maths</p> <p>Phonics practice (programme)</p> <p>Outside agency involvement e.g. Educational Psychology Service</p>	<p>Speech and language group or 1:1 follow up sessions with TA</p> <p>Additional use of ICT e.g. Communicate In Print</p> <p>PSHE / SEAL groups</p> <p>Use of social stories</p> <p>Outside agency involvement e.g. Educational Psychology Service and Advisory Teaching Service</p>	<p>SEAL groups</p> <p>Lunchtime support groups</p> <p>Use of social stories</p> <p>'Thrive' programme</p> <p>Emotional coaching groups</p> <p>TIC+ Counselling</p> <p>Outside agency involvement e.g. Educational Psychology Service and Advisory Teaching Service</p>	<p>Handwriting programme</p> <p>'Fizzy' motor skills programme</p> <p>Use of social stories</p> <p>Outside agency involvement e.g. Educational Psychology Service and Advisory Teaching Service</p>

Wave 3

Describes targeted personalised provision for a minority of learners where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or personalised interventions which take place outside of the classroom as part of planned withdrawal (possibly as frequently as daily). The SENDCo is likely to be involved to a greater degree in supporting teachers to meet the needs of these learners, drawing on the support of outside agencies where appropriate.

Wave 3 support would be provided in addition to that at Waves 1 and 2 and is still part of that which should be available within 'SEND Support' and without an EHC Plan. Learners receiving this level of intervention may be subject to a 'My Plan Plus'.

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
<p>Intense Literacy support e.g. Read, Write, Inc Phonics</p> <p>Handwriting programme</p> <p>Use of laptop within classroom with support packages installed e.g. Smartbox</p> <p>Clicker programme</p> <p>Outside agency involvement e.g. Educational Psychology Service and Advisory Teaching Service</p>	<p>Use of Communicate In Print</p> <p>Input from outside agencies</p> <p>Speech and language activities and follow up</p> <p>Clicker programme</p> <p>Outside agency involvement e.g. Educational Psychology Service and Advisory Teaching Service</p>	<p>Individual reward system</p> <p>Midday support if necessary</p> <p>SEAL groups</p> <p>Input from outside agencies</p> <p>Social stories</p> <p>Family Support Worker Input</p> <p>Outside agency involvement e.g. Educational Psychology Service and Advisory Teaching Service</p>	<p>Handwriting programme</p> <p>'Fizzy' motor skills programme</p> <p>Outside agency support recommendations from Occupational Therapy and Communication and Interaction Team</p> <p>Use of social stories</p> <p>Use of Communicate In Print</p> <p>Outside agency involvement e.g. Educational Psychology Service and Advisory Teaching Service</p>

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