

## **Foxyards Primary SEND Information Report 2017-18**

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report. This can be found at:

<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

### **What additional support for learning that is available for pupils with SEND?**

Foxyards Primary School believes in every child reaching his/her potential, through full access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their best. This encompasses the four main areas of special educational needs or disabilities (SEND).

- • Communication and interaction
- • Cognition and learning
- • Social, mental and emotional health
- • Sensory and/or physical

### **How are children with SEND identified?**

Some children have an identified SEND before they start at Foxyards Primary School, we will work with the people who already know them and use the information already available to identify what their SEND provision will be in our school setting. If our staff think that a child has a SEND we will observe them; we will assess their understanding of what we are doing in school and may use tests to pinpoint what is causing difficulty (what is happening and why). We will meet with parents to discuss further strategies and support.

If a parent tells us they think their child has a SEND, we will discuss this with them and investigate, we will share what we find and agree what we will do next and what the parent can do to help their child.

Foxyards adopts a graduated approach to each child's learning. It will follow the sequence of -Assess, Plan, Do, Review. This way, we can constantly make sure that the school is meeting every child's needs.

Sometimes, Quality First Teaching is not sufficient to meet the needs of a child with SEND. In these instances, outside agency support may be required. If a child has been identified as needing more specialist input in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling a child to make progress. This is usually done by filling out a referral form. Before referrals are made parents will be asked to come to a meeting to discuss the child's progress and help plan possible ways forward.

If it is agreed that the support of an outside agency is a way forward, parents will be asked to give their permission for the child to be referred to a specialist professional e.g. a Speech and Language Therapist, Learning Support Specialist or Educational Psychologist. This will help the school understand the child's particular needs better.

The advice and support from an outside agency varies according to need but may involve:

- • Making changes to the way a child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- • Support to set targets which will include their specific professional expertise.
- • A group or individual work with outside professional.
- • Further assessment with other professionals when and if appropriate.

Children with more complex needs may need more support than the current provision set in place. Parents or the School can request that the Local Authority carry out a statutory assessment of a child's needs.

After the school have sent in the request to the Local Authority a decision will be made as to whether the needs seem complex enough to need a statutory assessment. If this is the case they will ask all professionals involved with a child to write a report outlining their needs. This may form the basis of an Educational Health Care Plan (EHCP). The EHCP will outline support a child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for the child.

### **How are pupils with SEND enabled to engage in activities alongside those in the school who do not have SEND?**

All children receive class teacher input via good and outstanding classroom teaching. Class teachers will have the highest possible expectations for all pupils in their class. All teaching is based on building on what a child already

knows, can do and can understand. We recognise that some pupils will need extra support in order to reach their full potential and so, at Foxyards we offer a range of flexible provision to respond to each child's individual needs including:

Putting in place different ways of teaching so that children are fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for a child with SEND.

- All lessons are differentiated to meet individual needs.
- Grouping according to ability, mixed and independent work is used to support all pupils.
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable a child with SEND to access the learning task.

Children are involved every day in their own learning

- Children's targets are discussed with them and they take ownership of them using the learning ladders.
- Children are sometimes involved in the marking of their own and their classmates work.
- The children are encouraged to talk about their learning in pairs and small groups.

Special arrangements are sometimes made for tests. All children with SEND will have their tests needs met by determining which access arrangements best suit their needs. This may include:

- Different test room
- Additional time
- Having a scribe
- Having a reader

**Who is responsible for ensuring that provision for children with SEND is made and needs are met?**

The Head Teacher is responsible for:

The day to day management of all aspects of the school, this includes the support for children with SEND.

The Head Teacher will give responsibility to the SENCO and class teachers but is still responsible for ensuring that each child's needs are met.

The Head Teacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Head Teacher oversees the budget for Special Educational Needs and Disabilities in consultation with the school governors.

The SEND Governor is responsible for:

Making sure that the necessary support is made for any child who attends the school who has SEND.

Monitoring the effectiveness of SEND provision in the school.

The SENCO is responsible for:

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that parents are:

Involved in supporting their child's learning

Kept informed about the support their child is getting

Involved in reviewing how they are doing

Liaising with all the other people who may be coming into school to help support learning e.g. Speech and Language Therapist, Learning Support, Educational Psychologist, Occupational Therapy Service, Autism Outreach Service, Physical Impairment and Medical inclusion Service, Hearing Impairment Team, Visual Impairment Team, Physiotherapy Service.

Updating the school's SEND register (a system for ensuring the SEND needs of pupils in this school are known) and making sure that there are detailed records of each child's progress and needs.

Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Monitoring the impact of policies and the effectiveness of provision in the school.

Working with the Local Authority and External Consultants to implement and monitor provision.

The Special Educational Needs Co-ordinator (SENCO) at Foxyards is Mrs H Thomas and can be contacted on 01384 818740.

The Class Teacher is responsible for:

The progress of each child and identifying, planning and delivering any additional help they may need (e.g. targeted work, additional support) and informing the SENCO as necessary.

Writing children's Individual Learning and/or Behaviour Plans and keeping them up to date.

Ensuring that all staff working with a child with SEND in school is helped to deliver the planned work/programme, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **How are adaptations made to the learning environment of pupils with SEND?**

A variety of changes are made to the learning environment and to the available resources in order to meet the needs of children with SEND. These include:

Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities.

Alternative coloured paper and coloured filters are available for pupils and staff with dyslexia.

For children who benefit from the use of electronic equipment to aid their learning, such equipment as lap-tops, desktops and recording devices are available.

Angled boards, writing grips, alternative scissors, move and sit cushions and weighted blankets are readily available for children to use.

Visual stimuli such as cue cards, now and next activity boards and visual timetables are used.

### **What support is available for improving the emotional, mental and social development of pupils with SEND?**

At Foxyards, we foster the development of strong and trusting relationships between all Staff and children. Any children with emotional, mental and social needs are encouraged to be able to approach Staff for support.

We have a trained Play Therapist on site one day each week who works with children as individuals or as part of a small group.

We encourage peer support groups for children experiencing social difficulties.

We seek advice and support from outside agencies such as Educational Psychologists and CAMHS.

We support children who require 'time out' or 'rest breaks' from lessons.

### **How is the expertise and training of staff to support pupils with SEND secured?**

Foxyards has a school development plan which is devised by the Head teacher, this outlines identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as autism and dyslexia. We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

### **How is the progress of children with SEND monitored?**

At Foxyards Primary School, childrens', progress is continually monitored by their class teacher, teaching assistant, SENCO and the Leadership Team.

Their progress is reviewed every term and an attainment level given in reading, writing, numeracy. These are shared and discussed at Progress Meetings which are held every 6 weeks. At the end of each Key Stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard



Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally.

Children on the School SEND register will have an Individual Education Plan (IEP).

This has targets set for each child and will be reviewed every term. Parents are invited to meetings in order to review and share new targets together.

The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

Further information about EHC Plans can be found via the SEND Local Offer:

<https://fis.dudley.gov.uk/localoffer/>

The Leadership Team and SENCO will also check that each child is making good progress with any individual work and in any group that they take part in. A range of ways will be used to keep parents informed, which may include:

- Homework Diary and Reading Journals
- Parents evenings
- IEP Updates
- Meetings to share reports from outside agencies
- SEND Coffee Mornings

### **How will the activities outside the classroom be adapted to meet the needs of a child with SEND?**

We make sure activities outside the classroom and school trips are available to all where possible. We ensure:

- Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents and carers are invited to accompany their child on a school trip if this ensures access.

### **How are transitions to new classes or new schools handled?**

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 a child is moving to another school:

We will contact the school SENCO and ensure that they know about any special arrangements or support that need to be made for the child.

We will make sure that all records about the child are passed on as soon as possible.

We make arrangements for transition days to take place so that a child may visit the school to familiarise themselves with the new environment and Staff.

When moving from KS2 to KS3, meetings with the High School SENCO and Teaching Assistant Support Staff will be arranged to transfer information.

We make arrangements for additional transition days to take place so that a child may visit the school to familiarise themselves with the new environment and Staff in a smaller group than the more formally arranged meeting days.

When moving classes in school:

Information will be passed on to the new class teacher in advance and where possible, a planning meeting will take place with the new teacher.

All IEP's will be shared with the new teacher and support team.

Children will visit their new classroom for transition days.

Books can be made containing photographs of the child's new teachers, classroom, etc. for the child to take home with them over the summer holidays so that they can become familiar with everything whilst they are not in school.

### **How do I make a complaint?**

Depending on the nature of the concern, you may wish, or be asked to, follow the school's formal complaints procedure. This is accessible from the school website.

Complaints must be raised as soon as possible after an incident arises and within 6 weeks of the event being complained of, save in exceptional circumstances. Whilst formal complaints will be dealt with in a sensitive, impartial and confidential manner, vexatious, malicious or repetitive unfounded complaints may incur appropriate action by the school.

**What additional support materials are available?**

Further information can be found in our SEND Policy found on the link below.

<http://foxyards.dudley.sch.uk/send-report/send-policy-2/>

Parents/carers can find the Local Authority 'Local Offer' from the Dudley Council website.

<https://fis.dudley.gov.uk/localoffer/>

Dudley SENDIASS (formerly Dudley Parent Partnership Service) provides impartial information, advice and support to young people and parents, covering special educational needs (SEN), disability, health and social care.

Helpline number: 01384 236677

Address: Trafalgar House, 47-49 King Street, Dudley, DY2 8PS

<http://www.dudley.gov.uk/resident/learning-school/parentalsupport/dudleysendiass/>