



SEND Information Report: 2022 – 2023

Update on the school's implementation of the SEND system

The kinds of SEN that are provided for at Foxborough Primary School

Foxborough Primary School is an inclusive school which aims to ensure that the needs of every child are met. Our SEND policy is available on the school's website which details further our philosophy in relation to SEND. The Local Offer is also available on the Local Authority's website and school website.

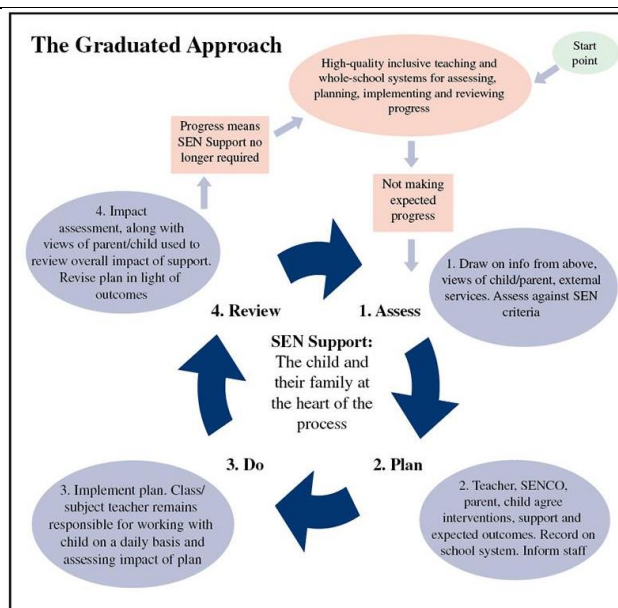
Upon consultation the school can potentially provide for a range of additional needs. These include:

- **Communication and interaction** (speech & language difficulties, Autism Spectrum Condition)
- **Cognition and Learning** (SpLD)
- **Social, Emotional and Mental Health Difficulties** (Attachment, ADHD)
- **Sensory and / or Physical** (visual impairment, hearing impairment, physical disability)

The approach to teaching children and young people with SEN

The aim of Foxborough Primary School's SEND policy is to ensure that all children have access to the best educational opportunities in order for them to achieve their personal and academic best. We have high aspirations and expectations of all pupils and act to remove barriers that would prevent children from reaching their full potential.

In line with the SEN Code of Practice 2015, we adopt a graduated approach to support in order to meet pupils' needs. The graduated approach is a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing knowledge and understanding of the pupil's specific needs. The cycle is outlined below:



How children with SEN are enabled to engage in activities with children in school who do not have SEN

At Foxborough Primary School, we believe wholeheartedly in the inclusion and integration of all SEN pupils into the full life of the school. Quality-first teaching takes place in all classrooms and the provision is adapted to meet the needs of pupils with a special educational need. Children with SEND receive support that is additional to or different from the provision made for other pupils. All teachers take account of a child's additional needs when planning or assessing, including:

- Providing appropriate support for pupils with communication, language or literacy needs;
- Planning to develop children's understanding through the use of all available senses and experience;
- Planning to enable children to take full part in learning, including physical and practical activities;
- Managing children's behaviour in order to take part in learning effectively and safely;
- Helping children to manage their emotions in order to take part in the learning effectively.

Children with disabilities

We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action, however, to ensure that children with disabilities are able to participate as fully as possible in the curriculum and statutory assessments. Potential areas of difficulty are identified and assessed from the outset so as to avoid the need to disapply any pupil from a statutory assessment whenever possible.

Teachers plan enough time for the completion of tasks, opportunities required for the development of skills in practical aspects of the curriculum, and identify aspects of programmes of study and attainment targets that may present difficulties for children with disabilities.

Support for improving social and emotional development and mental health

Staff are mindful of children's circumstances and put in place individual support as needed. This may include the use of access to an adult or a quiet space. We use a wide range of programmes

and services to support pupils in their social and emotional development, for example access to drawing and talking therapies, Learning Mentors and Lego™ Therapy. Where we feel additional support is needed, we may refer to external specialists which include the Educational Psychologist, CAMHS, Autism Berkshire, Counselling services, Play Therapists.

In line with the school's behaviour policy, the school ensures that measures are taken to prevent bullying for all pupils including those with SEN. The school takes particular care to provide extra pastoral support, for example worry boxes in each classroom, to ensure that the views of children with SEN are listened to.

A Child-on-Child abuse policy including an Equality Impact Assessment (EIA) which includes those pupils with SEN was submitted to the board and ratified.

Adaptations to the curriculum and the learning environment for children with SEN

The curriculum is adapted to meet the needs of all our pupils. Rather than making assumptions about what pupils can or cannot do, we use adaptive teaching in order to respond to the specific needs of the child. Teachers use formative assessment strategies to systematically check for understanding in order to understand what children have understood and respond in their teaching so that children can do better. Adapting teaching strategies may take the form of flexible grouping, adapting the content of the lesson, the pace of the lesson, provision for alternative recording methods, additional or concrete resources, differing the support level provided or provision for the alternative location for completion of work. The aim of adaptive teaching is to enable all pupils to make progress from their assessed starting points. We want all our pupils to feel successful leading to greater self-efficacy and motivation to learn.

Foxborough Primary School always acts upon advice received from external agencies and we endeavour to ensure that all classrooms are inclusive. For example, by providing appropriate scaffolds such as:

- labelled resources, word mats, prompt mats, and reading rulers;
- visual timetables, quiet workstations, areas of retreat etc.;
- visual feedback, 'chunking' of instructions, pre-teaching.

All extra-curricular activities are available to all of our children, including breakfast club. Trips and external visits are planned to allow access to all and require the SENCo to sign off to ensure all wherever possible SEN needs are met. Activities at lunchtime are provided to engage all pupils.

Speech and Language Therapy (SaLT)

We have identified the significance of SaLT and how it supports younger pupils to progress. As a result we have increased the allocation of days from our therapist from six to twelve days a year. These visits assess and review pupils on the SaLT register. An additional therapist from the Slough Speech and Language Team is used to complete assessments for the annual reviews of pupils with an EHCP.

In addition, the school also has an HLTA who is qualified at ELKAN Level 2 and 3 who delivers therapy in speech and language to pupils on a daily basis and supports class teachers and educational support staff.

Learning Mentor

Specialist support is provided for pupils to support their emotional and social development. This includes a variety of activities planned by the school's Learning Mentor. The Learning Mentor uses assessment tools and a range of intervention programmes, such as:

- Lego™ therapy
- In class support
- Alex Kelly 'Talk About' programmes
- The Friendship Formula
- Social Skills of Primary Pupils
- Social Stories

Educational Psychologist

We continued the service of our EP provider who attends for twelve days a year. The EP's role at the school includes assessing and reviewing pupils needs, supervision for the SENCO, SEN surgeries for teaching staff. In addition, last year the EP led three CPD sessions on sensory needs, which has been implemented school wide.

School Counsellor

The external school counsellor capacity was increased to a full day each week which enabled the provision of six pupils to be supported each week to support a range of SEMH needs.

Play Therapy

The school also recruited a Play Therapist for half a day a week to work with two pupils each week using the medium of 'play' to support pupils SEMH needs.

Psychotherapist

For the year ahead, the school has recruited the services of Birbeck College and are able to provide three pupils each term with child psychotherapy sessions.

Arrangements for supporting children in moving between phases of education and in preparing for adulthood.

Transition between year groups

Children with special needs often need more time allocated to transition. Therefore, we run an extended transition period where children move up to the next class for the last two weeks of the year. This supports pupils that struggle with transition by enabling them to have a slower transition period whilst also reducing anxiety over the summer as they have already settled in with their new teacher. In addition, where relevant, pupils with an additional need may be given a transition booklet made specifically with the child in mind, for example a social story that can be shared with parents and adults in the home.

The final pupil progress meeting will include the headteacher and both the old and the new class teacher. This enables the teachers to have a detailed conversation about each child, their most recent assessment data, next steps in learning and required provision. This supports the new teacher in a fluid transition with no gaps in support. Further information is provided to the new teacher by the previous teacher and the SENCo who will ensure that teachers and other adults have the knowledge necessary to support that child from their first day in their new class. This

includes information on pupils with an EHCP and Learning Plans for other pupils on the SEND register.

Transition to Early Years

Children that transition into our Reception and Nursery will have opportunities to visit the setting prior to starting through school tours and open days. Once an application has been processed, the class teacher and an early years practitioner completes a home visit. This enables the staff to meet the child and get to know them in their home environment, learn from parents/carers what works at home and to give support and guidance that may support transition, for example, potty training and bedtime routines. This also supports teachers to begin early identification of need and plan the appropriate provision. Parents are invited to share any information from other professionals that may also support transition. Both Reception and Nursery begin with a phased entry to support transition; this can also be extended for pupils that are struggling with transition.

Transition to secondary school

Along with parents/carers, secondary school staff are invited to the final annual review of a child with an EHCP during which current support strategies and the needs of the child are discussed in detail. The SENCo may arrange additional visits to the secondary school for children prior to transfer.

For other children receiving SEN support, but who are not in receipt of an EHCP, the SENCo and the class teacher liaise with the appropriate secondary school staff during their visit to Foxborough Primary School during the summer term.

SEND documentation and information is forwarded to the child's new school.

How we evaluate the effectiveness of the provision for SEND

At Foxborough Primary School, we evaluate the effectiveness of our provision through a variety of means. We implemented new software last year called 'Provision Map' to map all 'provisions' (interventions) and record the support in place and measure progress. We use assessment information on pupils before and after a provision to measure the impact, as well as tracking attainment and progress three times a year in line with the school's assessment procedures. The school uses pupil and parent interviews and questionnaires to inform our evaluation, as well as ongoing monitoring by the school's SENCo. We also quality assure the provision for pupils with SEND three times per year as part of our quality assurance procedures. As part of this process we work with staff to conduct curriculum reviews, learning walks, conduct pupil voice and review assessment data in order to evaluate effectiveness.

Identifying pupils with SEND

The school's SENCo is Adam Spinks:

- Foxborough Primary School: 01753 546376
- adamspinks@foxboroughprimary.co.uk

At Foxborough Primary School we identify the needs of pupils by considering the holistic needs of a child. We measure the progress that children make against the National Curriculum and age-related expectations and against their intended curriculum and learning plans. Ongoing teacher assessment is completed and regular Pupil Progress Meetings are used to discuss and analyse pupils' attainment and progress. In addition, different or specific assessment tools are used when it is identified that a child is making less than expected progress.

In identifying whether a pupil has a special educational need, the school uses a variety of methods, including but not exclusively:

- Information gained through meetings with the child's previous setting;
- Concerns raised by a parent / carer;
- Significantly lower than expected levels of achievement and / or rate of progress;
- Concerns raised by a member of staff, such as unusual behaviour;
- Information gained through meeting with other professionals that might be in contact with the child such as a physiotherapist, speech therapist or paediatrician.

Additional assessments may be conducted to ascertain whether a pupil has additional needs. At Foxborough Primary School, these may include:

- Reading age tests
- Dyslexia screenings
- Maths screenings
- Observation by SENCo
- Provision Teaching and Monitoring
- Observation by external professionals such as EP, OT and SaLT

Specialised assessments may also be used in school to identify barriers to learning. These may include:

- Boxall Profile
- GLS assessments
- Strengths and Difficulties Questionnaire
- Observation schedules, for example, behaviour, attention
- Social, emotional and mental health checklists

The school also evaluates children's progress in areas other than academic attainment, for example, where additional support may be required in order for a pupil to progress with social needs to ensure that they are fully included in school life. The school adopts the stance that, if behaviour is causing concern, all measures must be taken to consider whether there are any underlying difficulties. If there are none, then the school reverts to the Behaviour Policy.

Arrangements for consulting parents of children with SEN and involving parents in their child's education

Throughout the school year, there are opportunities for parent consultations. These include: Learning Review Day, two parents' consultation evenings, and an annual report to parents.

Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon capability and age) are involved in planning to meet the identified need following a range of assessments. Any pupil identified, assessed and on the SEN register has a Learning Plan (LP) created on the Provision Map software and parents are invited to review their child's LP as per graduated approach cycle (outlined above). The school has an 'open door' policy whereby the school's SENCo is contactable via the school office, phone or email. The school welcomes information from parents about how their child learns best to inform the approach adopted.

Progress and outcomes of assessments by the school's Educational Psychologist or other external agencies such as an Occupational Therapist or Play Therapist are shared with parents and discussion with parents take place regarding the outcomes of any assessments completed.

The progress of children with an EHCP is discussed at the child's annual review and each term. This includes, for year 5, discussions regarding transition to secondary school. For pupils in year 6, the receiving secondary school is, where possible, invited to attend the annual review.

Arrangements for consulting children with SEN and involving children in their education

Targets set for pupils with an additional need are reviewed with the pupil. These targets are achievable but also challenging. Pupils' self-reflection is actively encouraged throughout the school and children are supported to think about their learning and how best to develop in school and at home.

Child surveys are used at annual reviews and throughout the year to gain children's views about their additional needs, the support in place to support them and any modifications to these needs that the child may feel would benefit them.

Graduated approach

Once a child has been identified as having a special educational need, the school follows the graduated approach as set out in the SEND Code of Practice, 2015 in order to remove the barriers to learning for that child (see above for an outline of this process).

Arrangements for assessing and reviewing children's progress towards outcomes

Learning Plans are written for all pupils identified as having SEN. These are reviewed in a SEN surgery, where each class teacher meets with the school SENCo in line with the graduated approach on a 12-week cycle. The school uses attainment and progress data for individual pupils with an additional need as well as analysing data for SEN across the school. As detailed above, the school uses discussions / surveys from parents and pupils in their reviewing process. This is all monitored by the school's SENCo.

The progress of pupils with speech and language needs are assessed and reviewed regularly throughout the year by SaLT services and the SaLT therapist commissioned by the school.

An annual review is held for children with an EHCP. Interim reviews are also arranged throughout the year when deemed appropriate. When pupils are assessed by the SENCo, EP/OT/PT or other external agencies, meetings will take place with the parents / carers and the class teacher to discuss findings and how best to address need and meet targets.

SEND funding

The school's SEND funding is overseen by the SENCo and spent through the deployment of Teaching Assistants and external support staff such as Educational Psychologists, Counsellors, Speech and Language etc. as indicated below. Funding is also allocated in ensuring that effective staff training and differentiated resources are provided through department capitation.

Where pupils with SEND are also eligible for Pupil Premium (PP), personalised provisions are put in place for pupils.

Pupil Premium provision is given in a number of ways (but not limited to) in the following ways:

Quality Assurance / Quality Improvement

- We implemented the Provision Map software which is used by all educational staff, to plan assess and evaluate the impact of provisions to help reduce barriers to learning for pupils
- Speech and language therapist support is twelve days
- A Play therapist was recruited and employed for ½ day each week
- The school counsellor is now employed full time across the Trust
- We will develop the use of quality assurance and quality improvement activities to improve the quality of teaching of individuals for SEN pupils across the school

Teaching and learning

- In-house professional development will provide all staff with high-quality professional development in formative assessment, metacognition and effective scaffolding
- Personalised professional development and support from Educational Psychologist to provide CPD for all staff in sensory awareness and responsive teaching
- EP to support individual teachers in implementing actions to support the progress of SEN pupils
- Personalised academic intervention in the form of one-to-one and small group intervention to disadvantaged pupils in all years in phonics, reading, writing, maths and spelling, punctuation and grammar as required
- Booster classes for SEN pupils in year 6 as appropriate

Parent / carer engagement

- Stay and ... sessions for parents to learn alongside their child and support their SEN
- Parenting workshops including EP/Family support worker to provide parenting workshops to support families of children identifies as having SEN

Wider outcomes

- Attendance and punctuality from the school Family Support Lead
- Use of external agencies to support pastoral needs of SEN pupils
- Learning Mentor staffing, resources and training to support SEN children
- Lego therapy
- Educational visits: Off-site educational visits
- On-site educational experiences

Staff development

The expertise and training of staff to support children and young people with SEND, including how specialist expertise is secured

Foxborough Primary School has a SENCo who does not have a teaching commitment. The school currently employs six Learning Support Assistants and two higher level teaching Assistants who are trained to deliver a range of interventions on a small group and 1:1 basis.

The school continues to facilitate a comprehensive programme of CPDL which is used to deliver the school's strategic development plan and provide for personalised training for staff. Specialist information gained through research / training is disseminated via staff meetings, briefings and updates.

As specific needs arise, the SENCo will seek input / advice from specialists from a range of agencies, for example, Educational Psychologist, CAMHS, Autism outreach service and Occupational Therapy, to ensure that awareness of specific types of SEN is raised. To enhance knowledge about a specific type of SEN, additional training may be provided to teachers or Educational Support Staff. General support from the SENCo is provided to all staff with a particular focus on Early Career Teachers and other new members of staff.

The SENCo attends termly central team network meetings organised by the Trust's Inclusion Lead to support SENCos in their roles. This affords an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues across the borough.

The SENCo attends weekly meeting with the school's Senior Leadership Team.

Work with external agencies

At Foxborough Primary School, for children with specific identified or diagnosed needs, we work with a range of external agencies to ensure that the best possible support is in place. The school utilises the support of the following external agencies:

- Educational Psychologist;
- Speech and Language Therapist;
- Occupational Therapists;
- Specialist teachers from Slough SEND team;
- Counselling services;
- Sensory Consortium Service.

The school also uses the Local Authority's Early Support system whereby Early Help and support is offered to children and their families when low level issues emerge and before problems escalate.

Arrangements for handling complaints from parents and children with SEN about the provision of the school

Complaints procedures

Parents who are not satisfied that their child's special educational needs are being adequately met by the school have the right to complain to the Head Teacher. Guidelines for the resolution of disagreements over provision for SEND are contained in the Code of Practice.