



## Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

### FOXBOROUGH PRIMARY SCHOOL

|                                   |                                                                                                                              |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Name of Headteacher:              | Jessica Theisinger                                                                                                           |
| Name of SEN Co-ordinator (SENCO): | Jay Johannessen                                                                                                              |
| Name of SEND Governor:            | (Vacant)<br><br>Chair of Governors: Gill Knight                                                                              |
| School address:                   | Common Road<br><br>Slough SL3 8TX                                                                                            |
| Contact telephone number:         | 01753 546376                                                                                                                 |
| School email address:             | Post@foxboroughprimary.co.uk                                                                                                 |
| School website:                   | foxboroughprimary.co.uk                                                                                                      |
| Type of school:                   | Primary School                                                                                                               |
| Slough Local Offer                | <a href="#">Slough Information and Services Guide   Special Educational Needs and Disabilities - Slough SEND Local Offer</a> |

## 1. Identifying special educational needs and disabilities (SEND)

### a. What kinds of special educational needs and disabilities does the school provide for?

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 above.

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

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

### b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

At Foxborough Primary School we identify the needs of pupils by considering the holistic needs of a child. We assess pupils' progress in relation to national age-related expectations, as well as against the specific targets outlined in their individual curriculum and learning plans. Ongoing teacher assessment 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 or observations raised by a member of staff
- 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 assessments
- Observation by SENCo
- Provision Teaching and Monitoring
- Observation by external professionals such as an educational psychologist, occupational therapist or a speech and language therapist.

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

- Boxall Profile - this is a tool teachers use to understand children's social, emotional and behavioural needs. It helps us see the areas where a child is doing well and where they might need extra support, so we can put the right strategies in place to help them feel secure, confident and ready to learn.
- Strengths and Difficulties Questionnaire
- Observation schedules, for example, focusing on behaviour or 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 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, a parents' consultation evening 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 SEND register has a Learning Plan (LP) which is available to parents. 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.

### **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 to remove the barriers to learning for that child. The **graduated approach** means that schools follow a simple cycle of **"assess, plan, do, review."** This means teachers and staff look carefully at a child's needs, make a plan to support them, put that plan into action, and then check regularly to see if it's working, changing the support if needed.

### **Arrangements for assessing and reviewing children's progress towards outcomes**

Learning Plans are written for all pupils identified as having SEND. These are reviewed by the teachers 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 SEND 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 or 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.

**c. What should I do if I think my child or young person may have special educational needs or disabilities?**

The school's SENCo is Jay Johannessen.

Foxborough Primary School: 01753 546376

[Senco-fox@foxboroughprimaryschool.co.uk](mailto:Senco-fox@foxboroughprimaryschool.co.uk)

The first step is to contact your child's class teacher, who will work with you to agree the next steps. We operate an 'open door' policy, and our SENCo can be contacted via the school office, by phone, or by email. We welcome information from parents about how their child learns best, as this helps us shape the support we provide.

Appointments can be made with either the class teacher or the SENCo through the school office.

In line with the SEND Code of Practice (2015), a child will be placed on the SEND register if they have a special educational need or disability (SEND) that requires provision that is additional to, or different from, that typically available to pupils of the same age in a mainstream setting.

If your child is placed on the SEND register, we will inform you formally and then work in partnership with you to plan the next steps, ensuring your child can access the curriculum and thrive in the classroom.

## 2. Support the school provides for children and young people with SEND

### a. What teaching strategies do you use to support children with special educational needs and disabilities?

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. Staff 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.

We place a strong focus on metacognition, which is simply about 'thinking about our thinking.' It means helping children understand how they learn, so they can plan, check and reflect on their own work. This helps them become more independent and effective learners. We give all pupils, but especially pupils with SEND, strategies to improve their executive functioning.

### b. What additional support is available to help my child with their learning, including specific interventions provided and adaptations to the curriculum and learning environment?

#### The Den

At Foxborough Primary School, we are fortunate to have a dedicated provision called *The Den*, where small groups of identified pupils access specialist interventions led by the SENCo and SEND teaching assistant. These sessions may focus on social skills, nurture activities, or communication and interaction support. Pupils are identified for The Den through collaboration between the class teacher and parents, ensuring that support is well-targeted to individual needs.

#### 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
- The Friendship Formula
- Social Skills of Primary Pupils

- Social Stories
- Draw and Talk

#### Educational Psychologist

Through the Trust, we access 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, the EP has led CPD sessions for staff development.

#### School Counsellor

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

#### Play Therapy

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

#### Psychotherapist

The school has recruited the services of Birbeck College and provides three pupils each term with child psychotherapy sessions.

### **c. How is the decision made about what type and how much support my child or young person will receive?**

Decisions about the type of support your child will receive are made jointly with the class teacher, the SENCO and the Senior Leadership Team.

### **d. How will I (the parent) be involved in planning for and supporting my child's or young person's learning?**

Parents are invited to meet regularly with the SENCo to review Learning Plans and discuss progress. They also have the opportunity to meet with their child's class teacher at key times in the year, such as Learning Review Day. Parents receive a copy of their child's Learning Plan and are given guidance on how to support learning at home, including with homework and daily routines.

### **e. How will my child be involved in their own learning and decisions made about their learning?**

Children on the SEND register work with the class teacher to decide their termly targets for their Learning Plans. 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. A copy of their Learning Plan is displayed in the classroom so teachers and pupils alike can constantly refer to them.

Targets on the Learning Plan are assessed on a termly basis and the pupil is involved in that assessment. New targets are then decided together.

### **3. Children and young people's progress**

#### **a. How do you check and review my child or young person's progress?**

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. 8 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.

#### **b. How do you involve my child or young person and parents in those reviews?**

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.

#### **c. How do you know if the provision for children and young people with SEND at your school is working?**

At Foxborough Primary School, we evaluate the effectiveness of our provision through a variety of means. 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 to evaluate effectiveness.

### **4. Support for overall wellbeing**

#### **a. What support is available to promote my child or young person's emotional and social development?**

Foxborough Primary School is a small school with a big heart. We see children as individuals, not just as learners. We use a holistic approach, ensuring that children are regulated, happy and ready to learn. We use the Zones of Regulation across the school, where children are encouraged to recognise their own emotions, and learn strategies to cope with those emotions. For example, if a child arrives in class feeling frustrated and identifies themselves in the 'yellow zone,' the teacher may encourage them to use a calming strategy such as deep breathing, a movement break, or time in the calm corner before starting work. This helps the child learn to manage their emotions and re-engage positively with learning.

We ensure that children have the necessary social skills to not only succeed in the classroom, but also in society. If we identify gaps in social skills, we may put an intervention in place such as nurture groups where social skills are explicitly taught.

## 5. Preparation for new and next steps

### a. How will you help and prepare my child to join your school?

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, toilet 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 need more time to adapt.

### b. How will you prepare my child to join their next year group, school, college, stage of education or life?

Children with additional 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.

For SEND pupils in Year 6, we work closely with local secondary schools to support a smooth and confident transition into Year 7. This may include visits from the receiving school's SENCo, as well as small-group visits to the secondary setting in the months leading up to transfer.

## 6. Accessibility and specialist equipment

### a. How accessible is the school environment?

The school environment is fully accessible. As single-storey buildings, all classrooms and facilities are on the ground floor and the site is wheelchair accessible. We have step-free access throughout the building and to outdoor areas, and accessible toilets are available. Where additional adaptations are required, we work with external agencies to make reasonable adjustments.

We also consider accessibility beyond physical access, for example by providing clear signage, visual supports, and ensuring classrooms are arranged to support pupils with sensory or mobility needs. Our aim is to ensure that all pupils, staff and visitors can participate fully in school life.

- **Do you have an accessibility plan?**

There is an accessibility plan for Pioneer Trust available on the website.

- **Is your school wheelchair accessible?**

Foxborough Primary School is all on the ground floor.

All classrooms and main areas are wheelchair accessible.

- **Have adaptations been made to the auditory and visual environment?**

We ensure that our classrooms are accessible.

We use technology to assist SEND pupils where necessary, for example with individual iPads.

- **What changing & toilet facilities does the school have for children and young people with SEND?**

There is a disabled toilet which is large enough for changing.

- **Do you have disabled car parking for parents?**

There is disabled parking available with prior discussion with the headteacher.

#### **b. What if my child needs specialist equipment or facilities?**

We will work alongside the council where necessary to ensure we have adequate funding for specialist equipment or facilities.

#### **c. How will my child or young person be included in activities outside the classroom including physical activities, school clubs and school trips?**

We are an inclusive school, and all children are always included in extra-curricular clubs, trips and activities. Occasionally an individual risk assessment may be created to ensure your child is safe and can access the activity.

Headteacher discretion may be used in certain situations.

## 7. Training for staff, specialist services and further support

### a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

The core pedagogy used across the school has been chosen with inclusive teaching in mind. All instructional coaching and CPDL places pupils with SEND at the heart of our practice. The school facilitates a comprehensive programme of CPDL which is used to deliver the school's strategic development plan and provide personalised training for staff. Specialist information gained through research / training is disseminated via staff meetings, briefings and updates.

Teachers and support staff are trained in trauma informed practice, and in neurodiverse conditions such as ADHD, autism and dyscalculia. Training is regularly updated in line with new research. The training is delivered by the SENCo and by specialised external professionals.

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.

### b. What other agencies do you involve to meet the needs of my child or young person and how can I access support from these agencies?

We work closely with key professionals at Foxborough Primary School. We have two psychotherapists, a play therapist, a Speech and Language Therapist, an Educational Psychologist and an Occupational Therapist.

We also receive support from the local council if we have specific requirements, for example an autism specialist may be contacted to deliver parent workshops.

If your child has been identified as needing support from one of these professionals, you will have an opportunity to be involved with the process.

### c. Who should I contact to find out about other support for parents, carers and families of children and young people with SEND?

SENDIAS: [sendiass@slough.gov.uk](mailto:sendiass@slough.gov.uk)

Tel: 01753 787 693

Website: [Slough Sendiass :: Home](#)

Please follow this link to the Local Offer for information about other services that might be available to support your child/young person: [Slough Information and Services Guide | Special Educational Needs and Disabilities - Slough SEND Local Offer](#)

## 8. Policies

### a. Are you aware or familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

We are aware of and adhere to the requirements set out in the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001) and the Equality Act 2010. We understand our duty not to discriminate against pupils with SEND and to make reasonable adjustments so that they can access education and participate fully in school life. These duties underpin our inclusive approach and are reflected in our policies, procedures and everyday practice.

#### **b. Where can I find other school policies relating to SEND?**

The following SEND policies are available on the school website at the following link:

- [SEN Policy](#)
- [Health and Safety Policy](#)
- [Safeguarding Policy](#)
- [Equality & Diversity Policy](#)
- [Policy for Supporting Students with Medical Conditions](#)

### **9. Additional Information**

#### **a. Do you provide any other resources for children and young people with SEND?**

Please contact the SENCo, Jay Johannessen, should you wish to discuss something specific for your child.

### **10. Feedback and complaints**

#### **a. What do I need to do if I have a concern or complaint about the school and its provision for my child or young person?**

The Complaints Procedure can be found on the school website

### **11. Glossary**

| Terms used in this document | Description/explanation of term       |
|-----------------------------|---------------------------------------|
| SENCo                       | Special Educational Needs Coordinator |
| LSAs                        | Learning Support Assistants           |
| EHCP                        | Education, Health and Care Plan       |

|          |                                                                                  |
|----------|----------------------------------------------------------------------------------|
| SEND     | Special Educational Needs and Disabilities                                       |
| SaLT     | Speech and Language Therapy                                                      |
| EP       | Educational Psychologist                                                         |
| OT       | Occupational Therapist                                                           |
| LP       | Learning Plan                                                                    |
| SENDIASS | Special Educational Needs and Disability Information, Advice and Support Service |
| ADHD     | Attention Deficit & Hyperactivity Disorder                                       |
| SpLD     | Specific Learning Difficulty                                                     |

**Date of last update of this document:** September 2025

**Date of next review:** Should be reviewed annually. September 2026