

# Foxhill Primary School

*Excellence, Inclusion, Enjoyment*



## Foxhill Primary School Local Offer for children with Special Educational Needs or Disabilities (SEND)

At Foxhill Primary School we are a fully inclusive school. We aim to ensure that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs).

Children may have special educational needs that require additional support when progress has slowed or stopped. We implement a graduated approach based on the guidance from Bradford Metropolitan District Council's Children Services for SEN.

This is based on an Assess-Plan-Do-Review cycle.

You can find details of Bradford's Local Offer here: <https://localoffer.bradford.gov.uk>

If a child has an Education, Health and Care Plan, then we provide the support detailed in their individual plan.

Our offer at Below Age-Related Expectations, SEND Support or EHCP for each area of SEND is described below. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and are used to modify our provision to meet the changing requirements for individual pupils we serve within our community.

This covers provision in the 4 areas of need:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs/Medical

Our Special Educational Needs Coordinator are Mrs Angela Fletcher who is accredited with the national award for Special Educational Needs and Mrs Chloe Dolby is also the SENDCO'S. The Governor for SEND is Mr Jonathan Hall.

For further information and enquiries please contact 01274 882426 or alternatively log on to the school's website: [www.foxhillprimaryschool.co.uk](http://www.foxhillprimaryschool.co.uk) to view our SEND Policy.

### **Cognition and Learning**

- Every teacher is a teacher of SEND.
- School has effective assessment procedures in place which identify barriers to learning.
- Access to Quality First Teaching which is monitored through the school's self-evaluation processes.
- A team of experienced support staff are effectively deployed throughout the school to support pupil progress, independence and resilience.
- Differentiated curriculum planning and activities by outcome, support, scaffolding and additional resources dependent on an individual's needs.
- Differentiated/individualised homework tasks.
- There may be an increase in use of resources such as: visual aids, voice recorders, writing frames, coloured overlays and pencil grips.

- Interventions and provision for children on the SEND Register highlighted on their ISPs/Celebratory profiles and are monitored by the SENDCO'S and evaluated by the adult delivering the intervention.
- Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage.
- Pre-teaching in order to familiarise children with new concepts.
- Advice from external agencies is implemented into the classroom.
- All teaching staff have undertaken appropriate training.
- English Interventions: Personalised English, 1:1 Reading, Precision Teaching, ECAR, SPAG intervention, Launch pad for literacy.
  - Maths Interventions: Personalised Maths, Precision Teaching, My Maths, tailored morning maths.
- Parents/carers will be invited into school on a termly basis to discuss the provision and additional support in place for their child when updating their ISP/Celebratory profile.
- Support and advice are sought and implemented from external agencies to ensure any barriers to success are fully identified and responded to such as Learning Difficulties Team and Educational Psychologists.
- In Year 6, the SENDCo's will arrange additional transition days with the secondary SENDCo's to ensure a smooth transition from primary school to secondary school.
- In Early Years, the SENDCo's will arrange additional transition days with the previous setting SENDCo's to ensure a smooth transition from nursery to primary school.

### **Communication and Interaction**

- Experienced support assistants support curriculum modifications and social interaction, social communication and social understanding.
- Appropriate support from other agencies such as the Autism Team (Bradford SEN Services), Advice from our Link specialist teacher, and SALT (Speech and Language).
- Curriculum access will be enabled by using a structured approach which may involve using visual systems, task organisers, pictures (on staff lanyards), objects of reference or timetables.
- Speech, language and communication interventions: talking about friends/conversations, Blank Levels, social skills interventions, turn taking and shared play interventions, Precision Teaching, social stories and Launchpad for Literacy.
- Children may be referred to the Speech and Language Service, and any actions that they suggest will be followed up in school.
- Modelling of correct language used.
- Now and next boards/ baskets used to show which activity needs completing first where appropriate.
- Instructions and information broken down into manageable chunks where language is reduced.

- Access to calm and quiet spaces.
- Pre-teaching to eliminate anxieties of new learning. Post teaching to embed concepts.

### **Social, Emotional and Mental Health (Behavioural Needs)**

- Foxhill's behavioural system is based on a restorative positive approach. If teachers need to speak to children regarding their behaviour, this is done privately.
- Every child in Early Years and KS1 has an avatar on Class Dojo where they can earn points for positive behaviour.
- Adjustments are made to the behaviour system to ensure it meets the needs of children with SEND and in particular those who struggle with SEMH needs.
- Additional behaviour charts are used if required to reward children after each lesson.
- Some staff are trained in Team Teach methods to ensure safety of all pupils and staff.
- External support through the Bradford LEA is sought and any advice implemented to support individual pupil's needs.
- Social, Moral, Spiritual and Cultural (SMSC) development is central to all teaching and learning within school.
- Pupil voice, in the form of school council and pupil questionnaires, leads to changes in school practices and procedures.
- Risk assessments effectively ensure that action is taken to increase the safety and inclusion of all pupils and staff in all activities.
- Staff members have been trained in delivering anxiety and stress interventions for children.
- Social Interventions: Sensory circuits, Turn Taking, Social skills Groups, Social Stories.
- Through PSHE lessons, all children are taught about peer friendships, maintaining friendships and ensuring that nobody feels isolated.
- KS2 children are available to help the younger children with lunchtimes and to ensure that all children are included at play time.
- All targets are highlighted on ISPs and these are updated termly with teachers and parents.
- Additional support from the other services provide staff with any medical training needed to support children in school.
- Residential in Year 6 are undertaken and provide further opportunities for children to develop their social skills.
  - School celebrates weekly Celebrations in Assembly with Head Teacher Awards, achievements outside of school and Key stage assemblies.

### **Sensory and/or Physical Needs (Visual Impairment Hearing Impairment Multi-Sensory Impairment)**

### **Physical and Medical)**

- Advice and guidance are sought and implemented from the school nurse to ensure that barriers to success are reduced or removed.
- Advice and guidance are sought and implemented to respond to pupils who have significant medical needs and staff will be trained in these areas.
- The SENDCo's and teaching staff complete any necessary research and training to ensure school understands any needs.
- Staff receive appropriate training to ensure understanding of the impact of the sensory, physical or medical needs upon teaching and learning.
- All staff are made aware of medical needs that children may have throughout school through a secure system.
- Specific training, equipment and adaptations will be implemented where necessary and maintained by appropriate parties.
- School is accessible for all pupils. Classrooms would be changed if disabled access was required.
- Emergency evacuation plans for pupils with physical difficulties would be incorporated into their plan if needed.
- Support and advice from an occupational therapist will be sought when necessary.
- Seating of pupils in the classroom will be monitored and evaluated. For example, pupils who have a hearing impairment will be sat near the front by the class teacher.
- Additional Interventions: Fine and Gross Motor Skills.