



## Foxhill Primary School SEND Report 2023/2024

Foxhill Primary is a fully inclusive school that ensures all pupils achieve their full potential personally, socially, emotionally and academically in all areas of the curriculum.

Please see our 'Local Offer Summary of Provision' under the SEND section of the website.

The Local Authority 'Local Offer' can be found – <https://localoffer.bradford.gov.uk/>

### **SEND Team**

Designated Safeguarding Lead – Mrs Thomson

Deputy Safeguarding Leads – Mrs Griffin and Mrs Fletcher

Looked After Children Lead – Mrs Thomason

Special Educational Needs and Disabilities Co-ordinators – Mrs Fletcher and Mrs Dolby

SEND Governor – Mr Hall

### **Governing Body**

The governing body has the responsibility to –

- Designate an appropriate member of staff, SENDCos, as having responsibility for co-ordinating provision for pupils with SEND.
- Fully engage parents and/or young people with SEND, and to support them through working with the SENDCos.
- Use their best endeavours to secure the special educational provision required by a child or young person's SEND through liaison with external agencies.
- Develop a complaints procedure which, along with details regarding appealing to the SEND tribunal, will be made known to parents and pupils through a single point of access.

### **Matrix of Need**

Children on the SEND register have an Individual Education Plan (ISP) tailored to their specific needs.

Matrix of Need Description

#### **Below Age Related**

Children working within the QFT stage have a Mild level of need. These children are

placed on the Monitoring list and are monitored by the class teacher and referred to the SENDCos if required.

### SEND Support

Children working within SEND Support have Moderate needs and are placed on the SEN register. These children are generally working below age related expectation. They have a significant level of extra tailored interventions or support in class to meet their learning needs. Outside agencies may also be involved in working with the child.

### EHCP

These children have Severe needs and the school, in conjunction with the local authority must conduct an Education, Health and Care (EHC) needs Assessment for children who are working within the EHC stage.

If this is agreed by the local authority, then a child will have an Education Health Care Plan (EHCP).

School and other professional must abide by this statutory plan to meet the needs of the child.

### Range Need

A child's primary SEND needs will determine which team of professionals may be involved in their learning journey. If there is a secondary need, then more than one agency may be involved.

- Cognition and Learning
- Physical and Medical
- Hearing impairment
- Visual impairment
- Dual Sensory/Multi-sensory Impairment
- Specific Learning Difficulties
- Autism/Communication and Interaction
- Speech, Language and Communication Needs
- Social, Emotional and Mental Health

## **Number of children on our SEND Register October 2023/2024**

SEND Support 23

EHCP 6

### **Monitoring Progress of Children with SEND**

Progress of children is monitored through termly assessments and followed by pupil progress meetings. If teaching staff have any concerns within this time, they report this to the SENDCos.

Termly SEND staff meeting and pupil progress meetings are held for staff to voice their concerns around SEND children. Strategies, resources and monitoring are then put into place. If required, referrals to other agencies are then made by the SENDCos to address the children's needs and permission is granted from parents. We strive for all our children to meet their full potential and provision is made for all children with special educational needs.

Staff complete Individual Support Plans (ISPs)/ Celebratory profiles for children on the SEND Register. These are shared termly with parents. Depending upon the need of the child, strategies and resources are put into place to support the child. For some children with SEND, visuals are used as part of the daily routine to help structure the day for them and help them to make progress in their learning. Work in the classroom is adapted to meet pupils' needs. The SENDCos monitors progress and provision for SEND children.

### **External Agencies**

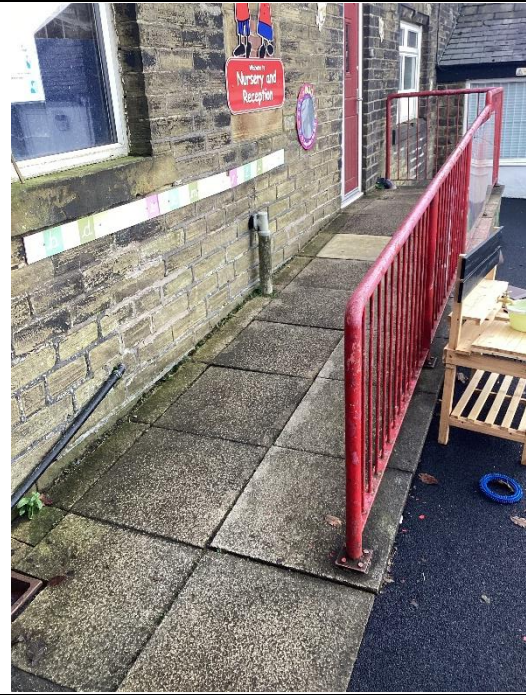
We work closely with the following external agencies:

- Link Teacher
- Educational Psychologist
- Social Care
- Paediatricians
- School nurse
- Occupational therapists
- CAMHS
- SCIL Team
- Speech and Language Therapist
- Specialist Teachers

### **Disability Duty, Accessibility and Admissions**

Foxhill Primary school is a fully inclusive school. We are compliant with the Equality Act 2010 and the special Educational Needs and Disability Regulations 2014. All stakeholders of the school are treated equally. We pride ourselves on being fully inclusive.

External ramps into classrooms



Disabled toilet



First aid room



Anti-slip outside



Disabled car parking spot



#### **Additional information on Disabled Access to and Within School**

- All play areas are accessible by wheelchairs / pushchairs
- Main access is easily accessible by wheelchairs / pushchairs
- All outside areas are gated and fenced
- Provision of disabled toilet & shower room
- Fox Club building has disabled access and facilities
- Ramps between Early Years unit and outside play areas
- SEND pupils are monitored during fire evacuations

#### **Transition**

Children are supported at Foxhill with all transitions between year groups and new schools. Children with Special Educational Needs are supported when they enter a new year group. Some children have transition books compiled with photographs of their new classroom and teachers etc. A book is sent home and one is kept in school. Extra transition between classes is provided if required.

If a child with SEND is transitioning to secondary school the SENDCos/class teacher meet with the SENDCo from the new school to pass on records and detailed information regarding the child's needs. Extra transition sessions can be arranged to support the child in their new school. Children and parents/carers are kept fully up to date with the process and are involved. We strive to develop children's independence, so that they have the skills for later in life.

#### **Staff Training**

Staff meetings are held to keep staff up to date with SEND at Foxhill Primary.

Support Staff have attended training throughout the year around strategies and resources required to help the children in their care. We ensure that training is kept up to date for staff and give them the opportunity to attend different training sessions for their Continuing Professional Development (CPD).

#### **Communication with Parents**

The parents of children with Special Educational Needs have regular opportunities to speak with their child's Teacher. We also offer longer parent evening sessions. Children who have 1:1 support are greeted by their support before school and handed over to parents at the end of the day, allowing for the staff member to communicate with parents. In some cases, the children have a home-school book where messages are easily passed on to both the parents and the class teacher. Parents are kept up to date with planning and provision for their children.

ISPs are updated three times a year by class teachers and are shared with SENDCOs, parents and support staff, and an electronic copy is stored on the school's secure network. The SENDCOs are always available to speak to parents/carers about any concerns they may have. Parents/Carers are involved in all annual reviews for EHCPs. Their views and input are invaluable and embedded within the plan. Children's views are always included within the EHCP.

### Support for Parents

School SENDCOs – 01274 882426

Barnardos (SENDIASS) - 01274 513300

School Nurse Hub Number - 01274 221203

Disability Advice Bureau

General benefits advice for disabled people. Telephone: 01274 594173

Bradford Families Information Service -

Helpline 01274 437503 - Monday to Thursday 8.30am - 5pm, Friday 8.30am - 4.30pm