

Foxhill Primary School



The Local Offer or Summary of Provision for children and young people with special educational needs or disabilities (SEND) (Local Offer)

2020-2021

We are a fully inclusive school and aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum.

Children may have special educational needs that require additional support when progress has slowed or stopped. We implement an approach based on the [guidance from Bradford Metropolitan District Council's Children's Services for SEN](#) depending on the severity of your child's needs.

If a child has an Education, Health and Care Plan, then we provide the support detailed in the plan, which is different from the information stated below.

SEND Code of Practice Area of Needs-Provision

Cognition and Learning Needs	Communication and Interaction Needs	Emotional, Mental, Health Needs	Sensory and Physical Needs
Individual children requiring support on top of Quality First Teaching may have:			
<ul style="list-style-type: none"> • Maths interventions, • Reading interventions, • Writing interventions, • Phonic intervention, • Five sentence 	<ul style="list-style-type: none"> • Be assessed by our Commissioned SALT (Speech and Language Therapist), • Sessions for children, following on from SALT recommendations (after training from SALT), • PEC's especially for our Non-verbal children or children 	<ul style="list-style-type: none"> • A trained Mental Health Champion, • Time to talk to the mental Health Champion, • 3/5 point emotional chart, • Feeling books, • Social Stories, 	<ul style="list-style-type: none"> • Sensory time in the library, • Adaptions to the classroom, e.g. Writing slopes, pencil grippers, ear defenders, • School Nurse. • Fine and Gross Motor skills support • Handwriting interventions
<p>challenge,</p> <ul style="list-style-type: none"> • Small group support in class, • Alphabet Arc, • Memory Games, • My Maths, • Phonics Play, • Daily Reading, 	<p>with Autism.</p> <ul style="list-style-type: none"> • Social Stories, • Time out, • Worry boxes, • Lego Therapy. 		

How we support transition into Foxhill and secondary school

- Children who have identified SEND before starting Foxhill will be in contact with early years practitioners/ Inclusion Leaders in order to gather information about your child. Foxhill staff will work with the people who already know your child in order to plan a smooth transition in to school and the level of support needed to ensure they remain inclusive.
- We will offer a home visit if your child is not in a pre school setting.
- We will invite you and your child to visit school before starting at Foxhill.
- We can provide children with SEND with a phased start to school (if advised by outside agencies) to allow them to get used to surroundings, staff and routines.
- Pupils leaving Foxhill in Year 6 will have already established a transition plan discussed with parents, outside agencies and the secondary school (Teachers and Inclusion manager).

How we identify individual special educational learning needs

- If we are concerned that your child may have SEND, we will observe them, assess them and try to pinpoint what is causing difficulty for your child. We may ask for consent in order to continue with investigations by requesting support from outside agencies for example, Speech and Language Therapist, Educational Psychologist. We will discuss and share findings as soon as possible.
- If you are concerned about your child we will discuss with you and investigate your concerns. We will keep you updated and share what we have found out through observations and external recommendations (where appropriate). We will ensure to keep you involved throughout the process.

How we involve pupils and their parents

- When we assess SEND we ensure that parents and children are involved in all of the decisions. We need to gain a full picture of your child, so this would involve discussions about your child's understanding and behaviour at home. It is crucial that we work together in the same way in order for your child to make progress.

- In certain cases you may be provided with a contact process, so that you can maintain regular contact with the class teacher and have regular updates about your child's behaviour/any difficulties during the day.
- Your child would have an Individual Education Plan (ISP) which outlines targets specific to your child's needs. The ISP may also involve targets recommended by outside agencies, for example Speech and Language Therapist or Educational Psychologist. If your child has an ISP you may have regular meetings with the class teacher and Inclusion Leader. During these meetings you will have an opportunity to discuss aspirations and support you can provide for your child at home.

How we cater for children with SEN

- We often use additional resources suggested by outside agencies, such as write angles or different coloured paper to ensure that they are able to access a broad and balanced inclusive curriculum.
- We may use additional interventions so that we can deliver lessons at the right level and help children who have gaps in their learning. We use several different effective intervention programmes for support such as: Daily Reading, Phonics booster, maths booster, Handwriting programmes, My Maths (Computer) and Literacy booster sessions. Children are sometimes taken out in small groups or 1:1 for these sessions.
- We use visual timetables, concrete objects of reference, countdown timers, write angles and other specialist resources for pupils who require them.
- We use a range of technology including IPAD Apps for pupils with communication difficulties, autism or visual impairment.

How we adapt our teaching

- Many of our support staff are specially trained to work with pupils with SEN and to deliver our list of interventions as listed above.
- All staff are trained to be able to deal with and adapt to a range of SEN, therefore we use a number of approaches to teaching in order to meet the needs of all pupils.
- All lessons are differentiated in order to allow every child to achieve and make progress. If your child is unable to

access this we may provide separate planning and resources for them.

How do we assess and review progress for children with SEN

- We use staff meetings to assess anonymous work throughout school (moderation)
- The class teacher tracks progress throughout the year; Senior Leadership Team also check progress and discuss how we can ensure all children make good progress.
- Teachers may discuss progress with parents more often if we believe this will help, or parents have requested this.
- We would also have meetings with parents to discuss the progress and targets on the ISP.

What extra support do we bring in to help us with SEN

- We get support from Speech and Language Therapy (S<) to observe children and train our staff.
- We have support from Occupational Therapy (OT) who need assessment for their fine and gross motor skills.
- We have Specialists who may come and observe children, support school with providing an inclusive learning environment, for example; Visual Impairment Team (VIT), Autism Spectrum Team (AST), Learning Difficulties Team (LDT), SEN Early Intervention, Support Team for Deaf children and the Educational Psychologist.

Extra curricular activities for children with SEN

- All children are welcome to any of our lunchtime or after school clubs, which are usually run by a member of Teaching Staff. If necessary we may provide an additional member of support in order to cater for your child's needs.
- Any school trips/residential visits are fully inclusive for all children as we always choose visits accessible for all.

Additional funding for children with SEN

- Schools receive funding for all pupils with Special Educational Needs and Disabilities. School will discuss with parents how funding is used to support their child.

What to do if you are concerned about decisions or what is happening in school

- Obviously the first person you can discuss your concerns with is the class teacher or the Inclusion Leader.
- You may choose to speak to the Deputy Head or Headteacher.
- If you feel your concerns have not been resolved, we will provide you with contact details for the Chair of Governors.

Where can parents/carers can find extra support

- All staff in school are here to support you; you can speak to any member of staff at any time if you have a problem or worry.
- There are a number of parent support groups such as;
- <http://www.barnardos.org.uk/parentpartnershipservice.htm>
- The Parents' forum for Bradford and Airedale provide information and they aim to support families with children with special (additional) needs. <http://www.pfba2.org.uk/>