



Foulsham Primary School

Special Educational Needs & Disabilities (SEND) Information Report

16th January 2020

(To be reviewed January 2021)



What special educational needs do we provide for at Foulsham?

Foulsham Primary School is an inclusive school, which aims to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

How do we identify children who may have a special educational need (SEN) need?

Progress and ability are gauged, and monitored carefully when a pupil first enters our reception class. Additionally, pupil progress meetings regularly track and identify children who are not making expected progress in all years and, then, interventions or support programmes are implemented and monitored to ensure that the child makes accelerated progress.

Where below expected progress continues, despite interventions and support, a number of referrals could and will be made to help assess more closely any underlying SEND. This might include a referral to an educational psychologist, specialist teachers, or other specialist support teams.

Parents can also raise concerns about their child's needs with their class teacher and request referrals and all such assessments will be considered by the school SENDCo (special educational needs and disabilities coordinator) in these cases.

Who is the named SEND coordinator (SENDCo) and what is their contact?

Mrs Emma Bourner is our school's SENDCo and is available at senco@foulshamprimary.org.uk or via the school office on 01362 683389.

What provisions are available at Foulsham Primary School for children with SEND?

Our school offer is as follows:

Universal Offer – for all pupils	Targeted Offer – for pupils at SEND support stage	Complex Offer – for all pupils with a statement/ECH Plan
English		
<p>High quality teaching including differentiated and multi-sensory activities</p> <p>Targeted small group support throughout read, write, Inc. phonics programme</p> <p>Extra guided reading and 1:1 reading support built into the class timetable</p> <p>School library with fiction, non-fiction and reference books.</p> <p>Trips to the theatre planned throughout the key stages.</p>	<p>Individualised phonic interventions placed throughout the read, write, Inc. programme.</p> <p>Read, Write, Inc. 1:1 tutoring to take place.</p> <p>Small group precision word teaching</p> <p>TA available to implement activities passed on through the speech and language service.</p> <p>Daily time set aside for reading support.</p> <p>Reading comprehension catch – up sessions</p> <p>Referral to educational psychologist or advisory teacher</p>	<p>Extra TA support 1:1 where necessary, joining the child for structured read, write, Inc. sessions, adapting the programme to suit the individuals’ targets and needs.</p>
Maths		
<p>High quality teaching including differentiated and multi- sensory activities.</p> <p>Target small group support in class.</p> <p>Provision of table-top resources and concrete materials to ensure that learning is multi-sensory and practical.</p>	<p>Maths intervention sessions running every week to support and consolidate learning from maths lessons during that week in class.</p> <p>Providing the children with differentiated maths packs containing hands on multi-sensory equipment.</p>	<p>Extra TA support, 1:1 where necessary. Adapting and personalising the curriculum for the individual.</p>

	Referral to educational psychologist or advisory teacher	
Behaviour, Emotional and Social Needs		
<p>Consistent school wide implementation of the school's behaviour policy.</p> <p>House point reward system</p> <p>A nurturing ethos across the school</p> <p>Circle Time and assemblies</p> <p>Open door policy for parents</p> <p>Curiosity cafes</p> <p>Parent 'drop in sessions'</p>	<p>Where a pupil's behaviour deteriorates because inadequate response to the universal offer made. This may include collaboration and communication with all external professionals as appropriate e.g. Educational Psychologists, CAMHS, and Short Stay School.</p> <p>Visual timetables</p> <p>Social Stories</p> <p>Quiet time within a multi-sensory environment</p> <p>Boxhall profile assessment and activity groups</p> <p>Lego therapy</p>	<p>As universal and targeted plus:</p> <p>1:1 support for children with specific needs</p> <p>All staff trained in Step Up handling and resolution</p>
Medical Needs		
<p>Key Staff trained in first aid</p> <p>Administration of prescribed medicine</p>	<p>Liaison with medical professionals for children with ongoing medical treatment</p> <p>Care plan detailing the child's condition and required medication displayed in the staffroom, office and appropriate classrooms.</p> <p>Referrals to School Nursing Team</p>	<p>As universal and targeted plus:</p> <p>Individual protocols for children with significant medical needs.</p>
Speech, Language, Sensory and Communication Needs		
<p>Modelling of high quality and appropriate language by all staff</p> <p>Opportunities to engage in speech and language in a variety of activities and situations throughout everyday</p>	<p>Assessment by and intervention from a speech and language therapist on referral.</p> <p>Additional support and interventions within class</p> <p>Sensory Toys</p> <p>Sloping writing desks/pencil grips</p> <p>Visual timetables</p>	<p>As universal and targeted plus:</p> <p>County Inclusive Resource Team support</p> <p>Implementation of Speech and Language programmes by the class teacher and teaching assistants</p>

What specific expertise is available to children with SEN?

All staff teaching and delivering interventions are appropriately trained to do so and experts in their area. We also have a number of staff with specific training in a range of phonics schemes for supporting reading. We too have some expertise and additional training in Autistic Spectrum Conditions, behavioural needs and we can boast a dedicated and expert SENDCo. We have good links with other schools in our multi-academy trust, having the opportunity to utilise their resources and expertise.

What specialist equipment and facilities are there for children with SEND?

Referrals to the access through technology team can be made (with the recommendation of a medical professional) to request additional resources such as tablet computers to support children. We have some sensory equipment available in school and access to laptops and computers generally most of the time where needed.

How do we support the emotional and social development of children with SEND?

We aim to include all children in the day-to-day school happenings and provide emotional support through our teachers and support staff, supporting children pastorally and conscientiously.

Consultation with parents on the areas of school life which their children might find difficult or stressful is important to us.

We also use social stories and our PSHE (Personal, Social and Health Education) lessons to support all children.

Where it is appropriate, support staff can be deployed to provide additional pastoral support for children with SEND.

How do we ensure children with SEND are included in daily school life and activities?

- Differentiated lessons
- Use of learning resources (time tables, equipment, sensory items etc.)
- Adapting activities at, for example, sports day to ensure all children have something to access
- Deployment of support staff
- A conscientious whole-school approach to inclusion of children with SEND
- Dedicated intervention spaces

What arrangements are there for consulting and involving parents of children with SEND?

All parents are actively encouraged to be partners in their child's education through informal discussions and telephone or e-mail contact. In addition to this, children with SEND will have regular meetings to review their pupil passports which parents

can come along to and which will always be shared with parents regardless. Parents' evenings also provide a platform for discussing progress and attainment of children. Yearly written reports are routinely shared and interim reports/meetings are also available on request.

How do we involve children with SEND in our processes?

We aim to provide all children, regardless of SEND, with regular feedback regarding their next steps in core lessons. Children who have additional needs have, via their IEP, targets which are shared, discussed and worked upon with those members of staff who are providing the additional support. Children will be given opportunities, where appropriate, to take part in this process and set their own targets.

Where appropriate, children will be able to set their own targets and suggest their own ways of supporting themselves within their personalised pupil passport.

How and when do we review the progress of children with SEND?

Children with a pupil passport will have a set review date (usually within a half term, but not always.) Progress will be reviewed on this day and new ones set if appropriate. The need to continue with a pupil passport will also be considered.

We follow a 'plan, do and review' structure for the children's passport, giving them every opportunity to continue to make accelerated progress and find new stimulating challenges.

In addition, parent's evenings, annual written reports and our regular pupil progress meetings provide a forum for reviewing and analysing the progress of pupils with SEND.

Any child with an EHCP (education and healthcare plan) will also have regular reviews of this plan.

What are the arrangements for parents of children with SEND who may wish to make a complaint?

Please follow the school's complaints procedure.

How do we support children with SEND in transferring between different phases of education?

- Consultation with parents/carers in how we can best meet the emotional needs of the child
- Meetings with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child
- Opportunities for the child and parent to have supported visits to the new situation
- Careful sharing of pertinent information with the professional leads in the next phase

Where is the Local Authority's Local Offer published?

http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm