



Foxbridge Primary School

Special Educational Needs Information Report

Written: April 2024

Dear Parent/Carer,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website www.foxbridgeprimaryschool.co.uk. You can also ask a member of staff to make a copy/send you the policy.

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1. What types of SEND does the school provide for?

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairments
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child and what training have they had?

Our special educational needs co-ordinator or SENDCO

Our SENDCO is Mrs Pam Bridgwood.

She achieved the National Award in Special Educational Needs Co-ordination in 2019.

Staff

All staff receive in-house SEND training, and are supported by the SENDCO to meet the needs of pupils who have Special Educational Needs. Staff can also access training from other SENDCOs within Scholars Trust

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

Speech and language therapists

Educational psychologists

Occupational therapists

GPs or paediatricians

School nurses

Child and adolescent mental health services (CAMHS)

Education welfare officers

Social services and other LA-provided support services

Voluntary sector organisations

3. What should I do if I think my child has SEND?

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEND support
If you think your child might have SEND, the first person you should tell is your child's teacher.	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.	If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.
Appointments can be made directly with the class teacher or via the school office.	Together we will decide what outcomes to seek for your child and agree on next steps.	
Class teachers will liaise with the SENDCo as appropriate.	We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.	
You can also contact the SENDCO directly: office@foxbridgeprimaryschool.co.uk		

4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include examples such as reading, writing, number work.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEND support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENDCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Your child's class teacher will meet you a minimum 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations; we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If you have concerns that arise between these meetings, please contact your child's class teacher

7. How will my child be involved in the decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that children are individuals, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a questionnaire

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Additional adult support

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding an annual review (if they have an education, health and care plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Interventions
- Further training for our staff
- External specialist expertise

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

Applications for school places are made through Leicestershire County Council.

Further information can be found in our admissions policy on our website.

Parents are encouraged to visit the school before applying to discuss how their child will be supported

13. How will the school support my child's mental health and emotional and social development?

At Foxbridge Primary School we recognise the importance of emotional wellbeing and offer a variety of support mechanisms for pupils who are encountering emotional difficulties. Small nurture groups/ one to one support will be provided where necessary and staff will work closely with parents and external agencies to improve outcomes for children.

All of our staff are trauma informed trained and we have a positive approach the behaviour management.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

An enhanced transition programme is offered to children with SEND. This will be arranged between parents/carers, school and external agencies as appropriate.

Foxbridge will liaise closely with pre- schools and transfer schools.

16. What should I do if I have a complaint about my child's SEND support?

Parents are encouraged to discuss any problems or concerns with school. These should be raised initially with class teachers or the SENDCo. Most problems can be resolved this way, but if this does not happen, parents may wish to take their concerns to the head teacher.

Further information about making a complaint can be found in our complaints policy.

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

National charities that offer information and support to families of children with SEND are:

IPSEA

SEND family support

NSPCC

Family Action

Special Needs Jungle

Details of the Leicestershire Local Offer can be found below:

[Leicestershire Local Offer](#)