

SEND Policy
&
Information Report
2020/2021



Date of Last Review:	September 2020, January 2021
Name of SENCo:	Candice Nembhard
Name of DSP Lead:	Lydia Barnes
Name of Local Governor for SEND:	Una Coyne
Date shared with all staff:	January 2021

Aims and Vision



At Foxfield we welcome everybody into our community. The staff, Governors, pupils and parents work together to make school a happy, welcoming place where children can achieve their full potential and develop as confident individuals. We provide a learning environment that enables all children to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our ethos is that every child should be supported to achieve academic, emotional, social and physical developmental success. This policy reflects the school's commitment to supporting the wide range of special needs that children may experience either short term or long term.

At Foxfield Primary School we believe that:

- All children should be valued regardless of their abilities or difficulties
- All children are entitled to a broad and balanced curriculum which is differentiated to meet individual needs
- All teachers are teachers of children with SEN
- All children can be enabled to fulfil their potential through effective teaching and learning, supporting and encouraging
- Effective assessment and provision for children with SEN will be secured with partnership with parents/carers, children, the Local Education Authority and any relevant outside agencies.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

Definition of SEND

The Code of Practice (2014) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age.
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Roles and responsibilities

The SENCO is Candice Nembhard who will:

- ❖ Work with the co-headteachers and SEN governor to determine the strategic development of the SEN policy and provision in the school
- ❖ Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- ❖ Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEN receive appropriate support and high-quality teaching
- ❖ Advise on the graduated approach to providing SEN support
- ❖ Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- ❖ Be the point of contact for external agencies, especially the local authority and its support services
- ❖ Liaise with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned
- ❖ Work with the co-headteachers and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ❖ Ensure the school keeps the records of all children with SEN up to date

The SEN governor is Una Coyne who will:

- ❖ Help to raise awareness of SEN issues at governing board meetings
- ❖ Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- ❖ Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The co-headteachers are Megan Minnett & Tatum Ward who will:

- ❖ Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- ❖ Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers are responsible for:

- ❖ The progress and development of every child in their class
- ❖ Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- ❖ Working with the SENCO to review each child's progress and development and decide on any changes to provision
- ❖ Ensuring they follow this SEN policy

What kinds of special educational needs are provided for at Foxfield Primary School?

Special educational needs and provision can be considered as falling under four broad areas:

- **Communication and interaction** – e.g. *Autistic Spectrum Disorder, Asperger’s Syndrome, Selective mutism, Speech and or Language difficulties.*
- **Cognition and learning** – e.g. *Moderate Learning Difficulties, Specific Learning Difficulties [Dyslexia, Dyspraxia].*
- **Social, Emotional and Mental Health** – e.g. *Attention Deficit/ Hyperactivity Disorder, Oppositional Defiance Disorder.*
- **Sensory or Physical conditions** – e.g. *Hearing/Visual impairment, Sensory Processing Disorder/difficulties.*

How are children with Special Educational Needs identified?

At Foxfield Primary School, we follow the graduated approach a four-part cycle that enables us to revisit, refine and revise actions and decisions made. It assists us in gaining understanding of our children’s needs and what supports them to make good progress and secure good outcomes. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children and this supports in identifying those who may have SEND.



Class teachers will make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. *Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.*

Children can be identified as having SEND through a variety of ways including the following:

- Tracking information – is the child performing below age expected levels?
- School based assessments carried out initially by the class teacher
- Further school-based assessments carried out by the SENCo or an external agency
- Concerns raised by parents/school staff/ the pupil themselves
- Liaison with external agencies
- Health diagnosis

How do we assess children with special educational needs?

When children require special educational provision, which is ‘*additional to*’ or ‘*different from*’ what is being provided through high-quality teaching, we engage in an individualised form of the graduated approach.

- **Assess:** *The class teachers and if necessary, the SENCo or professionals from external agencies, assess the needs of the individual.*
- **Plan:** *We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.*
- **Do:** *We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.*
- **Review:** *We evaluate the impact of the support provided and consider whether changes to the support need to be made.*

Your child’s progress will be continually monitored by his/her class teacher, the SENCo and school leaders. This will be done by but not limited to:

- The teacher’s assessment and experience of the child
- Their previous progress and attainment and behaviour
- Other teachers’ assessments, where relevant
- The individual’s development in comparison to their peers and national data
- The views and experience of parents
- The pupil’s own views
- Advice from external support services, if relevant
- Termly SEND reviews conducted by the SENCo
- Meetings to discuss IEP targets and/or EHCP targets
- EHCP annual reviews

At the end of each key stage (i.e. at the end of year 2 and year 6), children are required to be formally assessed using Standard Assessment Tests (SATs) where necessary, children will have an additional support.

Children working below the standard of the national curriculum tests will be assessed against the pre-key stage standards that are set out on our schools SEND tracker. Children will be identified in consultation with the SENCo and other leaders. Typically, these are children who are engaged in subject-specific learning, but who are working well below age expectations, within targets from the prior key stage and whose needs are such that they *will not* close the gap between themselves and their peers.

Children identified as pre-key stage will work towards SEND key performance indicators (KPIs) where their progress against these KPIs are evidenced on SEND KPI assessment booklets, that are then transferred to the SEND tracker which is updated termly.

We will regularly review the effectiveness of the support and interventions and their impact on children's progress, keeping parents updated at all times.

How do we communicate with children and parents about special educational needs?

At Foxfield Primary School our priority is to ensure parents and carers are involved in all aspects of their children's education and regular communication is provided when identifying and assessing children. We offer a variety of opportunities for our parents to liaise with their children's class teachers and specialist staff in the school. This is provided through parent's evenings, inclusion drop ins and coffee mornings.

If your child is identified as possibly needing special educational provision, the school will set up a meeting to discuss this with you in more detail and to ensure:

- Everyone develops a good understanding of the children's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

All meetings are recorded to be added to your child's records which creates a clear timeline of evidenced support.

If you have concerns about your child's progress, you should speak to your child's class teacher initially. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

If you continue to be concerned that your child is not making progress, you should speak to the SENCo. The SENCo is also available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS - formerly Parent Partnership Service) is available to give further impartial advice and support should you need it.

What is our approach to teaching children with special educational needs?

At Foxfield we believe that inclusive teaching is good teaching, therefore we use a range of inclusive strategies to support high-quality whole class teaching. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class
- That all teaching builds on what your child already knows, can do and can understand
- That different ways of teaching are in place, so that your child is fully involved in learning in class; this may involve things like active learning, using concrete objects/visuals to support
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Interventions

When high-quality teaching does not meet the needs of individual children, they may be placed in a targeted intervention. The interventions we provide support:

- Maths and literacy
- Speech and language
- Social skills
- Attention and listening skills
- Life skills
- Social, emotional and mental health needs

The majority of our interventions are run in school by school staff however, if your child has outside agencies involved, they may receive 1:1 specialist intervention. These are services such as:

- A speech and language therapist
- An ASD outreach worker
- An educational psychologist/assistant psychologist
- An occupational therapist
- A physiotherapist
- Child and adolescent mental health services
- Sensory support services for hearing or visual impairment needs
- Behavioural support teams

You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively in school.

If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

How do we support children with severe, complex and/or lifelong needs?

Children who are identified as having severe, complex or lifelong needs will typically need an Education, Health and Care Plan (EHCP). This means your child would have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through high quality teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school, which may include any agency that is listed above.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment or Education, Health and Care assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible
- The EHC Plan will outline the amount of funding the school will receive from the LA to support your child. It will also outline how the support should be used, and what strategies must be put in place. It will also have long-term and short-term goals for your child and the school will meet with you annually to review these goals and to update the plan
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself.

How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Greenwich LA, includes money for supporting children with SEND. The co-Headteachers and SENCo work together to decide on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The school identifies the needs of SEN pupils on a provision map, this identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met and resources are deployed as effectively as possible.

What expertise do we have in school and what training do we provide members of staff?

At Foxfield we do our best to provide as much in-school specialist provision to enable us to have on sight expertise and immediate support where necessary. Our in-school support available is, but not limited to:

- Full time SENCo
- Welfare Lead
- Designated ASD Provision Lead
- Assistant Psychologist
- Behaviour Lead
- Learning Mentor
- Speech and Language assistant
- EAL support
- Home Liaison School Officer

The SENCo, as part of their role, is required to support the class teacher in planning for children with SEN. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND.

This includes whole school training on SEN issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties. Other training includes making and using symbolised resources, systems to encourage independent learning, social stories, supporting transition and social skills.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. SEN TAs receive a range of training as part of their on-going CPD and to respond to the needs of the individual children they are working with. Specific staff members are trained in de-escalation strategies and positive handling techniques where appropriate.

How is the curriculum and environment adapted for children with special educational needs?

At Foxfield we make the following adaptations to ensure all children's needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Specific time allocated to work on IEP or EHCP targets

How is Foxfield Primary School accessible to children with SEND?

The school is fully compliant with Disability Discrimination Act (DDA) requirements. The school is on four levels, with two lifts that provide access to every floor and double doors where appropriate. The front desk has a wheel-chair height section and is DDA compliant. There are three disabled toilets once located on each level of the school.

We ensure where ever possible that equipment used is accessible to all children regardless of their needs. Breakfast club and extra-curricular activities are accessible to all children, including those with SEND.

Quiet areas, including a Learning Mentor room, a sensory room, sensory circuit, a rebound therapy area and specialist provisions are provided for children who need a space to support their emotional needs.

How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively.

However, for those children who find aspects of this difficult we offer:

- Lego Therapy, for children to learn how to co-operate with one another in a small group
- Social skills groups to develop emotional language and literacy and the skills needed to initiate friendships and interact socially with their peers
- 1:1 Play therapy sessions
- 1:1 Draw and talk sessions
- A range of extra-curricular groups which all children are invited to join
- Lunchtime and playtime support through designated areas
- Small group lunchtime and playtime support for children to develop skills in play and social interaction
- A whole school approach using Zones of Regulation which can be individualised and adapted if needed

How will we support your child when they are joining the school, leaving the school or moving to another class?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school

- The SENCO will visit pre-schools with the class teacher or Foundation Stage Leader when appropriate and attend annual reviews for pre-school children
- If your child would be helped by a social story to support them in understanding the transition, one will be made for them with information about their current placement and their new school
- Your child will be able to visit our school and stay for a 'play date'
- Parents will be invited to attend an information evening
- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school

If your child is moving to another school

- We will contact the school's SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school
- We will make sure that all records about your child are passed on as soon as possible
- If your child would be helped by a transition book to support them in understanding moving on, one will be made for them

When Moving Classes in School

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEP's will be shared with the new teacher
- If your child would be helped by a social story to support them in understanding moving on, one will be made for them
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move

In Year 6

- The SENCO and class teacher will discuss the specific needs of your child with the SENCO of the child's secondary school. Where appropriate, a transition review meeting, to which you will be invited, will take place with the SENCO from the new school. If your child has an EHC Plan, we will invite the SENCO of your child's new school to the Year 6 Annual Review meeting
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead
- Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school

- If your child would be helped by a book to support them in understanding moving on, one will be made for them

How will my child be included in activities outside the classroom including school trips?

At Foxfield we believe it is important to ensure all of our children can access a range of activities both in and outside of school. We also encourage our children of all abilities to attend extra-curricular activities. To enable this inclusive environment, we will ensure:

- Risk assessments are carried out and procedures put in place to enable all children to participate.
- Individual risk assessments are provided if a child has severe/complex needs including health.
- When deemed necessary, if an intensive level of 1:1 support is required, school staff will accompany the child during the activity. This will be negotiated between school and parents to support the highest level of learning independence. There may be occasions when the risk assessment deems it in the best interest of the child's well-being/safety that a parent is asked to support the child on a trip.

What support will there be for my child's overall well-being?

At Foxfield we will support any child's overall well-being through:

- Members of staff, such as the class teacher, learning mentors and SENCo, being readily available for children who wish to discuss issues and concerns.
- School counsellor sessions
- Play therapist sessions
- Playground buddies to support children who struggle at lunch time
- Structured playtimes and lunchtimes are arranged to provide the opportunity to experience positive playtimes; feeling safe and enjoying the company of their peers.

We have a first aid lead that organises training and support for staff and ensures children with medical needs are appropriately cared for such as:

- If a child has a specific medical need then a detailed Care Plan is compiled with health professionals, usually the School Nurse, in consultation with parents/carers, SENCo, appropriate teachers, teaching assistants and appropriate administrative staff. These are discussed with all staff involved with the child, if necessary, on a need-to-know basis.

Complaints procedures

Children, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the co-headteachers and SENCo, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the school's Complaints Procedure is available on request from the school.

Who are the best people to talk to in this school about my child's difficulties with learning/ special educational need or disability (SEND)?

- **Class teacher** - If you were to have a question or concern about the provision for your child with SEN, in the first instance, we would encourage you to contact your child's class teacher.
- **SENCo** - Should you wish to discuss your concerns further; you could contact Miss Nembhard by making an appointment at the School Office.
- **Co-headteachers** - If you still have concerns regarding the provision for your child, then please contact our Headteacher who will investigate your concern.
- **Chair of Governors** - In the unlikely event your concern is not resolved, then please make contact with our Chair of Governors in line with our 'Parental Complaints' policy and procedure, available via the School Office or website.

Contact details

The SENCo: Candice Nembhard (inclusion@foxfield.greenwich.sch.uk)



If you would like to speak to Miss Nembhard please contact her via the school office:

020 8854 7500.

The SEN Governor: Una Coyne

The local authority:

Greenwich local authority publishes on its website a Greenwich local offer – setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide information and support for children and young people with special educational needs and disabilities aged 0-25.

<http://familiesinformation.royalgreenwich.gov.uk>

THE LOCAL OFFER
in Royal Greenwich

Our Provision

The Meadow (Designated Specialist Provision) DSP

The Meadow is a Designated Specialist Provision (DSP) for children with Autism Spectrum Disorders (ASD). It has a specialist teacher who runs the provision alongside trained support staff.



The Meadow DSP Lead – Miss Lydia Barnes

The Meadow provides daily support for children with a DSP place as well as providing whole school support for children with Autism with a full time Mainstream placement. The Meadow provides intervention groups for children with Autism which includes Lego Therapy, Cooking sessions, Social Skills and communication Groups, sensory circuits, Speech therapy, weekly offsite learning and life skills groups. Children spend time in both the Meadow and time in their linked mainstream class.

*To obtain a place in the DSP children go through a panel led by Greenwich SEN.

The provision includes:

- A dedicated classroom equipped with appropriate resources and providing specialist support for up to 10 children in a small group.
- An appropriate staff to pupil ratio.
- Other professionals including: Speech and Language Therapy, Educational Psychologist.
- Opportunities for the children to be integrated into their mainstream class.
- A commitment to training all school staff in the needs and education of children with ASD.
- A multi-sensory room
- Outdoor trampoline
- The use of visual cues, personal timetables, personalised reward charts and now/next boards
- An inclusive communication environment, including PECS (Picture Exchange Communication System), verbal speech, visuals, and Makaton

Parent Feedback

At Foxfield Primary School, we understand that it is crucial for parents to be involved in the learning of their children and this is even more important to the children in The Meadow. Our DSP Teacher and SENCO hold regular coffee mornings, alongside external professionals, to ensure that parents feel part of our community and are fully informed about their child's progress and are best placed to support them at home.

*Admissions and admission criteria

You can express a preference for your child to attend a DSP during the EHCP needs assessment or annual review process. An application form will need to be completed. A termly Admissions Panel organised by Royal Borough of Greenwich SEND department will consider applications.

Children that attend Foxfield Primary School do not get priority or the opportunity to access the provision without gaining a place through the correct procedures.

Equal consideration is given to pupils with or without an Education, Health and Care Plan as those pupils at SEN Support. The following criteria will be applied:

- Evidence of an ASD diagnosis
- Evidence of on-going input from the ASD Outreach Service, which suggest that more intensive specialist ASD input is needed (last 6 months).
- Evidence of IEP's showing specialist ASD interventions have been put in place and that progress has not been made
- Recent SALT evidence
- EP assessments and planning/review meetings (last 6 months).
- Individual timetable with interventions highlighted.
- An EHCP in place (or a draft submitted)
- Most recent Annual Review
- Other recent professional advice where appropriate (less than 12 months) – e.g. CAMHS, SALT, Learning, CSO, FAP, EH, FF



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