

SCHOOL INFORMATION REPORT

In accordance with the Children and Families Act 2014.

How does Foxdell identify and organise support for children with SEN?

- by consultation with class teachers and Teaching Assistants
- by liaising with the Infant School
- by testing and assessing
- by using outside agency advice
- by talking to parents
- by talking to the children

Who are the key people to talk to?

- Class teacher - at consultation evenings and by appointment
- SENCO/Inclusion Managers – during IEP, Statement/ EHC reviews and by appointment.
- Family Workers – as above

What support will be provided for parents/carers if their child is identified to have SEN?

- invited to discussions with SENCO/Inclusion Manager and Class Teachers
- Family Worker support
- to meet the Educational Psychologist or other Outside Agency representatives
- to be informed of support groups/parent partnership service
- to be informed via homework diary/home/school report book

What support is offered to ensure the wellbeing of children with SEN and disabilities?

- through social skills groups where needed
- through circle time with school values
- through contact with the Family Worker
- through the implementation of the school policies for behaviour and anti-bullying, SEN, inclusion, equal opportunity and safeguarding
- through the implementation of a care plan
- through mentoring
- through the accessibility of the Inclusion Managers

How will teaching be adapted so that SEN children are included at all times?

By using the four stage graduated approach as outlined in the 2015 Special Educational Needs Code of Practice:

- **Assess:** The school will carry out a clear analysis of the pupil's needs, drawing on assessment and experience of the pupil, their progress, attainment, where relevant, their behaviour in comparison to their peers and national data. Alongside this, the views of parents and the pupil's own views will influence the assessment. Information from external services including health and care professionals will also be taken into account.

Plan: parents, teachers and support staff who work with the child will be made aware of their needs, outcomes will be set, support provided and any teaching strategies and approaches, will all be recorded and monitored regularly.

Do: the class or subject teacher remains responsible for the pupil and will work closely with other staff to ensure the support is provided and monitor its effectiveness.

Review: regular reviews will take place between all relevant staff and parents.

- **The above approaches are carried out using the following strategies:**
- a differentiated curriculum – creating small visual bite size steps for those who need this approach
- TA/Teacher support for small groups/individuals in the classroom setting
- advice from the Inclusion Managers or Outside Agencies if required
- TA training in support techniques through online or face to face day courses
- one to one and small group interventions e.g. computer programmes, comprehension, numicon, talking partner strategies
- individual and personalised targets
- providing TA or Family Worker support at lunchtimes and breaks if required

How does the setting involve children in decisions that affect them?

- through the opportunity for the child to talk to the Class Teacher or TA, or post concerns in the “worries and wonders” bag
- all SEND children are given the opportunity to put forward questions through the school council
- individual mentoring by TAs/Inclusion Managers when needed
- Family Worker support for Parent and Child
- through our IEP format which encourages the pupil view

How are the school’s resources allocated to support children with SEND?

- each class has at least 1 class TA and extra TA support is available to children with SEND
- those children with a Statement of Need/EHCP have a certain number of hours allocated for individual/group support from an SEN TA
- intervention groups are organised and run by Class Teachers, Inclusion Managers and TAs
- the SEN provision provided is mapped half termly
- data analysis and evaluation takes place termly
- the Head and Governors receive this analysis

Which external services can provide support for children with SEND?

- Outside Agencies - including ASD, LSS (both under SENs) and ALPS
- CAMH – Child and Adolescent Mental Health
- The Educational Psychologist
- The Edwin Lobo Developmental Centre
- Speech and Language Therapy (SALT)
- Occupational Therapy

- Physiotherapy
- Lady Zia Wernher Outreach ICT/PE
- Hillborough Outreach Team – social skills, mentoring, play and/or Art therapy
- E.H.A. Team (Early Help Assessment)
- Stronger Families
- Rapid Intervention and Assessment Team (R.I.A.T.)
- Referral and Assessment Team (Social Services)
- CHUMs – Young carers
- Mental Health and Emotional wellbeing service

All these agencies can be invited in to school to observe, assess and advise. Reports received are shared and discussed and relevant elements implemented.

How are staff supported to work with children with SEN?

Through training:-

- whole school inset days e.g. behaviour/phonics
- staff meetings run by Inclusion Managers e.g. resilience/ 2014 SEN changes
- external courses – day and online opportunities on ASD, SCLN and SEN bullying
- through working with the children using specified resources

How will Foxdell support the child to the next stage of education?

- through careful transition
- by meeting with receiving schools
- by passing on relevant paperwork
- by organising extra visits to the new school (with a chosen friend)
- by having TAs from the new schools visit us to make certain pupils feel at ease
- by encouraging attendance at holiday clubs at the new school
- by inviting a representative from the new school to any reviews/TAF meetings
- by involving the whole family of the child in any discussions
- by listening to any concerns the child may have

How accessible is the Foxdell environment?

The school is on one floor and has full wheelchair access. There are three disabled toilets on site.

The playground is at the end of a steep slope but there is a courtyard at classroom level.

Updated July 2017