

Special Educational Needs Disability Information Report

Date	Review Date	SEND Coordinator	Nominated SEND Governor
March 2024	March 2025	SLT- Interim	S Shah

This information report is part of the Luton Local Offer for learners with Special Educational Needs and Disabilities (SEND). For more information, please download our SEND policy.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils at Foxdell Primary School. We recognise and embrace the fact that every child is different and therefore the educational needs of every child is different. We use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all our children. There is an emphasis on the early identification of needs through which we reduce barriers to learning. Our SENDCo develops effective partnerships between children/parents/carers, the specialist teaching staff - both internal and external professionals, to ensure that the school can meet a broad range of Special Educational Needs and Disabilities. We believe that every pupil should be able to participate in all aspects of school life. Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

1. How are SEND needs provided for at Foxdell Primary School?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, speech and language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Both the Infant and the Junior sites have classrooms and toilets that are accessible by wheelchair.

2. How does Foxdell Primary School identify support for children with SEND?

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our teaching, or whether something different or additional is needed. We identify children who may have a special educational needs and/or disability when:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made which is identified through data and pupil progress meetings

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- There is a change in the pupil's behaviour or progress. This includes progress in areas other than attainment, for example, social, emotional and mental health needs.

3. How will parents/carers be informed about a child's progress?

Parents/carers will be able to discuss their child's progress at Parents' Evenings with their child's Class Teacher two times a year. A written school report will also be received once a year. For children with Education, Health and Care Plans, an Annual Review will be undertaken yearly with the child (where appropriate), the family and school staff to discuss progress and set new targets together.

If parents/carers wish to discuss matters in more detail, then appointments can be made through the school office to meet with your child's Class Teacher or with the SENDCo.

The SENDCo can be contacted by ringing the school offices or emailing

contactinclusionteam@foxdellprimary.uk

4. What support will parents/carers receive if their child has been identified as having special educational needs?

At Foxdell Primary School we work closely with parents/carers to ensure that they are kept fully up to date on their child's progress and we identify ways in which parents can support their child at home.

The SENDCo and the Family Workers work together across both sites which provides continuity for parents with children in both sites. They are all available to give family support.

5. What support is offered to ensure the wellbeing of children with special educational needs and disabilities?

At Foxdell, we believe that emotional and social development is very important in the overall education of our children. Being happy at school is fundamental and the school leadership team monitors their happiness and well being. It is crucial that every child needs to feel valued, involved and appreciated, we have staff across the two sites who are THRIVE trained and support the children. If children have been emotionally thrown off track, either temporarily or over longer periods, THRIVE practitioners help in understanding the needs being signalled by their behaviour and give us targeted activities and strategies to help them re-engage. We also have staff across the two sites trained to deliver 'Drawing and Talking' which supports children with their emotional and mental health needs. All staff at Foxdell are Trauma informed trained and understand that trauma exposure can impact an individual's neurological, biological, psychological and social development.

We also deliver ASPIRE (Aiding Social Personal Inclusive and Responsive Education) clubs at both sites to support children with their social and emotional development particularly during the lunch break. This is an initiative created to meet the social, emotional and mental health (SEMH) needs of our children. Whether that is learning to have positive friendships or improving social interaction, the school is here to help.

We have a zero tolerance approach to bullying.

6. How do we provide for pupils with medical needs?

- If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Some children with medical conditions may also have special education needs and /or disability (SEND) and may have an EHCP which brings together health and

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social care needs, as well as their special education provision where SEND code of Practice (2014) is followed.

- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both the child and the staff member.
- We have many First Aid trained staff across the two sites.
- There is a designated medical officer based in the school medical room.

7. How will teaching be adapted to support your child with special educational needs and/or disabilities?

The Staff and Governors at Foxdell Primary School are dedicated to fulfilling every child's potential, including those with special educational needs and/or disabilities. Every pupil will have access to a rich, broad, balanced and differentiated curriculum, which will provide opportunities for high quality learning, individual development and well-being.

Every teacher is responsible for planning for the education of every child in their class and monitoring their progress. Teaching will be differentiated for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. and varying the content of the lesson accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or by the Teaching Assistant in the class, using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, workstations, pre-teaching, over teaching etc. Children who have an identified special educational need will either have their additional needs met through the class provision map or they will have an Individual Educational Plan where targets will be set and progress will be monitored.

8. What types of support will your child receive in school?

The type of support that the child may receive in school very much depends on their identified needs. Progress is monitored at pupil progress meetings and appropriate action is taken in the form of interventions. These may take place in class by the Class Teacher or delivered by a Teaching Assistant. If a child has been identified as having a special educational need, they will initially have any additional support through intervention. If they continue to not make progress then they will be given an Individual Education Plan. Targets will be set according to their area of need and will be closely monitored. Alongside quality first teaching, the type of support that may be available includes small group work and/or working 1:1 with an adult at times.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-12 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

9. How will Foxdell Primary School support your child during unstructured times (lunchtimes and playtimes) and enable her/him to have access to after school clubs, school trips and journeys?

If a child with special educational needs and/or disabilities experiences difficulties during free times, they will attend the ASPIRE groups which are supervised group activities such as indoor/outdoor sports, gardening/sewing and creative/sensory activities.

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We are an inclusive establishment and provide opportunities for all pupils to attend school trips where possible. Risk assessments are carried out and procedures are put in place to enable all children to participate.

Where possible, after school clubs are available to all children and appropriate procedures are put in place to ensure the safety of all pupils, however parents may be asked to support their child if necessary. All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

10. How does Foxdell Primary School involve children in decision making?

The Senior Leadership Team conducts pupil questionnaires annually, including children with special educational needs and/or disabilities, and then reviews the responses taking action where necessary.

Applications to represent their class on the school council are open to all children, including those with special educational needs and/or disabilities. All children know that they are able to communicate with their class representative (KS2)/ Teacher (EYFS, KS1) who will take their suggestions back to the School Council for consideration.

If appropriate, children contribute to the review of their Individual Education Plan or a full Education, Health and Care Plan (EHCP).

11. How are resources allocated to support children/young people with special educational needs and/or disabilities?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources depending on an individual's needs.

The additional provision may be allocated after discussion with the Class Teacher when a concern has been raised. Resources may include deployment of staff depending on individual circumstances. Support for pupils who have an EHCP will be provided in accordance with the details on their plan.

12. Which external agencies do we work with?

The agencies used by the schools include:

- Educational Psychology
- Learning support advisory teachers
- Autism Spectrum advisory teachers
- Speech and language therapy (SALT)
- Occupational therapy/Physiotherapy
- Edwin Lobo Child Development Centre (Paediatricians)
- School nurse
- Social Services
- Luton Deaf Advisory and Support Team
- CHUMS (Mental Health and Emotional Wellbeing Service)
- Child and Adolescent Mental Health Service (CAMHS)
- Hillrise (Behaviour provision and outreach)
- SENDIAS (impartial advice)

13. What do I do if I have a complaint about SEND provision?

We encourage parents in the first instance to discuss their concerns with their child's class teacher. However, if the matter is not satisfactorily resolved, they should then make an appointment with the SENDCo, Headteacher or other member of the Senior Leadership Team. The Chair of governors is also available to listen to complaints and mediate with

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school to resolve any issues, as is the SEND Governor. There is a complaints policy in school, in which such procedures are outlined. (Contact the school office for details.)

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

14. How are staff at Foxdell Primary School supported to work with children with SEND and what training do they have?

All staff receive training related to Special Educational Needs and Disabilities. Specific training is provided for staff when supporting the explicit needs and/or disabilities.

This includes:

- Supporting children on the autistic spectrum;
- Supporting pupils with social and emotional needs;
- Supporting children with attachment disorder;
- Supporting children with mental health difficulties;
- Supporting pupils with speech and language difficulties.

Staff training needs are closely monitored by the SENDCO and Senior Leadership Team and are underpinned by the needs of the children.

16. What arrangements are in place for supporting children moving between phases of education?

At Foxdell Primary School we work closely with educational settings attended by the children before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We also contribute to information sharing with the next setting to ensure a smooth transition. As we are a primary school this ensures a seamless transition between Infant and Junior sites with staff working closely together. Where a child has an EHC plan, we will support parents by arranging visits to potential high schools.

17. What is the local authority's local offer?

We work closely with the local authority to ensure that Foxdell Primary School offer of SEND complies with the new code of Practice.

Parents/carers can find Luton's Local Offer for SEN and Disability on the Luton Borough Council website.

<https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page>

The Luton SEND Information Advice Support Service can provide parents and carers with support. Please click on the link to be taken to the Luton SENDIAS website.

<https://sendiasluton.co.uk/>