



Foxton Primary School

Special Educational Needs Policy and SEND Report (Special Educational needs and Disability)

'The majority of children and young people with SEN and disabilities will have their needs met by their local mainstream early years setting, school or college. However for those with complex needs that cannot be met by the support put in place by their school or college, an EHC needs assessment may be required.'

Some children will already have an Education Health Care Plan and may be looking for specialist provision. For those children, admission needs to be arranged via the START team (see below).

There are occasions, when with reasonable adjustment, children with complex SEN and/or disabilities can access mainstream education. This situation needs careful planning in advance of a place being offered in addition to advice and training from the Cambridgeshire team of specialists.

Our Access Plan and Equality Policy offer further information about reasonable adjustments that can be made and are regularly reviewed.

'If you have any queries, please contact the Statutory Assessment Team (S.A.T) who will be able to advise you further. Statutory Assessment Team (S.A.T) Telephone: 01480 372600 @ start@cambridgeshire.gov.uk'.

[Statutory Guidance](#)

The aim of this report is to give parents information about how we support children's learning in our mainstream primary school.

❑ What are the main categories of SEND?

The Special Educational Needs and Disability Code of Practice: 0-25 years (2015) section 5.32 refers to four areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and/or Physical Needs. Schools need to address each child's needs and there are some children for whom their needs go across all categories.

❑ Who should I contact, if I am concerned about my child's progress?

In the first instance parents should talk to the child's teacher. Discussion will include sharing strategies currently used in the classroom to meet your child's needs and you will be able to offer further ideas and find further ways to support learning at home. The school website offers some guidance in each class page 'How to Support at Home' and the Homework section. You can often arrange to talk to the teacher at the end of the school day, please don't wait until the termly parent consultation meetings!

☒ How are the school's resources allocated and matched to pupils?

The list of strategies used to support the curriculum, later in this document, indicate the range of support offered children to develop learning. A mixed menu of approaches are used according to need and will be altered over time, including the type of maths equipment. At Foxton we direct a lot of our school's funding to personnel, who are used effectively to support learning either 1:1 or in small groups. The school has purchased a bank of IPADs and will continue to investigate use of various Apps.

☒ How are decisions made about how much support my child will receive?

Our Primary School is an inclusive school and we offer a range of provision to support children with SEND (Special Educational Needs and Disability). Children's needs are identified in the termly professional pupil progress meetings and resources are allocated according to need.

All the interventions at our school are delivered by staff who have had training in running these sessions. The provision in these groups is overseen by the classteacher/headteacher/ special needs coordinator (SENCO).

The effectiveness of every intervention run in school is monitored by the use of assessments at the beginning of the support work, which are repeated at least termly to monitor the impact the support is having on the children. Interventions are then modified, if necessary, in light of these assessments. A pupil profile is shared with parents each term and it outlines priority needs and interventions planned to meet the needs. School provision is collated on a whole school provision map. This document tracks the support being offered throughout the school and is updated every term in consultation with or following discussions between the SENCo /headteacher .

☒ How does the school know if pupils need extra help?

The progress of **all** children in school is underpinned by planning and assessment and the progress of every child in our school is assessed, monitored and discussed in termly progress meetings between the head teacher and all class teachers. Teachers and teacher assistants are in daily discussion about pupil need and provision and will continually make adaptations.

If any child is not making the progress we would expect, this is discussed with parents and support is put into place. Parent Consultation Meetings are held in the autumn and spring terms and parents receive a written report at the end of the summer term, but of course if there are any concerns about a child's progress between these times teachers will contact parents. Parents should also contact the class teacher at any time if they are concerned.

Part of the role of the SENCo is to monitor provision and its impact on the progress of children with SEND. During professional meetings, provision is discussed, evaluated and consideration given to changes if necessary. If after two full cycles of provision, evaluation and adjustment there is no impact on progress, then referrals are made to the Specialist Teaching Service (CCC). At this stage there may be links with other external agencies – eg. Speech and Language Therapists; Child and Mental Health; Family Workers; Cognition and Learning.

The [Local Offer](#) explains how Cambridgeshire can support families.

☒ How are staff trained to meet the needs of children with SEND?

Our Headteacher Carole Davies, is also the Accredited SENCo. Provision for children with SEND (special educational needs and disabilities) is discussed along with the use of appropriate assessments. Our HT/SENCo can be contacted via office@foxton.cambs.sch.uk . Our SEN governor can also be contacted via the school. The school is supported by the local cluster of schools who share expertise informally and also the local authority who visit the school to discuss key pupils each term.

We have a programme of training in place for both teachers and teaching assistants to ensure that they have up-to-date knowledge of a wide range of needs and how best to meet them.

Training for CTs and TAs for specific interventions include: Success@Arithmetic; Write Away Together; Inference Training (reading); Dyslexia Awareness; phonic and maths support; Colourful semantics (sentence structure); STEPs – see Positive Behaviour Policy; Speechlink; Speed Up (handwriting); Expanded Rehearsal Technique (reading) and YMCA early interventions and Adverse Childhood Experiences.

☒ How will the curriculum be matched to meet my child's needs?

Where possible the curriculum remains the same regardless of SEND but its access may be different. There are occasions when basic skills are prioritised, so that another area of the curriculum may be temporarily missed so that an intervention can occur. The timetable is organised so that where possible the same subject is not routinely missed.

☒ How will I know that the school will support my child?

Strategies used:

Quality first teaching includes a range of the following strategies:

- Use of appropriate visual timetables
- Pre-teaching of strategies and vocabulary
- Specialist equipment to enable children to access lessons – special dictionaries, reading books, Apps on IPADS, numicon, dienes or cuisinere.
- A dyslexia -friendly environment - careful choice of font, coloured screen or paper.

Provision to facilitate/support access to the curriculum (if the school feels this is needed)

- Small group support from a teaching assistant / class teacher
- One-to-one support in the classroom from a teacher or teaching assistant to aid access through support or modified resources/ language
- Differentiated task or presentation of task
- Individualised curriculum where necessary
- Provision of quieter places to enable children to focus
- Support for children to enable them to participate in school trips/ residential visits

Strategies/support to develop independent learning

- Use of visual timetables, checklists, personalised success criteria
- Visual support e.g. sequenced pictures, mind maps etc
- Scaffolding e.g. writing frames, story maps, task plans to provide a support structure to help children to complete a task.
- 'Chunking' activities (i.e. meaningful groups of information)
- 'Dyslexia -friendly' classrooms e.g. word mats, use of sound recording of sentences.
- Accessible resources readily available in the classroom so that children can collect them as they are needed, including reference materials or maths equipment.
- Use of step in, step out support to encourage independence
- Extension challenges for those who achieve targets

☒ How do we involve pupils?

Children are asked to reflect on their learning as a routine. Class work is marked with feedback for pupils to respond to. Children are given opportunities to extend their learning in small groups and therefore discuss their learning. Profiles are used to collate pupil reflections of people, strategies and resources that help them, these are then used to inform provision.

☒ How do we support pupils in transition to KS3?

We have good links with the secondary schools including extra opportunities for Y6 with SEND to visit MVC in the summer term. We ensure that records are transferred and that professional dialogue occurs around key pupils and their needs.

☒ How do we use additional funding?

There are opportunities to apply for Higher Needs Funding, when successful it is used for 1:1 support for children with EHCPs.