

SEND

‘The Local Offer’

2017

Foxmoor School

Special Educational Needs and Disability (SEND) Statement and information for parents/carers linked to the Gloucestershire SEND 'Local Offer'

School's information for parents/carers regarding SEND

All Gloucestershire schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, ensuring that all pupils with additional needs, i.e. Special Educational Needs and or Disabilities, have these needs met in a mainstream setting wherever possible and where families want this to happen.

The Local Authority is required to publish information about the services they provide for children with disabilities and Special Educational Needs (SEND). This is called the 'Local Offer'. The intention is to offer choice and transparency for families, as well as providing a resource for professionals to detail the range of services and provision locally. *The Children and Families Act 2014 requires local authorities to provide children with information, advice and support relating to their SEN or disability.*

<http://www.gloucestershire.gov.uk/schoolsnet/article/116672/The-Local-Offer>

Further guidance for parents and carers is available from the DfE (Department for Education) links:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

Please see below for Foxmoor Primary School's 'SEN&D' information for parents/carers' linked to the Gloucestershire SEND 'local offer'

Foxmoor Primary School SEND Local Offer

Information for parents and carers regarding support for children and young people with Special Educational Needs and Disabilities (SEN&D)

About Foxmoor

Foxmoor Primary School is a busy, thriving, happy place set in extensive grounds on the western edge of Stroud. The school buildings and grounds are fully accessible, by ramps and wide doors, for anyone with mobility disabilities, including wheel chairs; and there are accessible toilet facilities at both ends of the school building.

We believe that all children should enjoy their time at school, in a happy, secure and stimulating environment. Foxmoor is a place where they feel safe and cared for in a warm and professional way. The staff are a dedicated team who are committed to achieving high standards in every aspect of school life.

We believe that every member of our school community has a valuable contribution to make to our life here and we strive relentlessly to find hidden skills and talents which they can share and enjoy. The 36 extra-curricular clubs which are run by the staff and pupils out of school hours are testament to this.

We believe that home and school should work in partnership to encourage our children to reach their true potential and develop a lasting, life-long enthusiasm for learning, whilst gaining self-esteem, independence and a sense of responsibility for themselves, each other and the wider community.

What is SEN&D?

SEN&D stands for Special Educational Needs and/or Disabilities.

A child or young person has SEN or D 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, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Some children and young people who have SEN may also have a disability which is defined under the Equality Act 2010 as '*...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*'.

The nature of a child's learning difficulties will predominately fall within 4 areas of need. These are:

- Cognition and Learning;
- Communication and Interaction;
- Sensory /and or Physical needs;
- Social, Emotional and Mental Health difficulties.

Most of the pupils with SEN at Foxmoor School have Cognition and Learning difficulties; a number of pupils have Communication and Interaction difficulties; some have physical disabilities.

The Code of Practice 2014 removed the 'Statement of Educational Needs' and replaced it with the 'Education and Health Care Plan' (EHCP). The Code of Practice also removed the requirement for separate School Action (SA) and School Action Plus (SA+) categories; these have been replaced by a single 'SEN support' category. Pupils from all these categories are now regarded as having 'Additional Educational needs' (AEN). This document uses AEN for all pupils who need special provision made for them in order that they will be able to access the curriculum and be included in the full life of the school.

Frequently asked questions.

How does the school identify children with additional educational needs?

The class teacher often identifies a child initially and then discusses their concerns with the SENDCO. Together the SENDCO and class teacher use assessments and observations to identify those children who may require additional support. Parents may also raise concerns about their child to the class teacher or to the SENDCO. Some children join our school with SEND needs that have already been identified by a previous setting. Parents will be invited to discuss these findings with the class teacher and/or SENDCO if the school considers that a child needs additional support.

Who should I talk to about my child's special educational needs or disability?

Your child's class teacher is the first person to talk to regarding any concerns you have or information you wish to convey. The class teacher may then inform the SENDCO or suggest you make an appointment via the school office to discuss these matters further with the SENDCO.

If my child has Additional Educational Needs (AEN) how will they be supported?

All pupils have access to a broad and balanced curriculum. Most pupils with AEN and disabilities will be able to study the full National Curriculum. The school operates a graduated approach in responding to pupils who have, or may have, AEN. High quality teaching provided by the class teacher and differentiated for individual pupils, is the first step. In addition to this, some pupils may benefit from targeted support from another teacher or skilled teaching assistant (TA) in order to work on specific areas of need within their learning and development. This may happen on an individual or group basis or both. At the beginning of every academic year the school draws up a provision map to identify the needs of the children in each year group. This is then used to plan for and provide suitable levels of TA support and intervention programmes. If a child is joining our school from another setting and has been identified as benefitting from AEN support then it helps the school when planning for provision if parents let the school know this.

What specialist services and expertise are used by the school?

Directly funded by the school:

- educational Psychology Service;
- Outreach support from Special Schools and Lead Professional Teachers.

Paid for centrally by the Local Authority but delivered in school:

- Advisory Teaching Service (ATS) to support pupils who have an Education Health and Care Plan (EHCP) or needs which cannot be met by the school alone, e.g. hearing impairment..

Provided and paid for by Health Services but delivered in school or at Beeches Green Health Centre:

- School nurse,
- Speech and Language Therapy.

School might also recommend to parents that pupils are referred to the following services paid for by the Health Service and seen outside of school:

- Occupational Therapy (OT),
- Optician/Optomtrist,
- Pediatrician,
- 2gether Children and Young People Service (CYPS) - including the service previously known as CAMHS (Children and Adolescent Mental Health Service).

How do we prepare our school to welcome and support pupils with AEN and how do we arrange and support a transfer to another school?

Entry into Foxmoor Primary School or moving on from here can be a challenging time for pupils with AEN. Consequently the school has worked hard to develop good links with both our pre-school and secondary school partners.

The school enjoys close links with Little Foxes Nursery, who are located on the same site. The SENDCO and the Foundation Stage Manager attend relevant review meetings for children who are going to be joining the school in Reception. They may also talk with parents where AEN concerns have been raised. Where necessary, school can produce a personal 'Starting School' booklet for a pupil to help them prepare for school.

The school also has good links with the main secondary schools that receive our pupils. At secondary transfer, the secondary school SENDCO attends the annual review of all pupils with a 'Statement of Special Educational Needs,' or those with an 'Education, Health and Care Plan' (EHCP). Where appropriate, the school makes use of a secondary transfer booklet produced by the Advisory Teaching Service which serves as a good communication tool between the parents and the two schools, and aids with the transition process. There is close liaison between the SENDCO and Year 6 class teachers and the Secondary School staff regarding all the pupils with AEN.

Sometimes a pupil will transfer from Foxmoor into a specialist school setting. This happens when school and parents agree that this is in the best interest of the child for their future well-being, happiness and progress, and has the backing of the Local Authority. This decision is only made after a lot of discussion with parents and the child. To ease this transition, taster visits would be made to the receiving school prior to any transfer; the pupils are usually accompanied to these by their main support assistant.

How will the school involve my child in their education?

All pupils are encouraged to attend pupil/parent consultations with the class teacher twice a year during Term 1 and Term 4. The class teacher discusses the pupil's progress and future targets with the pupil and parent. Parents and pupils also meet with the SENDCO at these times to discuss specific outcomes the school is working towards for the pupil and to review the progress that has been made. Pupils are encouraged to share their views about school and their learning at these review meetings.

All pupils have the same opportunities as their peers to access school trips and clubs regardless of their special educational need or disability. If a child has a need or disability that may create a barrier towards their participation, then school will discuss this with parents and the pupil to work together to remove these barriers. Parents should discuss this with the class teacher or the club provider and can involve the Headteacher where appropriate. Additional meetings are arranged on a needs led basis throughout the year.

How do I support my child?

We believe that home and school should work in partnership with the child's learning. The support you give at home by ensuring that your child has adequate sleep, has been given a balanced and healthy diet and arrives at school on time with the right uniform and equipment, all help your child to start their school day ready to learn in the best possible way. Children are encouraged to bring in a school water bottle so that they can access drinking water during the day to help keep their body and brains hydrated.

All children receive a range of activities for homework depending on their age and need. The homework policy outlines the details of this. Parents are encouraged to support their child with homework tasks but not do it for them.

The school often arranges parent information and curriculum evenings which are advertised through the school newsletter and on the website. These have included mathematics, phonics, and safe use of the internet.

All parents are encouraged to attend parent consultations with the class teacher. This is particularly important for parents of pupils with AEN: it is where progress is reviewed and the next steps are discussed. There are times, outside the scheduled consultation meetings, when a parent needs to talk to the class teacher; the school operates an 'open door' policy and teachers can be contacted via the school office, to arrange a convenient time to meet. These additional meetings are arranged at the end of the school day – the teachers are busy preparing for their lessons before school and getting ready to greet their pupils. All of the teachers and Teaching Assistants run extra-curricular clubs, so please understand if they cannot see you immediately or on certain days. It is for this reason that we ask you to make an appointment. There is always a staff meeting on Wednesday evening straight after school.

What role does the school Governing Body have?

The Governing Body, along with the Headteacher, decides the school's policy and approach to meeting the additional needs of pupils with SEN&D.

They are also responsible for:

- ensuring that the necessary provision is made for a pupil who has AEN including at transition times;
- ensuring that the teachers are aware of the importance of identifying, and providing for, those pupils who have AEN;
- ensuring that pupils with AEN play a full part in the life of the school;
- ensuring that parents are notified of a decision by school that AEN provision is being made for their child and that they are satisfied with this provision;
- monitoring the school's AEN policy, provision and deployment of personnel and resources;
- reporting annually on the effectiveness of the school's work on behalf of pupils with AEN; there is one governor who has the responsibility to monitor AEN provision.

Other school policies which are linked to the above are listed below and can be found on our website.

- Foxmoor School Policy for Pupils with Additional Needs, including Special Educational Needs and Disabilities (SEND) 2017.
- Anti-bullying policy.
- Behaviour and discipline policy.
- Single Equality scheme.
- Foxmoor School Disability Non-Discrimination Policy.

Other sources of information

The Parent Partnership Service (Gloucestershire) which provides free, independent advice, regarding all areas of Special Educational Need.

Tel 01452 426448

Fax 01452 544010

Email pwp@gloucestershire.gov.uk

Website www.gloucestershire.gov.uk

<http://www.specialneedsjungle.com>

<http://www.gloucestershire.gov.uk/schoolsnet/article/116672/The-Local-Offer>

Further guidance for parents and carers is available from the DfE (Department for Education) links:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf