

Fossebrook Primary School SEND Information Report

School Name:	Fossebrook Primary School		
Address:	Holmfield Avenue West Leicester Forest East Leicester LE3 3FF		
Telephone Number:	0116 3087966	Email:	admin@fossebrook.org.uk
Name of Head Teacher:	Kathie Wade		
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School Specialism:		Age Range of Pupils:	4-11years
Date of Last Inspection: (OFSTED)	May 2019	Outcome of Last Inspection: (OFSTED)	Good
Does the school have a DSP (Designated Specialist Provision):	N/A		
Total Number of students with identified SEND:	18	Nos with EHCP/ Statement: 2 (+ 1 top-up) Nos with SEND Support Plan: - Nos with SEND Support: 15 Initial Concerns/Monitoring: 11	

Fossebrook Primary School

SEND Information Report

Question	Answer
<p>What is the SEND Information Report?</p>	<p>The SEND Information Report will describe the types of support and provision available at Fossebrook for supporting all children to reach their potential. It aims to answer questions parents / carers may have and also outlines what this would look like for children. We have broken this down into 4 sections. Firstly, what policies the school publishes in support of SEND, the roles and responsibilities of staff in school in relation to SEND, the different levels of support for children within Fossebrook and finally some Frequently Asked Questions.</p>
<p>You may find these policies useful:</p> <p style="text-align: center;">“Policy”</p>	<ul style="list-style-type: none"> • The school SEND Policy. • The School First Aid Policy • The school PSHE Policy. • The school Anti Bullying Policy. • The school Accessibility Plan. • The school Pupil Premium Policy • The school Assessment Policy • The school Marking and Feedback Policy • The school Complaints Policy <p>All of these policies are available on the school website or the school office upon request.</p>
<p>Who are the best people to talk to about my child’s difficulties with learning/Special Educational Needs and/or Disability (SEND)?</p> <p style="text-align: center;">“Who’s Who”</p>	<p>If you have concerns about your child’s progress you should speak to your child’s class teacher initially. Your child’s teacher may speak to the SENDCo for further advice. We will work together to plan any additional support that your child may need.</p> <p><u>Class teacher</u></p> <p>Responsible for:</p>

- Checking on the progress of your child. Identifying, planning and delivering any additional support your child may need (this could be things like targeted work, interventions) and liaising with the SENDCo.
- Recording and reviewing additional support on a Provision Map.
- Ensuring that all staff working with your child are able to deliver the planned work/programme, so that your child can achieve the best possible progress. This may involve the use of additional adults, outside specialist support, specially planned work and resources.
- Ensuring that the school's SEND Policy is followed within their classroom.

The SENDCo (Miss Myler)

Responsible for:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Updating the school's SEND register and making sure that a detailed record is kept of the support your child is receiving and the progress they've made.
- Providing specialist support for teachers and support staff
- Referring to, and liaising with external agencies

Ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing how they are doing.

Head Teacher (Mrs Wade)

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENDCo and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Advisory Board are kept up to date about any issues in school relating to SEND.

Advisory Board

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

What are the different levels and types of support available for children with SEND at Fossebrook?

“Levels of support available for all children”

Quality First Teaching

Every child will have access to class teacher input via excellent targeted classroom teaching, also known as Quality First 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.
- At times the teacher may direct the class based teaching assistant to work with your child as part of normal working practice.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and may decide that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. The class teacher may place your child on our '**initial concern**' stage.
- Your child may be involved with specific group work with a smaller group of children - This group, often called intervention groups by schools, may be:
Run in the classroom or outside.
Run by a teacher or most often a teaching assistant who is directed by the class teacher.

SEND Support

With all the above support there may still be concerns regarding your child's progress and through consultation with yourself, the class teacher and the SENDCo, the decision may be made to place your child on '**SEND Support**'. This means we will put in place something different or additional to meet your child's needs and will monitor their progress more carefully.

Additional 'specialist' input may be required in addition to Quality First Teaching and intervention groups.

For you and your child this would mean:

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a **Speech and Language Therapist, School Nursing Team, Family Support or Educational Psychologist**. This will help the school and yourself get a better understanding of your child's needs and the support they require.

Recommendations may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.

Education, Health and Care Plan

If your child has been identified by the class teacher and SENDCo as needing a particularly high level of support over a long period of time, the school may apply for an Education, Health and Care Plan (EHCP).

Usually your child will also need support from professionals outside the school. This may be from:

- Local Authority central services such as the Hearing Impaired Team, Social Emotional and Mental Health Team, Early Years team, Autism Team etc...
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

The school (or you) can request that the Local Authority carry out a statutory 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 school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case, they will ask you and all the 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 support at SEND Support level.

If the statutory assessment goes ahead:

The L.A will decide if your child's needs are severe, complex and have a significant impact on their learning and/or development. If this is the case, they will write an Education, Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with the support at SEND Support level.

The ECHP will outline the number of hours of individual/small group support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups which include your child.

How accessible is the school environment?

“Frequently asked questions”

- The school is accessible to children with physical difficulties.
- We ensure that equipment used is accessible to all children regardless of their needs.
- There are double doors strategically placed around the building to allow wheelchair access.
- We have a disabled toilet and changing area.

	<p>•We work closely with external agencies to ensure children with physical difficulties are supported within the school environment (such as Occupational Therapy and Physiotherapy).</p> <p>If your child requires specific equipment due to a diagnosed SEND, we will work with the appropriate agencies to accommodate these requirements. *Please refer to the school Accessibility Plan*</p>
<p>How are children identified as having Special Educational Needs?</p>	<p>At Fossebrook children are identified as having SEN in a variety of ways e.g.</p> <ul style="list-style-type: none"> •Concerns raised by parents /carers •Concerns raised by teachers •Concerns raised by the child •Changes in a child's behaviour or self -esteem is affecting progress •A child finds learning difficult •A child is performing well below age related expectations •Information received from outside agencies and pre-schools e.g. speech and language therapist, Paediatricians etc....
<p>How are parents/carers kept informed about the support the school have put in place?</p>	<p>Each child's education will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional support by the teacher or teaching assistant in class.</p> <p>If a pupil has needs related to more specific areas of their education, such as reading, spelling, handwriting, numeracy or literacy skills then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.</p> <p>These interventions will be recorded on a Provision Map. If your child has been identified as having special educational needs, a copy will be sent home each term so that you can see the impact of provision over time.</p> <p>If you have any queries related to the interventions, please do not hesitate to contact the class teacher or the SENDCo.</p>

	<p>Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This meeting may lead to pupils being identified as making less than expected progress.</p> <p>Occasionally, a child may need more expert support from an outside agency such as the Speech and Language Therapist, Educational Psychologist or Paediatrician. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is provided to the school and parents/carers. The class teacher uses the programme to plan effective support for the teaching assistant to implement.</p>
<p>How is the curriculum differentiated and matched to a child's needs?</p>	<p>When a child has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.</p> <p>Teaching assistants may be allocated to work with the child 1:1 or in a small focus group.</p> <p>If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips, easy to use scissors or coloured overlays for reading.</p> <p>The class teacher works with all children in his/her class. The class teacher will plan the work for the teaching assistants to implement. All support staff receive internal or external training for the areas of SEND support that they carry out.</p>
<p>How is progress measured?</p>	<p>Staff at Fossebrook communicate regularly with parents. You are welcome at any time to make an appointment to meet with your child's class teacher, who will be able to talk you through your child's progress and attainment. We can offer advice and practical ways that you can help your child at home.</p> <p>If your child is on the SEN register they will have a Provision Map which will be shared with you at least 3 times a year. The Provision Map is used to show our assess-plan-do-review cycle. You'll be able to see all of the provision your child has had in place in their current year group.</p>

The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

Your child will also have a **Pupil Passport**. This is a one-page document that is accessible to all adults in school who work with your child. The **Pupil Passport** will detail your child's strengths, difficulties and how they work best in the classroom.

If your child has complex SEND they may have an EHCP, which means that a formal meeting will take place with you and all agencies involved to discuss your child's progress each year. This is called an Annual Review.

How are wellbeing, personal and medical needs supported in school?

We offer a wide variety of pastoral support for children who are encountering emotional difficulties. We are a caring, understanding staff who look after our children and parents. We fully recognise that children may go through crisis in their lives for short or longer periods of time. We aim to utilise the support we have in school to help children through these difficult times.

Your child's class teacher is the first person to contact with concerns about your child's overall wellbeing.

If further support is needed the class teacher will liaise with the SENDCo who will give advice and support and put a plan in place.

Children with medical needs

If a child has a medical need then a detailed Health Care Plan is compiled by the SENDCo in consultation with parents/carers and the school nurse (where appropriate). This is discussed with all staff who are involved with the child.

We have fully trained first aiders.

If your child has a medical condition that requires medication, a meeting will be held with parents/carers to explain our Health and Safety Policy, First Aid Policy and procedures. Parents and all staff members who agree to administer medicines will sign a medication agreement form to ensure the safety of both child and staff member.

How do children contribute to the everyday life of the school? How are their views gathered?

We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:

- In class, children are encouraged to contribute to lessons
- There is a school council meeting every half term where issues or viewpoints are discussed.
- We have pupil questionnaires to gather ideas and opinions about curriculum topics
- Children discuss their targets with their class teacher and are involved with writing their **Pupil Passport**.
- Children with an Education Health Care Plan share their views before the review meetings. They make a One Page Profile with their key adult to share at the review, along with having the opportunity to showcase their work.

What expertise and specialist services are available through the school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -

- **Educational Psychologist**
- **CAMHS (Child & Adolescent Mental Health Service)**
- **Speech & Language Therapy**
- **School Nurse**
- **Social Care**
- **Occupational Therapy**
- **Paediatricians**
- **Learning Support Service**
- **Social Emotional and Mental Health Team**
- **Counsellors**
- **Early Years Help Team**

An **Educational Psychologist** is allocated to each school. He/she would normally only work directly with children whose needs are felt to be quite considerable and who have not responded well to the interventions previously put in place.

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed.

	<p>He/she will offer advice to the school and parent/carers on how to best support the child to move their learning forward.</p>
<p>What training do staff receive?</p>	<p>Our SENDCo is a qualified teacher, has achieved The National Award for SEN Coordination and has been trained in a wide range of SEN.</p> <p>The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND, to ensure consistency of the school's approach and/or individual training requirements.</p> <p>Individual teachers and teaching assistants attend training courses directly linked to the needs of specific children in their class e.g. using visual strategies, challenging behaviour management, ASD, ADHD, speech and language.</p> <p>Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENDCo.</p>
<p>How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND are included?</p>	<p>Activities, school trips and residentials are a very important part of every child's learning experience at Fossebrook.</p> <p>Risk assessments are carried out and procedures are put in place to enable all children to participate. It may be that a child requires an individual risk assessment, to ensure specific procedures are in place.</p> <p>If a child has an identified 1:1 teaching assistant, he/she will accompany them on the trip. However, if this is not the case and it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.</p>
<p>Does the school offer before and after school services? How does the school ensure that pupils with SEND are included?</p>	<p>At Fossebrook there is a daily Breakfast Club starting at 7:30am with a small charge.</p>

Fossebrook Primary School also provides after school care from 3.15-6pm (session 1 3:15-4:15pm and session 2 4:15-6pm). All children are supported to attend, with arrangements being made where ever possible to support children at the club activities.

How are children supported during transition?

We recognise that 'moving on' can be difficult for a child with SEND. We take steps to ensure that any transition is as smooth as possible.

Home> Foundation Stage

A home visit is carried out for our Foundation Stage children. All parents and carers of Foundation Stage children are invited to attend a Welcome Meeting with the Foundation Stage teachers.

Children have a familiarisation day in July.

The SENDCo, and when possible class teachers, visit pre-school settings where SEN has already been identified.

For children with SEND, we would encourage further visits to assist with the acclimatisation of the new surroundings.

•If your child is moving to another school:

- We will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

•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. All PPP's and relevant information, such as reports from outside agencies, will be shared with the new teacher.
- The SENDCo will create a transition booklet to help children understand future changes.

Year 6

- Where possible, the SENDCo will attend the Primary Transition Day to discuss the specific needs of your child with the SENDCo of their secondary school, and the specialist session for students with an ASD, as appropriate.

	<ul style="list-style-type: none"> ◦Your child will take part in transition activities at school, 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 at Fossebrook. ◦We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
<p>How are resources matched to a child's needs?</p>	<p>The Head Teacher and SENDCo decide on the budget for SEND in consultation with the Advisory Board, on the basis of the needs of the children currently in the school.</p> <ul style="list-style-type: none"> •The Head Teacher and the SENDCo discuss information regarding <ul style="list-style-type: none"> ◦the children getting extra support already ◦the children needing extra support ◦the children who have been identified as not making as much progress as would be expected •All resources/training and support are reviewed regularly and changes made as needed. •We ensure that all children with SEND have their needs met to the best of the school's ability, with the funds available.
<p>How do the school decide how much support is provided?</p>	<p>The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate.</p> <p>Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents</p>
<p>How can I find out about support services?</p>	<p>The school office/ SENDCo would be happy to sign post parents to specific support services.</p> <p>Fossebrook contributes to Leicestershire's Local Offer which can be found at:</p> <p>https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability</p> <p>Here you will find a directory of services that may be able to help you.</p>
<p>What do I do if I want to make a complaint to the school?</p>	<p>If you wish to make a complaint, please contact the school office and request our Complaints Policy – this will give you an outline of our complaints procedure.</p>

