

SEN Information Report for Foulds

Part of the Barnet Local Offer for Learners with SEN

Introduction

Welcome to our SEN information report which is part of the Barnet Local Offer for learners with Special Educational Needs (SEN.) All governing bodies of maintained schools and maintained nurseries have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN.

What is the Local Offer?

The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer' which can be found [here](https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html) <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html>. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

What is the Special Education Needs Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report.' The following questions and responses provide information regarding our provision for children with SEND and constitute our Special Education Information Needs Report.

1. What kind of special educational needs provision is available for children at Foulds Primary School?

Foulds is an inclusive, welcoming and caring school with respect, tolerance, acceptance, friendship and empathy at the heart of all we do. At Foulds we believe in high expectations and high standards across the curriculum for all children. We offer an inclusive, broad and balanced curriculum which ensures that we give as many opportunities as we can for all our pupils to succeed. We offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, emotional and mental health or sensory or physical needs ('Ordinarily Available' document at Foulds).

2. How do we identify children who may have an SEN need?

At Foulds school we recognise SEN as defined in the 2014 Code of Practice:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special education 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:

a) has a significantly greater difficulty in learning than the majority of others the same age, or

b) 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 arrive at Foulds with identified SEND, in which case the SENCo will liaise with the previous school/nursery to ensure there is a smooth transition and continuity of provision.

Where pupil's progress is significantly slower than that of their peers, or does not match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it *may* be that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments. There can be many reasons for learners 'falling behind.'

These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from their learning. The school understands that children who experience these barriers to learning are vulnerable.

This *does not* mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special education provision will be identified as having SEN.

3. What provision is made for children with SEND; with and without an EHC Plan?

a) What are the school's arrangements for assessing and reviewing progress of children with SEN?

- Teachers carry out half termly teacher assessment of all children using a range of sources including observations, class work and class based assessment
- Pupil progress meetings/discussions are held half-termly from which we track and identify children who are not making expected national progress.
- If teachers have concerns about pupil progress or attainment at Foulds, parents will be contacted to discuss these concerns so that they can share their views and any additional support can be agreed.
- Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress.

If a learner is identified as having SEN, we will provide support that is 'additional to' or 'different from' the differentiation approaches and learning arrangements normally provided as part of the high quality first teaching intended to overcome the barrier to their learning. This support is set out in the 'Ordinarily Available' document.

When providing support we engage in a 4 stage process: Assess, Plan, Do, Review

- **Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, class teacher, support staff and information obtained from observations and assessments.
- **Plan** – this stage identifies the barriers to the learning, intended outcomes and details what additional support will be provided to overcome the barriers.

Decisions will be recorded on an Individual Education Plan and will form the basis for termly review meetings.

- **Do** – providing the support – extra assistance for the learning or learning aids as set out in the plan.
- **Review** – measuring the impact of the support provided and considering whether changes to that support need to be made. All of those involved – child, parents or carer, teacher and SENCo contribute to this review. This stage then informs the next cycle, if necessary.

This additional support, ‘intervention’ will support the child in moving forward with their learning. This support may be provided in the classroom or in a small group with learners with similar needs or on a more individualised basis.

These are usually run by a member of our support staff. For some learning this may be access to a resource such as a writing slope, ICT equipment or a sit ‘n’ move cushion. While the majority of children with SEND will have their needs met in this way, some children whose needs are severe, lifelong and complex may require an EHC needs assessment to determine whether it is necessary for the local authority to make provision in accordance with an EHC plan.

b) How is the intervention/support monitored as to its effectiveness?

The interventions used will be those that are proven to make a difference for most learners. The school monitors the effectiveness of these interventions on a regular basis and will make appropriate changes to their provision in accordance with the changing needs of pupils in the school and the evaluation of the effectiveness of the interventions.

Where difficulties persist despite interventions and appropriate adjustments, advice and support may be requested from other professionals with the parents’/carers’ consent. This might involve: Speech & language therapy services, Occupational therapist, physiotherapist, CAMHS, advisory support teacher, Educational Psychologist or health services such as a Paediatrician.

Where a children has an EHCP, there will be an annual review in addition to the termly review meetings, taking into account the views of the child, their parents or carers and other professionals involved with the child.

c) What is the schools approach to teaching children with SEND?

- Children with SEND are inclusively educated within an age appropriate classroom with their peers most of the time
- Teaching and resources are differentiated within the classroom to ensure children are able to achieve objectives
- If additional support is identified as necessary pupils will engage in interventions. Parents/carers will be notified that their child is accessing this support
- Adults working with a child with SEND communicate regularly to ensure a consistent approach to teaching and learning

d) How does the school adapt the curriculum and learning environment for children with SEND?

At Foulds school we endeavour to ensure all children's needs are met through Quality First provision in the classroom so they can access the curriculum. All children at Foulds are the responsibility of their class teacher, who plans for and teaches all the children in their class. At times this involves differentiation and extra support, either through additional adults or additional materials and resources, to reduce or remove barriers to learning. Where necessary children are given extra support or additional, time-limited and targeted interventions to accelerate their progress.

Class-based support staff work alongside the class teacher to support children with SEND either individually or in small groups and to facilitate the child's access to the curriculum and to support them with making progress.

Links are forged between classroom and intervention to ensure continuity, through verbal communication.

The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

e) What additional support is available for children with SEND?

- The school provides various interventions/support that meet the individual needs of the children
- Class-based support staff work alongside the class teacher to support children with SEND either individually or in small groups
- Differentiated activities and resources to support children so that they can access the curriculum and make progress
- Support from outside agencies when necessary
- Access to learning mentor to support with social, emotional and mental needs
- Specialist staff in school: SENCo, Learning Mentor and a team of trained support staff.
- Access to a sensory room for children experiencing difficulties with self-regulation
- of emotions

f) What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?

We strive to ensure that all children are included in school trips and activities and full risk assessments are carried out before any visits. Risk assessments are also completed should a child wish to attend an after school club.

g) What support is available for ensuring the emotional and social development of pupils with SEND?

- At Foulds we put great emphasis on the emotional happiness and well-being of our pupils
- Personal Social Health Citizenship Education (PSHE) is a regular and important part of the curriculum and provides a safe environment for children to consider and discuss issues. Assemblies and RE also provide daily opportunities for pupils' reflection and discussion

- For children who may be having difficulties, we are able to offer various support and interventions, including 1:1 mentoring support, and/ or group support as appropriate
- We have a robust Behaviour and Anti-Bullying Policy in place
- We are an Anti-Bullying school.

Who is the named SEND contact?

Mrs Tasleem Kanji (SENCo), Foulds School, Byng Road, Barnet, EN5 4NR
0208 449 2714

6. What specialist services and expertise are there for children with SEND?

For a higher level of need we have a collaborative approach to supporting children with SEND and work with a number of different agencies. We have access to Speech and Language Therapy; Occupational Therapy; Educational Psychology Services; Children and Adolescent Mental Health Service; and Outreach Advisory Teachers – all of whom work with children at Foulds. We use the Visual Impairment and Hearing Impairment Services. Our school nurse visits on a regular basis and is available to see staff, children and parents to offer support and advice.

Where appropriate we have Team Around the Child (TAC) meetings so all the agencies as well as the child's parents can meet to discuss concerns and to coordinate support.

7. What training have the staff supporting SEND had?

The SENCo has had specific training in a wide range of SEN and also receives termly training from Barnet. All teaching and support staff have received training in their role of the Teaching

Assistant in supporting learning and Safeguarding as well as training relevant to their role.

We arrange regular training from outside agencies and from Barnet, including Speech and Language, Occupational Therapy and Autism Outreach. There is a regular training programme for support staff. All new staff at Foulds are inducted by the Deputy Head teacher.

Teaching and support staff are given specific training on 'SEN' as required.

8. How accessible is the school both indoors and outdoors?

Our school environment is mainly based on one floor. We have a disabled toilet, shower area and changing facilities. There are ramps on our entry points to facilitate access.

Foulds school has a sensory room. Our upper Key Stage 2 classrooms and EYFS classes are acoustically soundproofed. We endeavour to remove any barriers to learning to enable pupils with 'SEND' to fully access the school and curriculum. We are able to provide workstations for individual pupils where necessary, as well as writing slopes, move-n-sit cushions and other resources. Children with SEND are often encouraged to extend their use of ICT to facilitate their learning.

We try to ensure that equipment used is accessible to all children regardless of their needs.

Exam access arrangements are sought where needed. Please see our accessibility plan.

9. What arrangements are there for consulting and involving parents of children with SEND?

We offer:

- Termly Parents Evening meetings with the class teacher
- 'Open-door' policy with class teacher/SENCo
- Relevant information about how parents can support their child at home
- Annual reports to parents
- We hold multi-agency meetings as required
- Progress is reviewed termly with pupils, parents and relevant staff through, for example, Parent Consultation Meetings and Pupil Progress Meetings
- Children with complex needs may have a statement of SEN or an Education Healthcare Plan (EHP). These are formally reviewed annually.

10. What are the arrangements for consulting children with SEND about, and involving them in, their education?

All children, regardless of SEND, are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

Children on the SEND profile are aware of their additional termly targets and are encouraged to self-review against their targets. They are also asked about their views on their strengths and the areas in which they feel they would like to develop and the support they would like to receive.

Children with Statements of SEND or EHCPs are also asked more formally about their views about their learning, their targets and the support and interventions they are given by their teaching assistant for their annual review.

11. What are the arrangements for parents of children with SEND who may wish to complain about the provision?

Parents should initially speak to the class teacher about issues that are of concern. If the concern is not resolved parents are advised to contact the SENCo. Parents are then encouraged to speak to the Head Teacher regarding their complaint.

If the issue still can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the schools Chair of Governors through the complaints procedure.

12. How does the School/Governing Body involve health, social services, LA Support Services, and others in meeting the needs of children with SEND and supporting their families?

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health and social care colleagues to support the child's academic and social progress.

13. What are the contact details of support services for the parents of children with SEND?

The first point of contact to discuss something about your child would be their class teacher. The SENCo is also available.

Barnet SEND Information, Advice & Support Service is also available to support parents. They can be contacted on: 020 8359 7637 or please refer to the Barnet website for further information.

14. What are the school's arrangements for supporting children with SEND in transferring between phases of education?

If a child is joining our school we are happy to meet parents of children with SEND to discuss transition. Where a child is transferring from another school, a nursery or a specialist unit, we will liaise closely with them and arrange to visit them where possible prior to the child joining us.

If a child is moving to another school or is in Year 6, the school will arrange to meet teachers in the secondary school. Where a child has SEND a meeting with the SENCo of the new secondary school, the SENCo at Foulds and parents will be arranged, or where that is not possible, speak to the school on the telephone.

Relevant records will be passed on. When moving classes in school, all children take part in a class swap and any vulnerable children, where appropriate, will be provided with a transition book and extra visits to help prepare them for their next class.

15. Where is the Local Authorities' Local Offer published?

Barnet LA Website: www.barnetlocaloffer.org.uk