

Froxfield C of E Primary School
Special Educational Needs and / or Disabilities Information Report

This is our school SEND Information Report. It has been written in agreement with our school staff, parents and governors. Please do not hesitate to come and talk to us if you would like any more information about any of the points contained in our report.

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Froxfield Primary School SEND Information Report

1. The kinds of special educational needs for which provision is made at Froxfield C of E Primary School

Froxfield C of E Primary School is a mainstream setting and is “a place where children love to learn”. We value the individuality of all children. We are committed to giving all our pupils every opportunity to achieve the highest of standards. We offer a broad and balanced curriculum. Our children are highly motivated learners and our teachers have high expectations.

We are a small school and as a result, children receive support from adults across the school which is very much personalised. We believe that children’s wellbeing, enjoyment and learning go hand in hand and these are at the heart of everything we do. Froxfield C of E Primary strives to be an inclusive school. The achievements, attitudes and well being of all our children matter. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We strive to enable children to become effective learners who take pride in their own progress and achievements as they continue on their life-long learning journey. Froxfield’s ethos is based on the core Christian values of Love, Courage and Respect and the school creates a nurturing ethos where all children can learn and grow together.

2. Information about Froxfield C of E Primary School’s policies for the identification and assessment of pupils with special educational needs

Q. How does Froxfield Primary School know if my child needs extra help?

- Concerns have been raised by pre-school setting / Infant school / previous school
- Concerns are raised by teachers, Head Teacher and SENCO
- Concerns are raised by the parents/carers, or the child
- The child is making limited progress in a particular area/s against age expected levels
- We have found that the child needs targeted support through the analysis of school progress and achievement data, including formal tests
- The child has carried out a diagnostic test and the results show that targeted support is needed
- There is a change in the pupil’s behaviour or progress
- External agencies have identified that the child needs extra support

Q. What are the roles of staff in supporting my child?

- The class teacher will oversee, plan and work with each child with Special Educational Needs and / or Disabilities to ensure that progress is made
- There may be a Learning Support Assistant (LSA) working with your child either individually or in a group.

- The Special Educational Needs Coordinator (SENCO) oversees all support and progress of any child requiring additional support
- The Head Teacher and class teacher have Pupil Progress meetings to discuss the progress of pupils in each class. This shared discussion may highlight a pupil's potential difficulties, in order for further support to be planned
- Occasionally a pupil may need more expert support from staff in an outside agency such as an Educational Psychologist or Speech and Language Therapist. A referral will be made with your consent and forwarded to the most appropriate agency. The school works in partnership with the agencies to provide further targeted support for your child.

Q. What do I do if I think my child has special educational needs? How will I raise concerns if I need to?

- Talk to us – contact your child's class teacher as the initial point of contact for responding to parental concerns
- Next contact Mrs Asser who is the SENCO, or Mrs Farrow (Head Teacher).

3.Information about Froxfield Primary School's policies for making provision for pupils with special educational needs whether or not pupils have Education Health Care plans including –

- a. **How the school evaluates the effectiveness of its provision for such pupils**
- b. **The school's arrangements for assessing and reviewing the progress of pupils with special educational needs**

Q. a). How does the school evaluate the effectiveness of its provision for such pupils? How does the school know how well my child is doing?

- The school staff team – the Teachers, LSAs, SENCO and Head Teacher constantly discuss individual pupil progress, and as a school we evaluate and adapt our provision accordingly.
- As a school we measure children's progress in learning against National expectations, age related expectations and other standardised assessments
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to the end of Year 6, using a variety of different methods including National Curriculum levels and Reading and Spelling tests.
- Each child has their own tracking file where progress data is stored.
- Children who are not making expected progress are picked up through Pupil Progress Meetings with the class teacher and Head Teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulties and what further support can be given to aid their progression.
- The school evaluates the extent to which additional support has had an impact on

the child's educational progress through careful regular tracking of children's progress and discussions with all involved including the pupil and parents. We adapt support accordingly.

- The aim of the Special needs register is to highlight those children who need extra help or additional support and ensure progress is carefully monitored. If a child is on the register they will have a Pupil Passport and this important document is explained in more detail in the section below. Pupil passports are used by staff and pupils all the time and are reviewed regularly.
- The Special Educational Needs Governor receives regular updates and regularly visits the school with a Special Educational Needs and / or Disabilities (SEND) focus. The Governing Body is also kept well informed about SEND matters.

Q. b) How will I know how my child is doing? How will you help me to support my child's learning?

- We offer an open-door policy where you are welcome any time to make an appointment to meet with the class teacher or SENCO / Head Teacher to discuss how your child is getting on. We can offer advice and practical ways on how you can support your child's learning at home.
- The class teacher will meet with parents on at least a termly basis to discuss your child's needs, support and progress against their expected outcomes.
- We believe that your child's education should be a partnership between parents and teachers, therefore we communicate regularly, especially if your child has complex needs.
- When appropriate, we operate a home / school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.
- All children with SEND have Pupil Passports which are regularly monitored and updated. These include information about the child and their interests out of school, and in school - the things that the child is good at, the things that they find tricky, and the personalised support given in class to support them with their learning. These booklets also include information about the child's individual targets and any one to one or group interventions they are working on. Pupil Passports are discussed and updated regularly in scheduled meetings with the teacher, pupil and parents.
- Parents are invited to attend parents' evenings, curriculum workshops and new parents open days.
- Meetings with outside agencies will take place as appropriate
- If your child has complex SEND they may have an Educational Health Care Plan, which means that a formal meeting will take place to discuss your child's progress and a report will be written.
- Extra time for statutory tests will be awarded / agreed if children with SEND match specific criteria.

3.(c) The school's approach to teaching pupils with special educational needs

Q. How will Froxfield Primary CE School staff support my child?

- All pupils' learning is planned by the class teacher.
- All staff are skilled in adapting pupil's learning as they teach, according to individual pupil's responses and needs.
- When a pupil has been identified with SEND, their work will be differentiated by the class teacher to enable them to access the curriculum more easily. The class teacher alongside the SENCO / Head Teacher will discuss individual child's needs and what support will be most appropriate
- This may include additional general support by the teacher or Learning Support Assistant (LSA) in class. If appropriate, specialist resources will be available to further support children.
- Individual children require varying levels of support which changes over time. This will be an on-going discussion with parents
- If a pupil has been identified as having needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc, then the pupil will be placed in a small focus group or will work individually. These are known as interventions. This will be run by the teacher or Learning Support Assistant. The length of time of the intervention will vary depending on need and rates of progress. The progress of individuals on interventions will be regularly reviewed by all involved to monitor the effectiveness of the provision for that pupil and to inform future planning.
- If it is agreed that a pupil no longer needs the intervention, their progress will continue to be monitored closely to ensure progress is sustained.

3.d. How the school adapts the curriculum and learning environment for pupils with special needs

Q. How will the curriculum at Froxfield Primary School be matched to my child's needs?

Froxfield C of E Primary School makes all reasonable adjustments to meet the range of special education needs which pupils have in our school. All curriculum work is adapted according to pupil's specific needs. This includes adapting the curriculum at a group and individual level. Teaching staff and LSAs may provide extra targeted support. All children can access each lesson and learn at their level.

3.e. Additional support for learning that is available to pupils with educational special needs

Q. How is the decision made about what type of and how much support my child will receive?

- There will be on-going discussions with school staff and parents, and the child
- The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support which may change over time
- If children with SEND match specific criteria, extra time for statutory assessments may be given.
- We ensure that the needs of all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of LSAs who deliver programmes designed to meet groups of children's needs (These are known as Interventions, see section 3c for more details.)
- We closely monitor the impact of these programmes on individual pupil's achievement to ensure they are improving rates of progress, we adapt accordingly
- Extra resources are purchased where appropriate to meet specific needs
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving an LSA.

3.f. Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

Q. How will my child be included in activities outside school classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We provide the necessary support to ensure that this is successful
- A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which cover the same curriculum areas will be provided at school
- Visits and trips are planned to match the curriculum and so that all children can access them, including residential trips.
- All children are entitled to join in any after school activities.

3.g. Support that is available for improving the emotional and social development of pupils with special educational needs.

Q. What support will there be for my child's overall wellbeing?

- We aim to be an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- Therefore the class teacher would be the parents' first point of contact.
- If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.
- The school also has an ELSA (Emotional Literacy Support Assistant) who works under the direction of the SENCO / Head Teacher to support individual children and parents during the school day. ELSA input for pupils can be on a long or short term basis. The ELSA can also regularly liaise with parents.
- As a school we have a very positive approach to behaviour management with a clear reward system that is followed by all staff and children. The ELSA also supports pupils with behavioural difficulties.
- If a child has behavioural difficulties a Positive Support Plan is written alongside the child and Parents to identify the specific issues, put relevant support in place and set targets.
- Attendance of every child is monitored. Lateness and absence are recorded and reported upon to the Head teacher. Good attendance is celebrated by half-termly certificates and is noted in newsletters.
- A buddy bench is used in the playground. It is well used and is helpful for all our pupils.

Q. How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have Personal Learning Plans (Pupil Passports) have a meeting with their class teacher and parents to jointly discuss the outcomes they will work towards
- There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- If your child has an EHCP (Education Health Care Plan) their views will be sought before any review meetings.
- The SENCO spends time talking individually to children with special educational needs to seek their views and this is used to further improve opportunities for them.

Q. If they should be needed, how does the school manage the administration of

medicines?

- The school has a policy regarding the administration and managing of medicines on the school site. (On the school website)
- Parents need to contact the Admin Officer if medication is recommended by Health Professionals to be taken during the school day.
- The Admin Officer generally oversees the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations

4.The name and contact details of the SEN Coordinator

Mrs Jennie Asser is Froxfield Primary School's SENCO. Contact her through the school office on 01730 823218.

5.Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

Q. What training is provided for staff supporting children and young people with Special educational needs and disabilities

Regular Continuing Professional Development (CPD) opportunities are planned for all staff at Froxfield C of E Primary School to meet the needs of the pupils in school.

- Mrs Asser has gained the qualification "National Award for Special Needs Coordination". Mrs Asser attends SENCO Circle every half term with local SENCOs and two EPs, she attends SEN County update meetings and conferences and she keeps up to date with regular further training for supporting children with SEND.
- Froxfield C of E Primary School fully understands the importance of regular staff training and development to enable us to fully support children with Special Educational Needs in our school.
- Froxfield Primary School would prepare for a child coming to school with needs the staff had not previously supported by organising further staff training to enable us to fully support these needs.
- Different Teaching Staff and LSAs have received training on how to support children with specific SEND needs, and specific programmes and interventions, to ensure that we have expertise in supporting a range of special educational needs.
- A member of staff is trained as an ELSA, (Emotional literacy Support Assistant) who regularly meets with other local ELSAs and an Educational Psychologist.

6. Information about how equipment and facilities to support children and young people with SEND will be secured

Q. How accessible is Froxfield Primary School?

- As a school we are happy to discuss individual access requirements
- We will work with the Local Authority to consider all accessibility issues in order to provide for children with SEND
- We would ensure that the necessary resources are provided to enable all children to access the curriculum
- The school has a disabled toilet
- We liaise with Specialist Teacher Advisors, eg specialist teacher advisors for visually impaired children, to advice and secure provision, and advise on specialist supportive equipment

7. The arrangements for consulting parent carers of children with SEND about, and involving such parent carers in the education of their child

Q. How are parent/ carers currently involved in Froxfield C of E Primary School? How can I get involved and who can I contact for further information?

- We encourage all new children and parents / carers to visit the school prior to starting when they will be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.
- Parents / carers are invited to attend new parents meetings, open mornings, parent learning sessions etc
- The class teacher will meet with parents at least termly to discuss pupil's needs, support and progress, results of assessments carried out, and how to support at home.
- The SENCO / Head Teacher is available to discuss support in more detail
- When a pupil has been identified with special needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Approaches to learning include whole class, group and individual.
- Learning Support Assistants (LSAs) may be allocated to work with a pupil in a one-to-one or small focus group to target more specific needs.
- We use our Reading Record books as home / school link books which can be used for regular contact between school staff and parents / carers
- If a pupil has been identified as having a special educational need, they will have a Pupil Passport. Pupil Passports are written in a meeting with the class teacher together with the child and parent/s / carers. Clear targets which the pupil will work towards within a set period of time, are discussed and agreed on. It is discussed how parents can support their child in working towards the agreed outcomes. Pupil

Passports are monitored by the class teacher and pupil continually, and by the SENCO each term. Progress Review meetings are arranged with class teachers, pupils and parents half termly.

- If appropriate, outside agencies will meet with parents to discuss pupil's needs and assessments, support and progress
- If appropriate, specialist equipment may be given to a pupil eg writing slopes, concentration cushions, pen/pencil grips etc will be available to support children.
- If your child has complex SEND they may need an EHCP (Education Health Care Plan), which means that a formal meeting will take place to discuss your child's progress and a report will be written.

8. The arrangements for consulting children with SEND about, and involving them in, their education

Q. How are children currently involved in Froxfield C of E Primary School? How can I get involved and who can I contact for further information?

- Froxfield C of E Primary School places a high importance on ensuring that children with special educational needs are able to contribute their views, particularly in relation to provision for them and their thoughts about how they can best be supported in their own learning.
- We ensure that their voice is heard and they are actively involved in the decision making process regarding their learning.
- We encourage and provide support to children to enable them to do this.
- Children who have personal learning plans (Pupil Passports) have a half termly meeting with their class teacher and parents to jointly discuss their learning needs, their additional support, and the outcomes the child agrees to work towards within a specific period of time. Progress Review meetings are organised at the end of this period where new outcomes are jointly agreed on.
- If your child has an EHCP (Education Health Care Plan) their views will be sought before any review meetings.
- The SENCO spends time talking individually to children with special educational needs to seek their views and this is used to further improve opportunities for them.
- Specialist staff that we work with, eg Educational Psychologists, also ensure that children's views and opinions about their own needs and learning are sought and acted upon.

9. Any arrangements made by the Governing Body or the proprietor relating to the treatment of complaints from parent/carers of pupils with SEND concerning the provision made at the school

Q. What steps should I take if I have a concern about Froxfield's SEND provision?

- At Froxfield CE School we have an open-door policy. If you have any concerns, please do not hesitate to talk to us. We know how important communication between school staff and parents is as this allows us to work as a partnership to support the learning and progress of your child. Your opinions are important to us and we will endeavour to address and resolve your concerns as quickly as possible.
- If you wish to discuss your child's educational needs or you are unhappy about something regarding your child's schooling the first point of contact would be your child's class teacher to share your concerns.
- If you feel that you need to talk further, please contact the school office to arrange a meeting with Mrs Asser (SENCO), Mrs Farrow (Head Teacher), or The school SEN Governor
- Refer to our SEND policy (on the school website).
- If you still feel unsatisfied, refer to the school's complaints procedure, (on the school website).

10. How the School and Governing Body involves other bodies, including health and social service bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such pupils.

Q. How does the School and Governing Body involve other services to support pupils with SEND?

- In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all statutory policies as defined by the DfE
- As a school we are able to access a range of outside agencies that we feel are relevant to individual children's needs within our school including – GPs, school nurse, paediatricians, speech and language therapists, occupational therapists, social services including Locality Teams and social workers, Educational Psychologists, Primary Behaviour Support, CAMHs (Child and Adolescent Mental Health), Outreach support from local Special Schools and Specialist Teacher Advisors etc.

11. The contact details of support services for parents of pupils with SEND

Q. Who else can I contact for more support?

- For further information contact Support4Send enquiries.support4send@hants.gov.uk
- Contact the local parents' voice .
- This is the link to Local Authority Local Offer www.hampshirelocaloffer.info see section 13 for more details

Who should I contact if I am considering whether my child should join the school?

- Contact the School Admin office to arrange to meet the Head Teacher, Mrs Farrow, or the SENCO, Mrs Asser, who would willingly discuss how the school could meet your child's needs.

12. Froxfield's arrangements for supporting pupils with SEND in transferring between phases of education.

Q. How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education?

- We encourage all new children and parents / carers to visit the school prior to starting when they will be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits.
- We liaise closely with school staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- We liaise closely with outside agencies.
- The ELSA can be involved where necessary, to aid a child's smooth transition to another school.
- Children with an Education Health Care Plan (EHCP) will identify secondary school preference in year 5. The SENCO from the chosen secondary school is invited to attend a meeting to discuss plans to put into place for transition.
- If your child has complex needs there will be a transition meeting during which we will invite staff from both schools to attend.
- We review the environment and resources to match the needs of the pupil

13. Information on where the Local Authority's Local Offer is published.

Q. Where do I get further information about services for my child?

- Every school in England is required to publish their own SEN Information Report.
- This document is Froxfield Primary School's SEN Information Report and it describes and explains what our school can offer to children with special educational needs. This links to the Hampshire "Local Offer".
- Every local Authority is required to publish information about services they expect will be available in their area for children and young people from birth to 25, who have special educational needs and/or disabilities (SEND), and also the services outside of the area which they expect children and young people from their area will use. This is known as the Local Offer. The Local Offer will put all the information about health and care services, and support groups in one place. It aims to provide clear, comprehensive and accessible information about the support and opportunities that are available.
- This is the link to Local Authority Local offer
<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

