SEN

Foxes Piece School

“Where Everyone is someone”

September 2026

Approved by TLP Committee

Review Date September 2027

School name	Foxes Piece School
SEN Governor	John Rumble
SENCo	Loren Irvine
Date of policy	September 2025
Review date	September 2026

Who was involved in creating the policy and how	This policy was created by the school's SENCo in liaison with the SLT, staff, parents of pupils with SEN and governors.
Reference to statutory legislation	This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents; • Equality Act 2010: advice for schools DfE Feb 2013 • SEND Code of Practice 0-25 (2014) • Statutory guidance on supporting pupils at school with medical conditions (2014) • The National Curriculum in England KS1 and KS2 (2013) • The Special Educational Needs and Disability Regulations (2014) • Teachers Standards (2011)
Links to other in-house policies	This policy should be read alongside the following school policies/documents: • Safeguarding Policies • Accessibility Plan • Behaviour Policy • SEN Annual Report • Equality and Diversity Policy All of these documents can be found on the school's website https://www.foxespiece.co.uk/ and through the Local Offer at Bucks Family Information Service Website https://familyinfo.buckinghamshire.gov.uk/
Our values and vision for SEND in our setting	We aim to provide every child with access to a broad and balanced education which includes the National Curriculum in line with the SEND Code of Practice, Section 19 of the Children and Families Act 2014 and Equality Act from the term after they turn 2 in our pre-school setting, to the time they leave us at the end of Year 6. We focus on the outcomes for children and not just the hours of provision and support. We aim to nurture, develop, inspire, encourage and have an atmosphere where children can thrive by paying attention to specific objectives.
Our objectives	○ **Ensuring that needs are identified as early as possible and support is put into place**. This is most effectively done by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into the school. Using the Initial Concerns Checklist will help staff focus and address needs. Monitoring the progress of all pupils occurs termly in order to aid the identification of pupils with SEN. ○ **Ensure children have access to a broad and balanced curriculum with an accessible learning environment which is appropriately adapted to enable all children to succeed.** This will be co-ordinated by the SENCo and Head Teacher and will be carefully monitored and reviewed termly in order to ensure that individual targets are being met and all pupils' needs are catered for. Teachers must ensure they meet termly or at least report to parents to update them on their progress and provision. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full

	potential. Pupil participation is encouraged through school by wider opportunities such as school council, visits, residential weeks, clubs, plays and sporting competitions. A nurture group is run (where required) to support children with social and emotional needs. The children are encouraged to discuss behaviours (positive and negative) from their week and discuss strategies so they understand the impact on themselves and others around them. ○ **To work closely with parents, carers, external agencies and other professionals to ensure a collaborative approach to supporting children with SEN** to gain a better understanding of the children that attend our school and involve them in all stages of the child's education. This includes supporting parents in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress. Working with professionals and other outside agencies will be included when a pupil's needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, Family Resilience Service, Specialist Teaching Service (Cognition and Learning), Children and Adult Mental Health Service (CAMHS), Nurture Group Steering Committee, Physiotherapy Services, Hearing Support Team, Visual Impairment, Buckinghamshire Learning Trust, Paediatricians and Pupil Referral Units. ○ **To create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs and carefully monitoring the progress of all pupils at regular intervals. Annual Reviews are pupil-centred and SEN plans have pupil views recorded which are updated annually. ○ **To work within the guidance provided in the SEND Code of Practice 2015.** The SENCo will ensure this is adhered to, she will also co-ordinate and work with other relevant policies. **To provide support and advice for all staff working with special educational needs and disabilities pupils.** This will be met by holding regular staff meetings where the focus is SEN, also by setting up training sessions where necessary and meeting with staff regularly to ensure staff are receiving best support and advice.
Definition of SEND including what it is not, and other factors that may affect progress and attainment	Definition of Special Educational Needs and Disabilities (SEND) taken from section 20 of the Children and Families Act 2014. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they; a) have a significantly greater difficulty in learning than the majority of others of the same age; or b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 intuitions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '…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.' This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services requires by the Equality Act 2010, they will additionally be covered by the SEND definition.

	Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.
Definition of SEND Provision/SEN Support	We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the adapted curriculum to better respond to the four areas of need identified in the Code of Practice (2014); • Communication and Interaction • Cognition and Learning • Social, Mental and Emotional Health • Sensory/Physical It is acknowledged that there may be other impacts on progress and attainment at school, these could be; • Disability (the code of practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND.) • Attendance and punctuality • Health and Welfare • English as an additional language (EAL) • Being in receipt of Pupil Premium grant • Being a looked after child (LAC) • Being a child of servicemen/women We recognise that identifying behaviour as a need is no longer an acceptable way of describing SEND. Concerns relating to a child's behaviour will be described as an underlying response to a need which we will endeavour to recognise and identify, or seek professional advice when necessary.
Our approach to identification	A graduated approach is considered at Foxes Piece School; this means <u>quality first teaching.</u> This is the first step in responding to pupils who have or may have SEND; a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored through pupil progress meetings, initial concerns and then SEN support if necessary. (See appendix 1 for Initial Concerns Checklist). Pupils on SEN support will then be recorded on the school's SEN register which is sent to County during census collation. b) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The teacher will complete an Initial Concerns Checklist and will consult the SENCo for support and advice who may then wish to observe the pupil in class. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. c) Once a pupil has been identified as possibly having SEN, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties d) Through (b) and (c) it can be determined which level of provision the child will need going forward. e) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary. f) The pupil is recorded by the school as being under 'Initial Concerns' due to concern by parent or teacher, this does not automatically place the child on the

	school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
Our partnering approach to involving parents/carers	Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. Parents' evenings are used to monitor and assess the progress being made by children; they are also a useful tool to gather information from parents regarding concerns over their children.
Record keeping, monitoring and data management	**Managing Pupils' Needs on the SEN Register** Once pupils have been placed onto the SEN register a SEN support plan will be set up by the teacher and parents and supported by the SENCo using Provision Map software (see appendix 2). It is the responsibility of the teacher to update these once a term, to gain signatures from parents and to make sure information and provision is up to date. New targets will be set at the beginning of the term and these will be reviewed at the end of term. The progress of the targets will also feed into pupil progress meetings which are conducted once a term with the Headteacher and teacher. The SENCo will hold details of all SEN records for individual pupils. Via the shared drive all staff can access; • The Foxes Piece School SEN Policy. • Information on individual pupils' special educational needs including a copy of a pupil's EHCP – every child on the SEN register has a SEN support plan which all teaching staff can access via the shared drive. • Practical advice, teaching strategies and information about types of special educational needs and disabilities. • Information is also available through Buckinghamshire's Family Information Service Local Offer. • SIMS (School Information Management System) also holds the SEN register, those on initial concerns and those pupils who are being monitored. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required. The decision to make a referral for an Educational Health Care Plan (EHCP) will be taken at a progress review and is normally supported by a health professional. The application for an EHCP will combine information from a variety of sources including; • Parents • Teachers • SENCo • Social Care • Health Professionals Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be

	made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP. Further information about EHCP can be found via the Local Offer at; https://familyinfo.buckinghamshire.gov.uk/ or by speaking to SENDias at 01296 383 754 or via e-mail at sendias@buckinghamshire.gov.uk **Criteria for Exiting the SEN Register** This will depend on outcomes from pupil progress meetings, meetings with parents, teachers and SENCo. Exiting the SEN register will also depend on pupils' attainment following interventions and whether the gap has narrowed. After discussions between Headteacher and SENCo, the ITC will notify the school Office Manager who will remove any individuals from SIMS. Pupils will continue to be monitored by progress meetings with teacher and Headteacher. The teacher will be responsible for notifying parents of the decision to exit the SEN register. **Monitoring and Evaluation of SEND** In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of annual parent and pupil questionnaire, discussions and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Pupils with an EHCP will have termly progress meetings and a person-centred annual review. SEN provision and interventions are recorded on an individual SEN support plan which is updated when the intervention is changed. These are updated by the class teacher and monitored by the SENCo. These reflect information passed on by the SENCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.
Working with external partners	For higher levels of need, the school will draw on more specialised assessments from external agencies and professionals such as Speech and Language Therapy, Educational Psychologist, Occupational Health, Specialist Teaching Service and Community Paediatricians, PRU (Pupil Referral Unit). These are accessed through different referral routes as well as anonymous advice sessions.
Supporting transition	Admissions to our school are arranged by County and information can be found at the following website; https://www.buckinghamshire.gov.uk/schools-and-learning/schools-index/school-admissions/. Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health Care Plans and those without. Discussions with the Year 6 teacher and the SENCo will take place throughout the academic year regarding access arrangements for exams if needed. Transitions between classes is co-ordinated by the SENCo but responsibility is taken by the two teachers to handover relevant paperwork. Information on a SEN plan is very detailed which further helps and supports the children in their move across classes or key stages. We are also very conscientious in forwarding relevant paperwork if pupils are moving schools and always prepared to discuss children's provision with new staff. We have strong links with local secondary schools so pupils are able to start Year 7 confident in that their needs are known to their new school.

Pupils with medical conditions	Foxes Piece recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils may also have SEN and an EHCP which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed.
Safeguarding	All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood. At Foxes Piece School, we are committed to providing a caring, friendly and safe environment for all members of the school community so that learning can take place in a relaxed and secure atmosphere. Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our school and will not be tolerated. We work together to promote and create an environment where everyone feels safe and valued. The school's Anti-Bullying Policy can be found on the school's website alongside our Safeguarding Policy.
Staff training	All pupils with SEN will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEN may access additional funding such as Pupil Premium, EHCP provision or Exceptional Support Requests which is requested by the school and granted by a panel at Buckinghamshire County Council. It is then the responsibility of the SENCo, Senior Leadership Team and governors to agree how the allocation of resources is used. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's performance management system or ad hoc throughout the year if a need arises. All teachers and support staff undertake induction on taking up a post at Foxes Piece School and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils. The SENCo will regularly attend the Local Authority's SENCO Network meetings, conferences and courses in order to keep up to date with local and national updates in SEND. This information will be disseminated to staff. The SENCo will maintain membership of Nasen. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of all pupils with SEN. We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCo with the Senior Leadership Team ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. Staff meetings will include SEN related items where appropriate as well as using INSET days for core training based on our current cohort's needs.

Requesting EHC needs assessment	EHCP assessments can take place when a child is unable to make progress and access appropriate support through SEN support. A minimum of two term's worth of support must be in place before applying for an EHCP assessment. This will come from a discussion with the parent and SENCo although parents can complete an EHCP application themselves. Once the application has been completed and sent to the Bucks SEN team, it will, along with all supportive paperwork, go to a panel where a decision is made to either go ahead with an EP assessment for an EHCP or not. Parents and school will be notified of the decision by letter. Parents have a right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice. Following a successful assessment for an EHCP, Buckinghamshire County Council will create an EHCP for the child. The school, health professionals and the child's parents will be involved developing and producing the plan. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review (which at Foxes Piece School will be a person-centred review) enables provision and progress of the pupil to be evaluated and, where appropriate, changes will be put in place such as reducing or increasing levels of support.
Complaints process	If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCo who will be able to advise on formal procedures for complaint. The complaints procedure can be found on the school's website.
SEN information report	The school's SEN information report will be reviewed annually and can be found on the school's website.
Appendices	See below for the school's Initial Concern's Checklist:

Appendix 1

Pupil Information Completed by class teacher on_____

Name		**DoB**	
Year Group/Class		**Class Teacher**	
Attendance			
Exclusions			
Home Language			
Pre-School Setting			

Previous School		
Medical Information		
Specialist Services to date • **Health (OT, SALT, EP CAMHS)** • **Education (PRU)** • **Social services**		

Achievement Data

Please list individual assessments completed; reading/spelling ages, SAT results, Phonics tests, FS profiles.

Test	Date	Outcome

Language

Baseline information; provide detail where there is an area of relative strength or difficulty.

Speech sounds	
Expressive	
Receptive	
Social and Functioning	

Differentiation

What action has already been taken through curriculum differentiation to address the child's needs, ie modification to teaching approaches, classroom organisation, behaviour management strategies or through provision of support equipment and aids already in place?

Differentiation	Impact (Progress and Inclusion)

Parents' and Pupils' perspective on child's strengths/additional needs

(Summarise information from discussions; have concerns been shared with parents/carers to date?

Parents/Carers	
Pupils	
Peers	

Additional Observations

Note any key issues raised

Parents (behaviour at home)	
Support staff	
Previous class teachers	
LSA's	

Agreed Action

Outcome of meeting to consider placement on the school's SEN record

- Further assessment required – if so which department
- Further modifications to teaching approaches
- Targeted provision at school SEN support
- Who else to share pupil's strengths and needs with

Class teacher_____ Date of next review_____ SENCo _____

Literacy

Phonic phase – reading	

Phonic phase – spelling	
HFW – reading	
HFW – spelling	
Comprehension	
Book band level	
Letter formation	
Example of unsupported writing attached?	

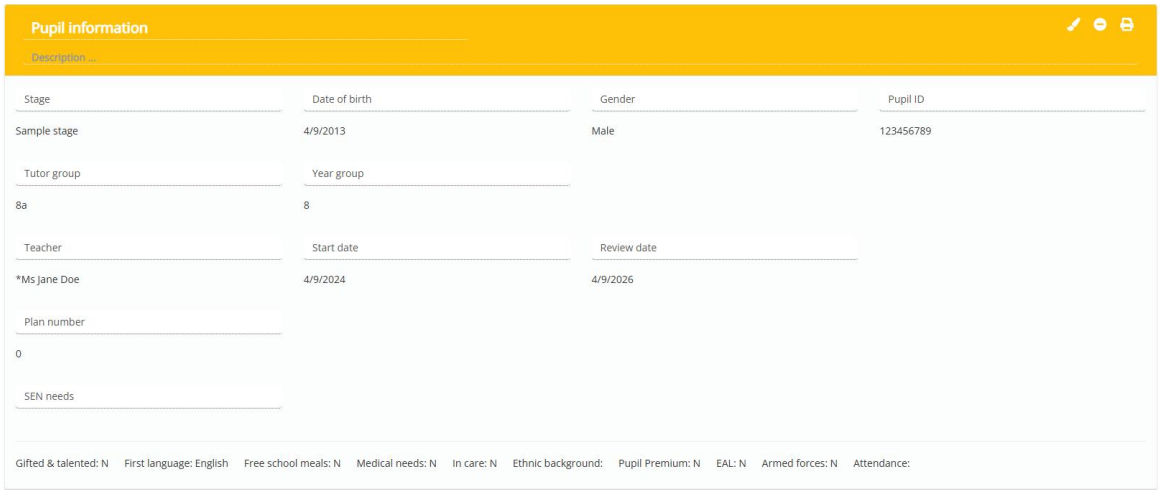
Number and Calculation

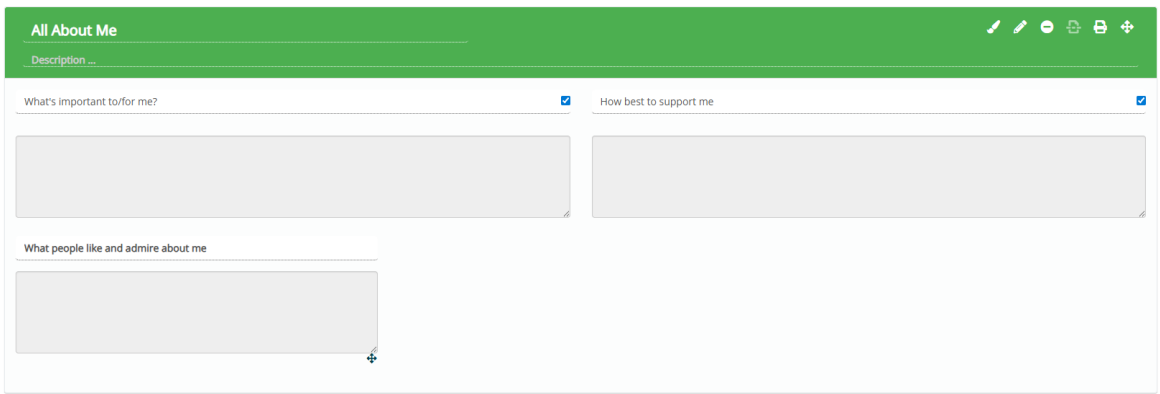
Number recognition to…	
Numbers pupil can count to forwards/backwards	
Numbers pupil can confidently calculate within **+/-x**	

Behaviour for learning

Concentration	
Co-operation	
Independence	
Engagement in class	
Confidence	
Self-esteem	
Organisation	
Self-control	
Recorded examples of behaviour concerns attached?	

Appendix 2





Pupil Profile

To include family story, pupil's story, brief history including medical needs, aspirations – education, health, independent living, what is working well now, what is not working so well

Parent/carer's information

Skills/Strengths and Needs for Support as agreed with parents/c

Description ...

Family/Home Environment Strengths

Family/Home Environment Needs for Support

Communication & Interaction Strengths

Communication & Interaction Needs for Support

Cognition & Learning Strengths

Cognition & Learning Needs for Support

Social, Emotional & Mental Health Strengths

Social, Emotional & Mental Health Needs for Support

Sensory & Physical (Including Medical) Strengths

Sensory & Physical (Including Medical) Needs for Support

Independence & Community Involvement Strengths

Independence & Community Involvement Needs for Support

Activate Windows
Go to Settings to activate Windows.

Planning for Short-term Outcomes as agreed by the education s

This part of the plan must be reviewed three times annually, but it may require more frequent reviews depending on the child/young person's response to the interventions and progress made.

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Sample concern	Sample target	Sample success	Sample strategy Related provisions Sample provision	

Summary

Parent / Guardian contribution

Pupil contribution

Data

Most recent data capture results

EYFS Data

Communication & Language	Personal, Social and Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts & Design

Key Stage 1 Data

Reading PiXL	SPaG PiXL	Maths PiXL	Phonics Screening

Key Stage 2 Data

Reading PiXL	SPaG PiXL	Maths PiXL