



Foxes Piece School SEN Information Report

September 2024

SENCo: Mrs Loren Irvine

SEN Governor: Mr John Rumble

Contact: Mrs L Irvine: senco@foxespiece.co.uk

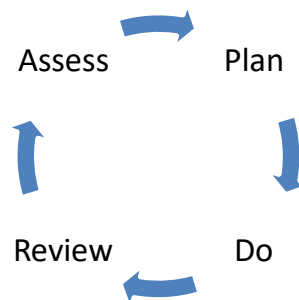
Mr J Rumble: via the office using office@foxespiece.co.uk

Local Offer Contribution: <https://familyinfo.buckinghamshire.gov.uk/send/>

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child/young person in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduate approach** cycle of:



All teachers are responsible for every child in their care; including those with special educational needs as referred to and explained in our Teaching and Learning Policy. Initial Concerns Checklists are set up for children who present with difficulties in class. Further assessments are then completed by the SENCo or, if necessary, outside support.

Assess: This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experiences of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if appropriate, following discussion and agreement from parents.

Plan: Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that

is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do: The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support, interventions and links with classroom teaching. Support with further assessment of pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review: Reviews of a pupil's progress will be made termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the Inclusion Team will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

All children are screened using Speech Link software when entering Reception. They are reassessed throughout the year to monitor their progress and interventions are delivered accordingly.

2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Intervention groups are run where necessary in order to close gaps in learning, develop understanding of vocabulary and strategies and for pre-learning and over-learning to occur. Types of intervention varies depending on the child, their needs, learning style and their age but some may include Precision Monitoring, Twinkl Phonics scheme and reading books and booster group sessions for various areas of the curriculum.

Access arrangements are made for exams where a specialist's report identifies a need. Types of provision may include the use of a laptop, amanuensis, movement breaks or

additional time. Where there is an identified medical need, further arrangements may have to be made.

3. Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, emotional groups are set up on a needs' basis. Children attend small group support and will engage in activities, such as art and self-regulation of behaviour, whilst being in a nurtured and supportive environment. The school SENCos and Family Liaison Teacher are available in the week to support children and their families. They will also run small nurture groups or individual social emotional support on a needs' basis. Parents have the opportunity to speak to them about concerns at home, support for children's behaviour or support for attendance.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habituation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Access arrangements are made for exams where a specialist's report identifies a need. Types of provision may include the use of a laptop, amanuensis, movement breaks or additional time. Where there is an identified medical need, further arrangements may have to be made.

Occupational Therapy resources, activities and exercises are used appropriately to support children in developing areas such as fine motor skills, balance, core strength and hand writing/letter formation.

Where a student needs more specialised support, external agencies, such as Educational Psychology, Cognition and Learning, Specialist Teaching Service, Visual Impairment Team, Speech and Language Therapy, CAMHS, Woodlands PRU and Occupational Therapy or Community Paediatrics, may become involved. LSAs are used for both in-class support, small focus group support and for 1:1 sessions. The type of support depends on the pupils' needs and the requirements of the class teacher. Additional 1:1 support in specific subjects is provided in some cases.

(Reference: SEN Policy – September 2023)

We have internal processes for monitoring quality of provision and assessment of need. These include termly assessment weeks where children complete appropriately levelled assessment papers, Phonics screening assessments for reading in Year 1, termly reviews of SEN plan targets and interventions, Annual Reviews for EHCPs, learning walks and book looks carried out by the SENCo and other members of SLT.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
SEN plan review meetings	Class teacher, parents & pupil	Termly
Parent Interviews	Class teacher & parents	Autumn and Spring Term
Annual Reviews (EHCP only)	SENCo, class teacher, other professionals involved with pupil, pupil, LSAs	Annually (or after 6 months for a newly published EHCP in EYFS)
SEN parent coffee mornings	Parents & SENCo	Twice annually

Staff development

We are committed to developing the on-going expertise of our staff. Last academic year, we put in additional training into weekly staff meetings. This CPD consisted of Trauma and Attachment Awareness, Supporting Pupils with FASD, ASD in PE, Mental Health Training, Special Schools have run training for all staff to support those with specific needs such as ASD and sensory difficulties, PRU have run One Step behaviour training and the school SENCo took part in Deep Dive OfSTED training. During the first couple of weeks of the new term, we will be taking part in Kinetic Letters Scheme training and Zones of Regulation training for all teaching and support staff.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support staff are deployed on a needs and expertise basis, and this can change throughout the year to accommodate and support the needs of all our children in our school. All classes have a learning support assistant. Some may have an additional adult to provide 1:1 support for behaviour and special educational needs. Volunteers and additional staff are used for booster interventions on a needs' basis.

Finance

A full list of our external partners who we work with can be found in our contribution to the Local Offer. When extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefitted our children/young people and their families in the following ways:

- Professionals' reports used to support EHCP applications
- Professionals working with members of staff (including support staff) to upskill and give personalised advice to support individual pupils
- Appropriate family support in place (eg. attendance, behaviour)
- Resources to support and secure learning and understanding for children
- A sensory room was created to support those children with sensory and emotional regulation needs

School Partnerships and Transitions

Our academic assessment for children/young people with special educational needs is moderated through our cluster of schools/neighbouring partners. We work with our feeder partners to welcome children/young people with special educational /disability needs into our school and support children and young people transition to the next phase in education.

Our approach involved:

- Conversations with school SENCo
- Conversations with Buckinghamshire SEN Team including our allocated EHCo
- Sharing paperwork to clearly understand each child’s needs
- Transition days/visits
- Reduced timetables where a managed move was appropriate

We closely monitor children and young people’s destination data.

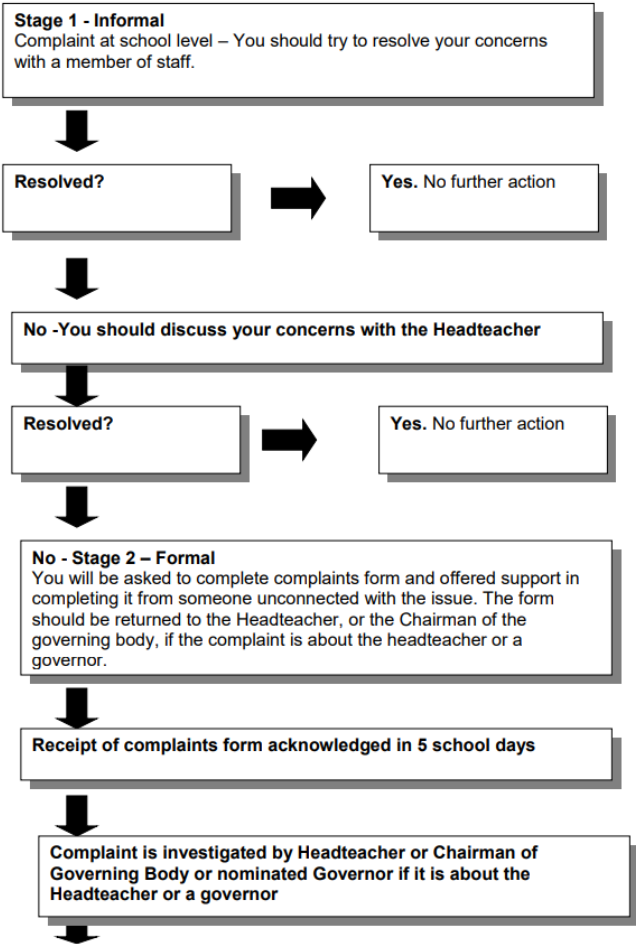
Complaints

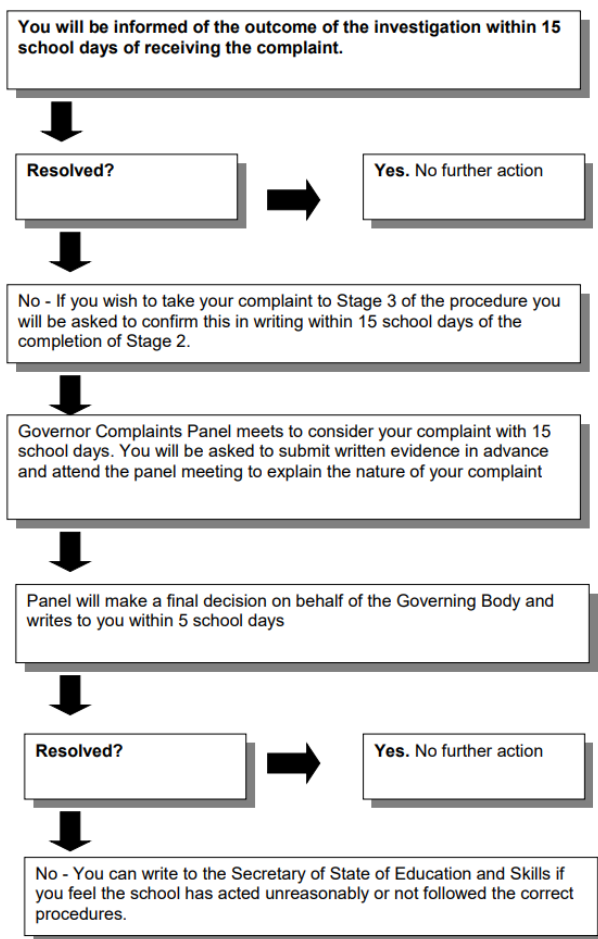
The contact for compliments, concerns or complaints from parents of students with SEND is Mrs Jane Byron: Headteacher

- Email: via the Office Manager Mrs Louise Chapman office@foxespiece.co.uk

Tel: 01628 483455

Please see below the procedure in which complaints are followed:





Please refer to the Complaints and Resolutions Procedure policy for more details.

Further development

Our strategic plans for developing and enhancing SEN provision in our school this year include refresher training for all staff (including new staff) in expectations for supporting children with SEN, understanding how to set SMART targets, reviewing SEN plans effectively, having SEN specific after-school clubs linked to needs, the introduction of Sensory Circuits using our new indoor and outdoor equipment alongside a PE specialist, ECT and SCITT training and mentoring from the school SENCo and the reintroduction of 'Quiet Club' for playtimes to support those children with sensory and social skill needs.

Relevant school policies underpinning this SEN Information Report include:

- SEN
- Teaching & Learning
- Anti-Bullying
- Safeguarding
- Complaints and Resolutions Procedures

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: September 2025