

Foundry Lane Primary School

Special Educational Needs and Disability (SEND) Information

Report February 2021



The School Information Report has been developed in consultation with parents/carers, staff and governors and sets out for parents how the school supports pupils with a special educational need or disability.

The publishing of this report meets the legislative requirements set out by the Special Educational Needs and Disability Regulations (2014) and The SEN Code of Practice (2015). As such it is reviewed at least annually.


Foundry Lane Primary school is an inclusive mainstream school who believe that all children are valued equally, are entitled to have a broad, balanced and relevant curriculum which is differentiated to meet individual needs, and that all pupils can learn and make progress.


Our school currently includes and supports pupils with a range of SEND (Special Educational needs and/or disability) in the following areas:



- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs.

The majority of our SEND children are able to access the mainstream primary curriculum and are included in the mainstream classrooms.

The table below shows the support approach for pupils at Foundry Lane Primary School.

Teaching approaches	Whole school response: Quality First Teaching	Targeted support for individuals or small groups.	Specialised SEND support
	<ul style="list-style-type: none"> • Consistent routines and systems are in place across the whole school. • Regular assessment of pupils' progress and the use of 'next steps' in learning. • Flexible groupings are used to reflect pupil's learning needs for each lesson. • Structured classroom environment to support learning. 	<ul style="list-style-type: none"> • Teachers and LSAs target groups or individuals to support in lessons where necessary. • School assessment arrangements are used to inform planning and to ensure all children's needs are met. 	<ul style="list-style-type: none"> • Learning tasks are adapted to meet the needs of the individual child. • Support and targets set are reviewed and updated regularly. • Additional support is provided for pupils who are not making expected levels of progress.

<p>Learning / Curriculum approaches</p> 	<p>Whole school response: Quality First Teaching</p> <ul style="list-style-type: none"> • Pupils learn from the National Curriculum, a syllabus of Religious Education and Personal, Social, Health education (PSHE) programmes. • The school provides an engaging, creative curriculum which is adapted to take account of the needs of each cohort/group/individual. 	<p>Targeted support for individuals or small groups.</p> <ul style="list-style-type: none"> • Pupils who require additional support are identified through the use of the school assessment tracker and teacher observations. Support and provision is then planned for as appropriate. • Intervention programmes for small groups or individuals are planned by the teacher / Assistant heads and monitored appropriately. 	<p>Specialised SEND support</p> <ul style="list-style-type: none"> • The SENDCo responds to any concerns raised by teachers or parents. • Additional assessments or planning is carried out by the school and/or in conjunction with appropriate outside agencies. • Targets, interventions and differentiated tasks are planned and monitored by the class teacher with the support of the SENDCo. The programmes are shared with parents.
<p>Support</p>	<p>Whole school response: Quality First Teaching</p> <ul style="list-style-type: none"> • Each year group in school have a team of Learning support assistant to assist the class teachers in meeting the needs of all pupils. • Every classroom has a visual timetable which along with a multi-sensory approach to learning and a creative curriculum, support pupils to develop the skills of team 	<p>Targeted support for individuals or small groups.</p> <ul style="list-style-type: none"> • Class teachers direct and work with Learning support assistants to implement specific intervention programmes for small groups or individuals. These are monitored to ensure appropriate progress is being made. 	<p>Specialised SEND support</p> <ul style="list-style-type: none"> • Pupils with SEND may be supported with more personalised intervention under the guidance of the SENDCo and /or external agencies.

	work and independent learning.		
Environmental and physical resources 	Whole school response: Quality First Teaching <ul style="list-style-type: none"> • Foundry Lane is an inclusive mainstream school who welcomes all children and their families. 	Targeted support for individuals or small groups. <ul style="list-style-type: none"> • The school has a number of dedicated Emotional Literacy support assistants who provide programmes of work to develop social, emotional, mental health and behavioural issues. 	Specialised SEND support <ul style="list-style-type: none"> • The SENDCo works with a range of agencies to support pupils with SEN or disabilities and to provide any specialist equipment or adaptations that may be needed.
Behavioural and Emotional 	Whole school response: Quality First Teaching <ul style="list-style-type: none"> • Foundry Lane school works closely with families to meet the needs of all pupils with social, emotional, mental health and behavioural developmental needs. • The school has a 'Positive behaviour' policy with clear rewards and sanctions. • All pupils are taught personal, social and emotional aspects of learning. • Foundry Lane has a Parent Partnership co-ordinator who can support families through running recognised parenting courses. 	Targeted support for individuals or small groups. <ul style="list-style-type: none"> • Interventions to address individual barriers to learning arising from social, emotional, mental health and behavioural difficulties are run by our school ELSAs. 	Specialised SEND support <ul style="list-style-type: none"> • The SENDCo liaises with identified professionals in order to work closely with vulnerable children and their families. • Children with Social, emotional and mental health needs are supported by the school ELSAs and the NEST provision.

Frequently asked questions from the parent/carer's point of view:

<p>Q: What type of school are you, what special educational needs do you cater for and are there eligibility criteria?</p>	<p>We are a larger than average, inner city mainstream primary school in Southampton. The school has a large proportion of children who are entitled to free school meals and a growing number of pupils who have EAL (English as an additional language).</p> <p>Our school currently includes pupils with a range of SEND (Special Educational Needs and/or disability). All SEND children are able to access the mainstream primary curriculum and are included in the mainstream classrooms.</p> <p>At Foundry Lane we believe that all children with Special Educational needs should be provided with appropriate opportunities to develop their maximum potential. Funding for support of SEND children is in line with all other Southampton mainstream primary schools.</p>
<p>Q: How Foundry Lane primary know if children need extra help and what do I do if I think my child has special educational needs?</p>	<p>Foundry Lane Primary School is committed to early identification of special educational needs. We have good communication links with feeder pre-schools and nurseries and support children and parents by sharing information and supporting transition. Within school a range of evidence is collected on all children through the usual assessment and monitoring arrangements and if this suggests that your child is not making the expected progress, the teachers may consider whether additional or alternative provision would be helpful.</p> <p>If the teachers feel that there may be some barriers to your child's learning they will liaise with the SENDCo (the person in school who is responsible for coordinating help for children with special educational needs) who will carry out further testing in order to identify any specific difficulties.</p> <p>If you have any concerns or worries about your child's ability to access their education you can go to straight to your child's class teacher or the SENDCo – Mrs Cathy Baggott.</p>

	<p>Funding to support children with SEND is limited in line with the mainstream primary schools in Southampton.</p>
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<p>Q: How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>We have an open door policy at Foundry Lane. We have parent's evenings twice per year and you can make an appointment to speak to your child's class teacher or SENDCo at any time to discuss how your child is getting on and how you can support them at home. Following consultation between parents and school, an individual education plan may then be written which will help you identify your child's next steps for learning. All parents / carers receive a full written report about their child's progress during the summer term.</p> <p>For children with an Education, Health and Care plan an annual review is held according to the guidance in the SEN Code of Practice 2014.</p>
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<p>Q: How will the education setting staff support my child?</p>	<p>Your child's class teacher is responsible for working with your child on a day-to-day basis ensuring all children have access to quality first teaching. The class teachers direct and work with Learning Support Assistants which is funded through pupil premium funding. Children may work, for a very limited time, within a supported small group or on a 1:1 basis in order to focus on Individual Educational plan (IEPs) targets.</p> <p>The SENDCo (Special Educational Needs and disabilities Co-ordinator) supports the class teachers in meeting the needs of children with SEND and helps to identify appropriate teaching strategies, specialist advice and resources.</p>
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<p>Q: How will the curriculum at Foundry Lane Primary be matched to my child's needs?</p>	<p>At Foundry Lane Primary school all children are included within each classroom. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. The class teachers ensure planning is differentiated to meet the</p>
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	<p>needs of children with SEND eg: they may need a different way of being taught something, some extra help, access to specific equipment eg: computer/special desk, picture clues, opportunities for over-learning etc. This planning is regularly monitored by senior management to ensure that vulnerable groups (inc: SEND) are planned for appropriately.</p> <p>If your child's needs are more complex, the curriculum will be personalised to ensure it is matched to your child's specific needs. If necessary the school can also gain some limited access to specialist teachers eg: speech and language therapists, SEND advisory teachers who can provide extra help and support for your child. This provision is in line with all Southampton mainstream primary schools.</p>
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<p>Q: How is the decision made about what type and how much support my child will receive?</p>	<p>At Foundry Lane Primary school we have adopted a graduated approach to supporting children with SEND. This means a cycle of assessment, planning, doing and then reviewing these actions in order to identify the best way of securing good progress for your child.</p> <p>Small amounts of additional support and advice from outside agencies are engaged within the limits of the school budget.</p>
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<p>Q: How will my child be included in activities including trips run by your setting?</p>	<p>Many extra-curricular activities are provided in school, both at lunch-times and after school. These are open to all children with reasonable adjustments made for SEND children wherever possible. All children also have the opportunity to take part in local and national initiatives and competitions eg: Rock Challenge, Choir etc.</p> <p>School trips are always risk-assessed in advance to ensure that the needs of SEND children can be met and any special provision is discussed with parents/carers in order to ensure the safety of their children. Parents/carers attendance on school trips is always valued and appreciated.</p>
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<p>Q: What support will there be for my child's overall wellbeing?</p>	<p>We have trained Emotional Literacy support assistants in school and wherever possible children are supported to develop their emotional wellbeing and resilience.</p> <p>All prescribed medication is administered by our trained first aiders. We have a school nurse who visits regularly and can provide support or advice to parents on request. Attendance meetings are held half termly and families of children who are regularly absent are supported appropriately.</p> <p>All children are encouraged to 'have a voice' through the participation of school council, Eco clubs etc. A child friendly questionnaire about school is completed by each child yearly. SEND children with an Education, Health and Care plan (EHC plan) are encouraged to be involved in their annual review at an appropriate level.</p>
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<p>Q: What training is provided for staff supporting children and young people with SEND?</p>	<p>The training of staff in Special Educational Needs is an on-going, regular commitment. Teaching and support staff receive regular training and updates on safeguarding and positive behaviour management. Over the last few years, staff have had access to sessions on: Understanding children's mental health inc. how to support in the classroom, analysing behaviour, developing independence, Attachment theory, questioning skills, Autism and working memory. Staff have also received Deaf awareness, Diabetes, Epilepsy and Epipen training.</p> <p>The SENDCo has achieved the National Accredited SENDCo Award and has access to expertise from Educational psychologists, Speech and language therapists, occupational therapists, physiotherapists, specialist teachers and children's mental health workers.</p>
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<p>Q: How accessible is your education setting (indoors and outdoors)?</p>	<p>Foundry Lane School is based within two large 2 storey buildings. Both buildings have lift access to the top floor and there are disabled toilets / changing facilities in each building. The school hall has been fitted with a hearing loop to support hearing impaired children and adults.</p> <p>For children with complex physical needs, the occupational therapist would be contacted in order to assess if we could safely meet that child's needs or to secure any specialist equipment needed to support them if necessary.</p>
<p>Q: How are parents/young people currently involved in your education setting? How can I get involved and who can I contact for further information?</p>	<p>We believe that when pupils, parents and the school co-operate, each individual will reach his or her full potential academically and socially. We hold formal parents evenings twice a year, although parents can discuss their child's progress with the class teacher at any mutually convenient time.</p> <p>In the case of children with SEND, parents may also wish to discuss progress or provision with the SENDCo who can advise on strategies to try at home or discuss ways forward. The SENDCo and Parent Partnership co-ordinator also run a half termly SENDsational Parents drop in support group for all parents of children with SEND.</p> <p>Our Parent partnership co-ordinator can also support parents with parenting education and signposting to a range of external support agencies.</p>
<p>Q: What steps should I take if I have a concern about the school's SEND provision?</p>	<p>If parents/carers are concerned that their child's needs are not being met, they should firstly:</p> <ul style="list-style-type: none"> • Talk to the class teacher • Talk to the Assistant Head for Inclusion / SENCDco – Mrs Cathy Baggott • The Assistant Heads for KS1 or KS2 • Discuss the issue with the Headteacher – Mr Sean Taylor

<p>Q: What specialist services and expertise are available or accessed by the school?</p>	<p>Within the limitations of the school budget and as in all mainstream primary schools, children could have access to:</p> <ul style="list-style-type: none"> • Emotional Literacy support assistants (ELSA) – referrals made • Speech and language therapist – weekly visits with targets followed up by school staff – referrals made • Educational Psychologist • Outreach support (staff from special schools) – referrals made. • Advisory teachers for Visual or Hearing impaired children – referrals made. • Child and Adolescent mental health team (CAMHS) – referrals made. • School nurse – referrals made.
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<p>Q: How will the school prepare and support my child to join the school, transfer to a new school, or transition to the next stage of life?</p>	<p>Transition to our school at any stage is considered carefully. We have good links with our feeder pre-schools and nurseries and share and transfer information on all children coming to us in Year R.</p> <p>We have further good links with our local secondary schools and there is a clear transition plan in place to support SEND children when they move onto their secondary education.</p>
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<p>Q: Where can I get further information about services for my child?</p>	<p>This document has been produced as part of the school local offer.</p> <p>Further information about the local authority's Local Offer can be found on their website http://sid.southampton.gov.uk/kb5/southampton/directory/home.page</p>
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