



SEN Information Report 2020/21

In accordance with Section 65(3) of the Children & Families Act

Our school is an inclusive school where every child is catered for every day; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. At Foley Infant Academy, we embrace the fact that every child is different, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

Here are some of the questions, you may want answers to.

<p>What is SEND?</p>	<p>A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability (SEND) which calls for special educational 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:</p> <ul style="list-style-type: none">• Has a significantly greater difficulty in learning than the majority of others of the same age.• 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.
<p>What type of SEN provision is made?</p>	<p>Additional and/ or different provision is made for children based on the SEN Code of Practice four areas of need:</p> <ul style="list-style-type: none">• Communication and interaction difficulties• Cognition and learning• Social emotional and mental health• Sensory and/or physical <p>The broad areas of need are not definitive; individual children often have needs that cut across all the areas.</p> <p>Children's needs may change over time; the purpose of identification is to work out what action is needed, not to fit a child into a category</p>
<p>How do we identify and assess pupils with SEN?</p>	<p>Class teachers will monitor their pupils' progress against national and school expectations. If concerns</p>



	<p>are raised about the rate of progress, communication and interaction, health and well-being, safety or behaviour of a child then informal discussions with parents and carers and the class teacher will be instigated. The class teacher will inform the SENDCo – Mrs. L Walker. This starts our cycle of a graduated approach which involves the four stages of assess, plan, do review. This starts in Nursery where children are assessed for their communication and interaction skills using the WELLCOM screening tool on entry into Nursey.</p>
<p>What can Foley Infant Academy offer my child in regards to provision that is additional/ and or different to universal provision?</p>	<ul style="list-style-type: none"> • Please see whole school provision map below this table to show what Foley can offer pupils who need more targeted or specialised support.
<p>How does the school adapt the curriculum/ learning environment for children with SEN?</p>	<ul style="list-style-type: none"> • The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; style of the lesson (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work. • Equal opportunities; all children are entitled and encouraged to join in every curriculum opportunity • Specific equipment is provided from pens and pencils to writing slopes and sensory toys. • Visual support as and where necessary: PECS, timetables; now and next;
<p>What are Pupil passports?</p>	<ul style="list-style-type: none"> • All children on our SEND register will have a pupil passport. These are documents that explain a child's strengths, areas of difficulty and current targets. They capture pupil, teacher and child voice to ensure we work together to meet the needs of each individual child. Targets are designed to accelerate learning and close the gap. Most are set by class teachers with some being set



	<p>by outside agencies. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made as part of the assess, plan, do, review cycle of the graduated response.</p>
<p>How does the school enable pupils with SEND to engage in all activities of the school?</p>	<p>All children are expected to participate in all areas of the curriculum. We support this by:</p> <ul style="list-style-type: none">• Deploying Teaching Assistants to support learning needs• Individual risk assessments carried out for all off site activities for pupils with specific needs.• Provision is put in place to support pupils who require any additional needs in order to take part in all areas of the curriculum. Example: residential visits, after school clubs and swimming.
<p>Who do I speak to if I have concerns about my child? Who is the SENDCo?</p>	<p>Your child's class teacher should always be your first point of contact as they will know your child and their needs. They are responsible for identifying, planning and delivering any additional support your child may need. You can do this at the end of the day when you collect your child or by phoning the school to make alternative arrangements. If you continue to be concerned that your child is not making progress, please contact the SENDCo.</p> <p>SENDCo Mrs Lisa Walker 01384 872382</p> <p>Email contact: info@foleyacademy.com for the attention of Mrs Walker.</p> <p>If you have concerns about your child's progress, you should speak to your child's class teacher initially.</p>
<p>What is the role of the SENDCo, Head of School and SEND Governor?</p>	<p>SENDCo: Mrs L. Walker</p> <ul style="list-style-type: none">• Developing, implementing and reviewing the school's SEN policy.



	<ul style="list-style-type: none">• Co-ordinating all support for children with SEND• Ensuring that parents are involved in supporting your child's learning• Ensure parents are kept informed about the support your child is getting• Involved in reviewing how your child is developing / progressing• Liaising with the other people who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.• Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.• Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible. <p>Head of School: Mrs F Beardsley</p> <ul style="list-style-type: none">• The day-to-day management of all aspects of the school; this includes the support for children with SEND.• The Head teacher will give responsibility to the SENCo and Class Teachers, but is still responsible for ensuring that your child's needs are met.• The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND. <p>SEND Governor: Mrs J. Whitehouse</p> <ul style="list-style-type: none">• Making sure that the necessary support is given for any child with SEND who attends the school.
<p>How does the MAT and Local Education Authority (LEA) support the school?</p>	<p>All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible. Foley Infant is part of South Staffordshire Local Education</p>



	<p>Authority and we work closely with the SEND team and hub to provide additional support for pupils where necessary.</p> <p>We employ the services of our MAT Educational Psychologist – Mrs. H. Hartley. Mrs Harley supports the school in providing specialised and targeted provision for pupils on her caseload.</p>
<p>What is the Local Offer?</p>	<p>Our 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. You can read more about the local offer at:</p> <p>https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx</p>

Overview of provision at Foley:

Support/interventions are described as ‘waves’.

Wave 1 - This is high quality teaching for all children.

Wave 2 - This is additional small group work for children who are expected to catch-up with their peers as a result of a time-limited intervention.

Wave 3 - This is specific time-limited targeted intervention, for children identified as requiring SEN support. This involves focused teaching activities, which tackle fundamental errors, misconceptions and gaps in knowledge or understanding that prevents children from making progress. Interventions are delivered in very small groups or on a 1:1 basis.



Foley Infant Academy 2020/21

Overview of Provision

Area of Need	Wave 1 - QFT	Wave 2 - Booster	Wave 3 - Targeted
Cognition and Learning	<ul style="list-style-type: none"> Differentiated curriculum Differentiated delivery Increased visual aids Visual timetable Differentiated resources Phonics Sets Maths Sets Writing frames/ Talk for writing Concrete and pictorial resources for Maths 	<ul style="list-style-type: none"> Group support in class in English Small Group support in class in Maths Same day intervention for Maths and English Pre-teaching Phonics catch up – Letters and Sounds Buddy Reading – Volunteer targeted readers 	<ul style="list-style-type: none"> I:I Withdrawal I:I in class support I:I Reading Precision Teaching TEACCH approach – workstations Write from the start
Communication and Interaction	<ul style="list-style-type: none"> Flexible teaching arrangements Differentiated Curriculum Delivery Increased Visual Aids Visual Timetables Use of symbols and pictures – Communication in print Now and next Talking tins 	<ul style="list-style-type: none"> Phonics-Small group Group support in class in English Group support in class in Maths 	<ul style="list-style-type: none"> Makaton Speech and Language individual targets I:I in class support SULP PECS (Picture Exchange Communication System) Speech and Language Intervention (SALT) WELLCOMM
Social, Emotional and Mental Health	<ul style="list-style-type: none"> Whole school and Class reward systems Whole school values and class charter Whole school policy for behaviour Circle Time Flexible Teaching arrangements Emotion coaching 	<ul style="list-style-type: none"> Social groups – Time for Talk 	<ul style="list-style-type: none"> Drawing and Talking Lego therapy Nurture I:I Mentor Mentoring
Sensory and Physical	<ul style="list-style-type: none"> Flexible Teaching arrangements Teacher awareness and use of resources Availability of resources Kinetic letters 	<ul style="list-style-type: none"> Fine motor skills small group intervention Theraputty – small group intervention Dough Disco – small group intervention 	<ul style="list-style-type: none"> Occupational Therapy – individual targets Cool Kids Cool Characters

How do we track and assess children who are not working at Age-related expectations? (ARE)

Children are tracked in school using Teacher Assessment Frameworks (TAFs). If children are not accessing age-related TAFs, teachers will assess pupils and place them on a TAF which meets their needs. These can then be tracked to obtain individual attainment and progress.

What other ways will my child's progress be monitored?

To obtain further understanding of a child's learning difficulties, we use:

- Reading and spelling of HFW/CEW
- Salford Sentence Reading and Comprehension Test
- Phonics assessments

If more specialised testing is required, we will refer children to outside agencies to access specific, targeted support.

What training have staff at Foley received in relation to SEND?

Head of School:

- National Award for Special Needs Co-ordination



	<p>SENDCo:</p> <ul style="list-style-type: none"> • Dyslexia assessor (Level 7 trained) <p>Teachers</p> <ul style="list-style-type: none"> • INSET in relation to changes to SEND policy and keeping up to date with latest SEND developments. • Staff meetings on pupil passports and Teaching and Learning plans • Emotion coaching <p>All TAs trained in:</p> <ul style="list-style-type: none"> • <p>Some TAs trained in:</p> <ul style="list-style-type: none"> • The teaching of phonics via Letters and Sounds • Speech and Language specialist TA • Makaton • LEGO therapy • Kinetic Letters
<p>How is extra support allocated to children and how do pupils progress in their learning?</p>	<p>The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Head Teacher and the SENDCo discuss all the information they have about SEN pupils in the school, including the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected.</p> <p>From this information, they decide what resources/training and support is needed. The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.</p>
<p>How do we consult pupils and involve them in their education?</p>	<ul style="list-style-type: none"> • Pupil voice gathered on their pupil passports • Learning walks – pupil voice gathered



	<ul style="list-style-type: none"> Teaching assistants provide support to gather informal feedback on their learning.
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<ul style="list-style-type: none"> Termly parental consultations with teachers to review pupil passports Invited to meet outside agencies when referrals have been made (SALT/ EP) Pupil passports shared with parents and signed. Opportunity for parental comments/ discuss any concerns with class teacher/ SENDCo. Copies of Speech and Language targets sent home Copies of reports from external agencies sent home. SENDCo meets formally and informally as necessary, will always arrange an appointment should any parent have a concern
<p>How do we support children with Social, Emotional and Mental Health barriers to learning?</p>	<p>We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes follow structured PHSCE lessons (Personal, Health, Social and Citizenship)</p> <ul style="list-style-type: none"> Nurturing approach used consistently across the school The Den used as a designated safe space in school 1:1 support for children with specific emotional needs relating to their EHCP.
<p>How is my child assessed if their needs are related to SEMH?</p>	<p>In school, we use a number of assessments to help us decide the most effective provision for your child in relation to SEMH. These include:</p> <ul style="list-style-type: none"> Strengths and Difficulties questionnaire Behaviour tracker <p>If more specialised assessments are needed, these are done by our Educational Psychologist.</p>
<p>What if my child's needs are more specific and requires support from other professionals?</p>	<p>If a pupil has been identified by the SENDCo or class teacher as needing some extra specialist support in school, we would access support from an external agency. This could include:</p> <ul style="list-style-type: none"> Educational Psychology Service



	<ul style="list-style-type: none">• Hearing impaired or Visually impaired team.• SALT (Speech and Language Therapy)• School Nurse• Occupational Therapy• Physiotherapy• Child and Adolescent Mental Health Services (CAMHS) <p>External professionals will help the school to understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.</p>
<p>What is an Education, Health and Care plan?</p>	<p>An Education, Health and Care Plan (EHCP) is usually provided for children whose learning needs are severe, complex and lifelong. This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p> <p>For your child this would mean:</p> <ul style="list-style-type: none">• The school submits a request to the Local Authority to begin a needs assessment.• All agencies and parents are invited to share views of the needs of your child. A decision will be made as to whether the Local Authority Services need to carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including information from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment.



	<ul style="list-style-type: none">• If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support. After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP).• The EHC Plan will outline the individual/small group support your child will receive from the LEA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.• If an EHC is granted, an annual review will take place every year to review progress against short and long term outcomes. This meeting will include parents, the pupil, SENDCo, class teacher/ support and any other professionals that can attend.
<p>How do you support transition?</p>	<p>Transition is a crucial time for all children in school and we aim to support this in the following ways:</p> <ul style="list-style-type: none">• Transition day for new classes before Summer holiday.• Teachers have timetabled transition meetings to pass on crucial information and data.• SEND transition meetings held with parents, SENDCo and new class teacher for pupils who may be vulnerable for transition.• Extended transition packages for pupils with additional needs.• SEND focused transition meetings between Foley Infant and Brindley Heath Junior academy to support transition. All data passed on securely.



	<ul style="list-style-type: none"> • If your child is joining us from another school: The SENDCo will contact previous school to gather information about your child. We will invite you into school prior to your child joining to discuss all of their needs and how we can best support them, including strategies that you use at home. Your child will be able to visit our school and stay for a taster session, if this is appropriate.
<p>What support do you have for parents of children with SEND?</p>	<ul style="list-style-type: none"> • The class teacher is regularly available to discuss your child's progress or any concerns you may have. These are also opportunities to share information about what is working well at home and at school, so that similar strategies can be used. • The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be shared with you with the person involved directly, or where this is not possible, in a report. • Pupil passports will be reviewed with your involvement every term. • A home-school diary is available to support communication with you (if appropriate).
<p>What are the arrangements for parents of children with SEN who may wish to complain about the provision?</p>	<p>Parents who wish to complain are strongly encouraged to follow the Local Authority's and School's complaint procedure. You are also encouraged to initially speak to the Head of School regarding your complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to contact the Chair of Governors.</p>
<p>What are the contact details of support services for the parents of children with SEN, including those for arrangements made in clause 32*?</p> <p>*Advice and information for parents and young people. A local authority in England must arrange for the parents of children for whom it is</p>	<p>Midlands Partnership Foundation Trust https://www.mpft.nhs.uk/services/children-and-young-people-autism-service</p> <p>Autism Outreach Team: Stephanie Ainslow sss.service@staffordshire.gov.uk</p>



responsible, and young people for whom it is responsible, to be provided

Children's Adolescent and Mental Health team
<https://camhs.mpft.nhs.uk/staffordshire>

Staffordshire Family Partnership (SENDIASS)
<https://www.staffs-ias.org/home.aspx>

Speech and Language services:

Dudley Children's Speech and Language Therapy:

Telephone: 01384 321375

Worcestershire Speech and Language Therapy:
<https://www.hacw.nhs.uk/slc-pathway/>