Inspire Partnership Academy Trust

Special Educational Needs Information Report 2026 - 2027

Foxfield Primary School

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Contact details

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Foxfield Primary School please contact us using the details below.

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1. Aims

The aim of the Special Educational Needs Information Report is to set out how Foxfield Primary School will support and make provision for pupils with special educational needs and disabilities (SEND). This is a legal requirement as outlined in The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report. This information report also complies with our funding agreement and articles of association.

At Foxfield Primary School we strive to support all pupils to enable them to achieve at school.

In order to do this, many steps are taken to support them through their learning journey.

Quality inclusive teaching is vital; however, for some pupils there are occasions when further additional support may be needed to help them achieve their targets.

High quality inclusive teaching and additional interventions are defined through dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer every pupil in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first inclusive 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.

2. The kinds of SEND that are provided for

All staff at Foxfield Primary School strive and work hard to ensure our school is an inclusive school. We share a mutual ethos of every child matters therefore we aim to address each pupil's needs and support their development in the most appropriate way possible to ensure we celebrate effort as much as achievement. Our school's SEND Policy is available on the school website (www.inspirefoxfield.co.uk) or via the School Office, detailing our philosophy in relation to SEND.

We refer to the term "Special Educational Needs" if a pupil:

- Has significantly greater difficulty in learning than the majority of pupil of their age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- Has a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for pupils of similar age.

The difficulty or disability may relate to:

- **Communication and interaction** - Autistic Spectrum Disorder, Asperger's Syndrome, Selective mutism, Speech and or Language difficulties.
- **Cognition and learning** – Moderate Learning Difficulties, Specific Learning Difficulties [Dyslexia, Dyspraxia].
- **Social, Emotional and Mental Health** – Attention Deficit/ Hyperactivity Disorder, Oppositional Defiance Disorder.
- **Sensory or Physical conditions** – Hearing/Visual impairment, Sensory Processing Disorder/difficulties.

Special Educational Provision is additional to or different from which is made generally for most pupils in school.

Children with medical needs

- If a child has a specific medical need then a detailed Care Plan is compiled with health professionals, usually the School Nurse, in consultation with parents/carers, Welfare Lead, appropriate teachers, teaching assistants, members of the pastoral team and appropriate administrative staff. These are discussed with all staff involved with the child, if necessary, on a need-to-know basis.
- All staff receive annual EpiPen training delivered by the school nurse.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medi-Care plan is in place to ensure the safety of both child and staff member.

3. Identifying pupils with SEND and assessing their needs

Foxfield Primary School's Assessment Policy (available via the School Office) outlines the range of assessments regularly used throughout the school.

Assessment is an ongoing core process throughout the school. It is a check that each pupil is making adequate progress against the National Expectations set for each year group from Foundation Stage through to Year 6.

Adequate progress is defined as that which:

- Closes the attainment gap between the pupil and pupils of a similar age
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- Matches or is better than the previous rate of progress
- Ensures that a pupil has full access to the curriculum in line with their peers
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvement in a pupil's behaviour allowing them to be receptive to learning.

If a pupil is not making the expected progress, then additional and different assessments tools may be required to determine the reasons why.

To help us ascertain a better understanding of a pupil's learning difficulty, we may use:

- Tracking information – is the child performing below age expected levels?
- School based assessments carried out initially by the class teacher
- Further school-based assessments carried out by the SENDCO or an external agency
- Concerns raised by parents/school staff/ the pupil themselves
- Liaison with external agencies
- Health diagnosis
- SEND KPI tracker
- Cherry Garden Assessment Framework

Sometimes, more specialist assessments are needed to gain a deeper understanding of a possible difficulty. When this is the case, the following assessments may be used:

- Boxall Profile
  The Boxall Profile is an observational tool which focuses on identifying children's developmental needs and the levels of skills they possess to access learning. It supports staff in developing greater observational skills and deepens understanding of children's difficulties.

- Little Wandle Phonics Assessments
  These assessments help us to quickly identify those at risk of falling behind, provide accurate data about each child's learning gaps, identify what GPCs and words need to be reviewed, and accurately identify the right matched decodable book level for each child.

- Reading Fluency
  Recorded in words correct per minute (wcpm), this measures the ability to read a test with accuracy, appropriate rate and good expression. This serves as an accurate and powerful indicator of overall reading competence, especially through its strong correlation with comprehension.

- PiXL

Children in Years 2-6 complete PiXL assessments for Reading, Maths and Grammar at different points throughout the year. Through an analysis of the data, teachers are able to plan interventions for small groups, which address specific gaps.

- Strengths and Difficulties Questionnaire (SDQ)
  The SDQ is a brief behavioural screening questionnaire which highlights potential difficulties in 5 possible areas, these are:
  - Emotional symptoms
  - Conduct problems
  - Hyperactivity difficulties
  - Peer relationships difficulties
  - Prosocial behaviour difficulties

These assessments may also be used to plan targeted intervention programmes for the child and also contribute towards creating a benchmark for measuring the impact of subsequent interventions.

4. Consulting and involving pupils and parents

At Foxfield Primary School, we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full cooperation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure their child's needs are identified properly and met as early as possible. In order for parents to play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

Parents will be involved in the planning for the child's education as all parents are. This may be through:

- Discussions with the class teacher as the first point of contact
- Parents' evenings
- Discussions with the SENCO (Sarah Hall) or other professionals
- Parents are encouraged to comment on their child's IEP with possible suggestions which could be incorporated

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to parents upon request.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents will know how their child is doing because:

- Parents will be able to discuss the child's progress at Parents' Consultation Evenings.
- Parents may have brief discussions with the class teachers at the end of the school day, if they are available. However, appointments can be made to speak in more detail to the class teacher, in the first instance, to discuss concerns by visiting the School Office. They may arrange a follow up appointment with the SENCO (Sarah Hall), if necessary.
- IEPs (Individual Education Plans) are written three times per year. The IEPs will be given to parents during Parents' evening or sent home. Parents may wish to make an appointment to review the targets and discuss the new targets set. Parents/carers are encouraged to contribute input to be included on the IEP.

Foxfield Primary School will help parents to support their child's learning by:

- The class teacher may suggest ways of supporting my child's learning through messages, parents' evenings or additional meetings arranged when necessary.
- The SENCO (Sarah Hall), may meet with parents to discuss how to support their child. They may, alongside the class teacher, discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- Having liaised with, and informing parents of, the outside agencies or the Educational Psychologist, suggestions and programmes of study can then be used at home.

5. Assessing and reviewing pupils progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

- **Assess**: The class teachers and if necessary the SENCO or professionals from external agencies, assess the needs of the individuals.
- **Plan**: We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.
- **Do**: We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.
- **Review**: We evaluate the impact of the support provided and consider whether changes to the support need to be made.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data

- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6. Our approach to teaching pupils with SEND

The SEN Code of Practice 2014 recognises 'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (p14). At Foxfield Primary School, our priority is to ensure all children, including children with SEN, have access to outstanding lessons which are appropriately differentiated and personalised to meet the needs of children. Our teachers acknowledge they are responsible and accountable for the progress and development of all the pupils in their class.

We also recognise some children will require educational provision which is '*additional to'* or '*different from'* this. To achieve this, we ensure that:

- The teacher has the highest possible expectations for your child and all pupils in their class
- All teaching builds on what your child already knows, can do and can understand
- Different ways of teaching are in place, so that your child is fully involved in learning in class; this may involve things like active learning, or using concrete objects/visuals to support
- Specific strategies or interventions (which may be suggested by the SENDCO or external professionals) are in place to support your child to learn
- Your child's teacher will have carefully checked on your child's progress and will have decided whether your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

7. Adaptations to the curriculum and learning environment

The curriculum and learning environment will be adapted to the child's needs when:

- A child has been identified with special needs or disability, their work will be differentiated by the class teacher to enable them to access the curriculum more appropriately.
- Teaching Assistants (TAs) may be allocated to work with the child for some 1-1 or small focus group, to target more specific needs.
- Appropriate specialist equipment may be given to the child e.g. writing slopes, pen/pencils grips or easy-to-use scissors.
- Reasonable adjustments are put in place to not put a child at a substantial disadvantage as soon as is reasonably possible.

The school environment is accessible as:

- The entrances into the site are accessible to all.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs. Breakfast club and extra-curricular activities are accessible to all children, including those with SEND.
- Quiet areas, including a Learning Mentor room, sensory circuit, specialist provisions are provided for children who need a space to support their emotional needs.
- Toilets on each floor, which are adapted for access suitable to those with additional physical needs, including wheelchair users.
- Lifts to allow access to all floors.
- We have an up-to-date Accessibility Plan, which is available via the School Office.

8. Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as: Little Wandle, Attention Autism, Lego Therapy, Neli, Language for Thinking, Language for Behaviour and Emotions, and Draw and Talk.

Teaching assistants will support pupils within the classrooms and provisions in small groups.

We work with the following agencies to provide support for pupils with SEN, their families and school staff. The agencies used by the school include:

- AAP (Attendance Advisory Practitioners)
- Autism Outreach
- CAMHS (Child & Adolescent Mental Health Service)
- Children's Advice and Duty Team for Child Protection
- Community Paediatricians
- Dietetic Team
- Educational Psychologist
- Fair Access Panel
- Inclusion Team
- MHST (Mental Health in Schools Team)
- Occupational Therapy
- Physiotherapy
- School Nursing Team
- Sensory Services
- Social Communication Programme
- Speech and Language Therapy
- STEPS
- Waterside Outreach

9. Expertise and training of staff

At Foxfield Primary School, we believe having knowledge develops understanding which ultimately improves teaching practice and provision for children. All staff receive training regarding different areas of SEN, these have included sessions on:

- Emotion Coaching

- Trauma and Attachment
- Supporting Children with Autism
- Autism and Girls

Additionally, we have staff who are able to support children with Emotional Literacy and speech sounds, for example.

10. Securing equipment and facilities

The school budget, received from Royal borough of Greenwich LA, includes money for supporting children with SEND. The Co-headteachers and SENDCO work together to decide 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. If a child's needs exceed £6000 then the school may apply to the Local Authority for additional funding (Top-up funding) to further support their needs.

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. Additional provision is allocated after discussion with the class teacher at Pupil Progress Meetings, if a concern has been raised by them at another time during the year, or if concerns are raised on completion of assessments used, indicating further support or resources need to be allocated to the child. When the child joins the school, support is allocated based on the information provided by the feeder school, information shared by parents and our own initial observations. Usually, in consultation with year groups, teaching assistants may be allocated to small groups, to support in class or in other focus groups tailored to the child's needs. During their school life, if further concerns are identified due to the child's limited progress or well-being, then other interventions will be arranged.

11. Evaluating the effectiveness of the SEND provision

Provision for children with additional needs is evaluated in a variety of ways:

- Use of a provision map to measure progress and achievement
- Evaluation of Individual Education Plans 3 times a year
- Holding annual reviews for pupils with EHC plans
- Use of assessment information/progress rates etc. pre- and post- interventions
- Use of attainment and progress data for children with SEN across the school as part of whole school tracking of children's progress
- Use of pupil/parents interviews/questionnaires
- Monitoring by SENDCO

12. Enabling SEND pupils to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- Risk assessments are carried out and procedures put in place to enable all children to participate in activities.
- Individual risk assessments are provided if a child has significant/complex needs, including health.
- When deemed necessary, if an intensive level of support is required, school staff will accompany the child during the activity. This will be negotiated between school and parents to support the highest level of learning independence. There may be occasions when the risk assessment deems it in the best interest of the child's well-being/safety that a parent is asked to support the child on a trip.
- The Welfare Lead and/or SENDCO will meet with parents to gather information on how to best support a child with additional needs upon entry to the school. Information is also sought from a previous school if applicable.
- Please find the school's accessibility plan on our school website.

13. Support for improving emotional and social development

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 struggling to communicate effectively.

However, for those children who find aspects of this difficult we offer:

- Lego Therapy, for children to learn how to cooperate with one another in a small group
- Social skills groups to develop emotional language and literacy and the skills needed to initiate friendships and interact socially with their peers
- Play therapy sessions
- Draw and talk sessions
- A range of extra-curricular groups which all children are invited to join
- Lunchtime and playtime support through designated areas
- Small group lunchtime and playtime support for children to develop skills in play and social interaction
- A whole school approach using Zones of Regulation which can be individualised and adapted if needed
- Comic Strip Conversations to break down social situations that may have been confusing or upsetting

14. Supporting pupils moving between phases and joining or leaving the school

Foxfield Primary School understands what a stressful time moving schools/classes can be, therefore many strategies are in place to enable the child's transition to be as smooth as possible.

These include:

- The SENDCO will visit preschools, with the class teacher or Foundation Stage Leader when appropriate, and attend annual reviews and/or transition meetings for pre-school children
- Social Stories and/or Countdown Calendars to support them in understanding the transition
- Your child will be able to visit our school and stay for a 'play and stay'
- Parents may be invited to attend an information evening

- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school

If your child is moving to another school:

- We will contact the school's SENDCO and ensure he/she knows about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENDCO from the new school
- We will make sure that all records about your child are passed on as soon as possible
- Staff from the new school may be invited to meet your child ahead of time as part of the transition process

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEP's will be shared with the new teacher
- If your child would be helped by a social story to support them in understanding moving on, one will be made for them
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move

In Year 6:

- Where possible, the SENDCO and class teacher will discuss the specific needs of your child with the SENDCO of the child's secondary school. Where appropriate, a transition review meeting, to which you will be invited, will take place with the SENDCO from the new school
- If your child has an EHC Plan, we will invite the SENDCO of your child's new school to the Year 6 Annual Review meeting
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead
- Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school
- Your child may be invited to attend external Stepping Up sessions, or take part in a transition group in school

15. Complaints about SEND provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. Contact details for further information

At Foxfield Primary School, we are committed to working in partnership with parents and carers to meet the needs of the children in our school.

If you have any questions or concerns, we ask parents to contact the following:

Class teacher - If you were to have a question or concern about the provision for your child with SEN, in the first instance, we would encourage you to contact your child's class teacher.

Inclusion Leader/SENDCO - Should you wish to discuss your concerns further; you could contact the Inclusion Leader (Rita Garcha) or SENDCO (Sarah Hall) by making an appointment at the School Office.

Co-Headteachers - If you still have concerns regarding the provision for your child, then please contact our Co-Headteacher who will investigate your concern.

Chair of Local Community Council - In the unlikely event your concern is not resolved, then please make contact with our Chair of LCC in line with our 'Parental Complaints' policy and procedure, available via the School Office or website.

17. Services to support parents of pupils with SEND

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. The SENDCO is also 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 discussed with you alongside the person involved directly, or where this is not possible, in a report.

The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) is available to give further impartial advice and support should you need it.

We will also hold parent engagement sessions for parents with children who have additional needs. This will provide a space where parents can share strategies, advice, tips and tricks.

Externally, these agencies are able to support families:

- Young Greenwich School Nursing Team
- Greenlights Parent Meeting Up (virtual)
- IPSEA, the leading charity in the field of SEND law
- Eric, the national charity for bowel and bladder health
- The Sleep Charity, independent experts on sleep issues
- Contact, with advice and information about raising a child with additional needs

18. The local authority Local Offer

Our contribution to the local offer is:
https://www.royalgreenwich.gov.uk/directory_record/354881/foxfield

Our local authority's local offer is published here: Greenwich Local Offer