



Folville Junior School

Special educational needs (SEN) information report

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works at Folville.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website <https://www.folville.leicester.sch.uk>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health (SEMH)	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special Educational Needs and Disability Co-ordinator (SENDCo)

Our SENDCo is Mrs Nicola McGregor

They have 10 years experience in this role. They have taught across the primary age range and have worked for both Leicester city council and Walsall council SEND services, supporting schools to provide the best education for pupils with SEMH needs. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2016.

They hold a Masters in Education certificate that was achieved in 2008, alongside a level 7 postgraduate SpLD teacher qualification in 2020.

They are allocated 3 days a week to manage SEN provision.

Intervention Lead

Our intervention Lead is Mrs Victoria Westoby

They have 1 years experience in this role and have also worked as a class room teacher and subject lead.

They achieved the National Award in Special Educational Needs Co-ordination in 2023.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

The SENCo, Head Teacher and Deputy Head review the training needs of all staff at Folville annually. If it is felt that staff require training in a specific area of SEN the SENCo will find the relevant course from the Local Authorities SEND Service training program or an alternative provider if appropriate. Folville Junior School is committed to the continued professional developmental of all staff and governors.

Teaching assistants (TAs)

We have a team of 15 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

All our teaching assistants are trained to deliver interventions such as colourful semantics, phonics interventions, writing interventions, talk for number, and BRP.

We also have 1 TA who is currently undergoing the ELSA (Emotional Literacy Support Assistant) training to support SEMH needs in school.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

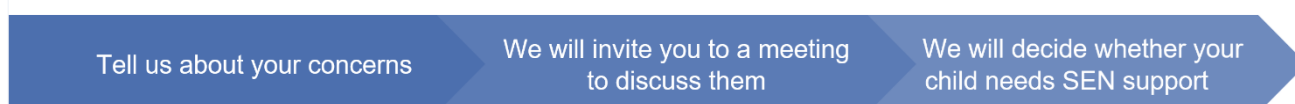
- Speech and language therapists
- Educational psychologists
- Local Authority SEND services
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

If you have concerns about your child's progress, or you feel they may have SEND, please speak to your child's class teacher initially, they will then share these concerns with the Special Needs Coordinator (SENCo).

If you continue to be concerned that your child's needs are not being met, please speak to the SENCo, the head teacher or the deputy head. We always have members of staff on the school gate in the morning and at the end of the school day for informal conversations. Alternatively, you are welcome to come into school to discuss your concerns. We have an open door policy at Folville and parents and carers are encouraged to come into school throughout the year.

You can also contact the SEND Governor for support (via the school office).



If you think your child might have SEN, the first person you should tell is your child's teacher.

You can speak to them when they bring the class out at the end of the school day, or send them a message on the class dojo.

They will pass the message on to our SENDCo, Nicola McGregor who will be in touch to discuss your concerns.

You can also contact the SENDCo directly on nmcgregor@folville.leicester.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include, school based assessments, moderating a pupils writing skills, monitoring their progress in maths each term. If concerns are raised regarding social skills, the class teacher's will monitor difficulties and log frequency.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo during pupil progress meetings, and will contact you to discuss the possibility that your child has SEN.

The SENDCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

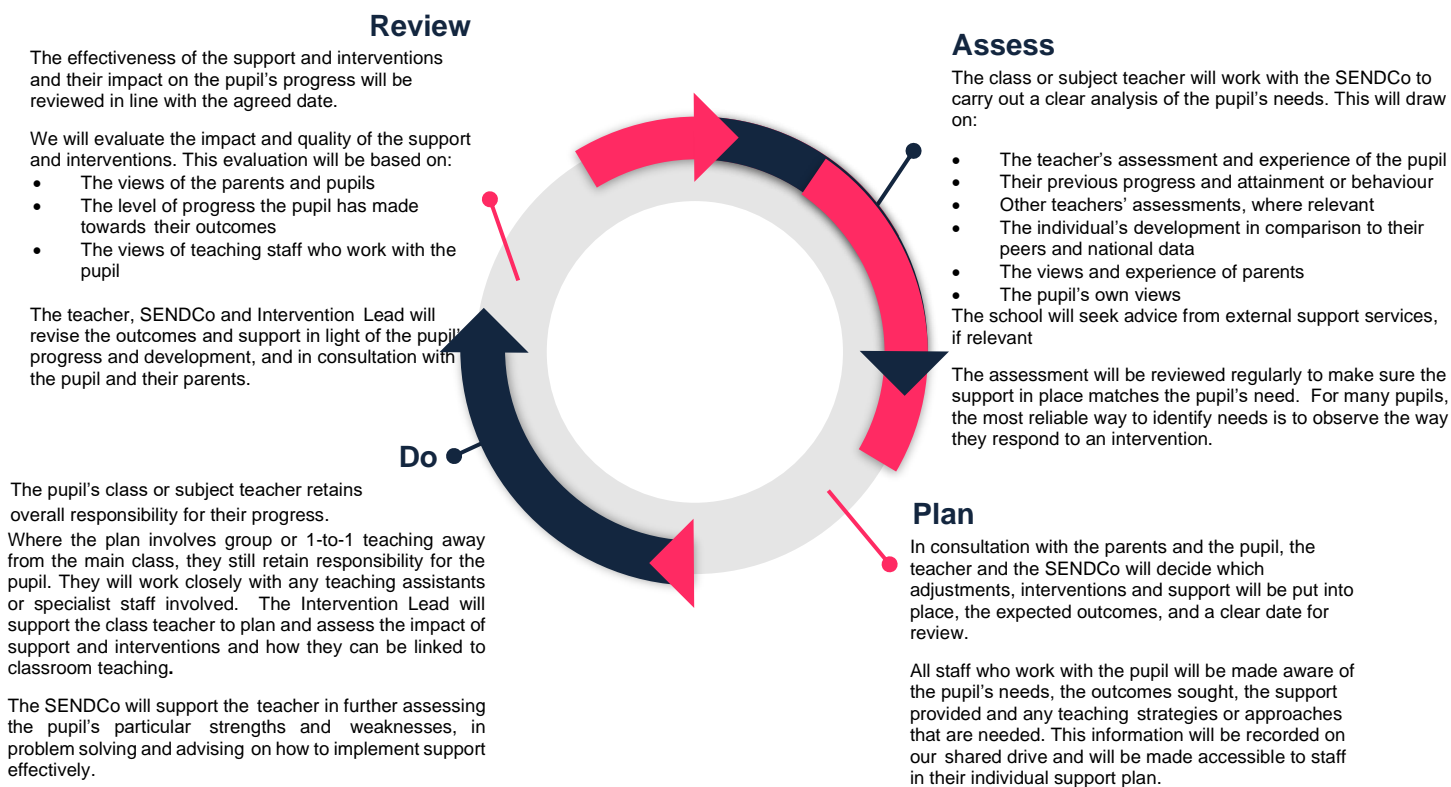
The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCo will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

Once a pupil has been identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place. We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide the opportunity for termly meetings and annual reports in the summer term on your child's progress.

Your child's class/form teacher will meet with you 3 times a year to:

- Set clear outcomes for your child's progress

- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher either in person at the end of the school day or via the class dojo app. You can also call and leave a message with the office staff on 0116 2824368.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

We make the following adaptations to the curriculum and learning environment to ensure all pupils' needs are met:

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- If a pupil requires equipment to access the curriculum, the school liaises with agencies in the Local Authority and health services to ensure they are provided with this equipment. For example, a speaker for the hearing impaired, wheelchair ramp, larger textbooks or standing frame.
- Teaching assistants will support pupils on a 1-to-1 basis or small groups as needed

We may also provide the following provision and interventions:

AREA OF NEED	CONDITION	EXAMPLES OF HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Additional time to answer questions Calm space in and out of the classroom Now and then tasks All about me (understanding their diagnosis) 1:1 work with SENDCo)
	Speech and language difficulties	Speech and language interventions Visual cues for key words Vocabulary maps
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Pencil grips Tinted books and overlays Large lined and spaced books. BRP/ Phonics/Colourful semantics interventions All about me (understanding their diagnosis) 1:1 work with SENDCo)
	Moderate learning difficulties	Differentiated outcomes and support Learning broken down into manageable chunks. BRP/ Phonics/Colourful semantics interventions
	Severe learning difficulties	Bespoke timetable focusing on key learning needs.
Social, emotional and mental health	ADHD, ADD	Quiet workstation Mindfulness breaks Movement breaks All about me (understanding their diagnosis) 1:1 work with SENDCo)

	Adverse childhood experiences and/or mental health issues	Social groups Lunchtime calm spaces Calm spaces Sensory room ELSA support
Sensory and/or physical	Hearing impairment	Hearing loop equipment Correct seating plan
	Visual impairment	Enlarged books Resources to support impairment e.g, dome, large ruler, calculator Apps to share teacher's screen so it can be enlarged
	Multi-sensory impairment	
	Physical impairment	Staff trained to support movement from different equipment and also personal care needs. Adapted disabled toilets to help promote independence Slopes onto grass area in the playground. Big moves intervention

These interventions are part of our contribution to Leicester City Council's local offer. They are not extensive and each child's needs are taken into account when we plan the adaptations required, either with support or resources.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-12 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo and Intervention Lead.
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget.

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to additional funding either through an EHC plan or Element 3. An EHC plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. This plan can be from birth to 25 years of age. Element 3 is short term funding (usually for a year) and has a specific focus. This is usually required to help pupils bridge a specific gap in learning or social skills but at this time, it is not deemed to be an enduring need.

The provision for these pupils will be funded from the school's notional SEND budget, and from the LA (from the high-level needs funding block of the dedicated schools grant).

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. No pupil is ever excluded from taking part in these activities because of their SEN or disability. To ensure all pupils are able to access these activities we provide:

- Additional members of staff (especially if a pupil has a physical or behavioural need or an EHCP).
- Offer a range of activities, Minecraft club, railway club, singing, dancing, learning an instrument, photography, football, netball, curling)
- Extra access to areas of the school if needed e.g. wheelchair ramp.

Pupils with SEN are encouraged to be part of the school council. We have a zero tolerance approach to bullying.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

You can see our accessibility policy on the school website: <https://www.folville.leicester.sch.uk>

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At Folville Junior School we recognise that transitions can be difficult for a child with SEND, we take steps to ensure that any transition is as smooth as possible. We have forged good relationships with all our feeder schools, and secondary schools in Leicester. Our admissions policy can be found on our website

<https://www.folville.leicester.sch.uk/attachments/download.asp?file=2528&type=pdf>

In Year 3:

- The year 3 teaching staff make every endeavor to meet the current year 2 teaching staff in the feeder infant school to discuss individual needs and strategies to support each pupil.

- The SENDCo will meet with the feeder Infant schools SENDCo to discuss children's specific needs and support arrangements.
- Parents will be invited to a transition review meeting, where they will be able to share their views and concerns regarding transition.
- Additional visits and meetings with staff will be arranged as necessary for specific children.

We follow the Local Authority procedure for admitting pupils with an EHC Plan. They consult with schools and make the final decisions.

13. How does the school support pupils with disabilities?

We have looked carefully at our accessibility plan and put things in place to prevent disabled pupils from being treated less favourably than other pupils

Facilities we provide to help disabled pupils access our school include (but not exclusive as we change and adapt to the needs of the pupils):

- Wheelchair access into school through two different doors on the playground (one for lower keystage 2 and one for upper keystage 2).
- 3 disabled toilets fully adapted to meet the needs of pupils in wheelchairs.
- Additional equipment as needed for the disabled toilets for example, raised seat, hand rail and rotunda.
- Ramps to enable our disabled pupils to enter all parts of the school e.g. a ramp into the sensory room and one onto the grass area and metal land space.
- Clear markings to show slopes or steps on the playground and around school.
- Any equipment required resourced and available to pupils, including specific ipads (with certain apps), reading, standing and writing aids.
- Any educational visits are risk assessed to enable all pupils to take part and gain full access to the experience including residential trips.
- Additional staff are allocated for trips and residential to cover the personal care of pupils.
- We ensure that transport to and from such visits will accommodate any physical equipment pupils may require.
- We also provide pupils with a day option for the residential should the pupil want to take part in the day activities but not stay overnight.

Our accessibility plan can be found on the school website <https://www.folville.leicester.sch.uk/>

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN through our newly trained EISA
- We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

We take steps to ensure that any transition is as smooth as possible.

Year 6:

- The SENDCo will discuss specific needs of each pupil with the SENDCo of their secondary school.
- Every pupil (including children with SEN) will focus on learning about aspects of transition to support their understanding of the changes ahead.
- Every pupil (including children with SEN) will visit their new school, where necessary they will attend additional visits in smaller numbers
- Sometimes secondary school staff visit pupils at Folville prior to the transition day.

When moving classes in Folville Junior School:

- Information will be passed on to the new class teacher in advance. This includes any diagnosis (ASD, ADHD, Dyslexia, Dyspraxia etc) and specific strategies that have been found to be effective in their current class.
- A planning meeting will take place with the new teacher, and interventions/support arrangements shared.
- If necessary, the pupil will have a social story book and transition workbook to help them understand moving classes/teachers.
- If necessary, the pupil will have the opportunity to visit their new class teacher during the summer term.
- All children visit their new classes during transition day.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

The school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Cooke (Head Teacher) will work with Mrs McGregor our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

If you are a parent who has concerns about your child please contact the class teacher in the first instance. We will try and resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. They can arrange to speak to the Headteacher or SENDCo who will be able to give advice on formal procedures for complaints. They will be handled in line with the school's complaints policy (which can be found on the school's website) at

<https://www.folville.leicester.sch.uk/page/?title=School+Complaints&pid=60>

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupils themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Leicester city council local offer. The council publishes information about the local offer on their website:

<https://families.leicester.gov.uk/send-local-offer/>

To get parental support please contact SENDIAS in Leicester city. <https://sendiassleicester.org.uk/>

Early help also support families <https://www.leicester.gov.uk/health-and-social-care/support-for-children-and-young-people/early-help/>

A selection of groups that take place in Leicester:

- ADHD Solutions CIC is an independent not for profit community-based initiative set up to support children, young people and adults who have ADHD and other co-existing neurodiverse traits, their families, and the professionals that support or work alongside them. <https://www.adhdsolutions.org/>
- The Big mouth Forum is a Group created and run by disabled young people <https://mychoice.leicester.gov.uk/Services/2499/Big-Mouth-Forum>
- Eyres Monsell club provide activities for young people with additional needs such as; Downs syndrome, Autism and Asperger's. <https://mychoice.leicester.gov.uk/Services/3043>
- New Parks inclusion group for young people provides provision, support and positive activities for young people to engage in. <https://mychoice.leicester.gov.uk/Services/3044>
- Disability sport <https://mychoice.leicester.gov.uk/Services/2500>
- Leicester disabled integrated sports club <https://mychoice.leicester.gov.uk/Services/2681/Leicester-Disabled-I>
- Special Olympics Multi-sports club <https://mychoice.leicester.gov.uk/Services/2697/Special-Olympics-Mul>
- Inside out tennis <https://mychoice.leicester.gov.uk/Services/1331/Inside-Out-Tennis>

- Leicester outdoor pursuits centre <https://mychoice.leicester.gov.uk/Services/1375/Leicester-Outdoor-Pu>
- Get yourself active <https://mychoice.leicester.gov.uk/Services/2006/Get-Yourself-Active>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCo** – the Special Educational Needs and Disability Co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages