Foster's Primary School

SEN Information Report

Adopted on:	01/09/2026
Next review on:	01/09/2027
Signed:	

SEN

Report School Name: Foster's Primary

School School Type: Voluntary

Controlled

1. The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

2. How accessible is the school environment?

Fully wheelchair Accessible Auditory/Visual enhancements
The Foster's Primary School building has one level; this makes it easily accessible for disabled children and adults.
There are two disabled parking bays.
There are double doors strategically placed around the building to allow wheel chair access. We also have single doors which are wide enough to allow
wheelchair access.
As a school we are happy to discuss individual access requirements.

3. How are children identified as having Special Educational Needs?

At Foster's Primary School children are identified as having SEN in a variety of ways e.g.

- Concerns raised by parents /carers
- Concerns raised by teachers/staff
- Concerns raised by the child
- Changes in a child's behaviour or self-esteem is affecting progress or mood
- If a child finds areas of learning challenging and class based support and additional interventions have been tried
- A child is performing well below age related expectations based on assessment and monitoring processes
- Information received from outside agencies and pre- schools e.g. Speech and Language therapist, Pediatricians
- A robust, three tiered monitoring system that works in collaboration with the class teachers, SENCO and parents

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

All SEN register and SEN monitoring children will be specifically tracked and moderated, in line with whole school data drops, to ensure their progress is continuous and the expectation for success is high.

4. How are parents and carers supported if they think that their child has SEN?

We have an open door policy. Parents have a good relationship with staff and they are always encouraged to speak to their child's Class Teacher, Phase Leader or SENCO if there are any concerns.

At Foster's School we invite parents/carers in to speak to the class teacher in the first instance and if there are further concerns parents and carers are referred to the Phase Leaders or SENCO, in which another meeting will be arranged to discuss concerns.

The process:

1) Speak to class teacher/senior leader in the first instance.
2) Make an appointment to meet the Class Teacher or Phase Leader to discuss any further concerns that may persist.
3) The Phase Leaders and SENCO will work with your child and their Class Teacher to identify any area of need and set individual targets/identify the next steps. Your child will be added to our phase one monitoring list.
4) Additional support will be given to your child if necessary. This may be additional support from the Class Teacher or Teaching Assistant.
5) Review of targets and progress that has been made towards targets.
6) If targets are not met they will be broken down into smaller steps. If it is deemed necessary, your child will move to our phase two monitoring; this will initiate and in class observation by the SENCO. Parents will receive a report detailing further actions and next steps.
7) SENCO will make an appointment with parents to discuss the involvement of outside agencies if there are concerns about progress and if it is felt that the additional support in class and the interventions are having limited impact. Your child will also be placed onto our SEN register.
8) The child will then be referred to the Early Intervention Team who will give recommendations as to whether further support from an outside agency will be required.
9) Outside agency involvement – who will carry out an assessment and set new targets.
10) If there are still concerns about progress a meeting will be set up to discuss an assessment from the Educational Psychologist, and in some cases, if learning is significantly impacted, there may be a possibility of an assessment for an Education Health Care Plan.

5. How are parents/carers kept informed about the support the school have put in place?

Parents will be informed if there are concerns regarding a child's learning. School will also inform parents in writing if they are being put on or removed from the SEN register. You are encouraged to meet with the SENCo as often as you need; there are weekly slots available that are bookable via our parent app, Arbor.

Each child's education will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class. Class Teachers will provide class-based support for children as and when they need it. We utilise Bexley's SEN toolkit to encourage a wide range of SEN focused, quality first teaching strategies in order to support learning in the classroom.

Strategies to support Literacy

- Focus group in class
- Withdrawal in a small group or for 1:1 literacy interventions
- Boosting groups
- Multi-media approach

Strategies to support Numeracy

- Focus group in class
- Withdrawal in a small group or for 1:1 Maths support
- Boosting groups
- Multi-media approach
- Times Table Rockstars

Provision to support access to the curriculum

- Small group support from a teaching assistant
- One to one support in the classroom from a teaching assistant to facilitate access through support or modified resources
- Specialist equipment
- Use of personalised differentiated curriculum
- Pre teaching and review of strategies and vocabulary
- Targeted interventions based on regular pupil progress meetings
- Online interventions based on class assessments
- Science vocabulary pre-teaching
- Review sessions with small groups to revise new skills or vocabulary

If a pupil has needs related to more specific areas of their education, such as reading, spelling, handwriting, numeracy & literacy skills etc., then the pupil will be placed in a small focus group. This will be run by the teacher, teaching assistant or member of the SEN team. The length of time of the intervention will vary according to need but will be reviewed at least each term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

Pupil Support Plans will be in place for children on the SEN register, which will outline a child's needs and what support is in place and how well this is

working. These plans will be updates 3 times a year and parental views will be gathered.

If you have any queries related to the interventions please do not hesitate to contact the Class Teacher, Phase Leader or SENCO.

Pupil Progress Meetings are held each term. This is a meeting where the Class Teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented by the SENCO.

Occasionally a child may need more expert support from an outside agency such as the Educational Psychologist, Community Paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The SENCO provides a termly report which is reported to the full governing body, via the Headteacher.

6. How is the curriculum differentiated and matched to a children's needs?

When a child has been identified with special educational needs their work will be differentiated by the Class Teacher to enable them to access the curriculum in a way that is best suited to their need.

Teaching Assistants may be allocated to work with the child in a 1-1 or small focus group to target more specific needs.

If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips easy to use scissors or coloured overlays for reading.

Children are able to access a supportive environment through the use of;

- Visual timetables
- Visual prompt cards
- 'Now and Next Boards'
- Personalised timetables
- Access to easi-speak microphones, video cameras, laptops, ipads
- Interactive whiteboards
- Fidget seats/fidget toys/timers for attention

7. Planning and Assessment

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

Class teachers are responsible for the planning for the children in their class, with the support from the SENCO and Senior Leaders. When looking at planning the following is taken into consideration:

- 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
- The pupil's own views
- Advice from external support services, if relevant
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The assessment will be reviewed regularly.

The class teacher works with all children in their class. The class teacher or the SENCO will plan the work of the Teaching Assistants. All support staff receive internal or external training for the areas of SEN support that they carryout.

Assessment will be based on the child's needs, and the Pupil Support Plans and Provision Maps will help with this process. If a child is not making a good level of progress, the support will be reviewed and reassessed to ensure that the child is accessing their learning.

8. How is progress measured?

We communicate regularly with parents. You are welcome at any time to make an appointment to meet with either the class teacher, Phase Leader or SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

Progress is measured termly, and children's targets are reviewed at this time. Interventions are also reviewed to see how much progress a child has made (usually using entry and exit data). If a child is not making a good level of progress, the class teacher and SENCO will sit together to discuss why this may not be happening and strategies the school can put in place to support the child.

The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

If your child has an Education Health Care Plan, the targets will be shared with the class teacher and these will be worked towards throughout the school year. These will be discussed at an Annual Review in which we can decide which targets have been achieved and which ones we may need to continue to work on. These targets are set with parents, class teacher, SENCO and outside agencies involved in the child's education.

9. How are parents/carers kept informed about their child's progress?

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery through to Year 6, using a variety of different methods and recorded on Pupil Support Plans, provision maps and the Insight system (for academic achievement).

Children who are not making expected progress are picked up through progress meetings with the Class Teacher, SENCO and Senior Leadership Team.

In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings and additional support is recommended you will be informed.

When a child's Pupil Support Plan is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

10. How are parents/carers helped to support their child's learning?

At Foster's school we like to maintain regular contact with parents about the things that happen in school we do this in a variety of ways including;

- Foster's School Newsletters and Class Newsletters and via the school website
- Reading Journals are sent home daily
- Home/School books for individual children
- Parent meetings at key transition points
- If your child is on the SEND register, then you are entitled to meet with the SENCO three times a year.
- Intervention reports that highlight key progress and next steps.

11. How are wellbeing, personal and medical needs supported in school?

11.1 Wellbeing

We offer a wide variety of pastoral support for children who are encountering emotional difficulties. We have a caring understanding team who look after our children and parents.

Your child's class teacher is the first person to contact with concerns about your child's overall wellbeing.

We offer the following support in school;

Social skills programmes

- Social skills groups
- Speaking and Listening groups
- Secondary transition package
- Comic strip conversations

Mentoring activities

- Circle time
- Class swaps between key stages

Strategies to reduce anxiety/promote emotional well being

- Meet and greet sessions at the start and end of the day
- Friendship groups and clubs
- Home/school communication books
- Referral to EITs team and other external agencies
- Whole school weekly achievement assembly, now virtual
- Draw and Talk sessions
- 1-1 weekly mental health check ins
- Staff wellbeing ambassador
- Use of the Zones of Regulation system across school
- Worry boxes in every classroom
- Transition strategies for moving up to the next class

If further support is needed the class teacher will liaise with the SENCO who will give advice and support and put a plan of action into place. This may involve teaching assistants who are readily available for children who wish to discuss issues and concerns.

11.2 Children with medical needs

If a child has a medical need then a detailed Health Care Plan is compiled by the Assistant Headteacher, in consultation with parents/carers and the school nurse. This is discussed with all staff who are involved with the child.

We have fully trained first aiders in all Key Stages and staff members have a basic knowledge of first aid and Epipen training.

We offer the following access to medical interventions;

Strategies for the use of personal medicine
Individual care plans for children with significant medical needs and allergies
Access to school nurse
Staff first aid trained
Risk assessments in place
Liaison with Occupational Therapists and Physiotherapists
Jump Ahead groups

If your child has a medical condition that requires medication, a meeting will be held with parents/carers, Assistant Head Teacher, designated staff members and first aider to explain our Health and Safety Policy and procedures. Parents and all

staff members who agree to administer medicines will sign a medication agreement form to ensure the safety of both child and staff member.

11.3 Behaviour

At Foster's School we have a very positive approach to all types of behaviour with a clear rewards based approach that is followed by all staff and pupils.

If a child has behavioural difficulties an Individual Behaviour Plan is written alongside the child, teacher and parents to identify the specific issues put relevant support in place and set targets. These focus on allowing opportunities for de-escalation wherever possible.

As a result of the support we give, we rarely exclude children however we have zero tolerance on physical violence towards staff.

After any behaviour incident we expect children to reflect on their behaviour with a member of the Senior Leadership Team often completing a reflection sheet.

This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

11. 4 Attendance

Attendance of every child is monitored on a daily basis by the Admin Officer. Lateness and absence are recorded and reported to the Head teacher.

Good attendance is rewarded weekly in a celebration assembly and termly with prizes for children with 100% attendance.

Where families are struggling with attendance and punctuality we may refer parents to the Education Welfare Officer or Family Liaison Officer who will offer advice and strategies to get their children into school on time.

12. How do children contribute to the everyday life of the school? How are their views gathered?

We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:

- In class daily, children are encouraged to contribute to lessons
- There is a School Council meeting every half term where issues or viewpoints are discussed.
  We have pupil questionnaires to gather ideas and opinions about curriculum topics
- Children with social, emotional and behavioural needs set their behaviour targets with their class teacher.
- Children who have PSPs (Pupil Support Plans) discuss and set their targets with their class teacher.

- Children with an EHCP: their views will be sought before review meetings.
- Pupil Conferences

13. What expertise and specialist services are available through the school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Inclusion Team
- Speech & Language Therapy
- School Nurse
- Social Care
- Occupational Therapy
- Paediatricians
- Learning Support Service
- Behaviour Support Service
- Autism Advisory Service
- Early Intervention Team
- Joint Communication Team
- AEN/SEN Partner
- Family Liaison Officer

An Educational Psychologist is allocated to each school. The EP would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is discussed at Progress Meetings with the Senior Leadership Team and Class Teachers.

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed.

He/she will offer advice and a report to the school and parent/carers on how to best support the child to move their learning forward.

14. What training do staff receive?

All staff receive some training related to SEND

Our SENCO has been trained in a wide range of SEN and there is also a wealth of knowledge across the Senior Leadership of the school. This includes Dyslexia, Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder, (ADHD), Speech Language and Communication needs and Social and Emotional Aspects of Learning.

We also have Teaching Assistants who have received speech and language training in programmes such as Jump Ahead, Chatterbox and BLAST.

Our Teaching Assistants have had relevant training directly linked to the individual children who they are supporting this maybe: intensive interaction, attention bucket, colourful semantics, social communication, using visual strategies challenging behaviour management, ASD, ADHD

15. How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND included?

Activities and school trips are a very important part of every child's learning experience at Foster's Primary School.

Risk assessments are carried out and procedures are put in place to enable all children to participate.

16. How are children supported when changing schools or transferring to other education, employment or training?

The SENCO carries out visits to preschool settings where SEN has already been identified. A transition meeting is also held in school for all feeder nurseries/playgroups prior to the children starting in reception. Parents are also invited to individual induction meetings to meet with the Class Teacher.

All new children to visit the school prior to starting when they will meet the Head Teacher or Deputy Head Teacher to have a welcome meeting and be shown around the school.

For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school or setting.

We write social stories with children if transition is potentially going to be difficult. When children are preparing to leave us for a new school, typically to go to Secondary Education, we arrange additional visits and also visit with family.

Our 'feeder' secondary schools, run a programme specifically tailored to aid transition for the more vulnerable pupils.We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

17. How are resources matched to a children's needs?

We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.

We have a team of TAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a TA.

18. How do the school decide how much support is provided?

The class teacher alongside the SENCO and Assistant Headteacher will discuss the child's needs and what support would be appropriate.

Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents

IMPACT

Measuring the Impact of the provision is crucial to ensuring that children make a good level of progress. We do this in many ways:

- Reviewing and updating provision maps
- By reviewing children's targets on Pupil Support Plans and ensuring they are being met
- Measuring whether the child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.

Strategies to support independent learning

- Use of visual timetables
- Pre teaching vocabulary and content
- Clear routines established throughout the school
- School-wide behaviour management strategy
- Visual prompts throughout the school

Support/supervision at unstructured times of the day

- Teaching Assistant support at lunchtime and playtime
- Buddy support systems
- Circle of Friends
- Specialist Clubs

19. How are parents and carers involved in discussions and planning?

- Parents are invited to parent conferencing meetings
- Parent View
- Parent questionnaires are sent out about new school initiatives
- For children with SEN parents are encouraged to contribute to the evaluations of Pupil Support Plan targets
- Where a child has an EHCP regular meetings are held with parents and other professionals to discuss targets needs and ways forward

20. How can parents and carers get involved in the school more generally?

- Coffee mornings
- Attend class assemblies
- Workshops are available for parents
- We always encourage parents to join our parents group who organise celebrations and special events in the school
- The school office can provide dates of events
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21. Who can parents/carers contact for further information?

First point of contact would be your child's class teacher to share your concerns.

You could also arrange to meet our SENCO or Phase Leaders.

Call the School Office on (020) 8298-7336 to make an appointment

22. How are parents and carers supported to decide whether this is the right school for their child?

Please contact the SENCO if you wish to discuss your child's educational needs or, if you are unhappy about something regarding your child's schooling, please follow the school's complaints policy. A copy is available on the school website.

September 2026