

FOX WOOD SCHOOL



SEND POLICY AND INFORMATION REPORT

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Fox Wood School
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PHILOSOPHY

This document sets out the governing body's responsibilities for pupils with special educational needs, recognising that Fox Wood School is part of the Local Authority (LA) special education provision. The implementation of this policy is the responsibility of the whole staff including the SEN Governor, with any extra provision or expertise being provided by external agencies and professionals.

LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

The Special Educational Needs and Disability Code of Practice: 0-25 Years 2014 states that:

All children and young people are entitled to an education that enables them to make progress so they: achieve their best, become confident individuals living fulfilling lives and make a successful transition ... higher education or training

DEFINITIONS

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

SCHOOL ETHOS AND APPROACH

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

Fox Wood School values the abilities and achievements of all pupils, and is committed to providing, for each pupil, the best possible environment for learning. All pupils have a right to be valued as individuals and to be treated with dignity and respect. All teachers are teachers of pupils with special educational needs and disabilities and everyone is committed to ensuring participation and progress for all.

This policy should be read with

- Special Educational Needs and Disability Code of Practice
- Equality Policy
- Teaching And Learning Policy
- Behaviour Policy
- Curriculum Policy
- Assessment, Reporting and Recording Policy

SEN INFORMATION

All admissions to the school are based on the School's Admission Policy.

The types of SEN that are provided for by Fox Wood School:

Fox Wood School provides provision for pupils with an Education, Health and Care Plan (EHCP) aged between 4 to 19 with a broad range of needs, including but not limited to:

- Communication and interaction, for example, Autism, speech and language difficulties
- Cognition and learning, for example, Down's Syndrome, 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, complex medical needs
- Moderate/severe learning difficulties
- Profound and multiple learning difficulties

AIMS OF FOX WOOD SCHOOL

School Motto: Encouraging independence and personal development through communication, engagement, laughter and learning.

In partnership with our pupils and their parents/carers, we aim:

- To create a happy and secure personalised learning environment and curriculum rich in stimulation, challenge and possibility.
- To ensure all members of the school and college community can grow in self-esteem and develop to their full potential.

- To provide pupils with an education that will equip them for the world beyond the classroom, and to proactively assist in the development of a community that will welcome and value them.
- To develop pupils' communication and interaction skills enabling them to make positive relationships and communicate decisions giving them more control over their lives.
- To develop greater opportunities to work in partnership with all stakeholders, with the shared goal of maximising and enhancing potential through a holistic and united approach.

“Together we shine”

We will achieve this by:

- Partnership working with our pupils and their parents/carers – We follow a total communication approach where every pupil is heard and listened to, staff work diligently to capture and act on pupil voice and pupils are encouraged to lead their own learning as far as possible. It is imperative that parents/carers are involved in every stage of their child's education, we strive to build on and maintain a positive partnership.
- Partnership working with relevant professionals such as Health and Social Care, Speech and Language Therapists, Physiotherapists, Occupational Therapists.
- Planning and delivering a broad, balanced and stimulating curriculum to all pupils, adapted according to individual needs.
- Continually reviewing our education offer to ensure that we give direction and purpose to every stage in the process and to the process as a whole.
- Ensuring that our staff have regular and continuous professional development opportunities; our school is a learning community for everyone.

ROLES AND RESPONSIBILITIES

The Special Educational Needs Coordinator (SENCO) at Fox Wood School is Lianne Buchanan (BA HONS QTS, Masters Degree in SEND, NPQH), the SEND Governor is Mrs Trish Chapman.

The role of Governors

- The Governors are responsible for the implementation of this policy, monitoring it through the SEN Governor and committees within the Full Governing Body.
- The Governor with responsibility for Special Educational Needs meets regularly with the SENCO
- The Governing Body evaluates the success of provision through reports from school leaders
- The Governing Body through the School Improvement Plan, ensures that whole school development is strategically planned for and relevant INSET/training for staff is provided, including induction for Early Career Framework Teachers and teachers new to the school.

The role of the Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school
- Ensuring the Governing Body is well informed about developments within the school
- Working closely with the SENCO
- Ensuring that the school has clear and flexible strategies for working with parents/carers, and that these strategies encourage involvement in their child's education

The role of the SENCO

The Code of Practice states that 'the SENDCo has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school' (para. 6.87). This will include ensuring that the school meets its responsibility under the Equality Act (2010) with regards to reasonable adjustments and access arrangements.

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Provide professional guidance to colleagues across the local authority (LA) and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Be the point of contact for external agencies, especially the LA and its support services
- Work with the Local Authority SEND Team (peer-to-peer reviews, Committed to Inclusion)
- Provide professional guidance to staff at Fox Wood School
- Monitor new pupils to Fox Wood
- Liaise with the LA around additional funding requirements

Role of the Class Teachers

All teachers at Fox Wood are teachers of pupils with additional needs and everyone is committed to ensuring that all pupils get the support they need.

- The class teachers are responsible for planning and delivering a broad and balanced curriculum to meet the needs of each pupil
- Teachers will liaise with each pupil, parents/carers and relevant professionals, then write half termly IEP's based on the pupils' EHCP outcomes.
- Teachers will capture evidence and share this with parents/carers, keeping them regularly updated on their child's progress
- The class teacher keeps the SENCO informed of any developments between reviews.

- The class teacher continues to support the pupil, incorporating any additional resources and support specified from outside agencies into the IEP

Role of the Teaching Assistants (TA's)

All children at Fox Wood receive support matched to their needs from a class team which will usually include some Teaching Assistants. TA's work under the direction of the teacher to support pupils with their learning and care needs as required.

Specifically trained TA's may withdraw children to develop strategies linked to their learning needs and /or IEP targets. Careful records of progress and strategies used are kept and shared with the class team and parents/carers through Evidence for Learning.

For those pupils with medical conditions the school nurses create a Health Plan in consultation with the pupil, parents/carers and class team. The school nurses will train TAs to deliver elements of health care that can be delegated, such as PEG feeding. We have a 'Supporting Pupils at School with Medical Conditions Policy' which is reviewed annually.

THE ANNUAL REVIEW PROCEDURE

All pupils at Fox Wood have an Education, Health and Care Plan (EHCP). The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person and to secure the best possible outcomes for them across education, health and social care. The Local Authority (LA) must review the plan at least every twelve months. Dates are set at the beginning of the school year with the LA for the Annual Reviews to be held.

Two weeks before the set date for the annual review a letter is sent out to invite parents and other professionals involved with the pupil to the meeting.

The following information is collated for the review:

- The latest end of year school report
- The latest Individual Education Plan (IEP)
- Record of attendance
- Relevant reports and information including input from the pupil which states what they like, what they are good at and what they are working towards

Parents, carers and professionals who are currently involved with each pupil receive an invitation to attend. If professionals cannot attend, they are asked to submit a written report if appropriate. Professionals involved may include:

- EHC Caseworker from the LA
- Member of class team
- School nurse
- Social care
- Speech and Language Therapist

- Physiotherapist
- Occupational Therapist
- 14-19 advisor
- Respite providers
- Transition Manager

If parents/carers cannot attend the review in person then they are offered a telephone or Teams appointment.

The Educational Psychologist is not involved in reviews at Fox Wood but may be involved in an assessment of a pupil if there is a specific need or request.

Co-ordination of reviews

- The EHC Caseworker liaises with the school office to co-ordinate the review process
- The EHC Caseworker will lead the annual review meeting, this is usually hosted in school
- The decision to maintain or amend the EHCP is made by the LA although the school will make recommendations based on the evidence gathered in school

Further information can be found in the co-produced leaflet “Annual Reviews of children and young people’s Education, Health and Care (EHC) Plans - Information for parents, carers and young people”

ASSESSING AND REVIEWING PUPILS’ PROGRESS TOWARDS OUTCOMES

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.

All our pupils have an Individual Education Plan (IEP). This is a detailed analysis of the pupil’s needs which breaks down the outcomes set out in the EHCP in the areas of:

- Communication/social interaction
- Flexibility of thought/cognition
- Physical/sensory
- Social, emotional and mental health

The IEP is created in consultation with the pupil, parents/carers and professionals currently working with the pupil, such as the Occupational Therapist, Speech and Language Therapist, Physiotherapist, Visual Impairment Team as appropriate for each child.

Photographs and video clips are captured in our online learning journal, Evidence for Learning (EfL), to share and celebrate progress towards these targets and

parents/carers are encouraged to add comments and home-based learning to enable us to capture a holistic learning journey for each pupil.

Pupils are also regularly assessed using the B squared assessment package which includes:

- Early Steps
- Engagement Steps
- Progression Steps

We also use a range of other assessment tools including the DfE Engagement Model, MOVE and the Pre-key Stage Standards. Each progress milestone is split into finely graded outcomes, so that even the smallest steps of progress can be captured.

Assessment of learning and assessment for learning are incorporated into each activity at an appropriate level. A weekly 'Shine Time' is held to celebrate achievements.

We employ an Occupational Therapist (OT) to provide assessments, support and information regarding appropriate sensory support for our pupils for use at school and at home.

APPROACH TO TEACHING AND LEARNING

Teachers are responsible and accountable for the progress and development of all the pupils in their class. All pupils have access to high-quality teaching. Teaching is adapted for individual pupils. Lessons at Fox Wood are delivered imaginatively with a focus on multi-sensory teaching and learning strategies and reflect pupils' changing needs as they mature.

At Fox Wood pupils have differentiated objectives and differentiated targets and these are shared with them in an appropriate format. Lessons build upon each pupil's prior attainment and experience; ensuring that all pupils progress and develop well. The curriculum may be delivered through individual, paired, group or whole class activities. Pupils are encouraged to collaborate, share their work and, where possible talk about or relate to their own experiences.

Teaching and learning takes place in a variety of settings including in the classroom, outdoor learning environment and the local community.

CURRICULUM AND LEARNING ENVIRONMENT

The carefully planned and sequential curriculum delivered at Fox Wood School is underpinned by the National Curriculum, but the highly skilled staff team have developed a more expansive approach to its delivery that involves a rich fabric of creative, cultural, social, sporting and vocational opportunities and which meets the individual and specific needs of our pupils. This ensures that our pupils receive experiences and opportunities to develop their knowledge, skills and attributes in ways that will guarantee teaching and learning is exciting and relevant and prepares our pupils for the next stage of their education.

Resources are adapted to meet the needs of the pupils, this may involve larger font, use of ICT, visuals, coloured overlays or communication aids. Communication systems appropriate to individual pupils are used such as objects of reference, photos, on body signing, Makaton, symbols etc. Work, objectives and targets are adapted as needed for each pupil. Our lessons are structured according to the needs of the pupils through the use of class timetables and visual supports such as 'now and next' boards. Teaching assistants, students and volunteers are used effectively to support learning, and lessons are structured to promote communication and independence as far as possible.

ICT is used to support all areas of the curriculum in a variety of forms. Communication aids are available and may be in the form of electronic aids, symbols or objects of reference. A variety of switch software is available on the school network and the pupils are also able to access appropriate websites. Pupils access the computers through the use of switches, touch screen, mouse or keyboard, and all have the opportunity to use an interactive whiteboard and/or Prowise screen. We also have a multi-sensory room, sound beam, multisensory room and a wide variety of switch-controlled toys. Eye-gaze is used in many classes with identified pupils who have difficulty physically accessing a computer or communication aid.

Our site was built in 2014 and is fully accessible. Advice was given by colleagues from the Hearing Impairment and Visually Impairment Team. Corridors are wide to allow easy movement of pupils in wheelchairs. The visual environment in each of the classrooms meets the needs of the pupils in that class. We have disabled changing and toilet facilities and disabled parking spaces. We also have different colours around the door frames to signify room use. The school grounds include two large playgrounds, a school field, forest school/woodland and horticulture area. We also have a sports hall, hydrotherapy pool and multisensory room on site.

Pupils are grouped into classes of approximately 8-10 pupils with one teacher and up to three teaching assistants. Classes are grouped according to key stage as much as possible. We have several classes where the predominant need is ASD and two classes for our pupils with Profound and Multiple Learning Difficulties (PMLD). Where appropriate, pupils with ASD and/or pupils with Profound and Multiple Learning Difficulties are taught within the main body of the school.

Pupils who are Looked After (Children in Care) and pupils who receive Pupil Premium funding receive additional Focused Support sessions and may access additional 1:1 Communication Sessions on a rolling programme. Pupil Premium funding also supports the purchase of additional equipment such as ICT equipment, rebound therapy, sensory advice, based on pupils' individual needs.

INCLUSION

Where inclusion with another school or another class within Fox Wood is seen as appropriate, this will be organised.

ADDITIONAL SUPPORT FOR LEARNING

Fox Wood is committed to supporting the holistic development of our pupils.

We employ a full time school-based occupational therapist (OT) who works with our pupils as required to provide them with appropriate sensory support. The occupational therapist liaises with the class team and parents/carers and provides both with sensory support for the pupil. We have a Sensory Kingdom room within the sports hall which is equipped with a range of equipment to support sensory integration and sensory programmes. We also receive regular input from OT's provided by Bridgewater.

The following professionals provide specialist services at Fox Wood School

- Nurse
- Paediatrician
- Speech and Language Therapists and assistant
- Visual Impairment Team
- Occupational Therapist
- Occupational Therapist (Bridgewater)
- Music Tutors
- Physiotherapist
- Hearing Impairment Team
- Sports Tutors
- Art Therapist/Music Therapist/Pony Therapist

We also provide clinics for:

- Bladder and Bowel
- Orthoptist
- Dental services
- Behaviour nurse

Medical reviews are also held at school.

We employ a Pastoral Support Officer to undertake a wide-ranging role including some direct work with parents/carers at home and/or in school, supporting and liaising with Social Worker/Family Support Workers and to attend meetings on behalf of the school including Early Help, CIN etc.

SEND SPECIALIST EXPERTISE AND TRAINING

We have a comprehensive Continuous Professional Development (CPD) Plan and all staff receive SEND specialist training from a wide range of professionals including experienced SEND teachers, HI/VI teachers, health, speech and language therapists, occupational therapists, physiotherapists. This comprehensive training programme ensures that all staff acquire the knowledge and skills required to support pupils with a wide range of needs. Training needs are assessed and reviewed when required, as a routine part of staff appraisal and performance management. The Governing Body will undertake a similar review of training needs. ECT's and staff new to the school identify training needs as part of their induction.

We also have a number of staff with additional training in areas including but not limited to communication, Makaton, Manual Handling, challenging behaviour, ASD,

Team Teach, Rebound Therapy, Sound Therapy, Story Massage, ELSA, Nurture, Mental Health First Aid, Forest School Leaders and Musical Hydrotherapy.

PROVISION FOR FOUNDATION STAGE PUPILS

For the purposes of this policy the principles of Special Educational Needs will be the same for all our pupils. Pupils within the Foundation Stage have access to the Early Years Foundation Stage Curriculum.

TRANSITION ARRANGEMENTS

Transition arrangements are planned on an individual basis to ensure that pupil needs are fully met. Transition Plans are created with the pupil, parents/carers and the pupils' current setting as appropriate. We arrange for the class teacher to see each new pupil in their existing setting if this is possible (sometimes this is not possible if the pupil has already left their previous placement) and transfer all relevant information to Fox Wood before the pupil joins us. We then arrange a series of transition visits to the new class at Fox Wood, increasing in time for each session as appropriate for each individual child. These sessions allow pupils to meet other pupils in the class, the staff team and to see their new surroundings. An induction session is arranged for parents so they can meet the staff to share information about their child and receive more information about what Fox Wood will provide for their child.

CONSULTING WITH PUPILS AND PARENTS/CARERS

At Fox Wood we believe that all pupils can communicate and we strive to find and develop the most appropriate method for each individual. Pupils should be involved and encouraged to make decisions and lead their own learning as far as possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's individual communication preferences. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter.

Fox Wood School recognises that parents/carers are the expert in their own child and we work hard to create a partnership between home and school so that we can all benefit from this knowledge and consistency to provide effective support for each child. The school has an open-door policy and parents/carers are welcome at any time. Parents/carers wishing to spend a longer period of time with a member of staff are asked to contact school so that a mutually convenient time can be arranged.

Parents/carers are invited into school on a regular basis to discuss the IEP (and IBP - Individual Behaviour Plan - if appropriate), for annual reviews and parents evening. There are also a range of school events such as 'meet the team', 'stay and plays', coffee mornings and parent/carer workshops led by different staff members. We host a marketplace as part of parents evening where other professionals including school nurses, physio, OT, social care, behaviour nurse, local family services etc are also available to provide advice and support for parents/carers.

Parents/carers can access Evidence for Learning at any time to see their child's progress against IEP targets and learning activities in different subject areas. A progress summary is sent out in February and an annual report is sent out in July with a comments section for them to complete and return to school.

Home school diaries are regularly written in by members of the class team to inform parents of the day's events, activities and progress, parents/carers are encouraged to write in them to share news and to pass on information. Parents/carers can also use Evidence for Learning to send photographs, videos, comments and/or questions.

Parents are asked to complete a parental questionnaire annually and, where possible, their suggestions are acted upon and feedback given.

We have achieved the Leading Parent Partnership Award in recognition of our excellent work with parents and carers.

EVALUATING THE EFFECTIVENESS OF PROVISION

All pupils have an EHCP which acts as a baseline for personalised teaching and learning programmes. The EHCP and the subsequent IEP's set from this are linked to the statutory Annual Review process. The placement is discussed at every Annual Review. Transition and inclusion where appropriate is agreed with parents.

The school has rigorous monitoring and quality assurance systems involving senior leaders, middle leaders, governors and School Improvement Partners (SIP's). We liaise with other professionals to plan services that will enhance teaching, learning and progress.

Pupils can leave at the end of the academic year in which they are sixteen, but pupils have the option of staying on at Woolston Sixth Form College (which is still part of Fox Wood School) until they are nineteen. Fox Wood School has an Operations Manager who ensures that this process is robust and supports the pupils to make a successful transition. Additional information can be found in the Woolston Sixth Form Prospectus.

At Fox Wood School we strive to provide the best for our pupils. We have a range of opportunities for pupils, parents, staff and other stakeholders to provide feedback and suggest development routes.

SUPPORT FOR IMPROVING SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH)

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

- Access to high quality teaching
- Access to a high quality PSHE and RSHE curriculum
- A zero-tolerance approach to bullying
- Dedicated multi-disciplinary SEMH Panel
- Robust SEMH graduated response

- Emotional regulation and social development is woven into the curriculum
- Support from a Family Support Officer who can signpost/arrange access to additional support
- Access to additional therapies e.g. art therapy, music therapy, theraplay, pony therapy, mindfulness and wellbeing
- An active school council
- Access to a strong outdoor learning offer
- Nurture trained TA
- Emotional Literacy Support Assistant (ELSA)

COMPLAINTS AND FEEDBACK

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

We regularly seek feedback from parents/carers and professionals through a variety of mediums including meetings, questionnaires, surveys and in the home school diary. Feedback enables us to work together more productively, and we actively encourage open and honest discussions.

ACCESSIBILITY AND THE LOCAL OFFER

Fox Wood School is a purpose-built special school which is fully accessible. Further information can be accessed through the school's Accessibility Plan in line with the Equality Act 2010 and Children's and Families Act 2014.

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled and support services for parents/carers. As a school, we publish our information on the school website (www.foxwoodschool.org.uk).

MONITORING AND REVIEW ARRANGEMENTS

This policy and information report will be reviewed by **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.