


Local Offer

Warrington Education providers (0-25)

Full Name of Education setting

Fox Wood School

Physical address	Holes Lane, Woolston
Town	Warrington
District or Borough	
Postcode	WA1 4LS

Contact Person	Lucinda Duffy - Headteacher
Telephone Number	01925 811534
Email address	FoxWood_School_Head@warrington.gov.uk
Website address	www.foxwoodschoo.org.uk
Facebook address	
Twitter address	
Logo or picture	

Short Headline	Fox Wood School - Local Offer
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Brief overview of your service (30 words)

<p>Fox Wood is an all age special school for pupils aged 4-19. We are a specialist school for Communication and Interaction, and have accreditation from the National Autistic Society. Our pupils have severe learning difficulties and many have additional medical or learning difficulties.</p>

The following details will help users of the website to find your information quickly and easily.

Type of education setting

Preschool aged 0-2		Secondary school	
Preschool aged 2-3		Nursery School	
Preschool aged 3-5		Secondary with 6 th form	
Infant school		Post 16 provision (Colleges)	
Primary school		Special school 2-19 years	4-19
Junior school		Higher Education (Universities)	

Which of the following best describes your education setting? (tick all that apply)

Mainstream		Special	✓
Resourced Provision (Mainstream with resourced unit)		Academy	
Community school	✓	Foundation	
Free school		Alternative Provision (pupil referral unit)	
Faith school		Residential 38/44 weeks	
Early years SEN provision		Residential 48/52 weeks	
Hospital school		Independent	
Opportunity school		SEN Hub	
Childminder (Early years education)		School Nursery	
Day Nursery (38/50 weeks)		Preschool playgroup	

What communication methods do you offer? (Tick all that apply)

Signs and symbols	✓	PECS (Picture exchange communication system)	✓
British Sign Language		Braille	
AAC (Augmentative and Alternative Communication)	✓	Sign supported English	
Makaton	✓		

What facilities does your education setting have? (tick all that apply)

Hydrotherapy pool	✓	Sensory room or area	✓
Wheelchair Access	✓	Accessible changing area	✓
Accessible toilets	✓	Low stimulus environment	Where appropriate
Secure environment	✓	Soft play facility	
Sensory adaptations (such as colour scheme)	✓	Physical adaptations (such as hand rails)	✓
Accessible parking	✓		
Any further comments regarding these statements (e.g. – “Not all toilets are accessible”)			

If you are a special school, do you specialise in any of the following?

Complex Health needs	✓	Autistic Spectrum Conditions	✓
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MLD (Moderate Learning Difficulties)		PMLD (Profound and multiple learning Difficulties)	✓
SLD (Severe Learning Difficulties)	✓	Social, mental and emotional health	
SpLD (Specific learning Difficulties)		Hearing Impairment	
Challenging Behaviour		Visual impairment	
Physical Disabilities		Personal Care Needs	✓
Communication needs (Speech, Language and Communication)	✓	Any Impairment (Any condition or impairment)	

Are any of the following made available on site at your education setting? (*Needs led refers to resources that are allocated according to assessed need*)

Needs led school nurse	✓	Needs led SALT (speech and language therapy)	✓
Needs led O/T (Occupational therapy)		Needs led physiotherapy	
Personal Care	✓		

Key search words.

The website will use keywords to search for information. Please provide a list of the key words that users of the website may use to find your setting? e.g. special needs, impairment, inclusion. (maximum of 30)

Key words	Special school, National Autistic Society, Personal Care Needs, Accreditation, hydrotherapy, Communication and Interaction
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Sections and subsections

The website will have a number of sections to assist navigation. Please advise which of the following **sections** you would expect users to look for your information? (Please do not tick them all only the ones that are relevant to this service)

Respite & Support	Respite & Short Breaks		Funding and Direct Payments	
Common Assessment Framework (CAF)	Emotional Wellbeing		Advocacy	
Support groups and Voluntary Organisations	Disabled Children fostering and adoption		Support and family members	

Health	Children's Nurses		Specialist Clinics	
Sensory	Pre-birth & birth		Dental Care	
Complex health needs	Doctors and Hospitals		Emotional Health & Wellbeing	

Equipment and Therapies	Wheelchair Services	✓	Speech & Language	✓
Continence Services	Occupational Therapy	✓	Physiotherapy	✓
Other Equipment	Other therapies	✓	Grants	

Education & Childcare	In school therapies	✓	SEN Support	
Childcare & Early yrs.	Learning from home		Schools	✓

Colleges & Post 16	✓	Transport		Transition	
Higher Education		Other (please specify)			

Leisure & Play		Clubs & activities		Things to do	
Holidays		Sport & fitness		Friendships & relationships	
Gateway					

Preparation for Adulthood		Getting involved		Independent living skills	✓
Parents, siblings and Family carers		University and work		Staying healthy	
Money		Getting around		Being an adult	

2b) Education settings guidance for completing the Local Offer questions

All education settings have a statutory requirement to meet the needs of children and young people with SEND covering 0-25 years. The answers to the questions need to explain clearly to parent carers, young people and other interested parties how this works at your setting. Some education settings have eligibility criteria – it is important to make it clear when, how and by whom these are applied, as it may be that this happens at an earlier stage before you meet the family. This might be relevant for Q 7, 12 and 13.

(Please follow the guidance notes for more information about what to include under each of the questions) We would encourage you to answer as many of the questions as possible, however it is recognized that not all the questions are applicable to all settings.

Parents and Carers would like you to answer the following questions

(Please be careful with your use of acronyms and/ or specialist terminology ensuring that your answers can be clearly understood by parent and carers):

1. How does your education setting know if children/young people need extra help?

All pupils at Fox Wood have an Education Health and Care Plan. The learning objectives detailed in the pupil's plan are reviewed each year at the Annual Review.

Pupils with an Education Health and Care Plan have their needs discussed at a panel meeting and the most appropriate provision for that particular pupil is then decided upon. If a pupil presents with an additional need which has not been addressed in the Education Health and Care Plan, staff follow procedures to refer them to the appropriate service.

Fox Wood currently has 98 pupils on roll in 15 classes. Three of these classes are part of Woolston 6th Form College. All admissions are managed by Warrington Local Authority.

We are a specialist school for Communication and Interaction, and also have National Autistic Society (NAS) accreditation.

2. What do I do if I think my child has special educational needs?

Please see answer to question above

3. How will the education setting staff support my child / young person?

Pupils are in classes of between 4 – 9 pupils with one teacher and up to four teaching assistants. Classes are grouped according to key stage as much as possible. We have several discrete ASD classes at Fox Wood and several classes for our pupils with Profound and Multiple Learning Difficulties. Where appropriate, pupils with ASD and/or PMLD are taught within the main body of the school.

Each class teacher writes an Individual Educational Plan (IEP) for every child every half term. This provides targets linked to the wider EHCP outcomes in communication, cognition, sensory/physical and social, emotional and mental health. The IEP is discussed with parents and often includes input from the Occupational Therapist, Speech and Language Therapist, Physiotherapist and VI Team. We encourage our pupils to work independently where possible and follow the TEACCH approach.

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. We also have a multi-sensory room, sound beam, sensory floor and a variety of switch controlled toys.

Some pupils also have an Individual Behaviour Plan (IBP) if they present with challenging behaviour. All pupils have a communication passport which details how they communicate, their likes/dislikes and how we should communicate with them.

4. How will the curriculum at your education setting be matched to my child / young person's needs?

We follow the Early Years Foundation Stage curriculum and adapt the National Curriculum for our pupils aged 4 – 16. Each lesson is differentiated by the teacher to ensure that all pupils have appropriate access to the curriculum. Activities are demonstrated or modelled for pupils to aid their understanding of what is expected. Pupils are also given time to process information and respond to questions/instructions.

Differentiated resources are used within lessons access to individual needs, including multi-sensory resources. Pupils are prompted as needed to aid learning, for example by physical, gestural, verbal or visual prompts. Communication systems appropriate to individual pupils are used such as objects of reference, photos, on-body signing, Makaton, symbols. Activities may be repeated in order to reinforce learning. Each lesson generally has the same structure - intro, main activities, plenary. Lessons usually include a mix of whole class, small group and 1:1 work. Our lessons are structured according to the needs of the pupils through the use of class timetables such as individual timetables or 'now and next' boards. Teaching assistants, students and volunteers are used effectively to support learning, and lessons are structured to promote independence where possible.

5. How will both you and I know how my child/young person is doing and how will you help me to support my child / young person's learning?

Parents/carers are invited in to school on a half termly basis to discuss the IEP and IBP, annually for the Person Centred review (Autumn term) and annually in the Spring term for parents evening. An annual report is sent home to parents in July with a comments section.

IEPs are written at the start of each half term and are reviewed at the end to show progress. Annual targets (numeric) are also set and these are closely monitored by the leadership team.

The majority of pupils arrive at school by bus or taxi and as such we do not see parents on a daily basis. The home-school diary for every pupil is vitally important as our pupils are from all over Warrington and some from other Local Authorities.

A newsletter is also sent home half termly to keep parents fully informed about the school.

We also arrange training for our parents that they have requested, recent training has included Makaton, Intensive Interaction, use of PECs, challenging behaviour, eating difficulties.

Pupils are assessed using the B Squared assessment package at Progression Steps and we use the DfE Engagement Model for pupils working at the earliest learning levels, enabling us to capture progress in small steps. Evidence of progress over time is captured through our online learning journal for all pupils, Evidence for Learning. Parents and carers are encouraged to view and contribute to this learning journey.

A weekly certificate assembly takes place to celebrate achievement throughout the week.

6. What support will there be for my child's/young person's overall emotional health and wellbeing?

For those pupils who require medication whilst at school, a medication policy is in place. For Pupils with medical needs, the school health adviser writes a Health Action Plan in consultation with parents. We also have six First Aiders on site.

Personal care including toileting and feeding is provided if and when necessary, all the time promoting as much independence as possible.

The majority of staff are trained in Manual Handling and follow Manual Handling passports for identified pupils.

School has a Designated Senior Person for safeguarding and all staff receive regular safeguarding training.

Our school council meets regularly, with each class having one representative at the meeting to discuss a variety of issues.

Our Personal, Social and Health Education Curriculum addresses social, emotional and mental health (SEMH) aspects including puberty, bullying, friendship and relationships.

Fox Wood has a SEMH Panel who meet half termly, class teachers can refer pupils to the panel to access additional SEMH support, for example art therapy.

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

We also use social stories to aid pupils understanding of situations.

7. What specialist services and expertise are available at or accessed by the education setting?

The following professionals provide specialist services at Fox Wood School

- School Health Adviser
- Nurse
- Nursing assistants
- Speech and Language therapists and assistant
- Visual Impairment team
- Art therapist
- Music therapist
- Occupational therapist (employed by school)
- Occupational therapist (NHS)
- Music tutors
- Physiotherapist
- Hearing Impairment Team

We also provide clinics for:

- Continence
- Orthoptist
- Wheelchair services
- Dental services

Medical reviews are also held at school.

Within school, we have a number of staff with additional training in a wide range of areas including but not limited to, challenging behaviour, ASD, Team Teach, SEND teaching and learning, Intensive Interaction, early communication, manual handling.

Fox Wood has a comprehensive Outreach Offer and provides training and advice to other schools in order for them to best meet the needs of their pupils (behaviour, Team Teach, Manual Handling).

8. What training are the staff supporting children and young people with SEND had or are having?

Staff at Fox Wood have continual professional development in areas including:

- Use of symbols
- Manual Handling
- Safeguarding
- P.E.
- Development of curriculum areas
- ASD approaches
- Intensive Interaction

Our most recent Inset Days have provided training in:

- Team Teach
- Manual Handling
- Letters and Sounds
- Music
- Social, Emotional and Mental Health
- Approaches to ASD

9. How will my child/young person be included in activities outside the classroom including school trips and provision for access to Afterschool clubs?

Educational visits are a very important part of the school curriculum and allow pupils to put into practice the skills they have learnt in the classroom and to visit new environments. We currently have two school minibuses to transport pupils if needed. They are wheelchair accessible.

Activities also take place outside the classroom in our school grounds, hydrotherapy pool, swimming pool, local parks, art galleries, cultural and heritage sites and places of special interest.

Some after school clubs are provided, on a rolling programme to ensure that all pupils can experience these.

Pupils are informed of where they are going by objects of reference, photos, symbols or verbally and comprehensive risk assessments are completed in advance using the LA approved 'Evolve' system.

10. How accessible is the education setting environment?

The school 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. We have disabled changing and toilet facilities, disabled parking space, different colours around the door frame to signify room use. The equipment in food tech room is also accessible.

The visual environment in each of the classrooms meets the needs of the pupils in that class.

There are numerous hygiene suites and nursing stations to meet personal care and medical needs of the pupils. Specialist equipment is provided for pupils such as specialist seating, standing frames. There are ceiling hoists in a number of rooms and several teaching assistants are trained by medical professionals to undertake gastrostomy tube feeding. All staff receive yearly refresher training in seizure management.

11. How will the education setting prepare and support my child/ young person to join the education setting, transfer to a new education setting or the next stage of education and life?

For pupils new to our school, we try to arrange for the class teacher to see each new pupil in their existing setting, although this is not always possible (if the pupil has already left their previous placement). We receive assessment information from the previous setting/school and this is passed on to the class team at Fox Wood. Then we arrange a series of transition visits to the new class at Fox Wood, initially perhaps just for 1-1½ hours, increasing to a full morning and including lunch time. These sessions allow pupils to meet other pupils in the class, the staff team and to see and experience their new surroundings.

For students moving on at Post 19, they have transition visits to their new setting with a member of college staff. We employ a 14-19 Transition Manager to ensure as smooth a transition as possible. We also forward appropriate assessment information and records.

12. How are the education setting's resources allocated and matched to children's/young people's special educational needs?

As a special school our budget should reflect the needs of our pupils. A high percentage of the budget is allocated to staffing and pays for the maintenance and upkeep of specialist facilities including the hydrotherapy pool.

Pupils who receive Pupil Premium funding receive additional Focused Support sessions which are matched to pupil need and may include English, Maths and /or communication. Pupils may also receive art therapy, ICT equipment, rebound therapy, sensory advice based on individual needs.

Sports premium for our KS1 and 2 pupils has allowed us to enhance and develop PE provision including teaching, equipment, training and after school clubs.

13. How is the decision made about what type and how much support my child/young person will receive?

The Senior Leadership team allocate the staffing to classes based on the ability and needs of the pupils in the class. These may be learning or physical needs, or needs as a result of behaviour. Changes may also be made as a result of

difficulties at specific times.

We also allocate other services to pupils based on need (e.g. art therapy). Fox Wood employs an Occupational Therapist who provides assessments and observations and devises suitable sensory support programmes for both school and home.

14. How are parents involved in the setting / school / college? How can I be involved?

We endeavour to include and involve parents/carers as much as possible. We have detailed above how parents are involved in their child's education.

Our parents/carers are encouraged to contribute to their child's learning journey through our online learning journal, which provides parents/carers with a 'window into school life'.

We also organise for parents of our younger pupils, Stay and Play sessions, and parents are encouraged to attend them. We have regular themed weeks and events throughout the year such as Enterprise Week, Arts Week and Outdoor Education Week. We encourage parents to attend many of these at some point throughout the week, and also to attend Harvest Celebrations, Easter Assembly, and our Christmas Production.

There are also parent governors in the Governing body of the school.

15. Who can I contact for further information?

If your son/daughter currently attends Fox Wood your first point of contact is the class teacher. This can be via the home school diary or the telephone. If the issue cannot be resolved this way, then please contact the Headteacher or Deputy Headteacher. Our aim is to respond to phone calls and e-mails on the same day, providing we are in school and available.

Our school website is www.foxwoodschool.org.uk

Our school telephone number is 01925 811534

School e-mail is FoxWood_School@warrington.gov.uk

Parent Partnership can be contacted on 01925 443198

Children and Young people would like you to answer the following questions (*please answer these questions in a manner that you feel is appropriate for children and young people*):

1. How does the education setting know if I need extra help?

We will speak with you and your parents/carers if you need extra help

2. What should I do if I think I need extra help?

If you need extra help you should ask a member of your class team or ask your mum and dad to speak to the teacher, or they can write in the home-school diary. We can then discuss what we can do next.

3. How will my course work be organised to meet my individual needs?

The work/activities you will be doing will be carefully planned so that it is not too hard or too easy for you. Classes are appropriately staffed so staff are available to help you. You will also have an appropriate IEP which will detail the main areas you are working on for each half term. If, for any reason, this is not appropriate for you, then it will be amended by the teacher.

4. How will I be involved in planning for my needs and who will explain it and help me?

At the Annual Review and IEP meeting we set targets for you to achieve over the year and the half term. These are explained / shared with you in an appropriate manner. They are also shared with your parents so school and home can work together.

5. Who will tell me what I can do to help myself and be more independent?

The class team will constantly be encouraging you to become more independent – in work, in personal care, in communication. You may not always think you can do it, but you can! If you require help, we also give you an appropriate way of “asking” for it.

6. What should I do if I am worried about something?

If you are worried you must tell an adult, they can then try to help you. You can tell Mum, Dad, teacher, someone else in school – but you do need to let them know.

7. How will I know if I am doing as well as I should?

Staff in your class will constantly be giving you feedback about how you are doing, and also what you can do to improve and what the next steps are. It may be that you need to try harder or the activity may need amending if you are not succeeding in the time expected.

8. How can I get help if I am worried about things other than my course?

If you are worried about anything you should tell an adult who can listen to you and try to help you. If they are not able to help, they will ask someone else who can.

9. Are there staff in college who have had special training to help young people who need extra help?

All staff have had appropriate training to work at Fox Wood and most have a great deal of experience. They have had training in how to encourage appropriate communication, deal with behaviour, provide appropriate resources and change the environment to meet your needs.

10. Can college staff get extra help from experts outside the college if they need to? (e.g. advice and training on medical conditions)

We have a School Health Adviser at Fox Wood who helps us understand about any medical conditions that you may have.

Speech and Language Therapists work in the school and advise staff on appropriate communication for you.

We also see staff from the Hearing Impairment and Visual Impairment Team and they advise staff. Physiotherapists provide guidance to class teams, and we also have a school based Occupational Therapist to provide identified pupils with an appropriate sensory support.

We can ask for advice from a wide variety of people including all of the above and Educational Psychologists, Social Workers and other professionals.

11. If I have difficulty in taking part in college activities what different arrangements can be made?

- a) All staff in school are there to help you, but your main support will be from the class team.
- b) We want all school students to be able to participate in a wide variety of activities. Our enrichment sessions on an identified afternoon every week allow our students to participate in a wide variety of activities including for example yoga, Tac Pac, music, use of iPads, film club, team games, rebound therapy. You will be offered a choice of the activities.
- c) As a Special School, all of our pupils have needs and difficulties. The class team are there to enable access to a wide variety of activities.

12. What help is there to help me get ready to start college?

Before you start at Fox Wood we arrange a few transition visits so you can meet the staff, see the building and resources available. You may also meet pupils who will be in your class. We also meet with your parents / carers and they can tell us about you. We ask parents to complete some information in a booklet giving us information about you, such as who lives in your home, what pets you have, how you communicate and what are your favourite activities.

For our students leaving at 19, staff from college accompany you on transition visits to your new setting, and pass on important information about you.

13. I am coming to college to prepare for employment – how will I be supported?

We prepare our students in a number of ways throughout their teenage years at Fox Wood and Woolston 6th Form College. As you progress you have more time to spend on Independent Living Skills, Enterprise Activities, Work Experience and Leisure Activities. This also includes building on your basic skills.

We have a Careers week every year which shows you the variety of employment and what work skills you need. We work with Careers Advisers to provide appropriate advice to you and your parents. We also offer you accreditation including New Horizons, Personal Progress, Arts Award, Employability and AQA Units.