



**Fox Wood School
Self- Evaluation Summary
(SES)
2025-26**

Fox Wood - Contextual Information

- Fox Wood is a special school for children aged 4-19 with a primary diagnosis of SLD, PMLD or Autism.
- The catchment area for the school is the whole of Warrington. We also have four pupils who are from outside (or who live outside) the LA in the school phase and a further four pupils in college phase
- The Sixth form provision is solely under Fox Wood School from September 2025.
- The vast majority of our pupils choose to transition to our sixth form college provision, we also admit some pupils at KS5 from other provisions
- The Headteacher of Fox Wood was appointed in September 2015
- SLT consists of Head, Deputy, Assistant Head, Pupil Support Manager and Office Manager. All current members of SLT have been in post since January 2019.
- We have eighteen classes at Fox Wood School and six Post 16 Form Groups currently form Woolston 6th Form College.
- There has been an increase in the number of pupils year on year. Since September 2016 we have experienced a significant increase in parents who are selecting Fox Wood as their school of choice, highlighting increased awareness of our school and recognition of our facilities and offer. Our Pre-formal Curriculum and approach remains a key strength and a unique feature of our provision within the local area.
- We have a medical team on site consisting of a nurse and receive advice, programmes and support from Physios, OT, SALT, VI team, HI team, bladder and bowel team etc. We host many clinics e.g. continence, orthoptist, dietician etc to reduce the amount of pupils needing to have time off school for appointments, and potential anxiety around appointments.
- We employ a full-time specialist OT and an OT assistant to work with our pupils to address barriers to learning arising from sensory impairments, and provide sensory steps/diets/advice (as appropriate) to staff and parents/carers detailing how to support pupils with their sensory processing needs.
- We have one teaching assistant trained in early maths and English skills to provide focused support intervention for identified pupils in receipt of Pupil Premium.
- We have five trained Forest School Tutors, to promote holistic development, a love of nature, and to help our pupils to find increased ways to engage with the resources and opportunities around them.
- Pupils receive specialist input from two music tutors, a music therapist, a pony therapist, play therapist and an art therapist, to further enhance learning opportunities in these areas and provide professional development to staff.
- We have staff trained in therapeutic intervention programmes such as ELSA, Mindfulness, Wellbeing, Rebound and Musical Hydrotherapy.
- We have a high staff to pupil ratio. Our staff team includes 22 teachers, 68 teaching assistants, 3 HLTA's, 4 manual handling trainers, 7 admin, Site Manager, Assistant Caretaker, and 17 MDA's
- Three staff are Team Teach Advanced trainers, and one member of staff is an Intermediate Team Teach trainer - they provide training and pro-active strategies, keeping staff and pupils as safe as possible, and also offering an Outreach Service to support other local schools.
- Purpose built facilities at the school include:
- A hall – for dining, PE, assemblies etc, Sports hall, Multi-Sensory Rooms, Hydrotherapy pool, Therapeutic room, Focused Support Room, Sensory circuit area, Sensory Kingdom Room, Food technology rooms, EYFS satellite site with outdoor learning environment, Playgrounds, Bungalow café, outdoor gym.
- We are developing a sensory playground to enhance the Outdoor Learning Environment for pupils who require a quieter environment for their recreational time (Sensational Space.)
- The school benefits from a three full time Pastoral Support Officers.
The school has the following awards:
- National Autistic Society – recredited and Advanced Accreditation Status confirmed January 2025 – This is an internationally recognised quality standard for schools/organisations who put the interests of pupils with ASD at the heart of what they provide
- Quality Mark – primary and secondary. This recognises and celebrates our provision, practice and performance in English and Maths
- Skills Builder Gold Award
- We have been appointed as one of the Lead Schools for Sound! Music Hub.

- We have used the SMSC Quality Mark and the GATSBY tool as an audit to ensure that our SMSC and Preparation for Adulthood Pathways follow best practice.

(At Fox Wood pupils may be placed in mixed year groups, depending on their specific needs)

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Fox Wood School Overview of Self – Evaluation Summary

(SES) 2025-26

Previous Inspection: 19th and 20th October 2021

Judgement: Outstanding

Areas for Improvement (AFI):

- 1) Occasionally, teachers do not make sure that all support staff are clear about their role in supporting pupils with their learning. This means that some pupils do not build up their knowledge as well as they could. Leaders need to make sure that all teaching staff help pupils to secure new learning by making the most effective use of support staff.
- 2) Many pupils in the school have significant physical disabilities and/or medical conditions. As a result of these, they have missed large chunks of time when they should have been in school. This limits their ability to achieve well. Leaders need to continue the work they have done so far to ensure that all pupils attend school regularly where possible.

Impact of actions taken to address AFI:

- 1) We reintroduced weekly Class Meetings as an essential expectation for every class. We developed a bespoke training package for teachers and teaching assistants focusing on ensuring that all learning opportunities were maximised, sharing best practice (using peer to peer training), we devised improved documentation to be used within TA appraisals, and which were clearly linked to expected TA standards, and we ensured that targets for TAs were SMART. This all led to increased engagement, knowledge and skills by staff, positive feedback from staff, suggestions for how we could further build upon CPD/sharing of best practice opportunities, and lesson observations which reflected positively on TA engagement and support in place.
- 2) This work is ongoing and we continue to work closely with all stakeholders and agencies to promote attendance wherever this is possible, and engagement of pupils from home where physical attendance is impossible due to medical reasons.

Evidence of this can be found:

- 1) PM documentation, Lesson Observations, Weekly Meeting on Staff Meeting schedule, TA appraisal documentation.
- 2) AV1 Case Study highlights the use of AV1 to enable a pupil to access school from home. CPOMS records will track all support and liaison in relation to pupils whose attendance is impacted upon by their health, or for issues linked to Social Care arrangements.

Quality of Education

As of June 2025, we judge the Quality of Education at Fox Wood to be: Outstanding

Key Strengths:	Areas for Development
<ul style="list-style-type: none">• INTENT:• Broad, balanced and rich curriculum, embedded securely and consistently.• Three tiers to match learning needs – Pre-formal PMLD, Complex ASD, Semi-formal and Formal.• Freedom for teachers to plan creatively and personalise the curriculum.• Cyclical model recognising the importance of repetition and skill transference.• Innovative 'Ready To Learn' programme.• PfA skills approach, preparing pupils for next phase of education and adult life.• High expectations for all• Promotion of communication skills, life skills and independence, equipping pupils for life beyond the classroom and preparing them for adulthood.• Shared understanding; "Together we Shine"• Vision as we work in partnership to support the holistic needs of every child.• IMPLEMENTATION:• High expectations for all; high quality CPD for staff to ensure excellent subject knowledge, knowledge of SEND approaches and Teaching and Learning styles.• Measuring what matters – assessment informing learning activities.• Daily phonics, reading, number for all pupils – securing foundations for future learning.• 'Every lesson counts' guidance developed by staff for staff.• Clear careers and work related learning opportunities embedded in the curriculum.• Series of lessons contribute to delivering the curriculum intent – curriculum challenge for all pupils.• Personalised teaching materials and communication approaches• Sequential teaching of reading enhanced by focused support model• Promotion of PfA skills, real life experiences, communication skills and independence to prepare pupils for the world beyond the classroom and adulthood.• IMPACT:• Evidence for learning records demonstrate progress over time towards EHCP targets, broken down through half termly IEPs in the school phase and termly in the sixth form.• Bespoke learning to learn curriculum is in place for pupils who need further support to access the curriculum.• Evidence for Learning captures the impact of learning across the curriculum and skill transference.• Parental engagement with Evidence for Learning supports home learning.• Robust Home Learning Plan in place which promotes	<ul style="list-style-type: none">- To develop a peer coaching model for Teaching Assistants to enable them to effectively to support the delivery of the curriculum.- To research and develop a Musical Hydrotherapy offer for our pupils to combine sound practice within sensory swimming sessions.- PMLD Curriculum Development: Further develop the pre-formal curriculum to incorporate EYFS and preparing for adulthood (PfA)- Empowering Subject Leaders: Supporting teachers to lead and evaluate subjects.- Enhance digital literacy curriculum: Enhancing curriculum to ensure development of digital skills, knowledge and understanding- Inclusive Resources and strategies: Ensuring teaching materials are age appropriate, with high expectations and accessible- Early Years Focus: Expanding Fox Cubs for next years cohort and to work as part of LA collaboration 'Giving Warrington's Children Strong Foundations'

<p>engagement and progress.</p> <ul style="list-style-type: none"> • High quality work captures evidence with learning objective, context and clear next steps. • All pupils making positive progress from starting points, assessment matches curriculum tiers – DfE Engagement Model, engagement steps, progression steps and Steps 4 Life from KS4. • Three data collection points, designated data team to set clear actions. • Focused support model ensures that there is little variation between pupils in receipt of PP and their peers. • Pupils achieve highly in comparison to other Special Schools within the NWSCAP group. • Progress in reading recorded individually, closely monitored by data team. • Pupils are prepared for the next phase of their learning journey through personalised targets and accreditation routes at Key Stage 3 – 5. 	
<p style="text-align: center;">Behaviour and Attitudes</p> <p style="text-align: center;">As of June 2025, we judge Behaviour and Attitudes at Fox Wood to be: Outstanding</p>	
<p>Key Strengths:</p>	<p>Areas for Development:</p>
<ul style="list-style-type: none"> • Pupil voice – Council Members – including School Council and Student Council in the sixth form, eco club, Kindness Champions, ready to learn activities, debriefs, themed weeks, awareness days. • Wellbeing award, wellbeing weeks promoted. • Shine Time – celebrating success, and reinforcing expectations • Promotion of outdoor learning/forest school – linked to wellbeing and monitoring the impact of forest schools on this. • Records of pupil's behaviour incidents – include debrief information – pupils voice. Monitored, investigated and evaluated. • Emotions work and sensory steps adapted and resourced for all classes. • Active promotion of Kindness through Kindness Champions, and Kindness Display that they contribute to. • Developed the understanding and communication of emotions leading to self-regulation for all pupils • Assemblies that focus on anti-bullying and what being kind looks like to support pupils in making appropriate choices • Drop in sessions within ready to learn by SLT – very positive and activities are suitable for pupils – links to wellbeing. • Work between behaviour team and OT to support challenging behaviours linked to sensory input. • Regular behaviour clinics and meetings with parents, and class teams, when necessary. • Regular meetings with class teams, resulting in Individual Behaviour Plans, Behaviour Profiles, Positive Handling 	<ul style="list-style-type: none"> - Trauma-Informed Practice: Staff training and a dedicated support team, pupils supported effectively . - Development of behaviour plans: Introduce a risk assessment matrix when writing behaviour plans. - Pupil Voice: Promoting independence and wellbeing through communication and leadership. - Active Learning: Structured lessons aligned to the four curriculum tiers, with an emphasis on active lessons.

<p>Plans, and Dietary Support Plans where appropriate – these are shared with class teams and parents. Newly written plans are shared with SLT.</p> <ul style="list-style-type: none"> • ASD routines and structure within classes, work implemented to keep consistent approach and visuals throughout the classes. • NAS Advanced accreditation, ongoing support and guidance given alongside yearly visits (one per term) to discuss key strengths and areas of improvement. • Pupil work display boards in classes to promote and celebrate high quality work and expectations, with lots also shared via Evidence for Learning and Social Media. • Appropriate self-assessment and reward systems are in place. • Attendance is monitored and addressed by Pupil Support Manager, Pastoral Support Officers, and LA Attendance Officer – expectations are high and we are flexible to find approaches which lead to our shared goal of excellent attendance for all pupils. • Many clinic appointments are held on-site to reduce the disruption to pupils and minimise the impact on their attendance. • Strong focus on valuing and embracing all, these are key areas within our collective worship, themed weeks and focus days (such as RE days) • Pupils offer support to their peers in a variety of ways and this is promoted and modelled by all staff – examples include older pupils providing toast for those who need it during ‘Ready to Learn’ and our Head and Deputy Head Pupils organising and participating in Whole School events, and helping pupils, staff and visitors in other ways. • Council members are encouraged to seek the ideas of their classmates so that all children are represented in their meetings. 	
<p style="text-align: center;">Personal Development</p> <p>As of June 2025 we judge our provision for Personal Development at Fox Wood to be: Outstanding.</p>	
<p>Key Strengths:</p>	<p>Areas for Development:</p>
<ul style="list-style-type: none"> • Classes regularly take part in planned ‘Faith Days, as directed by our RE Subject Leader • Pupils participate in Collective worship daily • Equality Statement is in place • Timetabled assemblies with specific themes as directed by our RE Subject Leader • Weekly Shine Time to celebrate pupils’ achievements • Emotional regulation promoted throughout school- i.e. de-brief sheets, feeling charts • Independence and Life Skills developed throughout curriculum • Preparation for Adulthood included within the curriculum • High expectations placed on pupils • Pupils self-assess work against learning objectives • Community champion role for three days per week supports community based opportunities and access increased through planned outdoor learning and Forest School activities 	<ul style="list-style-type: none"> - Core Vocabulary: Develop relevant vocabulary for 14–19-year-olds. - Preparing for Adulthood: Real-life skills taught throughout the curriculum - TA Expertise: Utilise teaching assistant experience and provide a vehicle for this to support all teaching assistants throughout school and college - Voluntary opportunities: Promote PfA through

<ul style="list-style-type: none"> • Emotional wellbeing monitored through Forest School pupil questionnaire • Achieved the Optimus wellbeing award - whole school • Wellbeing team within school promoting positive wellbeing for staff and pupils • SEMH Panel to identify and plan additional support for individual pupils. • Wide therapeutic offer to meet individual needs – including Art Therapy, Pony Therapy, Play therapy, Music Therapy, Mindfulness, Rebound Therapy, ELSA programme. • Displays within classes celebrating hard work and achievement. • Pastoral Support Officers in place to support pupils and families. • Clinics held within school to simplify process and include families. • School OT supports holistically through school and home, with a particular focus on sensory needs • Personal development promoted through all aspects of curriculum. • Forest School being embedded with five lead tutors. • Implementation of individualised therapeutic programmes to support and develop the holistic needs of all • Pupils celebrate Great Britain Day annually • Fundamental British values planned within the curriculum • Pupils take part in 5 citizenship days throughout the year. • Head and Deputy pupils are nominated and given related responsibilities • Reading resources cover a wide range of diverse topics, cultures, families. • Topic related educational visits promoted throughout curriculum. • Community champion to ensure all pupils have access to community learning opportunities. • Inter school sporting competitions attended and promoted • Visitors invited to school to promote a diverse and varied community. • Wider community invited to Christmas and Summer Fayre • Links with local businesses via The Careers and Enterprise Company • Teaching Assistant specifically focussed in supporting work experience as a full time role. • Independent careers advice provided to KS4 & KS5 pupils from Employ. • Fully meet the SEND Gatsby benchmark good career guidance, working with 'The Pledge' to further develop opportunities • Curriculum mapping details pupil access to work related learning • Annual whole school Enterprise Week • Work related learning library in place. • KS3 and 4 Work Careers Programme in place • Internal/external work experience opportunities as appropriate, and in line with pupils' aspirations. • Accreditation mapping increases pupil outcomes 	<p>encouraging volunteering and community involvement</p>
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Leadership and Management

As of June 2025, we judge Leadership and Management at Fox Wood to be: Outstanding

Key Strengths:	Areas for Development:
<ul style="list-style-type: none">• Leadership Team are highly committed and passionate about achieving our school vision and ensuring the very best outcomes and possibilities for every single pupil, their families, and every member of staff.• Together the Senior Leadership and Middle Leadership Teams provide an exceptional level of skills, knowledge and ambition for our pupils, and increasingly look for opportunities to translate this into the wider SEND community• Senior and middle leaders proactivity seek research based opportunities and qualification routes to further develop their knowledge, skills and understanding• Clear and ambitious vision and aims which ensures high quality education, pastoral care and therapeutic input leading to all pupils achieving their full potential.• High expectations for all – pupils and staff.• Clear sense of vision and purpose is shared by all stakeholders to ensure holistic needs of all pupils is met and best practice is evident through all elements – “Together We Shine.”• Expectations and input are focused on school and home support and intervention as we strive to prepare all of our pupils for the world beyond the classroom, and -ultimately - adulthood.• Strong leadership of Teaching & Learning and Curriculum – robust monitoring schedule.• Extensive CPD opportunities, both internally and externally. This consistently translates to improved outcomes for all pupils, developed over time.• High quality ECT programme which supports the development and achievement of ECTs.• Strong career development opportunities for staff who wish to further their training, education or career pathways.• Parents/carers and families are integral to our school community and to our aim to maximise and enhance life experiences and achievements of all of our pupils – we work very closely with parents in a variety of ways including parental workshops, early help, 1:1 support, support clinics (e.g. behaviour/sleep), Fantastic Fox Wood PTA• Established wellbeing team with representatives from SLT• Open Door Policy by all Senior Leaders, regular meetings and wellbeing events. Clear procedures and processes to share any concerns in confidence.• Chair of Governors is involved in all aspects of school life.• A strong board of Governors with a combined wealth of skills and knowledge who meet regularly, readily undertake training, participate in learning walks and ensure that they fulfil statutory responsibilities including providing effective challenge and support.• Governors hold leaders to account and ensure that resources are well managed, and that financial matters	<ul style="list-style-type: none">- Enhancing Communication: Reviewing the impact of the school improvement team and ensuring consistent tools and practices enhance pupil progress.- Review office systems Increasing efficiencies and streamlining processes- Increase cyber security Training and systems to protect school and pupil data.- Strong Governance: Preparing the board for expansion and development.- Staffing Structure Review: Readyng teams in preparation for September 2026’s growth and development .

<p>are dealt with openly and effectively.</p> <ul style="list-style-type: none"> • Safeguarding is deemed to be robust and effective through Local Authority audits who recognise that we have a strong Safeguarding Team. The work of the Safeguarding Team is supervised and Quality assured by an external provider One Education • High quality CPD ensures staff are vigilant to all Safeguarding matters and share these in a timely and appropriate manner. • Extremely effective well-being team in place (Well-Being Award achieved.) • Team of Mental Health First Aiders in Place • Support available for all staff via Education Support Programme. • Use of Coaching strategies and related training from external professionals to ensure that all staff are encouraged and supported to be proactive, engaged, motivated and to strive for excellence, for our pupils and families. • Leaders ensure effective staff engagement at all levels which leads in practice to an exceptionally effective and hardworking staff team. 	
<p style="text-align: center;">Quality of Early Years Education</p> <p style="text-align: center;">As of June 2025 we judge the Quality of Early Years Education at Fox Wood to be: Outstanding</p>	
<p>Key Strengths:</p>	<p>Areas for Development:</p>
<ul style="list-style-type: none"> • EY INTENT (Curriculum design meeting pupils' needs/ adaptation/ planning & sequencing to clear end points) • Broad and balanced curriculum that is embedded securely, weighted appropriately to cover the prime and specific areas. This will help to get pupils ready for future years. • Child friendly topics on a rotational basis that covers a wide breadth of child led learning and these opportunities are implemented and balanced across adult led learning • Ready to Learn programme has been implemented to further support learning and development of prime areas and pupils SEMH needs • EY IMPLEMENTATION (Teaching/ Learning/ Assessment/Planning/ POS- key knowledge & long- term memory) • Staff have high expectations of all pupils and a knowledge of EYFS curriculum and CPD is given where required • Opportunities for learning through play, child led and adult led activities promotes teaching & learning of pupils • Staff use The B Squared Early Years framework to suitably assess pupils progress. We also use the development matters booklet and Evidence for Learning. The development matters booklet is sent home to parents for them to contribute to pupils' assessment, and parents are encouraged from the outset to share achievements from home with school via Evidence for Learning, and other methods of communication. • A strong transition process has been developed to support 	<ul style="list-style-type: none"> - Expanding Fox Cubs for next years cohort and to work as part of LA collaboration 'Giving Warrington's Children Strong Foundations'

both the pupils and parents' needs

- **EY IMPACT** (Standards-End of EY Outcomes/ In school Outcomes/ Explicit end points)
- Regular opportunities for Maths, Literacy-through functional skills, circle time, snack time, etc.
- Personal, physical and social skills are embedded throughout the school day with a wide breadth of learning spread throughout all areas
- Pupils SaLT plans are delivered throughout the day and embedded in all learning activities such as intensive interaction, circle time, IEPs
- Pupils are supported to take part in self-assessment/reflection opportunities to allow them to develop pride in achievements
- Achievements are celebrated through notes in the diaries, Evidence for Learning, Certificates home, etc.
- Foundations are built for the rest of schooling i.e. sitting, concentration and applying learning
- Pupils make significant process from their starting points in line with the NWSCAP progression tables
- Data is reviewed regularly and used to inform interventions

Self-Evaluation Overall Effectiveness Judgement: Outstanding