

FOX WOOD SCHOOL



SEND POLICY

Headteacher: Miss Lucinda Duffy

Woolston Learning Village
Fox Wood School
Holes Lane
Warrington
WA1 4LS

Tel: 01925 811534

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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 Headteacher and in his/her absence the Deputy Headteacher.

All pupils have a right to be valued as individuals and to be treated with dignity and respect. Individual differences should be accepted, along with the various rates of learning which will be present in every teaching group. The overall philosophy is one of building on their ability and achievement. Educating our pupils and ensuring that we assist them to lead safe, happy, healthy and successful lives is at the core of what Fox Wood sets out to achieve.

Through the Children Act 2004 and Every Child Matters the government sets out its policy and framework for coherent children's services to help us achieve that.

The five outcomes of Every Child Matters are as follows:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a positive contribution
- Achieve economic well-being including input from the pupil

AIMS OF FOX WOOD SCHOOL

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

Vision and Aims:

- 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.

We will achieve this by:

- Providing all staff with up to date and relevant information on the needs of pupils
- Providing staff with opportunities to discuss pupils needs
- Providing staff with regular professional development opportunities

- Providing a structure within which information on pupils can be collected, provided and processed systematically

CURRICULUM ORGANISATION AND IMPLEMENTATION

In light of the Rochford Review we have recently updated our curriculum to reflect the degrees of learning difficulty and the age of the pupils. We continue to underpin our curriculum using the National Curriculum, but 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. We aim to do this by:

- Enabling pupils of differing abilities and whose experiences are wide ranging to develop at their individual level and stage of development
- Providing a varied and appropriately differentiated curriculum to match individual needs and abilities
- Providing all pupils with opportunities to acquire, develop, practise, apply and extend their skills in range of contexts across the curriculum
- Having high expectations of the pupils and ourselves

Early Years Foundation Stage is based on the seven areas of learning and is differentiated to meet individual needs accordingly. At Fox Wood the EYFS incorporates reception and year one.

Early Years Foundation Stage						
Communication and Language (C & L)	Physical Development (PD)	Personal, Social and Emotional Development (PSED)	Literacy (Lit)	Maths (Ma)	Understanding the World (UTW)	Expressive Arts and Design (EAD)

The curriculum within the school phase has three 'tiers', but with overlap between the three.

- Pre-formal (Engagement)
- Semi-formal (Progression Steps)
- Formal (Progression Steps – National Curriculum)

Pre-formal Curriculum Engagement Primary and Secondary Phase			
Communication	Cognition	Physical	Self-care and Independence

Semi-formal Curriculum Progression Steps									
KS 1 & 2	Eng	Math	Science	Computing	PE	Arts	Humanities	Personal Development	
KS3	Eng	Math	Science	Computing	PE	Arts	Humanities	Life Skills	Enterprise

KS4	Eng	Math	Science	Computing	PE	Arts	Foundation	Life Skills	World of Work

Formal Curriculum Progression Steps – National Curriculum										
KS1 & 2	Eng	Maths	Sci	Comput	PE	Arts	Humanities and RE	PSHCE	MFL	
KS3	Eng	Maths	Sci	Comput	PE	Arts	Humanities and RE	Life Skills	MFL	CEIAG and Enterprise
KS4	Eng	Maths	Sci	Comput	Sport and Leisure	Arts	Foundation	Life Skills	MFL	CEIAG and WRL

Further details can be found in the Curriculum Policy

Focused Support sessions in English and maths are delivered on a 1:1 or small group basis for all pupils who receive Pupil Premium funding, and/or for pupils who are considered 'gifted and talented' within a particular subject. Typically, these pupils are working at the National Curriculum Levels and these sessions provide them with extra challenge.

CURRICULUM ENRICHMENT

All pupils benefit from weekly enrichment sessions once per week. Pupils in EYFS have enhanced provision with a range of activities. Pupils are encouraged to choose their own enrichment opportunities for a half term block. The options are changed regularly and include activities such as cooking, eco club, Lego Therapy and multi-sensory sessions. Curriculum provision is also enhanced through Forest School, outdoor learning, educational visits and visitors.

The curriculum at Fox Wood School is also enriched by the provision of planned theme weeks once a term. Recent examples of such weeks are Enterprise Week, Arts week and SMSC Week. In addition to this, further enrichment opportunities occur throughout the year such as Great Britain Day, charity fundraising days and five citizenship days across the year for our key stage 3 and 4 pupils.

SENCO

Every school has a designated teacher responsible for co-ordinating SEN provision. The SENCO at Fox Wood is Mrs Lianne Buchanan. All of our pupils have SEN and class teachers also ensure that pupils get the support they need.

For those pupils with medical conditions we have 'Supporting Pupils at School with Medical Conditions Policy' which is reviewed annually.

THE ANNUAL REVIEW PROCEDURE

When a pupil has an Education Health and Care Plan (EHCP) the LA must review the plan at least every twelve months. 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. Dates are set at the beginning of the school year for the Annual Reviews to be held. The LA is informed of this Annual Review Schedule as are other appropriate professionals. Our reviews are held in the Autumn and Spring term. All pupils at Fox Wood have an Education, Health and Care Plan.

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 pupil receive an invitation to attend. If professionals cannot attend, they are asked to submit a written report if appropriate. Professionals involved may include:

- Member of class team
- School nurse
- Physio
- Social care
- 14-19 advisor
- Speech and Language Therapist
- Representative from the Local Authority/EHC team
- Respite providers
- Transition Manager

If parents/carers cannot attend the review every attempt will be made to agree a mutually convenient time. If parents are unable to attend then issues that need to be raised may be discussed over the telephone.

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 Admin Manager co-ordinates the review process.
- A member of the Senior Leadership Team (SLT) will chair the review
- At the end of a set of reviews the completed paperwork is sent to the LA
- The decision to amend the EHCP is made by the LA although the school will make recommendations based on the evidence gathered in school
- When the LA has received the review papers and no changes are needed the LA then informs the school in writing and the review papers are placed in the pupil file

- When changes are made to the EHCP, the LA informs the school and parents in writing and the amended EHCP is subsequently sent.

THE LOCAL OFFER

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. As a school, we publish our information on the school website (www.foxwoodschool.org.uk).

PUPILS WITH AUTISTIC SPECTRUM DISORDER (ASD)

A significant proportion of our pupils have Autistic Spectrum Disorder. The school has several ASD specific classes for our pupils who need additional structure and routine. We also have National Autistic Society (NAS) accreditation and were re-accredited in January 2018.

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.

SPEECH AND LANGUAGE THERAPY (SaLT)

All pupils who have been identified through the EHC plan as in need of SaLT are on the SaLT caseload. The EHC plan is amended if the pupil is then discharged by SaLT. Speech and Language therapy is delivered on an individual basis, in small groups or through class support. Therapy is delivered by a Speech and Language Therapist or by a trained SaLT assistant. School can also refer a pupil to SaLT at any time through the School Nurse.

We also have three teaching assistants who have received additional training in communication who work with pupils in receipt of pupil premium on a 1:1 or small group basis to further develop their communication.

ADDITIONAL THERAPEUTIC PROVISION

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

We employ an 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 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 a range of sensory programmes. We also receive regular input from OT's provided by Bridegwater.

Physiotherapists may work in class or in the shared medical room and provide annual training and advice for staff and plan physiotherapy programmes for staff and parents to implement.

We have several staff trained in rebound therapy, and many pupils access rebound therapy on a weekly basis either in enrichment or with a trained rebound therapist.

INCLUSION

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

TEACHING AND LEARNING

Teaching and learning styles must be related to individual needs. Lessons at Fox Wood are delivered imaginatively with a focus on multi-sensory teaching and learning strategies (Visual, auditory and Kinaesthetic), and reflect pupils' changing needs as they mature. Lessons provide learning opportunities encompassing the outcomes of the afore mentioned Every Child Matters Agenda. 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 classroom, outdoor learning environment and the local community and includes a wide range of appropriate ICT experiences.

Pupils are grouped into classes of between 5 – 8 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 two classes for our pupils with Profound and Multiple Learning Difficulties. Where appropriate, pupils with ASD and/or pupils with Profound and Multiple Learning Difficulties (PMLD) are taught within the main body of the school.

Each class teacher writes an Individual Educational Plan (IEP) for every pupil every half term. This breaks down the targets 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 discussed with parents and may include input from the Occupational Therapist, Speech and Language Therapist, Physiotherapist, Visual Impairment Team as appropriate for each child.

ASSESSMENT

Pupils are assessed using the Bsquared assessment package through the Engagement Steps and the Progression Steps. The Bsquared assessment method used at Fox Wood divides each of these steps into finely graded outcomes, so that even the smallest steps of progress can be captured. Bsquared is used for all curriculum subjects, and assists teachers to set targets for the pupil's future

development. The Engagement Model (DfE) will be introduced from the Summer Term 2020 and will be used to assess pupils working on the Engagement Steps (previously known as P Levels 1-3) as this provides opportunities for staff to collect anecdotal evidence of breadth of progress at these very early levels of learning. Assessment of learning and assessment for learning are incorporated into each activity at an appropriate level. Pupils also have evidence of their work in electronic learning journals using Evidence for Learning (EfL) which can be accessed and added to by a parents and carers. A certificate assembly takes place weekly to celebrate achievements.

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 Foundation Stage Curriculum.

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, 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 in the summer term so they can meet the staff and receive more information about what Fox Wood will provide for their child.

POST 16 PUPILS

Our Key Stage 4 pupils are able to progress on to Woolston 6th Form College for years 12, 13 and 14. Additional information can be found in the College Prospectus.

RESOURCES

Resources are allocated in line with the School Development Plan. In drawing up the plan, consideration is given to the needs of the pupils, the aims of the school and any external priorities are identified and an action plan formulated.

The school comprises of a single storey building with specialist rooms for Food Technology, Art/Design and Technology, Music, ICT/library and therapy rooms. There are also facilities for multi sensory work, relaxation and hydrotherapy. Meals are cooked and served on the premises. Two school minibuses allow staff to provide an extension to classroom activities to support curriculum objectives, and to provide opportunities for pupils to transfer their skills into real life experiences.

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 equipment in the Food Technology room is designed to be accessible.

The school grounds include three playgrounds, a grassed area, trees, allotment areas and a sensational space.

Differentiated resources are used within lessons to address individual needs, including multi-sensory resources. Pupils are prompted as needed to aid learning, for example by physical, verbal or visual prompts. Communication systems appropriate to individual pupils are used such as objects of reference, photos, on body signing, Makaton, symbols etc. Activities may be repeated in order to reinforce learning. Each lesson generally has the same structure – introduction, main activities and 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 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.

The following professionals provide specialist services at Fox Wood School

- Nurse
- Speech and Language Therapists and assistant
- Visual Impairment Team
- Occupational Therapist
- Occupational Therapist (Bridgewater)
- Music Tutors
- Physiotherapist
- Hearing Impairment Team
- PE Tutors

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 at home or/and in school, support Social Worker/Family Support Workers and to attend meetings on behalf of the school including Early Help, CIN etc.

Within school, we have a number of staff with additional training in areas including but not limited to challenging behaviour, ASD, Team Teach, Intensive Interaction, early communication, manual handling, rebound therapy, lego therapy.

ICT PROVISION

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 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. We also have access to the latest in accessible touch screens (Prowise).

DIFFERENTIATION

Teaching takes place via discrete subject teaching, cross curriculum topics or projects and has a high practical input. Teaching and learning is highly personalised to individual pupils. Pupils with learning difficulties may find it difficult to assimilate and make use of new knowledge and skills unless they have frequent opportunity to put them to relevant use in daily life.

All our pupils have an Individual Education Programme (IEP). This is a detailed analysis of the pupil's needs and highlights targets that pupils will strive to attain. Some of our pupils who have Autistic Spectrum Disorder or Profound and Multiple Learning Difficulties will be taught in discrete classes in order that their particular needs can be met.

EQUAL OPPORTUNITIES

The policy will ensure that no member of the school community is placed at a disadvantage because of creed, gender, disability or age.

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.

Action plans developed to improve teaching resources and to provide Continuing Professional Development (CPD) are allocated an appropriate budget. Our ICT budget ensures that pupils have ongoing access to the latest technologies to support them appropriately.

Pupils who receive Pupil Premium funding receive additional Focused Support sessions and 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.

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

For those pupils who require medication whilst at school a medication policy is in place. For pupils with medical needs, the school nurse 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 we follow Manual Handling passports for identified pupils.

The majority of staff are trained in Team Teach principles and use de-escalation and self-regulation strategies to support pupils effectively.

MONITORING AND EVALUATION

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 question of appropriate placement is discussed at every Annual Review. Transition and inclusion where appropriate is agreed with parents and the school's policy followed.

The school has continuous assessment procedures as per the Planning, Assessment, Recording and Reporting Policy and Curriculum Policy.

The planning of services and enhanced teaching activities should be undertaken in liaison with other professionals. At Fox Wood School we have the active involvement of occupational therapists, speech therapists, orthoptists, physiotherapists, teacher from the visual impairment and hearing service, social care, occupational therapist, dental officer, and paediatrician. Other professionals are consulted according to each child's individual needs.

Pupils can leave at the end of the academic year in which they are eighteen but have the option of staying on at Fox Wood until they are nineteen. Pupils have the opportunity to link with Further Educational Colleges and Day Centres to facilitate transition. Fox Wood has a 14-9 Transition Manager who ensures that this process is robust and supports the pupils' to make a successful transition to their next placement.

HOME/SCHOOL LIAISON

Fox Wood School recognises that parents have a right to be involved in the education of their child. The school has an open door policy and parents are welcome at any time. However, parents 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 in to school on a regular basis to discuss the IEP (and IBP - Individual Behaviour Plan - if appropriate), annually for their Person Centred review and annually for parents evening. Other professionals including school nurses,

physio, OT, social care, behaviour nurse etc are also invited to the parents evening to provide support and give advice. An annual report is sent to parents in July with a comments section for them to complete and return to school.

Fox Wood School uses Evidence for Learning, which is an online learning journal, to record evidence of pupil progress over time. This can be accessed at home by parents and carers who are also able to upload information, enabling us to capture a highly personalised learning journey for each and every child. Parents and carers are able to log in at any time to see how well their child is progressing across the different areas of the curriculum.

Home school diaries are regularly written in by members of the class team to inform parents of the day's events, activities etc. Parents are also able to write in them in order to share news and to pass on information.

The majority of pupils arrive at school by bus or taxi and as a result of this we do not see all 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.

The school has a strong online presence with a comprehensive website www.foxwoodschoo.org.uk and social media pages on Facebook and Twitter.

IEPs are written at the start of each half term and are reviewed at the end to show progress. These are shared with parents and parents are invited to add their contribution to the IEP. Numerical annual targets are also set and these are closely monitored by the leadership team.

A newsletter is written half termly to keep parents fully informed about the school. An activity pack is also available for each school holiday which details places to visit, symbols to use, and suggests activities to carry out.

Workshops are arranged for parents incorporating a wide range of subject areas such as reading, writing, Manual Handling, behaviour support.

We hope that any concerns parents may have would be addressed initially by the class teacher and when necessary by the Headteacher. If difficulties cannot be resolved parents can approach the Chair of Governors and finally the Local Authority. Further details are given in the school Complaints Policy.

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

We achieved the Leading Parent Partnership Award in July 2017 in recognition of our excellent work with parents and carers. We also have a 14 – 19 Transition Manager who works very closely with parents when their child is in Year 9 to Year 14 to support them throughout the transition process.

RESPONSIBILITIES IN RELATION TO SPECIAL EDUCATIONAL NEEDS

The Governing Body:

Approves all policies and practices

	We have a designated SEND governor
The Headteacher	Delegated responsibility to oversee successful implementation, review and moderation of all policies. Has overall responsibility and for the provision and progress of all our pupils.
Deputy Headteacher/SENCO	To support staff identifying and planning for individual pupils needs, particularly where a pupil's needs are in addition to those common to most pupils in the school.
Teaching Staff:	To support the values and principles laid out in the policy and school objectives. To translate their support in terms of responsibilities in the context of curriculum and group organisation and specialisms.
Support Staff:	As for teaching staff in relation to specific job responsibilities.
Other Forms of Support:	School nurses School Paediatrician Educational Psychologist Occupational Therapist Speech and Language Therapist Physiotherapist Other Health Agencies
Occasional Support:	Teacher for Visually Impaired/Hearing Impaired Other Health Agencies
Liaison:	Social Care

STAFF QUALIFICATIONS

All teaching staff have recognised teaching qualifications and individual members of staff have additional qualifications in specialist areas eg. SEN Teaching and Learning, Autistic Spectrum Disorder. All support staff have received various training specifically relevant to the requirements of their work. Most hold a NNEB or NVQ3 equivalent qualification.

The school operates an annual in-service training budget. Every member of staff is given the opportunity to upgrade training and skills in areas of work linked to the School Development Plan. Teaching and Support staff may identify training needs via the Performance Management or Professional Development Review process.

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

- Target setting
- ASD approaches
- Use of symbols
- Manual Handling
- Safeguarding
- P.E.
- Phonics
- Development of maths
- Assessment

GOVERNOR TRAINING

Governors have attended relevant courses pertinent to our pupils needs.