SEND at Foxford Community School FAQs

How do you identify SEN?

We use a variety of ways to identify if a child has SEND, for example;

- Liaising with previous school (as we have been doing with all Primaries during lockdown)
- Child performing below age related expectations
- Concerns raised by Parent/Carer informally or within Parents' evenings
- Through referral from weekly year team meetings or faculty meetings
- Concerns raised by the teacher that behaviour or self-esteem is affecting performance
- Liaising with external agencies e.g. Speech & Language Therapist/ Health Services
- Health diagnosis through paediatrician/doctor and letter of recommendations

My child is currently on the SEND Register at Primary school – will this continue at Secondary School?

Yes. If your child has been identified by their Primary as having an SEND need initially they will be kept on our SEND register. There is a period of regular collecting and collating of information for each child in the first term. We review the needs of students regularly and update our register to reflect this. We will notify you of any changes or updates.

Will my child have an IEP?

Yes, if your child is on the SEND register, they will have an IEP (called a Pupil Passport), which is kept centrally on a secure system. These are usually written during the first half term of your child being with us. These are accessed and used by our staff to inform them of strategies to use with your child. These are currently being written based on information from Primary school and you will have a copy of this sent home to review before September 2020.

Will my child still have support for their SEND need at Secondary School?

Yes, support will continue, and the level of support required is reviewed regularly. They will first and foremost receive support from their class teachers, but we also have Learning Mentor and Teaching Assistant support in each year and within different subjects. Where needed, we put in place additional interventions – with either Foxford staff or external agencies.

My child has an EHCP – will they continue to have Annual Reviews at Secondary School?

Yes, an annual review is a statutory process and will be completed at school (or remotely if needed) each year. Any relevant professionals will be invited to the meeting, as well as parents/carers and the student. From Year 9 each student receives an annual Careers Interview with our Futures Advisor, which forms part of the Preparation for Adulthood part of the annual review.

What is the SEND Local Offer?

The Local Offer is where you can find information, advice and guidance and a range of local service providers who support children and young people with Special Educational Needs and Disabilities (SEND). Click on the link for Coventry's local offer:

https://www.coventry.gov.uk/sendlocaloffer

Is there an area from SEND pupils or those that are anxious about being in the main school at break and lunchtimes?

Yes students are able to come to Thrive at break and lunch, which is always staffed by members of the Inclusion Team.

Will my child's specialist provision carry on at Secondary School?

Yes, if it is due to continue. We liaise closely with external agencies and specialist providers to facilitate this.

What support services do you use from external agencies? How do you deliver and follow the recommendations given in school? How do I know?

We work with a number of different agencies, including Educational Psychology, Complex Communication Team (CCT), Social Emotional and Mental Health Learning Team (SEMHL), Speech and Language and Sensory Support. We also liaise with any health care professionals who might be working with individual students to ensure needs can be met. We ensure that parents/carers and relevant staff are aware of any support and of any outcomes or suggested interventions following that support.

Who will support my child?

In terms of SEND, depending on the level of need (and this is regularly reviewed), support is available from a variety of places/people, such as;

Learning Mentors (attached to year groups)
Class teachers and tutor
Teaching Assistants
If relevant, external agencies (such as CCT, SEMHL, CAMHs)

What SEND training have staff had? How do you ensure that my child has access to appropriate differentiation in lessons?

All staff at Foxford Community School receive training when they start surrounding identifying and supporting students with SEND. This includes understanding of different needs, how to differentiate and how to access and use IEPs. Refresher training occurs each year and staff can access further training if needed through the SENCo. All staff are expected to differentiate appropriately, where relevant, and follow all recommendations on your child's IEP.

How do you involve parents/carers in the monitoring and planning for children with SEND?

We aim to involve parents/carers at different stages in this process and to invite parents to at least one SEND event per year. We inform parents of any changes to SEND status or of any new interventions in school. To work with an external provider, we always ensure we obtain consent first. We welcome parent/carer responses to add to IEPs.

We have a dedicated Inclusion team who liaise with all of our SEND students' parents/carers. We do this both formally through review meetings and informally through ongoing conversations. Where we are unable to offer specific interventions we will always signpost parents/carers to the relevant support and actively monitor outcomes. If you require any support you can contact the SENCo directly via email or phone: inclusion@foxford.coventry.sch.uk or 02476 369200 EXT 284

What strategies do you use in school?

As well as sharing with staff and using IEPs for individual students, we also equip staff with general strategies for a wide range of needs. In addition to this, where needed, we provide extra support for students. This may be support in lessons; extra literacy or maths support; mentoring or encouraging the use of Thrive during break and lunchtime (unstructured times)