



Foxford is a mainstream school with a strong inclusive ethos. We support pupils with a wide range of SEN needs. These include ASD, dyslexia, speech and language needs as well as sensory and physical disabilities. Our aim is to support pupils to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in our mainstream setting whenever possible by ensuring that interventions and support are devised with the advice of key professionals and the pupil and family together with

the school as underpins the principles of the SEND Code of Practice (January 2015).

At Foxford, we strive to ensure that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. This document is intended to give you information regarding the ways in which we ensure we support all of our students, including those with SEND, to ensure that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements of students in our care. It is devised on questions you may have regarding the SEND provision at Foxford and key information related to them.

QUESTION	HOW WE DO THIS AT FOXFORD
<p>Do students with SEND come to your school?</p> <p>What kinds of SEND do you make provision for at this school?</p>	<p>We are a mainstream school and we aspire for all of our students to achieve their potential, including those with SEND. Students are identified as SEND when their progress has significantly slowed or stopped. Interventions and resources that are put in place normally would not have shown improvement and the student would be then identified as having an SEND need.</p> <p>We have specific plans and student passports which help teaching and other staff to support their development and speed up progress.</p> <p>Typically the students with SEND in our school have difficulties with speaking and language, learning generally (especially reading and/or writing), social or emotional development, and sensory difficulties with sight and/or hearing. We offer in-class and intervention groups to support students with overcoming their barriers to learning.</p>

QUESTION	HOW WE DO THIS AT FOXFORD
<p>How do you know if a student has SEND?</p> <p>How will I know if my son or daughter is receiving SEND support?</p>	<p>Our teachers closely monitor the progress made by all students and will ask advice from the SENCo as soon as they have concerns about any student. The SENCo helps teachers to plan activities such as small group work or special programmes to differentiate for the students' needs. If these activities then do not help the student to make better progress, the SENCo might suggest other programmes or ask for advice or assessment from an external specialist service. If the student still does not make improved progress, the SENCo will meet with parents/carers and student and together agree that additional SEND support will be put in place to support the student.</p> <p>As soon as your son or daughter's SEND has been identified we will contact you and invite you to come into school to discuss plans to help them to make better progress.</p>
<p>Where can I find information about the school SEND Policy?</p>	<p>Our policies on SEND will give you the information you need about how we make provision for all students with SEND. https://www.foxfordschool.co.uk/about-us/policies/</p> <p>If you would like to discuss our SEND provision or find out more, please contact our SENCo at tracyw@foxford.coventry.sch.uk or call 02476 369200.</p>
<p>How do you make sure that the SEND support is helping students make good progress?</p> <p>How will I know that my son or daughter is making good progress?</p>	<p>We regularly review data for all students at the three data capture points we have at Foxford over the year. The impact of any interventions needed from this is measured and evaluated. Subsequent interventions will then be put in place if needed.</p> <p>All parents attend Progress Review Days over the academic year where they can look at the progress of their son/daughter with a key person (called a Progress Reviewer) and ask any specific questions about the progress being made in all areas of the curriculum.</p>
<p>How do you check and review the progress made by students with SEND?</p> <p>How will I be involved in those reviews? Who else will be there?</p>	<p>The Inclusion team will assess and review the progress of all students with SEND at key data capture points in the year, this includes academic progress, attendance and behaviour. The outcomes of these reviews will be shared with parents at Progress Review Days (two per year) with the Progress Reviewer where action and targets will be set.</p> <p>Education, Health and Care (EHC) plan reviews will take place periodically throughout the year where key personnel involved in the plan will be invited to attend the reviews. Parents are central to the planning and intended outcomes of the plan. Parents are welcome to bring a person to support them such as a family member/ friend or a parent partnership representative.</p> <p>However you do not need to wait for these meetings if there is a concern, a meeting can be arranged with the SENCo to discuss any concerns as they arise.</p>

QUESTION	HOW WE DO THIS AT FOXFORD
<p>How do your teachers help students with learning difficulties or disabilities to learn, including what they learn?</p> <p>How can I find out more about what my son or daughter is learning at the moment?</p>	<p>As a school we have the high expectations for all students. The school will put in place different ways of teaching so that your son/daughter is fully involved in learning in their class. This may involve things like using more practical learning or the use of ICT or resources to overcome barriers to learning. The teacher will also put in place specific strategies from the student passport (which may be suggested by the SENCO or specialists from outside agencies) to enable your son or daughter to access the learning tasks.</p> <p>Your child's form tutor or the subject teacher will be able to give you more information about what students' are learning at the moment and can offer advice on how to support your son/daughter to make better progress.</p>
<p>How have you made the school buildings and site safe and welcoming for students with SEND or disabilities?</p>	<p>In accordance to the disability act, buildings may undergo 'reasonable adjustments' to ensure that they are accessible for all of our students. This is negotiated by the LA with the school and we seek professional advice to ensure that these are of benefit to the student and meet their needs.</p> <p>We have a designated 'safe' supervised area, 'THRIVE', that students can access during break and lunch times to lessen anxiety but building and promoting confidence and friendship. This is supervised by the SENCo and students are encouraged to go to this area to build friendships and seek support.</p>
<p>Is there any extra support available to help students with SEND with their learning?</p> <p>How will I know if my child is getting extra support?</p>	<p>Support is given to students in a variety of ways including Teaching Assistant and Learning Mentor support and external agency liaison and advice.</p> <p>Parents/carers will be informed of the additional support and updated on any changes and are encouraged to contact the SENCo if they require any further information.</p>
<p>What social, before and after school and other activities are available for students with SEN?</p> <p>How can my student and I find out about these activities?</p>	<p>All students, including those with SEND are fully included and encouraged to take part in the vast array of after school and lunchtime clubs that are available. Where adjustments or specialist risk assessments are needed for a student to access an activity the SENCo will involve parents/ carers. This includes any trips and visits to support with making these inclusive to all students.</p> <p>Students find out about Foxford's clubs and events through tutor time.</p>

QUESTION	HOW WE DO THIS AT FOXFORD
<p>How does your school support students' emotional and social development?</p>	<p>All students have a tutor that they meet daily and who delivers our PSHE (Personal, Social, Health Education) curriculum and are a point of contact for the student to discuss concerns. We have worked closely with CAMHs practitioners in school to develop learning classrooms that support students' academic and social/emotional development school-wide.</p> <p>We do respond to the needs of the individual student and support them in small group or one-to-one programmes of support as and when needed. We utilise many agencies for support if we need expertise beyond our own staff.</p>
<p>Who should I contact if I want to find out more about how the school supports students with SEND?</p>	<p>There is a team approach to SEND support at Foxford therefore if your child is already at Foxford you can make contact with the tutor, Year Leader (YL) for their year group (Y6) or Mrs White (SENCo) if you require any further information.</p> <p>If your son/daughter is currently at primary school and you wish to contact Foxford with regards their SEND needs then please do contact the SENCo via email tracyw@foxford.coventry.sch.uk or telephone the school and ask for her directly.</p>
<p>How are the adults in school helped to work with students with an SEND and what training do they have?</p>	<p>At Foxford we pride ourselves on innovative and current practice. We look to share our best practice in school to be able to support our students to achieve. Therefore the training of all adults in the school is paramount to the success of all learners, including those with SEND. Regular and appropriate staff training takes place, both of a generic nature and child or SEND specific. Whole staff training shares the knowledge, expertise and experience in order to gain a consistent approach to supporting SEND learners. We also have smaller group training during the year on SEND specific needs and sharing the best practice to ensure we are equipped to support all learners. This may be delivered by the SENCo or from external professionals (such as Sensory Support Service or Complex Communication Team (CCT) based on areas of need of the students that we have at Foxford.</p>
<p>What happens if my son or daughter needs specialist equipment or other facilities?</p>	<p>The LA provides specialist equipment such as wheel chairs/standing frame when prescribed by a relevant health specialist. The school liaises with the relevant services and parents to ensure that this staff have training and its use is monitored and checked to ensure it is supporting your son/daughter effectively with their needs.</p>

QUESTION	HOW WE DO THIS AT FOXFORD
<p>How will I be involved with planning for and supporting my son or daughter's learning?</p> <p>Who will help me to support him/her at home?</p>	<p>At Foxford we value all of our parents and, as our values state, we believe in working in partnership with you to get the best possible outcomes for our students.</p> <p>There are Progress Review Days over the year where you can raise any specific concerns. Contact via the student planner to the tutor, emails or calling staff directly are all good ways to communicate with key staff.</p> <p>The school website also holds key information about the school curriculum and support. There is a calendar and key dates for the year to support your son/daughter with organisation and with keeping up to date with key events for you to attend.</p> <p>We periodically will show key information about local organisations such as parent partnership who can support and advice in the home.</p>
<p>How is my son or daughter involved in his /her own learning and decisions made about his/her education?</p>	<p>Students are at the forefront of everything that we do at Foxford. Their views are very important to us. This takes a variety of forms including supported involvement in reviews and meetings, our school council and various student voice activities.</p>
<p>Who should I contact if I'm not happy with my son or daughter's learning and/or progress?</p>	<p>In the first instance approaching the subject teacher or Faculty Leader (FL) directly would be appropriate. If you are then still concerned you can contact the Year Leader (YL) for their year group or SENCo directly at the school.</p> <p>If you feel your complaint is not resolved, then you can ask for a meeting in school involving a member of the Senior Leadership Team if required. If you are still dissatisfied then you can request a meeting with the Head teacher.</p>
<p>Who else provides services in school for students with SEND or disabilities?</p>	<p>Services that currently come into school to support our students are listed below, however these are not exhaustive and will change depending on the SEND cohort.</p> <ul style="list-style-type: none"> - Educational Psychology - Complex Communication Team (CCTS) - SEMH and Learning Team - Sensory Support: Hearing Impairment/ Visual Impairment - Physiotherapy - Occupational Therapy - CAMHs <p>Most of these services will meet to discuss strategies in the home and will signpost you to specific agencies for home support as well as discussing in-school support.</p>

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Who should I contact to find out about other support for parents/carers and families of students with SEND or disabilities?	<p>SEND Information, Advice and Support Service (SEN IASS) - formerly Parent Partnership can provide support to families they can be contacted at: Limbrick Wood Centre, Thomas Naul Croft, Coventry CV4 9QX and called on 024 7669 4307.</p> <p>http://www.coventry.gov.uk/iass</p>
How will you help my son/daughter make a successful move into the next year group or other move or transition?	<p>All students will receive support throughout their time at Foxford when needed to move onto the next phase on their learning journey.</p> <p>There is an extensive primary to secondary transition process, with an enhanced programme for SEND learners identified by the primary school as requiring additional transition. You will be informed and this will take place in the summer term prior to transition.</p> <p>All students are supported by the careers advisor in school and they, along with the Post 16 team support students into further education/employment.</p>
Where can I find out about other services that might be available for our family and my son or daughter?	<p>The Coventry Local Offer website has information about the services that are available:</p> <p>http://www.coventry.gov.uk/sendlocaloffer</p>