Special Educational Needs (SEN) Information Report
FOXFORD COMMUNITY SCHOOL 2025

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 'Inclusive Classroom' whole-school agenda ensures that all of our students benefit from Wave 1 Quality First Teaching. Our focus on adaptive teaching allows us 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. Additionally, we ensure that any required interventions and support are put in place where needed. These are devised with the advice of key professionals, the pupil and their family, together with the school, underpinned by 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.

SEND Team - foxfordsend@castlephoenixtrust.org.uk :
Deputy Headteacher/SENCO – Sian Harris
Assistant Headteacher/SENCo – Rachel Norton
Assistant SENCo – Noreen Emran
Strategic SEND Lead – Laura Miller
Year 7 SEND Transition Lead – Jackie Hambridge

Question	How we do this at Foxford
Do Students with SEND come to your school?	We are a mainstream school and we aspire for all of our students to achieve their potential, including those with SEND. Students that are identified as SEND by their primary school will remain on the SEND register at Foxford for at least the first term. If a pupil's progress has significantly slowed or stopped, and Wave 1 Quality First Teaching is not making an impact along with other interventions, they might be identified as having a SEND need.
What kinds of SEND do you make provision for at this school?	We have specific plans and student passports which help teachers, year leaders and support staff to support pupil development and speed up progress. 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. SEND students at Foxford might also be referred for support from external provision, such as specialist teachers from the Complex Communication Team, SEMHL and Educational Psychologists.
How do you know if a student has SEND?	Our teachers closely monitor the progress made by all students and will ask for advice from the SEND team as soon as they have concerns about any student. Students might also be referred to the SEND team by their Year Leader or by parents directly. The SEND team helps teachers to adapt their provision to meet the needs of all learners. They may also 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 SEND team 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 SEND team will liaise with parents/carers and student and together agree that additional SEND support will be put in place to support the student.
How will I know if my son or daughter is receiving SEND support?	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 We will ask for your permission before we put any external provision in place.
Where can I find information about the school SEND Policy?	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/ If you would like to discuss our SEND provision or find out more, please contact our SEND Team at: Foxfordsend@castlephoenixtrust.org.uk or call 02476 369200.
How do you make sure that the SEND support is helping students make good progress?	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 in needed. Key interventions/agency support and the SEND team are funded through the notional SEND budget. Students with EHCP funding have access to additional resources to support Section F of their plan.

	We follow the Plan Do Review cycle for all pupils with SEND. Individual Learning Plans are reviewed 3 times each year to ensure that students are making progress against their targets. All parents attend Parents' Evening over the academic year where they can look at the progress of their son/daughter with their subject teachers and ask any specific questions about the progress being made in all areas of the curriculum and how they are students are specifically supported within their lessons. Students with IEPs will have their targets reviewed at least 3 times during the academic year.
How will I know that my son or daughter is making good progress?	Pupils with an EHCP will have their targets reviewed at least 3 times across the academic year. They will be invited to attend an Annual Review each year, along with their parents, the SENCo, and any other relevant professionals.
How do you check and review the progress made by students with SEND?	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 via online access to key educational documents where parental contributions are welcomed. IEP reviews will be held at least 3 times each year. Education, Health and Care (EHC) plan reviews will take place periodically throughout the year. Annual reviews will also take place, where key people involved in the plan will be invited to attend.
How will I be involved in those reviews? Who else will be there?	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 SENDIASS representative. However, you do not need to wait for these meetings; if there is a concern, a meeting can be arranged with the SEND team to discuss any concerns as they arise.
How do your teachers help students with learning difficulties or disabilities to learn, including what they learn?	As a school we have the high expectations for all students. Our teachers deliver Quality First Teaching in all of our classrooms, which allows them to adapt their teaching to meet the needs of students. Teachers will also apply any strategies that are highlighted in pupils' IEPs or Pupil Passports. The SEND team may also will put in place additional resources so that your child is fully involved in learning in their class. This might be a reading pen, and iPad or a overlay. They may also have the support of a Teaching Assistant or Learning Mentor. Any strategies suggested by specialist teachers, such as CCT or SEMHL, will also be added to IEPs and will be applied by teachers.

How can I find out more about what my son or daughter is learning at the moment?	Your child's form tutor or subject teachers 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. Termly Learning plans can also be seen on the main school website. In accordance with 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.
How have you made the school buildings and site safe and welcoming for students with SEND or disabilities?	We have a designated quiet supervised area, 'THRIVE', that students can access during break and lunch times to lessen anxiety, along with building and promoting confidence and friendship. This is supervised by the SEND team and students are encouraged to go to this area to build friendships and seek support.
Is there any extra support available to help students with SEND with their learning?	Support is given to students in a variety of ways including Student Support Facilitator and Learning Mentor support. They may also receive support from external agencies. Parents/carers will be informed of the additional support and updated on any changes. They are encouraged to contact the SEND team if they require any further information.
How will I know if my child is getting extra support?	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 SEND team will involve parents/ carers. This includes any trips and visits to support with making these inclusive to all students.
What social, before and after school and other activities are available for students with SEN?	Students find out about Foxford's clubs and events through tutor time. They are also listed on the school's main website. 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.
How can my student and I find out about these activities?	We have worked closely with CAMHs practitioners in school to develop learning classrooms that support students' academic and social/emotional development school-wide.
How does your school support students' emotional and social development?	We 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.
Who should I contact if I want to find out more about how the school supports students with SEND?	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 or the SEND team if you require any further information.

	If your son/daughter is currently at primary school and you wish to contact Foxford regarding their SEND needs then please do contact the SEND team via email or telephone the school and ask for them directly. foxfordsend@castlephoenixtrust.org.uk
How are the adults in school helped to work with students with SEND and what training do they have?	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 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 share the best practice to ensure we are equipped to support all learners. This may be delivered by the SEND team 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.
What happens if my son or daughter needs specialist equipment or other facilities?	The LA provides specialist equipment such as wheelchairs/ 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.
How will I be involved with planning for and supporting my son or daughter's learning?	Parents will be invited to discuss their child's IEP at intervals across the year. They will also meet subject teachers at parents' evenings and key stage transition events.
Who will help me to support him/her at home?	The SEND team will be able to discuss any strategies that may be relevant for parents to use at home. Parents will also be invited to the relevant Key Stage SEND coffee morning each year, with access to support from external agencies. We will periodically share key information about local organisations and LA workshops that can support and offer advice in the home.
How is my son or daughter involved in his /her own learning and decisions made about his/her education?	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.
Who should I contact if I'm not happy with my son or daughter's learning and/or progress?	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) who may refer you to the SEND team.

	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.
Who else provides services in school for students with SEND or disabilities?	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: Educational Psychology Complex Communication Team (CCT) SEMH and Learning Team Sensory Support: Hearing Impairment/ Visual Impairment Physiotherapy Occupational Therapy CAMHs 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.
Who should I contact to find out about other support for parents/carers and families of students with SEND or disabilities?	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 on024 7669 4307. http://www.coventry.gov.uk/iass
How will you help my son/daughter make a successful move into the next year group or other move or transition?	All students will receive support throughout their time at Foxford when needed to move onto the next phase on their learning journey. 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 of key dates, and this will take place in the summer term prior to transition. All students are supported by the career's advisor in school and they, along with the Sixth Form team, support students into further education/employment.
Where can I find out about other services that might be available for our family and my son or daughter?	The Coventry Local Offer website has information about the services that are available: http://www.coventry.gov.uk/sendlocaloffer