SEND and Inclusion Policy

Local Level Policy

Date effective	July 2026
Review Cycle	Annually
Review Date	July 2027
Date of Approval by Governors	July 2026
Committee approved by	Foxford Local Governing Body
Author	Rachel Norton

Date	Notes

Special Education Needs and Disabilities Policy Statement

Background Information

Foxford School is a comprehensive secondary school situated on the east of the city. Our intake reflects students with a range of SEND; some with Education Health and Care Plans. We have students with needs in the following areas;

- social and communication
- social, emotional and mental health
- sensory, physical difficulties
- cognition and learning.

Our Learning and Inclusion Centre (THRIVE) is led by our Strategic SEND Lead. This is line managed by an Assistant Headteacher and SENCO and a Deputy Headteacher. Furthermore, there is a Student Support Facilitator (SSF) for Year 7 SEND Transition and Senior Clerical Officer for Inclusion. There are also a number of Learning Mentors and SSFs employed by the school to work with students with SEND and students in need of specific support. In addition to the Inclusion team, we have appointed an Enhanced Pastoral Lead to coordinate any alternative provision and interventions needed. The faculty works as a team and establishes close working relationships between students, staff, parents / carers, governors and outside agencies so that all of our students are supported in a fully inclusive environment.

Aims

The objectives of our policy are to:

- Organise our activities to ensure that all students are able to fully participate in the life of the school
- Work with parents / carers sharing information on students' progress, outcomes and their individual needs
- Continuously develop our ways of working to provide the highest quality of provision for all students within the resources available
- Meet the requirements of the Education Act (1996), the Special Educational Needs and Disability (SEND) Code of Practice (2015), and the Equality Act (2010)
- Encompass the LA Statement of Policy for students with SEND
- Facilitate a student's learning by identifying his/her needs and ensuring provision is matched to support each individual's attainment and well being
- Respond to students' needs flexibly according to the nature of their needs and personalise their learning so that they can learn in a way that best suits their needs

This policy outlines the strategies and approaches that the school will take in order to meet these objectives. The procedures set out will be monitored and reviewed each year in order to build on best practice at Foxford.

We are a pro-active school and believe in the importance of rigorous quality assurance, followed by prompt and appropriate action and intervention.

Responsibilities

Inclusion Team:

Sian Harris
Deputy Headteacher/ SENCO

Rachel Norton
Assistant Headteacher/SENCO

Kiran Singh
Enhanced Pastoral Lead: Behaviour and Intervention

Charlotte Slater
LAC Coordinator

Laura Miller
Strategic SEND Lead

Jackie Hambridge
Student Support Facilitator: SEND Transition

Rohima Hassan
EAL Lead

Grace Ladbrooke
HLTA

Mary Kenny
Senior Clerical Officer/PA to Inclusion

The THRIVE faculty will:

- Liaise with primary schools.
- Liaise with external agencies to support provision for our SEND students.
- Lead on and manage the day to day operation of this policy.
- Ensure that provision for all SEND students is arranged.
- Facilitate the tracking and lead on the intervention for students.
- Use the WAVE approach and student profiles to provide accurate and appropriate support for all students with SEND.
- Manage the timetables of teachers, teaching assistants, student teachers and learning instructors assigned to the faculty.
- Report on the effectiveness of provision to the Leadership Team and through them to governors.
- Keep up to date with new initiatives to support students with SEND and share good practice with all teachers.
- Lead and manage arrangements for monitoring, tracking, reviewing and evaluating the effectiveness of SEND provision.
- Analyse the progress made by SEND students and those with EHC plans in the school through Key Stage 3, Key Stage 4 and sixth form.

The Headteacher and Leadership Team will:

- Manage and focus the work of the faculty in line with the whole school policy.
- Identify and allocate resources for SEND.
- Plan with the faculty on how resources are used to support students in the most efficient, effective and equitable way.
- Ensure the appropriate provision for pupils with EHC Plans is in place.
- Set the overall school policy for SEND & Inclusion.
- Decide whether to put forward students for statutory assessment, in consultation with parents/carers.
- Ensure that the school information report is accessible via the website.

Subject Teachers will:

- Identify students experiencing difficulties.
- Use the Wave approach to ensure quality first teaching.
- Follow the Foxford Inclusive classroom strategy
- Work closely with additional adults assigned to support students in their classes.
- Use pupil profiles to facilitate effective adaptive teaching and differentiation in lessons.
- Discuss students with SEND with the faculty and then parents/carers.
- Contribute to monitoring and review procedures.
- Seek to meet SEND within the overall framework of inclusion in the school.
- Track the progress made by students on the SEND register.
- Attend THRIVE conferences regarding the students they teach.

Faculty Leaders will:

- Liaise with the faculty concerning special arrangements for examinations.
- Ensure student profiles are used by staff and are consulted on a regular basis.
- Ensure curriculum plans and schemes for learning detail strategies for adaptive teaching.
- Use departmental/faculty resources to develop teaching resources appropriate for SEND.
- Monitor teachers' plans to ensure they include appropriate adaptations for students with SEND.
- Ensure assessment procedures are appropriate for students with SEND and that rigorous tracking systems are in place to monitor and report on the progress of SEND students and those with an EHC plan.

Year Leaders will:

- Liaise with the faculty over concerns arising with students.
- Liaise with the faculty to help evaluate the effectiveness of provision.
- Support and contribute to the profiling of students.
- Take on the role of key worker for identified students and follow procedures outlined in the profiles to support identified students.
- Lead/contribute within social care meetings progress against targets where a child has a SEND need.

Governors will:

- Identify one governor with a special interest in SEND.
- Report on the effectiveness of the SEND & Inclusion policy at the relevant committee meeting and recommend changes as necessary annually.
- Use their best endeavours to ensure that students' special educational needs are identified and provided for.
- Ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for students.

Tutors will:

- Take on the role of Key Worker for identified students and follow procedures outlined in the profiles to support identified students.
- Liaise with parents/carers to discuss progress made by SEND students and take an active role in setting and monitoring targets.
- Set relevant targets for identified students whilst involving students, parents/carers and the THRIVE faculty when relevant.

Admission Arrangements

Before students come to Foxford School the SEND team will:

- Visit primary schools, note students who have already been identified as having SEND and collect information about their educational history.
- Undertake follow up visits to discuss individual students in more detail as necessary.
- Collect information about the student's educational history from the last school attended by the student, any educational support services who may have been involved with the student, and from the parents/carers.
- Provide early/extra transition opportunities for students and carers identified as SEND by primary schools.
- Collect relevant and appropriate information where a student has a disability to ensure reasonable adjustments are made, including from any relevant agencies working with the student.

Once students arrive in school we will:

- Identify students with special educational needs and establish their strengths and areas of difficulty and identify strategies for staff to use with each student.
- A profile is drawn up for the student, in consultation with the student's parents/carers
- Progress is reviewed termly through attainment data.
- Profile the needs of each student and share with staff.
- Discuss the student's SEND needs with parents/carers.
- Make sure that information about students' SEND is passed on to appropriate school staff.
- Liaise with parents / carers and inform on progress made by students.
- Ensure appropriate provision for pupils with EHC Plans is in place.

When students leave the school, we will:

- Pass on information about the student's educational history to any receiving school/college.
- Complete other transfer documentation as required.

If a review at school reveals insufficient progress on the part of the student, or if the Faculty believes the nature of the student's difficulties requires such action. The school will:

- Seek the involvement of external agencies to support the production of a profile for the student.
- Continue to work closely with parents /carers.
- Continue to keep the student's progress under regular review

Students can come off the SEND register if sufficient and agreed progress is made.

Education, Health and Care Plan (EHCP)

The production of an EHCP needs is organised by Coventry Education Service, in close liaison with the school and the student's parents/carers.

The provision set out in a student's Plan will be closely monitored by the SENCO and reviewed annually. Parents/carers will be invited to contribute to the review and attend the review meeting.

Building Adaptations and Special Facilities

We have the following adaptations and special facilities:

- Wheelchair access to all teaching areas and blocks to ground floor classrooms.
- Toilets for students with disabilities including wheelchair access.
- A Learning Support Centre; THRIVE, equipped with ICT, after school provision and a range of resources for students. THRIVE is based in the heart of the school and there is direct lift access.
- Routes is our in-house adaptive provision for KS3 students with significant SEN, for whom mainstream classrooms are not appropriate.

Development

Information about Foxford's Policy for Identification, Assessment and Provision for all students with SEND

The allocation of resources to and amongst students with SEND

The Trust Board sets the overall budget available to meet special educational needs taking account of:

- Statutory requirements.
- Other budgetary pressures in the school.
- The resources identified (but not earmarked) for SEND within the whole school's budget.
- The availability of additional grants to the school.
- Priorities identified in the School Improvement Plan.

The Faculty works with the Leadership Team of the school to:

- Identify the pattern of need across the school.
- Establish the most cost effective means of meeting these needs.
- Allocate support to groups of students and individual students, including those with Education, Health and Care Plans.
- Ensure that support is allocated to students on a fair and equitable basis.
- Monitor the progress made by students with SEND.
- Evaluate the effectiveness of provision for SEND.
- Ensure that support staff, including learning mentors, work within the framework of school policy and practice.

Assessment

The Faculty will refer students with special educational needs to the relevant and appropriate external agencies. Such referrals will always be first agreed with parents/carers.

Students are entitled to forms of assessment which are appropriate and recognise their achievement.

Faculty Leaders will ensure appropriate access for students with poor literacy skills when formal written assessment is required.

Reporting of a student's attainment will be made in the context of the School's Assessment Recording and Reporting Policy.

Student Participation

Staff will involve students (in an appropriate way) in discussions about their individual programmes.

Monitoring

Faculty Leaders will monitor student progress and report any concerns to the Faculty.

Year Leaders will monitor student progress and ATL data and report any concerns to the SENCO.

Subject Teachers can meet with the SENCO to discuss any concerns over individual students.

THRIVE conferences are an integral part of the monitoring system and function to support staff in meeting the needs of our students; when a case conference takes place, a representative from each faculty will be present.

Review

Profiles will be reviewed on two occasions per year. The school welcome parents/carers to be active participants in students' education, including inputting into learning profiles.

The Faculty will update the school's SEND Information Report which can be found on the website.

The Faculty will work with the Leadership Team to review the overall pattern of SEND support on an annual basis.

The MAT trust board will include in their Annual Report to Parents information on the success of the SEND Policy over the year, and any changes made to the policy, as required by the SEND Code of Practice (2015).

Arrangements for Providing Access to the Curriculum for Students with SEND

We support access through adaptive teaching and differentiation using the waves of intervention approach, profiling students on the SEND register, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

How students with SEND are integrated into the school as a whole

We seek to be an inclusive school by:

- Using the SEND review procedures to identify any barriers in the way of the student and plan appropriate and reasonable action.
- Ensuring that all students have appropriate learning targets which are challenging.
- Valuing the diversity of our students of which SEND are a natural part.
- Looking for opportunities within the curriculum to raise SEND concerns.
- Seeking to make provision for SEND within routine class arrangements through quality first teaching wherever possible.
- Seeking opportunities for students with SEND to work with other students.
- Developing links with special schools to extend students' experience of diversity.

Criteria for Evaluating the Success of the SEND Policy

The following criteria will be used:

- The amount of identified teaching time available to support SEND students.
- The number of students achieving on or above target levels in assessments and end of year/key stage exams.
- Improvement in reading ages of students receiving support.
- There are a number of planned programmes of appropriate intervention and support.
- The budget allocated to SEND by the Trust Board.
- That teachers' records include information on the special educational needs of students in their classes.
- That schemes for learning show planning for adaptive teaching for students with SEND.
- That INSET time is allocated to staff development with reference to special educational needs and disabilities.
- The number of parents / carers attending or contributing to reviews and consultations.
- Staff fulfil their role in carrying out procedures for special needs and contribute to documentation for profiling, reviews, reports and evaluations when requested.
- Recommendations by external agencies are acted upon and incorporated into the curriculum.
- Students with SEND are making progress within their identified bands.
- Students are appropriately supported during their transition between stages.

Arrangements for Considering Complaints about the SEND Provision within the School

In the first instance, complaints should be taken up with school staff directly concerned, the Subject Teacher, Faculty/Year Leader and then Senior Leadership link.

If the complaint is not resolved then the matter should be raised with the Headteacher, who may:

- Arrange a joint meeting with complainant.
- Undertake further investigations.
- Seek the involvement of external agencies, such as the SEND Information, Advice and Support Service.
- Take action to address the complaint.
- Decide that the complaint does not warrant any action, and advise complainants of further action they can take.

Information about the School's Staffing Policies and Partnership with Bodies beyond the School

The School's Arrangements for SEND In-service Training

- All staff receive In-Service training or information about the SEND Code of Practice (2015), and issues relating to Disability.
- All staff have the opportunity to receive In-Service training on SEND Procedures in school. All staff have the opportunity to receive In-Service training on specific disorders and/or disability of students within their care.
- All staff have the opportunity to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism.
- The Faculty will identify areas for In-Service training or with the Headteacher which will be written into the school's development plan.

Extremism and Radicalisation

Foxford has a statutory duty under the Counter-Terrorism and Security Act 2015 and the statutory Prevent Guidance 2015 to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as vocal or active opposition to fundamental values of our society, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation is defined as the act or process of encouraging extremist views or actions in others, including forms of extremism leading to terrorism.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views which could include becoming distant or showing loss of interest in friends and activities or possession of materials or symbols associated with an extremist cause.

Staff are expected to be vigilant in protecting all students from the threat of radicalisation and refer any concerns to the designated safeguarding lead. Staff will be particularly careful, given the vulnerability of the school's SEND students, to be alert to both the signs of vulnerability that are outlined in the Trust's Preventing Radicalisation Policy and those that SEND students may have a tendency to display, seeking advice and referring concerns as appropriate. Staff will receive appropriate training to ensure they have the knowledge and confidence to identify students at risk, challenge extremist ideas and know where and how to refer concerns.

The Role of Foxford's SEND Student Support Facilitators and Learning Mentors

The students will always be supported in order to be able to access the curriculum and their learning fully, this will be in a variety of ways including additional adult support. Students will be encouraged to increase their independence around the school site and also in their learning.

Before the lesson, where possible teachers should:

- Ensure have SSF's/LMs have copies of the medium term plans for subjects at the start of the scheme of learning

NB: In addition, it is beneficial if planning given to SSF's/ LMs includes any worksheets going to be needed and identification of your intended support role within lessons.

During the lesson teachers should:

- Ensure SSF's/ LMs have tasks to complete during all parts of the lesson
- Ensure SSF's/ LMs have clear instructions as to the job/s you require them to do by the end of the lesson:

Before the lesson, SSF's/ LMs should:

- Read any plans and take up any queries/needs with staff.
- Arrive on time to aid teacher to begin the lesson punctually.
- Ensure they have knowledge of profiles and individual learning needs for the SEND students who they are responsible for.

During the lesson, SSF's/LMs should:

- Ensure they understand the level of support/tasks required by the teacher for the lesson.
- Prepare SEND resources that are needed for particular lessons.
- Ensure the identified SEND students are able to access the curriculum through further differentiation/planning/preparation through modification of programmes/activities for designated individuals/groups of identified students.

During teacher introductions at the start of the lesson, SSF's/ LMs could be asked to:

- Read through lesson plans/teachers previous notes/yesterday's achievements in teacher planner.
- Carry out planned Do Now activities for the lesson with identified students.
- Carry out speaking and listening observations of the whole class or targeted students.
- Read/introduce the lesson starter.
- Be a partner to a student.
- Ensure resources that are needed for the lesson are available in order to support targeted students.
- Further differentiate materials/resources to enable SEND students to achieve lesson objective.
- Support students to aid their understanding/answering of oral questions.
- Guide/support students through the reading/explanation of a text/worksheet.

In the main part of the lesson, SSFs/ LMs should:

- Take a proactive role and use initiative within the classroom.
- Support/aid/track the learning of EHC Plan students and those with SEND.
- Implement action written in profiles and support staff through discussion of student's individuals needs with regard to their profiles.
- Further adapt/differentiate/extend/modify specific tasks/activities for SEN students in order for them to achieve success and meet their needs.
- Test identified students in order to provide evidence of progress: reading, spelling, phonic, memory test etc…
- Support a group of EHC Plan/SEND registered student to achieve the task/objective set.
- Support/adapt the curriculum to meet the needs of SEND students.
- Teach/support students to achieve their profile objectives or Speech/Language Therapy targets.
- Lead/deliver specific teacher directed activities/programmes of work with SEND students.

In the main part of the lesson, could SSF's/ LMs be asked to:

- Team-teach alongside the teacher.
- Support group/individual-reading tasks.
- Use practical activities with small groups of students with a particular need outside of the classroom.
- Work with other students who do not understand the lesson concepts/objectives/task or need further revisiting of skills, areas of work.
- Support small groups of students to achieve the differentiated task/objective set.
- Aid students with organisational problems to become more organised and begin the task more quickly.
- Teach specific learning programmes of work: Speech and Language therapy programmes – when trained.
- Re-explain tasks/objectives to individuals/groups of students.
- Reinforce teacher's instructions or carry out assessments missed by SEND students due to absence.
- Support student's physical needs.
- Support and assist mobility between lessons.

At the end of the lesson, SSF's/LMs should:

- Support students in order to help them pack away, reinforce home-learning, record home-learning.
- Support targeted students to help them participate in the plenary sessions.
- Provide regular feedback to the teacher, written or verbally, with regard to the success of the target group/individuals within it and discuss with RNO/SHA if further testing/resources required.
- Plan and prepare activities/resources needed for subsequent lessons.
- Read up or become familiar with activities/tasks/skills needed to enable support during subsequent lessons.
- Discuss/report any difficulties, written or verbally, that have arisen during lesson for specific students
- Discuss/report any areas of achievement, written or verbally, for specific students.

After the lesson, SSF's/LMs should:

- Record areas of difficulties/achievements/strategies/triggers for students assigned to work with and let RNO/LMI know so profiles can be updated.
- Ask if there are any additional needs/considerations that could be included into future lessons to help particular students achieve greater success.
- Try to give feedback to Teachers with regard to their support and identify the next stage of learning that students will be undertaking, where possible.
- Record evidence/test results of achievement/areas of concern/assessments for reviews & complete "Round Robins" as necessary for student's reviews.
- Attend reviews in order to aid the evaluation process.

The Use made of Teachers and Facilities from Outside the School Including Support Services

- External agencies will be used to provide advice and In-Service training for staff especially specific needs as they arise within school.
- External agencies will be used to identify specific targets for students in line with the school's procedures.
- Planning meetings will be held at the beginning of each term to agree a programme of work with the Educational Psychologist and the SEND and Inclusion team
- Regular liaison takes place with Area Health professionals to access the following services: Speech and Language Therapy, Child and Adolescent Mental Health Service (RISE) and Social Services
- We have contact with LA EHC careers advisors and we have our own specialist who is regularly involved in work with students from year 9 onwards to help them plan their future after school.

Arrangements for Partnership with Parents / Carers

The concept of parents / carers as partners is central to the SEND Code of Practice (2015). Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents / carers at the earliest stage.

Parents/carers will be encouraged to attend parent meetings/consultation evenings where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support the IEP targets at home.

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for students.

We seek to work in partnership through:

- Regular consultation and review procedure for the sharing of information
- Sharing of assessment and planning information through using the profiles as a tool to aid discussion and liaison.
- Discussing with parents/carers options when students leave schools
- Meeting the parents/carers of prospective new students to the schools to discuss SEND support

References

Our policy is based on legal requirements. The framework for SEND Policies is set out in the Education (Special Educational Needs) (Information) (England) Regulations 1999.

The Special Educational Needs and Disability Code of Practice was published by the Department for Education and Department for Health in 2015.