



Fox Federation



Fox Federation SEND Information Report

Fox Federation



Where the SEND Information Report refers to the 'federation' we are referring to both primary schools within the federation. Where policy points differ between schools, we will make explicit by naming the school.

SEND Report information for Fox Primary School

Named personnel with designated responsibility for SEND

| Academic Year | SENDCo | Executive Head Teacher | SEND link governor |
|----------------------|---|-------------------------------|---------------------------|
| 2018 - 2019 | Anna Waddell Anna.waddell@foxprimary.co.uk | Paul Cotter | Kezia Pearce |
| 2017 – 2018 | Anna Waddell Anna.waddell@foxprimary.co.uk | Paul Cotter | Kezia Pearce |

Report Review Dates

| Review Date | By whom |
|-----------------------|--|
| October 2018 | Anna Waddell |
| September 2017 | Kezia Pearce, Maya Wittleton, Lucy Holt-Green and Polly Calvert |

| School Offer for SEND – Parents/Carer’s Questions and answers | | |
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| 1 | Who are the best people to talk to at Fox Primary School/Ashburnham Community School about my child’s difficulties with learning, special educational needs or disability? | |
| 2 | How will the school let me know if they have any concerns about my child’s learning, special educational need or disability? | |
| 3 | How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational need or disability? | |
| 4 | How does the Fox federation ensure the teaching staff are appropriately trained to support my child’s special educational needs and/or disability? | |
| 5 | How will the curriculum and the school environment be matched to my child’s needs? | |
| 6 | What types of support may be suitable and available for my child? | |
| 7 | How will you support my child to reach his/her learning goals? | |
| 8 | What is an Education Health and Care Plan (EHCP) and who can request one for one for my child? | |
| 9 | How will you help me to support my child’s learning? | |
| 10 | How is support allocated to children and how do they move between the different levels of support in school? | |
| 11 | How will the school know that the support has made a difference to my child’s learning and how can I and my child be included in this review process? | |
| 12 | What support will there be for my child’s happiness and well being at School? | |
| 13 | How is my child included in all the same activities as his/her peers at school? | |
| 14 | How will Fox Primary School/Ashburnham Community School support my child in transition stages? | |
| 15 | Who can I contact if I have a complaint about the SEND provision made for my child? | |
| 16 | If I have any other questions about my child at School, who can I ask? | |

➤ Please [click here](#) for information on the Kensington & Chelsea local offer

1. Who are the best people to talk to at Fox Primary School/Ashburnham Community School about my child's difficulties with learning, special educational needs or disability?

- Talk to your child's class teacher about your concerns.
- There is close communication between the class teacher and with the SENDCos. If needed, a meeting can be arranged with the Class Teacher and SENDCo
- If you continue to have concerns arrange to discuss these with the Head of School or Executive Head Teacher (*See Roles and Responsibilities below.)

2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the beginning or the end of a school day and arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a parent/teacher consultation meeting.
- The SENDCos may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- In the Fox Federation we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage a collaborative approach.
- We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at regular meetings with the class/form teacher and others.
- If your child has an identified special educational need, the Class Teacher and the SENDCo will meet with you regularly to discuss current progress, support strategies being used and expected outcomes.
 - If your child has a *Statement* of special educational need or an *Education, Health and Care plan* (EHCP) you and your child will be able to share your views at regular meetings throughout the year and at the Annual Review. Prior to the Annual Review the views of the child and parents/carers are sought before the review meeting.
- There is an annual pupil questionnaire where we seek the viewpoints of children.

4. How does the Fox Federation ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- The Fox Federation believes that your child's learning needs will primarily be met through the quality first teaching delivered by her/his class teacher.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is appropriate support for all children with special educational needs. See staff training schedule for SEND below.
- The school is able to access training programmes from different organisations including the Triborough Training and Outreach team based at QE2 School.
- Individual training can also be arranged when necessary.

Staff SEND Training schedule 1819

| Dates | Area of training | Staff attending |
|-----------------|--|--------------------------------------|
| July /September | Communication Champions training | SENDCo and HLTA |
| September | Supporting children with SEND in the classroom | All TAs/LSAs |
| September | Safeguarding | All staff |
| September | Autism (External leader) | LSAs new to the school |
| September | Neurodiversity and supporting SEND | SENDCo |
| October | School nurse – medical needs of pupils (External leader) | All teaching staff |
| October | Trauma training | All teaching staff |
| October | TES SEND Fair (External) | SENDCo |
| October | Communication, Language and vocabulary support and development | All Staff |
| October | E- safety | All teaching staff |
| October | Supporting children with autism in social communication (external) | LSAs supporting children with autism |
| October | Provision map and monitoring | All class Teachers |
| November | Makaton training (external) | EYFS key teacher and TA |

| | | |
|-----|-------------------|-----------------|
| TBC | ADHD training | All Staff |
| TBC | Dyslexia training | Teacher and LSA |

5. How will the curriculum and the school environment be matched to my child's needs?

- The Fox Federation believes that your child's learning needs will primarily be met through the 'quality first' teaching delivered by her/his class teacher.
- We carefully plan and differentiate our curriculum to match the age, ability and needs of all children.
- The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Fox Primary School and Ashburnham Community School regularly review their Accessibility Plans to ensure that all children have the fullest access to the curriculum and the school site as possible.

6. What types of support may be suitable and available for my child?

The specific type of support available to your child depends upon the nature of their needs and difficulties with learning. But our education provisions will match the needs of the four broad areas of need as defined in the SEND Code of Practice 2014;

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

➤ In the Fox federation we have a three tiered approach to supporting a child's learning.

Tier 1: Universal – this is the 'quality first' teaching your child will receive from her/his class teacher and may include some adaptations to match learning needs.

Tier 2: Targeted - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach

a) Assessing your child's needs through looking closely at specific targets for your child and establish goal with any additional adults working with your child

b) Planning the most effective and appropriate intervention

c) Providing intervention. This intervention may be run outside the classroom, individually or in small group's sessions. You will be kept informed of your child's progress towards learning outcomes.

Specific targeted one to one or small group interventions may be run outside the classroom. We strive to provide an appropriate learning space for all children.

D) Reviewing the impact on your child's progress towards individual learning outcomes.

Tier 3: Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology (EP), speech and language therapy (SALT), occupational therapy (OT), sensory advisory teachers (SILT) , The Pupil Support Service (PSS), Autism and Early Years (AEYT) and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through an Education, Health and Care (EHC) Plan.

7. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child will ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, a Termly Target Tracker (TTT), strategies and progress will be reviewed termly.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.

8. What is an EHC Plan and who can request one for one for my child?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood. An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
Outcomes for your child's progress,
- The provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate and aged 16 and over) and/or the school (usually the SENDCos or Head Teacher) can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

How will you help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning.
- We run regular [parent/carer workshops](#) to help you understand the strategies used. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The SENDCo may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child.

9. How is support allocated to children and how do they move between the different levels of support in school?

- Fox Primary School and Ashburnham Community School receive funding from the Education Funding Agency and/or the local authority. These funds include money to support the learning of children with SEN and/or disabilities.
- The Head teacher, in consultation with the School Governing Body, decides the budget for SEND provision on the basis of the needs of the children in the school.
- The Executive Head teacher, Heads of School and the SENDCos discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

10. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and are encouraged to be actively involved at all stages of this support.

11. What support will there be for my child's happiness and wellbeing at school?

- In the federation, we believe that the happiness and well being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- Your child's class teacher, the teaching assistants and the SENDCo are available to provide support to match your child's needs.
- You should feel free to contact your child's class teacher if you have any concerns.
- Class teachers teach PSHE and use regular circle times to support pupil's social and emotional development
- Aspects of the school values and Social, Moral, Spiritual and Cultural (SMSC) education run through our core subjects and our foundation subjects, as well as in our assemblies, displays, after school clubs and enrichment opportunities so it is truly part of the ethos of the schools.

13. What does inclusion mean for my child?

- Fox Primary School and Asburnham Community School are inclusive schools and believe in the equality of opportunities for all children.
- Inclusion in the Fox/Ashburnham federation means:
 - equality of opportunities for all children
 - rights of all children in line with the [Children and Families Act 2014](#) and the [Children's Act 1989](#)
 - carefully considered planning and appropriate adjustments to teaching and learning
 - ensuring a holistic approach to each child including the development of their social and emotional wellbeing
 - an ethos underpinned by comprehensive [policies](#)
 - working collaboratively with outside agencies
- School clubs, educational visits and residential trips are available to all children where possible.
- When necessary the school will make reasonable adjustments to ensure that children with SEND and/or disabilities are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.

14. How will the Fox Federation support my child in transition stages?

- We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- While at Fox Primary School or Ashburnham Community School, we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.
- We make arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Please [contact us](#) for further details.
- If your child has an EHC Plan or statement, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

15. Who can I contact if I have a complaint about the SEND provision made for my child?

- Initially, speak with your child's teacher and/or the SENDCo.
- If this does not address your concerns, you can contact the Executive Head teacher, who may direct you to the school's [Complaints Policy and procedure](#).

16. If I have any other questions about my child at Fox Primary School or Ashburnham Community School, who can I ask?

In the Fox federation we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;

1. The class teacher
2. The SENDCo (Details front page)
3. The Executive Head Teacher or Heads of School

Fox Primary School - Roles and Responsibilities

- Class Teacher
- Teaching Assistant
- SENDCos (EYFS/KS1 and KS2)
- Head of School
- Deputy Head Teacher
- Executive Head Teacher

Specialist Support

Specialist Services available or accessed by the School:

The Fox/Ashburnham federation work closely with external agencies that we feel are relevant to children's individual needs.

At Fox Primary School we work with:

- Educational psychologist (EP)
- Schools Nurse
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT)
- Hearing Impairment Team
- Visual Impairment Team
- Pupil Support Service – Individual Support Teacher (IST)
- Early Years and Autism Intervention Team
- Child and Adolescent Mental Health Services (CAMHS)

Parents' guide to Fox Primary School Interventions or Provision map table

