

Fox Hill Integrated Resource SEND Report 2017-2018

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A brief overview of the Integrated Resource provision:

We are a 21 place Integrated Resource (IR), linked to Fox Hill Primary (mainstream) school.

Fox Hill has academy status and is part of Steel City Schools Trust alongside Montenev and Mansel primary schools. Our places are mainly taken by children with complex and multiple learning difficulties, from FS2-Y6 (age 4-11).

The IR is a specialist setting, and as such, children are allocated a place in our resource by the LA SEN team, and come from a variety of settings including mainstream and special schools. Children must have a statement – or Education and Health Care Plan – to be allocated a place in the resource.

The provision is currently organised into two classes taught and supported by a teacher, an HLTA and teaching assistants. Children are integrated into mainstream school where appropriate and possible.

The school has open afternoons/evenings for new starters, and visits to the school can be made by contacting the school office. Once parents have been in contact with the Local Authority SEN team, visits to the IR can be arranged, and parents/ carers are warmly encouraged.

Our current Ofsted rating:

Our current Ofsted rating is Good (July 2015).

Fox Hill Integrated Resource provision:

We have, and will continue to support children with the following special educational needs who have a Statement of Educational Needs, or EHC plan:

Speech, language and communication difficulties.

Hearing impairment.

Visual impairment.

Moderate learning difficulties.

Severe learning difficulties.

ADHD/ADD

Social and communication difficulties including Autism.

Specific learning difficulties such as Down's Syndrome.

Medical conditions that can be provided for in the Integrated Resource setting (ie non-medical setting).

Identifying learners with SEND:

Children in the IR are already identified as having SEND. They must have a statement of SEND or EHC Plan to access the provision.

The specialists that support our children – and therefore identify additional needs are:

Educational Psychologist

Learning Support Service

Speech and Language therapy

Hearing and Vision Impaired services

We also liaise with the Health service, the Child and Adolescent Mental Health Service (CAMHS) and Ryegate Children's Centre.

Physical accessibility:

The Integrated Resource is sited in the school building. It is organised into two classes, a younger class (FS2-Y2) and a KS2 class.

There is access to outdoor provision and the younger side has a largely continuous provision-based approach.

The IR, as with all the school, is wheelchair accessible.

Visual timetables are in continual use. There are a significant number of communication aids, prompts and signage/labelling in the classrooms.

The interactive whiteboards are at a height children can access them.

There is a specific changing area for the younger children who are not yet toilet trained.

There is a fence around school.

The main entrance to the school building can only be opened by staff using a key fob.

There is a 'Quiet Room' in the IR, a smaller space which can more easily be kept quiet, however it is not suitable to use as a room when children are in crisis as it needs to also be a stimulating learning area. There is also a new sensory room in the younger side of the IR.

How the curriculum is adapted for children in the Integrated Resource:

The curriculum is entirely designed and differentiated for children with SEND. The topics covered also link to those covered in mainstream which allows smoother integration.

Children's learning is assessed using B Squared whilst children are working at P Levels (the levels that precede Learning Steps), and this is used to identify the next small steps for each child. Children are then closely assessed using the Learning Steps assessment tool.

The class teacher plans the learning.

There is a significant amount of emphasis put on PSED in the IR, which is also assessed using B Squared small steps.

Children's statements of special needs or EHC plans set out children's needs, the objectives to meet those needs and the provision in place to do this – these are reviewed at least annually and are used to devise children's individual targets on the SEN Support Plans (SSPs), which are reviewed termly. These are shared with children and parents.

The half termly Pupil Progress Reviews look closely at the progress of every child in the IR.

Staff training to support learners in the IR:

Staff are Makaton trained, as well as having received a variety of different, relevant training, eg in Autism, Down Syndrome, attachment, Early Years, Team Teach, assessment and moderation for children with SEN. We have a teaching assistant who specialises in Speech and Language who supports the KS2 children with their Speech and Language targets.

We liaise with the school nurse and other health specialists to meet the needs of our children with health needs.

The Inclusion Director has the National SENCO award.

How we communicate with and involve families:

The school regularly communicates with families by phone calls, review meetings, coffee mornings/afternoons, parent evenings and text messages. Some children have a specific home/school communication book, and all children have a reading record book for parents to comment in.

Parents are involved in the annual statement/EHCP review process and reviewing progress towards targets for their children. They also receive a termly SSP with small step targets taken from the statement.

We use translators to help communicate with parents whose first language may not be English. We also translate written material wherever possible.

How we evaluate the effectiveness of provision for learners in the IR:

The school regularly evaluates its effectiveness for all children.

Regular observations of lessons are carried out as well as planning scrutinies, book scrutinies and learning walks to evaluate the provision within school.

We have half termly pupil progress reviews where each year group discusses the progress of all children with leadership and identifies specific actions for vulnerable groups including children identified as having SEND and those in the Integrated Resource.

The school also carries out regular monitoring visits to ensure that the provision is effective for all children.

There are links with other specialist settings which allow observation, moderation, discussion and reflection.

Children's progress towards the targets on their SEN Support Plans (SSPs) is closely monitored. The targets are informed by their Statements of Special Needs or EHC Plan, and where children are working at P levels will use the B Squared level descriptors.

Support for the learners' overall wellbeing:

The high staffing ratio allows the adults to know the children closely, so understand when a child is struggling or their behaviour changes. There are good, positive relationships between staff and parents/carers, and frequent communication happens to ensure children's needs are addressed.

The pastoral team will support where appropriate.

Each half term we have ECM (Every Child Matters) meetings which discuss children's needs/behaviour/home circumstances, any changes in their behaviour and concerns that staff may have as well as attendance. These can then lead to pastoral intervention, discussions with parents or MAST (Multi Agency Support Team) involvement.

We are part of a MAST initiative which is called Early Help and Support, which gives us a much closer link with MAST

There is significant input around personal, social, health and emotional issues. Children

are taught in a very nurturing environment to allow their self-esteem to be as positive as possible Their PSED (personal, social and emotional development) progress is closely monitored and the provision altered wherever necessary to ensure this is optimised.

Behavioural interventions used:

The majority of the IR staff have had Team Teach training.

As our children's needs are complex, we frequently liaise with the Educational Psychologist for advice.

The behaviour system used by the whole school is also used in the IR, although this is followed in a way to suit our children's needs.

Children may have a Positive Handling Plan drawn up for them if this is felt to be helpful.

Close communication with parents is very valuable and we always communicate with parents if their children are experiencing difficulties with their behaviour. Behaviour is seen as a means of communicating, so parents are invaluable to help us understand what their children may be going through.

We are very proactive around attendance, with rewards (weekly, half termly, yearly) for children and their families. As a trust we have employed an attendance officer. The children in the IR have more complex health needs than the majority of our mainstream children, and this can adversely affect their attendance. However, our attendance officer still works with families of children in the IR to maximise attendance.

Extra curricular activities for children in the Integrated resource:

Within the school learners with identified SEND are able to access the same activities as other children as much as possible. Breakfast club, lunchtime and after school clubs (for children and for families) and holiday activities are all available.

The IR also get involved in different activities in school time (eg PE and athletics events) to allow them to access them, as the fact that most of them use Sheffield's transport means access to after school activities is not usually possible.

With regard to residential visits, due to the complexity of our children's needs, it is often not possible for children to stay away from home overnight. Where this is the case, the children in the IR will integrate with as much of the residential visit as possible – for instance, being taken out to join their year group as early as possible, with support, joining in with the activities during the day, and eating with their peers, being taken home after evening meal.

Consulting with and involving learners in their education:

The school council allows children to share their views and is representative of all members of our school community, including the IR.

Children get the opportunity to give their views and opinions of school and their learning through the pupil voice part of the statement review. In some cases, where appropriate, the child might attend their statement/EHC Plan review meeting as well as giving their views through a pupil voice consultation.

Transition for children in the Integrated Resource

There is always very careful integration for our pupils in the IR, both for those coming to our IR and for those leaving it for a different setting. This includes meetings, visits

and liaison with parents and staff.

For children starting in Fox Hill Integrated Resource, members of the IR staff will visit them in their current setting, and there will usually be transition visits, with support, into the Resource. For children moving from the resource, there is very close communication with parents, with the Educational Psychologist and other relevant professionals. There will also be visits to the new setting and close communication with the staff in those settings.

Complaints

If a parent feels they have the need to complain then they are encouraged to discuss their concerns with the Principal at the earliest opportunity. The school aims to resolve all complaints at this informal stage however the process for dealing with formal complaints is outlined in the 'Complaints' Policy.