

## Fox Hill Primary SEND Report 2017-2018

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### A brief overview of our educational provision

Fox Hill Primary is a mainstream primary school with academy status, catering for children from 4-11, with a nursery (FS1).

The in-year number of pupils is 45, and currently we have single year and mixed year classes through school, with a teaching assistant supporting every class.

The number on role is 350 including nursery and the average class size is 28 (the classes vary between 20 and 34 pupils).

The school curriculum is based on the new national curriculum subjects and is taught using a thematic approach called Project Based Learning (PBL).

Fox Hill is part of the Steel City Schools Partnership which also comprises Montenev and Mansel Primary Schools.

The school prospectus is available from school, and there is a wealth of information available on the school website.

Open evenings are held at school for new starters and visits into school can be arranged by contacting the school office.

Fox Hill has an Integrated Resource for children with significant special needs – please see separate SEND Report on this website.

### Our current Ofsted rating:

Good – July 2015

### Our current provision for children with SEND:

We have, and will endeavour to support children with the following additional needs:

Speech, language and communication difficulties.

Social and communication difficulties including Autism.

Dyslexia and dyslexic traits.

Moderate learning difficulties.

ADHD/ADD.

Medical needs which do not require a specialist setting.

Hearing and visual impairment.

Mental health difficulties.

### **Identifying learners with SEND:**

Children are closely tracked and their progress assessed formally in Pupil Progress Review meetings (PPRs) every half term. When children are not making the progress expected of them this is more closely looked into.

If a child is making less than expected or less than usual progress, or is noticeably below age-related expectations we will put extra support in place. If this does not have the impact we require, then a child is (in liaison with parents) placed on the Special Needs Register, with a specific SEN Support Plan (SSP) or Speech and Language intervention.

If, after intervention and continued close monitoring a child is not responding, then we will, again, in liaison with parents, seek advice from outside specialists such as: Speech and Language therapists, the Early Years Inclusion Team, the Autism Service, Educational Psychologists and the Learning Support Service. We use their expertise and advice to ensure that we are correctly identifying those students with SEND, and using strategies and approaches recommended.

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

### **Physical accessibility:**

Fox Hill is a single storey school. Entrances into school are level with the ground outside, although there are extra small sets of stairs into some of the ground floor classrooms. All the ground floor doorways are wheelchair accessible. The school is all housed within the same building.

There are no specific adaptations that have been put in place to support children with auditory or visual impairments, but all rooms have blinds to ensure the whiteboard can be better seen in bright light.

The classrooms use visual timetables and these are used on a daily basis.

Within school we have accessible changing and toilets.

The playground is secure and is fully surrounded by a fence. The main entrance to the school building can only be opened by staff using a key fob.

There are no specific quiet spaces available for learners to access if they cannot cope with noisier environments.

The school has recently been rebuilt (April 2015) and is accessible to families with physical disabilities.

### **How we adapt the curriculum for learners with SEND:**

The curriculum provided at the school is differentiated for all learners including those with SEND. All lessons are differentiated and children's individual needs are taken into account when planning individual lessons. All children identified as having SEND have an identified plan with a clear set of targets which are reviewed termly (and more frequently in some cases).

Children with identified SEND have the same access to activities within school as all other children. Teaching assistant support is provided in all classes to enable all children to access the curriculum. Pastoral support staff support identified children through holding self-esteem groups or working with individuals on social skills/friendship groups etc.

Other interventions and programmes used to support children include:

Support from our Speech and Language Teaching Assistant.

LEAP speech and language intervention.

VIP – a speech and language intervention to develop vocabulary.

NIP – a speech and language intervention to develop narrative skills.

Fischer Family Trust/1<sup>st</sup> day reading intervention

1:1 reading with Reading Champion

1<sup>st</sup> class@writing

EALIP

Booster groups to support identified children

Maths interventions from our Maths Champion, 1:1 bespoke gap-filling sessions using Sandwell testing, and pre- and post- teach.

Success@Arithmetic.

Pastoral groups – Rainbows (separation & bereavement), self-esteem, MAST groups for behaviour and positive attachment.

The half termly Pupil Progress meetings inform interventions and the effectiveness of interventions that have been running are also evaluated.

### **Staff training to support learners with SEND:**

Identified staff have been trained in the use of Team Teach techniques within school. All staff have basic first aid training however staff are not specifically trained in administering medication, feeding or personal care of children. Some staff have been trained in epipen use.

Different members of staff have been trained in a variety of interventions, approaches and strategies such as:

Reading Recovery,

Fischer Family Trust,

Dyslexia,

Numbers Count/First Class at Number,

Makaton,

LEAP,

NIP,

VIP,

Rainbow Reading.

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, 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 review process and setting new targets for children with SEN. They are invited to share responsibility and ownership for the targets with school and are given strategies to help their child fulfil their targets. As an AfA school the parents of the lowest 20% of children in each class are invited into school to have a 45 minute structured conversation with their child's teacher each term and set targets with the teacher.

We have parents coffee mornings/afternoons open to all parents to attend, and offer different courses for parents and carers during the year. Through MAST support, parents can be signposted to parenting courses for parents of children with special needs.

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 with SEND:**

We regularly evaluate our effectiveness for all children including those with identified SEND.

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.

We also carry out regular monitoring visits to ensure that the provision is effective for all children.

Children on the SEN register have SSPs (unless they are accessing a speech and language intervention such as LEAP or VIP), and children's progress towards their targets is reviewed at least termly, and new targets set. Children with a My Plan (those with a greater level of need), have these reviewed on a termly basis, as part of the 'Plan, Do, Review' process.

### **Support for the learners' overall wellbeing:**

All year groups have regular SEAL (Social, Emotional Aspects of Learning) lessons where they are taught about the social and emotional aspects of learning.

The pastoral team identify children who may need more support with their social and emotional wellbeing and are able to put interventions in place to support these children.

Playworkers are employed to support children during break times. Children are also supported by the Pastoral team at break and lunchtime.

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, supporting families experiencing difficulties.

### **Behavioural interventions used:**

The pastoral team within school support children with behaviour issues and provide structured interventions for those children who need it.

We have a very structured behaviour system ('Good to be Green') within school which involves consequences given for inappropriate actions as well as rewards issued for correct behaviour. A positive approach to behaviour is used throughout school. Many staff have had Team Teach training, either the full training or one day 'positive behaviour training. We have Team Teach trainers on our staff who have a Trust rolling programme of training set up to develop and embed the ethos across all three schools.

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.

Children with extreme behaviour may have a Positive Handling Plan drawn up for them. They may end up 'on report' and have a report book to monitor their behaviour choices carefully.

### **Extra curricular activities for children with SEND:**

Within the school learners with identified SEND are able to access the same activities as other children as much as their needs allow them to.

Parents and carers of vulnerable children are involved in the planning of all visits and

trips to ensure that their children can access them to the best of their ability. We may also use support staff to allow children with SEND to participate in activities. Breakfast club, lunchtime and after school clubs (for children and for families) and holiday activities are all available.

### **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.

We also have regular opportunities for pupil voice activities where children can share their views about different aspects of school life with the leadership of the school.

The AfA children have termly opportunity to contribute to their targets in Structured conversations and/or meetings.

Wherever appropriate, children on the SEND register have a voice when developing their SSP targets. They also have a voice in their review meetings.

Children with a greater level of need will have a My Plan, which includes a much greater input from the child, family, and other professionals involved, and is reviewed on a termly basis.

### **Transition for pupils with SEND:**

Within the school setting we have organised transition events for all children. Children with identified SEND may be given extra opportunities for additional transition visits either to their new year group or new school.

Depending on their level of need, children with SEND coming from other settings may have initial visits, there may be meetings between those involved (eg our school, the child, their parents, staff from the child's current setting), and possibly visits to the child in their current setting.

Vulnerable children may also be provided with a photo book to help them with their transition.

Class groupings are mixed up at different points during children's school careers. When organising these groupings the views of parents and children are taken into account.

Transition to secondary school is a careful exercise. Transition visits take place, with the opportunity for vulnerable children to have multiple visits. Discussions between children's current and future teachers take place, and between parents, SENCOs and pastoral teams from both 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.