



Foxfields Academy SEND Information Report 2022/23 13.7.23.



SENDCo: Louise Lewis

SEND Governor: Becky Driver

We have a legal requirement to complete a SEND Information report. Our report will be updated annually to reflect our changes and plans. More information about the school can be found on our website and in our key policies. These are also available from the school office if a hard copy is required.

What are the kinds of special educational needs and disabilities for which provision is made at Foxfields Academy?

At the time of writing this report (July 23) we currently have 63 students on role.

Foxfields is a school for up to 60 pupils (expanding to 80 in 2023-24). We provide education and care for pupils aged 4-16 who have a wide range of abilities and who present with Social, Emotional and Mental Health needs (SEMH). Pupils often have additional needs, most typically cognition and learning, sensory and communication. All the children who are admitted to the school have an Education Health Care Plan (EHCP). As an Academy, places at Foxfields are currently commissioned by the Local Authority of Leicestershire.

Children's SEN are generally thought of in the following broad areas of need and support. Below are the strategies and resources which we use at Foxfields to support these students:

Cognition and learning:

WAVE 1 – QFT - All Pupils, where appropriate.	WAVE 2 - Targeted Support – Group interventions	WAVE 3 – Individualised
Differentiated curriculum planning, activities, delivery, outcomes. Increased visual aids / modelling etc. Visual Timetables. Use of Writing Frames. Word mats / banks / number lines. Illustrated dictionaries. Access to a word processor. In class support from a TA / teacher. Focussed group work with TA / teacher. e.g. guided read. Individual reading with TA or another adult. Enabling environment. Individual targets.	Maths intervention group. Writing intervention group. Reading intervention. Phonics intervention for chn not passed the screening. In class support from TA. Dyslexic equipment supports i.e. coloured overlays / buff paper. Handwriting.	121 TA support. Individualised timetable. Targets based on AET Framework. Targets base on Pre-Key Stage Standards.

Communication and Interaction:

WAVE 1 – QFT - All Pupils, where appropriate.	WAVE 2 - Targeted Support – Group interventions	WAVE 3 – Individualised
Differentiated curriculum planning, activities, delivery & outcome. i.e. simplified language. Increased visual aids / modelling etc. Visual timetable. Structured school routines. Talk partners. Group work.	In class support from TAs with some focus on support of speech and language. Speech and language support. Nurture group.	Support from SALT. Speech and language programme. Speech and language support, e.g. speech therapist or TA 121 classroom support. Qualified Intervenor Support.

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SEMH Social Emotional Mental Health:

WAVE 1 – QFT - All Pupils, where appropriate.	WAVE 2 - Targeted Support – Group interventions	WAVE 3 – Individualised
<p>Small class sizes (approx. 8 chn) High staff ratios per class (approx. 3) Whole school behaviour policy. Whole school / class rules. Shorter lesson times. Regular sensory / mindfulness sessions throughout the day. Access to green open space. All staff trained in Emotional Coaching. Most staff trained in Trauma Informed Practice. Class reward and sanction system. (Raffle tickets, star points / Minutes) PSHE. (Gender streamed in upper school) Access to behaviour mentor. Access to interventions – in class. Access to 'time-out' space. Access to sensory room. Enrichment time (Thursday pm) Sport / Art / Film / indoor / Animals Access to lunch time clubs. Weekly sessions of outdoor education – on and off site. Individual safe handling plan. Individual behaviour plan. Staff sessions to discuss each child individually. (update plans and targets) SPOT tool to assess SEMH and wellbeing.</p>	<p>Individual reward systems. Nurture group. Milk shake intervention. <i>Reward</i> Sports intervention. <i>Reward</i> Creative intervention. <i>Reward</i> Animal Therapy intervention. <i>Reward</i> Way of the Horse Therapy. Milk shake intervention. <i>Prevent</i> Sports intervention. <i>Prevent</i> Creative intervention. <i>Prevent</i> Animal Therapy intervention. <i>Prevent</i> ELSA. Lego Therapy intervention.</p>	<p>Talk Therapy – Counselling Music Therapy – Art Therapy – Reflexology - Support from EP. Family support worker. CP - Child Protection. LAC – Looked after child. CIN – Child in need. SCA – Social Care Assessment. EH – Early Help. CAMHS – Referrals and work with school. MI – Monitoring internally. 1:1 classroom support. Personalised timetable / curriculum. Staff Spotter. External private therapy.</p>

Sensory and Physical:

WAVE 1 – QFT - All Pupils, where appropriate.	WAVE 2 - Targeted Support – Group interventions	WAVE 3 – Individualised
<p>Flexible teaching arrangements. Staff aware of impairments. Medical support. Use of pencil grips. Modified worksheets.</p>	<p>Group handwriting intervention –</p> <ul style="list-style-type: none"> • Warwickshire Handwriting Scheme. • Write from the start intervention. <p>Brain gym exercises. Physical intervention. Access to equipment i.e. pencil grips / wobble cushions. Additional sporting / outdoor educational options for children not engaged in sport. Dough Disco. Sensory box / fine motor skills exercises. Motor skills exercises.</p>	<p>Physiotherapy programme. Occupational Therapist. Speech Therapist. Qualified Intervenor Support. Additional PE sessions (Mini warriors) 121 classroom support. Qualified Intervenor Support. Specific equipment. Referral to Teen Health (11+) Referral to School nurse (primary) Referral to EP. Paediatric support.</p>

How do we consult with parents and involve them in their child's education?

For the purpose of this report, we consider parents to include any person fulfilling this role, including carers. We welcome partnership with parents because we know that children make the best progress when they, their parents and the school work together. Each pupil's Education Health Care Plan is reviewed every year at an Annual Review meeting; this is held to discuss the child's progress and consider any changes needed to the plan. These

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meetings are held during the school day. Over the past two years, as a result of the pandemic, we used remote meetings for the first time; this is now being offered as an alternative option for parents who find this more convenient. Before the meeting, parents are invited to complete a questionnaire about their views and submit any questions or concerns. Support can be given to parents if they require it, such as support with translating the questions or scribing. We will always contact parents if we are concerned about any aspect of a child's welfare, progress or behaviour. We will always contact parents by phone on the same day if their child has been involved in a positive handling.

We try to include parents in a positive, welcoming environment. Some of the ways we engage with parents are as follows:

- Initial introductory visits to the school and an individual meeting with the Head Teacher and/or member of the Senior Leadership Team.
- A planned programme of induction for all new pupils.
- A home/school liaison officer.
- Informal weekly coffee mornings for parents.
- Parents' evenings.
- A 'Parent Mail' text service to keep families informed.
- Regularly updated social media platforms including: Twitter and Facebook.
- Photographs emailed to parents of some events where children cannot be shown on social media.
- Invitations to school events, such as sports day.
- An annual report.
- Parental representation on the Governing Body.
- A website available for parental access.

How do we consult with young people and involve them in their education?

The ethos of the school means that ideas and suggestions are responded to in an appropriate way and we have examples of how these have been introduced over the year. Opportunities for pupils to be involved in making comments and decisions include:

- An active School Council involves pupils in giving ideas and making decisions about some aspects of school life in the day school, e.g. Introduction of the Snack Shack.
- A Person-Centred approach where children are invited to contribute to their Annual Review meeting.
- Pupil voice questionnaires.
- Informal discussions with pupils regarding school life.
- Discussions during interventions.

How do we assess and review pupils' progress?

- Staff take part in regular moderation meetings to ensure that teacher assessment is robust and effective.
- SLT carry out regular book trawls to ensure that quality marking is taking place and that progress is evident.
- Teachers assess pupils progress at regular termly intervals (3 times / year) covering all subject areas.

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- NGRT Reading assessments take place 3x year and for all new students entering Foxfields. This gives staff an accurate reading age and allows us to set the appropriate reading material using our accelerated reading programme.
- As mentioned above, each child also has an Annual Review meeting to review their Education Health Care Plan. This follows a person-centred approach in line with national guidance.

How are adaptations made to the curriculum and the learning environment?

At Foxfields our curriculum intent is as follows:

'A tailored curriculum designed to prepare our pupils to be confident and successful individuals who make outstanding progress and are prepared for life after school.'

What does our curriculum look like?

At Foxfields we provide our pupils with a tailored curriculum in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also a range of extra-curricular activities which the school organises, to enrich the experience for our pupils. Subjects are organised into 'steps' (National curriculum year groups) and children are taught the curriculum which reflects their own personal ability. PSHE, RSE and PE are all taught at chronological age-appropriate levels to ensure that our most vulnerable students are prepared for future life challenges.

We aim to teach pupils how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge and skills, so that they achieve their true potential and are prepared for life after school.

At Foxfields, we believe that all pupils have the right to access a stimulating and enjoyable curriculum which includes:

- Breadth of learning areas and experience
- Clear sequential nature of each curriculum
- The ability to respond to feedback regularly through hinge questions and ACE's lessons
- Relevance to the pupil's experience, aptitude and interest.
- Differentiation through teaching styles and contexts, making use of differentiation keys.
- Relevant and timely academic interventions ran by our intervention lead.
- Progress and continuity that is flexible, rather than prescribed.
- Opportunities to promote spiritual, moral, social and cultural development
- Opportunities to promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

ACE's (Assessment, Completion and Extension)

Every pupil completes an ACE's lesson each week. This gives the pupil a chance to respond to teacher marking and feedback.

These could be as follows:

Assessment – Pupils can assess their own work and then improve upon this.

Completion – Pupils have the ability to catch up on any missed work.

Extension – Pupils will be provided with the opportunity further enhance their knowledge of a particular topic.

Following research by the EEF, we use purposeful and responsive marking to ensure pupils can focus on moving learning forward.

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Emotional Regulation and Wellbeing

Pupils' emotional regulation will play a key role in ensuring that they are prepared for life after school. The curriculum at Foxfields provides additional time on activities such as Sensory time and mindfulness in order to support pupils to regulate their behaviours and develop skills to enhance their mental wellbeing not only now but in their future.

Breakfast is served on arrival to ensure that all children are ready to learn and snacks are provided throughout the day to ensure that children are not dysregulated through hunger.

Class sizes are kept small (approximately 8 students) and staff ratios are high. Class teams consist of a class teacher and a minimum of 2 teaching assistants. All staff are trained in Emotional coaching, and most are trained in Trauma Informed Practice.

Enrichment/Outdoor Education

At Foxfields we understand the value of outdoor learning in preparing pupils for life after school. Our enrichment programme provides the opportunity for pupils to learn outside of the classroom. Activities can range from local nature walks through to rock climbing, archery, air rifle shooting, paddle boarding and canoeing. On site at Foxfields we have the benefit of our own woodland area and pupils can access outdoor sessions where they have made a fire pit, cooked burgers & marshmallows, made dens, planted willow and made woodland furniture. These sessions support pupils in developing confidence, creativity and leadership.

Therapies

Alongside the curriculum offer, we feel it is vital to provide pupils with a variety of therapies to support them in their individual development as well as curriculum access. Therapy sessions take place throughout the day, which are invaluable in providing the enhanced provision required to support our pupils.

Our therapies include:

- Counselling / Talk Therapy
- Art Therapy
- Lego Based Therapy
- Equine Therapy / Animal Therapy
- Music Therapy
- ELSA sessions
- Reflexology Therapy

Qualification Pathways

At Foxfields we offer a wide range of qualification pathways including: Entry Level Skills, Functional Skills, GCSE Foundation and GCSE's. This ensures that all our pupils can reach their full potential without placing a ceiling on expectations.

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How do we evaluate the effectiveness of our work?

There are many ways that we evaluate what we do and we retain the belief that we can always improve. These include:

- SPOT tool to assess the SEMH and well-being of our students.
- Discussions with teachers and LSA's.
- Monitoring of lesson plans.
- Drop ins of lessons.
- Learning walks.
- Reviewing evaluations of impact from peer observations.
- Work scrutiny.
- Pupil progress meetings and quality assurance relating to this.
- Moderation.
- Responses to questionnaires from parents are reviewed and any follow up comments are addressed.
- Taking part in reviews from external professionals.
- Pupil voice is carried out (as above) and we try to respond to what they tell us about their lessons and what is going well.
- Collecting information about each child's progress so that appropriate actions can be taken to improve outcomes as necessary.
- Reviewing the impact of our improvement work.

Staff Development:

We are committed to developing the on-going expertise of our staff. We have current expertise in the following areas:

(NB the list below is not an exhausted list. It only covers core knowledge. It does not cover safeguarding, physical intervention, health and safety, curriculum or driving training.)

Initials of member of staff	Area of CPD	Level (as per p68-69 of SEND Code of Practice 2015)
All Staff	Emotional Coaching Training	Enhanced
SA AB KC SC AC ED TE KG ARG SH RH DH MJ HM MM MP LP BR KR BS NT	Trauma Informed Practice	Enhanced
SA AB KC SC AC ED TE KG ARG SH RH DH MJ HM MM MP LP BR KR BS NT	Restorative Practice	Enhanced
SA AB KC SC AC ED TE KG ARG SH RH DH MJ HM MM MP LP BR KR BS NT	ADHD Awareness	Enhanced
SA AB KC SC AC ED TE KG ARG SH RH DH MJ HM MM MP LP BR KR BS NT	Autism Awareness	Enhanced
SA AB KC SC AC ED TE KG ARG SH RH DH MJ HM MM MP LP BR KR BS NT	Adverse Childhood experiences (ACES)	Enhanced
SA AB KC SC AC ED TE KG ARG SH RH DH MJ HM MM MP LP BR KR BS NT	Resilience	Enhanced

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SA AB KC SC AC ED TE KG ARG SH RH DH MJ HM MM MP LP BR KR BS NT	Regulation Training	Enhanced
SA SH	Adult Mental Health First Aid	Specialist
LW	Lego Therapy	Specialist
SK	ELSA Training	Specialist
KC	Parental Mental Health	Specialist
KR	Harmful Sexualised Behaviour Training	Enhanced
LL BS MM	Top Triangle – reading intervention training.	Specialist

How do we respond to concerns and complaints from parents?

We welcome feedback from parents and will always try to resolve any concerns as quickly as we can. If a parent has a particular concern, we hope that it will usually be possible to resolve this through an informal meeting with a senior member of staff or the Headteacher. If this is not possible, then our Complaints Procedure outlines what parents need to do to take their complaint further. A copy of our Complaints Policy is available through the office or on our website. During the academic year 2022-23 we have received 0 official complaints.

Challenges this year.

2022-23 has been a time of development at Foxfields. The academic year began with a new Senior Leadership Team. We were still in a recovery period from Covid yet determined to provide the best education for all our young people. Within a short space of time the Foxfield team developed a sense of cohesion and teamwork. We were challenged with an early Ofsted visit in January 2023. This was unexpected, however as a collective we rose to the challenge and were awarded a rating of Good with some areas Outstanding. The main area highlighted for development was parental engagement. This is an area which we intend to focus on next year, however, we have already made some significant strides towards this with the parental attendance at Sports Day and engagement with parent forums and weekly coffee mornings.

Further areas of development – 2023-24.

- Parental engagement.
- A successful expansion. (60-8- students)
- Teaching and Learning.
- Assessment and tracking data.
- Creative opportunities.

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What you need to know about the Local Offer?

The Local Offer has been created to provide a central point of contact to help parents of children with Special Educational Needs and/or Disabilities access the right services and support. It is based at Voluntary Action Leicestershire and can be accessed through the Local Offer Leicester Website or by telephone on: 0116 2575026.

'If you would like any further information about the information in this report please look on our website or alternatively contact the School Office (0116 344 0343).

SENDIASS can offer advice, information and support on issues related to special educational needs and disabilities.

SENDIASS Leicester

Telephone: 0116 4820870

Email: info@sendiassleicester.org.uk

Website: <https://sendiassleicester.org.uk/>

SENDIASS Leicester

1st Floor Alliance House

6 Bishop Street

Leicester