FoxFederation

Fox Primary School
www.foxprimary.co.uk

Fox Primary School
SEND Information Report

Fox Federation

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

Fox Primary SEND Leadership and Governance

Role	Name	Primary Responsibility
SENDCo	Alice Daultrey	Years 2 to 5 and lead SENDCo.
SENDCo	Polly Calvert	Assistant Head, Years R and 1 SENDCo, Mental Health and Behaviour lead, Designated adult for adopted and looked-after children, DDSL
SENDCo	Alex Byrne-Smith	Year 6 SENDco
Deputy Head	Ros Morgan	Designated Safeguarding Lead, Mental Health Lead, Inclusion team lead
Head of School	Emma Madden	Ensuring high standards and inclusive culture across the school.
Executive Headteacher	Paul Cotter	Federation-wide strategic vision for "Every Child Achieving."

Link Governor for SEND and Inclusion	Richard Derecki	Oversight of statutory duties

Report Review Dates

Review Date	By whom
Autumn 2026	Fox Inclusion team

School Offer for SEND – Parents/Carer's Questions and answers	
1	Who are the best people to talk to at Fox Primary 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 their learning outcomes?
8	What is an Education Health and Care Plan (EHCP) and who can request one for one for my child?
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15	Who can I contact if I have a complaint about the SEND provision made for my child?
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- **Please SEND Local Offer | Royal Borough of Kensington and Chelsea for information on the Kensington and Chelsea Local offer.**

Introduction

Fox Primary School is an inclusive school within the Fox Federation that welcomes pupils of all backgrounds, abilities, and attainments, including those with special educational needs and disabilities (SEND). The school strives to create a safe, secure, and nurturing environment where every child feels valued, happy, and empowered to become a lifelong learner.

Inclusive practice is embedded throughout daily school life and is guided by the core federation values: Respect, Resilience, Collaboration, Curiosity, and Inclusion. In accordance with the Children and Families Act 2014 and the Children Act 1989, inclusion at Fox Primary means securing equal opportunities, actively removing barriers to learning and participation, and taking a holistic approach to support each child's academic development alongside their social and emotional wellbeing

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

- In the first instance, please talk to your child's class teacher about your concerns.
- There is close communication between the class teacher and the SENDCos. If needed, a meeting can be arranged with the Class Teacher and SENDCo to discuss your child in more detail and agree on next steps.
- Our SENDCos can be reached via the following email address: senco@foxprimary.co.uk

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 also 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 meetings with the class teacher and others involved in supporting your child.
    - 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 an Education, Health and Care plan (EHCP), you and your child will be able to share your views at termly meetings throughout the year and at the Annual Review. Prior to the Annual Review, the views of the child and parents/carers are sought so that they can inform the meeting.
    - There is an annual pupil questionnaire where we seek the viewpoints of children. Children with additional needs are given adult support to access these questionnaires and share their views in ways that work for them.

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

    - In the Fox Federation, 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. Training on SEND support is prioritised each year.
    - The school also accesses training programmes from different organisations including Local Authority Training.
    - Individual training for staff can also be arranged when necessary.

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

    - We work hard to ensure our universal offer to all children is inclusive, ensuring that the vast majority of children can access learning through the high-quality teaching and support of their class teacher.
    - Our universal offer also incorporates our low-stimulus environments, communication-friendly classrooms and carefully-planned use of intervention spaces.
    - Our curriculum is carefully planned and sequenced, and additional support in foundational learning and areas of difficulty is provided in a timely fashion through in-class adjustments and targeted support where appropriate.

- 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.
- The Federation schools regularly review our 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 2015;
    - Communication and interaction
    - Cognition and learning
    - Social, emotional and mental health
    - Sensory and/or physical needs

Understanding Universal, Targeted and Specialist Support

At Fox, we use a graduated approach to supporting children with additional needs. This is often described as **Universal, Targeted and Specialist Support**.

- **Universal Support** – what every child receives.
- **Targeted Support** – extra support for children who need additional help.
- **Specialist Support** – highly individualised support for children with the most complex needs.

Universal Support (for all children)

Universal support is the high-quality teaching, care and pastoral support available to every child in school. This includes:

- Well-planned lessons that meet the needs of different learners
- Clear routines and expectations
- Differentiated learning activities
- Positive behaviour support
- Opportunities to develop social and emotional skills
- Regular assessment and feedback

Most children, including many with additional needs, make good progress with universal support alone.

Targeted Support (for some children)

Targeted support is provided when a child needs additional help beyond what is available to all pupils. This support is usually delivered for a specific need and reviewed regularly. At Fox, targeted support is normally outlined in Termly Target Trackers, which are reviewed termly and shared with parents.

Examples include:

- Small group interventions for reading, writing or maths
- Speech and language programmes
- Social skills or emotional wellbeing groups
- Additional support in the classroom
- Acting on advice from external professionals

Children receiving targeted support are usually identified as receiving **SEN Support** and have their targets outlined in a Termly Target Tracker, but do not necessarily need an EHCP.

Specialist Support (for a few children)

Specialist support is for children with more significant, complex or long-term needs. These children often require highly individualised provision and involvement from specialist professionals.

Examples include:

- Individual programmes designed by specialists
- Support from Educational Psychologists
- Speech and Language Therapy
- Occupational Therapy or Physiotherapy
- Specialist teaching services
- Enhanced adult support
- Provision specified within an Education, Health and Care Plan (EHCP)

We engage with a range of services and professionals, including educational psychology (EP), speech and language therapy (SALT), occupational therapy (OT), Autism and Early Years (AEYIT), Behaviour specialist support (OAT) and the child development service.

For some children, despite receiving targeted support, their needs may be significant enough that an **Education, Health and Care Needs Assessment (EHCNA)** is requested to determine whether an EHCP is required.

The level of support a child receives may change over time as their needs develop and progress is reviewed. At Fox, we work closely with parents and professionals to ensure every child receives the right support at the right time.

At all levels of support, we use the **Assess, Plan, Do, Review Cycle.**

The process is a continuous cycle, with parents, school staff and, where appropriate, the child working together at each stage.

Assess what the child needs → **Plan** the support → **Do** the support → **Review** how well it worked → then repeat the cycle as needed. This ensures that every child receives the right support at the right time.

1. Assess

The first step is to identify and understand a child's strengths and areas of need.

This may involve:

- Discussions with parents and the child
- Teacher observations and assessments
- Reviewing progress and attainment
- Information from previous settings
- Advice from specialist professionals if needed

The aim is to build a clear picture of what is helping the child to succeed and what barriers they may be experiencing.

2. Plan

Once needs have been identified, the school and parents agree on:

- The outcomes or targets the child will work towards
- The support that will be put in place
- How the support will be provided
- How progress will be measured
- When the support will be reviewed

3. Do

The agreed support is then delivered.

This might include:

- Adaptations in the classroom
- Additional adult support
- Small group interventions
- Specialist programmes or resources
- Advice and strategies from external professionals

The class teacher remains responsible for the child's learning and progress, even when support is delivered by other staff.

4. Review

After an agreed period of time, the impact of the support is reviewed.

The school will consider:

- Has progress been made towards the agreed outcomes?
- Which strategies have been effective?
- What are the child's and parents' views?
- Does the support need to continue, change or stop?

Following the review, the cycle begins again, ensuring support is continually adapted to meet the child's changing needs.

7. **How will you support my child to reach their learning outcomes?**

- If your child requires additional provision or support, 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.
- They will create a Termly Target Tracker (TTT), which will provide targets and strategies to track progress and this will be reviewed termly.
- External agencies and specialists may also feed into your child's TTT and support teachers to adapt their planning accordingly.
- If your child has a TTT, they will be added to the SEND register. This will be discussed with you in advance.

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

An Education, Health and Care Plan (EHCP) is a legal document that describes a child or young person's special educational needs (SEND) and the additional support they require to be successful in education.

An EHCP brings together information from education, health and social care professionals and outlines:

- The child's strengths and needs
- The outcomes they are working towards
- The support and provision required to meet those needs
- The educational setting that can best meet those needs

EHCPs are available for children and young people from birth up to the age of 25 if they remain in education or training.

When would an EHCP application be considered?

Most children with special educational needs have their needs met through the support available in school, often called SEN Support.

An application for an EHCP may be sought when:

- A child has significant and long-term difficulties with learning, communication, social interaction, emotional regulation, sensory processing, physical needs, or other areas of development.
- The child requires support that is additional to or different from what the school can normally provide from its own resources.
- Despite appropriate interventions and support over time, the child is not making expected progress.
- Professionals agree that a more specialist, coordinated and legally protected package of support may be necessary.

The first step is usually a request for an Education, Health and Care Needs Assessment (EHCNA). This assessment gathers evidence from parents, school staff and relevant professionals to determine whether an EHCP is required. The statutory time frame for an EHC Plan to be issued is 20 weeks from the time the needs assessment request is received by the local authority. Please see the RBKC local offer page for more information.

9. **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.

- Additional home learning will be sent home to address gaps in foundational skills, and the purpose of these tasks explained through school communication, parent workshops and parent consultations.
- There are regular parent/carer workshops delivered by outside agencies, which we can signpost you to.
- 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.

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

- Fox Primary School receives 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 school also receives inclusion funding directly from the government, which is ringfenced for the support of children with additional needs in our school.
- 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.

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?**

- The assess, plan, do, review model described above is central to our practice.
- Your child's progress will be assessed both in terms of their regular learning within the class and with regard to specific intervention programmes.
- Termly Target Trackers and Regulation Plans are reviewed and updated on a termly basis.
- 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.

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

- In the Fox 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.
- Our mental health leads also work closely with our Place2Be therapists to ensure children receive targeted support in this area when needed.

- You should feel free to contact your child's class teacher if you have any concerns. They can discuss the mental health pathways available in school.
- 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 is an inclusive school and believes in the equality of opportunities for all children.

Inclusion in the Fox 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.

14. **How will Fox Primary School 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, 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 their secondary school of choice.
- If your child has an Education Health and Care Plan we will participate and/or facilitate the annual 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.

- Please refer also to our complaints policy.

16. If I have any other questions about my child at Fox Primary 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;

- The class teacher
- The SENDCo
- The senior lead linked to your child/ren's year group(s)
- The Head of School

Specialist Support

Specialist Services Available in School or Accessed by the School:

- The Fox Federation work closely with external agencies that we feel are relevant to children's individual needs.
- At Fox Primary we work with:

    - Educational psychologist (EP)
    - Cheyne Child Development Service (CCDS)
    - School Nurse
    - Speech and Language Therapist (SALT)
    - Occupational Therapist (OT)
    - Hearing Impairment Team
    - Visual Impairment Team
    - Autism Advisory Specialist Teacher (AEYIT)
    - Child and Adolescent Mental Health Services (CAMHS)
    - Behaviour Intervention Support Team (OAT)
    - Confident Communicators Programme
    - Early Help Team
    - Place 2 Be