

# Foxfield School Prospectus

New Hey Road  
Woodchurch  
Wirral  
CH49 5LE

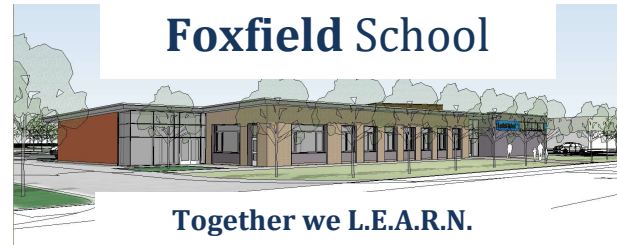
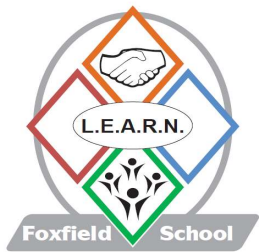
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[schooloffice@foxfieldschool.co.uk](mailto:schooloffice@foxfieldschool.co.uk)

website: [www.foxfieldschool.co.uk](http://www.foxfieldschool.co.uk)

Headteacher: Martin McKenna



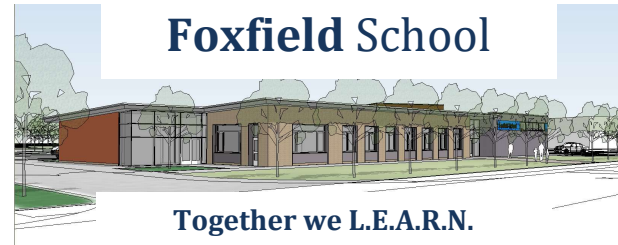
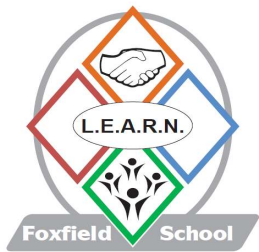


## WELCOME TO FOXFIELD SCHOOL

Foxfield School is a special school in Woodchurch on the Wirral, catering for children and young people with EHCPs whose primary need is a learning difficulty. Many of our learners have Autism, Downs Syndrome or other genetic conditions and our expertise, environment, facilities and curriculum are designed to provide a personalised education to each and every one of them, helping to meet our learners at their point of learning. Each department prepares our young people for the next stage of their education, as well as preparing them for life after school. Our school aim is to create happy, healthy, safe, independent young adults who can lead a fulfilled life and contribute to their local community.

At Foxfield School we pride ourselves on the ethos and atmosphere within the school. We are passionate in our desire to see our pupil's blossom, build confidence, self-esteem and communication skills, in order for our young people to have the best opportunities in life when they leave us. As a school we do this by personalising the educational journey through our learning pathways, working with families, integrating therapy into educational programmes and most importantly, celebrating every small step of achievement and progress.

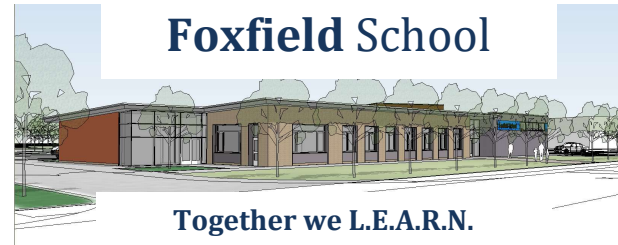
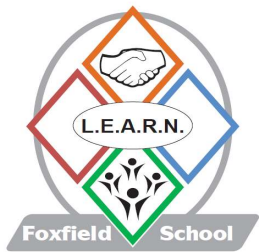




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## 1. Introduction

### History

Foxfield School originally opened in April 1985. Much has happened at Foxfield since its creation and the school continues to develop and improve its provision. The fundamental aim of the Governors and staff is to provide the very best education possible for each pupil that joins the school.

For 30 years Foxfield was in Moreton but in February 2015 the school moved to a new specially designed and purpose built school in the Woodchurch area.

Foxfield is a Local Authority funded Community Special School. It remains an important part of Wirral Council's provision for pupils with severe, complex and profound learning difficulties

### Overview

Foxfield School has 150 places for pupils aged between 11-19, with Severe Learning Difficulties (SLD), Complex Learning Difficulties (CLD), Autistic Spectrum Condition (ASC) and other associated medical and physical difficulties including communication and behavioural difficulties which can present as challenging.

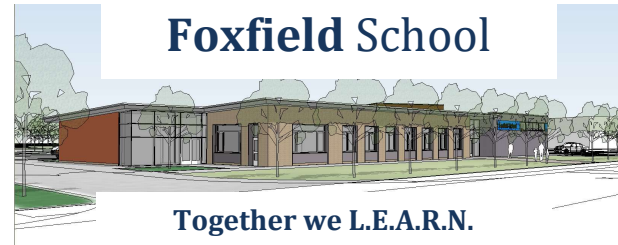
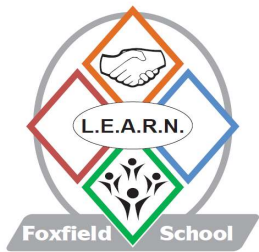
The school boasts eighteen classrooms, a fully equipped gym, a hydrotherapy pool and a larger swimming pool. The school also has specialist facilities to support pupil learning from an independent living classroom to a multi-sensory room and a soft play area.

Outdoor facilities include a large grassed sports field, a horticulture area, a hard court multi use games area; an outdoor keep fit area and a school yard, all safely enclosed by fencing.

The school is also well equipped with a wide range of additional resources. These include three minibuses, a wide variety of multi-sensory, sports and physiotherapy equipment, as well as sufficient and suitable materials for the delivery of the broad curriculum.

Developments in technology have brought a variety of additional resources into the school. Foxfield has a school wide computer network with a large number of PCs, laptops, tablets and internet access in every classroom. Use of technology is enhanced by an extensive range of specialist switches and software. Every class is also provided with digital photography equipment to help record the pupils' work and achievements.





## 2. Ethos and Values

*To create happy, healthy, safe, independent young adults who can communicate their wants and needs*

The values, aims and purpose of Foxfield are reflected in the Mission Statement and Aims of the school. These are underpinned by the school curriculum.

The Mission Statement for Foxfield is brief, simple and is intended to focus on the key vision and purpose of the school.

Our Mission Statement is

**At Foxfield we LEARN**

- L** - Life skills
- E** - Enjoyment
- A** - Achievement
- R** - Respect
- N** - New experiences

In addition to this statement the Governing Body have also adopted four distinct aims for the school as a whole. These shape all of the work that we do throughout the school. Our school aims are:

### **AIM 1**

**To enable our young people to achieve their full potential in all areas of their development.**

### **AIM 2**

**To provide a happy, caring, stimulating, supportive, respectful and safe environment.**

### **AIM 3**

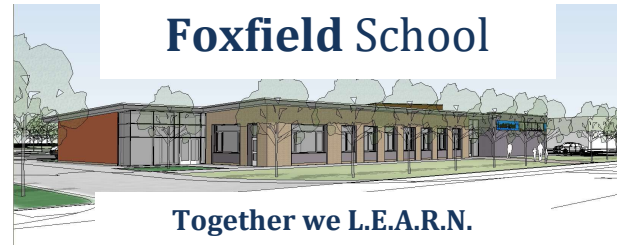
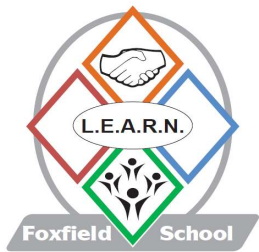
**To work with everyone involved so that each young person in our school can become increasingly independent and integrate more successfully into the community.**

### **AIM 4**

**To provide a broad and balanced curriculum relevant to the needs of every individual young person.**

These aims drive all that we do for and with the pupils in our school. The aims of Foxfield are the consensus of all staff and Governors in school and have been evaluated and revised from time to time in the light of legislation and developments in the field of education. They have their basis in the rights and entitlement to a quality education for all pupils at the school, delivered through a broad, balanced and relevant curriculum.





### 3. School Staff Senior Leadership Team



Martin McKenna

Headteacher



Becky McBride

Deputy Headteacher



Jane Brennan  
Cooper Shone  
Assistant Head



Andy McAteer

Assistant Head



Claire

Assistant Head



Maria Hughes  
Business Manager



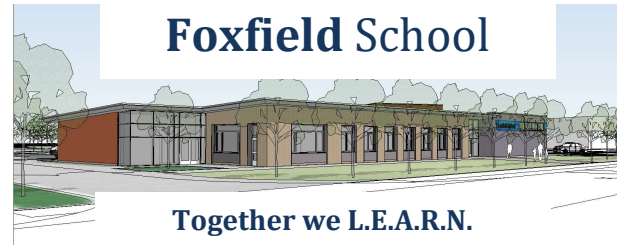
Mel Walker  
Family Liaison & LD Nurse





**Foxfield Senior Management Team**

Preformal Lead	Steve Ledson
Informal Lead	Andrew McAteer
Semi-Formal Lead	Ian Harwood
Formal Lead	Rachel Smyton
Post-16 Lead	Emma Wall



Teachers -We currently have 21 teachers all who have a variety of knowledge, skills and experience across the SLD and CLD spectrum, some of which lead training both locally and nationally.

Teaching assistant level 3 - We aim to have a TA3 in every class. They are attached to a subject/faculty group in order to help with resources/ audits etc as well as daily classroom support

Teaching assistants level 1 or 2 – there is at least 1 teaching assistant attached to a class to support the teacher throughout the day.

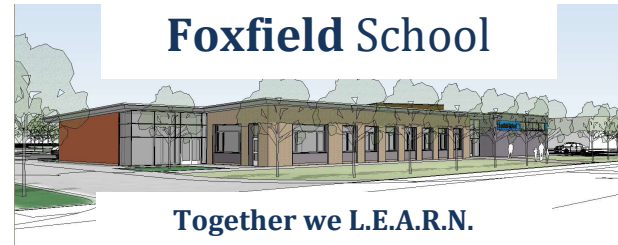
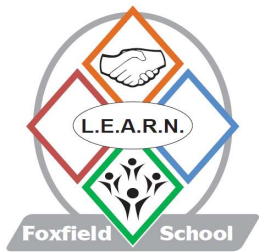
Sports coach- we have a swimming, sports and dance coaches to enhance pupil’s physical progress

Admin Office Team - We currently have an, Office Manager and Administration Team together with a Buildings and IT Technician.

Catering staff – We have two trained Chefs in the school kitchen.

We have a Site Manager and Caretaker in school so that we can open the school facilities 7 days a week.





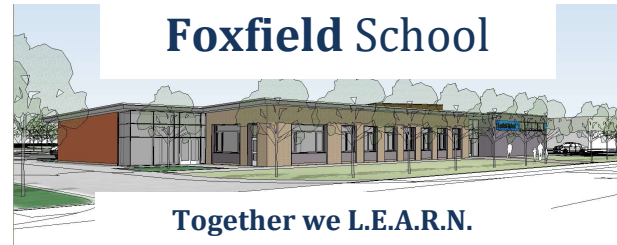
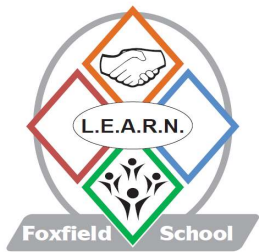
## 4. Professionals

As a school we work with a number of agencies to better improve our pupil's lives, these professionals include;

- School Nurse (Michelle Drake)
- Physiotherapist (Carol Pears)
- LA SEND TEAM
- CAMHS (Children, Adult Mental Health Service)
- Adult transition team
- Speech and Language
- Art Psychotherapist
- Occupational Health and breathing specialists
- Visual/ Hearing impairment team
- Bladder and Bowel team
- CAAT communication team





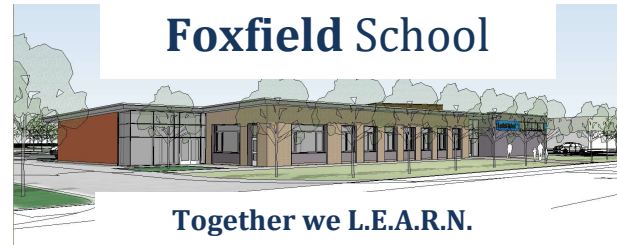
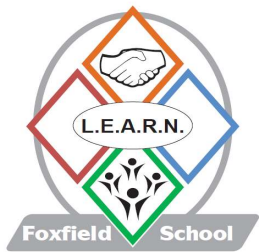


## 5. School Day

8.50 am – 9.00am	Pupils arrive in school
9.00am – 9.30am	Registration/ Regulation
9.30am - 12.00pm	Morning lessons (times and breaks are flexible to suit the needs of our pupils)
12.00pm – 1.00pm	Lunch (in school hall or in class to meet needs of pupils)
1.00pm – 2.45pm	Afternoon lessons
2.45pm -3.05pm	Reflection and preparation for home

Whilst I have included times above these are very flexible and adoptable allowing our class teams respond to the needs of our pupils. This may mean that break time and lunch times can be adopted based upon pupil engagement in activities.





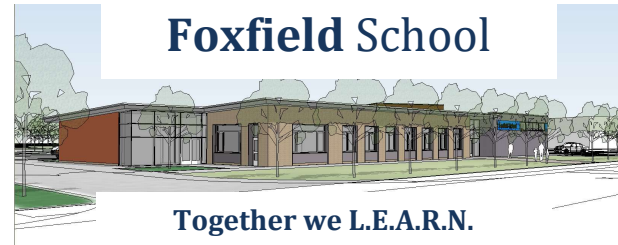
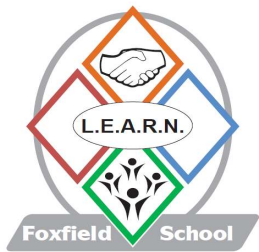
## 6. Absences

If your child is ill or unable to attend school for any reason, please telephone the school office before 9:00am to explain your child's absence and indicate how long they may be off. We need this information to complete the school registers, which are a legal document. It is the policy of the school to contact the parents on the first day of absence if we do not know why they are off.

All schools have to distinguish between Authorised and Unauthorised absences. An authorised absence is usually for sickness, medical appointment, religious observation etc whilst unauthorised is when the school does not know why a pupil is off or the school has not consented to the absence.

Term Time holidays are classed as unauthorised absences apart from exceptional circumstances which need to be agreed by the Headteacher beforehand. The request for a holiday needs to be put in writing and will be put into the pupils file.





## 7. Transitions to Foxfield School

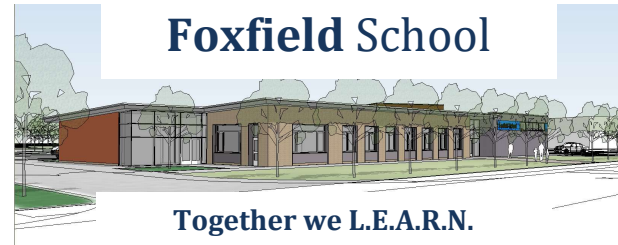
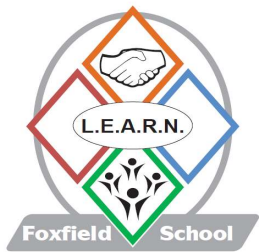
We understand that transitions and starting a new school can be a traumatic time for pupils and parents. Therefore as a school we always work closely with families, schools and professionals to create a bespoke transition plan for our pupils.

Our transition leader works extremely closely with our 2 feeder schools Stanley and Elleray Park to support transition and will create bespoke plans where needed. Working closely with our two local primary schools also provides us with the opportunity for our teachers to visit the primary schools and spend time getting to know all of the pupils in their familiar surroundings first. We also work consistently with other school settings for transition.

One key aspect to supporting a successful transition is the involvement of our parents, therefore alongside staff from our feeder school we tailor our transitions to ensure the pupils are happy and less anxious about the move. Parents are invited to coffee mornings before and after the transition and will receive a starter pack with staff photos, rooms, specialist areas etc.

If you have any concerns or questions about the transition process please speak to your current school or please contact Andrew McAteer (transition leader) at Foxfield School.





## 8. Uniform

School uniform is optional at Foxfield as we recognise that for some pupils wearing a uniform can be problematic. However many of the pupils enjoy wearing the uniform.

### The Foxfield School uniform consists of

White or Pale Blue Polo Shirt

Navy Sweatshirt/Cardigan

Dark Trousers or Skirt

### For PE

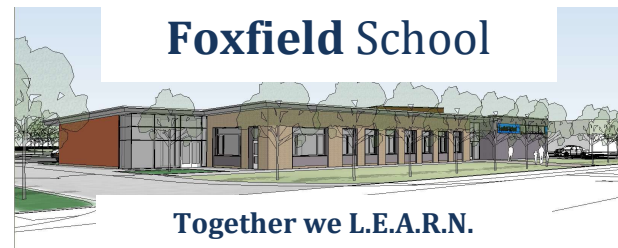
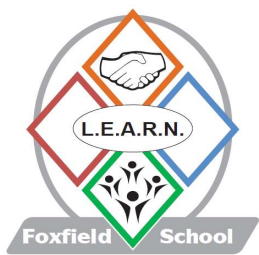
Blue or White T-Shirt

Navy Shorts

All uniform items are available at many local stockists. Uniform can have the school logo on it but we ask that pupil names are not embroidered on the front of clothes for safety reasons.

We do however ask that all uniform and belongings are clearly marked with your child's name.





## 9. Home Links

### Class Dojo

Class Dojo is used as the main form of communication between home and school on a daily basis. Staff will inform parents/ carers of pupil wellbeing, lessons and progress. This means of communication is vital for the wellbeing of our pupils. There is also the option of a school/home diary to support those parents who don't have access to an online device.

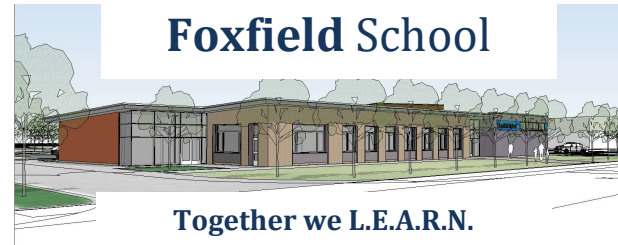
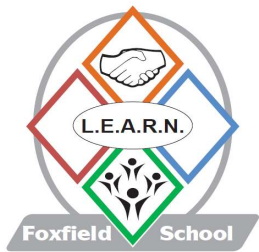
### Evidence for learning

At Foxfield School we are committed to being a learning culture that promotes enquiry-led practice. Evidence for learning plays a vital role in capturing pupil's engagement, learning and progress, it allows all stakeholders involved in our pupil's learning and development to quickly and easily gather photo and video evidence, linked to the individual's learning goals as well as any key skills frameworks. This online platform has transformed how parents/carers, external stakeholders and the learner themselves are engaged and involved in the entire learning process and journey – a multi-agency approach. Not only can photos, videos and notes be easily and securely shared by the school, but parents/carers can capture and submit their own photos, videos and notes to reflect the learner's development and experiences at home and outside in the community. Invaluable collaboration and powerful at showing where learning and knowledge is beginning to be generalised.

### Education Health Care Plan Reviews

Foxfield School arranges the reviews in line with the Education Act and these are held once per year. Parents will receive a written invitation and have the opportunity to put their own views in writing towards the meeting. If there is someone specific you require at the review please let us know as soon as possible and we will try to invite outside professionals to attend the review. New targets will also be discussed, agreed and then sent to the Local Authority for them to update the EHCP.





## 10. Transport

Pupils attending Foxfield School may be entitled to free transport to and from school. If you think you might be eligible contact:

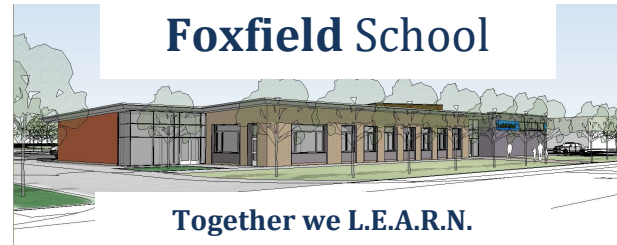
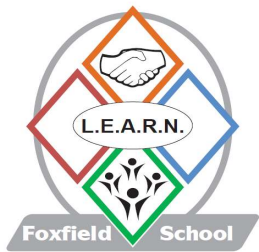
Wirral Local Authority Transport on 0151 666 4697

Or via the website: <https://www.wirral.gov.uk/schools-and-learning/funding-and-financial-support/free-travel-school>

Contractors are obliged to conform to the law regarding the transport of children to and from school, including the use of seatbelts.

Most vehicles have an escort who is responsible for making sure all of the pupils are secure in their seats and safe during the journey. These escorts are not employed by school so if you have any concerns please report to the number above.





## 11. Safeguarding

Foxfield is committed to the highest standards in protecting and safeguarding our students as we are working with the most vulnerable members of our community. All staff have relevant checks and visitors are made aware of our commitment and the full safeguarding policy can be found on our website or as for a paper copy from reception.

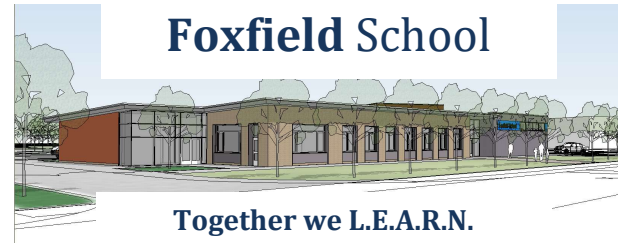
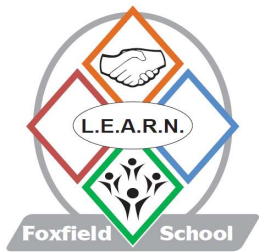
If the school has any concerns about the safety or welfare of a pupil these will be discussed with the parent and/or social care. In some instances this will require a referral to be made to the Wirral Safeguarding Team via the integrated front door.

If you have any questions or concerns please contact:

[Martin McKenna – Headteacher and Child Protection Officer](#)

[Becky McBride – Deputy Headteacher and Deputy Child Protection Officer](#)





## 12. Medication

Foxfield works closely with the 0-19 integrated children's division within Wirral NHS trust. We have an onsite school nurse who supports the school to administer medication and meet the health needs of our pupils.

Pupils with any medical needs will have a Care plan which will be discussed and agreed with parents, the school nurse and other health professionals. This plan is made available to all staff to ensure the pupil's needs are met at all times.

All parents whose children are on medication are requested to complete a medical information form when their child starts school. This is updated following a medical if there is a change in medication. However, the following guidelines apply to the administration of all medicines;

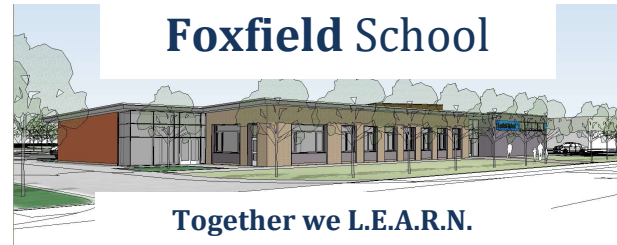
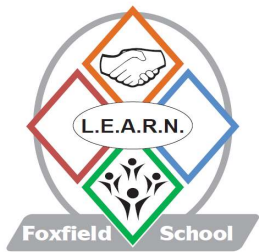
- We can only administer medication prescribed by a doctor.
  - Prescribed medicines must be accompanied by a written and signed instruction as to their precise use.
- For pupils on rescue medication an agreed plan need to be filled in by school, parents and the paediatrician.
- Each medicine should be sent in a separate original container.
  - Each container should be clearly labelled with;

1. Name of child
2. Name of medicine
3. Amount of dosage
4. Time to be given
5. Instructions – with water etc.
6. Date of dispensing
7. Expiry date.

\* Medication WILL NOT BE GIVEN if it is only required 1 or 2 times per day. This can be given at home.







### 13. Curriculum

Our curriculum at Foxfield School is designed to meet the individual needs of our pupils at their point of learning. Our curriculum is skill and context based and encourages active engagement in learning. The curriculum focuses on the development of key skills of communication, cognition, independence, physical development and self-care, all transferable skills that equip children and young people for life beyond the school.

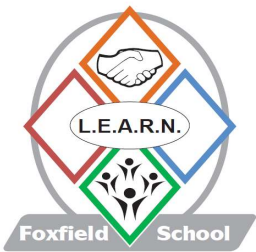
Our ambitious curriculum strives to be personalised to each learner in direct response to a pupil's individual strengths, interests and taking account of their barriers to learning, and builds on individual strengths and interests. A rolling plan is in place, which supports a balance of stimulating contexts for learning through different learning experiences, themes and subjects, thus preparing our students to make a positive contribution to life in modern Britain.

At Foxfield School we use Curriculum and Assessment Pathways to ensure all students have an appropriately personalised and challenging curriculum. Our approach is evidence based and informed by research gathered from all stakeholders that surround our learners. Our Pathways are developed to meet the learning needs of students who are working at engagement through application of skills. They are broken down into four pathways

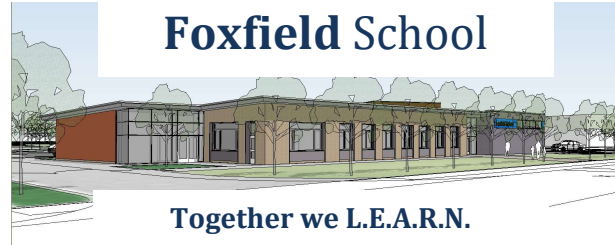
- - 
  - 
  -
- Pre Formal**  
**Informal**  
**Semi-Formal**  
**Formal**

Our **Post 16** curriculum encompasses the range of pathways within the school and merges these with personalised pathways to provide real world opportunities to help our learners transition to life beyond Foxfield School.



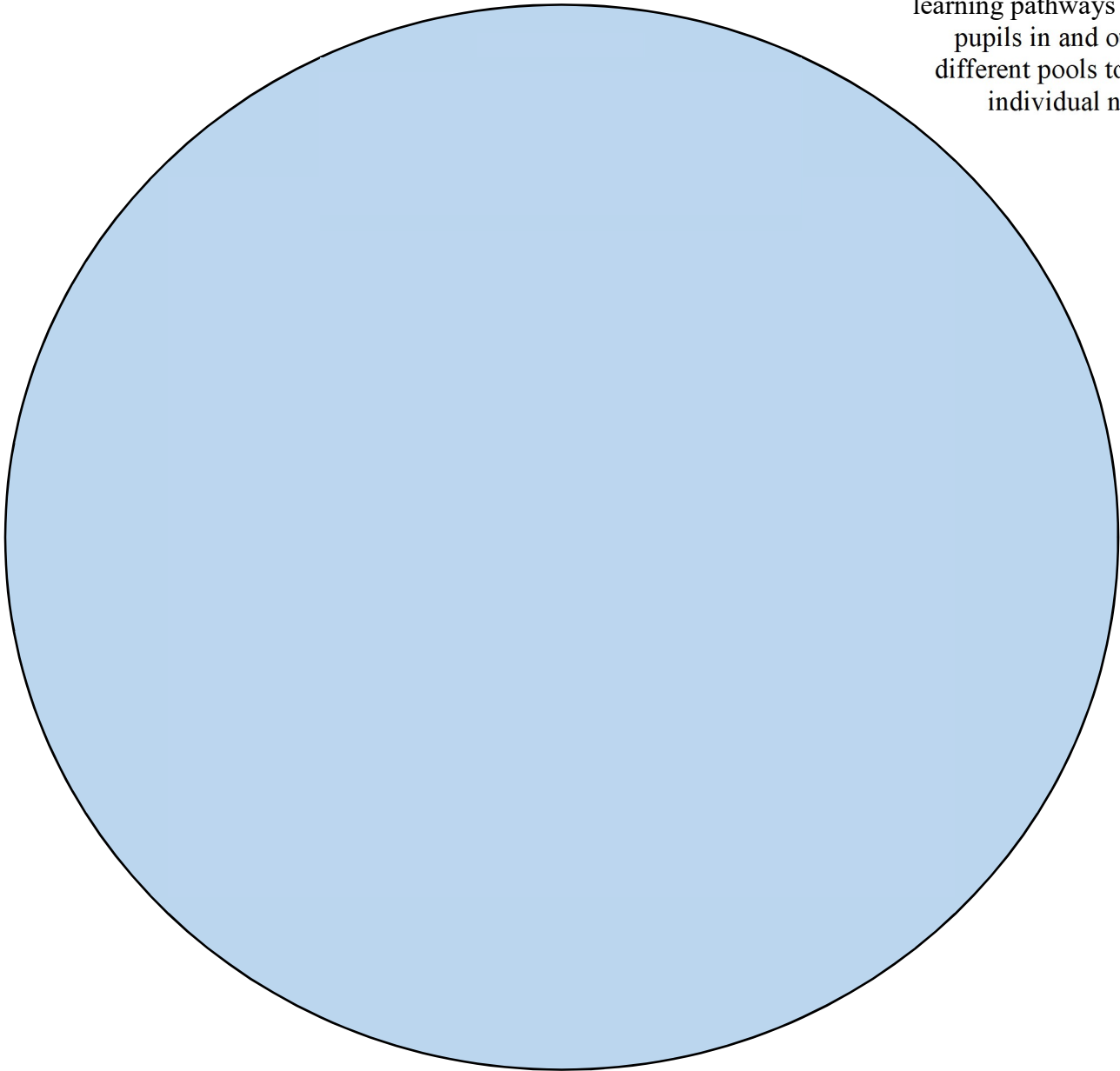


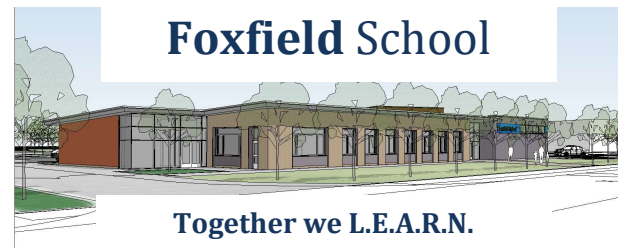
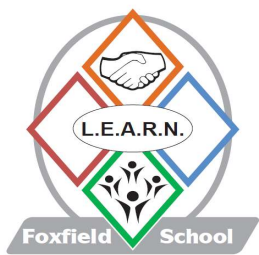
# Foxfield School



**Together we L.E.A.R.N.**

Many learners present with spiky profiles and fit in different characteristic pools. We take this opportunity to create bespoke, individual learning pathways by weaving pupils in and out of the different pools to suit their individual needs.





## Pre-formal Curriculum

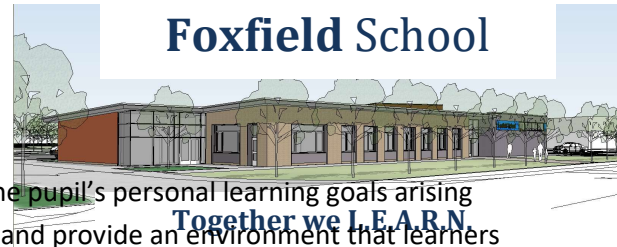
The pre-formal curriculum is designed for those pre-symbolic to early symbolic learners who are at very early levels of development and access a curriculum that enables them to develop a sense of security in the school environment, which is comprehensible and meaningful to them. It is a personalised holistic curriculum that focuses on the early communication, social and emotional and cognitive skills that are the foundation of learning. The focus is upon enabling learners to establish positive interactive relationships with others, to proactively explore the world around them, gaining environmental control skills. All pupils will also be given maximum opportunities to achieve the highest level of personal mobility and independence. This curriculum recognises the importance of play in a pupil's development and the need for sensory and multi-approaches matched to the pupil's personal learning goals arising from their EHCP. In our Pre-formal pathway it is the learners who decide the direction the learning will take and teachers help to build routines, facilitate change, offer alternatives, observe and guide.

Process based learning is at the heart of our approach within our Pre-formal pathway, whereby learning is taken as a whole rather than through the process of teaching to specific individualised targets. Intensive interaction (Nind and Hewett, 2001) is perhaps the best example of Process Based teaching and learning where 'tasklessness' is at the centre of the interactive process. Interactors are urged to follow, celebrate and extend 'in tune' to the learner and look for communication moments; although teachers may prompt and try different strategies, it is the learner who decides where the interactive process will go.

## Informal

The informal curriculum is a process based approach designed to support our pupils with emerging intentional communication, emerging contextual awareness and who have emerging social awareness. This curriculum is designed to support individual pupil profiles with the SCERTs model a key driver through this curriculum. It is important to recognise that there are many differences in individual profiles within this group of learners, and some of these may well be spikey learning profiles. Within this pathway it is vital that the pace and direction of learning and therefore the pace and direction of the teaching will be decided by the learner, thus ensuring that the learner feels comfort, security, stimulation and motivated. Our focus is to provide familiar routines and to scaffold the learning environment to help support early problem solving skills. Repetition is an important element to our learners within the informal pathway and whilst creativity is key we need to offer variation to ensure that safe and secure within the activities. This curriculum also recognises the importance of play in a pupil's





development and the need for a variety of teaching styles matched to the pupil's personal learning goals arising from their EHCP. Our aim within this pathway is to give learners control and provide an environment that learners can understand and they are allowed to keep changing to encourage development. Improving engagement and social communication through the use of specific interventions such as play and attention autism is central to our approach within the informal curriculum, and we always strive to create irresistible opportunities for our learners to learn. Movement is another important factor within our informal curriculum and we support this through sensory diets/ regulation when the pupils need them and there are extra physical activities timetabled throughout the school day for learners to regulate their arousal levels.

Semi-formal

The semi-formal curriculum recognises that many of our young people learn differently and is a personalised learning approach based on: becoming literate communicators and early readers, becoming mathematical and scientific thinkers; the acquisition of early learning skills; and personal emotional and social development and mental well-being which encompasses the development of thinking skills, play (emotional, cognition and social dimensions), creative learning and movement. Pupils following our semi-formal curriculum, learn best when learning is related to their own experience and they are given opportunities to explore their own interests. Some may learn through play; others will learn more effectively through functional activities, and yet others will respond well to a theme-based approach. Within this curriculum pathway we provide learners with personalised opportunities to think and act independently in everyday situations, helping our learners to problem solve and attain deep meaningful learning. This helps learners to generalise skills and empowers them with self-belief and confidence. Our semi- formal curriculum will be delivered to learners through thematic based approach, whilst being anchored in real-life and meaningful experiences.

Formal

The formal curriculum is designed to offer pupils the opportunity to access to a curriculum which is balanced and broadly based and which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Functional skills, ICT, Life skills and independence skills form a large part of the curriculum for our Formal pupils in preparation for life beyond Foxfield School. Within this pathway teaching may have more structure but we ensure that learning is linked to practical activities and is consolidated and applied in practical sessions. Pupils working though the formal curriculum may pursue accreditation pathways (e.g. JASS and functional skills awards).

In Key Stage 4 pupils will also have access to 'options' helping to support their choices and transition into post 16.

Post 16



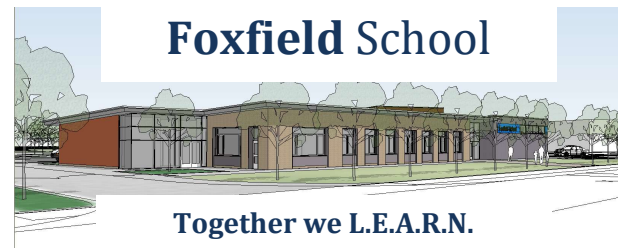
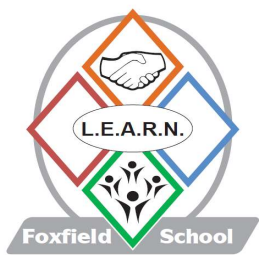


Foxf



The post 16 curriculum is designed to provide pupils with the skills they will need to fully access adult life. The preformal, informal, semi-formal and formal pathways will continue into post 16 curriculum with preparation for adulthood playing a key role in all aspects of the post 16 curriculum. Students follow a programme that stretches them, prepares them for adulthood, and supports their progression into work or further study. Functional skills and the local community form a key role in helping pupils to use acquired problem solving and life skills. Our post 16 learners have 'options' similar to a college setting and can select what they would like to study from catering, hair and beauty, sport and leisure, media, music etc, helping to give the pupils autonomy over their own learning and prepare pupils for life post Foxfield School. Work experience and work-related learning plays a key role on the curriculum with local business supporting and accrediting pupil achievements.





## Inclusion

Foxfield works very closely with local high schools to enhance the school's curriculum offering some pupil's access to courses, placements and integration at our partner schools Woodchurch High school and South Wirral High with support from Foxfield staff.

## Work Experience

All pupils in the 16-19 department are offered work experience at a level appropriate to their need and ability. Some work experience will be school based, however the majority of pupils will attend placements in the community. These may be a group placement but in most cases pupils are attending their placements as individuals and not with any other pupils from the school. Support for pupils on placements is provided by staff from school as and where needed. A team of staff are involved in supporting and monitoring pupils on weekly work experience placements.

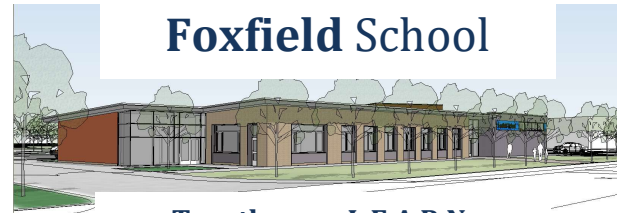
Where appropriate some pupils are encouraged to also extend their Independence skills by travelling to and from their placements using public transport or on foot. They may be accompanied by a member of staff or following a thorough assessment period an agreement is reached between the individual, their parents and the school that the pupil can travel to their placement independently. A process of assessment is completed by staff to see if and how this might be achieved.

## Careers

The school has a Transition Manager who works with pupils and their families. This contact begins during the school year in which pupils become 14 years of age. During this year, 'careers discussions' are started and there will be a Transition Plan meeting. This will involve the pupils, their parents/carers, the child's teacher, the Transition Manager and possibly representatives from Health, Social Services or other agencies if they have had involvement with the pupil and family. No firm decisions are made at this stage, but the purpose of these meetings is to begin to inform pupils and parents of the options they have when they leave school. These 'case discussions' will continue annually until the pupil leaves school.

## Eco Schools





**Together we L.E.A.R.N.**

At Foxfield we pride ourselves with looking after the environment. We make sure that we recycle as much of our waste as possible. We regularly take part in projects such as litter picking and beach cleaning and we have recently been presented with our second Green Flag Award for excellent practice.

### Beach School

As Wirral has beaches on all three sides of its peninsula Foxfield School makes good use of these facilities by having a member of staff who specifically takes responsibility for educating about the Shoreline environment. Classes are taken to one of the numerous beaches on a rolling programme to learn about the marine life of our coastline and environmental issues.

### Enterprise

Each class in the school takes part at some stage during the year in an enterprise project. During this allocated time classes work on projects of their choice to make items in order to sell for profit at a school event or at the Merseyside SLD Consortium School's Enterprise Day when all schools involved in the project get together to show and sell their products. Profits from the sale of goods are then reinvested to finance next year's project or individual class projects.

### College links and workplace providers

For some of our pupils there are opportunities to enhance the school curriculum by following courses and placements at the local college of further education or at a local Workplace Training Provider. These links enable the school to extend its provision and to offer our older pupils the opportunity to undertake work in a different setting or in an environment which has facilities and equipment that the school cannot offer.

### Sex and relationships

This is taught as part of our Personal, Social and Health Education Curriculum. It covers a wide range of topics dealing not just with the biological aspects of human reproduction and growth but also





relationships, appropriate behaviour and self-protection. Clearly our pupils have special needs, and Sex Education is approached at the level at which each youngster is capable of working.

Considerable expertise has been built up amongst the staff who teach this area of the curriculum and they approach the subject with appropriate sensitivity. The law allows parents to withdraw their son/daughter from specific parts of the sex education curriculum.

The Subject Leader for Personal Social and Health Education will be pleased to discuss individual queries and concerns with parents, and a more detailed document is also available from the school.

### Extra curriculum activities

A great deal happens outside the school day and lesson times. There are various lunchtime clubs that meet to do activities, including computer clubs, a variety of music clubs, and various sports clubs. These are optional sessions for pupils to attend if they wish.

The school also has a range of after school clubs. These include the Duke of Edinburgh Award scheme, Swimming, Trampolining and Outdoor Pursuits. Places at after school clubs are offered to as many pupils as possible.

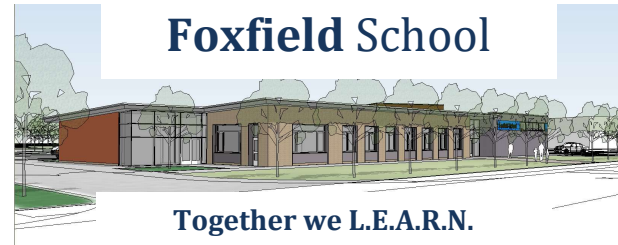
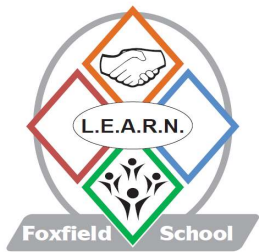
Visits to places of interest, concerts, day trips etc. are also part of school life, and contribute to the wider curricular experiences for our pupils.

### School Council

At the beginning of each new school year a democratic election is held in the classes to choose a representative from that class to sit on the School Council for that year and represent the interests of that class. The Council meets throughout the year for a variety of reasons culminating in a visit to Liverpool Town Hall to meet other school council members from our Merseyside SLD schools consortium and to meet the Mayors of Merseyside.







## The School Grounds

### School Woodland

Foxfield school has an area of woodland at the rear of the grounds. There is a woodland glade and a small pond with frogs and other wildlife. This area is used for outdoor education projects, and woodcraft projects such as Willow weaving.

### Bee Keeping (Foxfield Apiary)

Following the woodland path you come to the Foxfield Apiary. Here there are three hives that provide the honey that we sell to make the project self-funding and to help with the woodland development, we also have an after school Bee Club which is very popular.

### Horticultural Area

Along from the Apiary we have a Horticulture area which is equipped with raised beds for planting vegetables and a polytunnel for growing a variety of plants. This area is also used for Outdoor Education Projects, Options afternoons and for Work Experience.

### JASS at Key Stage 3

Pupils at Key Stage 3 now have an opportunity to take part in and gain certification in the Junior Award Scheme for Schools (JASS). This is a structured programme that aims to support young people in their transition from Primary to Secondary school by adapting to pupils interests and enthusiasm and includes taking part in physical activity, hobbies and interests, outdoor activity and contributing to the local community.

### D of E

Older pupils can then become involved in the Duke of Edinburgh Award Scheme, where they are given the opportunity to develop skills learned in JASS and through other parts of the school curriculum and study more in the outdoor environment which includes camping and walking activities.

### Residential

At Foxfield School we aim to provide pupils with the opportunities to access school residential. These can vary in length from a few days to a full school week. Pupils stay at a range of centres around the





country or abroad and participate in a range of outdoor and educational activities including visiting local places of interest, walking, rock climbing, abseiling, canoeing, sailing, caving, orienteering etc. All of these courses are linked to the school curriculum, such as our independence skills work, the outdoor and adventurous activities element of the PE curriculum etc.

Other evening, weekend and holidays activities

There are a range of evening and weekend activities and clubs around Wirral that our pupils can access. If parents or carers would like more information about the activities and opportunities that are available for their child please contact the school. Staff will do their best to help and pass on information or signpost parents and carers to opportunities and services that are available.

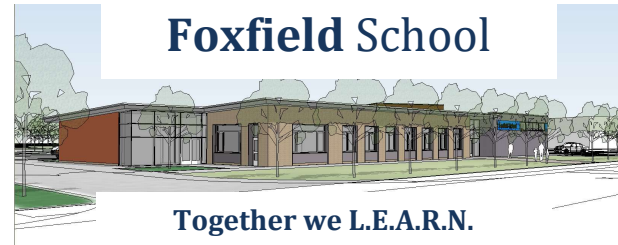
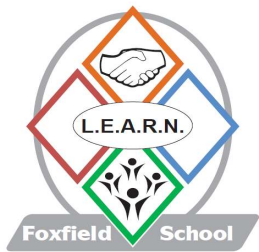
Careers supports

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Equal opportunities

The school is a strong advocate of equal opportunities. All pupils at Foxfield have an equal entitlement to all that the school can offer. They are given the best possible educational opportunities that Foxfield can provide and the school carefully differentiates its provision to meet each individuals particular needs. The school does its best to adhere to the equality legislation and treat all pupils, parents, visitors and staff with equality and respect regardless of gender, age, religion or disability. A copy of the Equality and Diversity Policy is available in school.





## 14. PARENTS/ CARERS

### An Open Door

Foxfield has an open door policy. This means that parents and carers are entitled to contact or come into school at any time to discuss problems or concerns. Clearly it is not always possible for parents to see class teachers immediately or without an appointment though as the teachers will be working in the classrooms. A parent or carer should be able to speak to someone however if they call into school. This would often be the Headteacher or Deputy and an appointment can also be made to speak to either of these senior staff if ever a parent or carer feels this is necessary.

The school is strongly committed to a partnership with our parents and carers. Below are some of the ways we try to achieve this.

### PARENTS WORKSHOPS AND SUPPORT GROUP

There is a Parents Support Group at Foxfield that meets monthly and is mainly organised by the parents themselves. The group discusses a wide range of issues of common interest or concern, provide one another with support and occasionally invite speakers from within school or other agencies to join them to talk about a particular subject. Other occasional parent workshops are organised to give information and/or support on issues seen by parents as important e.g. Behaviour Management, Makaton etc.

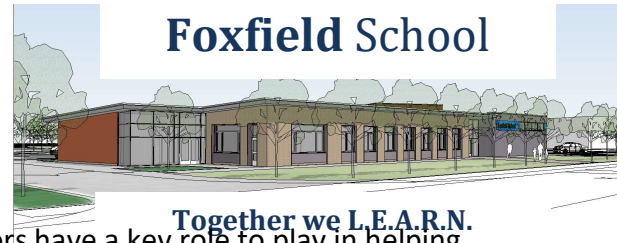
### PARENTS IN SCHOOL

Parents are actively welcomed into school. They may be in school as part of Friends of Foxfield activities (our PTA), or to help out as volunteers. The school greatly appreciates their help. For those parents who wish to become volunteers at school there is a school policy and procedures for recruiting volunteers. Further details can be obtained from the Headteacher.

If you are interested in joining the committee of the Friends of Foxfield Association, then contact school for more information. All parents are automatically considered to be members of the Friends of Foxfield.

### PARENT GOVERNORS





All schools are required by law to have a governing body. Governors have a key role to play in helping schools to provide the best possible education for all its pupils. The governing body is made up from people from all walks of life.

Are you interested in making decisions about the well-being, happiness and successful education of children? Are you good in a team? This means being open, trusting and able to share responsibility equally. You don't need to have any professional knowledge, just a bit of common sense. You do need the time, enthusiasm and commitment to attend at least one meeting per term and contribute to the other activities of the governing body.

If you have a child at Foxfield and are interested in becoming a Parent Governor or would like more general information about the role of governors please contact the Headteacher to check on vacancies and to register your interest.

### HEALTH AUTHORITY STAFF

A number of staff who are employed by the Health Authority work at Foxfield School. The school has Specialist School Nurses, part time Occupational Therapist, Physiotherapist and Speech and Language Therapists, and therapists' assistants. All these jobs overlap but in general the Specialist School Nurses should be contacted regarding any medical problems. The Senior Specialist School Nurse works within school during school hours and then is free to do home visits after school. She is happy to speak to parents at any time at school or in parent's homes if they prefer. She can discuss a wide range of problems relating to medical and welfare matters.

The Physiotherapist advises both teachers and parents on matters to do with mobility and movement, and supervises sessions in the gym and pool.

The Occupational Therapist will advise on aids, adaptations to support pupils in school and at home. She will advise on feeding and toileting problems. Both the Physiotherapist and Occupational Therapist can help with matters concerning wheelchairs, seating etc.

The Speech and Language Therapist works closely with the School's language support staff. Details of the language and communication work undertaken in school can be found in the curriculum section.

### PUPILS' BELONGINGS





While Foxfield has appropriate Public Liability Insurance no additional insurance cover is available which covers the loss, damage, or theft of pupil's property at school. Pupil property would only be covered by the existing insurance and compensation offered if the Authority or its staff were legally liable and such circumstances are exceptional. In recognising the special needs of the pupils who come to Foxfield the staff do make a big effort to look after each child's coat, bag and other property each day. It is impossible however to always keep an eye on every item a pupil may have, particularly if items are passed between pupils or a child inadvertently places another child's property into their bag. The school therefore recommends that items of value are not brought into school at all as the staff in school cannot take responsibility for them. Items such as mobile phones, Ipads and Ipods may be popular with pupils but they are costly and can be easily lost or damaged.

Parents are urged to consider their own insurance for expensive items including pupil's spectacles. All clothing and property that the pupils bring into school must be clearly marked with the pupil's full name. Should an item be lost in school, staff will always do what they reasonably can to trace it but unmarked items are often impossible to track down. Any items found in school will be returned to the rightful owner if they are clearly marked with a child's name. Unmarked items are placed in the Lost Property store. Parents are free to phone up to enquire about lost items or to come in and go through our Lost Property at any time. It should be noted that Lost Property is only kept in school for a term however and then passed onto a local charity.

## ADMISSIONS

Pupils are usually admitted to Foxfield at the age of eleven and may stay until the end of the school year in which they are nineteen. The Local Authority has responsibility for admissions to Foxfield and the other special schools. Staff and Governors at Foxfield do not have direct control over our admissions.

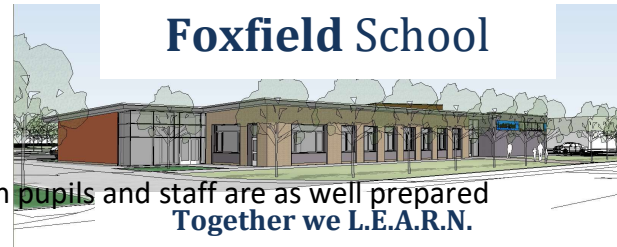
When considering where to place a child the Authority will consult a number of parties including parents and the relevant Headteacher. At this stage it is always helpful if parents visit the school. Parents are strongly advised to do this and if necessary we welcome more than one visit. A telephone call to the school is all that is required to set a convenient date for a visit.

Following consultation with all interested parties the Local Authority decides which pupils it will place in each of its special schools. Once the staff at school know which pupils are joining Foxfield the following academic year we can put into place our comprehensive transition and induction arrangements.





Through a variety of procedures and activities we ensure that both pupils and staff are as well prepared as possible for the change of school.

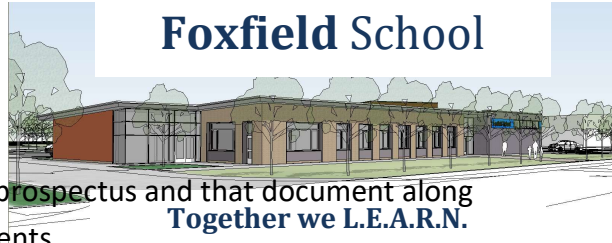


## 15. HOME SCHOOL AGREEMENT

At Foxfield School we place a great deal of importance on the partnership between home and school. This partnership is encouraged in a variety of ways such as through the use of home/school 'Chat books', the agreeing of Individual Education Plans etc. Working closely with parents and carers is a central part of our school ethos. The school believes that parents play a crucial role in helping their child to learn, and that they will be more effective if they know what the school is trying to achieve and how they can help.

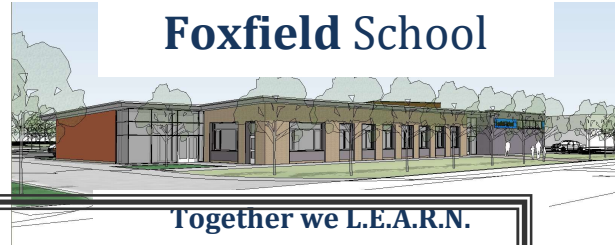
The confirmation of this partnership is our Home School Agreement which can be found at the back of this booklet. While not legally binding, this is a document that we ask all parents to read and accept as it confirms how we hope to work together to provide the best education for each pupil at the school. This





Agreement is based around the information contained within the prospectus and that document along with this Agreement is reviewed regularly in consultation with parents.





## **FOXFIELD SCHOOL - HOME SCHOOL AGREEMENT**

The School provides parents and carers with a copy of the prospectus when they first visit the school. As and when the prospectus is updated parents and carers are invited to have a new copy. The latest prospectus is also available on the school website at [www.foxfieldschool.co.uk](http://www.foxfieldschool.co.uk)  
This contains information about:

- the aims and ethos of the school
- the organisation and contents of the curriculum
- the way in which the school will address any concerns about pupil behaviour, attendance or child protection.
- the school homework policy
- the information the school will give to parents and carers
- the parental partnership policy in school

### The School will:

- deliver all aspects of its provision outlined in the prospectus
- inform parents of any major changes to the school from those outlined within the prospectus

### Parents and Carers will:

- support the work of the school as far as possible
- inform the school of any problems or concerns that might impact upon their child's work, behaviour or attendance.
- try to attend all parents meetings and discussions about their child's progress

