FOXWOOD
ACADEMY

SEND POLICY AND INFORMATION REPORT

Committee/Person Responsible for Policy	**Full Governing Body** **Headteacher**
Date Approved by Governing Body	**1st September 2026**
Next Review Date:	**1st September 2027**

Foxwood Academy is a specialist school serving children and young people across Nottinghamshire and neighbouring areas. All pupils have an Education, Health and Care Plan (EHCP). We want every pupil to be safe, to belong, to learn well and to develop the knowledge, communication, confidence and independence that will matter throughout their lives.

Our values - Learning for Life, Independence, Celebration and Education - guide our decisions. Learning for Life means teaching skills and knowledge that transfer beyond the classroom. Independence means enabling pupils to make choices and do more for themselves, with the right support. Celebration means recognising achievement in all its forms. Education means an ambitious, carefully sequenced curriculum and effective specialist teaching.

Inclusion at Foxwood means more than being admitted to a specialist setting. It means identifying barriers to learning, communication, participation and well-being, making reasonable adjustments, and checking that our actions make a meaningful difference.

Context of Foxwood Academy 2026–2027

Foxwood Academy is a specialist school with 112 pupils across Primary, Key Stage 3 and the 14-19 phase. Our pupils come from a geographically wide catchment area, with some travelling considerable distances to attend Foxwood. Demand for places is high, and we receive substantially more placement consultations than we have vacancies. Admissions are managed through the EHCP consultation and placement process with the relevant local authorities.

Approximately 41% of our pupils are eligible for pupil premium and 47% for free school meals. Around 30% of pupils are from minority ethnic backgrounds and 7% have English as an additional language. All pupils have learning difficulties, with communication and interaction needs particularly prominent across the school.

Some of our pupils join Foxwood having experienced disruption to their education, extended periods of absence, anxiety, part-time timetables or previous placements that have not been successful. We recognise the importance of predictable routines, positive relationships, carefully planned transitions and a strong sense of belonging. We have high expectations of every pupil and do not allow their previous experiences to define what they can achieve.

We also recognise the wider inequalities experienced by children and young people with learning disabilities, including barriers to good health, friendships, employment and participation in their communities. Our approach to inclusion extends beyond the classroom. Through safeguarding, personal development, strong partnerships with families, access to the wider community and preparation for adulthood, we work to ensure that our pupils have the knowledge, skills, confidence and opportunities to lead fulfilling lives.

What we are proud of:

We know our children and young people exceptionally well. We understand their needs, their families and the barriers they face. We use information about learning, attendance, behaviour and safeguarding to identify concerns early, make informed decisions and provide the right support.

Our ambitious, subject-led curriculum has a clear purpose: preparing pupils for adulthood. Qualified teachers deliver high-quality education alongside a strong therapeutic offer, helping pupils develop knowledge, confidence and independence. We work closely with families and share our specialist expertise with other schools.

Our staff and leaders are experienced, skilled and committed to continuous improvement. Our values shape everything we do, from celebrating individual achievements to ensuring pupils have the opportunities and support they need to succeed.

Above all, we are proud of our pupils, the progress they make, the challenges they overcome and the positive relationships we build with their families.

Accountability and Responsibilities

At Foxwood Academy, meeting pupils' special educational needs is a shared responsibility. All staff contribute to ensuring that pupils receive high-quality education, appropriate support and the opportunities they need to achieve their potential.

White Hills Park Trust and the Local Governing Body

Foxwood Academy is part of White Hills Park Trust. The Trust Board holds overall strategic accountability for the Academy, including the quality of education, safeguarding and statutory responsibilities.

The Local Governing Body, chaired by Suzanne Cannell, provides local oversight, support and challenge. Governors work with school leaders to monitor the quality of provision, pupils' progress and outcomes, and how effectively the Academy meets the needs of its pupils.

Headteacher – James Hutchinson

The Headteacher has overall responsibility for the leadership, management and quality of SEND provision at Foxwood. This includes ensuring that statutory responsibilities are met, resources are used effectively and the Academy's curriculum and specialist provision respond to pupils' individual needs.

The Headteacher reports to governors and the Trust on the quality and impact of provision.

Special Educational Needs Coordinator (SENCO) – Susan Porter

The SENCO works with the Headteacher and wider leadership team to coordinate SEND provision across the Academy. This includes supporting the implementation and review of Education, Health and Care Plans (EHCPs), providing professional guidance to colleagues, and working with families, local authorities and external professionals.

The SENCO supports staff to ensure that provision is appropriate, coordinated and responsive to pupils' changing needs.

Deputy Headteacher and Curriculum Lead – Lindsey Norton

The Deputy Headteacher oversees curriculum quality and assessment, working with leaders and teachers to ensure that learning is ambitious, appropriately adapted and carefully sequenced.

This includes monitoring how effectively pupils access the curriculum and the progress they make over time.

Teachers, Phase Leaders and Support Staff

Teachers are responsible for the education and progress of the pupils in their classes. They plan and deliver high-quality teaching, make appropriate adaptations, assess learning and contribute to the delivery and review of EHCP outcomes.

Phase Leaders oversee provision within their areas, support staff and work with families and senior leaders to address any concerns.

Support staff work alongside teachers and specialist professionals to deliver agreed provision, promote independence and support pupils' learning, communication and well-being.

Working with Parents and Carers

Parents and carers are important partners in decisions about their child's education. We work closely with families through regular communication, EHCP annual reviews and discussions about progress, provision and future aspirations.

Parents and carers can contact their child's class teacher or Phase Leader in the first instance. Concerns about SEND provision can also be referred to the SENCO or Headteacher through the Academy office.

Understanding needs and planning provision

Every pupil has an EHCP. We use the plan, information from families and previous settings, professional advice, ongoing assessment and the pupil's own communication to understand strengths, needs, aspirations and barriers. We review this understanding as pupils develop and circumstances change.

The special educational provision specified in Section F of an EHCP must be secured. Our graduated tiers describe how provision is organised and intensified; they do not reduce or replace any pupil's statutory entitlement. Where a plan or provision needs changing, we work through the appropriate review and local authority processes.

Pupil voice may be expressed through speech, signing, symbols, augmentative and alternative communication (AAC), gesture, behaviour, photographs, objects of reference or other means. Staff do not assume that limited spoken language means limited preferences or understanding.

Our curriculum: phases and pathways

Foxwood has three age-based phases — Primary, Key Stage 3 and 14–19 — and three curriculum pathways that respond to learning profiles rather than chronological age. Phase supports age-appropriate peer groups; pathway identifies a suitable starting point for teaching. Pathways are flexible, not fixed sets or ceilings on ambition.

Pathway 1	Many pupils are pre-verbal or emerging verbal. A consistent classroom team, predictable routines and highly adapted communication and teaching approaches provide security and access to learning.
Pathway 2	Pupils may be emerging verbal or verbal and have significant cognitive delay. Teaching generally uses a stable core team with access to specialist spaces and specialist teachers as appropriate.
Pathway 3	Pupils are often more independent learners who continue to need specialist provision. In older phases, pupils may move between subjects, spaces and campus areas as appropriate.

Across pathways, teachers plan for ambitious, sequenced learning using explicit modelling, scaffolding, recall, practice, repetition, overlearning and opportunities to apply knowledge and skills in different contexts. Individual key stage endpoints may be adapted to reflect pupils' learning profiles while maintaining high expectations.

Communication, reading, writing, mathematics, personal development and preparation for adulthood are addressed through the appropriate curriculum. Staff adapt the means of access and response, including communication aids and assistive technology, without assuming that all pupils learn in the same way.

Our four-tier Graduated Specialist Offer

Our graduated specialist offer is a working framework describing increasing intensity, frequency, coordination and individualisation. It is not a ladder every pupil must climb, a placement label, or a menu of guaranteed services. A pupil may access different tiers in different aspects of their provision at the same time.

Tier 1 — Universal specialist	The everyday specialist entitlement: high-quality adaptive teaching, communication-rich classrooms, sensory profiling, a pupil vulnerability matrix, safeguarding, accessible participation, assessment, family partnership and EHCP delivery.
Tier 2 — Enhanced	Targeted additional help to remove a defined barrier: for example an additional communication programme, time-limited intervention, tailored regulation support,

	equipment or enhanced transition and family liaison.
Tier 3 — Intensive	Sustained and coordinated support for complex needs: for example specialist oversight, intensive regulation or health planning, multidisciplinary reviews, significant adaptations or enhanced safeguarding and pupil advocacy.
Tier 4 — Bespoke	Exceptional, individually agreed arrangements where ordinary intensive provision is insufficient. These require a named senior lead, explicit rationale, authorisation, safeguarding and resource planning, agreed outcomes and review dates.

We consider what barrier needs removing, what response is proportionate, who is responsible, and whether it works. We involve pupils and families wherever possible. Clinical input, transport and social care support depend on relevant agencies' responsibilities and agreed arrangements; the school cannot independently guarantee them.

Communication, sensory needs and emotional well-being

Staff build communication opportunities into everyday learning and care. Visual supports, processing time, predictable routines and accessible choices help pupils understand, participate and express themselves. Additional assessment or targeted AAC support is considered when a pupil needs it.

Our specialist offer proposes an individual sensory profile for every pupil, informing environments, routines, co-regulation and adjustments. Staff seek to understand the function of distress and behaviour, respond relationally, use preventive and de-escalation approaches and work to minimise restrictive interventions. Individual plans are developed and reviewed where required.

We support friendships, emotional literacy, personal safety, relationships, health and participation through teaching and the wider school experience. PSD and relationships education are adapted to pupils' communication and developmental needs, with respect for equality, dignity, privacy and protected characteristics.

Safeguarding, attendance and equitable access

Safeguarding is everybody's responsibility. Pupils with SEND may face additional barriers to recognising, communicating or reporting harm. Staff are alert to changes in presentation, behaviour, communication and attendance, and seek the pupil's views through accessible methods. The specialist offer includes a pupil vulnerability matrix, with more frequent review where risks increase.

We regard attendance as both an educational and safeguarding priority. We work with families to understand barriers such as anxiety, transport, health, disrupted prior schooling and difficult transitions, and agree proportionate support and review. We also consider the impact of disadvantage and take action to reduce financial, social and access barriers to participation.

Reasonable adjustments and equality duties apply across all tiers and all aspects of school life, including lessons, enrichment, communication, personal care and school events. Safeguarding concerns are managed under the school's current safeguarding and child protection arrangements.

Specialist expertise, equipment and external partners

Teachers and classroom teams receive professional development relevant to pupils' needs and the school's curriculum. Staff work with families, educational specialists and, where appropriate, health and social care professionals. Advice from speech and language therapy, occupational therapy, psychology, health and other services informs provision when available, commissioned or specified through the relevant arrangements.

Equipment and facilities are adapted to individual needs, which may include communication aids, assistive technology, specialist seating, mobility equipment, personal care resources and sensory adjustments. Where specialist equipment or clinical input is required, responsibilities, funding, training and safe implementation are clarified with the relevant professionals and agencies.

How we assess progress and evaluate impact

Progress is evaluated through curriculum learning, curriculum key stage endpoints, EHCP outcomes and meaningful small steps in communication, independence, well-being and personal development. Assessment helps teachers identify what pupils know, remember and can apply, rather than simply what they have experienced.

Teachers and leaders review assessment evidence, teaching and interventions, including whether pupils who are disadvantaged or have additional vulnerabilities are making progress. Where progress is less than expected, staff investigate barriers, adapt teaching or support, and check impact. Leaders and governors scrutinise the quality and effectiveness of provision through normal school improvement and governance arrangements.

Data is reviewed using the school WADO which allows us to drill down into specific pupil outcomes and make necessary interventions.

Working with pupils, parents and carers

Families know their children well and are essential partners. We share information through routine communication, meetings and the EHCP annual review process. We seek pupils' views in forms they can use and show how these views inform decisions about learning, care, relationships and school life.

Parents should contact their child's class teacher in the first instance about day-to-day learning or support. Concerns that cannot be resolved at that level can be raised with the relevant phase or senior leader. Formal complaints follow the school or Trust complaints procedure; families may also seek independent SEND advice and support.

Transitions and preparation for adulthood

Transitions into Foxwood, between classes and phases, and on to new settings are planned around the pupil's needs. Staff share relevant information, work with families and other settings, and use visits, visual information, familiarisation and individual arrangements where appropriate. We recognise that pupils who have experienced school-related anxiety may need additional planning and review.

Preparation for adulthood begins early. Across the curriculum, pupils develop communication, choice-making, independence, relationships, personal safety, health awareness and community participation. In the 14–19 phase, learning increasingly connects with future destinations, careers and employment-related experiences, accreditation where appropriate, independent living and adult services. Aspirations are personalised and reviewed with pupils and families. Our provision mapping and profile sharing ensures that all staff have access to information around the child.

How well do we think we are doing?

The quality and impact of our provision

At Foxwood, we regularly evaluate the quality of our education and the difference it makes to our pupils. We use information about learning, achievement, attendance, behaviour, safeguarding and wellbeing, alongside the views of pupils, families and staff. This helps us recognise what is working well, identify where improvements are needed and make informed decisions about provision.

Curriculum and teaching

Our curriculum is ambitious, carefully sequenced and designed around the needs and aspirations of our pupils. It combines subject knowledge with the communication, practical and personal skills pupils need for adult life. Teaching is supported by clear expectations, specialist knowledge and ongoing professional development. Leaders regularly review the quality of education to ensure that pupils experience consistently effective teaching across all subjects, phases and pathways.

Achievement and preparation for adulthood

Pupils make meaningful progress from their individual starting points. We track achievement across the curriculum and use this information to identify barriers and adapt support where necessary. Pupils have access to a wide range of qualifications and accreditation, including GCSE opportunities where appropriate. In our 14–19 provision, there is a strong emphasis on preparing pupils for their next steps in education, employment, training and adult life.

Attendance and behaviour

Attendance is consistently high compared with similar specialist settings. We work closely with families to understand and address barriers to regular attendance. Our approach to behaviour is based on positive relationships, understanding individual needs and supporting pupils to develop emotional regulation and independence. This contributes to a calm, safe and purposeful learning environment.

Personal development and wellbeing

Pupils benefit from a wide range of experiences beyond the classroom, including careers education, work experience, community activities, visits, residentials and enrichment opportunities. Therapeutic and specialist support helps pupils develop communication, emotional wellbeing and independence. We place particular importance on relationships, physical and mental health, personal safety and preparing pupils to participate confidently in their communities.

Safeguarding

Safeguarding is central to everything we do. Staff understand the additional vulnerabilities that children and young people with learning disabilities may experience and are trained to recognise and respond to concerns. Clear systems, effective communication and close working with families and external agencies help us protect pupils and promote their wellbeing.

Inclusion

Inclusion is at the heart of our approach. We identify and address barriers to learning, communication, participation and wellbeing, ensuring that pupils can access the curriculum and wider opportunities available at Foxwood. We pay particular attention to pupils experiencing disadvantage or additional vulnerability. We also work with other schools, professionals and services across White Hills Park Trust and the wider community, sharing specialist expertise and supporting more inclusive practice.

Leadership and continuous improvement

Leaders and governors maintain a clear understanding of the school's strengths and areas for development. They use evidence, professional dialogue and the experiences of pupils and families to evaluate the impact of provision and agree priorities for improvement. Our focus is on ensuring that every pupil receives an ambitious education, makes meaningful progress and is well prepared for the next stage of their life.

Practical information for families

Admissions and EHCP placement	Requests for a special-school placement are managed through the relevant local authority EHCP process. Foxwood works collaboratively with local authorities and families.
Local Offer	Nottinghamshire SEND Local Offer: https://www.nottshelpyourself.org.uk Families living in other authorities should also consult their home authority's Local Offer.
Independent advice	Parents, carers and young people can access free, confidential and impartial advice about special educational needs and disabilities (SEND), Education, Health and Care Plans (EHCPs), educational provision and their rights. The following services provide advice and support: **Ask Us Nottinghamshire (SENDIASS)** – Independent SEND information, advice and support for families in Nottinghamshire and Nottingham City. Email: enquiries@askusnotts.org.uk Telephone: 0800 121 7772 **Nottinghamshire Parent Carer Forum** – Supports families of children and young people with SEND and represents their views in the development of local services. Email: enquiries@nottspcf.org **Nottingham City Rainbow Parents Carers Forum** – Provides opportunities for parents and carers to share experiences, access information and influence local SEND services. Email: admin@rainbowpcf.org.uk These organisations are separate from Foxwood Academy, and families can contact them directly without a referral from the schoo

Accessibility	See Foxwood's current Accessibility Plan and relevant school policies on the website
Concerns and complaints	Class teacher → phase/senior leader → published school/Trust complaints procedure (please see complaints policy)
Safeguarding	Contact the school's designated safeguarding lead through the published school contact route; DSL: Alice.Poppleton@foxwood.notts.sch.uk Out of hours emergency contact: dsls@foxwood.notts.sch.uk

Legal framework, accountability and review

This report is informed by Part 3 of the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 (including the prescribed SEN information report requirements), the SEND Code of Practice: 0 to 25 years, and the Equality Act 2010. Safeguarding practice must have regard to the current Keeping Children Safe in Education guidance. The Trust and academy leadership must ensure the published report and linked policies reflect current statutory duties.

The report will be reviewed and updated at least annually, with changes made sooner when necessary. It should be accessible to families and should link to the school's SEND arrangements, accessibility plan, admissions information, safeguarding policy and complaints procedure.