



SEND POLICY AND INFORMATION REPORT

Committee/Person Responsible for Policy	Full Governing Body Headteacher
Date Approved by Governing Body	5th January 2026
Next Review Date:	January 2027 or sooner if new guidance comes into effect

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This policy should be read in conjunction with the Foxwood Academy Local Offer:

<http://www.foxwood.notts.sch.uk/about-us/the-local-offer>

1. Aims

Our SEN policy and information report aims to:

- Set out how our Academy will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Foxwood's aims, vision and ethos can be found on the Academy website by following the below link:
<http://www.foxwood.notts.sch.uk/about-us/aims-vision-and-ethos>

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out Academy's' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out Academy's' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream education.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream providers.

4. Roles and Responsibilities

4.1 Our Staff:

- Work with the headteacher, senior team and middle leadership to determine the strategic development of the SEN policy and provision in the Academy
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing body to ensure that the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the Academy keeps the records of all pupils with SEN up to date

4.2 The Governing Body

- Help to raise awareness of SEN issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the Academy and update the governing body on this
- Work with the Headteacher to determine the strategic development of the SEN policy and provision in the Academy

4.3 The Headteacher

The Headteacher will:

- determine the strategic development of the SEN policy and provision in the Academy
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class Teachers

Each class Teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Ensuring they follow this SEN policy

5. SEN Information Report

5.1 The kinds of SEN that are provided for

The Academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autism, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment disorder
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Children and young adults with complex needs
- Moderate/severe/profound and multiple learning difficulties

5.2 Consulting and involving pupils and parents

The Academy will have an early discussion with the pupil and their parents when identifying their special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

5.3 Assessing and reviewing pupils' progress towards outcomes

The Academy will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.4 Supporting pupils moving between phases and preparing for adulthood

The Academy will share information with the Academy, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.5 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

5.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.7 Additional support for learning

The Academy has a large number of teaching assistants who are trained to deliver interventions. Our teaching assistants are highly trained and work alongside class teachers to ensure all children and young people are educated and achieve their best outcomes.

5.8 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing progress, attendance and behaviour every four weeks
- Reviewing the impact of interventions
- Using pupil questionnaires
- Using provision maps to measure progress
- Reviewing EHCP targets half termly
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.9 Support for improving emotional and social development

We are an Academy who provide for children and young people with SEN. Everything that we do is focused on providing support for pupils to improve their emotional and social development. Some of the opportunities include:

- Our pupils are encouraged to be part of the Academy council (Outspoken)
- Our pupils are encouraged to be part of extra-curricular clubs to promote teamwork/building friendships etc.
- Our pupils are encouraged to take part in residential to develop independence and social skills.

5.10 Complaints about SEN provision

Complaints about provision in our Academy should be made to the class teacher or phase leader in the first instance. They will then be referred to the Trust's Complaints Policy and Procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our Academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.11 Contact details of support services for parents of pupils with SEN

Ask Us Nottinghamshire (formerly the Parent Partnership Service) Information, Advice and Support

Service
Futures 2A Sherwood Rise, Nottingham, NG7 6JN
0800 121 7772 enquiries@askusnotts.org.uk

Autism East Midlands
www.autismeastmidlands.org.uk
<http://www.autismeastmidlands.org.uk/>
Unit 31 Crag Industrial Estate, Morven Street, Creswell, Notts, S80 4AJ 01909 506678

Carers Federation
info@carersfederation.co.uk with any questions or queries
Telephone: 01159 629 310 Fax:
01159 629 338
Carers Federation Head Office
Christopher Cargill House,
21-23 Pelham Road,
Nottingham, NG5
1AP Caudwell
House – County
Respite
Upton Road, Southwell NG25 OPT 01636 813170

Nottingham College
www.nottinghamcollege.ac.uk

Changing Places
www.changing-places.org
Locations of Changing Places toilets
across the country, with enough space
and the right equipment, including a
height adjustable changing bench and
a hoist.

Contact A Family www.cafamily.org.uk
Supporting the families of disabled children whatever their condition or disability 209-211
City Road, London, EC1V 1JN 0808 808 3555

Crocus Fields – Respite care
Arkwright Walk, Nottingham, NG2 2HN 0115 876 1987
www.crocusfields.co.uk

Crocus Fields Outreach Service
crocusfieldsoutreach@nottinghamcity.gov.uk
0115 9153881

Disability Nottinghamshire
www.disabilitynottinghamshire.org.uk
<http://www.disabilitynottinghamshire.org.uk/>
Promoting the independence and choice of all persons with disabilities and impairments within the
Nottinghamshire County Council area (excluding Nottingham City)
Unit 15, Botany Park, Botany Ave. Mansfield NG18 5NF
Advice line 01623 625891
Admin 01623 658060

Down's Syndrome Association

www.downs-syndrome.org.uk

Support, information and resources for Down's syndrome in the UK

Family Fund

www.familyfund.org.uk

We give grants to families raising disabled and seriously ill children aged 17 and under 4
Alpha Court, Monks Cross Drive, York YO32 9WN 01904 652625

Fun Days In Nottinghamshire

www.fundaysinnottinghamshire.co.uk

Activities for young people with learning difficulties in Nottinghamshire, such as Summer Schools.
Supports activities for adults with learning disabilities, such as Nottingham Theatre of Citizens,
Dance classes and Summer Activity Week For more details please see website or contact Oak
Field School admin@oakfield.nottingham.sch.uk
or 0115 9153265

Futures

<https://www.futuresadvice.org/>

Futures is committed to ensuring local young people aspire to make the most out of their lives
The Hub, 40 Friar Lane, Third Floor, Nottingham, NG1 6DQ 08000 85 85 20

Ideas4Careers

<https://ideas4careers.co.uk/about-us/>

Mencap

www.mencap.org.uk

The leading UK charity for people with a learning disability and their families 0808
808 1111

My Sight Nottinghamshire www.mysightnotts.org.uk

26-28 Heathcoat Street, Nottingham NG1 3AA 0115 970 6806
Nottingham Mencap

www.nottinghammencap.org.uk

A service for people with a learning disability or difficulty and their families and carers
Harpenden House, 203 Edwards Lane, Sherwood, Nottingham NG5 3JA 0115 9209524

NICER

Nottingham International Consortium on Educational Research

[Download more information here](#)

Nottingham Ice Arena

www.motorpointarenanottingham.com

Bolero Square, The Lace Market, Nottingham NG1 1LA 0843 373 3000

Nottinghamshire Deaf Society

nottsdeaf.org.uk

22 Forest Road Nottingham NG7 4EQ 0115 9700516 SMS: 0781 727 5253 Email:
nds@nottsdeaf.org.uk

Portland College www.portland.ac.uk

Mansfield Rd, Notts NG18 4JJ 01623 499111

Rainbow

www.rainbowpcf.org.uk

Support group for parents and carers in Nottinghamshire who have a child with a disability or additional needs

7, Mansfield Rd, Nottingham NG1 3FB 0115 786 0211

Rainbows www.rainbows.co.uk

Hospice for children and young people

Rainbows Hospice, Lark Rise, Loughborough LE11 2HS 01509 638000

Scope

www.scope.org.uk

Supporting disabled people and their families through practical information and support, particularly at the time of diagnosis and in a child's early years. Here east Press Centre, 14 East Bay Lane, E15 2GW Tel: 0808 800 3333

Sense

www.sense.org.uk

Supporting and campaigning for deafblind people

0300 330 9256

The Counselling Directory

www.counselling-directory.org.uk

UNIQUE

Rare Chromosome Disorder Support Group

<https://rarechromo.org/>

5.12 The Local Authority Local Offer

Our contribution to the local offer is: <http://www.foxwood.notts.sch.uk/about-us/the-local-offer>

Our local authority's local offer is published here:

<http://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/specialeducational-needs-and-disabilities-send>

6. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing body every three years.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions