Kernow Learning

Foxhole Learning Academy

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Special Educational Needs and Disability

Information Report 2026 - 27

To be read in conjunction with:

SEND Code of Practice (DfE, 2014)
Cornwall's Local Offer (Cornwall Council)
Kernow Learning SEND Policy
Accessibility Policy
Safeguarding Policy
Children and Families Act 2014

Other relevant Legislation & Documents:

Equalities Act 2010
Health and Social Care Act 2012
United Nations Convention on the rights of persons with disabilities
UNC on the rights of the child

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Introduction…

At Foxhole Learning Academy, we have a school wide culture of inclusion, and our site facilities ensure access for all. We welcome everyone into our school community and strive to ensure all children achieve their full potential. At Foxhole Learning Academy our principal aim is to educate individual children to reach their full potential and prepare them to be responsible citizens. All staff and governors are involved in monitoring and evaluating provision; and are collectively responsible for the effective implementation of this offer to ensure success and achievement for all pupils. Our emphasis is on providing high quality experiences, leading to quality learning. We know that the tools, resources and strategies that support pupils with SEND support all pupils and pride ourselves on our high-quality universal provision. At Foxhole Learning Academy we recognise the importance of the early identification of need, and work closely with pupils, parents and other professionals to ensure that pupils receive the support they need to thrive. We are committed to narrowing the attainment gap between SEND and non-SEND pupils. Our recent Ofsted report said:

"Foxhole Learning Academy is highly ambitious for all its pupils. It has a 'no excuses' culture to ensure that pupils, regardless of their background, learn well. This includes those with special educational needs and/or disabilities (SEND). Staff know pupils as individuals. They help remove any barriers to learning. This helps pupils to thrive both academically and socially." Ofsted 2024

At Foxhole Learning Academy we recognise the rise in social, emotional and mental health needs of pupils and pride ourselves on our Trauma Informed Schools practise across the school from EYFS to the end of KS2, with all staff having received a level of TIS training. We see our school as the beating heart of the village community and work closely with other local organisations to support children, families and the wider community.

Pupils are categorised as having SEND if they:

- need support that is additional to and different from that which is universally provided for all children
- have significantly greater difficulty in learning than the majority of children of their age in one or more areas of learning
- have a difficulty which either prevents or hinders them from making use of educational facilities of a kind generally provided in schools within the area.

If a child is experiencing difficulties and is believed to have SEND, parents/ carers will be consulted and with consent the pupil will be placed on the school's Record of Special Educational Needs, to ensure appropriate support and monitoring is in place.

Types of SEND provided for:

The SEND Code of Practice (DfE, 2015) identifies four broad areas of need:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health
- Sensory & Physical

At Foxhole Learning Academy we support pupils with needs in all these areas. Levels and types of need varies from year to year. During the Academic Year 2025 -26 the school's Record of Need consisted of:

	EYFS	KS1	KS2
Communication & interaction	3	3	8
Cognition & Learning	1	2	2
Social, Emotional & Mental Health	1	1	8
Sensory & Physical	1	N/A	N/A

This included children with the following diagnoses and specific difficulties: speech, language and communication needs (SLCN) including Developmental Language Disorder (DLD), Autism Spectrum Conditions (ASC/ ASD), Developmental Coordination Disorder (DCD / Dyspraxia), Reading difficulties (including Dyslexia), Maths difficulties (including Dyscalculia), generalised learning difficulties, sensory processing and integration difficulties, mental health difficulties (including developmental and complex trauma), emotional regulation difficulties.

We support pupils with a wide range of Neurodiversity. Not all neurodivergent children with require provision that is additional to or different from that which is universally available to all. We recognise that Quality First adaptive teaching of a broad and balanced, enriched curriculum is the biggest contributory factor to progress for all pupils, including those with SEND and learning differences. Lessons are planned to accommodate differences in learning and to address potential areas of difficulty, removing barriers to pupil achievement.

Services and Agencies we liaise with to support pupils with SEND include:

- Speech and Language Therapists (NHS Community Team, Kernow Learning Specialist SALT, Cornwall Council Communication Support Team, AAC West, Independent SALT)
- Autism in Schools Team (Cornwall Council)
- Paediatric Services (NHS Community Paediatricians and Specialist Doctors)
- Early Help Hub (Family Support Worker, Early Support)
- Kernow Learning Lead SENDCo & Neuroinclusion Advisor
- Kernow Learning Trust Specialists (subjects and specific needs)
- Educational Psychology Service (Cornwall Council, independent)
- Cognition and Learning Service (Cornwall Council)
- Child & Adolescent Mental Health Care Service (CAMHS)
- Mental Health Support Team (NHS)
- Neurodevelopmental Team
- Occupational and Physiotherapy Services (NHS or independent)
- Social Care
- Early Years Inclusion Service
- Hearing Support Service (Cornwall Council)
- Vision Support Service (Cornwall Council)

- Physical & Medical Needs Service (Cornwall Council)
- School Nurse Team
- Counselling Service
- Special Partnership Trust Support, Advice & Guidance service

Information about the roles of various professionals and services can be found on the Kernow Learning Website. Outside agencies and professionals have their own referral and eligibility criteria which are continuously reviewed and updated.

Our school, has access to specialist staff in the following roles who have received enhanced training in their specialist area:

- Autism Champion
- Speech and Language Champion
- Dyslexia Champion
- Trauma-Informed Schools (TiS) Practitioner
- FunFit practitioner
- Pastoral & SEMH Support

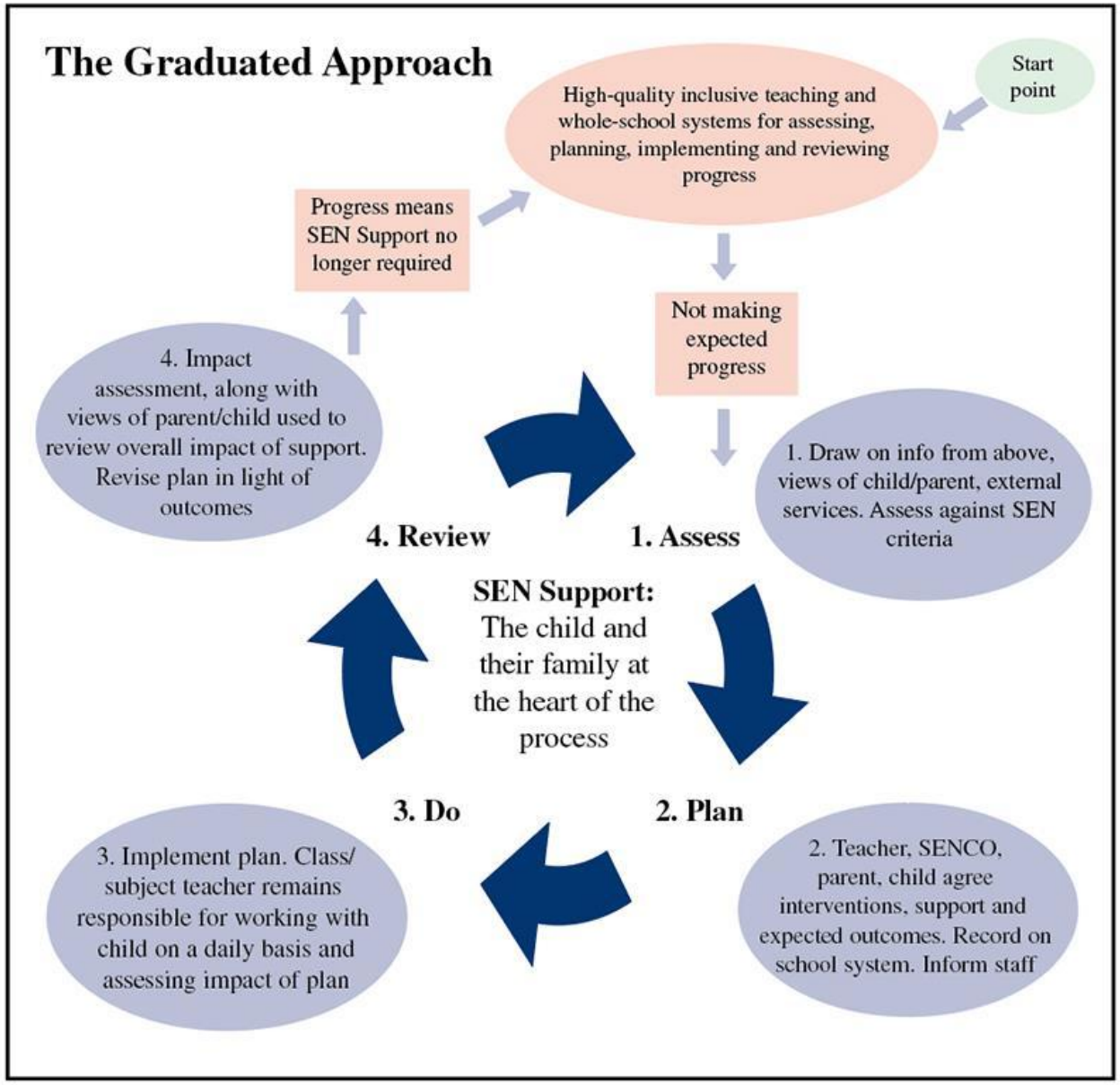
How we assess and identify needs

From EYFS onwards our pupils progress is closely monitored, and teaching adapted to meet whole class, group and individual needs. Class teachers and support staff build relationships and get know the strengths and stretches of the pupils they support.

A range of more structured and formative assessments are also used throughout a pupil's educational journey at Foxhole Learning Academy, including:

- Infant & Junior Language Link (to assess comprehension)
- Reception Baseline Assessment (statutory on school entry)
- Boxall Profile (SEMH assessment tool)
- Phonics Screening Check (Statutory in Summer Term Y1)
- Optional KS1 SATS in English & Maths
- KS2 SATS (Statutory in Summer Term Y6)

When a pupil is making less than the expected level of progress, given their age and individual circumstances, or when concerns are raised by parents and Special Educational needs are suspected, the school SENDCo team will be involved. The teacher and SENDCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress and any information from external agencies that is available. Where it is concluded that SEND provision is required to meet the pupil's needs, the SENDCo liaises with parents/carers and initiates *The Graduated Approach*. This is a four-part cycle (assess – plan – do – review) outlined in the SEND Code of Practice, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.


The Graduated Approach
Start point
High-quality inclusive teaching and whole-school systems for assessing, planning, implementing and reviewing progress
Progress means SEN Support no longer required
Not making expected progress
4. Impact assessment, along with views of parent/child used to review overall impact of support. Revise plan in light of outcomes
1. Draw on info from above, views of child/parent, external services. Assess against SEN criteria
4. Review
1. Assess
SEN Support:
The child and their family at the heart of the process
3. Do
2. Plan
3. Implement plan. Class/ subject teacher remains responsible for working with child on a daily basis and assessing impact of plan
2. Teacher, SENCO, parent, child agree interventions, support and expected outcomes. Record on school system. Inform staff

How we consult with children and families

Parents and carers have regular opportunities to consult with their child's teacher (at the classroom door, through parent-teacher meetings). Pupil progress reports are sent home twice a year. Regular updates on activities, learning and achievements are shared through Class Dojo. Initial concerns about learning and progress may be raised by the teacher or by the family.

The following steps set out the process we follow as part of the graduated approach:

Step 1 – Initial concern. Concerns raised by either teacher or parent / carer are discussed and SENDCo is made aware. Date set to review.

Step 2 – Adaptations. These may be to teaching and learning, environment and / or support strategies.

Step 3 – SEND Support Plan. Where SEND provision is required, pupil is added to the Record of Need and a SEND Support Plan (aka Individual Education Plan) is drawn up, following detailed assessment of their barriers to learning. Targets are set and shared with parents.

Step 4 – referrals to other professionals as required. Where further assessment is required to investigate the nature of a pupil's difficulties, parental consent for referrals to professionals within, and external to, Kernow Learning may be sought. Where a number of different professionals are involved, it can be helpful to set up an *Early Support* plan and hold Team Around the Child (TAC) meetings.

Step 5 – Ongoing consultation and liaison with parents / carers. Where a pupil is receiving SEND support, the school talks to families regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school (as set out in the SEND Support Plan). The SENDCo and / or class teacher will endeavour to meet parents / carers at least three times each year.

How we involve children & young people

At Foxhole Learning Academy all children are valued equally. We provide opportunities to listen to Pupil Voice – through school council, class meetings, informal questioning and debate. Pupils with SEND are asked for their views about themselves, their learning and things that are important to them through an 'All About Me' discussion. For children who are non-speaking we use a non-verbal approach and gather information from those who know the child best. When targets are set as part of a support plan, the child is involved and every effort is made to ensure the pupil is aware of what their next steps are and what is in place to help them achieve those targets.

How we Support Pupils with SEND

Universal - We do out upmost to ensure **Quality First Teaching** for all pupils. Examples of this include:

- A broad & balanced curriculum, including enrichment such as Community Classroom, Beach School, Swimming lessons and school trips
- Incorporated physical activity and movement breaks, e.g. Daily dash, Wake & Shake
- Structured PHSE lessons, with a focus on well-being, self-help and independence curriculum
- Specialist subject leads for all subjects
- Lessons are planned to incorporate multimodality learning and encourage thinking skills
- Oracy is integral to all aspects of teaching and learning
- Ongoing teacher assessment
- Pupils' work is consistently marked to facilitate pupils' understanding of whether they have achieved the learning objective and the next steps in their learning
- Pupils self-assess their understanding and learning throughout the curriculum
- Trauma informed approach
- Robust safeguarding & antibullying procedures
- Early reading, particularly systematic synthetic phonics is prioritised and the programme implemented with fidelity, with teaching within adapted groupings to ensure appropriate targets and progress for all pupils
- Continuing Professional Development of all staff is valued and
- Frequent moderation across Kernow Learning for all areas of the curriculum
- Visual aids in the classroom to support routines and lesson structure e.g., visual timetable.
- Concrete resources/manipulatives, particularly in relation to the teaching of maths.
- Explicit modelling and scaffolding through our 'I do', 'We do', 'You do' approach.

- Clear expectations and task management prompts, using TORN (Time, Outcome, Resources, Noise level) prompts displayed each lesson.

In addition, all pupils have access to:

Healthy hot and cold food options, daily fruit snack (KS1), health screening (vision, hearing, health & weight), known and trusted adults within their class team and the wider school.

Targeted - Adaptations that are made to support some pupils

- Teaching & learning is continuously adapted within the classroom to meet the needs of individual and groups of pupils. This might include providing additional visual support, objects and manipulatives to support understanding of key concepts, extra movement breaks, simplified explanations and differentiated tasks.
- Learning aids and equipment are available, including pencil grips, move 'n' sit cushions, weighted blankets / cushions, ear defenders, sensory chews / chewellery.
- Physical environment – accessibility needs are considered and adaptations made where needed. Safety is paramount and risk assessments are continually revised to reflect current needs and risks. Adaptations to the learning environment include adjustments to seating plans, groupings and displays to provide optimum benefit to pupils with additional needs.
- Interventions and additional learning support, provided by suitably trained members of staff include pre-teaching, small group language work, phonological awareness, Fun Fit, social skills, phonics 1:1 tutoring, maths boosters, Precision Teach.
- The SENDCo and teaching team have access to support from an Educational Psychologist and Psychology Assistant. Although their time allocated to our school is limited we are able to seek their advice around additional support for individual pupils.
- Extra pastoral and SEMH support – all staff are aware of pupils who may require additional nurturing, and class teams communicate with other staff, including lunchtime team members, to ensure those who may be more vulnerable or having difficulties with regulation can be offered enhanced support. PSHE lessons are adapted accordingly for groups of pupils.

- Enhanced transitions – this may be between classes within a phase, nursery to school, EYFS to KS1, KS1 to KS2 and primary to secondary. All pupils with SEND are provided with additional support for transitions, appropriate to their level of need. Every effort is made to share relevant information with any new members of staff who will be involved in the teaching, learning and pastoral support for these pupils. Our SENDCo and leadership team have established relationships with our feeder settings and with the local Secondary settings.

Specialist - provision for individual pupils with the highest level of need

Some pupils with high needs require specialist support and intervention. This may include:

- 1:1 Speech & Language Therapy (SALT), Physiotherapy or Occupational Therapy intervention programmes (provided by the relevant HCPC registered Allied Health Professional and usually delivered by a trained member of staff)
- Hearing Support Service / Vision Support Service (Teacher of the Deaf or Teacher of the Visually Impaired input)
- 1:1 Play Therapy (provided directly by a registered Play Therapist)
- Individual assessment and advice from an Educational Psychologist (referral required)
- Individual assessment and advice from Kernow Learning Trust Specialist SEND & Neuroinclusion Advisor (registered SALT, Dyslexia assessor and SEND Specialist)
- Intimate care – for pupils requiring support with toileting needs
- Physical handling – for pupils with mobility and physical needs

How we support staff (Workforce Development)

Teachers receive continuous professional development (CPD) through weekly staff meetings, in-service training (INSET), development days for specific teaching programmes (e.g. RWI) and specialist courses. Within Kernow Learning there are regular network meetings for specialists including subject leads, SENDCos, safeguarding leads, Autism Champions. The school SENDCo ensures teachers remain up-to-date with current legislation, evidence-based practice and effective support strategies through masterclasses at meetings, briefings and individual communications. All support staff have access to a CPD programme provided by Kernow Learning. During the academic year 2025-26 staff

accessed training on Speech, Language and Communication, Cognition & Learning, Autism Awareness, Behaviour Management and Emotion Coaching. During 2026-27 the offer includes *executive functioning skills, cognition and learning and emotional regulation.* All staff are encouraged to pursue their own professional development including accessing online resources such as the DfE's Whole Schol SEND and the Education Endowment Foundation. All staff are also encouraged to share good practice and effective strategies with colleagues and the wider team.

How we deal with complaints

We pride ourselves on our excellent provision for all pupils and hope that complaints are rare. Should you have cause for concern around an issue relating to SEND, we would ask you to contact the school SENDCo in the first instance. If they are unable to resolve the matter, full details of the complaints procedure are outlined in the school's Complaints Policy, which can be found on the website.