



**Foxhole**  
Learning  
Academy



**Kernow Learning**  
Building Excellent Schools Together

# SEND Policy

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## Meeting your communication needs:

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# Policy for Special Educational Needs and Disabilities (SEND)

## Introduction

At Foxhole Learning Academy we recognise the uniqueness of children and aim to provide a suitably broad and scaffolded curriculum that meets the needs of everyone. **This policy accepts the definition of SEND as set out in the Revised Code of Practice 1:3 (page 15-16)**

At Foxhole Learning Academy we support children with medical conditions to ensure they have access to a fully inclusive education as outlined in our policy 'Supporting children with Medical conditions'.

## Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children the same age:  
or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they can be taught.

## Special Educational provision means:

- (a) for children of two or over, educational provision which is additional to, or different from, the education provision made generally for children of their age in schools maintained by Children, Schools and Families, other than special schools, in the area
- (b) for children under two, educational provision of any kind

Code of Practice, 2014 – p15-16



## 1. Aims and objectives

- 1.1 The governing body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and disabilities and ensure that, where the Headteacher or the appropriate governor has been informed by Children Schools and Families that a pupil has Special Educational Needs and Disabilities, those needs will be made known to all who are likely to teach them.
- 1.2 The staff and governors of Foxhole Learning Academy are aware of the importance of identifying and providing for those pupils who have special educational needs and disabilities.
- 1.3 Foxhole Learning Academy is committed to involving parents/carers in supporting and identifying the needs of their child
- 1.4 The headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the Academy's work for pupils with special educational needs and disabilities.
- 1.5 The staff will ensure that pupils with special educational needs and disabilities join in the activities of the Academy together with pupils who do not have special educational needs and disabilities, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the Academy and the efficient use of resources.

## 2. Responsible Persons

- 2.1 The 'responsible person' for SEND is [Kelly Grigg \(SEND Governor\)](#).
- 2.2 The person co-ordinating the day to day provision of education for pupils with special educational needs and disabilities is [Charlotte Jane \[SENDCo\]](#).

## 3. Admission and Inclusion

- 3.1 All the teachers in Foxhole Learning Academy are teachers of children with Special Educational Needs and Disabilities. As such, Foxhole Learning Academy adopts a 'whole school approach' to special educational needs and disabilities which involves all the staff adhering to a model of good practice. The staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as essential to the policy, in line with that of Children, Schools and Families. The Academy operates an equal opportunities policy for children with special educational needs and disabilities and medical conditions who are afforded the same rights as other children. This includes those children with statements of special educational needs and disabilities and education, health care plans and all pupils with additional and different provision.



## 4. Specialist Provision

- 4.1 Our school is on ground level and is fully accessible. It has the following special facilities: accessible toilet, electronic changing table, sloped access to the upper playground and painted steps for the visually impaired.

## 5. Access to the curriculum

- 5.1 The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs and Disabilities, a graduated response will be adopted. We will, in other than exceptional cases, make full use of classroom and our school resources before drawing on external support.
- 5.2 Our school will make provision for pupils with special educational needs and disabilities to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the pupils' special educational needs and disabilities, the action taken and the outcomes.
- 5.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 5.4 Our curriculum will be differentiated and scaffolded to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- 5.5 Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs and disabilities.
- 5.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

## 6. Providing the graduated response at SEND Support

Our school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent social emotional and mental health difficulties; has sensory or physical problems; or communication or interaction difficulties, the Academy will place the pupil at SEN Support and support that is additional to and different from the differentiated curriculum will be provided through an Individual Education Plan (IEP) and Wave Provision Plan in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/teaching assistant
- Withdrawal for individual/small group work
- Behaviour modification programmes
- Use of specialist equipment/resources
- Alternative teaching strategies

The resources allocated to pupils who have special educational needs and disabilities will be deployed to implement these individual education plans (IEPs) at SEN Support as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage.



If a pupil does not make progress despite our school taking the action outlined, advice will be sought from the appropriate support services referred to in Section 8, the IEP and Wave Provision Plan will be amended accordingly.

## 7. Identification and Assessment- a graduated response

- 7.1 If progress is still not achieved the child may be assessed, bearing in mind the County criteria with a view to initiating a statutory assessment of Special Educational Needs and Disabilities under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary. From September 2014, Education Health Care Plans will be issued instead of a Statement of SEND.
- 7.2 Identification of special educational needs and disabilities will be undertaken by all staff through the SENDCo and the appropriate records and Children Schools and Families forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the SENDCo together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the SENDCo for diagnostic testing to construct a profile of the child's strengths and weaknesses, and further referrals may be made to appropriate external agencies.
- 7.3 The progress of children with special educational needs and disabilities will be reviewed through formative and summative assessments as outlined in the Code of Practice. IEP reviews will be held termly. Additionally, the progress of children with a Statement of special educational needs and disabilities and Education Health Care Plans will be reviewed annually, as required by legislation.
- 7.4 Detailed records and Education Health Care Plans will be kept of the pupils receiving additional and different provision. These may include: phonic check-lists, regular assessments of outcomes in small group provision and the results of any standardised and diagnostic tests. A summary of these will be passed on to any receiving school.

## 8. Resources

- (a) Foxhole Learning Academy is allocated an annual budget for SEND. These funds are devoted to the purchase of quality first teaching, learning support hours, and the purchasing of specialist resources. Funding from DfE and Children, Schools and Families varies from year to year, the most recent figures are available from the headteacher.
- (b) Foxhole Learning Academy directs funds as appropriate to the needs of all pupils and monitors outcomes to ensure best value.
- (c) Funding from Children, Schools and Families is available to some pupils with Education Health Care Plans who have severe, or complex SEND. The Academy fulfils its financial obligations from the delegated SEND budget to meet the needs of all pupils requiring additional and different provision. A record of need documenting numbers of pupils on SEND Support, with Statements and EHC Plans is maintained by the SENCo. This is updated on an ongoing basis.



## 9. Liaison

Parents and carers will always be informed when an external agency becomes involved with their child. (See also section 12)

9.1 Regular liaison is maintained with the following external agencies for pupils at SEND Support as appropriate and pupils with EHC Plans such as:

- Communication Support Service
- Educational Psychology Service
- Occupational Therapy Service
- Early Years Support
- Vision Support Service
- Hearing Support Service
- School Nurse Team
- ASD Team
- Paediatric Services
- CAMHS
- Social Care
- Behaviour Support Service.

9.2 Foxhole Learning Academy works with other local schools through the local SEND and Clays cluster groups. Particularly close liaison is maintained with regards to transitions from relevant Early Years settings and to local secondary schools.

## 10. Arrangements for the treatment of complaints

If a parent has concerns around the provision for a pupil with SEND the following procedure:

In the first instance, parents should raise their concern with the class teacher or the SENDCo who will inform the headteacher. If the issue cannot be resolved then the Headteacher will contact all parties involved as soon as practical to arrange a meeting, consulting with SENDCO and SEN governor where appropriate.

If, after having met, the parent and school are still in disagreement then the parent will be referred to seek advice from SEND IASS (formerly the Parent Partnership) and asked to access the Informal Disagreement Resolution Service provided through Children, Schools and Families.

[SEND IASS - Cornwall](#)

## 11. Staff Development

In-service training needs related to special educational needs and disabilities will be identified by the SENDCo in consultation with the Headteacher and staff and will be incorporated into the staff development plan supported by SEND Funds.



## 12. Working with Parents

- 12.1 The Academy will actively seek the involvement of parents/carers in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs and disabilities where the support and encouragement of parents is often the crucial factor in achieving success.
- 12.2 Parents/Carers will always be kept informed about the special educational needs and disabilities experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the Academy will be consistently maintained. Parents/Carers will be kept fully informed about SEND IASS.
- 12.3 As mentioned in '9' above, parents/carers will be fully consulted before the involvement of Children Schools and Families support agencies with their children, and will be invited to attend any formal review meetings at all stages.

## 13. Pupil Participation

Our school will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Education Plans. Where appropriate the Academy will encourage pupils to be involved in decisions which are taken regarding their education.

## 14. Evaluating Success

This policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' IEPs, Wave Provision Plan, progress review and/or annual review. In addition, evidence will be gathered regarding:

- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs and disabilities
- Success of specific behaviour intervention strategies
- Pupil attendance
- Number of exclusions
- Consultation with parents
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements
- Monitoring the outcomes of specific intervention strategies