

Foxyards Primary Academy SEND Information Report and Local Offer



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Contents

Foxyards Primary Academy SEND Information Report September 2025.....	3
Aims and Principles	3
Special Educational Need and Disability Information Report.....	3
What types of SEND does our school provide for?.....	4
Which staff will support my child, and what training have they had?	5
What should I do if I think my child has SEND?	6
How will the school know if my child needs SEND support?.....	7
How will the school measure my child's progress?	8
How will I be involved in decisions about my child's education?	9
How will my child be involved in decisions about their education?	10
How will the school adapt its teaching for my child?	10
What interventions might the school provide?	11
How will the school evaluate whether the support in place is helping my child?	12
How will the school make sure my child is included in activities alongside pupils who don't have SEND?	13
Support for Improving Emotional and Social Development	13
How does the school ensure fair admissions for pupils with SEND or a disability?	14
How does the school support pupils with disabilities?	14
What support is available for my child during transitions between classes or settings, or when preparing for the future?	15
What support is available for me and my family?	16

Foxyards Primary Academy SEND Information Report

September 2025

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN Information Report. This can be found at

<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

Aims and Principles

At Foxyards Primary Academy, we are committed to providing an inclusive education where every child has the opportunity to succeed. We believe all children should have access to a broad, balanced, and adapted curriculum, delivered within a supportive and nurturing environment that reflects their individual needs.

Education is a shared responsibility, and we work in close partnership with families, staff and specialist professionals to identify and address barriers to learning at the earliest opportunity. We recognise that all children learn at different rates and that some may face additional challenges—whether short or long term—stemming from communication barriers, cognitive delays, physical or sensory impairments, or social and emotional needs.

Our approach is based on the understanding that all teachers are responsible for the learning and progress of every pupil in their class. Through the structured 'Assess, Plan, Do, Review' cycle, we ensure that support is well-targeted, consistent, and responsive to change. We aim to raise aspirations, promote independence, and enhance self-esteem by identifying individual strengths and needs, applying tailored interventions, and fostering achievement for all. Our overarching goal is to provide every learner with the educational entitlement they deserve in an inclusive, accessible, and empowering school community.

Special Educational Need and Disability Information Report

In combination with Dudley's, Sandwell's and Wolverhampton Local Offer our Special Educational Need and Disability (SEND) Information Report is designed to provide information to parents and carers with information about how we will support and make provision for pupils with special educational needs (SEND).

Parents/carers can find the Local Authority 'Local Offer' from the Dudley Council website: [Dudley's Local Offer | Dudley Council](#)

Parents/carers can find the Local Authority 'Local Offer' from the Sandwell Council website:
[Family Information Service Hub | Sandwell SEND Local Offer](#)

Parents/carers can find the Local Authority 'Local Offer' from the Wolverhampton Council:
<https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localoffercha%20nnel=0>

What types of SEND does our school provide for?

At Foxyards Primary Academy, we identify and support pupils with SEND across four broad areas of need:

1. Communication and Interaction

Children with needs in this area may struggle to communicate effectively with others. This could involve difficulties with:

- Expressing themselves clearly
- Understanding what is being said to them
- Using appropriate social communication skills

Examples of associated conditions:

- Autism Spectrum Disorder (ASD)
- Speech, Language and Communication Needs (SLCN)

2. Cognition and Learning

Children with cognition and learning needs may learn at a slower pace than their peers, even with appropriately adapted teaching. They often require support to access and retain learning effectively.

Examples of associated conditions:

- Specific Learning Difficulties (e.g. dyslexia, dyspraxia, dyscalculia)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)

3. Social, Emotional and Mental Health (SEMH)

Children may face challenges managing emotions or behaviour, which can affect their ability to learn and interact socially. These needs may manifest in numerous different ways. This may include being withdrawn or demonstrating disruptive behaviours.

Examples of associated conditions:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Anxiety, depression, or emotional dysregulation

4. Sensory and/or Physical Needs

Children may have a disability that impacts their ability to access the physical school environment, or the learning materials provided. Their needs may vary over time and require adaptive support.

Examples of associated conditions:

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Multi-Sensory Impairment (MSI)
- Physical Disability or Impairment

Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCo

Our SENDCo is Mrs Justine Read. Mrs Read has over fifteen years' experience in this role and has completed the SENDCo Diploma qualification.

Our assistant SENDCo is Mrs Louise Parker. She has two years' experience in this role and has recently completed the NASEN qualification.

Class teachers and Teaching Assistants

All teachers at Foxyards Primary Academy receive ongoing in-house training to support pupils with special educational needs. This training is guided and supported by the SENDCo and assistant SENDCo to ensure staff are confident in meeting a wide range of learning needs. In addition, staff benefit from external training opportunities which have included areas such as Autism, ADHD, Team Teach (for selected teachers and teaching assistants), and Lego Therapy

(for selected teaching assistants). We are also supported by a skilled team of teaching assistants, who are trained to deliver targeted SEND interventions across the school.

External agencies and experts

At times, additional specialist support is needed to fully meet the needs of our pupils with SEND. When appropriate, Foxyards Primary Academy works closely with a range of external professionals to ensure that pupils and their families receive the most effective support. These professionals may include:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- General Practitioners (GPs) and Paediatricians
- School Nurses
- Learning Support Services (LSS)
- Child and Adolescent Mental Health Services (CAMHS)
- Play Therapists
- Education Welfare Officers
- Social Services and other Local Authority support teams
- Voluntary and charitable organisations

What should I do if I think my child has SEND?

If you have concerns that your child may have special educational needs, the first step is to speak with their class teacher. This can be done during a scheduled parents' evening or by arranging a meeting at the end of the school day.

- The class teacher will share your concerns with the school's SENDCO, who will then contact you to discuss your observations in more detail. We will meet with you to gain a full understanding of your child's strengths and any difficulties they may be experiencing.
- Together, we will agree on the outcomes we hope to achieve and outline the next steps in supporting your child. A record of this meeting will be added to your child's file, and you will be provided with a copy.

- If it is agreed that your child would benefit from SEN support, you will be formally notified in writing, and your child's name will be added to the school's SEND register.

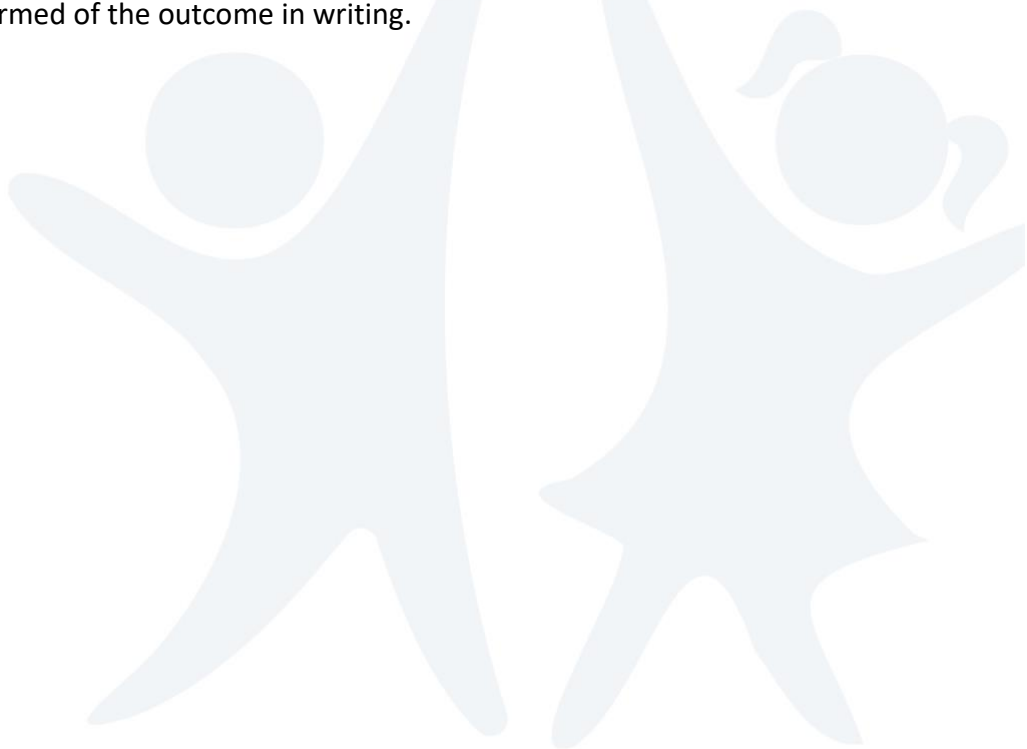
How will the school know if my child needs SEND support?

All class teachers at Foxyards Primary Academy are trained to identify potential signs of special educational needs. They continually monitor each child's academic progress, social development, and emotional wellbeing.

If a teacher notices that a pupil is not making the expected progress, they will initially investigate whether there are gaps in the child's learning. Targeted support may be provided at this stage. In many cases, such intervention is effective and progress resumes.

However, if a pupil continues to struggle despite this support, the teacher will consult with the SENDCO and contact parents to discuss any ongoing concerns. The SENDCO may then carry out classroom and playground observations, review the child's attainment and behaviour, and compare their development with age-related expectations and national data.

Parents and the pupil will be involved throughout the process, and their views will be considered. If necessary, advice may also be sought from external professionals such as speech and language therapists, educational psychologists, or paediatricians'. After gathering all relevant information, the SENDCO will determine whether the child requires formal SEND support. Parents will be informed of the outcome in writing.



1. Class Teacher concerns

Note concerns in learning, progress, behaviour, communication, developmental milestones, attention span, concentration or physical development – 6 week time period

Evidence must be gathered for an informal APDR – This should be run for at least one full term.

- Observations
- Observing child in various settings
- ABC charts for behaviour
- Collecting work samples.

Develop a plan for the identified concerns, interventions, in class strategies, adaptations.

2. Initial Discussion with Parents – Quality first Teaching

THIS IS NOT TO PUT CHILD ON SEND REGISTER!

Discuss –

Adapts teaching and scaffolds

Short term interventions groups and support put into place.

Inform Parents you will monitor for one full term!

3. Review Progress

Evaluate the impact of interventions and adaptations.

If progress has been made continue with QFT.

No progress complete initial concern form for SENCO

4. IPM may be needed if agreed with SENCO

Formal identification of need. This can be gathered from observations and initial concerns.

Create an IPM as per school policy.

Speak to parents about formally adding the child to the SEND register.

SENCO to involve external agencies if needed.

Ongoing ADPR Cycle at SEN Support level

Interventions delivered and monitored

Regular reviews – (termly)

4

Consideration for EHC Needs Assessment if significant needs persist

An EHC needs assessment may be considered if there is limited progress or if complex needs persist.

How will the school measure my child's progress?

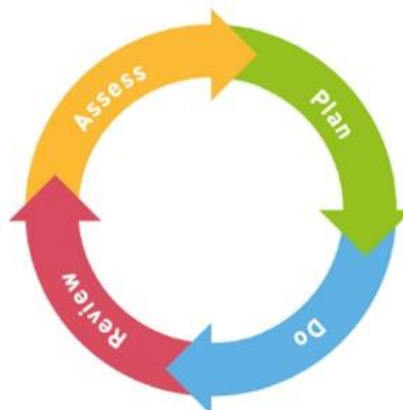
Foxyrds Academy follow the graduated approach to meeting your child's SEND needs. The graduated approach is a 4-part cycle of assess, plan, do, review.

Assess

If your child is not making expected progress, we will take account of a range of assessment information as well as having discussions with key members of staff and yourselves to identify and analyse your child's needs. We will also take into account your child's strengths and areas for development.

Review

We will review how well the support we put in place has met the outcomes we set. If needed, we will implement another cycle of the graduated approach. Reviews are usually held termly.



Plan

In discussion with you and your child, we will decide what outcomes we would like your child to achieve. We will make a plan of this support (either Learning Plan or My Support Plan) and will share this with you and all relevant school staff. We will also set a date to review this plan.

Do

We will implement the support as planned and keep an overview of how it is going to ensure it is having the impact we intended.

As part of the planning stage within the graduated approach, we will identify and agree on clear outcomes that we want your child to achieve. Before any intervention begins, we carry out a baseline assessment to establish a starting point. This allows us to measure the effectiveness of the intervention, and the progress made over time.

Your child's development will be regularly monitored against these set outcomes. We use this information to adjust and refine the support we provide, ensuring it remains responsive to your child's needs and builds on what works best for them.

This process is ongoing. If progress is evident and sustained, your child may no longer require additional SEND support. If further support is still needed, the cycle of assessing, planning, doing, and reviewing will continue, with strategies and targets adapted accordingly.

If your child has a cognition and learning need your child may be assessed against the Birmingham Continuum. This ensures that school track the steps of progress that is made.

How will I be involved in decisions about my child's education?

At Foxyards Primary Academy, we believe that strong partnerships with parents and carers are key to ensuring the best outcomes for children with special educational needs.

You will receive targets and reviews of your child's IPM (Individual Provision Map) for your child each term. In addition, you will be invited to meet with the class teacher three times a year to:

- Set and review your child's individual outcomes

- Discuss the progress they are making
- Explore the support in place and evaluate its impact
- Agree on what actions the school, you, and your child will take moving forward

The SENDCO may also be present at these meetings to offer further advice and ensure continuity of support.

We value your perspective and aim to keep you fully informed about how we are addressing your child's needs. Your input helps us to shape effective support, both within school and beyond. If your child's needs or circumstances change, we encourage you to let us know as soon as possible so we can respond quickly and appropriately.

All discussions and agreed actions will be recorded and shared with you and relevant school staff. If you have any concerns between scheduled meetings, you are always welcome to speak with your child's class teacher.

How will my child be involved in decisions about their education?

At Foxyards Primary Academy, we believe it is important that children have a voice in decisions that affect their education. The extent to which your child is involved will depend on their age, level of understanding, and individual needs. We will make these decisions in consultation with you, recognising that every child is different.

To gather your child's views, we may:

- Invite them to attend meetings about their progress and support
- Encourage them to express their thoughts through a drawing, video, presentation, or written statement
- Arrange for them to speak with a trusted adult who can share their views on their behalf

We aim to ensure that every child feels heard, valued, and included in shaping their own learning journey.

How will the school adapt its teaching for my child?

At Foxyards Primary Academy, every teacher is responsible for the progress and development of all the pupils in their class, including those with special educational needs.

High-quality, inclusive teaching is the foundation of our approach. We ensure that every child has access to a broad and balanced curriculum, with adaptations made to meet individual learning needs. We recognise that no single approach works for every child, so adaptations are made on a case-by-case basis to ensure they are appropriate and meaningful.

Examples of adaptations include:

- Adapting the curriculum through flexible grouping, tailored content, scaffolded and chunked learning.
- Adjusting teaching methods, such as allowing extra processing time, pre-teaching vocabulary, or presenting instructions visually or orally
- Providing access to specialist tools and resources, including coloured overlays, visual timetables, enlarged print, or assistive technology such as iPad.
- Deploying teaching assistants to provide targeted small group or one-to-one support, particularly where outlined in an Education, Health and Care Plan (EHCP)

All adaptations are planned and implemented with the goal of helping your child fully access learning and make sustained progress.

What interventions might the school provide?

At Foxyards Primary Academy, we offer a range of targeted interventions to support pupils across the four main areas of need. These are tailored to meet individual requirements and may include the following:

Communication and Interaction

- **Autism Spectrum Disorder (ASD):** Use of visual timetables and social stories to support understanding and routine.
- **Speech and Language Difficulties:** Access to speech and language therapy, alongside classroom strategies to enhance communication.

Cognition and Learning

- **Specific Learning Difficulties** (e.g. dyslexia, dyspraxia, dyscalculia): Use of specialist equipment such as writing slopes, adapted learning resources, and additional processing time.
- **Moderate to Severe Learning Difficulties:** Differentiated tasks, visual aids, and multi-sensory approaches to support understanding and retention.

Social, Emotional and Mental Health (SEMH)

- **ADHD / ADD:** Provision of quiet workstations to reduce distractions and improve focus, sensory circuits.
- **Emotional or Behavioural Needs:** Nurture groups and structured support to build emotional resilience and positive social interactions. Forest School and ELSA (Emotional Literacy support assistant).

Sensory and/or Physical Needs

- **Hearing Impairments:** Strategic classroom positioning and support from hearing specialists.

- **Visual Impairments:** Adaptation of the classroom environment, such as reducing visual clutter and using appropriate lighting.
- **Multi-Sensory or Physical Impairments:** Support through mobility aids, specialist equipment, and environment modifications to ensure full access to the curriculum.

Specialist intervention provided by outside agencies:

This means a pupil has been identified as needing some extra specialist support in school from a specialist professional from outside the school.

This may be from:

- Local Authority services, such as The Learning Support Service, the Autism Outreach Team, The Sycamore Outreach Team (Behaviour support), The Hearing Impairment Service, The Visual Impairment Service or PIMIS (Physical Impairment / Medical Inclusion Service)
- Health Services: Occupational Therapy, Physiotherapy, Speech and Language or the School Health Advisor.
- Single Point of Access (SPA) may be completed and triaged – where appropriate a child may receive a referral to CAMHS or offered an intervention from another provider e.g, GEM Centre, Murray Hall, Kaleidoscope group.

You will be asked to give your permission for the school to refer your child to a specialist professional. This will help us to understand your child's particular needs better and be able to support them more effectively in school

The specialist professional will work with your child to understand their needs and make recommendations about how your child should be supported.

How will the school evaluate whether the support in place is helping my child?

At Foxyards Primary Academy, we regularly review the effectiveness of the support provided to ensure it is meeting your child's needs and helping them make meaningful progress.

We evaluate the impact of provision through:

- Termly reviews of progress against agreed outcomes
- Monitoring the effectiveness of interventions, typically after a six-week cycle
- Gathering feedback through pupil voice activities
- Ongoing observation and evaluation by the SEND Team.
- Tracking progress using provision maps and assessment data
- Conducting an annual review for pupils with an Education, Health and Care Plan (EHCP)

This continuous monitoring allows us to adapt our approach and refine support strategies to ensure your child receives the most effective help possible.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

At Foxyards Primary Academy, we are committed to ensuring that all children, including those with SEND, are fully included in every aspect of school life.

We actively encourage pupils with SEND to take on roles and responsibilities that build confidence and promote self-esteem. All extra-curricular clubs, school visits, and enrichment activities, including our residential trips in Years 4 and 6 are open to all pupils.

To ensure inclusion:

- Staff carry out risk assessments for all trips and visits, and reasonable adjustments are made where necessary to meet individual needs.
- Parents may be invited to support where appropriate, to help ensure access and confidence.
- Activities such as sports days, school plays, and workshops are designed to be inclusive, with support in place to ensure that all children can participate meaningfully.

No child is excluded from any activity due to their special educational needs or disability. We will always make reasonable adjustments to ensure full inclusion.

For more detailed information, please refer to our Accessibility Plan, which outlines the steps we take to ensure that children with SEND are not treated less favourably and can access all areas of school life.

Support for Improving Emotional and Social Development

At Foxyards Primary Academy, we recognise the importance of nurturing pupils' emotional wellbeing and social development alongside their academic progress. We offer a range of strategies and provisions to support pupils with SEND in this area, including:

- Encouraging pupils with SEND to participate in the pupil leadership team to build confidence and responsibility
- Forest School after school and in school interventions to promote and develop personal and social development.
- ELSA sessions which can help to support a child with a wide range of emotional needs, including:
 - Recognising emotions
 - Anxiety Self-esteem Social skills Friendship skills
 - Anger management Loss and bereavement

- Providing adult-led support during lunch and break times to help pupils engage in structured, positive play
- Offering quiet spaces for pupils who may find busy social times overwhelming
- Running lunch nurture groups for pupils requiring additional support with emotional regulation or social skills
- Ensuring access to pastoral support so that pupils with SEND feel heard, valued, and understood
- Maintaining a zero-tolerance approach to bullying, promoting a safe and inclusive environment for all

These measures help create a school culture where every child feels supported and able to thrive both socially and emotionally.

How does the school ensure fair admissions for pupils with SEND or a disability?

Foxyards Primary Academy is an inclusive school that welcomes children of all backgrounds, abilities, and needs. Admission decisions are based solely on the number of available places, and when applications exceed capacity, the school follows the criteria outlined in its published admissions policy.

For pupils with an Education, Health and Care Plan (EHCP), admissions are managed through the Local Authority's statutory assessment or annual review process, ensuring that appropriate provision is in place before the child starts school.

How does the school support pupils with disabilities?

We are committed to ensuring that pupils with disabilities can fully access all aspects of school life. Where needed, the curriculum is adapted to meet individual needs through personalised support, modified learning activities, and adjustments to the classroom environment.

Annual reviews of our learning environments are conducted to assess accessibility and identify areas for improvement. Adjustments may include specialised furniture, modified classroom layouts, or assistive technologies to remove barriers to learning—without compromising the overall school environment and ethos.

Further details on the actions we take to promote access and inclusion can be found in our Accessibility Plan. This outlines how we:

- Increase participation in the curriculum for pupils with disabilities
- Improve the physical environment to enhance access to education and facilities
- Ensure that information is available in accessible formats for all learners

What support is available for my child during transitions between classes or settings, or when preparing for the future?

At Foxyards Primary Academy, we recognise that transitions—whether between year groups or to a new school—can be especially challenging for pupils with SEND. We take proactive steps to ensure transitions are as smooth and supportive as possible.

Transition between year groups

To help pupils prepare for a new school year:

- The current class teacher and the receiving teacher attend a transition meeting to discuss the child's needs and support strategies.
- Pupils take part in planned sessions with their new teacher during the summer term to build familiarity and reduce anxiety.
- For pupils with an Education, Health and Care Plan (EHCP), we begin transition planning in Year 5 to support parents in selecting a suitable secondary school and ensuring a seamless move.
- Pupils needing additional transition support – parents will be invited to a meeting with the SENDCo, a transition booklet will be sent home. His booklet will have pictures of new class teachers, classroom so parents can share over the summer break with their child.

Transition to another school

When a pupil is moving on from Foxyards, we:

- Work closely with parents and pupils to agree on the information to be shared with the receiving school.
- Arrange for our SENDCO to meet with the SENDCO from the new school to discuss the pupil's needs and current provision.
- Support pupils in preparing for the transition by practising new routines, such as following a secondary school timetable and developing independence skills like organising their belongings or managing their time.
- Children in Year 6 with additional needs who move to year 7- the SENDCo will arrange to meet the receiving school SEN team to ensure needs are communicated and the transition is robust.

These steps are designed to reduce anxiety and help each child feel confident and prepared for the next stage of their educational journey.

What support is available for me and my family?

At Foxyards Primary Academy, we understand that supporting a child with special educational needs can be challenging at times. If you have any concerns or need guidance, please don't hesitate to contact us—we are here to support you and your family.

In addition to the support available through school, there are local and national services that provide advice, information, and assistance for families of children with SEND.

Local Support Services:

You can explore your local authority's Information, Advice and Support Services (IASS), which offer free, confidential, and impartial advice:

- **Dudley SENDIASS:** <https://dudleyci.co.uk/services/dudley-sendiass>

National Charities and Support Organisations:

These organisations offer helpful resources, legal advice, and emotional support:

- **IPSEA** (Independent Provider of Special Education Advice)
- **SEND Family Support**
- **NSPCC** – Support for families and safeguarding advice
- **Family Action**
- **Special Needs Jungle**
- **Autism West Midlands**

We encourage you to reach out if you would like more information about any of these services or need help accessing them.

If you would like to discuss your child's needs with either the SENDCO or Assistant SENDCO you can call the school office on 01902 553230 or email;

Justine Read jread@foxyardsacademy.com or Louise Parker lparker@foxyardsacademy.com