

SEND Information Report

Academic Year 2023-2024



Review Date

September 2023

Ratified

7 September 2023

Next Review

September 2024

Responsible Colleagues

Christine Franklin, Director of Safeguarding

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Commitment to Education

Transparency and Integrity

Innovation and Improvement

Dedication to Inclusivity

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

SEND Information Report

This information report has been prepared by Principal and Assistant SENDCO.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy's SEND policy.

The academy makes provision for the following kinds of SEN	TNHA provides educational provision for a wide range of SEN needs. Currently this includes students with visual and hearing impairments, dyslexia, social and emotional needs and reduced mobility. TNHA does not discriminate against any time of SEN and seeks to review each student on an individual basis. Where adjustments, training and resources can reasonably be made TNHAWill seek to support any student in accessing the academy and its full provision offer.
The academy identifies and assesses SEN by:	Year 6 into 7 Transition <ul style="list-style-type: none">• Open Evening with SENCo available• Year 5 and Year 6 Transition activities with feeder schools• SENCo meetings with feeder schools• Transfer information• Attending Year 6 annual reviews for students with an EHCP• Enhanced transition from Year 6 for identified students (and parents/carers)• Through Assessment Information• Academy cohort analysis Ongoing <ul style="list-style-type: none">• Teacher referral to SENCo as a result of in class observation and assessment• SENCo observations• Through pastoral monitoring and referral to SENCo• EHCP needs assessment Exam Access Arrangements <ul style="list-style-type: none">• Assessment by qualified member of staff to identify needs and assess in line with examination boards.
The academy supports SEN in accordance with its policy	All TNHA policies and procedures can be found on our website under Our Academy, then Policies or Procedures.

framework which is set out at:

This includes our SEND Policy, Equalities Policy and Objectives, Attendance Policy, Behaviour Policy, Curriculum Policy and Assessment Policy. They are to be read in conjunction with the SEND Code of Practice 2014 (updated 2020).

These policies set out the academy’s approach to:

- Assessing and review of the progress of children with SEND
- Teaching children with SEND
- Adapting the curriculum and learning environment for children with SEND
- Making decisions on additional support in relation to children with SEND
- Ensuring inclusion of children with SEND with children without such needs across all academy activities
- Supporting the emotional, social and mental development of children with SEND
- Evaluating the effectiveness of our provision for our children with SEND.

The academy’s SENCO’s details are:

SENCo:	
Email:	
Assistant SENCo:	Ms Sarah Cooper
Email:	Sarah.Cooper@attrust.org.uk

The academy’s staff have been trained and have expertise in the following areas:

All staff at TNHA receive training on how to meet the needs of all learners and how to use Provision Maps.

The Assistant SENCo has completed the Nationally accredited qualification required to be in the role of SENCo.

Some staff have completed certified training in dyslexia training, Mental Health First Aid qualification, epilepsy training and dyslexia training.

The academy will secure equipment and facilities for children with SEND by:

- Planning through its annual budget
- Applying for Higher Tier Funding
- Pupils Premium Funding
- Applying for grants/additional funding
- Buying into the local authority offer

<p>The academy aims to involve the parents/carers of children with SEND in the education of the children and will do so by:</p>	<ul style="list-style-type: none"> • Annual Reviews • Parents’ Evenings • Plan, do, review cycles • Ongoing communication • Open door policy • IEP reviews
<p>Any concerns or complaints raised by a parent/carer of a child with SEND will be dealt with by the academy by:</p>	<p>Following our Complaints Procedure.</p>
<p>The academy works with other agencies to support children with SEND and their families:</p>	<ul style="list-style-type: none"> • Norfolk SEND and Inclusion • Mental Health in School Team • CAMHS • Family Support Services • Other as required
<p>The academy acknowledges that parents/carers of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</p>	<p>Norfolk Special Educational Needs and Disability Information, Advice & Support Service (SENDIASS)</p>
<p>The academy works on transition arrangements for children joining or leaving the academy by:</p>	<p>Year 6 into 7 Transition</p> <ul style="list-style-type: none"> • Open Evening with SENCo available • Year 5 and Year 6 Transition activities with feeder schools • SENCo meetings with feeder schools • Transfer information • Attending Year 6 annual reviews for students with an EHCP • Enhanced transition from Year 6 for identified students (and parents/carers) <p>Year 11 to Post-16/Post-16 onwards</p> <ul style="list-style-type: none"> • Independent Careers advice • Careers education • Year 11 Parent/Carer and student Interviews • Parents’ Evenings • Enhanced transition visits • Titan referrals • Parent/carer meetings • Meetings with local FE providers

The Local Offer produced by the Norfolk Local Authority is available at:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>