

SEND Information Report



Review Date

June 2026

Ratified

July 2026

Next Review Date

June 2027

Responsible Directorate

Safeguarding

Our Trust

*These four critical questions make it clear who we are and what we do.
We ask ourselves these questions to guide our work and our improvement.*

Why do we exist?

To **transform life chances** by achieving the highest possible standards and preparing all our students to lead successful lives.

How do we behave?

- **Hard work**
We are determined to see things through to the end and are resilient when faced with challenges.
- **Integrity**
We do the right thing because it is the right thing to do.
- **Teamwork**
We work together to help everyone succeed.

What do we do?

- We educate, safeguard and champion all our learners.
- We set high standards for ourselves and our learners.
- We build the powerful knowledge and cultural capital which stimulate social mobility and lifelong learning.

How will we succeed?

1. Aligned autonomy
2. Keeping it simple
3. Talent development

SEND Information Report

Local review

Approved by:	Governing Body	Date:
Last reviewed on:		Date: July 2026
Next review due by:		Date: July 2027
SENDCO:	Clare Smith Clare.smith@attrust.org.uk	Is working towards NaSENCO qualification starting October 2024
Assistant/Deputy SENDCO	Sarah Cooper Sarah.cooper@attrust.org.uk	Has completed NaSENCO
Designated Teacher	Katie Ogden Katie.Ogden@attrust.org.uk	

1. The kinds of SEND that are provided for:

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

Area of need	Condition
Communication and interaction	<ul style="list-style-type: none">• Autism Spectrum Disorder• Speech and language difficulties
Cognition and learning	<ul style="list-style-type: none">• Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia• Moderate learning difficulties• Severe learning difficulties
Social, emotional and mental health (SEMH)	<ul style="list-style-type: none">• Attention Deficit Hyperactive Disorder (ADHD)• Attention Deficit Disorder (ADD)
Sensory and/or physical	<ul style="list-style-type: none">• Hearing impairments• Visual impairment• Multi-sensory impairment• Physical impairment

All Academy Transformation Trust Academies Pedagogical Principles.

- Retrieving Prior Knowledge
- Instructions and Explanation
- Scaffolding
- Modelling
- Checking for Understanding
- Independent Practice
- Language Rich Classrooms
- Directing Attention
- Feedback
- Creating Effective Conditions

2. The Academy's SEND support overview and 'Core Offer'.

Our staff closely monitor the progress made by all students and ask advice from the SENDCO, as soon as they have concerns about any of their students. We then follow the graduated approach documented below and **the Assess, Plan, Do, Review** cycle. A concern might relate to a student's attainment, progress, behaviour or social, emotional or mental health needs.

Register	SEN stage	Description of stage and actions required	Responsibility
Not on SEND support register	Stage T (Teacher)	<ul style="list-style-type: none"> Teachers use a range of classroom assessments to identify students of concern and relevant targets Teachers then plan to support those students through adaptive teaching e.g. teacher tweaks and adaptations Additional classroom support/interventions may be implemented. (see non-exhaustive list below) The provision being made for these students is regularly reviewed as well as their progress towards targets. 	Class Teacher Student
	Stage 1	<ul style="list-style-type: none"> If concerns persist following a period at stage T, concerns will be shared with the SENDCO and parents Additional support/interventions may be planned. The student's progress and any interventions will be monitored and reviewed carefully for impact by class teacher and SENDCO Referrals may be made to external agencies for assessment and additional support. (list below) Additional in-school assessments may be carried out. (list below) For speech and language concerns – if the issues relate solely to speech, the student will stay at stage 1. 	Class Teacher SENDCO Parents Student
Added to SEND support register. Parents notified and involved in termly reviews	Stage 2 SEND K A student has SEND if they have a learning difficulty or a disability which calls for specialist provision to be made.	<ul style="list-style-type: none"> Following a review of Stage 1 and of the student's learning, SEMH or social needs, if concerns persist and the student is requiring support which is additional to and different from standard quality first teaching, they will be moved to stage 2. Referrals may be made to external agencies for assessment and additional support. (list below) Additional in-school assessments may be carried out. (list below) Teacher, parents, student and SENDCO will set SMART targets and plan relevant provision and interventions. Targets will be captured in a learning support plan which will be reviewed termly with parents. 	Class Teacher SENDCO Parents Student
Request for statutory assessment of SEND	Stage 3 SEND E	<ul style="list-style-type: none"> For some students, stage 2 support will not be adequate to enable them to make expected progress towards their targets. Following evidenced cycles of SEND support, the academy may apply for an Education, Health and Care Plan. From the agreement to assess, the local authority coordinates an assessment of needs within a 20-week window. The student, parents and academy are fully involved in this process. Needs will be identified, targets set, and plans made for provision to meet these needs. These students will continue to be supported by a learning support plan which is reviewed on a termly basis and will have a statutory annual review of their EHCP 	Local Authority SENDCO Class Teacher Parent Student

3. Our Academy's Core Offer

<u>In-school assessments</u>	<u>In-school interventions</u>	<u>External Agencies</u>
<p>Speech and Language</p> <p>Language link</p>	<p>Speech & Language</p> <p>Speech and Language link MABLE SALT Therapy Morning Check-ins 1:1</p>	<p><u>Specialist Teacher</u></p> <p>Providing 1:1 support for students with diagnosed need in certain Neuro divergent areas such as ASD and ADHD.</p> <p><u>SEND and INCLUSION TEAM Norfolk County Council</u></p> <p>Referral to SEND and Inclusion specialist to offer advice and support externally and to advise interventions/support in school</p> <p><u>SEND and Community TEAM Norfolk County Council</u></p> <p>Referral made to support to target specifically all areas of need on a small group basis at INDES levels 1 – 4</p> <p><u>Educational Psychology Service (EPS)</u> provides a specialised response to children whose progress in educational settings is presenting concerns to their parents/carers and to staff. They can carry out a vast array of assessment to unpick children's specific needs and support with targets and provision planning.</p>
<p>Literacy assessments</p> <p>RAPID – dyslexia screener NGRT – termly reading assessment NGST – termly spelling assessment Access Reader Test IDL Literacy</p>	<p>Literacy</p> <p>Toe by Toe spellings Dyslexia Toolkit Catch-up literacy Small group targeted interventions – fluency reading IDL Literacy Nessy Reading and Spelling</p>	<p><u>NHS services</u></p> <p>Speech and language therapy (SALT) NHS – Occupational Therapy (OT) Children with fine or gross motor concerns, sensory needs, executive functioning difficulties NHS Audiology children with hearing needs or auditory processing concerns. Community paediatrician Support children who present with areas of developmental delay and can coordinate support from other relevant professionals and arrange medical tests. NHS Physiotherapy Support children with physical need</p>
<p>Numeracy assessments</p> <p>Sandwell numeracy assessment (SNAP) IDL Numeracy</p>	<p>Numeracy</p> <p>Catch-up Numeracy Plus 1 Maths Small group targeted interventions Power of 2 IDL Maths SNAP Maths</p>	<p><u>NHS services</u></p> <p>Speech and language therapy (SALT) NHS – Occupational Therapy (OT) Children with fine or gross motor concerns, sensory needs, executive functioning difficulties NHS Audiology children with hearing needs or auditory processing concerns. Community paediatrician Support children who present with areas of developmental delay and can coordinate support from other relevant professionals and arrange medical tests. NHS Physiotherapy Support children with physical need</p>
<p>SEMH assessments</p> <p>BOXALL PASS- pupil attitudes to school and self IDL Wellbeing</p>	<p>SEMH</p> <p>Zones of Regulation Lego Therapy Anger Management Conversations Working Memory Universal emotional-coaching Exam Anxiety (KS4)</p> <p>ELSA Social stories Comic Strip Drawing and Talking</p>	<p><u>SEMH services</u></p> <p>Primary Mental Health (CAMHS) services who support children with mental health needs The Neuro developmental team who assesses for ASD and ADHD.</p>
<p>Other cognitive assessments</p> <p>RECALL – executive function, working memory, processing LASS - cognition CAT-4 - cognition Dyslexia screener Dyscalculia Screener</p>	<p>Other cognitive interventions</p> <p>Improving working memory Fine Motor Skills through sensory circuits</p>	
<p>Sensory/motor assessments</p> <p>Sensory Profile Assessment</p>	<p>Sensory/Motor interventions</p> <p>Sensory Circuits</p>	

4. Supporting students moving between phases and preparing for adulthood

We are very aware that moving to a new class or academy can be a time of worry and anxiety for students and their families

Moving up to Secondary: Transition starts as early as possible and within the Autumn Term, the assistant SENDCo overseeing transition will have had discussions with our feeder schools about Year 6 cohorts for the coming academic year. A whole team approach consisting of the 'TNHA' team (SENDCo, Safeguarding, Behaviour leads, Attendance and Pastoral team for Year 7) meet with the same professionals of the Year 6 teams in a joint meeting to discuss provisions and for an overview to be shared of the 'TNHA' offer.

The SENDCO of the primary school meets with our SENDCO/Assistant SENDCo to discuss the needs of the incoming students during the Spring term. This will allow for us to plan supportive transition lessons to support your child in addition to the two transition days offered to all incoming students. During these sessions your child will have the ability to meet the SEND team, spend time with our teaching assistants, have an academy tour of specific places and offices, learn about what happens in our provision areas, the Nest and Hive and get to know other students.

In addition to this any parent of students with high need (or highlighted by primary schools) will be invited for a 1:1 meeting with the SENDCo/Assistant SENDCo of TNHA to allow for parental discussion about their child's need and to allow us to plan accordingly and to discuss how we can best welcome their child into our community. This is important for any child joining our academy at yearly starting points or mid-year transition.

A secondary 'professionals' meeting is had during the Spring term to consolidate conversation and discussions about transitional needs.

Moving to a new school year: Information about your child's SEND will be shared with their new subject teachers in their learning support plans and One Page Profiles. Based on individual needs, additional transitional arrangements may also take place and you can discuss these with the SENDCO if appropriate. This is especially important when transition through key stages to ensure that your child has the best support in choosing their options and subjects that would be appropriate for them to study at GCSE level.

5. Adaptations to the curriculum and learning environment

All our teaching staff have accessed training in making tweaks and adaptations to their teaching, to recognise strengths and meet needs across the 4 broad areas of need, which our Judith Carter Model breaks down into the 7Cs areas such as:

- Adapting our curriculum to ensure all students are able to access it , for example by grouping, 1:1 work, adapting the teaching style or content of the lesson.
- Adapting our resources and staffing and deploying TAs to support.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, standing desks and attention aids

- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, and reading instructions aloud.

6. Expertise and training of staff

All staff attend training on various SEND areas throughout the year. We attend staff training to share knowledge, strategies and experiences and to ensure consistency of the academy's approach for students with SEND.

Teachers and support staff attend training run by outside agencies that are relevant to the needs of the students they are working with.

The SENDCO works very closely with specialists, who provide advice and direct support regularly. In the past year, staff have accessed a range of training courses including

- Zones of Regulation
- Lego Therapy
- Dyslexia Level 3 qualification
- Catch-up literacy
- Catch-up numeracy
- The TNHA 'Rubric' a 6-stage approach to lessons planning.
- ATT Pedagogical Principles
- ASD/ADHD specific training – Dr Kirannijabat
- Modelling T&L
- Questioning T&L
- Scaffolding T&L
- Speech and Language Link Online Training
- ELSA training
- Drawing and Talking Intervention
- Sensory processing measures.

7. Disabled Access and Provision

We adhere to the requirements, as per the Equality Act 2010 to make reasonable adjustments for any student who has specific long- or short-term health needs or a disability. This might include exploring the scope for and following recommendations about physical adaptations to the academy or curriculum, providing access for students with disabilities.

Curriculum accessibility is closely monitored and assessed by the class teachers, under the direction of the SENDCO, subject leaders and the Senior Leadership team.

For further information please see our Accessibility Plan.

8. Securing equipment and facilities

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities

- Additional adult support
- Additional training for our staff
- External specialist expertise

We will consult with specialist agencies and services who loan or supply specialist equipment and get recommendations about how best to support your child to access their learning. We will use our notional budget and a threshold sum of £6000 to cover any necessary costs before seeking additional assistance from the Local Authority.

9. Involving parents and carers

If you think your child might have SEND or that they are struggling in a specific subject area, the first person you should tell is your child's class teacher who will investigate or pass on any concerns to our SENDCO as appropriate. Our staff will follow the Assess, Plan, Do, Review procedure detailed above.

If your child has a learning plan, we will provide termly reports on your child's progress. At these review points, we will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Offer you the opportunity to discuss your views and the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings, to provide extra support.

10. Exam Access arrangements

Students who have been diagnosed as having a learning difficulty may be eligible for extra time and / or other "access arrangements" to complete internal examinations and public examinations.

Parents/carers are asked to liaise with the SENDCO in good time, with respect to this.

11. Access to extra-curricular and enrichment activities

All of our extra-curricular activities and Academy visits are available to all our pupils, including our extra-curricular clubs. We hold a variety of clubs in Humanities, PE, Drama, Music, Art and English that may be of interest to your child.

All students are encouraged to go on our academy trips. If appropriate, our staff will contact you to discuss any reasonable adjustments which need to be made to enable your child to participate.

All students are encouraged to take part in sports day, performances and special workshops.

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included

12. Support for Looked after Children and Previously Looked after Children with SEND

Our designated teacher will work with our SENDCO to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHCPs are consistent and complement one another.

13. Complaints about SEND provision

If you have any complaints about this information report or SEND in general, please contact our SENDCO.

A copy of the full complaints procedure is available on the academy website.

14. Contact details of support services for parents of students with SEND

SENDIASS– This is an independent service that is not affiliated to the Local Authority or any academies. This service can share information and will explain parental rights regarding SEN and disabilities. They also hold a range of coffee mornings and information and support sessions.

<https://www.norfolksendiass.org.uk/>

Other local support services for parents of students with SEND.

<https://communitydirectory.norfolk.gov.uk/> (SEND Norfolk Directory)
<https://www.familyvoice.org.uk/links/>
<https://www.norfolk.gov.uk/article/40393/SEND-Local-Offer>
<https://www.justonenorfolk.nhs.uk/nd-digital-library/> (NDS Digital Library)

15. The local Authority Offer

The Local Authority has a Local Offer website and information about services that may be available to you. www.norfolk.gov.uk/send

16. Monitoring arrangements

This information report will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year. This report will be approved by the governing board.