

SEN Information Report

September 2026

What kinds of special educational needs does the school make provision for?

The National Academy believes that all students should be valued equally and enabled to develop to their full potential.

We make special educational needs provision in line with the SEN Code of Practice 2015, The Equality Act 2010 and the Children and Families Act 2014. Students may experience learning difficulty in one or more of the four broad areas of need outlined in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental Health
- Sensory/ long term medical and/or physical

How will the school know if students need extra help and what should I do if I think that my child may have special educational needs?

We will consider the following areas to identify students who may have special educational needs:

- Information from feeder schools, outside agencies and parents at transition
- (where needs are already recognised);
- Diagnoses and reports from specialists;
- School assessment data: progress, engagement & behavior assessment for each subject reported through the AMP reports;
- Statutory tests (SATs) and Cognitive Attainment Tests (CATs), together with other internal assessments;
- Feedback from educational staff through internal referral form;
- Feedback from parents and students.

If you have a concern about your child's learning, you are encouraged to share those concerns with your child's form tutor, the SENCo or deputy SENCo. This can be done by contacting them via the emails at the end of this report.

How does the school evaluate the effectiveness of its provision for students with special educational needs?

We encourage feedback from teaching staff, parents and the students themselves to evaluate SEN provision. This includes analysis and review of attainment and progress data at identified points during the year, meetings with parents and student views.

All SEN support students and those who have an EHCP, will have 3 reviews a year with one of these being face-to-face, offering an ideal opportunity to discuss the effectiveness of any provisions. The 3 reviews will be termly with parents/carers invited alongside the student.

One of the reviews will be the student's AMP evening with subject specialists reporting on progress and relevant adjustments.

The school's governing body has a duty to evaluate every year the provision the school makes for students with SEN and to report on that through the annual report to parent.

How will both the school and I know how my child is doing and how will the school help me to support their learning?

Progress will be regularly reviewed by the school and we will make any necessary adjustments to provision to best meet individual student needs. This will be done in consultation with parents and the student. Progress can be:

- Academic progress;
- Progress relating to a specific aspect of SEND e.g. SEMH

Attainment and progress reports are sent out to parents at regular intervals as detailed in the school calendar [AMP reports]. One of these is the annual school report. For all parents there will be a chance to discuss progress with subject teachers at the annual parents' evenings [face to face or via Teams]. For students with special needs there will be additional contact with the SENCo, deputy SENCo and designated LSA [key worker].

What is the school's approach to teaching pupils with special educational needs?

We believe that an inclusive education system provides a framework within which all students can be valued equally, treated with respect and provided with equality of opportunity in school. All students are entitled to a broad and relevant curriculum and are taught within mainstream lessons wherever possible. As made clear in the SEND Code of Practice, the best provision is quality first teaching, in the classroom, with a subject specialist.

Where necessary, support is based on a student's individual need and the resources available within school. Methods of support may include:

- Differentiated classroom resources (e.g. writing frames);
- Advice to teaching staff on appropriate teaching strategies for individual students;
- Support from a Learning Support Assistant [LSA]
- Small group intervention: literacy, numeracy, ELSA;
- Use of assistive technology [e.g. reading pen, laptop] to support learning;
- Advice to parents on how best to support their child through the local offer.

We work with all teachers through a graduated approach as set out in the Code of Practice. This means a cycle of assess, plan, do and review. This cycle can be repeated depending on the needs of the student.

How will the curriculum and learning be matched to my child/young person's needs?

Our first priority is to ensure all students regardless of their needs have access to a full and

varied curriculum. In some, limited, cases we will consider each student's individual needs and work with teachers, parents and the student to ensure that they are following an adapted, individualized curriculum. Where this is necessary, we may seek advice from a recognized professional support service in consultation with parents and the student wherever possible.

How are decisions made about the type and amount of support my child/young person will receive?

Any additional support given to a student will be discussed with them and their parents by the SENCo or deputy SENCo. Support will vary for each individual student depending on the level of need. Some students will receive planned interventions that last for a limited amount of time; others will receive longer amounts of support to ensure that they have full access to learning. Students with significant and complex needs may receive external funding to enable their support over all the years that they are with us.

Parents are kept informed of the type of support their child receives and this is reviewed with them via letter, email, telephone or meetings: we aim to review in the manner that best suits parents wherever possible. However, all students who are designated as SEN support or have an EHCP will receive three reviews a year, which parents/carers are invited to, one of which will be the AMP evening with subject specialists.

How will my child be included in activities outside the classroom, including school trips?

As a fully inclusive school, all students have the opportunity to attend school trips that are an integral part of a subject. If additional support is needed for such trips to help facilitate access, then this will be arranged where possible.

Residential trips take more planning and usually involve advice and guidance from the professional agencies involved for students with complex and significant needs. However, these issues will be discussed with parents and the child before a decision is made.

The inclusion faculty offers the following additional provision outside the classroom for students with special educational needs:

- Start well and end well sessions run every day before and after the normal school day in the inclusion area. We offer a variety of activities and these sessions are supervised LSAs.
- Support for students at lunchtime and break who may eat at a supervised table and undertake a range of organized and supervised activities.

What other support will there be for my child?

Each student has a form tutor who monitors their general well-being on a daily basis. The form tutor is in most cases the first point of contact for parents/carers. Our pastoral system is overseen by the Head for Pastoral Care, Mr Llewellyn, and a year group leader for each year. If the form tutor is unable to help with an issue, please contact the relevant head of year. The inclusion faculty is led by the SENCo, Mr Veasey, with support from the deputy SENCo, Mr Walton, and lead LSA, Ms Harris. The academy also has a team of behavior support mentors who

work with specific students. The amount of support varies depending on the student's individual needs.

The inclusion faculty also work closely with Mr Leitheiser and Mrs Jones who coordinate support in the Epiphany Centre, the academy's alternative to main stream classes, which some students may attend for a fixed period of time as part of a graduated approach.

Additionally, all students also have access to the school's mental health counsellor, Ms Meneghello. She can be contacted directly by students through her open door policy or through a referral made by any member of staff or student self referral. She works alongside the school chaplain, who offers a listening service for some students where the level of need is deemed suitable for this more informal service.

If the pastoral system does not meet the needs of students with more complex emotional difficulties, additional input will be needed and it may be necessary to make a referral either to the Educational Psychology Services or to trained health professionals such as psychiatrists, clinical psychologists or counsellors. Parents will be consulted throughout such referrals.

As students progress through school, the inclusion faculty will work closely with the CEIAG [careers education, information, advice and guidance] advisor, Mrs Boulton, and CEIAG lead, Mr Parker, and transition lead, Mrs Wall, to ensure they have access to all the necessary information to make decisions about the different stages of their education and post 16 choices.

What training have staff supporting special educational needs had and what is planned?

The SENCO has undertaken a range of training in supporting students with SEND. He is currently studying for the national SENCo qualification. The deputy SENCo has also undertaken various training around SEN, and is a qualified in exam access coordination.

The team of LSAs all have extensive and very varied training in different aspects of SEND provision, from in class support for specific SENs, to running out of class interventions. This training is ongoing.

Teachers and support staff receive training throughout the school year. This includes advice on how to deal with common needs such as Dyslexia, ASD and ADHD as well as support with individual students and their needs. The inclusion faculty will provide guidance at all times when needed to assist with quality SEN provision.

More specialised SEND training is offered to appropriate individuals in accordance with the needs of specific cohorts of students and has included moving and handling, supporting students with visual impairments, attachment disorders and supporting students with autism.

What specialist services and expertise are available or accessed by the school?

The following professional agencies can be accessed by the school through a referral process:

- Schools & Families Specialist Support Services (SFSS) via referral by the SENCo;
- Physical Disability Support Service (PDSS);
- Hearing impaired Service;

- Visual Impaired Service;
- Communication and Interaction team; Cognition and Learning team
- Educational Psychology Service [EPS];
- Virtual School for looked after children;
- Targeted Support. Information can be obtained from the help desk of the Early Help Unit 01623 433500. Referral is usually needed by either Education, Health or Social Care professionals;
- Child Health Services obtained via local Health Centre.
- You may already have a GP you can talk to initially;
- Clinical Psychiatrist via CAMHS – Child & Family Therapy can be via referral from Local GP, Community Health Nurse, Community Paediatrician or School;
- Occupational Therapy Services via referral from Local GP, Community Health Nurse, Community Paediatrician or School;
- Social Care;
- Voluntary Sector agencies: we also value the support of the voluntary sector, e.g. Muscular Dystrophy Association, Downs' Syndrome Association and Autism East Midlands

The SENCO can offer help and advice in relation to support and services in the local area for students with SEN and disabilities.

In addition, Nottinghamshire County Council has published its Local Offer which is a comprehensive directory of local services, opportunities and access for children and young people with SEN and disabilities in the area. This can be accessed at www.nottinghamshire.sendlocaloffer.org.uk. Further details of local specialist services can be obtained through the Local Authority's Local Offer: www.nottinghamshire.sendlocaloffer.org.uk.

You will also find details and signposting to the local offer and additional support on the school's website at: <https://www.nationalacademy.org.uk/page/?title=SEND+Information&pid=49>

What do I do if I have a concern or complaint about the SEN provision made by the school?

Depending on the nature of the concern, parents/carers can contact the following staff:

- Their child's keyworker
- The SENCo
- The line manager for the SENCo, the headteacher, Mr Brailsford
- The Governors
- The Local Authority
- MITRE Trust

Parents may also wish to contact 'Ask Us Nottinghamshire' who will support them and help with any specific concerns. They can be contacted on:

Tel: 0800 121 7772

Website: www.askusnotts.org.uk

If you feel that your concerns are not being responded to, we have a formal complaints procedure. A copy is available on request from the school main reception.

How will the school prepare my child for admission/transition?

The SENCo, deputy SENCo and head of year 7 liaise with primary schools during Y6 to begin the transition process. Information is shared concerning students with known SEN issues and meetings are arranged with students and parents where appropriate.

Once they have been offered a place in Year 6, students with SEND and their parents are invited to a series of transition events to hear about the work of the SEN department and to meet the team. We call this our enhanced transition. In addition, all students have the opportunity to attend transition days in the summer term to experience some taster lessons and meet their form tutor. Parents are also invited to meet the form tutor prior to their child's admission at an evening event again in the summer term.

When we have a full picture of a child's SEN, we note the individual needs of students on our provision mapping resource, which all teaching and support staff have access. This enables teachers to employ appropriate teaching and learning strategies for individual students.

Students who join the school from Year 7 meet with their year leader prior to arrival where at all possible and the SENCo is advised of any known learning difficulties.

For students with complex and significant needs the next transition process begins in year 9 when the student is asked to select their options for years 10 & 11. Throughout years 10 and 11, preparations are made to secure students places in further education, 6th Form or training placements. As said, the inclusion faculty will work with the CEIAG and transition leads at this time to ensure students and parents get all the information and guidance they need.

Where can I access further information?

Please visit our website to find more information about the school: <https://www.nationalacademy.org.uk/> and the SEND page on this website <https://www.nationalacademy.org.uk/page/?title=SEND+Information&pid=49>

You can email using senco@nationalacademy.org.uk. Your email will be replied to by Mr Veasey, SENCo, or Mr Walton, deputy SENCo, within 48 hours.

The Local Authority provides a framework to support schools in carrying out their duties. Nottinghamshire has introduced a Local Offer as required by the SEN Code of Practice (2015) which has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available locally; and

- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents and carers, and service providers in its development and review.

Please visit www.nottinghamshire.sendlocaloffer.org.uk for more details.

The Integrated Children's Disability Service (Nottinghamshire County Council) also advise parents/carers with regards to EHC Plans and Assessments. They can be contacted on. lcds.duty@nottsc.gov.uk