SPECIAL EDUCATIONAL NEEDS AND DISABILITY ANNUAL REPORT

TEMPLATE FOR SHARE ACADEMIES
ACADEMY SEND POLICIES CAN BE FOUND ON ACADEMY WEBSITES

Version	3
Name of report writer	Lauren McCaffrey
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Schedule of amendments:
v2.0 – clarity around reading being measured through SAS scores/ updated links to new admission arrangements / additional sentence about information sharing between schools and phases for students with SEND/ LAC and PLAC added to glossary
v2.1 – Minimal amendments. To be reviewed December 2025 to reflect changes in the SEND Policy to align with publication of the white paper in Autumn 2025.
v3- The policy has been updated to strengthen inclusion, with greater emphasis on early identification, adaptive teaching, partnership working, and the links between SEND, attendance, behaviour and safeguarding.

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1. [ACADEMY NAME]'s SEND Policy

At Share MAT we are committed to providing an inclusive education where all pupils belong, participate and achieve. We aim to remove barriers to learning and ensure pupils with SEND can access all aspects of academy life.

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in [ACADEMY NAME].

If you want to know more about our arrangements for SEND, read our SEND Policy.

You can find it on our website at the following link:

Insert link to academy website policies and documents page.

To make it as simple as possible to navigate this document, if there are any terms that are used that you're unsure of, you can look them up in the glossary at the end of the report.

2. Legislation and guidance

This document takes into account legislation and guidance set out in the following:

- Schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014
- Paragraphs 6.2 and 6.79 to 6.81 of the SEND Code of Practice
- Section 69 of the Children and Families Act 2014.

3. The types of SEND provided for at [ACADEMY NAME]

At [ACADEMY NAME], we provide support for students with the following needs:

AREA OF NEED	CONDITION	
Communication and interaction	Autism spectrum condition	
	Speech and language difficulties	
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia	
	Moderate learning difficulties	
	Severe learning difficulties	
	Global delay	
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)	
	Attention deficit disorder (ADD)	
Sensory and/or physical	Hearing impairments	
	Visual impairment	
	Multi-sensory impairment	
	Physical impairment	

4. Name and contact details of our SENDCO and other important contacts

At Academy Name, we have a wide ranging and highly skilled team of staff whose roles are linked to supporting students with SEND to access the curriculum. This team is made up of:

Mainstream

Name of role	Member of staff	Contact email
Assistant Headteacher – Inclusion	Name	Email address
Director of Inclusion/SENDCO	Name	Email address
Assistant SENDCO	Name	Email address
Advanced Teaching Assistant	Name	
Educational Teaching Assistant	Name	
Educational Teaching Assistant	Name	
Educational Teaching Assistant	Name	
Educational Teaching Assistant	Name	
Educational Teaching Assistant	Name	
Educational Teaching Assistant	Name	

[In addition, at the Academy we have a Local Authority-funded Additionally Resourced Provision for students with Autism. This team is made up of:]

Additionally Resourced Provision

Name of role	Member of staff	Contact email
Teacher in Charge	Name	Email address
Specialist Teacher of SEND	Name	Email address
Specialist Teacher of SEND	Name	Email address
Higher Level Teaching Assistant	Name	Email address
Advanced Educational Teaching Assistant	Name	
Advanced Educational Teaching Assistant	Name	
Advanced Educational Teaching Assistant	Name	

Senior Educational Teaching Assistant	Name	
Senior Educational Teaching Assistant	Name	
Senior Educational Teaching Assistant	Name	
Educational Teaching Assistant	Name	
Educational Teaching Assistant	Name	
Educational Teaching Assistant	Name	
Educational Teaching Assistant	Name	
Senior Educational Teaching Assistant	Name	
Lunchtime Supervisor	Name	

We believe that every teacher is a teacher of SEND, and all our staff receive regular training to support students with SEND. This may include:

- Weekly staff training sessions
- Morning 'best practice' briefings
- Regular SEND email updates
- INSET (training) days.

Director of Inclusion/SENDCO

Our SENDCO is name.

[He/she has [number of years'] experience in this role and has worked as [add relevant experience]. He is a qualified teacher and teaches in our xxxx.

They achieved the National Award in Special Educational Needs Co-ordination in ___. / They are working towards achieving the National Award in Special Educational Needs Co-ordination.]

[Add any relevant further training.]

Assistant SENDCO

Our Assistant SENDCO is name.

He/she has [number of years'] experience in this role and has also worked as [add relevant experience].

He/she has been awarded INSERT HERE in DATE and oversees access arrangements for students at the Academy who need additional support with examinations. Insert name is also a key member of our xxxxxx.

Trust Director Lead

Our trust Director Lead for SEND and Disability is Phillip Joy.

External agencies and experts

Sometimes we need extra help to offer our students the support that they need. Whenever necessary we will work with external support services to meet the needs of our students with SEND and to support their families. These include:

Adapt this list to reflect the professionals and organisations you collaborate with in your school

- EYSEND Team
- Local Authority Specialist Outreach
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- [insert name of Local Authority] Duty and Advice, social care and other LA-provided support services
- Voluntary sector organisations.

5. How [ACADEMY NAME] identifies students with SEND and assesses their needs

At [ACADEMY NAME], each student is assessed to ascertain the following when they arrive either at a natural transition point between educational phase, or through an in-year transfer:

- Levels of attainment in key subjects - *This will build on information from previous settings and Key Stages, where appropriate*
- Reading ability in the form of a SAS (standard age score) and/or phonics assessments
- Spelling age/ability
- Speech and language profile
- Any evidence that the student may have a disability will also be considered and reasonable adjustments will be made in order to accommodate these
- Any evidence to support concerns around SEMH reasonable adjustments will be made to accommodate and support these.

If further information is required as to ascertain starting points or to further investigate potential SEND, the following may be used:

- WellComm Speech and Language Screener
- SDQ assessment
- Boxall profile
- Lucid Exact
- CoPS
- Dyslexia Screener
- SNAP Profiles - SPLD (Specific Learning Difficulties) and Behaviour
- Sensory Audits
- Bradford online tool kit
- Handwriting assessment

- Phonics screening check
- Phonics assessments (Little Wandle)

All formal assessments sit alongside and will be used in conjunction with teacher assessments. Class teachers will regularly assess the progress of all students and identify any whose progress:

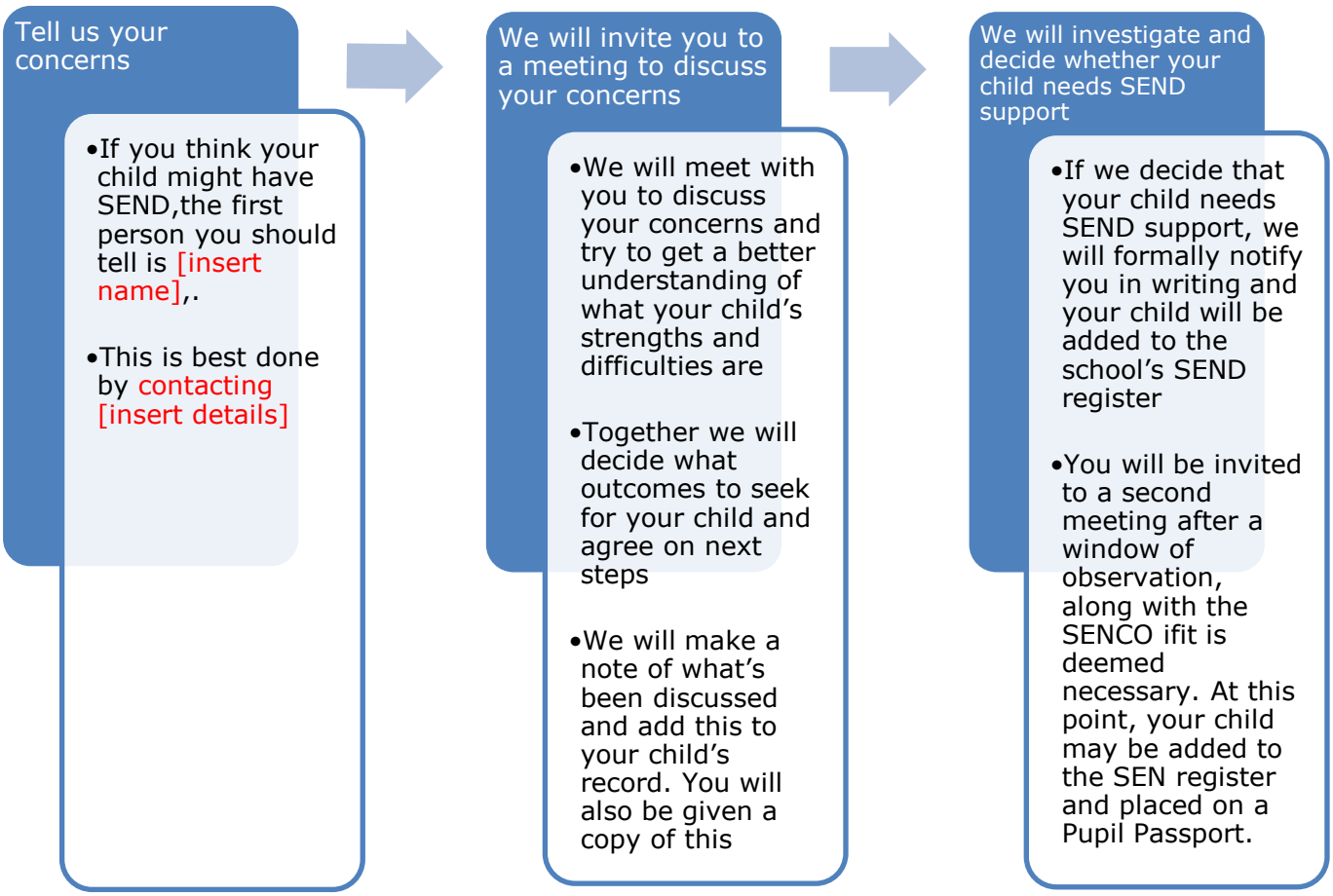
- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap despite interventions.

This may include progress in areas other than attainment, for example, wider development or social and emotional needs.

When a teacher has concerns about potential SEND, they will seek support and guidance from the SENDCo in terms of next steps in identifying and catering for need.

Early identification and timely support are central to our approach. Concerns are acted upon promptly and reviewed regularly through the graduated approach.

If you think your child may have SEND, it is important that you let us know, too, so that we can assess and find out whether this is the case. Please follow the steps outlined below:



6. Admission arrangements for disabled students

Admissions into [ACADEMY NAME] are managed by [insert authority name] Admissions service. As such, protocols for admissions for all students, including those with SEND and those who are Looked

After and have SEND, can be found here:

Insert link

7. How [ACADEMY NAME] consults students and their parents/carers and involves them in their child's education

We work in partnership with pupils, families, health professionals, the local authority and external agencies to secure the best possible outcomes for pupils with SEND.

At [academy name], we invite you, as parents/carers, to a termly review of your child's progress to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss 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.

For students with SEND, the regularity of meeting becomes more frequent. Please see the following table:

SEND category	**Supporting documentation**	**Review frequency**
SEND L	**N/A**	Ongoing monitoring through input from teachers, parents/carers and other sources
SEND K	**Additional Needs Plans (ANPs)/Pupil Passports/Individual Support Plans (ISPs)**	On a *daily/weekly/half termly* basis as part of classroom provision and Quality First Teaching and will be reviewed with parents/carers termly
SEND K	My Support Plans (MSPs)	Reviewed *termly* with all the relevant professionals, parents and the student
SEND E	Education Health and Care Plans (EHCPs)	*Informally reviewed termly* with relevant professionals
		Formally reviewed annually as part of the annual review with parents/carers, student and staff views
		Emergency (or interim) reviews of both My Support Plans and EHCPs can be conducted in light of circumstances which occur in school or if circumstances change significantly. This can be requested by either the parent/carer or key Academy staff

8. How [ACADEMY NAME] supports Looked After Children with SEND

Name, Director of Inclusion/SENDCO is the designated teacher for looked-after children (LAC) and previously looked-after children (PLAC).

Name, Director of Inclusion/SENDCO will make sure that all teachers understand how a looked-after or previously looked-after child'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 student who has SEND. However, looked-after children will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

9. How [ACADEMY NAME] supports the transitions for students with SEND – primary to secondary school and post-16

Between years

To help **students** with SEND be prepared for a new academic year we:

- Ensure that the student knows their form tutor/class teacher for the next academic year
- Ensure that they have had the opportunity to meet any key pastoral contacts

Between schools

When your child is moving on from **[ACADEMY NAME]**, we will ask you and your child what information you want us to share with the new setting. It is important that you know that there may be crucial information which we will share, regardless of your views, to help keep your child safe and doing well in school.

From primary to secondary (for primary schools)

The SENDCO of the secondary school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEND support.

Students will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Any other relevant things primary schools might do during transition.

From primary to secondary (for secondary schools)

The SENDCO of the primary school meets with our SENDCO to discuss the needs of the incoming students throughout the year before they start at [name of academy]. In some cases, this work will begin earlier – in lower Key Stage 2.

We arrange meetings with the parents of incoming students to discuss how we can best welcome their child into our community.

We set up new students with a buddy from the year above to help them get settled in and make friends.

Onto adulthood (for secondary schools)

We provide all our students with appropriate independent careers advice and guidance on paths into work or further education.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

10. How [ACADEMY NAME] teaches and adapts the curriculum for students with SEND

Your child's teacher/s is/are responsible and accountable for the progress and development of all the **students** in their class.

High-quality teaching is our first step in responding to your child's needs. Adaptive teaching is the foundation of our SEND provision and benefits all pupils. We will make sure that your child has access to a broad and balanced curriculum in every year they attend Academy Name.

We will differentiate (or adapt) how we teach to suit the way the **student** works best. There is no 'one size fits all' approach to adapting the curriculum; we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include, but are not limited to:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by adapting the content of the lesson
- Adapting our teaching, for example, giving longer processing times or pre-teaching key vocabulary
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and coloured resources
- Teaching assistants supporting **students** on a 1-to-1 basis where appropriate
- Teaching assistants supporting **students** in small groups where appropriate
- Mentoring, coaching and providing a range of SEMH-friendly interventions to give **students** reflection time.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE MAY SUPPORT THESE STUDENTS
Communication and interaction	Autism spectrum condition	Visual timetables Social stories
	Speech and language difficulties	Welcomm
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope
	Moderate learning difficulties	
	Severe learning difficulties	
	Global delay	
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Wearing of appropriate technology Makaton

	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Control of classroom environment
	Physical impairment	

These interventions are part of our contribution to [insert name of Local Authority] Local Authority's local offer.

The [academy name] Accessibility Plan is available at the following link:

insert academy website link to policies and documents

SEND interventions follow a model known as the graduated response to SEND needs. The 'Assess, Plan, Do, Review' model, which structures our approach to supporting students, is detailed on a diagram below:



1. Assess

- The teacher and the SENDCO carry out a clear analysis of the student's needs.
- The teacher and the SENDCO carry out reviews (minimum termly) of the pupils and previous targets/outcomes.
- Views of the students and their parents/carers will be taken into account.
- The school may also seek advice from external support services.
- The assessment will be reviewed every term as a minimum to ensure that the support in place is matched to the student's need.

2. Plan

- In consultation with the parents and the student, the teacher and the SENCO will decide which adjustments, interventions, targets and support will be put into place, alongside the expected outcomes, and a clear date for review.
- All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded in Arbor/CPOMS and will be made accessible to staff in a Pupil Passport/My Support Plan/EHCP/individual education plan/school-based support plan.
- Parents/Carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

- The student's class or subject teacher retains overall responsibility for their progress.
- Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCO will support the teacher and support staff in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

- The effectiveness of the support and interventions in relation to targets set and their impact on the student's progress will be reviewed in line with the agreed date.
- We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:
    - The views of the parents and student
    - The level of progress the student has made towards their outcomes
    - The views of teaching staff who work with the student.
- The teacher and the SENDCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents/carers.

11. Facilities to help students with a disability at [ACADEMY NAME]

As part of SHARE Multi-Academy trust, we work with a central finance team in order to secure the very best resources for the best value. It is important that money is spent appropriately to ensure that students with SEND are able to access the Academy's curriculum and facilities.

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

- Extra equipment or facilities
- More staffing hours
- Further, specialist training for our staff
- External specialist expertise.

If that is the case, we will consult with external agencies to secure information about what will best help your child access their learning.

SHARE Multi-Academy trust will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from [insert name of Local Authority] Local Authority's SENDACT team through appropriate referral processes.

12. How [ACADEMY NAME] ensures that students with SEND are not discriminated against and can take part in all activities with their peers who do not have SEND

At [Academy name], we ensure there are no barriers to **students** with SEND enjoying the same activities as other **students** in the Academy, including physical activities.

- All of our extra-curricular activities and trips are available to all our **students**
- All **students** are encouraged to go on our school trips, including any residential trips, trips abroad and/or adventurous activities.

- All **students** are encouraged to take part in sports day, Duke of Edinburgh's Award theatre performances (Shakespeare Schools Festival), academy choir, sports teams, performances, class assemblies and afterschool clubs

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

13. Personal development for students with SEND

The development of knowledge and skills which equip **students** with the capabilities to thrive in the challenges of modern-day Britain – is important for all. However, at [Academy name] we understand that, for **students** with SEND, this can be more challenging.

In order to ensure that students who leave [Academy name] are able to confidently navigate the challenges of life in modern Britain, adaptations, additions and adjustments to the personal development (PD) curriculum are made. These are outlined below **(INDIVIDUAL ACADEMIES TO DELETE/ADD AS APPROPRIATE):**

- One-to-one mentoring, coaching and counselling
- Academy Parliament and prefect leadership opportunities School council/house captains
- Small group sessions targeting specific gaps in knowledge or misconceptions relating to the personal development curriculum, including 'Knowing my SEND' – sessions linked to understanding and accepting their needs
- Bespoke support from The Base (drug and alcohol support service) –
- Dedicated mentoring time for EHCP students to work on life skills
- Boxing coaching and mentoring
- Thriving Kirklees referrals (mental health and emotional support).

14. SEND, Attendance, Behaviour and Safeguarding

We recognise that SEND can be linked to attendance, behaviour, wellbeing and safeguarding. Where concerns arise, staff will consider whether unmet SEND may be a contributing factor and will respond appropriately.

15. Anti-bullying Policy

Our Anti-Bullying policy can be found at the following link:

https://www.thornhillcommunityacademy.co.uk/attachments/download.asp?file=945&type=pdfinsert link to academy website

All staff at the Academy are vehemently opposed to bullying in all its forms. We recognise that all students, including those with SEND, are at risk of being bullied, but also taking part in bullying behaviour.

There are a range of measures we take to reduce the risk of this and these include, but are not exclusive to, the following:

- The behaviour curriculum
- Clear Behaviour Policy and sanctions
- Wellbeing support (including EMA support)
- Clear communication with parents/carers
- Referrals to external services

- Strong pastoral links across the Academy.

16. Parental complaints

Whilst, wherever possible, we work closely with parents/carers to ensure that their child is at the centre of all efforts, and benefitting from them, at [academy name] we acknowledge that it is important that parents/carers have the right to complain about the provision and their treatment, should they wish.

In these instances, parents/carers should refer to the SHARE Multi-Academy trust Complaints Policy and Procedure which is available at the following link:

SHARE Multi Academy Trust - Policies & Documents (sharemat.org).

Complaints about SEND provision in our school should be made to the SENDCO/appropriate member of SLT [insert name], in the first instance. It is hoped that that most concerns and difficulties, where a parent or **student** seeks intervention, reconsideration or some other action to be taken, can be resolved informally.

If you are not satisfied with the Academy's response, you can escalate the complaint. In some circumstances, this right also applies to the **student** themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination.

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

In [insert name of local authority], the appropriate intermediary service is [insert details], details of whom can be found at the link below:

[insert link]

17. Local offer for SEND

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the local offer. [insert name of local authority] publishes information about the local offer on their website:

Insert link

Our local special educational needs and disabilities information advice and support service is [insert name], and you can find more information at their website, the link for which is below:

Insert link

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support

- NSPCC
- Family Action
- Special Needs Jungle.

18. Glossary of SEND terminology

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

LAC – a student who has been in the care of their local authority for more than 24 hours is known as a looked after child

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

PLAC – a student who has been previously looked after by the local authority for more than 24 hours is known as a previously looked after child

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages