Armfield SEND Information Report 2026/2027

Armfield Academy is dedicated to providing an inclusive and welcoming education for all learners, enabling pupils with Special Educational Needs and Disabilities (SEND) to be 'the best they can be' now and in the future. We highly value our partnerships with our parents/carers and external agencies. Our approach is firmly based on the guidance provided within the SEND Code of Practice.

This SEND Information Report aims to offer parents/carers and pupils an insight into our academy's provision for pupils with SEND. We hope it provides you with a clear understanding of the support and opportunities available. This document is compliant with Schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

If you have any questions about the information contained in this report, please do not hesitate to contact our SEN Team. They be reached at 01253 207 702 or via email at send@armfield.fcat.org.uk
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What kind of SEND needs can be met at Armfield Academy?

Armfield Academy is an inclusive academy that endeavours to support the needs of all pupils across the full range of Special Educational Needs and Disabilities, in line with the new SEND framework 2015. The four identified areas of need that Armfield Academy makes provision for include:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical needs

For children with an Education, Health, and Care Plan (EHCP), parents have the right to request a particular school, and the local authority must comply unless it would be unsuitable or incompatible with the efficient education of others or efficient use of resources.

The academy enlists specialist external agencies for a full range of needs, including Autistic Spectrum Disorder (ASD), Visual Impairment, Physical Disabilities, Hearing Impairment, Specific Learning Difficulties, Sensory Processing Disorder, ADHD, Speech

and Language and moderate learning difficulties. Armfield Academy also works in partnership with parents and carers and Children and Adolescent Mental Health Services (CAMHS) to meet the needs of students with social, emotional, or mental health issues.

How does the school identify and assess children and young people with Special Educational Needs and who is responsible for overseeing this process?

At Armfield Academy, we use a variety of information to help us identify and assess pupils with Special Educational Needs. Students with a special educational need or disability are usually identified during continuous transition periods and as part of the provision at our all-through school. All students are assessed using Cognitive Ability Tests shortly after entry to our secondary phase, which assess verbal, nonverbal, quantitative, and spatial reasoning. We also use a comprehensive reading, spelling, and numeracy assessment to identify concerns requiring additional support or intervention.

Key methods of identification and assessment include:

● **Information from parents/carers:**
We encourage parents and carers to contact us with any concerns about their child's learning needs. Parents can contact their child's Form Tutor, Class Teacher, Student Support team, or the SEN Team directly. A member of the SEND Team attends all Parents' Evenings to address any concerns.

● **Pupil voice:**
Students are asked about existing special educational needs during meetings for new students joining mid-year.

● **Transition information from feeder schools:**
Armfield transition colleagues meet with external staff from nurseries and Year 6 teachers from primary schools to discuss each child's strengths and needs. SEND records are requested by Armfield Academy. A transition programme in the Summer Term for new Year 7 and reception students helps identify additional needs, leading to parental meetings and additional transition activities for identified students, including those with SEND.

● **First concerns raised by teachers and TAs**:
All academy teachers are responsible for liaising with the SEND team to raise concerns about students not already identified.

● **Screening tools:**
This includes Cognitive Ability Tests in secondary (comprehensive reading, spelling, and numeracy assessments) and baseline assessments within the primary phases.

● **Advice from specialist teachers and other professionals such as educational**

psychologists:
The academy refers to external agencies for further assessment or diagnosis as appropriate, following consultation with parents/carers. Our SEN Team leads the identification and assessment processes. You can contact the SEN Team at 01253 207 702 or send@armfield.fcat.org.uk. The SEN department at Armfield Academy also includes Joanne Staples (SEND Manager), Rachel Hurst (Assistant Headteacher) and Assistant SENCO's Coran Sharp (secondary) and Nicola Hudson (primary). Additional support staff are employed for high needs funding and general teaching assistance.

What opportunities are provided for parents and carers to be consulted regarding the identification and support of their child's Special Educational Needs?

Armfield Academy has many ways to support parents/carers to be fully involved in the identification and support of pupils with Special Educational Needs. Parent and student views are valued and essential, and parent aspirations are central to the assessment and provision. Parents are encouraged and supported to be involved in all aspects of the SEN process, from initial planning, decision-making, and the statutory review process.

These opportunities include:

● **Parent/Carer Evenings**: Parents and carers of all pupils are invited to regular parent/carer meetings to discuss their child's progress. The school's SENCo is always in attendance at these evenings to meet with parents/carers.

● **Progress Reports**: Parents/carers receive a progress report each term, with data sent three times a year (two interim and one full report).

● **Sharing Information:** The first point of contact for questions or concerns is the pupil's class teacher or form tutor. For more specific SEN-related discussions, parents/carers can contact the SENCo. Home-school communication is achieved through reflection logs, letters, texts, primary reading records, telephone calls, and meetings, including home visits where needed.

● **Parent/Carer Drop-Ins and/or Workshops:** Armfield Academy organises events and workshops throughout the year to provide valuable information about SEN provision and offer feedback opportunities.

● **Questionnaires**: Parental feedback is sought through surveys and questionnaires to evaluate SEN support and identify areas for improvement.

● **Developing and reviewing pupils' SEN support plans:** Parent/carer input is crucial, and they are actively involved in the development, review, and updating of their child's support plans. This means parents/carers can share perspectives, discuss targets, and collaborate with the school on effective strategies. This is encouraged through

consultation between school personnel and parents in decision-making and intervention planning. Parents are included in the Assess – Plan – Do – Review (APDR) cycles.

● **Annual Reviews for pupils with an EHCP**: For pupils with an EHCP, a formal review of each pupil's EHC plan takes place with parents/carers at least annually. These reviews are carried out in line with statutory guidance, with advice from the academy, external agencies, the student, and the parent/carer. Reviews can be requested by parents and carers at any time.

● **Accessibility of Information:** We are committed to ensuring all information about SEN is clear, easy to understand, and accessible. If parents/carers require information in a different format (e.g., different language, large print), the school will make necessary adjustments.

How does the school involve pupils with Special Educational Needs in decisions relating to their education?

Armfield Academy consults with our pupils with SEN and involves them in decisions about their education in many ways. Student views are valued and essential. These methods include:

● **Regular discussions with key staff**:
All pupils have regular opportunities to communicate their feelings, learning, and needs to familiar staff, including teachers, form tutors, TAs, student mentors, emotionally available adults, the SENCo, pastoral staff, and external agency staff if appropriate.

● **Choice and Decision-Making Opportunities**:
Pupils have opportunities to make choices relating to their learning during lessons, extra-curricular clubs, and future choices.

● **Self-Advocacy Support:**
Pupils are supported to communicate and express their views appropriately for their age and developmental stage, such as sharing learning, aspirations, or seeking advice.

● **Accessibility of Information:**
Pupils are provided with accessible information to demonstrate their learning, e.g., using planners to support written materials.

● **Feedback and Evaluation:**
Through the graduated approach, pupils' views are sought
regarding their learning, including the effectiveness of support received or the need for additional support.

● **Person-Centred Reviews:**

Learning Support Plans: All pupils on the SEN register are supported to contribute towards the development and review of their Learning Support Plans. They are reviewed termly.

Annual Reviews:
Pupils with an EHCP are supported to contribute towards the development and review of their plan as part of the annual review process. The review is conducted using a person-centred approach, including the views of the school, student, and parent. Pupils are supported appropriately for their age and developmental stage. Finding out what is important to the child through person-centred planning meetings and reviews are a key part of this.

● **Representation in School Decision-Making**:
Pupils with SEN are supported and encouraged to apply for leadership positions and/or serve as representatives on the school council.

How does the school assess and review the progress of children with Special Educational Needs?

Armfield Academy assesses and reviews the progress of pupils with Special Educational Needs through a variety of methods to ensure support is effective and tailored to individual needs. We have high expectations of the progress our students with special educational needs can make and set progress targets in line with national measures. Methods for assessment and review include:

● **Regular Monitoring:** Teachers and support staff continuously monitor pupil's progress through formative assessment, such as observations and questioning. This includes supporting pupils to contribute to assessments by learning to reflect on their own understanding. The quality of classroom teaching is monitored through classroom observations, ongoing assessment of progress, work sampling, and scrutiny of planning.

● **Summative and Formal Assessments**: Pupils participate in the school's regular formal assessment schedule, with adaptations made as necessary to ensure accessibility, including statutory examinations at the end of Year 6 and Year 11. We use internal tracking systems to highlight progress of individuals and identified groups.

● **SEND Support Plans:** For pupils on the SEN register, progress towards their specific targets detailed in their SEN support plans (Learning Support Plans) are tracked and reviewed as part of our termly Assess, Plan, Do, Review (APDR) cycles. At least termly, teachers, parents/carers, and the pupil review progress, discuss the effectiveness of interventions, and agree on new targets. Students who are not making expected progress are identified quickly, and additional action is recorded through termly progress meetings.

● **Annual Reviews:** For pupils with Education, Health, and Care Plans (EHCP's), annual reviews are conducted to evaluate progress towards key stage outcomes, review provision appropriateness, and make amendments. The student and parent are key stakeholders, and the review uses a person-centred approach.

● **Use of Data**: A range of data, including screening and assessment results and progress tracking systems, is used to inform the review process and identify areas for additional support or adjustments. Progress data is sent to parents and carers three times a year.

● **External Agency Involvement:** Where appropriate, Armfield Academy works with external agencies, such as educational psychologists, speech and language therapists, and other specialists, to obtain further assessments and advice.

● **Pupil and Parent/Carer Views:** The views of the pupils and their parents/carers are central to the assessment and review process. Student and parent feedback on the quality and effectiveness of interventions is also considered.

The SEN Team, along with leaders across the academy, uses learning walks, lesson observations, progress data, and book scrutiny to monitor the effectiveness of provision for all students, including those with special educational needs. The effectiveness of our overall provision is measured against the progress, attainment, and personal development of pupils with SEN in all areas of their learning.

How does the school support the transition of pupils with special educational needs between each phase of education?

Armfield Academy recognises that transition can be a challenging time for all pupils, especially for many with Special Educational Needs. To support times of transition, we work hard to:

● Plan early involving the pupil at the centre of all planning.
● Find out and share information about pupils' needs from parents/carers, previous settings, and, where possible, the pupil themselves.
● Hold transition meetings, for example, with feeder primary schools, sixth form colleges, and Alternative Provision (AP) settings. Staff meet with nursery staff and Year 6 teachers from primary schools to discuss each child's strengths and needs.
● Support visits to new settings.
● Create individualised transition plans when a need is identified, which may include strategies such as social stories, extra visits, and strategies to reduce anxiety.
● Collaborate with external agencies.

Preparing Students with SEN for Adulthood:

Armfield Academy prepares students with SEN for adulthood in many ways, including:

● Developing independence skills from the time the pupil begins their journey.

● Explicitly teaching personal and social skills through our PSHE curriculum and personalised support.

● Offering careers guidance: A specialist Post 16 event is held during the academic year, open to any student and their parent/carer, with colleges and training providers in attendance. Open days for colleges are published for Year 11 students.

● Helping to raise aspiration and awareness of opportunities beyond school, including work, education, and training opportunities. Parents may access the National Careers Service website or local offer for options.

● Building links with post-16 providers. The SEN Team supports students, parents, and external providers to ensure a smooth transition, including helping with application forms. Additional advice and information is provided to colleges and training providers with the student and family's agreement.

● Providing work-related experiences and/or opportunities to develop academic and/or technical skills as part of FCAT's Compass Curriculum, offered to all pupils in Year 10-11.

● Encouraging participation in community activities and the development of social relationships. The SEN team can signpost students and their families to external clubs to enhance social interaction, physical development, and wellbeing.

● Ensuring EHCP reviews focus on adulthood. For students with an EHCP, including employment, independent living, and participation in society.

What is the school's approach to teaching children and young people with Special Educational Needs to ensure progress?

Armfield Academy is committed to ensuring that all pupils, including those with Special Educational Needs (SEN), make at least good progress. This is achieved through a graduated approach to provision, supported by Assess, Plan, Do, Review (APDR) cycles. Our special educational needs provision is based on the understanding that no two students' profiles are the same, requiring an individualised approach. All academy teachers are responsible for making their lessons accessible to all.

Our graduated approach involves the following stages:

1. **High-Quality Adaptive Teaching and a Trauma-Informed Approach:**
These form the foundation of our provision for all pupils. Teachers adapt their practice to meet classroom needs, including pupils with SEN. If a pupil's needs are met through this approach, universal provision continues. Teaching and support staff are made aware of any special educational needs or disability a student has, and suggested strategies or external guidance are shared through provision maps.

2. **Universal + Provision:**
For pupils requiring additional support, Armfield Academy implements Universal + Provision, involving further adaptations and close monitoring.

3. **Targeted SEN Support:**
Pupils requiring support that is "different from or additional to that normally available to pupils of the same age" receive Targeted SEN Support. These pupils are placed on the SEN register and have a SEN Support Plan (Learning Support Plan). This plan details specific, time-limited interventions. Progress is reviewed at least termly with parents/carers, pupils, and staff, using the APDR cycle. If outcomes are met, pupils may return to universal provision. If not, targeted support continues, and advice from external agencies may be sought. Where appropriate, classroom-based support and intervention take place in one-to-one, small group, or whole-class settings. Intervention lessons are also taught by subject teachers or teaching assistants and can occur before, during, or after the school day. Literacy, English, Numeracy, and Mathematics intervention is available for identified students through timetabled lessons and activities.

4. **Specialist SEND Support**:
For pupils with complex needs, Armfield Academy may initiate an Education, Health and Care Plan (EHCP) needs assessment. Pupils with an EHCP are also on the SEN register and have a Specialist Support Plan, outlining the provision specified in their EHCP. Progress is reviewed at least termly, including an Annual Review with parents/carers, pupils, and relevant external agencies. If the pupil meets the outcomes in their EHCP, the plan may cease. If the school cannot meet the needs outlined in the EHCP, an emergency Annual Review will be convened to seek further specialist advice. Collaboration with parents/carers is essential at all stages of this process. The APDR cycle ensures that assessment, planning, implementation, and review are conducted in partnership to ensure support is effective and responsive to individual needs.

How are adaptations made to the curriculum and the learning environment to accommodate the diverse needs of children and young people with Special Educational Needs?

Adaptations are made to the curriculum and the learning environment by carefully considering each pupil’s individual needs and making changes to how we teach and the learning environment. All of our students have access to the National Curriculum, which

allows students with special educational needs to discover their strengths and close any gaps. This includes:

● Explaining things clearly and, when appropriate, breaking down learning into smaller parts (direct instruction).

● Teaching strategies to help pupils plan, check their understanding, and become more independent learners (meta-cognitive strategies).

● Offering scaffolding to support learning, for example, visual aids or sentence starters, which are gradually removed as the child becomes more confident.

● Using various ways of grouping children for learning.

● Using technology, for example, special software or communication devices, to help pupils access learning and participate fully. This includes laptops for independence and learning for students with handwriting, recording, or specific learning difficulties, and 'reading pens'.

● When necessary, learning is supported by interventions to ensure pupils make progress from their starting points.

● Making reasonable adaptations to the learning environment to ensure the curriculum is accessible to all, which may include physical aids and adaptations, for example, adapted seating plans, and/or adapted seating. The academy is fully inclusive, and reasonable adjustments are made to ensure access for all to the curriculum and wider school life.

● Specialist equipment is provided when a need is identified and resources are allocated, e.g., a lift is available to reach all floors, enlarged text for visually impaired students, and teaching assistants to accompany students safely to lessons. Ramps and lifts are in place to access all areas of the academy. Accessible toilets are available.

Armfield Academy makes adaptations to the curriculum and learning environment by:

● Assessing pupil’s needs.
● Planning for adaptations.
● Making these adaptations.
● Checking regularly if it's working and making changes as needed.

For pupils with an EHCP, individualised support is provided based on their specific needs, as detailed in their EHCP plan.

What expertise and training do staff receive to support pupils with Special Educational Needs?

Armfield Academy ensures staff have expertise and receive training to support pupils with Special Educational Needs as follows:

● **Expertise and Training:**
Each teaching and non-teaching member of staff receives relevant training throughout the year and as necessary. All academy staff have ongoing and personalised professional development and training, delivered through a mix of in-house and external specialists. Armfield Academy staff have access to the Fylde Coast Academy Trust's (FCAT) professional development programme. Meetings are held with teachers of individual students to share expertise about effective support provision.

● **Securing Specialist Expertise**:
Armfield Academy has a graduated approach to intervention, recognising that some students will need external services and specialists beyond high-quality first teaching. This is discussed and agreed with parents and carers.

o External Agencies:
The academy buys in services from Communicate for speech and language therapy. We maintain good links with Health, including an academy nurse, Children and Adolescent Mental Health Services (CAMHS),and NHS speech and language therapists. We secure support from local authority services, including Educational Psychologists, specialists in Autistic Spectrum Disorder and Specific Learning Difficulties. Specialist nurses provide advice and strategies for teaching students with SEN and medical conditions. The academy nurse offers updates and training where needed.

o Internal Staff:
The SEN Team coordinates multi-agency work. The SEN Team includes an Assistant Headteacher for SEN and Inclusion, two assistant SENDCO's (one primary, one secondary) and a SEN Manager. In addition to this, we have a team of support staff who deliver specific interventions for Speech, Language,Communication, SEMH and Cognition and Learning. The academy also has a named Educational Psychologist, School Nurse Specialist Practitioner and a counsellor.

How does the school evaluate the effectiveness of the support provided for pupils with Special Educational Needs and what measures are in place for continuous improvement?

The effectiveness of Armfield Academy's overall provision is measured against the progress, attainment, and personal development of pupils with SEN in all areas of their learning. The effectiveness of interventions for learners with SEN are measured using the graduated approach to SEN, specifically the Assess-Plan-Do-Review (APDR) model.

Measures for evaluation and continuous improvement include:

● **Progress Monitoring**: We have high expectations for progress. Progress of students with SEN support needs is monitored in line with school assessment procedures, using internal tracking systems to highlight progress of individuals and identified groups. The effectiveness of provision for individual pupils requiring additional SEN support is monitored via the assess-plan-do-review cycle.

● R**egular Reviews:** All EHCPs are reviewed annually, in line with statutory guidance, with advice from the academy, external agencies, the student, and the parent/carer. Progress towards outcomes is tracked and reviewed termly, with next steps identified.

● **Data Use:** Progress data is sent to parents and carers three times a year. The SEN Team, along with leaders across the academy, use learning walks, lesson observations, progress data, and book scrutiny to monitor how effective our provision is for all pupils, including those with special educational needs. The quality of classroom teaching is monitored through classroom observations by the senior leadership team, the SEN Team and external verifiers.

● **Feedback Mechanisms**: Pupil feedback on the quality and effectiveness provided is actively sought. Pupils with special educational needs are consulted on their views and opinions about the academy, their learning, and wellbeing through the review of their learning plans.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN?

Armfield Academy enables pupils with Special Educational Needs to engage in school activities alongside their peers through a whole-school commitment to inclusive practices incorporating the environment, curriculum, and extracurricular provision. All students, including students with disabilities, are encouraged to join in all aspects of school life. The academy is fully inclusive, and reasonable adjustments are made to ensure access for all to the curriculum and to the wider life of the school, including clubs and trips.

● **Environment:** Our learning environment is emotionally supportive and Trauma Informed, fostering encouragement and respect. We strive to create welcoming spaces with reasonable adjustments for diverse needs. The building is made accessible through physical provisions like ramps, lifts, and wide corridors to access all areas. Appropriately adapted resources, including ICT, are available. Learning spaces are high quality, structured, and tidy. Accessible toilets are available. Teaching Assistants (TAs) are made available to supervise movement around the academy.

● **Curriculum**: Our curriculum is broad, balanced, and adaptive to meet pupils' needs. When necessary, learning is supported by interventions to ensure pupils make progress from their starting points. For pupils on the SEN register, individualised support is provided based on their specific needs, as detailed in their SEN plans, and for EHCP pupils, in their EHCP plans. The deployment of teaching assistants is strategic, maximising their impact on pupil learning and inclusion. Our curriculum also provides opportunities to develop pupils' cultural capital, ensuring all pupils, including those with SEN, have access to a rich and varied educational experience.

● **Extracurricular Provision:** As part of our extended curriculum offer, Armfield Academy actively monitors, encourages, and supports all pupils to participate in extracurricular activities, including clubs, school events, and trips. There is an exciting range of enrichment activities available to all students. Activities are timetabled and updated throughout the year. Many clubs and after-school sessions are offered.
All academy visits are inclusive and follow Blackpool's approved risk assessment procedures. The school ensures sufficient staff expertise to ensure no child with SEN or a disability is excluded from any arranged activity.

What support is available for improving the emotional and social development of children and young people with special educational needs?

Armfield Academy understands that the emotional and social well-being of pupils with Special Educational Needs is crucial for their development and learning. Our provision includes:

● Our PSHE curriculum.
● Check-ins with an emotionally available adult.
● A school counsellor.
● Withdrawal spaces.
● Attendance support.
● Specific interventions.
● Multi-agency support.
● Parent/carer pastoral support.
● Our more vulnerable students have access to the pastoral support staff
● The pastoral areas have a caring and experienced team able to offer emotional and social support, as well as signposting students and families to services like bereavement counselling, young carers, or our own SEMH champion.

Armfield Academy has a robust behaviour policy and anti-bullying policy. These include proactive strategies to prevent bullying of all pupils, including those with SEN. These policies include explicit teaching of appropriate behaviour in and out of school.

How does the school engage multi-agency support in meeting the Special Educational Needs of children and young people and supporting their families?

As part of FCAT's graduated approach to meeting the needs of pupils with SEN, Armfield Academy works with a range of external agencies. Our SEN Team coordinates this work. The SEND team and Pastoral support team work collaboratively, holding weekly meetings to ensure the right personnel from the Academy and external agencies are in place to support students and evaluate intervention input.

The agencies we work with include:

● Educational Psychologists.
● Speech and Language Therapists (from Communicate Speech and Language Service and NHS).
● Advisory teachers
● Child and Adolescent Mental Health Services (CAMHS).
● Social Workers (not explicitly mentioned but implied through "Early Help Intervention Officers" and "multi agency support").
● School Nurses (including Specialist Practitioner, who also offers weekly 'drop in' sessions for students).
● Blackpool / Lancashire Local Authority: This includes securing support from local authority services and referring to the Blackpool/Area Wide Local Offer.
● Other specialists such as paediatric nurses
● Counsellors
● The Primary Mental Health team

What procedures are in place for handling complaints from parents/carers of children with Special Educational Needs regarding the provision made at the school?

Armfield Academy always aims to address any concerns parents/carers may have promptly and effectively. We work in partnership with home and listen fully to the views of our parents and carers, including any concerns or issues. We welcome all parents and carers contacting the academy and raising any concerns they have, encouraging early contact to resolve issues collaboratively.

If parents/carers feel that their views have not been adequately considered, Armfield Academy has a formal complaints policy and procedure in place. Parents/carers can find details of this procedure on the school's website, or it can be requested at any time. The range of formal and informal opportunities for parents and carers to meet with the school means we can regularly check in and listen to the views of home about our provision.