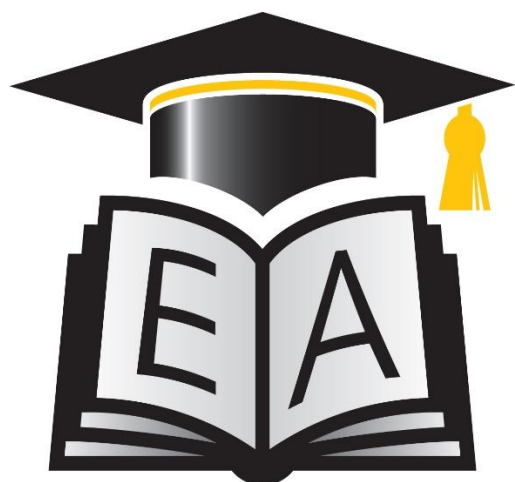




ENDEAVOUR
ACADEMY

SEND Information Report 2025-2026

Approved by:	Carol Rhodes	Date: Autumn 2025
Last updated on:	Autumn 2025	
Next review due by:	Autumn 2026	

SEND Information Report: 2025 - 2026

Introduction

As part of the Children and Families Act 2014, all schools are required to make available their Local SEND Offer to families, which details how they can support children and young people with a special educational need and/or disability (SEND).

Dedicated contacts at the school

Contact telephone – 0161 368 3366

Contact email – secretary@endeavouracademy.org.uk

Website – www.endeavouracademy.org.uk

- SEND Coordinator (SENDCo) – Ms Elizabeth Hill
- Designated Safeguarding Lead – Mrs Carol Rhodes
- Deputy Designated Safeguarding Leads – Ms Elizabeth Hill, Mrs Jaice McDonald and Miss Suzanne Kennedy
- Principal – Mrs Carol Rhodes

Admissions

The Enquire Learning Trust is the admission authority for Endeavour Academy and is responsible for determining its admission arrangements. These admission arrangements can be found in the admissions policy on the Enquire Learning Trust website:

<https://enquirelearningtrust.org/key-information/admissions>

The types of SEND we provide for at Endeavour Academy

At Endeavour Academy, all children with SEND are welcomed, valued, and are an integral part of our school community. We hold high expectations for all children within our academy, including those with SEND. Where appropriate and in the best interests of the child, we strive to meet the needs of children with SEND (with or without an EHCP) within our mainstream setting. We provide for children within all 4 areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and / or Physical Needs

In addition to our mainstream SEND offer, we are proud to be able to offer a brand-new Resource Base unit (The Hive) in collaboration with Tameside Local Authority. The Hive opened in September 2025 as a response to the increase in needs in the local community within the SEND area of Communication and Interaction. The Hive is a dedicated KS1 resource base for children with an Education Health Care Plan (EHCP) for significant Speech Language and Communication Needs and / or a diagnosis of Autism Spectrum Condition (ASC). The Hive can accommodate up to 12 children and is staffed by one class teacher, one higher level teaching assistant (HLTA) and two teaching assistants (TAs), providing a ratio of 1 adult to 3 children

Admission to The Hive is determined by Tameside Authority and agreed at their SEND panels.

How we identify SEND

We identify SEND by following the Endeavour Graduated Approach, detailed on the next page.

Class teacher and/or parents have concerns about a child who is not making the same progress as others

The class teacher will monitor the child's progress in school, sharing concerns with all staff that work with them. If concerns continue then the class teacher will discuss further with the pupil's parents/carers and complete Cycle 1 of our Graduated Approach.

Cycle 1

The Cycle 1 paperwork outlines a description of a child's emerging needs and actions/strategies taken to support the child. It also takes into account the child's views and parent /carer views. Teachers will review their Quality First Teaching, ensuring that it is inclusive and addresses all learning differences. This may involve the class teacher setting up some different or extra approaches to help address the child's difficulty e.g. extra reading sessions, extra visual cues etc. This will be monitored over at least one full term. After one full term, the class teacher will review the child's progress. The cycle 1 paperwork is shared with parents / carers and all adults in school who work with the child. After this time, if school feel that the child needs further support, then it may be agreed by school and parents /carers that the child should go onto school's SEND register. This is when the SEND Coordinator will become involved with the child. Endeavour's SEND Coordinator is Ms Elizabeth Hill.

Cycle 2

Once a child is on the SEND register, they will move onto cycle 2 of the Graduated Approach. This is known as SEN support. The SEND Coordinator may observe the pupil and / or carry out relevant assessments to gain further information. The SEND Coordinator may also refer to outside agencies for specialist support. Class teachers will set desirable outcomes and plan strategies and provision to support the child. This will be reviewed termly with parents. If a child makes accelerated progress whilst on cycle 2, it may be appropriate for them to be taken off the SEND register. If this happens they will be monitored through termly whole class pupil progress meetings.

Cycle 3

If a child's needs cannot be met through Cycle 2, a meeting will be arranged with the pupil (where appropriate), parents / carers, SEND Coordinator, class teacher and any other professionals involved, to discuss applying for an Education Health Care Plan (EHCP). Further information on the EHCP process can be found on Tameside's Local Authority website: <https://www.tameside.gov.uk/Education/Parent-guide-to-education-health-and-care-plans> Once a child has an EHCP, they will move onto Cycle 3 paperwork. This is similar to the Cycle 2 paperwork but will reflect the outcomes and provision stated by the Local Authority within the child's EHCP. As with Cycle 2 plans, Cycle 3 paperwork is reviewed termly by class teachers and parents / carers. In addition, a formal Local Authority review of a child's EHCP is held by our SENDCo every 6 months for a child within EYFS and every 12 months for a child within KS1 and KS2.

How we involve pupils and their parents/carers

- We are child and family centred, so you will be involved in all decision making about your child's support.
- Where a pupil is in looked after care, we will liaise closely with carers, parents (where appropriate) and the local authority, ensuring they are fully informed of the pupil's needs and current targets. Our school SENDCo (Ms Elizabeth Hill) is also our Designated Teacher for children who are looked after, allowing for seamless coordination between any SEND plans and a child's Personal Educational Plan (PEP).
- When we assess SEND, we discuss if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way to make progress.
- We understand that parents and carers know their child best, so we listen carefully and value all contributions.
- As part of our Graduated Approach, we find out the pupil's views and the parent/carer views and this is represented in their paperwork. If a pupil is pre-verbal or struggles to communicate, we gather their views in other ways e.g. by observing them within the setting / asking the child's parents / carers about the child's interests and the things they find tricky.
- When requested, we will support, give advice and model to parents and carers suggestions of strategies and activities they can try at home to help support their child's learning.

How we adapt the curriculum and modify teaching approaches

All staff are aware of the SEND Code of Practice, September 2014

- Quality First Teaching is at the heart of every teachers' practice at Endeavour. We have high aspirations for all pupils, including pupils with SEND.
- All our staff are trained so that they can adapt to a range of SEND. This includes:
 - Communication and Interaction needs, such as speech, communication and language needs (SCLN) or Autistic spectrum condition (ASC)
 - Cognition and Learning needs, such as moderate learning difficulties (MLD) or specific learning difficulties (SpLD) such as dyslexia
 - Social, Emotional and Mental Health difficulties (SEMH), such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder (AD). SEMH also encompasses a variety of mental health issues such as anxiety and depression
 - Sensory and/or Physical needs, such as visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or a physical disability (PD)
- All our staff are trained to adapt resources and work, so that every child is able to learn at their own pace and in their own way. Staff do this whilst still providing an appropriate level of challenge.
- Where appropriate, we use interventions tailored to the pupil's needs. Interventions/extra support take place within the classroom where possible, either on a one to one or small group basis and where appropriate out of the classroom in a small, quiet room.
- We offer a range of supportive measures for children with SEND within our school. This can include:
 - One to one support from a trusted adult e.g. a daily meet and greet
 - Mentoring sessions to talk about worries/feelings
 - Think Bricks - a therapeutic intervention to support children's mental health and wellbeing
 - Healthy Hyde – a small group wellbeing intervention through the NHS
 - 1:1 Thrive Reparative Sessions with a Licensed Thrive Practitioner – supporting a child's emotional health, wellbeing and social skills
 - Nessy Reading and Spelling programme (to support children screened as moderate to high risk of having Dyslexia).

- Clicker 8 (An App Based Literacy Programme) to provide extra support for pupils with literacy skills and recording).

We also have access to a range of supportive and specialist equipment and resources that can be used to offer further support to children. These include:

- Individual workstations; visual timetables; standing desks; easy grip pencils; wedge and wobble cushions for sitting; first and then boards, countdown timers, ear defenders, weighted blankets, privacy screens and Theraband.
- Specialist equipment provided by external services to support children with any physical or sensory difficulties, such as a changing bed, adapted chairs, walking frame, Radio Aids, Visual Impairment supportive equipment etc. Staff are fully trained by external services in how to use the equipment correctly to support the child effectively.
- A range of visuals, some Makaton signs and Picture Exchange Communication System (PECs) to support children with communication difficulties.

We are a fully accessible school, with a lift to get from one level to the next and a disabled toilet on the ground floor. Please see our Accessibility Plan in the Policies section of our school website for further information regarding accessibility.

Staff regularly attend training internally and externally so that they can further support the ever-changing needs of specific pupils with SEND.

How we assess and review pupil progress

- Pupils will be assessed against their desirable outcomes as detailed in their Graduated Approach paperwork. These will include a mix of academic outcomes alongside outcomes based on their primary area of need.
- Where a pupil is working below their year group, we will assess them using objectives from the year group they are working on.
- If a pupil is working significantly below their year group, they will be assessed using PIVATS. PIVATS is an assessment tool which measures, and celebrates, small steps of progress made by pupils who are significantly below age related expectations due to attributes of SEND. It breaks assessment criteria into small steps to allow progress to be measured and monitored and to guide the next steps in a child's learning.
- Our senior leadership team check the progress of all pupils every term and discuss what we are doing to ensure that all pupils make good progress. Our senior leadership team look very closely at tracking data for all vulnerable groups, including those with SEND. These children are also monitored by the SENDCo to ensure that they are making progress and that appropriate strategies and provision are in place.
- We check how well a pupil understands and makes progress in each lesson, using assessment for learning (AFL) strategies.
- In accordance with the SEND Code of Practice, teachers will discuss progress with the parents of pupils with identified SEND three times per year. At Endeavour, this will take place at the Autumn Term Parent's Evening, the Spring Term Parent's Evening and then in a separate meeting during the Summer Term. In addition, for children with an EHCP, a Statutory Local Authority Annual Review of their EHCP will take place once a year around the anniversary of when the EHCP was first written or last updated. This review will be organised by the SENDCo and all those involved in supporting the child in achieving their desirable outcomes will be invited to contribute to the review process.

Specialist services

We have access to a wide range of specialist services. These include:

- CAMHS – (Child and Adolescent Mental Health Service)
- Sensory Support Team (Visual and Hearing Impairment)

- Applied Psychologies (Educational Psychologist, Communication and interaction specialists and other services)
- Integrated Services for Children with Additional Needs (ISCAN) - Speech and Language therapists, Physiotherapists, Occupational therapists
- Paediatricians
- Specialist Nurse for children with Epilepsy
- Specialist Nurse for children with Diabetes
- School Nurse
- Health Visitors
- Tameside Specialist Outreach Support Services (TSOSS)
- Tameside Educational Psychology Service

We also have access to a wealth of knowledge and support from the Enquire Learning Trust's dedicated SEND team, as well as from other SENDCos working throughout the Enquire Learning Trust academies.

Extra-curricular activities

- Each half term, we offer a range of extra-curricular clubs. All children with SEND can access these and staff will adapt the activities to accommodate any child's needs.
- We have regular educational visits and residential visits. Pupils with SEND are always included in these. We choose visits that are accessible to all.

Behaviour and Anti-bullying

- We have comprehensive 'Behaviour and Discipline' and 'Anti-Bullying' policies which can be found in the 'Policies' section of the school website.
- Where a pupil is at risk of suspension or permanent exclusion, we endeavour to work closely with parents/carers and any appropriate external agencies to introduce strategies to reduce the risk.
- The Enquire Learning Trust have a dedicated SEND team, where SENDCos can seek further advice and support.

How we support pupils with transition

- We have good links with the local private nurseries and high schools.
- We arrange transition meetings between our year 6 teachers and the local high schools.
- We share SEND information with high schools using the secure 'SixintoSeven' online portal, ensuring relevant information is available to high schools in time for them to plan appropriate transitions and support where needed.
- The Local Authority informs us of any identified SEND needs of pre-school children expected to transfer into our Reception class, so that we can ensure we have necessary adjustments in place ahead of the child starting with us.
- Where requested, we will attend annual review / SEND planning meetings with Nurseries and High Schools regarding children transferring to or moving on from our setting
- We can arrange additional visits to our own school and other schools so that children can familiarise themselves with their new settings.
- Where appropriate, we set up transition books with the child that includes all information and photographs of their new setting.
- We support transition between year groups by arranging visits to new classrooms with the child's new teachers. Where appropriate, we also provide transition books and/or social stories for children, which include pictures of the new teacher, teaching assistant (where applicable) and classroom.

What to do if you are not happy with the support your child is receiving at school

- Your first point of contact is always the relevant member of Endeavour Academy staff. This may be the class teacher, the SENDCo or the Principal. Explain your concerns to them first.

- If you are not satisfied that your concern has been resolved then you must follow the advice set out in the complaints policy from The Enquire Learning Trust. This is available in the 'Policies' section of The Enquire Learning Trust's website:
<https://enquirelearningtrust.org/key-information/policies>

Where parents/carers can get extra support

From Endeavour Academy

- A partnership between parents/carers and school is vital to the progression of every pupil's learning, particularly for pupils with SEND. There are numerous ways to achieve this at Endeavour Academy. In addition to parents' evenings, reports and review meetings, parents / carers and school staff can communicate by:
 - Requesting an appointment with your child's class teacher
 - Requesting an appointment with the SENDCo
 - Telephoning the school on: 0161 368 3366
 - Emailing us at: secretary@endeavouracademy.org.uk

From Tameside Local Authority

- Parents and carers can access Tameside's Local Offer online at:
<https://www.tameside.gov.uk/localoffer>
This details a whole host of services and resources available to Tameside children with SEND and their parents / carers / families.
- Tameside SEND Team can be contacted by telephone: 0161 342 4433. Lines are open Monday to Friday 9am – 4.30pm.

From Independent and / Or Charitable Services

- Tameside SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) - run by The Together Trust.
SENDIASS is a free, impartial and confidential service offering information to young people with SEND and to their parents and carers. They can be contacted by telephone or email: 0161 359 8005

tamesidesendiass@togethertrust.org.uk
- OKE (Our Kids Eyes). A Tameside based charity offering support, information and activities to families of children and young people who have special educational needs and / or disabilities. They can be contacted by phone: 0161 342 5550.