

# **SEND Information Report 2025-2026**

## Policy Review

<b>Next Review Date:</b>	September 2026
<b>Ratified by:</b>	Governors
<b>Date Ratified:</b>	September 2025
<b>Dissemination:</b>	This policy will be shared on the school website for all to view/access

## Document Control - Policy Amendments

<b>Date</b>	<b>Version</b>	<b>Summary of Changes</b>	<b>Reviewer/s</b>
September 2025	1.0	None	Ms J Hammond

Neale Wade Academy's SEND Information Report has been written in line with the following areas of legislation and guidance:

- Special Educational Needs and Disability Code of Practice 0 to 25 years (2015)
- Children and Families Act (2014)
- Equality Act (2010)

It is a requirement of all schools and academies to publish key information about the Special Educational Needs processes and their provision for SEND.

"Schools should ensure that the information is easily accessible by parents and is set in clear, straightforward language." (Special Educational Needs and Disability Code of Practice 0 to 25 years (2015) Section 6:79)

If you require support to access this document, including having this document translated, please contact Jo Hammond (Assistant Principal – SEND and Inclusion) on 01733 383888 or email [office@neale-wade.org](mailto:office@neale-wade.org) .

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## What is meant by Special Educational Needs and Disabilities (SEND)?

Special educational needs, often referred to as 'SEN' or 'SEND' (Special educational needs and disabilities), is a term used to describe learning difficulties or disabilities that make it harder for a child to learn compared to children of the same age.

All children may experience challenges with their learning at some point and for most children, these difficulties overcome with support from teachers and home. However, children with SEND are likely to need extra or different help to be able to learn.

Some children may have SEND because of a medical condition or disability, other children may have SEND without a diagnosis or disability.

Children are not considered to have SEND just because their first language is not English, though some children for whom English is a second language may also have SEND.

"Children have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children with Special Educational Needs:

- Have a significantly greater difficulty in learning than the majority of others the same age, or
- Have a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream school. "

(SEND Code of Practice)

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children and young people for the same age by mainstream schools. This covers many different things including (though not limited to) communicating through sign language, having worksheets in a larger font or needing shared or small group support.

Some children and young people may need extra help which is not special educational provision such as having medication at school. As this is not support with education or training it would not be classed as special educational provision.

A child or young person has a disability if:

- they have a physical and mental impairment which has a substantial and long-term adverse effect on their ability to carry out day-to-day activities.

## **Do all disabled young people also have Special Educational Needs (SEN)?**

Many children and young people with SEN may have a disability under the Equality Act 2010 if they have:

"... a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day to day activities."

This definition includes sensory impairments such as those affecting sight or hearing and long- term health conditions.

Children with those conditions do not necessarily have SEN, but there is a significant overlap between children with disabilities and those with SEN.

Where a disabled child requires special educational provision, they will also be covered by the SEN definition.



## How are special educational needs identified?

At Neale Wade Academy, learners are identified as potentially having special educational needs through the Graduated Response. Information is gathered in a variety of ways, including the following:

- Close liaison with primary schools
- Attainment, progress and behaviour data analysis
- Evidence based, standardised screening tools
- Testing and assessing learners
- Rigorous tracking of learner progress through testing and assessments
- Target setting using prior and historic data to track trends
- Concerns raised by parents
- Concerns raised by staff
- Lesson observations
- Liaison with external agencies
- Health diagnosis through a paediatrician or medical professional

Also, subject teachers make regular assessments of progress for all learners.

Subject teachers will identify if a learner is making less than expected academic progress given their age and individual circumstances. When slower than expected progress occurs, a class teacher's first response is to review and adjust, as necessary, the high-quality teaching strategies used in the classroom. They may also contact you to discuss the progress of your child and consider 'next steps' with you. Teachers will routinely speak to you during our scheduled subject evenings timetabled through the year.

If, despite high quality teaching and reasonable adjustments in the classroom, progress is still not made in a subject area, this will result in a referral to the subject leader to enact short-term support to specifically target your child's area(s) for development. They may also be referred to the Head of Year to investigate their progress across other subjects.

If progress continues to be less than expected, the Head of Year or SENDCo will contact you to discuss support mechanisms to secure better progress and outcomes for your child.





## For which types of SEND does Neale Wade Academy provide?

All staff at Neale Wade Academy are committed to providing opportunities for learning which are closely matched to learners' abilities and aspirations. Lessons are carefully prepared to provide support and challenge for all learners, respecting their different starting points, so that all learners can make good progress over time.

We provide high quality teaching for young people who may have special educational needs under the following broad areas:

### **Communication and Interaction**

- A child may have difficulty in talking to others or understanding what others are saying to them;
- A child may have difficulty with interactions with others, such as not being able to take turns.

For example:

- Autism
- Speech, language and communication needs

### **Cognition and Learning**

- A child may find all learning difficult or have difficulties with specific activities such as reading or spelling;
- A child may have trouble understanding instructions and carrying out tasks;
- A child may have memory difficulties.

For example:

- Moderate Learning difficulties (MLD) - A child with MLD may take longer to learn skills than the majority of their peers and are likely to require extra support in the academy;
- Specific Learning difficulties (SpLD) including: Dyslexia, Dyspraxia, Dyscalculia - A child with SpLD may require some support in the academy, targeted to their specific area of difficulty such as spelling or numeracy.

### **Social, Emotional and Mental Health**

- A child may display behaviours such as having very low self-esteem or being very anxious;
- A child may display challenging, disruptive or distressing behaviours;
- A child may have underlying conditions which affect their mental health.

For example:

- Attachment Disorder;

- Attention Deficit [Hyperactivity] Disorder (AD[H]D);
- Anxiety Disorder.

### **Physical and Sensory difficulties**

- A child may have hearing or vision loss.
- A child may have difficulty with sensory processing, being under or over-sensitive to sensory stimuli;
- A child may have a medical condition which affects them physically.

For example:

- Hearing Impairment
- Physical disabilities
- Visual Impairment
- Sensory Processing Disorder



## Who can I call at the academy to discuss my child's difficulties with learning, special educational needs and/or disabilities?

In the first instance, you should contact your child's tutor to outline any concerns about your child's progress or wellbeing that you may have.

Your child's tutor will liaise with the Head of Year who will contact subject teachers and other staff to establish further details. If appropriate, they will seek advice from the SENDCo and SEND Team to address your concerns.

You are the person who knows your child best and we value working in partnership with you. We strongly believe that a collaborative approach with parents/carers is the best way to support a learner's learning and needs.



## What is an Educational and Health Care Plan (EHCP), who can request one for my child and how are they monitored and maintained?

"The purpose of an EHCP is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, preparing for adulthood."

(Special Educational Needs and Disability Code of Practice, 0-25 years, Section 9.20)

You, your child (where appropriate and aged 16 or over) and/or the Academy, usually the SENDCo, can request the Local Authority conduct an assessment of your child's needs (EHCNA). This **may** lead to an EHCP.

If agreed, an EHCP should take no more than 20 weeks from the request for an EHC needs assessment to issuing the final EHC plan. An EHCP can provide a framework for support from birth to age 25 years.

An EHCP will contain:

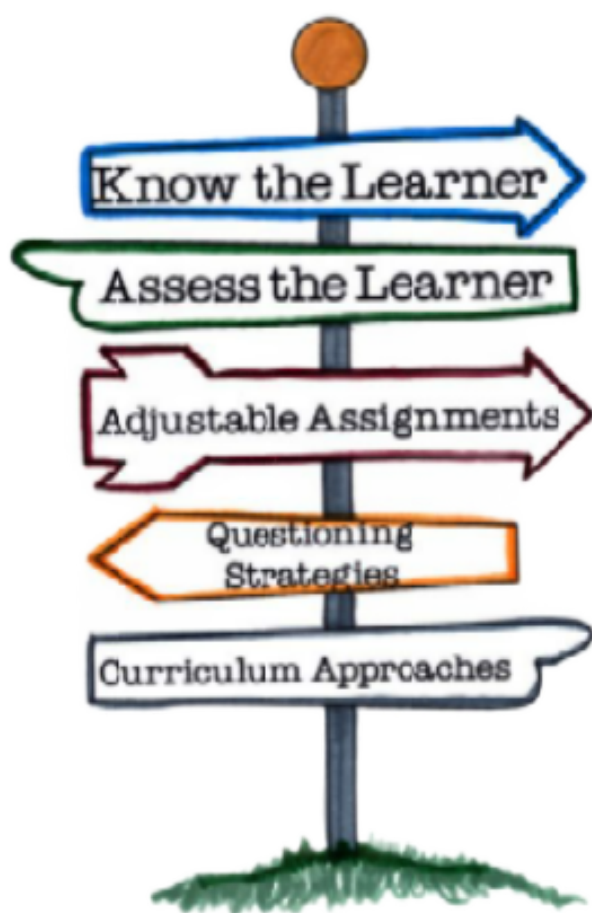
- The views and aspirations of you and your child,
- A full description of their special educational needs and include any health and social care needs,
- A description of your child's personal and learning strengths,
- Establish SMART (Specific, Measurable, Attainable, Relevant and Time-bound) targets for your child's progress
- Specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

An annual review provides you and your child the opportunity to reflect on progress towards the specified outcomes with Neale Wade Academy staff and, if appropriate, other professionals. Outcomes and provision are reviewed and adjusted as necessary to reflect and meet your child's changing needs.

Learners with an EHC Plan are overseen and supported by the Neale Wade SEND Team. They each have a Key Worker from the TA Team who has regular contact with your child. Your child has their progress, absence and conduct monitored and the SEND Team also liaises with your child's tutor and subject teachers to ensure their needs are met. The SEND Team will also arrange and attend meetings with you and wider professionals as needs change and develop across the year.

How will concerns about my child's learning, special educational needs or disabilities be communicated and who will be involved?

We ensure that teachers are aware of learners' individual needs; we share strategy sheets and co-produced Pupil Passports. We also offer individual meetings with staff to outline or review the needs of learners to support appropriate differentiation. Additionally, we provide regular professional development/training for staff on issues relating to special educational needs and disabilities.





What are the academy's arrangements for assessing and reviewing the progress of learners with special educational needs?

## A graduated approach

The SEND Code of Practice says that schools should use a 'graduated approach'. to support a child with SEND. This graduated approach has four steps: Assess, Plan, Do, and Review.

### Assess

Staff work with the SENDCo to assess your child's needs, so they can give the right support. We will involve you in this process and, wherever possible, seek your child's views. If appropriate, we will seek advice from a specialist teacher or a health professional which we will talk to you about first.

### Plan

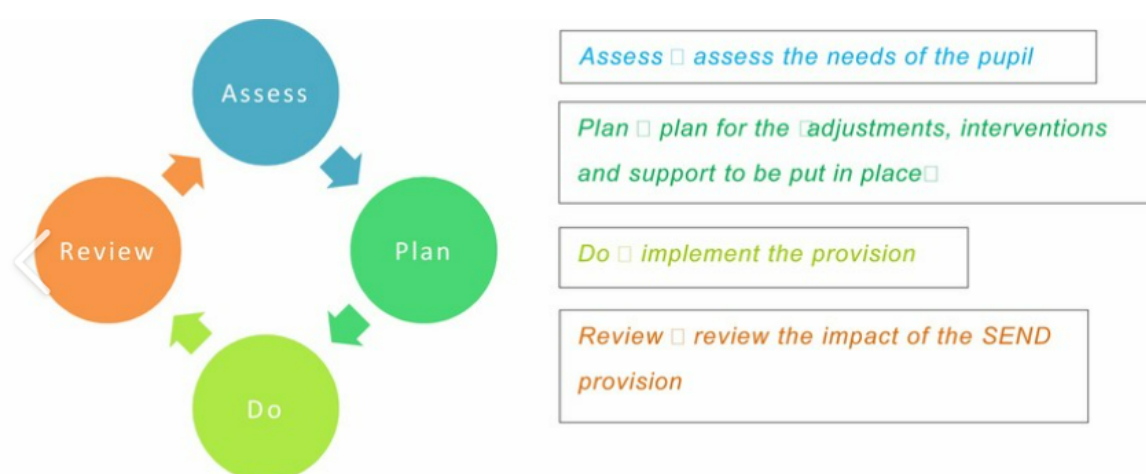
If we decide that your child needs SEN support, we will tell you and talk with you about the outcomes that will be set, what help will be provided and agree a date for progress to be reviewed.

### Do

Your child's teachers are usually responsible for the work that is done with your child, and should work closely with any teaching assistants or specialist staff involved.

### Review

We will review your child's progress, and the difference that the help your child has been given has made, on the date agreed in the plan.



## How does the academy evaluate the effectiveness of its provision for learners with SEND?

At Neale Wade Academy, we evaluate the effectiveness of our provision for all students by regular data checks throughout Key Stage 3 and Key Stage 4.

All students, including those with SEND, are set ambitious targets and the impact of teaching, and any additional support is measured, in part, by these outcomes.

We also consider the students' destinations after they leave us, be it for post-16 or for further education or training.

Where students are participating in an intervention, they are set appropriate targets within the scope of the intervention, with many interventions starting and ending with a standardised assessment in order to determine progress and next steps. These are reflected in the intervention Assess Plan Do Review.

Specifically, we use the following assessments as appropriate:

York Assessment of Reading Comprehension (YARC)  
National Group Reading Tests (NGRT)  
Wide Range Attainment Test (WRAT)  
Strengths and Difficulties Questionnaires

Several of our intervention programmes have built-in assessments.

We also use screeners where specific difficulties are suspected.

Learners with EHCPs have their progress monitored and assessed termly in relation to their bespoke targets.

Where students are not making the progress hoped for, support is adapted moving forward.



## What is the academy's approach to teaching learners with special educational needs?

- We have high expectations for all at the Academy, both staff and students.
- Every learner is entitled to a broad and balanced curriculum and all learners are encouraged, valued, respected and accepted. At Neale Wade Academy we have a fully inclusive ethos, where all learners are inspired and supported to reach their full potential.
- We have a high-quality pedagogical approach to ensure that lessons are consistent in terms of routines and expectations.
- Instructions are given clearly and in a form that is appropriate for the child – e.g. verbal, written, pictorial, diagrammatic etc. Learners are questioned routinely to check understanding of both instructions and concepts.
- Engagement is supported through a variety of teaching approaches, including practical work, pair work and group work. Where possible, work is tailored to the interests of the learners.
- Transitions within lessons are clearly signposted, using timers and countdowns. Now-and-next visuals can also be used to support this and so that learners are able to predict what is going to happen.
- Children with SEN are expected to be able to work within mainstream classes, given high quality teaching and work clearly differentiated to their level of ability. Most subjects in Key Stage 3 are mixed ability and there is always considerable in-lesson variation and reasonable adjustments will always be made. To further support progress, some students will have short-term interventions to accelerate their progress in key areas.
- When a learner has participated in an intervention, the SEND Department shares key strategies for all the learner's teachers so that they can be implemented in the classroom. This ensures that the work done beyond the classroom can also be embedded within it.



## How does the academy adapt the curriculum and learning environment for learners with special educational needs?

- We provide a well-resourced and modern learning environment and all learners are supported to enable them to access, enjoy and be successful in the full range of activities offered within the academy curriculum and environment.
- Inclusive 'High Quality Teaching' which considers the learning needs of all learners.
- Personalised learning, including adapted lesson materials, resources and equipment, to foster independence and ensure all learners can make progress over time.
- We recognise that all children are different and what works for one may not work for another. We therefore listen to the children and their parents and take a flexible and open-minded approach to making reasonable adjustments.
- Below are some examples of this, though it is not an exhaustive list.
  - Now and next visuals
  - Step by step instructions
  - Allow the use of fidget toys
  - Keeping the PowerPoint layout predictable, and giving a print out
  - Allowing have flexible deadlines / deadline extensions
  - Changing assignments to suit the learner's strengths – e.g.,
    - not making someone do a presentation, or allowing them to do it just to a very small group.
  - Movement breaks
  - Ear defending headphones
  - Laptop
  - Ear loops
  - Lunch clubs
  - Offering alternatives to writing as a key method of recording
  - Providing handouts that contain the learning points rather than asking learners to copy text from the whiteboard or take notes
  - Repeating instructions/information and check for understanding of tasks
  - Using visual timetables with colour coding and symbols
  - Altering format options onscreen or on an interactive whiteboard
  - Breaking information and instructions into smaller 'chunks'
- We are always keen to hear learners' and parents' views about what works for them.



## What additional support for learning is available to learners with special educational needs?

- Occasional access to shared classroom support when necessary
- Exam concessions
- Specific intervention programmes:
  - Communication
    - Socially Speaking
    - Brick Therapy
    - Colourful Semantics
    - Blanks Level Questioning
  - Literacy:
    - Reading Wise
    - Comprehension
    - Key words
    - Precision teaching
    - Guided reading
    - Over-learning
    - Pre-teaching
    - Handwriting
    - Touch Typing
  - Numeracy
    - Precision Teaching
    - Over-Learning
    - Pre-teaching
  - Social Emotional and Mental Health
    - ELSA (Emotional Literacy Support Assistant) sessions
    - EBSA (Emotionally Based School Avoidance) support
    - Lunch Clubs
    - Drawing and Talking
    - Emotional Coaching
    - Managing Anxiety
  - Physical and Sensory
    - Sensory Circuits
    - Liaison with Occupational Therapist regarding exercise programmes



How does the academy enable learners with special educational needs to engage in the activities of the academy (including physical activities) together with children who do not have special educational needs?

All learners have the opportunity to be involved in the full range of academy activities; we are an inclusive academy. If a particular disability could make an activity less accessible to a learner then the academy will use its best endeavours to enable participation.

We have a range of strategies including peer support to accompany learners with mobility difficulties. We also offer support from trained teaching assistants who, as well as supporting with day-to-day mobility, also promote independence.

The physical environment is accessible. We have a number of accessible toilets. We also have two lifts and clear signage around the building. Our fire marshalls are fully trained to use evacuation chairs and moving and handling training has been undertaken by key personnel.

We work closely with the Occupational Therapy Service, as well as other professionals, to ensure that all learners are able to participate.

Clubs, extra-curricular activities and Student Leadership opportunities are promoted equally to all students.



## What support is available for improving the emotional, mental and social development of learners with special educational needs?

At Neale Wade Academy we support learner wellbeing though:

- We have a highly trained Emotional Literacy Support Assistant in the SEND Department. Our ELSA works closely with children, teachers and pastoral teams, supporting the children and enabling the adults around them to also offer support
- The academy's pastoral system supports all children with close focus on their social, and emotional development
- Tutors, Assistant Heads of Year and Heads of Year offer support on a daily basis
- The academy has an anti-bullying policy which applies to all students.
- The academy has links to health bodies and social care bodies through the local authority and can draw on these if there is a significant need
- Some learners, depending on their individual learning needs, may be involved in a bespoke emotional literacy programme
- Learners can attend a range of structured, enrichment activities during lunchtime or after the lessons finish
- Some learners, depending on their individual learning needs, may be invited to attend sensory sessions or preparation sessions to ensure a positive start to the day

We also encourage our young people to communicate their thoughts, ideas and opinions by:

- Talking to trusted adults
- Participating in student voice opportunities and completing student voice surveys
- Encouraging learners to join extra-curricular clubs
- Encouraging learners to engage in the student leadership programme

Your child's tutor may contact you to discuss any concerns surrounding your child's social, or emotional wellbeing or to discuss progress across a range of subject areas. They will also talk to you during the scheduled tutor evenings.



How does Neale Wade Academy ensure that teaching and support staff are appropriately trained to support my child's special educational needs and/or disabilities?

All staff receive regular professional development throughout the year to develop expertise within the Academy.

The whole staff training schedule prepared by the Assistant Principal with responsibility for Continuous Professional Development, responds to any changing needs at the Academy and is planned with reference to evidence of teaching and learning collected through self-evaluation and a rigorous quality assurance programme. This includes training in relation to SEND and reasonable adjustments.

The SENDCo holds the following qualifications: BA Hons, PGCE, Masters in Education the National Award for Special Educational Needs Co-ordination (NASENCO) and the Assessing for Access Arrangements Certificate.

The SEND Team has undertaken regular training to ensure knowledge and skills remain up-to-date and in line with emerging needs at the Academy.

The Team follows guidance from the EEF research into the Effective Use of TAs.



## How are facilities and equipment to support children and young people with special educational needs secured?

Specialist equipment to support individual needs is secured on a case-by-case basis with advice, where appropriate, from external specialist agencies.

Specialist Services consulted may include:

- Physical Disabilities Support Services
- Teacher of the Deaf
- Teacher of Vision Impairment
- Sensory Support Service
- Occupational Health
- Physiotherapy
- Speech and Language Therapy
- Educational Psychologist
- Health and Safety
- Safeguarding
- IT Services
- Child and Adolescent Mental Health Services (CAMHS).



## What are arrangements for consulting parents of children with special educational needs about, and involving parents in, the education of their child?

If your child is assessed as having special educational needs, you will be involved in this process.

If your child is offered support, you will be informed by email or telephone and SMART (Specific, Measurable, Attainable, Relevant and Time-bound) outcomes will be set. Appropriate provision will be put into place, which may include intervention programmes.

Your child's progress will be monitored and shared with you regularly, in accordance with the Academy assessment schedule.

We measure the impact and effectiveness of interventions and provisions using the 'Assess, Plan, Do, Review' (APDR) cycle every 6-12 weeks to ensure individual learning outcomes are monitored and revised if/or as necessary.

Learners may continue to require intervention, or may not, depending on the outcomes.

We only use interventions which have been proven to be successful. Where learners have completed such interventions, but have not made adequate progress, the SEND team may seek more specialised help.

You and your child will be kept informed and encouraged to be actively involved in all stages of this support.





## What are arrangements for consulting young people with special educational needs about, and involving them in, their education?

Wherever possible, learners are involved in the review process and that of setting targets for the next session. At Neale Wade, we believe that learners have a right to be heard and to express an opinion about matters affecting them. Consequently, the academy is committed to working in partnership with the child, parents, carers and outside agencies.

Each learner identified as having a possible special educational need will meet with a member of the SEND team to jointly create a Pupil Passport. This will outline:

- What is important to me
- Things I am good at
- Things I find difficult
- Possible classroom strategies to support me





What arrangements are made by the Academy Committee relating to the treatment of complaints from parents of learners with special educational needs concerning the provision made at the academy?

The Academy strives to work in partnership with parents to ensure a collaborative approach to meeting students' special educational needs.

If a parent or carer has concerns or complaints regarding the provision made at the Academy then an appointment can be made by speaking to a member of the Senior Leadership Team.

They will be able to offer advice on formal procedures for complaints if the matter cannot be resolved.

All complaints are taken seriously and are heard through the Academy's complaints policy and procedure.



How does the Academy involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of learners with special educational needs and in supporting the families of these learners?

Neale Wade Academy SEND Team regularly call upon the services of a wide range of agencies whose staff work together to support children and their families.

Those services provided by the Local Authority include:

- Children's Social Care
- Educational Psychology Service
- SENDIASS (The Special Educational Needs and Disabilities Information Advice and Support Services; formerly the Parent Partnership)

Statutory Assessment and Review Team Those provided through the Health Trust are:

- Child and Adolescent Mental Health Services
- Community Paediatrician - Child Development Centre
- Occupational Therapy Team
- Physiotherapy
- Speech and Language Service.

Those provided through independent services, including:

- Diverse
- Families First
- Sleep Solutions
- Youth Work.



## What are access arrangements and how can these be agreed for learners?

“Access arrangements are pre-examination adjustments for candidates, based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior Joint Council for Qualifications (JCQ) awarding body approval.

Access arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment.” (Joint Council for Qualifications 2020)

Each year, JCQ produce a document setting out the range of adjustments which can be requested to ensure that learners with particular needs are not disadvantaged by the assessment methods. These adjustments can include, but are not restricted to:

- Alternative rooms
- Bilingual dictionary
- Computer reader
- Extra time
- Practical assistants
- Scribe or speech recognition software
- Supervised rest breaks
- Laptop
- Prompt

Through a thorough process of identification of special educational needs, we are able to establish support mechanisms enabling learners to demonstrate their learning and progress throughout the curriculum.

In order to ensure that appropriate exam arrangements are put in place for students with SEND, at Neale Wade we have the following process:

1. At the end of Year 9, we send out information requests to all the teachers to establish how they perform in class and what reasonable adjustments teachers are making to support their learning.
2. In addition, at the beginning of Year 10 students undertake the Lucid Exact tests to gain a fuller picture of their abilities. The Lucid results and teacher comments are then collated and formal Exam Access Arrangement testing required by JCQ takes place.
3. If these tests meet the criteria for Exam Access arrangements, the relevant exam concession applications are made.

What are the academy's arrangements for supporting learners with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living?

We are committed to ensuring that your child settles quickly and feels happy and safe at the academy. We start planning for the next academic year as soon as the current one starts!

For learners with an EHCP, in-depth conversations as part of an annual review process, most importantly at key transition points: Year 6, Year 9, Year 11, Year 12 and Year 13

### **Transition into Year 7 and joining Neale Wade**

We work closely with the primary schools to plan and deliver an extended transition programme for students with SEND, which begins after February half term.

We encourage and promote:

- Positive transition planning with primary schools – we find out as much as possible, as soon as possible.
- The SENDCo or Assistant SENDCo attends Year 5 and Year 6 EHCP annual reviews when possible
- Home visits or parent meetings
- Transition/taster days for year 6
- Academy Open Evenings for Year 6
- Admission meetings for in-year transfers

All information is shared with teachers and teaching assistants before the end of the academic year so that it can be used in planning. At the earliest opportunity, new students with SEND co-produce a Pupil Passport with a member of the SEND Team. This is available via Edukey.

### **Transition to Key Stage 4**

Option Guidance Evening for Year 9 learners, including opportunities to meet with the SENDCo or member of the SEND Team.

### **Transition to Post-16**

We pride ourselves in setting high aspirations for all our young people and preparing them effectively for adulthood through a broad and balanced, comprehensive curriculum, plus:

## Information on where the local authority's local offer is published.

The Local offer is the Local Authority's offer for parents and young people.

It includes provision both in and out of the Academy and details services and support provided by the private and voluntary sectors, as well as the Local Authority and the National Health Service.

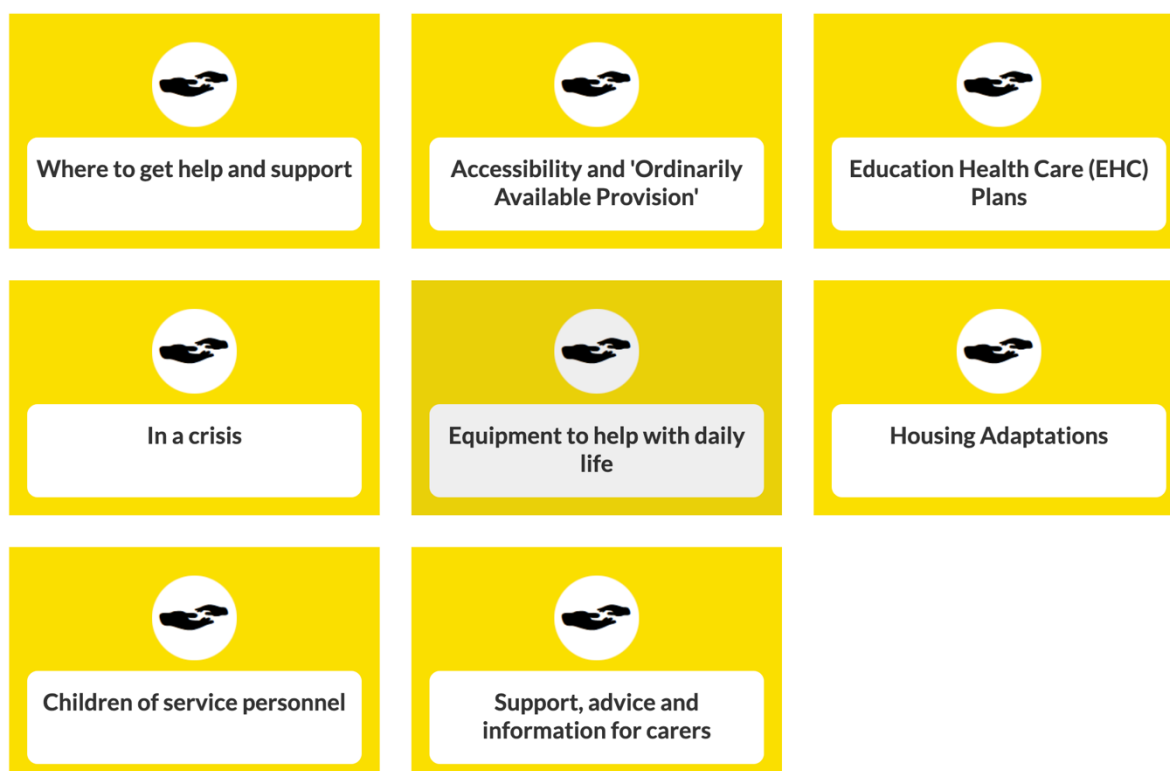
Cambridgeshire's local offer is aimed at providing better support and services for children and young people with special educational needs and disabilities and their families.

Please use the link below to access the Cambridgeshire Local Offer:

[\*\*SEND Information Hub \(Local Offer\) | Cambridgeshire\*\*](#)



The contact details of support services for the parents of learners with special educational needs, including those for arrangements made in accordance with section 32.



What other useful information is available?

**Online information for parents, carers and professionals working with children and young people**

<https://www.keep-your-head.com> provides information on local services for children, young people and adults.

<https://parents.actionforchildren.org.uk/mental-health-wellbeing/> provides advice and activities to support children and parents with their mental health and emotional wellbeing

<https://youngminds.org.uk> information on different mental health difficulties for young people and their families.

[www.minded.org](http://www.minded.org) provides self-help and guidance for young people and their families.

<https://charliewaller.org> offers advice, guidance and resources for young people and their families around mental health.

[https://www.psych.ox.ac.uk/files/news/copy\\_of\\_coping-with-self-harm-brochure\\_final\\_copyright.pdf](https://www.psych.ox.ac.uk/files/news/copy_of_coping-with-self-harm-brochure_final_copyright.pdf) Coping with self-harm - a guide for parents and carers.

<https://www.keep-your-head.com/assets/1/cyp-at-risk-self-harm-suicide.pdf> A guide for practitioners working with children and young people at risk of self-harm and suicide.

**Online information and support specifically for young people experiencing thoughts of self-harm / suicidal thoughts**

<https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/behaviours/self-harm/> : National advice and guidance about self-harm.

<https://www.keep-your-head.com/assets/1/cyp-at-risk-self-harm-suicide.pdf>

<https://www.mentalhealth.org.uk/sites/default/files/Truth%20about%20self%20harm%20WEB%20FINAL.pdf> downloadable resource, The truth about self-harm for children, young people and their friends and families.

[www.SelfHarm.co.uk](http://www.SelfHarm.co.uk) A project dedicated to supporting young people impacted by self harm, providing a safe space to talk, ask any questions and obtain help to overcome difficulties. It also provides information about how to stay safe.

National Self-Harm Network: [www.nshn.co.uk](http://www.nshn.co.uk) : provides crisis support, information and resources, advice, discussion and distractions and is available 24/7. Also supports and provides information for families and carers.

The Mix offer free 24/7 crisis support via a Crisis Messenger Service - <https://www.themix.org.uk/mental-health/self-harm>

Childline: Free national helpline for young people offering free confidential advice 0800 1111 [www.childline.org](http://www.childline.org)

Chat Health age 13-19 (young person can text 07480 635443 to talk to school nursing about emotional health issues)

<https://www.youngminds.org.uk/young-person/my-feelings/self-harm/> : information and advice for young people who are affected by self-harm.

[https://research.reading.ac.uk/wp-content/uploads/sites/3/2017/04/No\\_Harm\\_Done\\_Young\\_Peoples\\_Pack.pdf](https://research.reading.ac.uk/wp-content/uploads/sites/3/2017/04/No_Harm_Done_Young_Peoples_Pack.pdf) : advice for young people who are worried about self-harm.

<https://kooth.com> ; provides self-help and guidance, together with the opportunity to speak to somebody online.



Where a child is open to Child and Adolescent Mental Health Services (CAMHS) and there is an increase in risk and parents / carers feel unable to keep the child safe, the CAMHS on-call worker at the local clinic can be contacted between 9.00am - 5.00pm Monday to Friday;

Cambridge:	01223 465100
Huntingdon:	01480 445281
Peterborough:	0300 555 5810

If parents/carers need to speak to someone out-of-hours then they can contact the First Response Service (FRS) by calling 111 and selecting option 2. This is also the number to call at any time if the child is not receiving support from CAMHS and the parent or carer is concerned about the child's immediate emotional wellbeing. This service is only for people living in the Cambridgeshire borders only.

Should the young person present an immediate risk to themselves or others, parents or carers should dial 999.