



Reynolds Academy

SEND Information Report
2025 - 2026

Our School



We aim to foster a community where courage is celebrated, respect is foundational, and every member is inspired to achieve greatness in all aspects of life.

At Reynolds, our vision, ethos, and values form the foundation of our educational approach. They articulate our collective aspirations for every child and serve as a guiding framework for determining priorities and making decisions that best support our school community.

We recognise and value each pupil as a unique individual, committed to providing a safe and nurturing environment that promotes positivity, empathy, and resilience. Through the development of respectful relationships and essential skills, we aim to foster a lifelong enthusiasm for learning.

Children can expect to engage with staff who are committed to their holistic development, fostering an environment in which they are supported to thrive both personally and academically. Our collective aim is to instil in every child a sense of pride, confidence, and a secure foundation of knowledge and skills, enabling them to realise their full potential through the shared dedication of staff and pupils alike.

May 2026 Information

Reynolds Academy currently has 330 children on role

There are currently 45 (14%) children on the monitoring register

There are currently 64 (19%) children on SEND

11 children have an EHCP (3%)



Meet our SENDCO and pastoral team

The SENDCO is Miss S Bateman

If you would like to contact Miss Bateman regarding any SEND enquiries, please call school on 01472 691797 and she will endeavour to respond within two working days. Enquiries regarding your child's progress should be directed to their class teacher in the first instant.

Our Designated Safeguarding Lead (DSL) is Mrs Scott and our Deputy Designated Safeguarding Leads (DDSL) are Miss K Lindley and Mrs H Rushworth.

Our pastoral support team include, Miss K Lindley, Miss K Cavinder and Mrs R Hutchinson.

Rebecca Scott
Principal &
Safeguarding Lead

Sophie Duncan
Vice Principal

Helen Rushworth
Assistant Principal

Kelly Lindley
Deputy Designated Safeguarding Lead

Rosalie Hutchinson
Pastoral Support

Kim Cavinderr
Pastoral Support



Special Educational Needs

At Reynolds Academy, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:



Cognition and Learning



Communication and Interaction



Social, Emotional and Mental Health



Sensory and Physical



Identifying and Assessing Need

At Reynolds Academy, we work closely as a team and if staff have a concern about a child, we discuss the best way to support the child and their area of need(s). Parents/carers are invited into school to meet and talk with the class teacher. At this point the child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

We have broken these down into four steps outlined below:

Step 1:

Monitoring register – areas to develop will be listed alongside strategies. This document serves as a working record, illustrating the progress and effectiveness of the support strategies implemented.

Step 2:

Despite support in place through the step 1 cycle, the child is not making the expected level of progress from their baseline assessments and is now being considered for the SEN register. A meeting will be arranged with the class teacher, parents/carers and SENDCo to discuss and provide information on next steps. The pupil will then have a pupil passport outlining individual targets that are continuously worked on. Updates on progress and a copy of the passport will be provided at the end of each term.



CYCLE 1 MAY – OCTOBER 2025

Name _____ Year group _____

What makes me happy _____

What people like and admire about me _____

What I'd like to achieve this term _____

How I want to be supported _____

What helps me learn best _____

Autumn Winter Spring Summer 2025

Targets

Target	Autumn	Winter	Spring	Summer
Additional resources provided				

Termly reviews – Pupil Passports:

October/November – Class teacher and parent meeting:

Meetings with parents/carers to discuss the targets in place and progress made.

February/March – Class teacher, parents/carers and SENDCo meeting. – Meeting to discuss the targets in place and progress made.

June/July – Current class teacher, Parents/carers, SENCO and new class teacher (for the following academic year) – Meeting to discuss the targets in place and progress made.

Step 3:

Wider school support or external agency support. This may include advice or recommendations from an Education Psychologist.

Step 4:

The pupil is requiring additional support and would benefit from an EHCP. An EHCP is a plan developed to offer additional support to young people with special educational needs, particularly in situations where their educational setting feels that additional resources are required.

An EHCP can remain in place until the young person reaches the age of 25. A request for an Education, Health and Care Plan will be discussed with all parties involved. If it is agreed that this is the best pathway to removing the barriers from the child's learning then the SENCO will move forward with this request.

- Meeting with pupil – observations and discussions.
- Meeting will take place with the teaching staff, SENDCo and parents/carers.
- The local authority will then consider the request and all parties will be informed throughout the process.



Our approach to teaching children with SEND

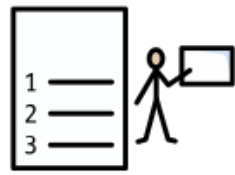
We are an inclusive school. Wherever possible, children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND

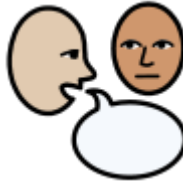




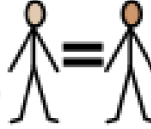
Curriculum adaptations



Visual timetables



Now and next



Peer mentoring



Assistive technology

Talk partners

Peer marking



Self-assessment

Word banks

Positive behaviour



Ear defenders

Timers

Explicit instruction



Parent Consultations

At Reynolds Academy, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

Class teachers, the SENDCo and members of the senior management team are available at parents' evenings to discuss any concerns.

We aim to hold six coffee mornings a year where parents can meet up and support each other in a safe environment. During these sessions, we gather parent/carer feedback on SEN provision at the school, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

For children on the monitoring register, continuous feedback can be given from teaching staff at the end of a 6-week cycle.

For children who have an Education, Health and Care Plan, Pupil Passport or require specialist support (over and above what is ordinarily available) we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set. During this period next steps and new targets are also discussed. A copy of your child's pupil passport will be sent to you via email each term.

During the year a parental questionnaire is sent out to gain views on the school support and the SEND provision.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND. When referrals are made, we always seek the views of the child. In some cases, if the child has communication and interaction difficulties, we will try to gain their views visually.

Pupils are given regular opportunities to:



Discuss how they are doing

Feedback and Review progress/interventions.

Evaluating Provision

We review progress during bi-weekly staff meetings and discussing next steps as a team.
We discuss and take part in online or face to face training to ensure up to date research and policies are in place.

Children's Pupil Passports are updated towards the end of each term and a record is shared with parents/ carers with their new or amended targets. At this point, a questionnaire is made available to parents/carers to give feedback.

When children benefit from 1-1 or small group interventions, staff establish children's baseline prior to starting interventions and then review the impact of interventions at regular intervals.

We also ask our children if they feel the adjustment or intervention is helpful and makes a difference.
Provision is monitored by the SENDCO.

Regularly using a tracking tool to update targets and measure progress.
Holding termly reviews for children who are on Education Health and Care Plans, Pupil passports and those requiring specialist support.

Holding annual reviews with the pupil, parents/carers, local authority coordinator, SENDCO and supporting staff for children with Education Health Care Plans.

Staff Training

At Reynolds Academy, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), or school nurse, we will always discuss this with you first. In North East Lincolnshire, schools are not able to refer to the Occupational Therapist (OT) or the paediatrician; these referrals must come from your GP.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Play Therapy	Lego Therapy	Child Development	Bucket time
			
Attention Autism (Level 1)	Visual aids - widgets	Phonics (catch-up)	Team Teach
			
Specific Learning Difficulties	Complex Needs training	Nurture support And Forest School	Speech and Language
			
De-escalation SEMH	Attachment and ELSA	Reading for those who struggle	Sensory needs Sensory Circuits



Transition Support

Nursery to Reception

When children join our nursery, nursery staff first complete a home visit to meet the child and their parents/carers in their own home. They are then invited in for a stay and play session whilst the parents attend an introduction meeting. Children then attend various half day or full day sessions in Nursery and Mon- Fri in Reception.

Transition to Reception takes place in the first week of the autumn term when all our new starters are present. Children that have additional needs or are attending the setting/school for the first time may require a reduced timetable, with the view to increase this as soon as possible. This allows time for children and staff to build up these important relationships and for baseline assessment to be carried out.

End of Year transition

When children move up a year, we provide transition opportunities which allow children the opportunity to meet the staff and become familiar with the learning environment.

We hold 2 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. This may include social stories to support them.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Education Plans.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

All children will take part in universal transition days with their schools as well as a Compass Go transition workshop and Kooth assembly. For children who require additional transition, the new schools offer additional visits with smaller groups and Compass Go will deliver transition support to a small group.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. The SENDCO will liaise with the previous school to ensure we know what support has been in place and any paperwork will be shared.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

- Lincolnshire Psychology Service,
- School nursing,
- Health visitors,
- Speech and Language Therapy,

Additional training includes:

- Fortis Therapy,
- Compass Go,
- Young Minds Matter,
- Educational Team for Hearing and Vision (ETHV).

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice and share the report with you.



Clubs and Trips

All our extra-curricular activities and school visits are available to all our children. Before-and after-school clubs are available to children in Reception to Year 6.

All children are encouraged to go on school trips, whether they are local or further afield. We also try to take part in some sports trips that are arranged by the local authority specifically for children with SEND.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house captains etc.

No child is ever excluded from taking part in these activities because of their SEN or disability.

Please read the school's accessibility plan for further information about



Complaint Procedure

Your first point of contact is your child's class teacher.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to Assistant Principals, Vice Principal or Principal.

If you are not happy with the response, then you may contact the governors through the school office.

Jane Aukett – Chair of Governors and SEND Governor



North-East Lincolnshire local offer

The North-East Lincolnshire Local Authority Local Offer can be found at

[NELC SEND Local Offer | North East Lincolnshire Special Educational Needs & Disability \(nelincs.gov.uk\)](http://nelincs.gov.uk)

SENART	01472 326291
School nursing and health visitors	01472 323660
Child Development Centre	03033 306536
Children's disability service	01472 326292 (option 1)
SEND Information Advice Support Service (SENDIASS)	01472 326363
North-East Lincolnshire Parent Carer Forum	01472 242277

Feedback



We are keen to gather parent and pupil voice and value feedback so we can continue to work positively with parents and families at Reynolds Academy.