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SEND INFORMATION REPORT FOR PARENTS  
SEPTEMBER 2024

## What kinds of special educational needs does the Academy make provision for?

All students at The Samworth Church Academy are valued and respected. The Academy aims to provide a holistic education based on Hahnian philosophy. This will encourage and support all students, including those with SEND, to reach their full potential and to develop self-confidence, self-esteem, independent learning skills, teamwork, independence and resilience. In order to achieve these aims some students with SEND will require more support and reasonable adjustments to overcome barriers to learning than others but the same or similar opportunities will be available to all students.

We aim to provide every student with access to a broad and balanced curriculum in line with the Special Educational Needs Code of Practice. We aim to equip all students with the tools to allow them to achieve 70 great years, both in academic and personal development terms and to support students with SEND to become independent and resilient allowing them to achieve their potential.

## How does the Academy know if students need extra help and what should I do if I think that my child may have special educational needs?

When a parent/carer is concerned that their child may have a special educational need, this should be discussed initially with their Learning Manager at a pre-arranged meeting and the SENDCO will be informed and become involved as necessary. We acknowledge that all students are individuals and have different learning needs, some requiring additional support to help meet their needs or improve their learning.

Our SENDCO co-ordinates SEND provision, liaising with parents and carers, students, Academy staff and specialist advisers from the Local Authority, health services and other external agencies.

When identifying students with SEND, we follow the clear guidelines set out in the SEND Code of Practice 2015. We continually monitor and assess the progress of all our students and where expected progress is not being made, interventions are put in place to work on the identified difficulties and a graduated approach is followed.

## How does the Academy evaluate the effectiveness of its provision for students with special educational needs?

Our SENDCO, supported by the SEND Governor and the Principal regularly review the SEND support in place and how this is helping the students within the Academy. Through assessing, planning, observing, monitoring and reviewing a student's needs, staff work together with the SENDCO to put in place appropriate support and provision to meet the

identified needs. We welcome parental support at all stages. Targets are set and these are reviewed regularly.

## How will both the Academy and I know how my child/young person is doing and how will the Academy help me to support their learning?

We encourage parents and carers to discuss any concerns they have as and when they occur, in person with their child's tutor or Learning Manager. Parents and carers are also invited to contact our SENDCO whenever they wish by making an appointment via the Academy's telephone number 01623 663450.

We closely monitor the progress of all students regularly and we also track them half termly. We hold Progress Review Days, Parents' Evenings (and individual review meetings for identified students) to discuss progress and all parents and carers will receive an online report, detailing progress towards targets within all areas of the curriculum.

## What is the Academy's approach to teaching students with special educational needs?

The subject teachers remain responsible for working with students on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main subject teacher when related to that subject. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Classroom based learning is adapted for all students in the Academy, work is differentiated to meet the needs of the students and teachers work hard to ensure work is planned and delivered offering the right amount of support and challenge for all students. Some individual targets are supported within lessons by the class teacher or a teaching assistant and others may be supported outside the classroom through a specific intervention programme which will be delivered by a trained teaching assistant.

Specialist support may be offered through outside agencies, such as Schools and Families Specialist Services (SFSS), The Educational Psychology Service (EPS), Sensory Services (for those students with a hearing or visual impairment), Physical Disability Support Services (PDSS), Health representatives such as the School Nurse or Paediatricians or other relevant agencies. You may be asked to give permission for the Academy to refer your child to a specialist professional such as EPS. If support is allocated, it may help the Academy and you understand your child's particular needs better and be able to support them more effectively in the Academy. The specialist

professional will work with Academy staff for a set period of time to understand their needs more fully and make recommendations as to how your child is supported.

For those students with more severe, complex and lifelong learning needs, more specified individual support is available. This is usually via a Statement of Special Educational Needs or Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group support.

## How will the curriculum and learning be matched to my child/young person's needs?

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the Academy as is necessary, as far as possible, in line with the wishes of their parents/carers and the needs of the individual. Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting.

Where this is not possible, the SENDCO or Assistant SENDCO will consult with the student's parents/carers for other flexible arrangements to be made. In special circumstances, arrangements may be made to review the Academy curriculum for a student with SEND, to facilitate their needs and ensure that they are accessing a programme of study that is suitable to their ability. We provide an interesting learning environment throughout the Academy which supports and reflects the work being covered from Key Stage 3 to Key Stage 5.

## How are decisions made about the type and amount of support my child/young person will receive?

Some students will need additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made by the Academy and is based on a variety of factors including academic progress or additional assessments carried out by Academy staff or other professionals. This additional support is monitored closely and discussed with parents/carers and the student where appropriate.

Some students will need additional support to ensure they have a smooth transition into the Academy or as they move through the Academy into different year, Key Stages or classes.

Some students require support for a longer period of time to ensure they can access the curriculum effectively and are fully included in classroom learning and Academy events.

Support will be planned by Academy staff and where appropriate by external professionals. Parents and carers will be kept informed about this support and it will be discussed at termly review meetings or more frequently if needed.

## How will my child/young person be included in activities outside the classroom, including Academy trips?

We provide a wide variety of extra-curricular activities, visits and residential experiences and believe that all students should have the opportunity to participate in these. Prior to any trips, a pre-visit is made by staff and a risk assessment is carried out which considers the needs of all students. Where necessary, we meet with parents and carers to discuss any additional support which may be required.

We aim to ensure all students have the chance to be part of all activities whether inside or outside the classroom, with reasonable adjustments made where needed in line with the Equality Act 2010

## What support will there be for my child/young person's overall well-being?

The well-being of all our students is a priority. Where appropriate, specific plans are in place to support well-being in consultation with students and their parents and carers. We follow guidance from trained health professionals to meet additional health, medical and personal care needs of individual students and Academy staff are trained as appropriate to meet these needs, including our Health Carers who will liaise with agencies who may be able to offer support.

Where a student has complex needs requiring complex arrangements, they may undergo a Statutory Assessment Process known as an Education Health Care Plan (EHCP). This can be requested by the Academy, parents and carers or other professionals. This will occur where the complexity of need or additional clarity around the needs of the student are such that a multi-agency approach to assessing that need, planning provision and identifying resources is required.

## Who is the Academy's special educational needs co-ordinator (SENDCO) and what are their contact details?

Our SENDCO, Adam Cave, and Assistant SENDCO, Katy Wallis, can be contacted through the Academy reception, via telephone on 01623 663450 or by emailing [sendco@tscacademy.org.uk](mailto:sendco@tscacademy.org.uk).

## What training have staff supporting special educational needs had and what is planned?

We aim to keep all our staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND. Our Academy operates a range of training programmes for all staff, including teachers and support staff. INSET

days and weekly Continuous Professional Development training are used to train staff on changes to legislation and to develop skills in a wide range of areas. We also participate in Local Authority and Redhill Training School Alliance's SEND cluster training. This allows staff to update their knowledge of practices surrounding safeguarding and current issues for example self-harming, as well as facilitating training for groups of staff, including teaching assistants (TAs) and non-qualified teachers (NQTs) which offer more focused knowledge and expertise needed within specific areas or phases of teaching.

The SENDCO attends relevant SEND courses, Family SEND meetings facilitate/signpost relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and the SENDCO, with the Executive Group, ensure that training opportunities are matched to Academy development priorities and those identified through the use of provision management.

## What specialist services and expertise are available or accessed by the Academy?

We have close links with a wide range of outside agencies who offer specific guidance and support to our Academy and families. These include:

- The Educational Psychology Service
- Schools and Families Specialist Services – includes those for Cognition and Learning, Communication and Interaction, Sensory Impairments and Physical Disabilities
- Health Services including School Nurse, Paediatricians and Child and Adult Mental Health services (CAMHS)
- Social Care and Local Children's Centres
- Family Services
- REAL Education (Re-thinking Engagement & Approaches to Learning)
- First Class Tailored Solutions
- Occupational Therapy and Physiotherapy.

## How are equipment and facilities to support students with special educational needs secured? How accessible is the Academy?

The school has a range of specialist SEND facilities in place. These are:

- Adaptions to physical environments (lifts, lighting, wheelchair access, hand rails);
- Assistive Technology;
- Increased access to the curriculum and assistance during examinations;
- Academy transport.

Where possible, we provide equipment that is deemed necessary to support individuals in the Academy. We aim to ensure that all activities and equipment are accessible to all students, parents, carers and visitors to the Academy. Reasonable adjustments have been made to improve accessibility for all and our Academy site is wheelchair accessible. There are also disabled toilet facilities including space to accommodate changing.

Risk assessments and safe systems of work are in place to ensure the safety of all staff and students. We use clear signs around the site and visual timetables where appropriate for students who may need additional support accessing the Academy site.

## **What are the arrangements for consulting parents of students with special educational needs? How will I be involved in the education of my child/young person?**

One of the Academy's main aims is to work with parents/carers to gain a better understanding of their child/ren and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for students within the Academy as a whole, and the effectiveness of the SEND policy and the Academy's SEND work.

The Academy follows the graduated response to identifying and supporting students with SEND as outlined in the SEND Code of Practice. We are continually assessing, planning, implementing and reviewing our approach to teaching all students. If staff are concerned about a student in school then the subject teacher will discuss these concerns with the Learning Manager and/or the SENDCO and we aim to identify these concerns as early as possible.

The student may be registered on the Academy's Inclusion register and targets may be set. Parents and carers are encouraged to be fully involved in these targets and helping the student to achieve them. Any targets will be reviewed either in a meeting with the tutor or Learning Manager, or a full review meeting, possibly involving subject teachers, parents and carers, SENDCO and where possible other adults working with the student.

Homework will be adjusted to your child's individual needs. A home-Academy contact diary may be used to support communication with you, if you find it useful to do so.

## **What are the arrangements for consulting young people with SEND and involving them in their education?**

Wherever possible we involve the student in the setting and reviewing of their targets and provision. We aim to create an Academy environment where students feel safe to voice their opinions of their own needs. This means providing regular one-to-one meetings

between students and their tutors, and also SEND review meetings with workers from the Inclusion team. Student participation is a right and we actively encourage all students to participate fully in all aspects of Academy life. This will be reflected in decision-making but also encouraged through wider opportunities for participation in Academy life.

Our students are fully involved in the setting of targets and the writing of their student passports, which students keep and are encouraged to share with parents/carers. Where appropriate, the student will be invited to attend the review meeting or part of it.

## What do I do if I have a concern or complaint about the SEND provision made by the Academy?

If parents and carers have any concerns at all regarding the progress of their child, the provision in place or believe they may have a SEND they are encouraged to talk to the student's Learning Manager, the SENDCO. A meeting can be arranged to fully share and discuss these concerns, resulting in actions being agreed. If parents/carers feel their concern is not resolved through this process, they should refer to our Complaints Procedure which can be found on our Academy website.

## How does the governing body involve other organisations and services (e.g. health, social care, Local Authority support services and voluntary organisations) in meeting the needs of students with special educational needs and supporting the families of such students?

This responsibility is delegated to the Academy SENDCO by the Governing Body. Where it is felt by the SENDCO, in liaison with parents/carers and subject teachers, that it is necessary to involve other professionals outside the Academy setting for advice or support around a specific student's need, the relevant referral forms will be completed which require parental consent. We are however aware some of these agencies may have extensive waiting lists. The Academy's Attendance Lead also supports students and their families to access a range of services.

## How does the Academy seek to signpost organisations, services etc. which can provide additional support to parents/carers/young people?

Our SENDCO and Attendance Lead can offer information regarding agencies and organisations which can offer support, as well as holding parents and carer's information evenings or Progress Review Days throughout the year. Parents and carers can also gain important advice and support from Parent Partnership in association with Family Action ([enquiries@askusnotts.org.uk](mailto:enquiries@askusnotts.org.uk)) or contact the Independent Parental Special Advice team



(<https://www.ipsea.org.uk/contact-ipsea>). Furthermore, the Nottinghamshire County Council Local Offer is a comprehensive directory of local services, opportunities and access for children and young people with SEND and disabilities in the area. This can be accessed at [www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk).

## How will the Academy prepare my child/young person to join the Academy?

Transfer to a new school or setting can be an anxious time for both students and their parents and carers. We encourage visits to our Academy before applying and careful planning is made for all students but for students with SEND or a disability, an extensive transition plan may be put in place. Students with SEND will be offered additional visits to aid their transition to the Academy, alongside the standard transition arrangements for all students. This will be facilitated by the Values team, Transition lead and Learning Manager as well as the feeder primaries and their TA support staff, to ensure that students feel safe and reassured about their move to secondary education.

Early discussions will also be held with parents and carers, the setting they are coming from and any agencies which are providing existing support. A transition book or social story may be written for the student to use at home, this may include photographs of the building, adults working with them and key times of the Academy day. The tutor may task other responsible students within the tutor group to take on the role of a buddy.

## Transfer between phases of education (e.g. early years to primary, primary to secondary etc.).

We carefully plan for all students moving to significant Key Stages, for example in Year 9 students with SEND will be supported to consider career choices and conversations start early to plan transition into post-16 education or work based training. Education, Health and Care Plans (EHCPs) must include focus on outcomes from the start and specifically from Year 9 for preparation for adulthood, which will be considered when the annual review takes place.

Students are also supported as they complete Year 11 and a transition programme is in place for students who intend to apply to continue to study at the Academy as part of the sixth form or those who require support into other post 16 placements.

## Preparing for adulthood and independent living.

In the Academy we aim to prepare all students for adulthood and develop independence to take a full and active part in society, including a broad range of subjects covered as part of our tutorial programme which cover topics such as health, emotions, personal hygiene, finance and budgets and many more relevant issues.

Greater focus is placed on transition planning in Key Stage 4, from the Academy to further education and beyond into adulthood. External agencies may become involved to support the preparation for adulthood and students with an EHCP will have annual reviews until the age of 25 whilst in education or training. Our careers advisors can assist with applications.

Information on the Local Offer Website can recommend agencies and organisations which can help support students and their families as they prepare for adulthood.

## Where can I access further information?

The Samworth Church Academy's SEND policy is available on our website [www.tscacademy.org.uk](http://www.tscacademy.org.uk)

Nottinghamshire County Council website – SEND Local Offer  
[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

You may telephone 01623 663450 to arrange an appointment.