SEND Information Report

Academy Transformation Trust

Review Date

September 2026

Ratified

September 2026

Next Review Date

September 2027

Responsible Directorate

Safeguarding

Our Trust

These four critical questions make it clear who we are and what we do.
We ask ourselves these questions to guide our work and our improvement.

Why do we exist?

To **transform life chances** by achieving the highest possible standards and preparing all our students to lead successful lives.

How do we behave?

- **Hard work**
  We are determined to see things through to the end and are resilient when faced with challenges.
- **Integrity**
  We do the right thing because it is the right thing to do.
- **Teamwork**
  We work together to help everyone succeed.

What do we do?

- We educate, safeguard and champion all our learners.
- We set high standards for ourselves and our learners.
- We build the powerful knowledge and cultural capital which stimulate social mobility and lifelong learning.

How will we succeed?

1. Aligned autonomy
2. Keeping it simple
3. Talent development

SEND Information Report

Local review

Approved by:	Governing Body	Date: 23/09/2026
Last reviewed on:	September 2026	Date: 01/09/2026
Next review due by:	September 2027	Date: 01/09/2027
SENDCo:	Grace Walters – grace.walters@attrust.org.uk Amy Brooks – amy.brooks@attrust.org.uk	Achieved NASENDCo qualification June 2023 Due to start NPQ SEND Autumn 2026.
Assistant SENDCo	Lucy Moore – lucy.moore@attrust.org.uk	Currently completing Assistant SENDCo Apprenticeship
Designated Teacher	Grace Walters – grace.walters@attrust.org.uk	

1. The kinds of SEND that are provided for:

Our academy currently provides additional and/or different provision for a range of needs, including:

Area of need	Condition
Communication and interaction	• Autism • Speech and language difficulties, e.g Developmental Language Disorder, Selective Mutism
Cognition and learning	• Specific learning difficulties, including dyslexia • Global Developmental Delay • Moderate learning difficulties • Severe learning difficulties • Processing difficulties
Social, emotional and mental health (SEMH)	• Attention Deficit Hyperactive Disorder (ADHD) • Attention Deficit Disorder (ADD) • Anxiety Disorders • Attachment Disorders • Trauma-related Needs • Depressive Disorders
Sensory and/or physical	• Hearing impairments • Visual impairment • Multi-sensory impairment • Physical impairment • Sensory Processing Difficulties • Hypermobility • Fine and Gross Motor Difficulties • Chronic Health Conditions, e.g. Diabetes, Epilepsy

2. The Academy's SEND support overview and 'Core Offer'.

Our staff closely monitor the progress made by all students and ask advice from the SENDCo, as soon as they have concerns about any of their students. We then follow the graduated approach documented below and **the Assess, Plan, Do, Review** cycle. A concern might relate to a student's attainment, progress, behaviour or social, emotional or mental health needs.

Register	SEN stage	Description of stage and actions required	Responsibility
Not on SEND support register	N Teacher	• Teachers use a range of classroom **assessments** to identify students of concern and relevant targets • Teachers then **plan** to support those students through adaptive teaching e.g. teacher tweaks and adaptations	Class Teacher Student

		• Additional classroom support/interventions may be implemented, such as 'time in', RAG cards, use of Inclusion Hub at break-times, assistive technology, task ladders etc. • The provision being made for these students is regularly **reviewed** as well as their progress towards targets.	
	Stage 1	• If concerns persist following a period at this stage, concerns will be shared with the SENDCo and parents/carers • Additional support/interventions may be **planned.** • The student's progress and any interventions will be monitored and **reviewed** carefully for impact by class teacher and SENDCo • Referrals may be made to external agencies for **assessment** and additional support, e.g. Be U Notts, Harmless, Healthy Family Team • Additional in-school **assessments** may be carried out, e.g. a sensory audit or a dyslexia screener. • For speech and language concerns – if the issues relate solely to speech, the student will stay at stage 1.	Class Teacher SENDCo Parents/Carers Student
Added to SEND support register. Families notified and involved in termly reviews	Stage 2 SEND K A student has SEND if they have a learning difficulty or a disability which calls for specialist provision to be made – in addition to/above the universal offer	• Following a **review** of Stage 1 and of the student's learning, SEMH or social needs, if concerns persist and the student is requiring support which is additional to and different from standard quality first teaching, they will be moved to stage 2. • Referrals may be made to external agencies for **assessment** and additional support, e.g. the student may be raised at Springboard for support from the Educational Psychology Service, Cognition and Learning Team or Communication and Interaction Team. • Additional in-school **assessments** may be carried out, e.g. probe testing for Thinking Reading, SALT assessment, RECALL GL assessments etc. • Teacher, parents, student and SENDCo will set SMART targets and **plan** relevant provision and interventions. Additional funding may be applied for to support this process. • Targets will be captured in a learning plan which families will be invited to **review** termly at SEND review evenings (or before if necessary).	Class Teacher SENDCo Parents/Carers Student
Request for statutory assessment of SEND	Stage 3 SEND E	• For some students, stage 2 support will not be adequate to enable them to make expected progress towards their targets. • Following evidenced cycles of SEND support, the academy may apply for an Education, Health and Care Plan. From the agreement to assess, the local authority coordinates an **assessment** of needs within a 20-week window. The student, parents and academy are fully involved in this process. Needs will be identified, targets set, and **plans** made for provision to meet these needs. • These students will continue to be supported by a pupil passport which is **reviewed** on a termly basis and will have a statutory annual **review** of their EHCP. • At this stage, a more bespoke provision may be required e.g. our Nurture Group or Learning Support Centre.	Local Authority SENDCo Class Teacher Parent/Carer Student

3. Sutton Community Academy's Core Offer

Academy assessments	Academy Interventions	External agencies
Speech and Language BPVS Mabel SALT Speech and Language Link TALC	**Speech and Language** Mabel SALT Speech and Language Link	**Speech and Language** NHS Speech and language therapy (SALT)

Cognition and Learning **Literacy assessments** NGRT – reading assessment YARC – reading comprehension RAPID – dyslexia screener DASH – handwriting assessment Dyslexia Gold – screener and reading/spelling age BPVS – vocabulary assessment Thinking Reading Probe Testing **Numeracy assessments** SENT – Numeracy assessment SNAP Maths **Other cognitive assessments** RECALL – executive function, working memory and processing	**Cognition and Learning** **Literacy** Thinking Reading Precision Teaching Literacy Gold Handwriting Reading Comprehension Buddy Reading Pearl Phonics **Numeracy** Precision Teaching **Other** Memory Magic	**Cognition and Learning** Schools and Families Specialist Services Cognition and Learning Team (SFSS C&L) Schools and Families Specialist Services Assistive Technologies Team
SEMH assessments Boxall SDQ Motional	**SEMH** Drawing and Talking ELSA (Emotional Literacy Support Assistant) Tree of Life Self-Esteem Intervention TalkAbout Teenagers Social Skills Intervention	**SEMH services** **CAMHS –** service supporting students with mental health concerns **Be U Notts** – for mental health support, at a lower threshold than CAMHS. **Harmless** – for support around self-harm. **Healthy Family Team –** offer a range of services, including individual support around managing emotions and self-esteem. **Change, Grow Life –** support for those impacted by substance abuse/addiction **Children's Bereavement Service** – for bereavement and pre-bereavement support, offered 1:1.
Sensory/motor assessments Sensory Profile	**Physical/sensory interventions** Structured Movement Breaks Sensory Circuits Physiotherapy Hand Strengthening	**NHS services** **NHS – Occupational Therapy (OT)** students with fine or gross motor concerns, sensory needs, executive functioning difficulties **SFSS Sensory Impairment Team** – support students with Visual Impairment and/or Hearing Impairments **Community paediatrician** Support students who present with areas of developmental delay and can coordinate support from other relevant professionals and arrange medical tests. **NHS Physiotherapy** Support students with physical needs
Communication and Interaction	**Communication and Interaction**	**Communication and Interaction**

	Lego Therapy (6 weeks) Friendship Group (6 weeks) Talkabout For Teenagers	SFSS Communication and Interaction Team Other services available through Local Offer, e.g. Spectrum WASP

See Appendices for our Graduated Response.

4. Supporting students moving between phases and preparing for adulthood

We are very aware that moving to a new class or academy can be a time of worry and anxiety for students and their families.

Moving to a new school year: Information about your child's SEND will be shared with their new subject teachers in the form of their pupil passport. Based on individual needs, additional transitional arrangements may also take place and you can discuss these with the SENDCo if appropriate.

Moving up to Secondary: The SENDCo of the primary school meets with our SENDCo to discuss the needs of the incoming students near the end of the summer term. Where appropriate, the SENDCo/TAs will visit students within their primary school. There are also additional transition events on offer for students with significant SEND.

As appropriate, we arrange meetings with the parents/carers of incoming students to discuss how we can best welcome their child into our community.

5. Adaptations to the curriculum and learning environment

All our teaching staff have accessed training in making tweaks and adaptations to their teaching, to recognise strengths and meet needs across the 4 broad areas of need:

- Adapting our curriculum to ensure all students are able to access it , for example by grouping, 1:1 work, adapting the teaching style or content of the lesson.
- Adapting our resources and staffing and deploying TAs to support.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, wobble cushions and attention aids
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, and reading instructions aloud**.**

6. Expertise and training of staff

All staff attend training on various SEND areas throughout the year. We attend staff training to share knowledge, strategies and experiences and to ensure consistency of the academy's approach for students with SEND.

Teachers and support staff attend training run by outside agencies that are relevant to the needs of the students they are working with.

The SENDCo works very closely with specialists, who provide advice and direct support regularly. Over the past three years, Teaching Assistants have accessed a range of training courses including

Within the Inclusion Team, training has been vast and includes:

Relational Schools Training – Virtual School
Emotion Coaching and Managing Strong Emotions– Educational Psychology Service
Lego Therapy – Chatter SALT
PACE Approach – Educational Psychology Service
Interoception – SFSS C&I Team
Girls and Autism – SFSS C&I Team
Drawing and Talking Therapy
ELSA
Makaton
Sensory Circuits
Social Stories
Sensory Profile
Manual Handling
Positive Handling
Adaptive Teaching – SFSS C&L Team
Precision Teaching – SFSS C&L Team
Dyslexia
Colourful Semantics – Chatter SALT
Whole Word Approach – SFSS C&L Team
Thinking Reading
Solihull Approach
ADHD
Catheter Training
Ski-Pad Training

Training for teaching staff is direct from the SENDCo, to ensure relevance to our school context, drawing on a wealth of knowledge acquired from courses such as those above.

7. Disabled Access and Provision

We adhere to the requirements, as per the Equality Act 2010 to make reasonable adjustments for any student who has specific long- or short-term health needs or a disability. This might include exploring the scope for and following recommendations about physical adaptations to the academy or curriculum, providing access for students with disabilities.

Curriculum accessibility is closely monitored and assessed by the class teachers, under the direction of the SENDCo, subject leaders and the Senior Leadership team.

For further information please see our Accessibility Plan.

8. Securing equipment and facilities

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities

- Additional adult support
- Additional training for our staff
- External specialist expertise

We will consult with specialist agencies and services who loan or supply specialist equipment and get recommendations about how best to support your child to access their learning. We will use our notional budget and a threshold sum of £6000 to cover any necessary costs before seeking additional assistance from the Local Authority.

9. Involving parents and carers

If you think your child might have SEND or that they are struggling in a specific subject area, the first person you should tell is your child's class teacher who will investigate or pass on any concerns to our SENDCo as appropriate. Our staff will follow the Assess, Plan, Do, Review procedure detailed above.

If your child is on the SEND register, we have a termly SEND Review Evening with a key-TA to report on your child's progress. At these review points, we will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Offer you the opportunity to discuss your views and the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo may also attend these meetings, to provide extra support.

10. Exam Access arrangements

Students may be eligible for extra time and / or other "access arrangements" to complete internal examinations and public examinations.

Parents/carers are asked to liaise with the SENDCo in good time, with respect to this.

11. Access to extra-curricular and enrichment activities

All of our extra-curricular activities and Academy visits are available to all our pupils, including our extra-curricular clubs. The extra-curricular offer is fluid and subject to change termly but can include clubs such as board-games, creative writing, gym, football and rehearsals for our school show.

All students are encouraged to go on our academy trips, including our residential trips. If appropriate, our staff will contact you to discuss any reasonable adjustments which need to be made to enable your child to participate.

All students are encouraged to take part in sports day, performances and special workshops.

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

We understand the anxieties some students may have about attending sports events. We want to ensure that everybody gets the opportunity to feel comfortable representing their school and engaging in sports. For this reason, we also attend Inclusion Games events termly, where possible.

12. Support for Looked after Children and Previously Looked after Children with SEND

Our designated teacher will work with our SENDCo to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEND pupil passports or EHCPs are consistent and complement one another.

13. Complaints about SEND provision

If you have any complaints about this information report or SEND in general, please contact our SENDCo.

A copy of the full complaints procedure is available on the academy website.

14. Contact details of support services for parents of students with SEND

SENDIASS– This is an independent service that is not affiliated to the Local Authority or any academies. This service can share information and will explain parental rights regarding SEN and disabilities. They also hold a range of coffee mornings and information and support sessions. Parents and carers | Ask Us Nottinghamshire (askusnotts.org.uk)

Other local support services for parents of students with SEND.

Nott Alone – mental health support (Local mental health advice and help for young people in Nottingham and Nottinghamshire, all in one place | NottAlone)

Nottinghamshire Parent Carer Forum - https://nottspcf.org/

15. The local Authority Offer

The Local Authority has a Local Offer website and information about services that may be available to you: Nottshelpyourself | SEND Local Offer

16. Monitoring arrangements

This information report will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year. This report will be approved by the governing board.