

SEND Information Report

Mildenhall College Academy 2024-25



Review Date

September 2024

Ratified

July 2024

Next Review Date

September 2025

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:
Last reviewed on:		Date:September 2024
Next review due by:		Date:September 2025
SENDCO:	Name / email: Sarah McGahan sarah.mcgahan@attrust.org.uk	Achieved NaSENCO qualification December 2020
Assistant SENDCO:	Name / email: Rebecca Woods rebecca.woods@attrust.org.uk Roxanne Hosier roxanne.hosier@attrust.org.uk	
Designated Teacher	Name/email: Lynne McSloy lynne.mcsloy@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	<ul style="list-style-type: none">• Autism Spectrum Disorder• Speech and language difficulties
Cognition and learning	<ul style="list-style-type: none">• Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia• Moderate learning difficulties• Severe learning difficulties
Social, emotional and mental health (SEMH)	<ul style="list-style-type: none">• Attention Deficit Hyperactive Disorder (ADHD)• Attention Deficit Disorder (ADD)
Sensory and/or physical	<ul style="list-style-type: none">• Hearing impairments• Visual impairment• Multi-sensory impairment• Physical impairment

All Academy Transformation Trust Academies have adopted the Judith Carter Model. This is a strengths based model and means we will also identify your child's strengths and needs across the 7 Cs:

- Curriculum
- Cognition
- Creativity
- Coordination
- Communication
- Compassion
- Control

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	Stage T (Teacher)	<ul style="list-style-type: none"> 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 Additional classroom support/interventions may be implemented. (see non-exhaustive list below) The provision being made for these students is regularly reviewed as well as their progress towards targets. 	Class Teacher Student
	Stage 1	<ul style="list-style-type: none"> If concerns persist following a period at stage T, concerns will be shared with the SENDCO and parents 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. (list below) Additional in-school assessments may be carried out. (list below) For speech and language concerns – if the issues relate solely to speech, the student will stay at stage 1. 	Class Teacher SENDCO Parents Student
Added to SEND support register. Parents 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.	<ul style="list-style-type: none"> 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. (list below) Additional in-school assessments may be carried out. (list below) Teacher, parents, student and SENDCO will set SMART targets and plan relevant provision and interventions. Targets will be captured in a learning support plan which will be reviewed termly with parents. 	Class Teacher SENDCO Parents Student
Request for statutory assessment of SEND	Stage 3 SEND E	<ul style="list-style-type: none"> 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 learning support plan which is reviewed on a termly basis and will have a statutory annual review of their EHCP 	Local Authority SENDCO Class Teacher Parent Student

3. Our Academy's Core Offer

Academy assessments	Academy Interventions	External agencies
Speech and Language Speech link	Speech and Language Speech Link suggested interventions 1:1 SLCN support	NHS Speech and language therapy (SALT)
Literacy assessments NGRT – Twice yearly reading assessment YARC – reading comprehension RAPID – dyslexia screener	Literacy Toe by Toe Paired Reading Read, Write Inc Dyslexia small group intervention Beat Dyslexia	Educational Psychology Service (EPS) provides a specialised response to students whose progress in educational settings is presenting concerns to their parents/carers and to staff. They can carry out a vast array of assessment to unpick students' specific needs and support with targets and provision planning. Specialist Teacher Service (STS) They are a team of teachers with different specialisms. They can support with: learning assessments, support for learning needs such as spelling, writing and reading, Dyslexia assessments and issues such as anger, anxiety, resilience or emotional regulation.
Numeracy assessments KTEA -3 – Numeracy fluency assessment	Numeracy Snap Maths Small group Maths intervention	
Other cognitive assessments CAT4 – Cognitive assessment LASS – cognitive assessment Recall – executive function, working memory and processing	Other cognitive interventions Lego therapy (6 weeks)	
SEMH assessments PASS Boxall	SEMH Draw and talk (12 weeks) ELSA (Emotional Literacy Support Assistant) Zones of Regulation Breaking the Cycle (6 weeks) My Big Life Anxiety Group Workshops	SEMH services (CAMHS) services who support students with mental health Autism support Team – experienced teachers who specialise in supporting students with autism, or who present with social communication difficulties. The Neuro developmental team who assess for ASD and ADHD.
Sensory/motor assessments Sensory Processing Measure	Physical/sensory interventions Sensory circuits	NHS services NHS – Occupational Therapy (OT) students with fine or gross motor concerns, sensory needs, executive functioning difficulties NHS Audiology students with hearing needs 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

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.

Secondary example:

Moving to a new school year: Information about your child's SEND needs will be shared with their new subject teachers in their One Page Profiles. 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 during the summer term. Our SENDCO and SEND team will be available on Meet the Tutor evening to meet with any parents to discuss any questions and concerns.

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

Moving into adulthood: Information about your child's SEND needs will be shared with their post-16 provider when their placement of choice is confirmed. Some students will participate in enhanced transition support when moving to college or other post-16 providers.

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, which our Judith Carter Model breaks down into the 7Cs areas such as:

- 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, standing desks 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. In the past year, staff have accessed a range of training courses including

List training delivered/accessed in last academic year:

- Adaptive Practice and Teacher Tweaks
- Sensory Needs and Sensory breaks
- Using SEND information to know your students and meet their needs
- Zones of Regulation intervention and a whole school approach
- Trauma Informed Approaches and SEMH needs
- Cognitive Load and adaptations to reduce cognitive load

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 has a learning plan, we will provide termly reports 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 who have been diagnosed as having a learning difficulty 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.

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 and where required, risk assessments will be written in advance of the trip or visit.

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.

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 support plans 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.

<https://suffolksendiass.co.uk/>

Other local support services for parents of students with SEND.

Suffolk Young Carers West Suffolk Deaf Children's Society
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15. The local Authority Offer

The Local Authority has a Local Offer website and information about services that may be available to you.

<https://www.suffolklocaloffer.org.uk/>

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/home.page>

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.