Lincroft Academy SEND Information Report 2026 - 2027

We want the highest possible standard of education and care for all our students at Lincroft Academy. Our second 'CARE to Teach' principal centres around adaptive teaching, which promote a classroom culture where our children and young people actively engage with the learning, and where scaffolding is effectively used so that they can meet our high expectations.

We aim to create a positive school community in which each student is known and cared for, and has the opportunity to thrive through intellectual, personal, and emotional growth. We aim to ensure each student can be the best they can be and have the chance to excel as they move into young adulthood.

Contact or raising parent concerns:

SENDCo: Mr Thom Johnson.
Deputy SENDCo and ARC lead: Mr Ben Barry
SEND administrator: Ms Jo-Ann Taylor

The first point of contact is the House Team, who are one of our Pillars of Inclusion and an extension of our SEND team, where we focus on a graduated response to any concerns or issues that might be raised. The email addresses for the House Teams can be found on this link: Contact Us – Lincroft Academy.

The SENDCo has a weekly meeting with the Houses and, if required, will join meetings to discuss any concerns families might have regarding progress or SEN needs, as we work collaboratively to support all our students. If a further meeting is required, then a separate appointment can be made at any point in the school year.

To contact the SEND and Inclusion Team, please use this email: contactSEND@lincroft.academy

Students with SEN fall under the following broad categories:

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and Physical

The ARC:

Our Autism Resource Centre (ARC) is a local authority funded resourced provision based at the heart of our site. It has space for 35 students with a diagnosis of autism and an EHCP, where autism is their primary need. The consultation process is separate from our mainstream school and needs the endorsement of the ASAT (autism spectrum advisory teachers) team before being discussed for placement at a SEND panel.

The aim of the ARC is to provide a stable base for students to be able to participate in wider school life, including mainstream lessons, social activities, sporting events and other experiences within our secondary school setting. Typically, a student who accesses the ARC will go to 60-80% of mainstream lessons. This means that they will be part of 3 or 4 mainstream lessons a day.

Graduated (Wave) Approach:

The school adopts the following graduated approach in accordance with the Code of Practice, where a student has SEN.

Wave 1: Quality First Teaching	High quality teaching – reasonable adjustment and adaptation within the classroom will meet the needs of the student so that they progress in line with their peers.
Wave 2: Targeted Support	A short-term intervention programme, where appropriate, is effective in closing the gap with their peers. These could be based around academic, social and emotional, communication, physical or sensory interventions.
Wave 3: Personalised Learning (SEND Support – 'K')	If progress at Wave 2 is not sufficient then this is either continued or enhanced. External support could be sought, and a new cycle of Assess, Plan, Do, Review begins.
Wave 4: Education, Health and Care Plan (EHCP – 'E')	An Education Health and Care Plan will be considered where there is a significant and persistent gap in progress based on one or more areas of SEN, despite the identification, assessment and intervention around a child or young person's need. The procedure for this is in the Code of Practice and will be explained to parents where the school feels this is an appropriate course of action. A parent may also request an EHC Plan through Bedford Borough Council.

Students may move up and down these Waves and the school officially records students at Wave 3 and 4 as part of their 'SEND register', which is reported to the DfE as part of their census.

Identifying and assessing need:

Students with potential special educational needs will be identified through a range of assessments and observations, that include baseline testing, teacher referrals, and the House teams working with families. If expected progress is not made in an identified area, despite targeted interventions, students will be placed on to Wave 3 and a possible referral to an appropriate agency will be made.

Lincroft access a range of agencies to support our students such as Education Psychologists, Visual and Auditory Impairment Advisors, Autism Spectrum Advisory Teachers, the school nurse, CAMHs, Intensive Family Support, Relate, Talk Time, Social Work skills and Speech Therapists. All of which are actioned under the Early Help Assessment process.

We use a 1-Page Profile and APDR document to make sure that all staff are aware of a students need. A 'tag' is on the student's name on the register that includes both documents. Climate walks and book looks are used as part of our quality assurance to monitor this.

Supporting an identified need:

In the first instance the classroom teacher is responsible for adapting the curriculum and using targeted differentiation to support students. The second principal of our CARE to Teach framework focusses on adaptive teaching, making sure that lessons continually test and adapt to the learner's

knowledge, understanding and performance in the room. We also have a range of targeted interventions outside of the classroom, delivered by Teaching Assistants. Some of the main interventions include phonics, comprehension, literacy, numeracy, social communication, and emotional literacy.

Reasonable adjustments are used to adapt curriculum and the environment, including strategies such as movement breaks, adapted movement times, positive seating and sensory breaks.

Assess, Plan, Do, Review (APDR) cycle:

The four-step cycle of "Assess – Plan – Do – Review" is the basis for our whole school approach to identifying and responding to SEND and will support decisions around finding the most accurate Wave.

- **Assess** – this includes a clear analysis of the student's needs. This is repeated as the student moves through the school to ensure support and intervention are matched to their needs.
- **Plan** – the class or subject teacher and SENDCO, in consultation with the parents and student, will agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- **Do** – the class or subject teacher remains responsible for working with the student on a daily basis, supported by the SENDCO, teaching assistants or specialist staff as appropriate.
- **Review** – the effectiveness of the support and interventions and their impact on the student's progress should be reviewed in line with the agreed date.

The cycle is then repeated, and teachers and TAs are asked to comment on the impact of the interventions three times a year, around the time that tracking data is collected from departments.

This information is shared with families, and their feedback sought to develop the plan further. We will seek specialist and/or external agency involvement when appropriate and according to need.

Communicating with parents:

Parents and carers will also be informed of the student's progress through school reports, face-to-face parent-teacher consultations, as well as feedback from Assess, Plan, Do, Review (APDR) cycles.

This year we are moving our SEND tracking and communication to Provision Map, an online, web-based programme that allows us to better share information with staff, review, and share with parents. The aim of this is to improve the co-production of our SEND strategies for individual students.

The APDR cycle allows us to create a series of outcomes, targets and provisions that we ask Teaching Assistants and teachers to track and give feedback at points throughout the year. Where a student has an EHC Plan that student and their parents will be invited to also attend an annual review meeting. Feedback from each APDR cycle – roughly once a term – will be available for parents to view and comment on when they sign in to Provision Map.

Students have been asked to contribute to their 1-page profile by stating what they like and dislike, what their aspirations are, and what help they feel they need to support them in school.

After starting our Care About SEND events for parents last year, we will hold one event per term this year. The first will be for new year 7 parents, but will then be open to all parents whose children have a special educational need.

Access Arrangements for Exams:

We begin to track a student who potentially needs access arrangements as soon as they enter our school system, whether this is through an external diagnosis or professional report to feedback from a previous school. Any additional SEND concerns that may have been raised or explored continue to add to this list. When a student is in Year 10, we go to teaching staff to ask them about a student's normal way of working and whether they possibly require extra support within exams and assessments. This is also when we ask staff to collect the evidence needed to apply to the next step, which could possibly lead to a necessary Joint Council of Qualifications (JCQ) assessment to allow the necessary Access Arrangements to be in place during their Key Stage 4 education. This will be coordinated by the SENCo in conjunction with the Exam Officer.

Medical Care Plans:

At Lincroft we hold Medical Care Plans and work with families and the School Nurse team as part of this process. This is often separate to an EHCP (Educational Health and Care Plan) as it details how staff can manage day-to-day or in a medical emergency, but they are sometimes confused.

If a student is unable to access lessons because of a medical need or condition, appropriate support is put in place which is reviewed by professionals surrounding that child or young person. An alternative method of education could be sourced or applied for, where appropriate, in response to suggestions from external professionals such as CAMHS.

Access to the site and classrooms:

Lincroft Academy has an Accessibility Plan that makes sure the school site is inclusive to learners and guests. There are lifts available to all floors of buildings and ramp access is ensured around the school. A hygiene suite has also been built with support from the Local Authority, to increase our ability to accept and support students who may require these facilities. SEND needs are met through communication with outside agencies who are assigned to the student, including visits from occupational therapists to aid adaptation where and when necessary.

We endeavour to provide a safe, secure and achieving environment for students to develop and strive forward in delivering a personal kit of self- tools to overcome adversity.

Inclusion outside the classroom:

We support students in all areas of the curriculum, including school trips and extra-curricular activities and awards, such as the Duke of Edinburgh Award. We will liaise with the agencies that are assigned to each student and provide staff training if needed, as well as applying for grants or support with specialist equipment to make these experiences more accessible.

There are wheelchair accessible benches available in the covered area for social times, and an indoor space is available for students who need extra support during these times.

We have a homework club after school four days a week, for all learners, so students can access computers and complete homework and coursework if needed.

Transition:

We work closely with the primary schools to support the phase transfer from year 6 into year 7. We provide an extra transition day, if needed, on top of our two main transition days. Bespoke transition plans for mainstream placements will also be arranged based on a students need. Students who are entering the ARC provision have a bespoke transition plan, where they come for additional afternoons so they can get used to the staff and space. If needed, we also work with professionals regarding the accessibility and suitability of our school site.

The Inclusion team directly contact the SEND support from the primary school to exchange information in advance of the transition. The SENCO might also attend the annual reviews and transition meetings for students in Year 6 where it is deemed appropriate. We encourage a thorough transition to make a move as smooth as possible for the student. The SENDCo works alongside the House Teams to ensure transition plans are successful.

Staff training and development:

There is a programme of continual professional development for our staff, which includes specific sessions for SEND. This uses expertise from within the school, the Trust and Bedford Borough; we have Trust SEND training throughout the year, as well as sessions dedicated to school development needs. Bedford Borough professionals provide specialist training for specific areas of need, like hearing impairment, visual impairment, speech and language, work with the Educational Psychology team or Autism Specialist Advisory Team.

There are also Bedford Borough support services who can offer you support, advice and guidance:

- Bedford Borough can offer you impartial advice. E-mail them on sendadvice@bedford.gov.uk or visit the website https://www.bedford.gov.uk/schools-education-and-childcare/parental-support/send-advice/
- Bedford Borough Parent Forum https://www.bbpcf.org.uk/home

Contact details of support services for parents of pupils with SEND

- Bedford's SEN and Disability Guide is where you can find information about all services for parents, children and young people with SEN and disabilities in Bedford Borough
- "The Local Offer" has two key purposes:
  1) To provide clear, comprehensive and accessible information about the provision available; and
  2) To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, their families and service providers in its development and review." (SEND Code of Practice)
- Click here to access the Local Offer page: https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page

Concerns or complaints:

If you have a concern around the support that your child receives in school then you can contact their House team in the first instance, or the SEND team on contactSEND@lincroft.academy. Our complaints procure can be found on our 'policies and statutory information' page, and can be accessed using this link: Policies & Statutory Information – Lincroft Academy

Other services you may find useful are:

- Bedford borough Parent Carer Forum https://www.bbpcf.org.uk
- Autism Bedfordshire - https://www.autismbedfordshire.net/