SEND Information Report: 2026-2027

At Nene Park Academy, regardless of Special Educational Need and/or Disability (SEND) we aim to:

• Provide high quality provision for students who may have additional needs in any of the following areas:

- o Cognition and Learning
- o Communication and Interaction
- o Emotional, social and mental health
- o Physical and Sensory

• Have high expectations and aspirations for all students.

• Ensure that students learn and interact in a caring, happy, safe and secure environment.

• Make every effort to ensure equality of educational access and opportunity.

• Provide maximum opportunity to develop and reach individual potential academically, socially and personally.

• Encourage every student to develop their skills of communication.

• Challenge students to become as independent as possible.

• Have a clear focus on improving outcomes for students.

• The views and participation of students and family/carers are important.

• Listen to, and involve students, family/carers and other professionals in decision making.

• Understand the importance of friendships and encourage respectful, trusting

relationships throughout the academy.

• Facilitate the inclusion of all students, including those with SEND and/or Disability in the school curriculum, sports and activities such as visits and residential trips.

• Empower students to be an individual.

• Publish information about the academy's policies for the identification, assessment and provision for all students.

In all of these aims, we are guided by the SEND Code of Practice (2014):

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

What is the Local Offer?

• In 2014, SEND reforms came into force with a new Code of Practice (CoP). This means that local authorities and schools are now required to publish and keep under review information about services they expect to be available for the children and young people with SEND, aged 0-25. This is known as the Local Offer.

• The Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area.

The 'Local Offer' will include information about the following:

• Services and support available.

• How children and young people's needs are identified and assessed.

• The way schools, colleges and maintained nurseries support children and young people with SEND.

• How to access services and explains how decisions are made.

• Preparation for adulthood and independence.

• Arrangements for making a complaint and mediation.

• How to comment on the local offer.

It can be accessed using the following hyperlink: SEND Information Hub (Local Offer) | Peterborough Information Network

SEND Information Advice and Support Service can be accessed via the local offer at SENDIASS. They provide advice and support for parents, children and young people with SEND.

Who are the best people to talk to at Nene Park Academy about my child/young person's difficulties with learning?

The Senior Tutor in your child's House is responsible for:

• Liaising with the subject teacher and form tutor in the first instance.

• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need in collaboration with students, parents/carers and the SEND Department.

• Knowing about any personalised teaching and learning for your child as identified on information given to staff by the SENDCo.

• Ensuring that the academy's SEND Policy is followed in the classroom and, for all the students they teach with SEND.

The SENDCo – Mrs Ellen Simpson is responsible for:

• Developing and reviewing the academy's SEND Policy.

• Co-ordinating the support for children with special educational needs or disabilities (SEND).

• Ensuring that you are kept informed about the support your child is receiving, involved in supporting your child's learning and involved in regularly reviewing their progress.

• Developing and overseeing personalisation of teaching and learning for your child.

• Liaising with professionals who may be coming into the academy to help support your child's learning, e.g. Speech and Language Therapist, Educational Psychologist.

• Updating the academy's SEND Register (a system for ensuring that all the SEND needs of students are known by all teaching staff in the academy) and making sure records of your child's progress and needs are kept. Only students who access teaching and/or support that are different from usual excellent classroom teaching (known as quality first teaching or high quality teaching) will be included on the Register with the consent of parent/carer.

• Providing specialist support for teachers and support staff in the academy, so that they can help students with SEND to achieve the best progress possible.

• Effective transition from Primary School for those with identified SEND.

• Providing specialist teaching for identified students.

• Assessing and ensuring that appropriate examination arrangements are put in place for those students who require these.

• Line managing the day-to-day operations of the team of Teaching Assistants (TAs).

• Strategic oversight of SEND faculty and provision

• SEND student progress and data.

- Support through the early help process

Assistant SENDCo - Mrs Hazel Dawson is responsible for:

- Assisting the SENDCo in meeting the needs of all students with SEND, including:
    - Exam access arrangements.
    - Testing of cognitive and social, emotional and mental health needs of students
    - Deployment of Teaching Assistants, under the direction of the SENDCO.
    - Support for co-ordination neurological referrals

Assistant SENDCo and Autism Centre of Expertise (A.C.E) lead - Miss Laura Oxley is responsible for:

• Managing the day to day running of the specialist autism provision in liaison with the SENDCO

• Promoting and supporting the development of practices, techniques and resources for students on the autism spectrum, raising the profile of NPA as a beacon of good autism practice.

Academy Councillor for SEND – Mr Darrell Fox is responsible for:

• Reviewing and monitoring the support given for any child with SEND who attends the academy.

How will we know if your child needs extra help?

When your child first comes to us we use information from:

• Primary school teachers and end of Key Stage 2 results.

• Baseline testing at transition.

• Cognitive Ability Tests (CATs) early in year 7 and then Year 8.

• Progress in English and Maths tests known as PTE and PTM early in year 7.

• Parents/carers information at transition.

• Views of the student

• Specialist colleagues, external agencies.

• NGRT assessment of reading age and ability.

As your child gets older, we use information or referrals from:

• Termly assessments and interim data.

• Subject teachers and tutors.

• Parental concerns.

• External agencies.

The progress and learning of all students is monitored and reviewed regularly. Progress checks are shared with students and parents/carers as per the assessment calendar. If your child is identified as not making progress you will be informed by their teacher and if necessary a meeting set up to discuss this with you, in more detail, especially if we feel that they may have an underlying SEND. We will:

• Listen to any concerns that you may have.

• Listen to any concerns that your child may have.

• Plan any additional support your child may need that is different or additional to the usual excellent classroom teaching (quality first teaching).

• Discuss with you any referrals to outside professionals to support your child.

Each student and parent/carer are fully consulted and involved in discussions to ensure that any support and resources provided are appropriate and effective. Information regarding how a parent/carer can further support their child is also shared.

How will I know the academy will support my child? How are academy resources allocated and matched to the student's SEND?

• The academy budget includes money for supporting children with SEND. The provision of additional support is made as appropriate from the academy's budget.

• Students with an Educational Health Care Plan (EHCP) usually receive top up money from the Local Authority (LA) to supplement that provided by the academy.

• Deployment of resources for SEND is made in consultation with parents/carers, the Principal, Academy Council, SENDCo and teaching staff on the basis of needs in the academy.

• The academy provides for students with SEND in a variety of ways. These might include one or more of the following:

- Deploying additional adults to work in class with groups of students.
- SEND department run regular literacy and some math intervention sessions during
- form time, lunch times and after school where possible.
- Modified curriculum for those very weak students.
- Supported study sessions at KS4. These can be 1-1 and take place during session 6.
- Intensive reading interventions.
- Laptops are made available to students who are assessed as needing one.
- Reading pens that make texts accessible to those with Specific Learning Difficulties at KS4.

All support is reviewed regularly and changes made as necessary to ensure that the needs of all students are met proactively and resources deployed effectively.

How will my child and I know that my child is making progress?

• Regular classroom feedback provided for students is informative and includes next steps for progression.

• Written feedback is regularly provided for students that is helpful and includes next steps for progression.

• Progress checks are completed and shared with students and parent/carers after each tracking point.

• Progress is shared at the annual parents evening for each year group.

• An Annual Review will be held for students with an Education, Health & Care Plan

(EHCP).

• There are regular 'book looks' and lesson observations carried out to ensure that the needs of all students are met through outstanding quality of teaching and learning.

• Progress reports sent home.

• You can also call the Tutor, Senior Tutor or SENDCo at any time.

How will the academy support my child and how will the curriculum be matched to support my child's needs?

All Students access:

• Quality First Teaching (QFT) that includes differentiated approaches by subject specialist teachers.

• Teaching that is informed by assessment, planning and review.

• High expectations for each student in their class regardless of SEND.

• Multi-sensory teaching to enable each student to participate in all lesson activities.

• Relevant student information provided for all teaching and support staff.

• Homework club is available to students.

Some students are identified by the subject specialist teacher, the SENDCo and/or parent/carers as needing some additional specialist support (described as School Support in the Special Educational Needs Code of Practice 2014). They may access:

• Additional in-class support provided by Teaching Assistants.

• Specific group work and/or interventions delivered by either Teaching Assistants, the SENDCO or other trained adults.

• Specific strategies that may have been suggested by the SEND Department and/or professionals.

• Access to specialist professionals, for example, Speech and Language Therapists. This will help the academy to understand your child's particular needs better and therefore support them more effectively.

• The Academy (or you) can request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

• After the request has been made to the 'Panel of Professionals' (with a lot of

information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a Statutory Assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the academy to continue with the current support.

• After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the academy to continue with the current level of support and also set up a meeting in the academy so that a plan is in place to ensure your child makes as much progress as possible.

• The EHC Plan will outline a budget and the SENDCo, along with the parents, student and other Professionals will determine what the intended outcomes for the student should be and a support package put in place to achieve these.

Nene Park Academy supports inclusion, independence and meaningful progression for all students, including the more able. Every student has access to a full range of assessment and accreditation opportunities taking into account their individual needs.

How will my child be included in extra-curricular activities and trips?

• We try our best to ensure that trips are accessible for all students wherever possible. If appropriate, additional adult support will be made available to ensure that your child is fully included.

• Risk assessments are carried out to ensure that Health and Safety requirements are fully met.

• Where possible travel will be fully accessible to all students.

• All students are able to participate in a wide range of extra-curricular clubs and activities.

What support will there be for students' overall well-being?

Some students may require additional support to ensure that emotional, social and mental health is appropriately developed and nurtured. These needs can be shown in different ways, including anxiousness, behavioural difficulties, and being uncommunicative.

• All students are in Tutor Groups and Houses that provide the opportunity to explore Personal, Social and Health Education and support this development. There are many extra-curricular clubs that your child may participate in.

• Access to the House Offices and Student Support Advisors (SSAs).

• Access to specialist counsellors when needed.

• If your child needs additional support to that which the academy can provide through the Pastoral system, then with your permission the academy may access further specialist support through, for example, the EHA (Early help assessment) process.

What specialist services and expertise are available through referrals by the academy?

• Educational Psychologist (EPS)

• Community Paediatrician

• Hearing Impairment (HI) support team

• Occupational Therapist (OT)

• Physiotherapist

• Speech and Language Therapist (SALT)

• Visual Impairment (VI) service

- Autism and ADHD Advisory Teaching Service

• Counsellors

What training do the staff who support SEND receive?

Every teacher is a teacher of SEND. It is part of the SENDCo's role to support subject teachers to assess, plan, monitor and review the progress of students with SEND (Known as the APDR cycle).

• Training and support are provided for all teachers and teaching assistants to ensure sound differentiated classroom practice (quality first teaching).

• Training and support are provided for all teachers and teaching assistants that is specific to the individual needs of the students, for example, Epilepsy training.

• Individual teachers and teaching assistants attend a wide range of internal and external training that ensures staff develop a wide knowledge and experience base of Learning difficulties.

How is the academy environment accessible for students with SEND?

• The academy is compliant with the Equality Act (2010) requirements.

• Provision has been made for those with medical conditions where necessary and appropriate.

• Specialist equipment is purchased and provided as appropriate.

• There are lifts to upper floors in the building.

• There are toilet facilities with disabled access in the academy.

• Outside areas of the academy environment are accessible to all students regardless of SEND.

• Extra-curricular activities and trips are accessible for students with SEND.

Are parents/carers and young people encouraged to discuss and contribute to policies and practices relating to SEND?

Collaboration with, listening to and developing effective partnerships with parents/carers and their child is essential. Parents/carers know and understand their children best. Therefore, students and parents/carers are encouraged to participate in the development of, application of, and review of policies relating to SEND in various ways including;

- Tutor evenings
- Annual Reviews
- Invitation to contribute to specific policy consultations throughout each academic year.

How are parents involved in the academy?

• Discussions with tutors.

• Meetings with staff.

• Occasional parent surveys.

• Open Days/ information evenings.

• Option Choices.

• Parents' Evening/ Progress reviews.

• Academy Council.

• Performances.

• Support with homework.

Who can I contact for further information about SEND?

Please remember in the first instance you should be contacting teachers and the house teams directly for any concerns relating to SEND. However, if you feel that you need to contact the SEND department use the contact information below:

• For Parents and Carers use: SENDNPA@neneparkacademy.org

• For Educational professionals (SAMs, Educational phycologists, NHS etc) use: SENDNPA@neneparkacademy.org

How does the academy prepare my child for transition from Primary school?

• The SENDCo attends the Annual Reviews of those with EHC plans in year 6, when invited.

• The SENDCo visits partner primary schools to gather information in Summer term.

• We will communicate with primary school teachers/TAs/ SENDCos.

• Two Induction days at the academy in July.

• Extra transition visits with TA support, if required (especially for ACE students and those with EHCPs).

• The SENDCo may visit Primary to observe students.

• Pastoral support.

• The SENDCo meets with some individual parents of SEND students in the Summer term.

• Transition evening – chance to meet and discuss needs with parents in July.

How does the academy prepare my child for transition to post 16 education?

- SEND Department liaise with post 16 providers as required and as appropriate.
- Taster days.
- Encourage students to attend post 16 open evenings.
- Taster sessions at NPA Sixth Form.
- UCAS progress website used for applications and can be accessed at home.
- One to one/small group careers advice meetings for some students.
- CEIAG in Year 11 to help prepare and offer support for post 16.
- In house careers Interviews which can be supported by a TA
- Work experience in Year 10.

Transfer Arrangements

All documentation about special needs included in a student's record is transferred between schools. The SENDCo deals with specific enquiries. The SENDCo attends all Year 6 transfer reviews for students with an EHC plan whenever possible. Records of students who leave at the end of year 11 are forwarded to Post 16 placements. This includes the Form 8 report that is submitted to the exam board before exam concessions are agreed.