North Cambridge Academy

SEN Information Report

2026-2027

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1. Introduction

Welcome to our SEND Information Report which forms part of the Cambridgeshire Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015 (Chapter 6, section 6.79). This report is also fully compliant with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. The information published will be updated annually. This document has been designed to advise families with children who present with Special Educational Needs, Disabilities. It should guide families when deciding if North Cambridge Academy is the right educational setting for their child. When we talk about "provision", we mean what we provide in order to meet the needs of a student and help them make progress at school which is appropriate to their age.

2. What are Special Educational Needs (SEN)?

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (SEND Code of Practice January 2015).

A child or young person of compulsory school age has a learning difficulty or disability if they: a) have a significantly greater difficulty in learning than the majority of children of the same age; or (b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. If a learner is identified as having SEN, North Cambridge Academy will make provision which is "additional to" or "different from" that provided for non-SEN learners (the normal differentiated curriculum), which is intended to overcome any barriers to their learning. It is important to note that not every pupil making slower progress has SEND. Some pupils may make slower progress for a reason unrelated to SEND, such as a gap in their learning. Additionally, children and young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, some pupils for whom English is an additional language may also be identified as SEN if their needs meet the criteria above.

3. What is disability?

A person has a disability if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities (Equality Act, 2010). This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation. Our facilities for helping disabled learners to access the school are described fully in the school's Accessibility Plan.

4. Accessibility

Our school is a safe and accessible building, which is welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a lift to access all areas; 4 disabled toilets; 1 disabled shower/changing facility; wide corridors and equipment to help with reading and writing.

5. Identifying students with SEND

There are four broad areas of need, although the Trust and North Cambridge Academy recognises that a student's needs may fall into one or more categories. North Cambridge Academy provides provision for all areas of need in line with the appropriate provision students require.

Communication and Interaction (C&I): Students with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to (expressive), understanding what is being said to them (receptive) or they do not understand what is being said to them (cognition). They may not understand or use social rules of communication. Children with Autistic Spectrum Disorder (ASD) can have more prevalent difficulties with social interaction due to differences in their understanding and connections between language, communication and imagination, which can then impact on how they relate to others.

Cognition and Learning (C&L): A broad ranging group of learning difficulties including Dyslexia and Dyspraxia as Specific learning Difficulties (SPLD), Moderate learning Difficulties (MLD), Severe Learning Difficulties (SLD) where children and young people will need support in the curriculum and may have associated mobility and communication difficulties, to those with Profound and Multiple Learning Difficulties (PMLD) where children and young people have severe and complex learning difficulties with physical disability and/or sensory impairment.

Social Emotional and mental Health (SEMH): Children and Young people diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder may need additional support. Those with Mental Health Difficulties such as anxiety, depression, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained may also need additional or different support to access education.

Sensory and or Physical Needs (SI/PD): Children and Young people with Hearing (HI) or Visual (VI) Impairment, or Multi-Sensory Impairment (MSI) may need additional specialist support or equipment to access the curriculum, or rehabilitation support. Some with physical disability (PD) may need additional and ongoing support to enable them to access opportunities available to their peers. SEN provision may be required as they have a disability that prevents or hinders them from making full use of educational facilities generally provided.

NCA acknowledges that students' needs should be identified and met as early as possible. The SENCO in conjunction with class teachers, curriculum leaders and senior tutors, closely monitor the progress and attainment of all students, including those who have or may have SEND.

A student may have additional needs if

- Progress is significantly slower than that of their peers starting from the same baseline
- Progress fails to match or better the child's previous rate of progress
- Progress fails to close the attainment gap between the child and their peers
- The attainment gap widens
- It can also include progress in other areas than attainment (p84 Code of Practice document)

Identification of a students needs can also be as a result of:

- Teacher concern
- Parental / carer concerns
- Tracking individual student progress over time
- Liaison with partner primary schools on transfer
- Information from previous academies/schools
- Information from other services

If further assessment is required we use a variety of assessment tools appropriate to the area of need, to support us identify specific areas of difficulty, to explore appropriate intervention and provision to support the child with their needs. If it is thought a student needs a more in-depth assessment, we have good working relationships with outside agencies and a referral can be made.

<u>In-school assessments:</u>

Student Observation (SEND Team)
GL Progress Tests
FFT Reading Test
York Assessment for Reading and Comprehension
Dyslexia Portfolio
Visual Stress Assessment
Single Word Reading Test
Speech and Language Criteria Assessment
Strengths and Difficulties Questionnaire
Boxall Profile (SEMH)
Social Communication Questionnaire
Connors Form (ADHD)

<u>Referrals to outside agencies include:</u>

Mental Health Assessment (Younited, CAMHS)
Neurodevelopmental assessment (Younited, CAMHS)
Speech, Language and Communication Needs Team (Cambridgeshire County Council)
Educational Psychologist (Cambridgeshire County Council)
Specialist SEND Teacher (Cambridgeshire County Council)
Sensory Support Team (Cambridgeshire County Council)
Occupational Therapist (NHS)

6. The Graduated Approach

The statutory guidance for identification, assessment and provision of SEN is documented within the Code of Practice and is based on a model known as the 'Graduated approach'. Using the graduated approach, students will be identified on the schools SEND systems at the appropriate level, which is accessible to all staff.

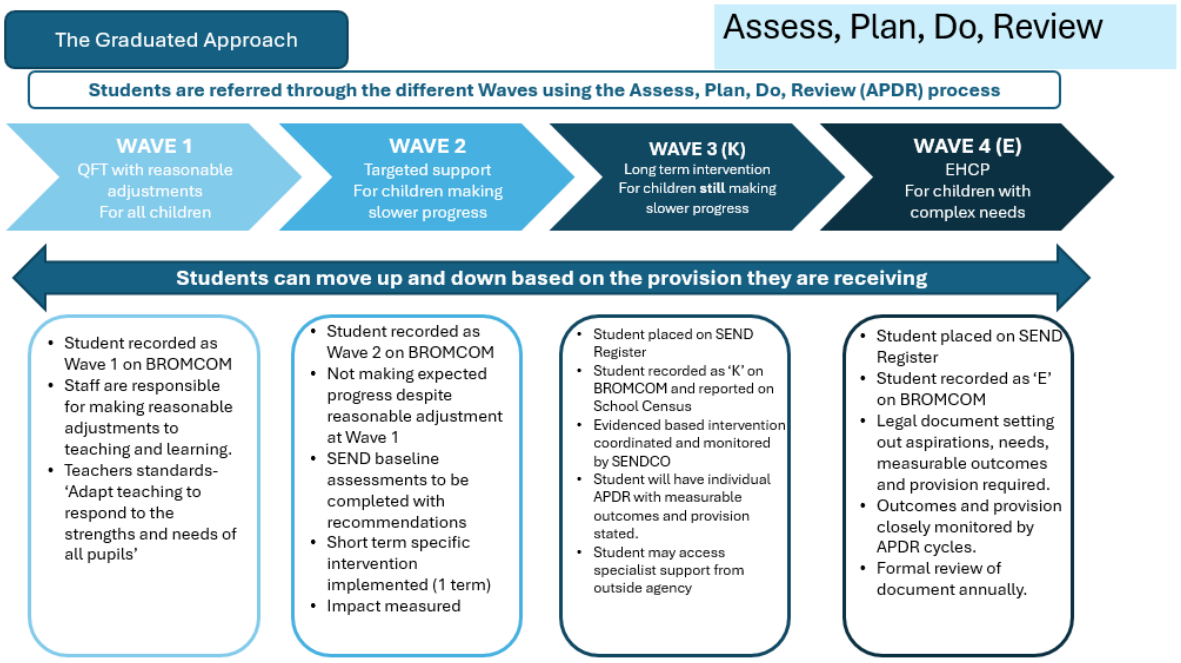


Fig. 1 The Graduated Approach

All students, including those with SEND, are assessed on a regular basis, in accordance with the academy's assessment policy. Teachers formally assess and review progress and attainment which is communicated to parents/carers by a report that is sent home. Additionally, parents evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps.

Students who are initially assessed as needing additional provision will be on Wave 2 support- a short term (around 6-14 weeks) intervention, after which they will be reassessed. At this point they would move to either Wave 1 (high-quality teaching) or Wave 3 (needing longer term SEND support). SEND students who are identified at Wave 1 or 2 will have suggested strategies to support their learning on their Bromcom profile. SEND students who are identified at Wave 3 and Wave 4 (EHCP) of the graduated approach will have an Assess, Plan, Do, Review learning plan which is reviewed by all teachers, pastoral team, key SEND adult and SENCO at least once per term. Parents and students on Wave 3 and Wave 4 (EHCP) will be invited to a SEND parents evening once per term to review the learning plan. All students with an Education, Health & Care Plan have an additional Annual Review meeting, where a discussion can be held around the progress of meeting the long-term outcomes stated in the plan.

7. SEND Provision at North Cambridge Academy

We are proud to offer a wide range of SEND provision at North Cambridge Academy to support our students, as outlined in our provision map.

Please see Appendix 1 for detailed outline of SEND provision and criteria.

1. Who are the SEND team?

Name	Role	Contact
Laureen Hodge	Assistant Principal and SENCO	LHodge@northcambridgeacademy.org
Jo Tate	Vice Principal	JTate@northcambridgeacademy.org
John Townell	Vice Principal	JTownell@northcambridgeacademy.org
Emma McFadden	HLTA- (SEND Pod)	EMcFadden@northcambridgeacademy.org
Eliza Rathbone	Assistant SENCO	ERathbone@northcambridgeacademy.org
Arya Sharma	Assistant SENCO	ASharma@northcambridgeacademy.org
Faiza Djermane	HLTA Cognition and Learning	FDjermane@northcambridgeacademy.org
Xanthe Reeve Butler	Social Communication Lead	XReeveButler@northcambridgeacademy.org
Josh Harris	Vocational Lead	JHarris@northcambridgeacademy.org
Diana Sandu	SEND Teacher (Literacy)	DMihaiescu@northcambridgeacademy.org
Sue Heath	SEND Teacher (Literacy)	Sheath@northcambridgeacademy.org
Zareen Javed	Admin Support Assistant	ZJaved@northcambridgeacademy.org
Sumalatha Arroju	L2 Teaching Assistant (Maths)	Saaroju@northcambridgeacademy.org
Jamie Ellis	L2 Teaching Assistant (SEND pod)	JEllis@northcambridgeacademy.org
Jake Sadler	L2 Teaching Assistant (SEND pod)	JSadler@northcambridgeacademy.org
Olena Lukina	L2 Teaching Assistant (SEND pod)	OLukina@northcambridgeacademy.org
Omar Metwaly	L2 Teaching Assistant (SEND pod)	OMetwaly@northcambridgeacademy.org
Amna Rasool	Teaching Assistant	ARasool@northcambridgeacademy.org
Bhargavi Anand	Teaching Assistant	Bsubbanarasimh@northcambridgeacademy.org
Risha Selva	Teaching Assistant	RSelva@northcambridgeacademy.org
Soloman Tsai	Teaching Assistant	STsai@northcambridgeacademy.org
Georgie Dobbyne	School Counseller	GDobbyne@northcambridgeacademy.org
Greg Cooper	TFTF Behaviour Resilience Mentor	GCooper@northcambridgeacademy.org

As outlined in the SEND Code of Practice (2015) all staff are responsible for meeting the needs of all pupils. For a list of the responsibilities of all staff in relation to SEND students please see Appendix B.

9. Consulting with other professionals

North Cambridge Academy have developed effective working relationships with a wide range of external partners, professionals and agencies. These include;

- SEND Specialist Services
- School Nursing Service
- Hearing Impairment Service
- Occupational Therapy Services
- The Child Protection Service
- Social Services
- The Educational Welfare Service
- Educational Team for Looked After Children (ETLAC)
- Children and Adolescents Mental Health Services (CAMHS)
- Centre 33. T

These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Cambridgeshire County Council and use the Early Help Assessment process when appropriate to do so.

A variety of support services are available for the parents of pupils with special educational needs, these can be accessed through the following forms of communication;

Early Help Assessment

https://www.cambridgeshire.gov.uk/residents/working-together-children-families-and-adults/how-we-work/children-and-families-services/children-and-families-procedures-and-resources/think-family/

SENDIASS

https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass/

Cambridgeshire Local Offer

https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/

10. Transition Support

Transitions can be a complex and daunting time for some of our students.

Transitions can include:

- Moving to North Cambridge Academy from primary school or another secondary school

- Moving from North Cambridge Academy to another secondary school

- Moving classes or groups within school

- Having a new teacher

- Moving from school to work or college or university.

North Cambridge Academy is committed to working with students, their parents and families, and other settings/providers to ensure that we use foresight and our collective expertise to ensure that positive transitions occur.

Planning and support for transition is a particular and important element of our provision for all SEND students at North Cambridge Academy. Planning for transition from Year 6 to secondary school begins as soon as possible in Year 6 and often in Year 5. For those students with EHCP's, the SENCO will attend the Annual Review in Year 6 (if invited) and, wherever possible, in Year 5, to begin to build a picture of individual need.

If a student is identified as someone who may find the transition to Secondary School a daunting or challenging experience, we offer an extended 4 week induction programme delivered by the SENCO and members of the SEND team which aims to target the skills needed to thrive in Secondary school.

From Year 8, transition planning starts for the move into Key Stage 4. SEND students will discuss option choices in their Autumn Term APDR review meeting. For Post-16 Sixth Form, the SENCo and House team work closely with other providers and settings to ensure a transition which is as smooth and positive as possible for students with SEN and/or disability. For students with EHCP additional information is gathered and shared with further education providers, to ensure the most appropriate provision and support is available.

11. What expertise and training do staff complete, to support children and young people with SEND?

Annual training covering various aspects of SENS is offered to all staff as part of the School's training program. Staff have received and continue to receive training across all areas of need identified in the SEND Code of Practice. Additionally, there is a fortnightly SEND briefing for all staff which highlights students needs and strategies for all staff in supporting them.

Examples of training has included but not limited to;

- Literacy and numeracy intervention

- Sensory Support training

- Exam access arrangements

- Speech and Language Therapy (SALT)

- Autism in schools

- SEND Code of Practice

- Raising achievement through well-being

Laureen Hodge the SENCO has completed the following training qualifications:

- National Award for Special Educational Needs Coordinator (Completed July 2021)

- Designated Person for Child Protection (September 2021)

- Speech, Language and Communication Needs Level 2 (July 2022)

- Level 5 DIPLOMA IN TRAUMA AND MENTAL HEALTH INFORMED SCHOOLS AND COMMUNITIES (September 2024)

- Therapeutic Thinking Tutor (June 2026)

12. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

We hope by maintaining regular dialogue between Parents and school that you will not have cause to make a complaint. However, if you do, the process is outlined below:

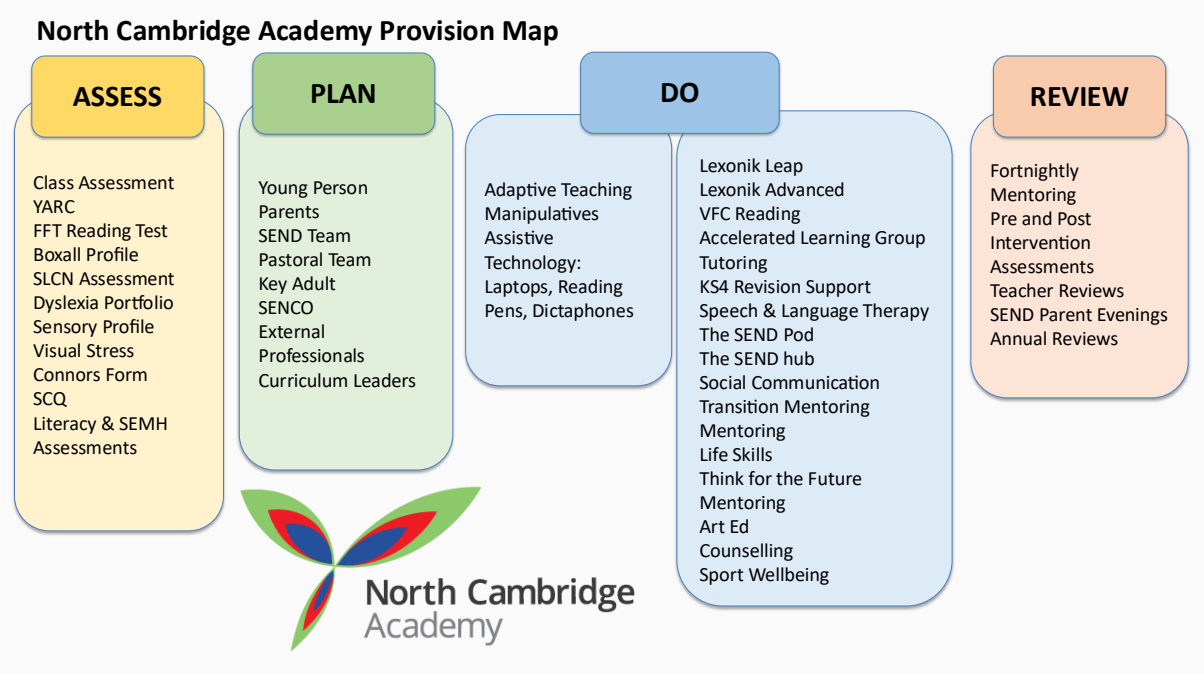
1. Contact the SEND Co-Coordinator, Laureen Hodge, North Cambridge Academy, Arbury Road, Cambridge, CB4 2JF Tel: 01223 491500. A personal appointment will be made to discuss and work towards a resolution of your complaint.

2. Should the complaint not be resolved satisfactorily at the meeting please refer to North Cambridge Academy complaint policy.

Appendix

Appendix A. Provision Overview

NCA SEND Provision Map



Appendix B. Responsibilities of staff

Class teachers are responsible for:

- The progress of the child in their lessons, including students with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion.

- Planning and delivering individualised programmes for SEND students, taking into full account the Pupil Profile to ensure the needs of the child are met.

- Where relevant, making appropriate use of the Teaching Assistant. The Teaching Assistant is there to assist; responsibility for the class is in the hands of the teacher.

- Being familiar with the needs of students in their class who have SEND, and to be familiar with all information as set out in the Pupil Profile.

- Contributing to the child's Pupil Profile (as required).

- Making themselves aware of policy and procedures for the assess, plan, do, review graduated response

- Giving feedback to parents of students with SEN.

Subject / Curriculum Leaders / Middle Leaders are responsible for:

- Ensuring that the requirements of SEND students are met in the Schemes of Work and that any examination course followed takes into account the needs of the students.

- Ensuring that progress is made for all SEND students in their subject area.

Senior Tutors are responsible for:

- Ensuring that the requirements of SEND students are met through the pastoral system.
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Assistant Principals are responsible for:

- Ensuring that subject leaders are meeting the requirements of SEN students in their departments.

- - Ensuring that senior tutors are meeting the requirements of SEND students through the pastoral system.

The Special Educational Needs Coordinator (SENDCO) is responsible for:

Ensuring that the Houses, SEND support team and teaching staff are meeting the requirements of SEND students.

- Resolving any complaints, where the form tutor/ Senior Tutor has been unable to do so

- Keeping the Senior Leadership Team informed about SEND issues

- Overseeing the day-day operation of SEND policy and procedure.

- Ensuring that an agreed, consistent approach is adopted

- Co-ordinating provision for children with SEN

- Liaising with and advising other staff

- Supporting class teachers and Academy teams in devising strategies, drawing up Pupil Profiles, setting outcomes appropriate to the student's needs and advising on appropriate resources and materials for use with students with SEN and on the effective use of materials and personnel within the classroom

- Maintaining the Academy's SEND register and records together with monitoring and evaluating the School's provision of support and progress of children with SEND in ensuring a graduated approach.

- Liaising with parents of children with SEND needs (in conjunction with College teams, class teachers and TA's)

- Contributing to the in-service training of staff

- Key point of contact with external agencies especially the Local Authority

- Liaising with SENDCos in other schools to help provide a smooth transition from one school to the other

- Keeping aware of the latest legislation, guidance and best practise regarding SEND

- Organising the daily activities of SEND Support Workers and Caseworkers

- Timetabling of SEND Support Workers and Caseworkers - Helping to produce Pupil Profiles and monitoring their completion

- Tracking student's progress

- Carrying out reviews and appraisal of SEND Support Workers and Caseworkers

- When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.

The Principal, Vice Principal and Executive Principal are responsible for:

- The management of all aspects of the Academy's work, including provision for all students with SEND

- Keeping the Governing Body informed about SEND issues inc: progress of SEN students

- Working closely with the SEN personnel within the Academy

- Ensuring the implementation of policy and procedures to do with SEND

The Academy Council will ensure that:

- SEND provision is an integral part of the school improvement / development plan the necessary provision is made for any students with SEND

- All staff are aware of the need to identify and provide for students with SEND

- Students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students

- It reports to parents on the implementation of the school's SEND policy

- It has regard to the requirements of the SEND Code of Practice (2015)

- Parents are notified if the school decides to make special educational provision for their child

- It is fully informed about SEND issues, so that it can play a major part in school self-review

- It sets up appropriate staffing and funding arrangements, and oversees the school's work for students with SEND

- The quality of SEN provision is monitored

- They approve the SEND policy and report on an annual basis