



SEND Information Report: 2024 -25

At Sharnbrook 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:

1. Cognition and Learning
2. Communication and Interaction
3. Emotional, social and mental health
4. Physical and Sensory

- Have high expectations and aspirations for all students.
- Have a clear focus on improving outcomes for students.
- Empower students to be an individual.
- 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.
- Challenge students to become as independent as possible.
- Collect the views of students and family/carers and recognise their importance.
- 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.
- 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. 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 will also be 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 at:

[Bedford Local Offer](#)

[North Northamptonshire Local Offer \(northnorthants.gov.uk\)](#)

[Cambridgeshire Online | About the Local Offer](#)

[Bucks SEND Local Offer | Family Information Service \(buckinghamshire.gov.uk\)](#)

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

The Senior Tutor in your child's House.

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: Liz Nichols

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.
- 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.
- Deployment of Teaching Assistants
- Strategic oversight of SEND Department and provision
- SEND Student Progress and Data

Assistant SENDCO: Julie Day

Responsible for: Assisting the SENDCO in meeting the needs of all students with SEND, including:

- Exam access arrangements
- Effective transition sharing from Primary School for those with identified SEND.

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)
- NGRT: New Group Reading Test (identifies a standardised score, with reading age)

- 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.

As your child transitions through the Academy, 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, via the progress reports, and, if necessary, a meeting can be set up to discuss this in more detail, especially if it may link to 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) and share this with all relevant professionals through the One Page Profile format.
- 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.
- A range of appropriate interventions
- Targeted social skills and emotional literacy interventions sessions.
- Modified curriculum on an individual basis according to need.
- Intensive reading interventions, including phonics based 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 (The Sharnbrook Way).

You can also email 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 that includes differentiated approaches by subject specialist teachers.
- Teaching that is informed by assessment, planning and review (ADPR cycle)
- High expectations for every student, 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: One Page Profiles
- Homework club: available every day, after school.

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:

- Specific strategies that may have been suggested by the SEND Department and/or professionals.
- Specific group work and/or interventions delivered by either Teaching Assistants, the SENDCO or other trained adults.
- Additional in-class support provided by a Teaching Assistant.
- Access to specialist professionals, for example, an Educational Psychologist. This will help the academy to understand your child's particular needs better and therefore support them more effectively.

Education, Health and Care plan (EHCPs):

[SEND Team | Bedford Borough Council](#)

[Guidance on Education, Health and Care \(EHC\) assessments and plans | North Northamptonshire Council \(northnorthants.gov.uk\)](#)

- 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.

Sharnbrook 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.

- 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
- Community Paediatrician
- Hearing Support team
- Occupational Therapist
- Physiotherapist
- Speech and Language Therapist
- Visual Impairment Service
- Counsellors

NB some of these services have considerable wait times.

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.

- Training and support is provided for all teachers and teaching assistants to ensure sound adapted classroom practice (quality first teaching).

- Training and support is provided for all teachers and teaching assistants that is specific to the individual needs of the students, for example, dyslexia, or Autism.
- Individual teachers and teaching assistants attend a wide range of internal and external training that ensure 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

How are parents involved in the academy?

- Discussions with tutors
- Meetings with staff
- Occasional parent surveys
- Open Days/ information evenings
- Option Choices Evening
- Parents' Evening/ Progress reviews
- Academy Council
- Parent Forums
- Performances

Who can I contact for further information about SEND?

- The SENDCO- senco@sharnbrook.academy

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

- The SENDCO may attend the Annual Reviews of those with EHC plans in year 6.
- The SENDCO contacts/visits partner primary schools to gather information in Summer term.
- Speak to primary school teachers/TAs/ SENDCOs.
- Two Induction days at the academy in July.
- Extra transition visits with TA support, if required.
- 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 is appropriate.
- Taster days.
- Encourage students to attend post 16 open evenings.
- Use of UniFrog
- UCAS progress website used for applications and can be accessed at home.
- One to one/small group careers advice meetings for some students.

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.