

SEND Information Report

**Review Date**

July 2025

Ratified

August 2025

Next Review Date

July 2026

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 2025
Next review due by:		Date: September 2026
SENDCO:	Willow Piper Willow.Piper@attrust.org.uk	Working towards achieving NASENCO qualification by September 2026.
Assistant/Deputy SENDCO	Opal Degville (Deputy SENCO) Opal.Degville@attrust.org.uk	
Designated Teacher	Name/email Carol Clarke Carol.clarke@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• 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
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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 BPVS Speech link	Speech and Language 1:1 SALT sessions Fresh start phonics Mable Therapy Brick therapy (6 weeks)	NHS Speech and language therapy (SALT) SES Communication and Interaction Team
Literacy assessments LUCID – dyslexia/phonics screener SSRT – Reading ability assessment NGRT – Termly reading assessment YARC – reading comprehension	Literacy RWI Fresh start phonics Beat Dyslexia Catch-up Literacy	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 Education Service (SES) 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.
RAPID – dyslexia screener Numeracy assessments BNST – Hodder Education SENT – Numeracy assessment	Numeracy Catch-up Numeracy	
Other cognitive assessments CAT4 – Cognitive assessment LASS – cognitive assessment Recall – executive function, working memory and processing	DBV Maths Programme Other cognitive interventions Memory Fix (6-8 weeks)	
SEMH assessments Boxall Thrive Online PASS	SEMH Thrive (6-12 weeks) Arnold the Wonder Dog ELSA (6-8 weeks) Talk about for Teenagers	SEMH services (CAMHS) services who support students with mental health Autism and ADHD Team – experienced teachers who specialise in supporting students with autism, or who present with social communication difficulties. The Neuro developmental team (NDD) who assess for ASD and ADHD. SES SEMH Team
Sensory/motor assessments Sensory SEMH suggester– used to support the creation of sensory diets and to identify the sensory needs of children.	Physical/sensory interventions Motor Skills United Inspire	NHS services NHS – Occupational Therapy (OT) students with fine or gross motor concerns, sensory needs, executive functioning difficulties NHS - Physiotherapy Students with an identified medical condition who require intervention within school. 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.
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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.

KS2/KS3

- The SENDCo and the Suffolk TA Network Coordinator have co chaired the Transition Working group for the Ipswich Opportunity Area where we have worked on elements such as common transfer documents and common transition days.
 - During October, Westbourne hosts its open evening for Year 6 pupils and their parents. This provides an opportunity for both parents and pupils to look around the academy.
 - The SENDCo also hosts an additional afternoon in October for parents to come, visit the school, and ask any queries. Parents can also make appointments for extra visits and meetings when needed.
 - The SENDCo and the Co Transition Lead work together to ensure that the transition process is effective. The SENDCo liaises closely with the SENDCos in the feeder schools and will attend Year 6 Annual Reviews.
- Additionally, the SENDCo arranges visits to all the feeder schools in the Spring/Summer Term to discuss the pupils on the SEN register and the support they are offered in order to ensure that the correct support is in place as soon as pupils start in September.
- Year 6 will also attend Westbourne for the two Transition days where they will meet their form tutors and have a variety of different lessons.
 - We also have in place a further transition programme for pupils who may struggle with the transition process. This involves staff visiting pupils in the feeder schools and then inviting them up for further visits
 - We have also implemented a scheme called 'Transition TAs'. This involved members of the TA team delivering sessions in the primary schools about coming up to Westbourne and dealing with any queries.
 - The SENDCo has also established a Pyramid Forum at Westbourne where all staff from the feeder schools meet on a half termly basis to discuss issues and share best practice.

KS3/KS4.

- KS3 to KS4 Pupils will have an options pathway assembly delivered by our Assistant Principal in charge of Curriculum. This gives pupils an introduction to the options pathway process.
- Following on from this, all pupils have a progression interview with a member of SLT. During the interview, pupils will discuss their post-16 and careers aspirations as well as looking at the pathways on offer.
- Westbourne hosts an annual options pathway evening for parents and pupils. This provides a valuable opportunity for both parents and pupils to talk to subject specialist staff about the different subjects on offer. The SENDCo also attends the evening to support parents.
- We also work closely with the careers department in the academy who provide programmes and events to support our SEND students in terms of aspects such as careers, interviews and CVs.

- During the Summer Term after Year Eleven have left, we will try and put in a KS4 Ready programme to help pupils who may need extra help with literacy and numeracy before starting their GCSE courses. This programme involves pupils being withdrawn from a subject which they will not be studying at KS4 and working on a 1:1 or 1:2.

KS4/KS5

- Westbourne has a careers advisor who works with pupils to prepare them for further education or training post-16.
- There is an annual careers fair where post-16 providers and local employers provide information about the opportunities available.
- The careers advisor organises trips to the local FE colleges so pupils can gain a valuable insight into different courses.
- All SEND pupils will have a careers interview where they can discuss their future plans. We will help pupils with application forms and interviews.
- We have built up links with the SEN teams at the post-16 institutions and we liaise regularly with them about the pupils who will be attending their institutions. Through this liaison, we can ensure that we can arrange extra visits if needed etc

Moving to a new school year

Information about your child's SEND 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.

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.
- Using the Judith Carter Model to create class profiles for each individual class.

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

- Brick Therapy
- Motor Skills
- Catch-up Literacy
- Catch-up Numeracy
- IT Assistive Technology.
- Level Three Dyslexia.
- Training delivered by the ATT Institute SEND Specialist.
- ATT SEND Snapshots delivered by the Trust Deputy Director of SEND.
- Training and coaching provided by the Trust Deputy Director of SEND.
- ATT PD Day on inclusive practice.
- ATT Adaptive Teaching Sessions.
- SALT Training delivered by NHS for identified students.
- Sensory and Physical training by Specialist Education Services.
- Dyslexia Training from Specialist Education Services.
- Autism and ADHD Training.
- Thrive Training.
- Whole staff training on the use of One Page Profiles.
- CPD delivered by the SENCO in pre recorded sessions.
- Exams Access Arrangements Training.

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 One Page Profile 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.

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

The Designated Teacher is a statutory role within the academy, responsible for promoting the educational achievement, well-being, and support of children in care, ensuring they have the same opportunities as their peers.

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.

<https://www.gobeans.co.uk/> BEANS is an early intervention service that provides support to children and young people aged 0-25 who are presenting signs of neurodiversity such as autism and ADHD. We also work with the parents and carers and siblings to ensure a more holistic approach and wraparound support based on the community circles framework.

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/>

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.

17. Glossary of terms

Abbreviation/Acronym	Full Term
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ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
BPVS	British Picture Vocabulary Scale
CAMHS	Child and Adolescent Mental Health Services
CAT4	Cognitive Abilities Test
EHCP	Education, Health and Care Plan
ELSA	Emotional Literacy Support Assistant
EPS	Educational Psychology Service
IPSEA	Independent Provider of Special Education Advice
LASS	Lucid Assessment System for Schools
LUCID	Dyslexia/Phonics Screener
MABLE	Online Speech and Language Therapy Provider
NaSENCO	National Award for Special Educational Needs Coordination
NGRT	New Group Reading Test
NHS	National Health Service
OT	Occupational Therapy
PASS	Pupil Attitudes to Self and School
PEP	Personal Education Plan
PHAB	Phonological Assessment Battery
RAPID	Dyslexia Screening Tool
RECALL	Working Memory and Processing Assessment
RWI	Read Write Inc.
SALT	Speech and Language Therapy
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs and Disabilities Coordinator
SENT	Standardised Early Numeracy Test
SMART	Specific, Measurable, Achievable, Relevant, Time-bound
STS	Specialist Teacher Service
YARC	York Assessment of Reading for Comprehension