



## SEN Information Report September 2025

DECISIONS ABOUT WHETHER A PUPIL HAS SEND	
<p><b><i>How does the academy know if my child needs extra help?</i></b></p> <p><b><i>What should I do if I think my child may have special educational needs?</i></b></p>	<ul style="list-style-type: none"> <li>● Pupils special educational needs (SEND) are discussed as part of the transition process through Alternative Provision Referral process and EHCP consultations.</li> <li>● Pupils in the academy are all assessed for Social Emotional and Mental Health needs (SEMH) needs using a SPOT tool profile.</li> <li>● Although the most common type of SEND supported across each site is SEMH, we have in-house screening for all four areas of need; Communication &amp; Interaction, Cognition &amp; Learning, SEMH and Sensory and/or Physical needs.</li> <li>● Staff are encouraged to raise concerns about pupil progress based upon the Assess, Plan, Do and Review graduated model in line with our SEND policy.</li> <li>● Should a parent/carer believe their child to have an undiagnosed special educational need, they can contact the School office <a href="mailto:phoenixpark@ppasev.org.uk">phoenixpark@ppasev.org.uk</a> (Phoenix House and Park House) and <a href="mailto:sevenhills@ppasev.org.uk">sevenhills@ppasev.org.uk</a> (Sevenhills Academy). Opportunities also exist for contact with staff at the regular meetings and progress reviews throughout the academic year.</li> <li>● Robust academic monitoring highlights underachievement and triggers a holistic approach to determine how pupil needs are supported and any further exploration that is needed.</li> </ul>
<p><b><i>How is the decision made about how much individual support my child will receive?</i></b></p>	<ul style="list-style-type: none"> <li>● The decision about individual support depends on the individual needs of the pupil.</li> <li>● We follow the graduated approach and have a Whole school Provision map which outlines the waves of intervention staff will follow.</li> <li>● More focussed intervention is determined by the SENCO, Head of Centre and teachers when universal support is not working.</li> <li>● Parents/carers are informed when specialist Wave 3 interventions are needed. External agencies such as Educational Psychologists, Fortis Therapy, Compass Go, Speech and Language Therapy may be involved at this level of intervention.</li> <li>● Personalised learning plans (PLPs) will evidence the type of support a pupil receives and be shared with parents/carers on a half termly basis.</li> </ul>
SUPPORT FOR LEARNING AND WELL-BEING	
<p><b><i>How does the academy support pupils with special educational needs?</i></b></p>	<ul style="list-style-type: none"> <li>● High quality, differentiated teaching (Quality First Teaching) is the first step in meeting the needs of all pupils.</li> <li>● All teachers teach pupils with SEND, every member of staff supports SEND and inclusive approaches.</li> <li>● Smaller teaching groups with high staff to pupil ratio provide pupils with support above that in a mainstream setting.</li> <li>● Personalised curriculum with a focus on SEMH.</li> <li>● The Senior Leadership Team and Heads of Centre review progress after every data cycle.</li> <li>● Teaching staff attend a termly progress meeting where individual pupil performance, attendance and SEMH progress are scrutinised.</li> </ul>

	<ul style="list-style-type: none"> <li>● Lessons are regularly observed internally, and with external parties, to ensure needs are being met and quality first teaching is meeting individual needs.</li> <li>● Focussed learning walks are carried out on a calendared cycle and when appropriate.</li> <li>● SENDCo, SEND leads and leadership staff will identify the most appropriate support for the individual pupil following the graduated approach and the waves of intervention based on the site provision map.</li> <li>● A team of Teaching Assistants and Care staff are employed to provide pastoral as well as academic support (very small group and 1:1 interventions). The team is trained to provide a range of targeted interventions.</li> <li>● The academy can provide a range of individual assessments such as exam Access Arrangements. These are provided by an external agent who is a qualified assessor.</li> <li>● Timetables are adjusted to ensure pupils with mobility disabilities are taught downstairs at Park House.</li> </ul>
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<p><b><i>What support will there be for my child's overall wellbeing?</i></b></p>	<ul style="list-style-type: none"> <li>● Teachers and Teaching Assistants are available as a first point of contact for all pupils.</li> <li>● All pupils are given SEMH support as standard. SEMH progress is reviewed on a half termly basis and monitored using PLPs.</li> <li>● The academies have a weekly allocation with Compass Go and Fortis Therapy to manage the Social Emotional Mental Health provision across sites.</li> <li>● The academies employ three Pastoral Welfare Leads and an EWO to support families and pupils with all aspects of attendance and punctuality. The staff will liaise with teachers and Heads of Centre regarding attendance and potential safeguarding issues. The academy works closely with the Local Authority to monitor the attendance of Children in Our Care with the local authority.</li> <li>● Mentoring and restorative systems are in place and all staff have completed Trauma Informed training.</li> <li>● A team of First Aiders is deployed at various points across the academy and at least two per academy site.</li> <li>● The School Nurse works closely with the school.</li> <li>● There is a well-established pastoral system in place for addressing behaviour concerns, avoiding exclusions and improving attendance using points systems.</li> <li>● The academy is proud of its behaviour and positive rewards system.</li> <li>● Pupil voice is taken into account via the Head of Centres as well as through regular questionnaires and surveys, including the use of school council in the pupil decision making process.</li> </ul>
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## PROGRESS, PLANNING AND KEEPING PARENTS INFORMED

<p><b><i>How will I know how well my child is doing?</i></b></p>	<ul style="list-style-type: none"> <li>● In addition to regular reporting arrangements, parents are invited to attend progress reviews to discuss individual progress.</li> <li>● The academy knows how well any individual pupil is doing through regular tracking and attainment data that informs teacher's planning. This cycle is on-going.</li> <li>● Each pupil has a Personalised Learning Plan which follows the Assess, Plan, Do, Review cycle.</li> <li>● Information is shared with parents each term to enable them to understand what progress their child is making towards their individual target grades.</li> <li>● When concerns arise, home contact is made and parents are invited into the academy to discuss at a suitable time.</li> <li>● If a child has an EHCP, school will hold an annual review of the targets.</li> </ul>
<p><b><i>How are parents involved in discussions about planning for their child's education? How are children able to contribute their views?</i></b></p>	<ul style="list-style-type: none"> <li>● We encourage parents to get involved with all aspects of their child's education at the numerous events which take place at the academy throughout the year, including review meetings, parent events and workshops, SEND annual review meetings and award ceremonies.</li> <li>● Pupils and parents/carers are welcome to discuss their concerns at any time. Please contact us if you have any concerns.</li> <li>● Pupil views are taken into account via the Heads of Centre, Teaching Assistants, Care Team, Annual Reviews, and the Pupil Council.</li> </ul>
<h2 style="margin: 0;">PROVISIONS, RESOURCES &amp; SERVICES</h2>	
<p><b><i>How is learning and development provision matched to individual pupil's needs?</i></b></p>	<ul style="list-style-type: none"> <li>● The academies aim to remove barriers and close gaps in learning which will result in accelerated progress through inclusive, differentiated quality first teaching.</li> <li>● Intervention involves a variety of programmes based on individual need and current best practice.</li> <li>● The Head of Centre, Exams Officer and the SENDCO work closely to ensure provision is arranged for pupils entitled to access arrangements (for example; extra time in examinations, a reader and/or a scribe).</li> </ul>
<p><b><i>How are the academy's resources allocated and matched to pupil's SEN?</i></b></p>	<ul style="list-style-type: none"> <li>● The academy's SEND budget is allocated by the Regional Business Manager which is then matched to individual pupil need in coordination with the SENDCO and Heads of Centres.</li> </ul>

<p><b><i>What specialist services and expertise are available at the school or accessed by the school?</i></b></p>	<ul style="list-style-type: none"> <li>● The academy has access to an internal WRAT 5 administrator.</li> <li>● External Agents provide diagnostic testing for Access Arrangement assessments for exams.</li> <li>● The academies are able to access support for Wave 3 interventions from the external provision such as Educational Psychology Service, Fortis Therapy and Mable Speech and Language Therapy.</li> <li>● The academy accesses other specialist services including; health, therapy, SENDIASS and social care as required. The school nurse visits via appointment. The academy has an allocation of time by Compass Go.</li> <li>● Staff are trained to employ Team Teach de-escalation strategies and techniques.</li> <li>● The school has achieved the Trauma Informed Schools award.</li> </ul>
<p><b><i>How accessible is the school / academy environment?</i></b></p>	<ul style="list-style-type: none"> <li>● All buildings are fully wheelchair accessible and ground floor based with ramped access to facilities.</li> <li>● Disabled changing, showering and toilet facilities are provided on all sites.</li> <li>● For those parents whose first language is not English, the academy will attempt to employ the necessary translators through the Local Authority.</li> <li>● Each academy website has a translation option to maximise inclusivity.</li> </ul>
<p><b><i>How are pupils included in activities outside the classroom including trips?</i></b></p>	<ul style="list-style-type: none"> <li>● All SEND pupils are encouraged to access all academy activities including school trips.</li> <li>● Parents are involved via letter/consent forms and by invitations to meetings. Staff regularly telephone parents at the end of day to notify parents of any pertinent issues.</li> <li>● All pupils are able to mix with mainstream pupils, including those who are non-SEND via inter-school activities, taster days, community learning, outreach, sporting and careers events.</li> </ul>
<b>STAFF TRAINING</b>	
<p><b><i>What training have the staff supporting pupils with SEN had, or what are they expected to have?</i></b></p>	<ul style="list-style-type: none"> <li>● All staff undertake basic SEND refresher training on the Code of Practice on an annual basis.</li> <li>● Targeted CPD is delivered to staff supporting students with specific needs.</li> <li>● CPD is delivered by external agencies including National College, Josie TV, Applied Psychologies, Compass Go and YMM.</li> <li>● Regular SEND training is included throughout the year, this is responsive to emerging needs or SEND updates locally and nationally.</li> <li>● The SENDCo is qualified with the National Award for SEN Co-ordination.</li> </ul>
<b>TRANSITIONS</b>	

<p><b><i>How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?</i></b></p>	<ul style="list-style-type: none"> <li>● To help prepare pupils joining the academy the Head of Centre and Pastoral Welfare Leaders liaise with the feeder school. Parents/Carers and pupils attend a pre-placement meeting within the academy.</li> <li>● Academy staff attend reviews and multi-agency team meetings at feeder schools.</li> <li>● In key transition years (Year 6 and Year 11) pupils attend transition events.</li> <li>● Parents are welcome to tour the academy and meet with the SENDCO, Head of Centre and other key staff prior to, during and following transition.</li> <li>● All pupils receive support and guidance in readiness for the next stage in their education, including external impartial guidance.</li> <li>● Pupils and parents are encouraged to attend a post-16 information meetings.</li> <li>● Academy staff liaise with Post 16 providers to enable a smooth transition and work with the careers service to support young people through their individual transition.</li> </ul>
<p><b>FURTHER INFORMATION &amp; COMPLAINTS</b></p>	
<p><b><i>Who can parents contact for further information?</i></b></p>	<ul style="list-style-type: none"> <li>● Executive SENDCo</li> <li>● SEN Leaders Mr N Giles (Phoenix House) (<a href="mailto:gilesn@ppasev.org.uk">gilesn@ppasev.org.uk</a> )</li> <li>● Phoenix House 01472 351412, Park House 01472 323597 and Sevenhills 01472 322079</li> <li>● Pupil Welfare Leads – Mrs B Nalder - 01472 322079, Mrs J Chapman – 01472 483211, Miss K Keogh 01472 351412</li> <li>● Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) – 01472 326363</li> </ul>