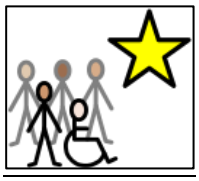
SEND Information Report 2026-2027

Our academy	At Charles Read Academy our vision is to support all pupils to achieve their full potential, both academically and socially. We identify early potential barriers to learning, assess needs swiftly and plan to overcome these barriers, all with the aim of ensuring pupils can make good or better progress. Charles Read Academy is part of the David Ross Education Trust (DRET), and as such we adhere to the DRET SEND Policy which can be found here. As a school in Corby Glen, we also form part of the local offer. More information on Local Area's Local Offer can be found here. Our most recent Ofsted inspection highlighted 'Overall, the school identifies the needs of pupils well. This includes those with special educational needs and/or disabilities. Leaders have enhanced systems to identify pupils who may face additional barriers to their academic achievement and wellbeing. They use their knowledge of pupils' needs to ensure that they get the right support at the right time, including from external agencies. Staff across the school know their pupils well. Teachers are trained to provide appropriate adaptations to lessons. Because of this, pupils receive suitable help in lessons so that they can learn successfully and make progress over time.' 'Leaders make effective use of additional funding. They have made strategic decisions about how to support the most vulnerable pupils, including those with the lowest starting points, to secure basic skills in English, mathematics and science. Leaders use alternative provision appropriately for pupils who require additional support. They are careful to link this to pupils' needs and support them when they return to school' June 2026

SEND Staffing at Charles Read Academy

Name	 **Mrs Le Caplain**	 **Mrs Miller-Brown**	 **Mr Stuart Rutter**
Role	**Director of Interventions & Special Educational Needs Co-ordinator (SENCO)**	**Assistant SENCO**	**Trust Wide Secondary SEND Lead**
Qualifications	**BA (Hons) Religious studies, theology and history**	**BA (Hons) open degree Health and Social Care Level 4**	**BSc (Hons) Land and Business Management PGCE Business and IT**

	PGCE secondary, religious studies, theology and history **PGCE special educational needs co-ordination** **NPQBCC** **NPQH**	**BA (Hons) open degree Exploring mental health and counselling** **Accelerated reader training and updates** **Emotional literacy support**	**NASENCO** **NPQEL**
The class teacher is responsible for ensuring support and interventions are in place for children and who experience SEND.	This is monitored and evaluated by the SENCO, who is responsible for the oversight and leadership of SEND throughout the school.	This is overseen by the Principal.	
Contact Information			
SEND Trustee		The SEND Governor then provides high support and high challenge to ensure Charles Read Academy is fulfilling duties.	



Special Educational Needs

<u>Definition of Special Educational Needs</u>

The SEND Code of Practice (2015) defines Special Educational Needs as:

"A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or young person has a learning difficulty or disability if he or she:

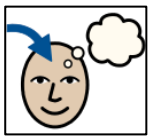
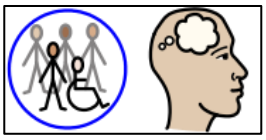
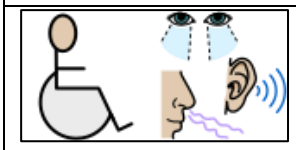
A) has a significantly greater difficulty in learning than the majority of others of the same age, or

B) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools, or

C) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014)

Children 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 he/she will be taught."

There are 4 broad categories of need:

	Cognition and Learning (CL) – this includes difficulties which impact upon academic learning, such as moderate learning difficulties (MLD), severe learning difficulties (SLD), Dyslexia, Dyscalculia, low cognitive abilities, issues with executive functioning and poor auditory or visual memory.
	Communication and Interaction (CI) – this includes speech and language difficulties (SLCN) such as difficulties with the production of speech sounds and/or understanding language and expressing themselves, and communication and interaction disorders such as Autistic Spectrum Disorder and Asperger's Syndrome.
	Social Emotional and Mental Health (SEMH) – this includes a range of difficulties related to a pupil's social, emotional, and mental well-being. **D**ifficulties in managing emotions and **behaviours**, which can manifest in various ways, including mood problems, conduct issues, and **specific** disorders such as Attention Deficit Hyperactivity Disorder (ADHD)
	Physical and Sensory (PS) – physical needs may include hearing impairments, visual impairments, Dyspraxia, and some medical conditions, and sensory needs include difficulties in the way an individual perceives and responds to sensory input, including how they process information from their environment through their senses

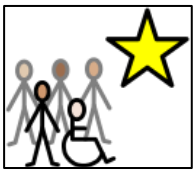
Identifying and Assessing Need

How do we identify children with SEND at Charles Read Academy?

- *A pupil may come to Charles Read academy having been on the SEND register at their previous school or setting. In this case, we would contact the previous setting as early as possible to ensure a smooth transition for the child*
- *A conversation with staff following concerns with staff completing a SEND concern form*
- *Close collaboration with regular meetings between SENCO and Heads of Faculty/Department*
- *Assessments and data tracking*
- *Pupil Progress meetings*
- *A parent/carer may raise concerns with a member of staff*
- *Liaison with outside agencies like Speech & Language or Educational Psychologists*
- *Identification through Child Protection Plans/TAC meetings*
- *Students may be identified through quality assurance, learning walks by SENCO and other colleagues*

In all these situations, we would talk to parents/carers/carers and the pupil about their views. We may administer some short tests (such as), speak to outside agencies, and complete observations within school. After this process has been followed it would be

	decided whether a pupil should be placed on the SEND register or not. Parents/carers and carers will be kept fully involved throughout this process.



SEND Support Cycles

How do we support children with SEND at Charles Read Academy?

All pupils with an EHCP on the SEND register will have a Pupil Inclusion Profile, most pupils who are on the SEND register who do not have an EHCP will also have a Pupil Inclusion Profile. This is written for them by the SENCO/Assistant SENCO. The Pupil Inclusion Profile will document the Assess Plan Do Review cycle.

Assess
Any diagnostic test results are listed, along with the pupil's progress within the National Curriculum subjects of Reading, Writing and Maths (ELGs for younger pupils too).

Plan
Aspirational but realistic outcomes are set by the class teacher alongside the personalised provision the pupil will need to reach this outcome.
Quality First Teaching delivered by the class teacher alongside the personalised provision the child will need to reach this outcome.

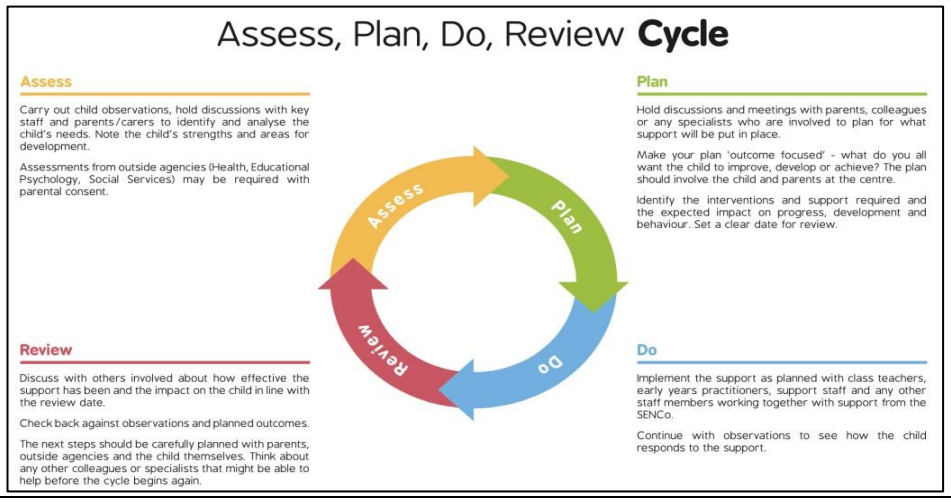
Reasonable adjustments, not just in terms of learning but also for social, emotional and mental health needs, is built into all lessons and activities as part of Quality First Teaching.

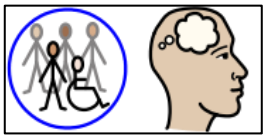
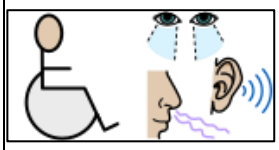
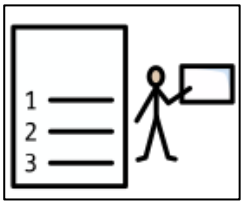
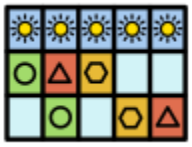
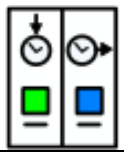
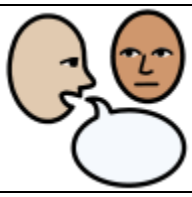
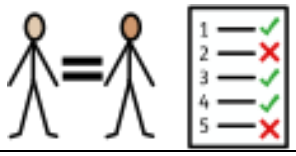
This ensures that all children can access all activities and learning opportunities at some level. This may include things such as: differentiated class based teaching; adapted or differentiated resources (e.g. visual timetables, learning mats, toolkits, writing slope); phase based LSA support in class; phase based LSA run intervention programmes (such as Talkabout, Stories for Talking, Numicon, RWI, Social Skills, Memory Development groups); interventions run by our in school specialists, such as our THRIVE Practitioner or from our Pastoral Team.

Do
Any individual working with a pupil on the SEND register will record their progress towards each outcome using the 'do' section of the Pupil Inclusion Profile.

Review
The outcomes will be reviewed at regular intervals during the year and new ones will be set. A pupil's voice will be sought, and parents/carers will have the opportunity to meet with class teachers and further discuss the targets.

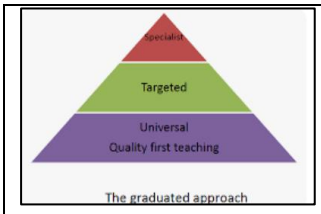
All children have access to the National Curriculum through Quality First Teaching in all subjects. When needed, extra support and resources are provided in all subject areas, including trips, with parents/carers being involved in planning these activities and trips to help consider what reasonable adjustments are required. Some children may require other documents to also be in place, such as a safety plan, which details all the information and strategies to support safety, dysregulation and behavioural challenges, and also Personalised Emergency Evacuation Plans (PEEPs) which details how the pupil

	would be support to evacuate the building in an emergency, and which members of staff are designated to do this. 
 Our approach to teaching children with SEND	*We are an inclusive academy. Wherever possible children are taught alongside their peers in flexible teaching groups using a range of adaptive teaching approaches.* *Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary.* *When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.* *There may also be input by other appropriate agencies (SAS and EP) and their recommendations/programmes will be included as part of the child's provision.*
 SEND Support for Communication and Interaction Needs	*Class based/Small group/individual interventions.* *Screeners such as WellComm and BVPS* *Dual coding and Widgets* *Speech and Language scaffolds, such as communication lanyards, communication signals, vocabulary boards, Makaton* *There may also be input by other appropriate agencies, such as NHS SALT or privately commissioned SALT*
 SEND Support for Cognition and Learning Needs	*Class based/Small group/individual interventions.* *Personalised scaffolds/Toolkits/Word banks/* *There may also be input by other appropriate agencies (SAS and EP) and their recommendations/programmes will be included as part of the pupil's provision.*

 **SEND Support for Social, Emotional and Mental Health Needs**	*Time out cards will include the facility for opportunity to re-regulate and if necessary, speak to a member of our Pastoral or SEND Team.* *Pastoral Support Programmes (such as Thrive or Lego Therapy or Bushcraft self- esteem activities) may be implemented, and these could include a modified timetable for attendance to support pupils to remain in or transition back into full time attendance. These are subject to review in line with TSPs or more frequently when appropriate.*
 SEND Support for Medical Needs	*The pupil will have an Individual Health Care Plan detailing their needs, medication, actions and contact phone numbers. The plans are held digitally on a secure system with any necessary medication being held in a locked cupboard within our medical room.* *The plans are written by our Pastoral Manager/ lead First Aider in conjunction with the SENDco and parents/carers. They are updated when a change of condition/need arises.* *All adults within the academy will be fully aware of, and follow, the contents of the plan.* *The Academy has named first aiders around the school site and staff have had training in delivering medication.*
 **SEND support for Physical Needs**	*Adaptations are made to the environments and curriculum adaptations are made to support hearing and visually impaired children. Also, adaptations to support those with mobility issues or disabilities.* *We also work closely with the Education Team for Hearing and Vision (SEST) and a mobility specialist, who visit our academy to train staff to effectively support our children and also train the children on how to adopt their own accessibility strategies, promoting their independence and confidence.*
 **Curriculum adaptations**	  ***Visual timetables*** ***Task boards*** ***Peer mentoring***   ***Assistive technology*** ***Talk partners*** ***Peer marking***

Self-assessment	***Word banks***	***Positive behaviour approaches***
Ear defenders	***Timers***	***Explicit instruction***

This is not an exhaustive list of Curriculum adaptions, and often these are personalised to the specifically identified needs of pupils at academy. We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.
We also seek advice and equipment from outside agencies where possible and will always seek the advice and guidance of health professionals where a pupil needs medical adaptions to support them accessing a broad and balanced curriculum.



The Graduated Response

How do we respond if more support is needed?

We have a graduated response to assessing the needs of children with SEND.
We are highly alert to the fact that a pupil's needs are constantly developing and that their SEND may change at any time during their school careers.
If a pupil is still not making progress against their outcomes, we will begin the process to request that a statutory assessment be completed by the Local Authority 0-25 SEND Team. *This will begin by holding a Person-Centred Planning (PCP) meeting to gather information and evidence to create an Education, Health and Care Needs Assessment Request to send to the local SEND Team – edit to match local referral system*. At this stage, they may decide a full assessment is not necessary and the Pupil Inclusion Profile is sufficient, or they may take this forward and begin gathering evidence to form an Education & Health Care Plan (EHCP). More on the EHCP assessment process can be found on the Lincolnshire County Council Local Offer website link.

Education Health and Care Plan

All children with an EHCP have a Pupil Inclusion Profile which is written by the teacher in consultation with SENCO, TAs and other agencies as appropriate. These detail the small steps which pupils need to achieve as progress towards their longer term EHCP targets. TSPs are reviewed at least termly.
For many children on the SEND register, a Pupil Inclusion Profile with recommended additional provision may be all that is needed to allow the pupil to reach their full potential. However, if progress towards the outcomes is not being made, additional

	support may be required. There are a wide range of outreach services available to the SEND Team to refer children to for specialist advice. These include: *Educational Psychologist, Speech and Language Therapy, examples of external agencies listed on your inclusion map and the NSPCC.* More information and contact details for many of these services can be found on the *Lincolnshire County Council Local Offer* website found link

 Parent Consultation **Pupil Voice**	**How do we communicate with children and parents/carers of children with SEND?** We encourage parents/carers, carers and families to speak to us about any worries or concerns regarding children's learning or social and emotional wellbeing. The first point of contact for parents/carers should be the child's class teacher as, in school, they are who knows the child best. We encourage parents/carers/carers to make us aware if they are neurodiverse and/or have any accessibility needs. We hold termly consultation evenings where all parents/carers can meet with class teachers to discuss their child's education. Children on the SEND register will have an additional opportunity to meet termly with the SENCO if required. Annual meetings will be held between the SENCO and the class teacher in to fully update the Pupil Inclusion Profile and this is reviewed in the other two terms. At this point, we will also record and collect pupils' views in a way appropriate to the individual pupil (this may be written, scribed by an adult or in the form of photographs or pictures). Pupil voice is extremely important to us at Charles Read academy, and through interventions such as Zones of Regulation we encourage all children to communicate their feelings and needs. As a part of each intervention analysis pupil voice is gathered at the end of each half term. Staff in school are competent at recognising subtle changes in the behaviours of all children in school and we have rigorous systems for ensuring all children are supported and listened to by our whole team, and pastoral support is then targeted to meet pupil's specific needs.
 Staff Training	At Charles Read Academy, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. When a new member of staff joins the school, we ensure they understand the systems within Academy, and they are given information about the children they are working with. The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training can be implemented to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilized. If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or

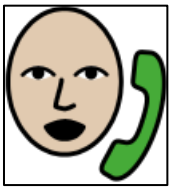
	school nurse, we will always discuss this with you first. Outreach support is sometimes a recommendation, and specific members of staff will be Some of our staff have completed training in specific areas of needs which include, Speech and Language, Autism, Positive Regard Specialist Practitioners, Makaton and Bucket Time to name just a few!

 Transition Support	**<u>How do we support transitions for children with SEND?</u>** Transitions between year groups and key stages can be concerning for both children and parents/carers of children with SEND. We have thorough arrangements in place to ensure appropriate support is carried on between key stages.
KS2 (Year 6) to KS3 (Year 7 Secondary)	SENCO and class teacher has a meeting with the secondary SENCO, possibly members of the SEND team and Transition Co-ordinator to discuss in detail and hand over files of the children who experience SEND. Transition days spent at secondary school in line with each school's transition policy. Extra visits arranged for vulnerable pupils. Pastoral and home-school support for identified children. Transition meetings and multi-agency meetings for children with EHC plans.
Mid-Year new starters	When we are aware that a child is joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. We also complete some baseline assessments to ensure we are providing the correct challenge within their work and to also identify any potential needs.

 Evaluating Provision	**<u>How do we evaluate our SEND procedures?</u>** The SENCO is responsible for monitoring SEND procedures through the school, they are overseen by the Principal, Mrs Milligan. Through clear communications at regular staff meetings, pupil progress meetings and through the appraisal process, all staff in school are clear of their roles and responsibilities regarding children with SEND. Within academy there are number of ways in which the provision is evaluated. • Review progress with Senior leaders discussing next steps. • Regular SEND staff meeting time, addressing training needs for all staff. • Reviewing children' individual progress towards their goals at regular intervals, as a minimum every term. • Establishing pupil's baseline before receiving interventions and reviewing the impact of interventions at regular intervals. • Pupil voice by asking our children if they feel the adjustment or intervention is helpful and makes a difference.

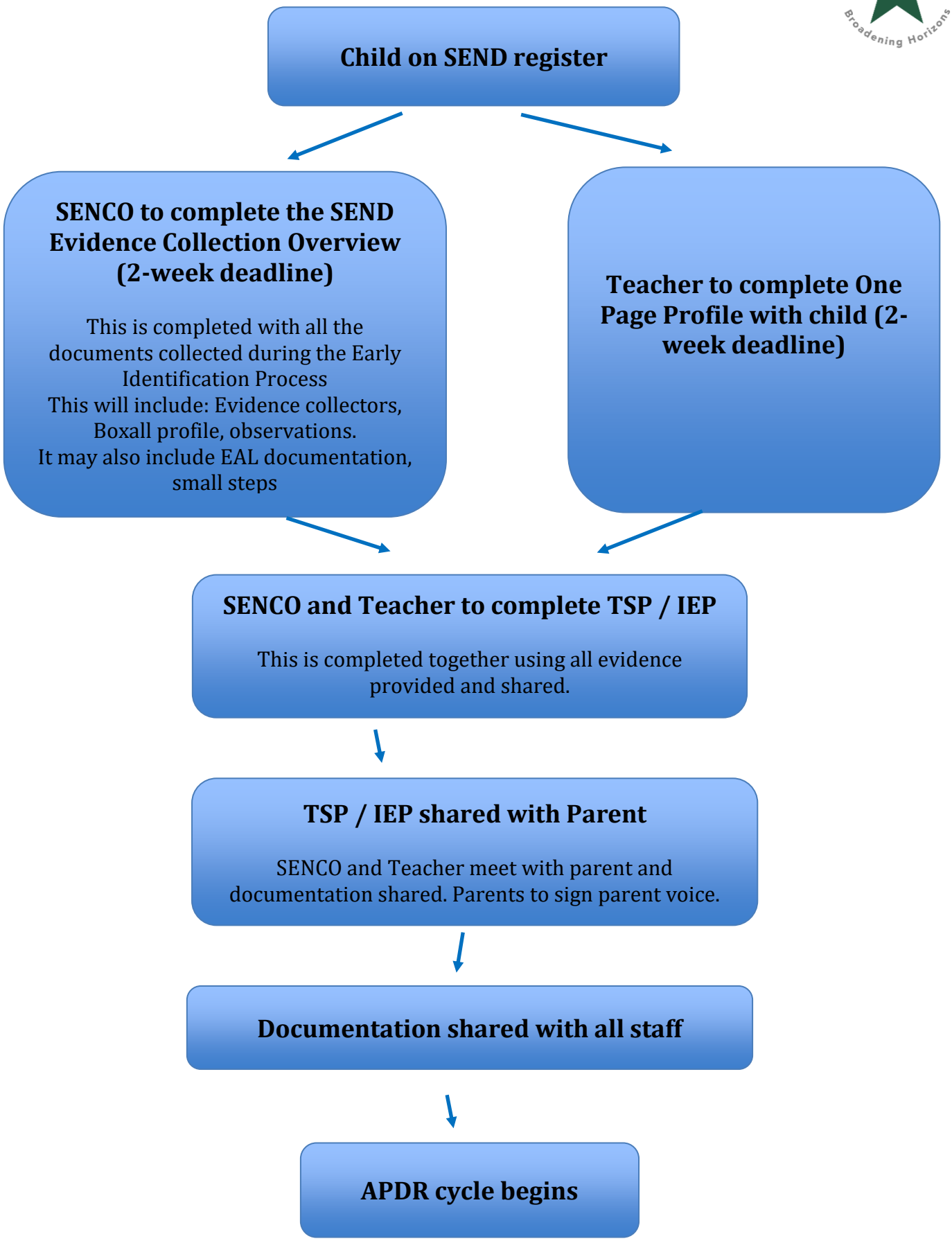
	• Monitoring by the SENCO's, either specific children, lessons, year groups or interventions. • Regularly using a tracking tool to update targets and measure progress. • Holding termly reviews for children who are on Education Health and Care Plans, SEND Support provision plans and those requiring specialist support. • Holding annual reviews for pupils with Education Health Care Plans.

 Clubs, Trips and *Enrichment*	All our extra-curricular activities and academy visits are available to all our children, including after school clubs. No child is ever excluded from taking part in these activities because of their SEN or disability. All children are encouraged to participate in lunchtime and after school clubs, particularly if they have been created to support specific skills such as Sensory circuits. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, Green Team etc. Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.

 **Complaint Procedure**	The first point of contact for any parent wishing to discuss their child would be the child's Form teacher. If you are not satisfied that your concern has been addressed, they you should make an appointment to see the SENCO or Assistant SENCO. If they cannot solve your issue, then please contact the principal. To escalate a complaint further please refer to the complaints policy for the David Ross Education Trust, which can be found on the Trust website here.

 Lincolnshire County Council Local Offer	The South Kesteven Lincs Local Authority Local Offer can be found: **https://www.lincolnshire.gov.uk** For independent advice contact SENDIASS ask@nelsendiass.org.uk 08001951635 *For the school nursing service contact schoolnursingadvice@sklincs.gov.uk 01522843000* *For the health visiting team contact 01522 843000* *For the LA SEND team contact BS_SEND@lincolnshire.gov.uk or 01522 553332*

Academy Graduated Response (amend for your academy)



SEND Flowchart (amend for your academy)

Stage 1 - PLAN

- TSR / IEP document checked by the SENCo
- Class Teacher update One Page Profile with the child and complete up to date a Boxall Profile
- SENCo will meet with Teacher to go through the overview document and go through overarching targets
- SENCo and class teacher will have the initial meeting with the parents – all documentation to be shared

Stage 2 - DO

- Class teacher to share child's overview with required staff
- Staff to follow the child's TSR / IEP and complete weekly small step SMART targets
- SENCo to provide support where necessary and following monitoring plan

Stage 3 - REVIEW

- Class teachers to review SMART targets
- Class teachers to report on SMART targets progress
- SENCo to meet with Class teacher if situation changes / new information provided by external agencies / concern in class / positive movement in class
- Class Teacher to meet with Parents three times a year

A child may be removed from the SEND list if:

- They are signed off by the external agency
- If gap has been closed
- They move to another school / move to Year 7 (then files are transferred and SENCo to contact school and feedback).