

SEND INFORMATION REPORT  
2024-25

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND) in order to realise their full potential, make academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in the SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 Schedule 1: Information to be included in the SEN Information Report. This can be found at:

<http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

**1. The kinds of special educational needs for which provision is made at the school.**

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the Local Authority. (SEND regulations 2014)

The Sir John Colfox Academy provides a range of support across the four main areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory or Physical difficulties.

**2. Information about the school's policies for the identification and assessment of pupils with special educational needs.**

Many students will already have been identified and entered onto the SEND register at primary school. Visits will be made by the SENDCO or the Assistant SENDCO to our local feeder primary schools to talk to the SENDCO (Special Educational Needs & Disabilities Co-Ordinator) and teachers in the Spring/Summer term of Year 6. Any needs that have already been identified are discussed and appropriate provision planned. For children with an EHCP (Education, Health & Care Plan), the SENDCO or Assistant SENDCO will attend a transition meeting as part of their annual review process at least in year 6, but frequently in year 5 as well.

Students will be identified through referrals from teachers, teaching assistants, pastoral leads, parents and pupils and underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress.

Assessment will then be undertaken by the SEND team to identify needs, with further assessment undertaken by outside agencies such as SENSS, educational psychologist, SALT if necessary.

3a. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have an EHCP;  
How the school evaluates its provision for such pupils.

The school collects data about student academic performance three times during the year. This data is tracked and analysed by the SENDCO who liaises closely with the Heads of Year and the Heads Of Department for each subject. Performance of SEND students is included in the reports produced by the HoDs alongside the performance of other groups.

Interventions offered by the SEND department will have clear outcomes identified at the start of the intervention and performance will be monitored against these, with further intervention organised if necessary.

An annual report is produced for governors of the Academy in January.

3b. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have an EHCP;  
The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.

All students, including those with SEND, are assessed on a regular basis, in accordance with the school's assessment policy. Teachers formally assess and review progress and attainment three times a year which is communicated to parents through a progress report that is sent home. Additionally, parents' evenings are held twice a year in years 7, and 8 and once a year in all other years, which provides opportunity to discuss progress, attainment and next steps. Data from these assessments are monitored by the SENDCO in conjunction with the Key Stage leaders.

Within SEND, we follow a staged and graduated approach to identifying and assessing needs using the 'Assess, Plan, Do, Review' model which enables initial assessment, clear identification of outcomes, the strategy used and then how well those outcomes have been met.

Parents are kept informed of progress through a termly progress report which is complemented by parents' evenings. Many teachers will also make contact with parents if there are concerns or successes to share.

All students with an EHCP have an annual review. These are usually run in the autumn and spring terms. Aside from this formal meeting, parents can contact the SENCO or Assistant SENDCO when needed.

3c. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have an EHCP;  
The school's approach to teaching pupils with special educational needs.

Our teachers have high expectations of all students, including those with SEND. At Key Stage 3 all subjects apart from mathematics are mixed ability and teachers provide quality first teaching which is differentiated to meet individual needs. All students identified with SEND will be on the SEND Code of Practice register which is accessible to all staff through Bromcom. Information is shared with teachers and teaching assistants in the form of provision maps and one-page profiles and we work collaboratively with our pastoral leads to ensure a holistic view of each SEND pupil.

The SEND Team also offers support to individual teachers when identified or requested which might involve lesson observation, work scrutiny, discussion with students leading to a workshop with the teacher to help develop a plan to support an individual within a subject.

In some cases, a teaching assistant might be allocated to a class to support identified students. If a student has a medical need which requires support, this is prioritised.

Students who need additional support in literacy/numeracy will be considered for interventions instead of participating in part of the reading programme in years 7 and 8. This is frequently sufficient to enable students to catch up, but for a few, further intervention might be offered in Year 9.

Some students with an EHCP might also access alternative provision, for example, Forest School, CORE Activities, SWARC, Equilibrium etc. In very rare cases, students might be offered a part-time timetable, for example, if they have a medical condition and this is recommended by the health professional, for a short period of time.

3d. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have an EHCP;  
How the school adapts the curriculum and learning environment for pupils with special educational needs.

The school provides a broad and balanced curriculum.

Our physical environment has wheelchair access, lifts within the buildings and disabled toilets. We have adjustable height tables to accommodate wheelchair access for practical lessons in science and food technology.

Diversity is valued and respected in our school. The school has an Accessibility Plan in place and all staff are expected to make themselves aware of the requirements of the Equality Act (2010), ensuring that both policy and practice is followed.

3e. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have an EHCP;  
Additional support for learning for pupils with special educational needs.

A range of interventions is offered in school, as well as further interventions through outside agencies. These include:

- Additional literacy and/or numeracy instead of some reading lessons in years 7 and 8 (Up to 2 hours per week). Delivered by HLTA and specialist Teaching Assistants.
- Numeracy interventions during tutor time. Delivered by specialist Teaching Assistant.
- Further literacy support for specific dyslexic students. Delivered by level 5 HLTAs.
- Speech and Language support from specialist services with programmes delivered by level 5 HLTAs in school.
- Exit cards to enable a student to leave the classroom and come to SEND for between 5 -10 mins, for example if very anxious when there is a cover teacher or if the student needs a sensory / movement break
- An after-school homework club is run for SEN students from 3.30 - 4.30 pm. Teaching assistants are available to provide individual support when needed.

At 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.

Further advice and guidance might be sought from outside agencies including; The Special Educational Needs Support Service (SENS), educational psychologists, CAMHS, Hearing and Vision Support Services, Occupational Therapy and the Paediatric Team.

3f. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have an EHCP;  
How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with pupils who do not have special educational needs.

A range of activities and trips is offered by the school and our policy promotes inclusion, where possible, of all of our students in all aspects of the curriculum, including activities outside of the classroom.

The school consults with parents and health professionals as needed to make arrangements for students with SEND, so that all can participate in visits and outside learning opportunities. The staff member organising the trip or activity will complete a risk assessment and where there are specific issues regarding safety or access for individuals, further plans are put in place to ensure that any needs are identified and prepared for (using risk assessments). It may be necessary to have detailed discussions to ensure the health and safety of your child on certain trips and we would seek to work closely with parents to do all we can to allow all children to be included in school activities.

A wide range of extra-curricular activities clubs take place at lunchtime and after school. A full list of these is found on the school website and is displayed in school. These are open to all students, including those with SEND.

3g. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have an EHCP;  
Support that is available to students with social, mental and emotional development of pupils with special educational needs.

The Sir John Colfax Academy has a number of different support routes that are personalized to meet individual student needs. We have a behavior specialist that can support with anxiety, an SEL department that is able to support students with their learning and the SEN department is also open all day to support students that need to access it. We have trained ELSAs (Emotional Literacy Support Assistants), and also offer daily check-in and small group work.

We have a school counsellor and the Mental Health in Schools team supporting students in school.

As part of our broad and balanced curriculum, we also deliver PHSCE and often have themed activities. Outside the curriculum, we offer team building school community project opportunities, such as participating in The Duke of Edinburgh Awards scheme or fund-raising events including House Charity Days.

For further support we work with outside agencies such as CAMHS (Child & Adolescent Mental Health Service), GPs and other health professionals such as Virtual School, and educational psychologists.

We also ensure that students have a voice through operating an open door policy with regards to them independently accessing help or advice from pastoral leads, tutors or the SENDCO. Students also have school council and student voice groups which are able to put ideas and concerns forward to staff.

#### 4. The name and contact details of the special needs co-ordinator.

SENDCO – Mrs Louisa Hocking [hockingl@colfox.dorset.sch.uk](mailto:hockingl@colfox.dorset.sch.uk)

Assistant SENDCO - Mrs Claire Baker [bakerc@colfox.dorset.sch.uk](mailto:bakerc@colfox.dorset.sch.uk)

#### 5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist knowledge will be secured.

Training is accessed annually to ensure that we are up to date and equipped to support individual needs. All members of staff who are involved in supporting a student are invited to organised training offered by outside agencies such as Vision and Hearing support services.

Individual training is also offered to key members of staff as needed, such as those undertaking manual and equipment handling, intimate care and occupational or physiotherapy needs.

The SENDCO holds the National Award for SENDCO qualification and offers bite sized training to TAs throughout the year as well as advice and support to teachers, which includes a full electronic glossary of SEND including classroom strategies. TAs attend training according to the interventions that they deliver and the roles that they carry out.

We have four HLTAs, another training for the qualification and nine Teaching Assistants, as well as two fully trained Forest School leaders to support our SEN students.

#### 6. Information about equipment and facilities in relation to children and young people with special educational needs and how specialist knowledge will be secured.

As a school we can access a range of services including Visual and Hearing Support Services, Occupational Therapy, and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact the school or discuss the issue at the next review/parents evening.

#### 7. The arrangements for consulting with parents of pupils with special educational needs about, and involving such parents in, the education of their child.

The Sir John Colfax Academy actively seeks to develop strong and lasting relationships with parents to support a young person's learning, needs and aspirations. Parents are encouraged to contact staff by telephone or email whenever they need and are also invited to formal meetings throughout the year to discuss progress and amend provision where necessary. The first point of contact is usually the form tutor who oversees the pastoral and academic support of a tutor group, but parents are welcome to contact Head of School, SENDCO or members of SLT as appropriate.

The governing body also includes parents.

**8. The arrangements for consulting with pupils with special educational needs about, and involving them in, their education.**

SEND pupils contribute to the production of their one-page profile which outlines their strengths and strategies to help them in the classroom.

Students are involved when decisions are made to start or end interventions. When appropriate, students complete a review which helps to inform decision making.

When in year 9, Students, parents and SENDCO meet to discuss option choices for KS4 alongside any further interventions.

In years 10 and 11 students can access careers advice through Ansbury (Marc Truyens).

**9. Any arrangements made by the governing body relating to the treatment of complaints from parents of children with special educational needs concerning provision made at school.**

In the first instance if you have any concerns, please contact the SENDCO. Alternatively, please contact one of the two Deputy Heads, Carol Duffy or Tom Hardinge, or the Head of Sixth Form, Adam Teasdale. The school's complaints procedure is found on the website.

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

The school accesses a range of services as needed including:

- Child and Adolescent Mental Health Service (CAMHS)
- County Psychological Service (EP)
- Private Educational Psychologist (Dr Jeremy Side)
- Behaviour Support Service (BSS)
- Ethnic Minority and Traveller Achievement Service
- Hearing and Vision Specialist Service (HVSS)
- Social Care Teams
- Physical and Medical Needs Service
- Equality and Diversity
- Speech and Language Service (SALT)
- Locality Teams
- SEND Specialist Services (SENS)
- School Nurse Service
- Occupational Therapy Service (OT)

These services are contacted when necessary and appropriate, according to your child's needs. We follow a graduated approach as outlined in the SEND Code of Practice, seeking advice from these outside agencies when earlier school support has been reviewed and further support and advice are required.

If you believe your child needs support from a specialist please contact the SENDCO or their Head of School.

**11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.**

Dorset Parent Partnership offers impartial and independent information, advice and support to parents of children with SEND and can be found at <https://www.dorsetforyou.com/parent-partnership-service>

The British Dyslexia Association - <http://www.bdadyslexia.org.uk>

The National Autistic Society-[www.autism.org.uk](http://www.autism.org.uk) and Community Wessex

[http://autismwessex.org.uk/community\\_wessex](http://autismwessex.org.uk/community_wessex)

**12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.**

We liaise closely with our feeder primary schools and provide additional transition support both before starting secondary school and once started, if it is needed.

All students visit for transition days and for SEND students we offer 'enhanced' transition programmes which enables students to visit the school either individually or in small groups. The Head of Year 7 visits all primary schools in the spring and summer terms to speak to the teachers and pupils and answer any questions that they might have. Videos and information are on the school website. For students joining mid-year, the Head of School and SENDCO usually liaise with parents to ensure a smooth transition.

If a student has an EHCP, the SENDCO or Assistant SENDCO are usually invited to the transition meeting when the pupil is in year 6.

Before key transition points, for example moving from key stage 3 to key stage 4, or from key stage 4 to 5, a meeting may be arranged with the Ansbury (IIAG) representative, the Head of School or the SENDCO to talk to students about their plans for the future and to give students the support, encouragement and information they need about routes into further and higher education training, vocational training and employment. The experienced and fully qualified careers adviser, Marc Truyens offers confidential and independent advice with a strong focus on the young person's abilities, interests and preferences.

The school also includes an extensive programme of careers lessons and activities through the PSD programme to support students in their transition. In year 10 work experience is offered alongside preparation for the workplace, such as CV writing, expectations etc.

Where appropriate, with the young person's permission, information about any further support needs is passed on to the next educational provider/school/college.

**13. Information where the local authority's local offer is published.**

Dorset Council's local offer is published:

<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx#:~:text=Dorset%20Council%27s%20Local%20offer%20for%20children%20and%20young,advice%20and%20support%20for%20children%20and%20their%20families.>