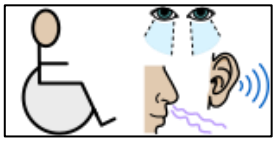
SEND Information Report 2026-2027

Our academy



We are a mainstream academy with a strong inclusive ethos. This document is intended to give you information regarding the ways in which we ensure we support all our pupils, including those with SEND. It may not list every skill, resource and technique we employ to achieve this as these are continually developed and used to modify our provision to best meet the requirements of our students.

At Charnwood College 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.

Charnwood College 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 Leicestershire, we also form part of the local offer. More information on Local Area's Local Offer can be found here.

Charnwood College will always endeavour to ensure that equipment in school is suitable for the needs of the pupils on roll. If the school is required to obtain equipment to support a physical disability, the academy will attempt to seek funding as necessary and make reasonable adjustments in order to meet needs. The Local Authority provides specialist equipment such as wheelchairs/standing frames when prescribed by a relevant health specialist. The Academy provides an additional adult support where appropriate.

In accordance with the Disability Act, buildings must undergo 'reasonable adjustments' to ensure that they are accessible for all our pupils. Our Accessibility Plan is available to view on the school website. We have a designated supervised area that pupils can access during break and lunchtimes to lessen anxiety, building and promoting confidence and friendship.

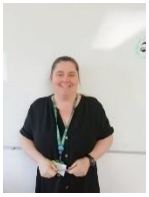
The Academy has a classroom dedicated to intervention teaching and learning. There are lifts to accommodate wheelchairs and pupils with mobility needs in E block and S block.

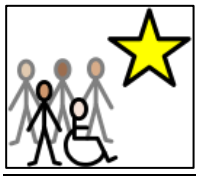
Students with SEND will be considered for a place in line with the criteria outlined in the school's admission policy. **Charnwood College - Admissions** Where a pupil has an EHCP, the Local Authority consultation process will be adhered to.

Age range of students: 11-18
Date of last Inspection: 2022

Our most recent Ofsted inspection highlighted that "Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND)"; "Teachers use strategies to meet these pupils' needs so that they can build their understanding over time"; "Leaders provide support and wider opportunities for pupils with SEND. They regularly check how well these pupils take advantage of the enrichment activities on offer"; "A number of sixth-form students talk favourably about how teachers cater for their individual needs".

SEND Staffing at Charnwood College

Name	**Mrs Anna Tyers**	 **Mrs Lucy Brotherhood**	**Mr Stuart Rutter**
Role	**Special Educational Needs Co-ordinator (SENCO) & Assistant Principal**	**Assistant SENCO**	**Trust Wide Secondary SEND Lead**
Qualifications	**BA (Hons) English Literature, History and History of Art** **MA Victorian Studies** **PGCE English Language and Literature** **Catholic School Alliance Middle Leadership** **NASENDCO**	**Assistant SENDCo training through Leicestershire SENDConet**	**BSc (Hons) Land and Business Management** **PGCE Business and IT** **NASENCO** **NPQEL**
The class teacher is responsible for ensuring support and interventions are in place for children and young people 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	**School/College name: Charnwood College** **Address: Thorpe Hill, Loughborough, Leicestershire, LE11 4SQ** **Telephone Number: 01509 554400** **Name of Principal: Mrs T Rowe** **Principal contact details: Tel : 01509554400** **Website address: http://charnwoodcollege.org** **Twitter feed details: http://twitter.com/charnwoodcoll** **Email: office@charnwoodcollege.org** **SENDCo: atyers@charnwoodcollege.org** **Assistant SENDCo: lbrotherhood@charnwoodcollege.org**		
SEND Governor	**Pippa Davies & Dave Foord**	The SEND Governor then provides high support and high challenge to ensure Charnwood College is fulfilling duties.	



Special Educational Needs

Definition of Special Educational Needs

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:

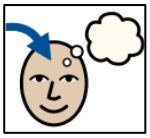
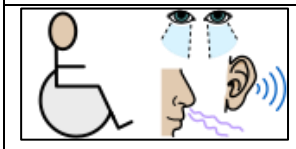
A) has a significantly greater difficulty in learning than the majority of others of the same age, or

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 Charnwood College?

We are a Mainstream Academy; we aspire for all of our students to achieve their potential, including those with SEND.

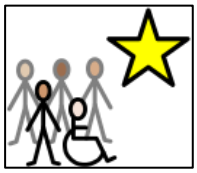
We cater for students across all broad areas of need:

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

Identifying need:

- A pupil may come to Charnwood College 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 raised through a SEND concern form. Pupils are identified as having SEND when their progress has significantly slowed or stopped and the interventions and or resources based on Quality first teaching that we normally put in place do not enable improvement.
- 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/meetings

In all these situations, we would talk to parents/carers and the pupil about their views. We may administer some short tests (such as a dyslexia screener or strengths and difficulties questionnaire), 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 will be kept fully involved throughout this process.



SEND Support Cycles

How do we support children with SEND at Charnwood College?

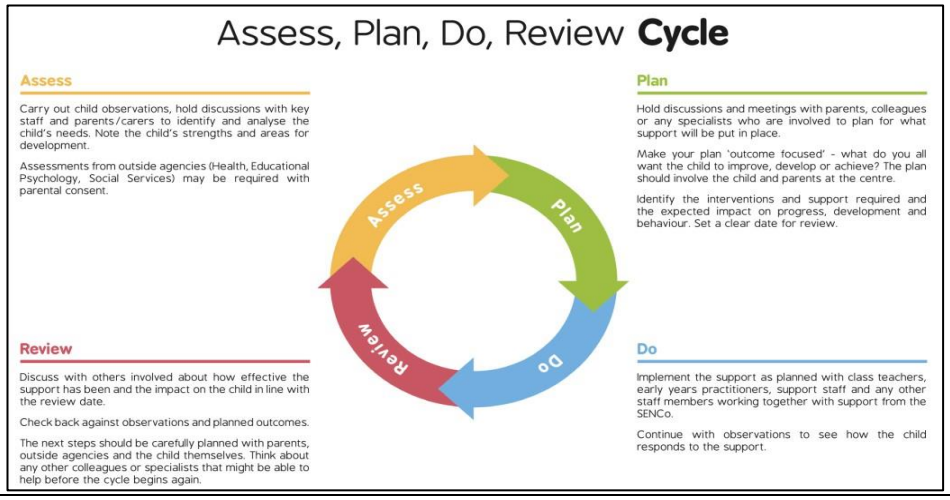
Charnwood College will follow a graduated approach to identifying the support a pupil may need. This is called the Assess, Plan, Do, Review Cycle.

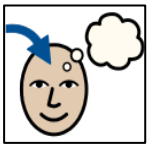
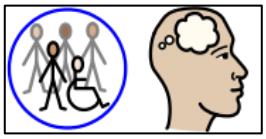
There are currently two stages at which a pupil may be placed on the SEND register:

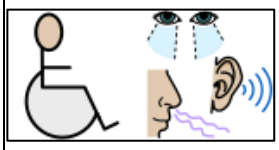
SEND Support: classroom teachers have initial responsibility for this and will ensure that parents are regularly kept informed if their child is experiencing difficulties.

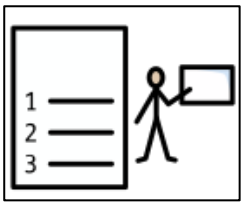
EHCP: This stage is identified by the code as where the local authority takes the lead in assessing pupils and providing/reviewing EHCPs.

	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 English and Maths. **Plan** As soon as a pupil's SEND has been identified, we will contact parents and discuss plans that will help them to make better progress. For the vast majority of pupils, their special educational needs can be met through Quality First Teaching within the classroom. Reasonable adjustments and micro interventions, not just in terms of learning but also for social, emotional and mental health needs, are built into all lessons and activities as part of Quality First Teaching. Aspirational but realistic outcomes are set together with pupil and parents. If additional interventions are required, these will be discussed. Quality First Teaching delivered by the class teacher alongside any additional identified personalised provision enable pupils to work towards their targets and outcomes. This ensures that all pupils can access all activities and learning opportunities at some level. This may include things such as: adaptive class based teaching; adapted resources (e.g. visual timetables, toolkits, writing slope); TA support in class; TA run intervention programmes (such as RWI Fesh start, Word Wasp, Dyscalculia and numeracy intervention, Friendship Group, Social Skills groups); interventions run by our in school specialists such as our ELSA or from our Pastoral Team. **Do** Any individual working with a pupil on the SEND register will record their progress towards each outcome. **Review** The outcomes will be reviewed at regular intervals during the year. A pupil's voice will be sought, and parents/carers will have the opportunity to meet with the SEND team and teachers to further discuss the targets. All pupils have access to the National Curriculum through Quality First Teaching in all subjects. When needed, extra support, equipment and resources are provided in all subject areas, including trips, and where necessary, parents/carers are consulted to consider what reasonable adjustments are required. Some pupils 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 supported to evacuate the building in an emergency, and which members of staff are designated to do this. Charnwood College will apply to the Joint Council of Qualifications (JCQ) for Access Arrangements at Key Stage 4 and 5 where there is a history of need, for example if access arrangements were in place at primary school or where testing demonstrates that the standardised reading score is 85 or below.

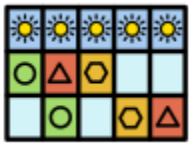
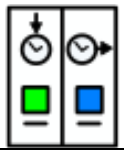
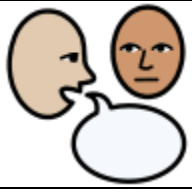
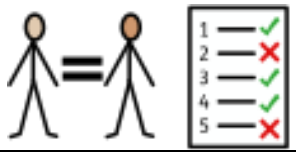
	We will inform parents in writing if JCQ has agreed an exam concession. We will ask parents to encourage their child to use this concession by discussing it with them at home. 
 Our approach to teaching children with SEND	We are a mainstream academy. We aspire for all of our students to achieve their potential, including those with SEND. Wherever possible pupils are taught alongside their peers in flexible teaching groups using a range of adaptive teaching approaches. All teaching is based on building on what a pupil knows, can do and understand. Teachers adapt their high-quality teaching to cater for their pupils' needs, following the strategies identified on their profiles. Pupil voice is paramount in identifying strategies which work for them. Pupil profiles are attached to bromcom and are updated termly or more frequently if the need arises. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support. Interventions support the development of literacy, reading comprehension, spelling, numeracy, emotional regulation and social communication and focus on specific targets identified on their profile. The form tutor and subject teacher can provide information about what individual year groups are learning and how pupils are being helped to make better progress. There is more information about our school curriculum on our website: https://www.charnwoodcollege.org/Curriculum All pupils are expected to complete homework on time. Additional support is provided at lunchtime in the learning support base as well as at homework club every Monday – Wednesday evening. Booster sessions for pupils in year 11 follow a timetabled plan. Learning support staff support in these sessions also. There may also be input by other appropriate agencies (for example Specialist Teaching Services for HI, VI, Autism Outreach and Educational Psychology) and we will use our

	best endeavours to include their recommendations/programmes as part of the pupil's provision.
 SEND Support for Communication and Interaction Needs	SEND support for Communication and Interaction needs includes but is not limited to: Class based support from the subject specialist teacher or TA/LSA Dual coding Instructions broken down into manageable steps Tasks broken down into manageable steps Speech and Language scaffolds, such as RAG cards or wristbands, vocabulary boards and key word glossaries Small group interventions such as Friendship Group intervention, supporting interaction during unstructured times and individual interventions, personalised to the needs of the pupil. There may also be input by other appropriate agencies, such as Autism Outreach or SALT.
 **SEND Support for Cognition and Learning Needs**	SEND support for Cognition and Learning includes but is not limited to: Class based support from the subject specialist teacher or TA/LSA Personalised scaffolds/Toolkits/Word banks Small group reading support, RWI Fresh start, Word Wasp, Numeracy, Dyscalculia individual interventions such as 1:1 reading, word wasp, dyscalculia. There may also be input by other appropriate agencies (such as Specialist teaching or Educational Psychology) and their recommendations/programmes will be included as part of the pupil's provision.
 **SEND Support for Social, Emotional and Mental Health Needs**	SEND support for Social, Emotional and Mental Health Needs includes but is not limited to: All students access a Personal Development programme and at KS3 have a timetabled Broadening Horizons lesson. The learning Support base is a staffed nurture space that is open at break and lunchtimes to support students with making friends, supporting communication and interaction with others, playing games such as chess, supporting organisation and homework. All students have a profile to inform staff of needs and strategies to use within the classroom. In class, work is broken down into manageable steps, alternative methods of presentation considered if needed, pupils have access to sensory support such as fidgets or other specific sensory tools, an 'emotional toolkit', noise cancelling headphones, time out and adult direction to use this as necessary, movement breaks. Some pupils may have a safety plan in place outlining a safe space and key member of staff which they can access for regulation purposes. We have a range of programmes in school to support the emotional and social development of students. Pupils may access interventions targeted to support SEMH needs such as Think Good Feel Good, Drawing and Talking Art Therapy, ELSA, Friendship Group intervention, Teen health. We respond to the needs of the individual, tailoring an individual programme of support if needed. We utilise many agencies for support if we need expertise beyond our own staff. Within the school day, the pupil may also have a Positive report to focus on the positive elements of each day.

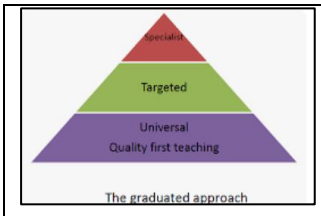
	Pastoral Support Programmes may be implemented and these could include a modified timetable for attendance to support pupils to remain in or transition back into full time attendance. These are subject to review fortnightly or more frequently when appropriate and form part of a short-term intervention. We have a short term internal alternative provision for a small number of pupils who are struggling to access the mainstream curriculum as a result of behavioural, social, emotional or mental health needs. The pupils who attend this provision have already followed a graduated response to their SEMH needs. Targeted therapeutic support forms part of the broad and balanced bespoke provision to enable pupils to develop effective self-regulation and strategies to manage their emotions. Progress is reviewed regularly with parents. The majority of pupils are able to successfully return to mainstream lessons. For some pupils an alternative pathway may be needed to continue their learning journey. The North Charnwood Loughborough Inclusion Partnership satellite site of Oakfield Short Stay School may also become involved. They may offer outreach support or access to some Alternative Provision when pupils are struggling to access the mainstream curriculum as a result of behavioural, social, emotional or mental health needs.
 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 dedicated room. The plans are written in conjunction with 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. Charnwood College have trained first aiders and staff have had training in delivering medication.
 **SEND support for Physical Needs**	Charnwood College use their best endeavours to support all adaptations for physical needs. Adaptations are made to the environments and curriculum adaptations are made to support hearing and visually impaired pupils. Also, adaptations are made to support those with mobility issues or disabilities. We also work closely with the Hearing Impairment team and Visual Impairment team, who visit our academy to train staff to effectively support our pupils and also train the pupils on how to adopt their own accessibility strategies, promoting their independence and confidence.
SEND support for looked after and previously looked after pupils	Mrs Anna Tyers is the Designated Teacher for Looked After Children. At Charnwood College we work collaboratively to make sure that all teachers understand how a looked after or previously looked after pupil's circumstances and their SEND might interact and what the implications are for teaching and learning. Pupils who are looked after will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.



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 Charnwood College. We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all pupils 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.

All pupils are assessed regularly throughout Key stages three, four and five. Teachers use these outcomes to measure whether the student is on target to achieve their potential. The SENDCo, together with curriculum and pastoral leaders, will review the progress of all students with SEND at Key Data points in the year.

If a pupil is still not making progress against their outcomes, despite following a rigorous graduated response over time, 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. 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 Leicestershire local authority website: **Assessment | Leicestershire County Council.**

Education Health and Care Plan

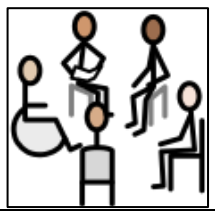
All children with an EHCP have a Pupil Inclusion Profile which is written in consultation with the SENCO, TAs and other agencies as appropriate. These detail the small steps which pupils need to achieve as progress towards their longer term EHCP targets. These are reviewed at least termly.

For many children on the SEND register, a Pupil Inclusion Profile with recommended in class adaptations/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 Psychology, Specialist Teaching service, Autism Outreach, Speech and Language Therapy, Teen health, Occupational Therapy, CAMHs.

More information and contact details for many of these services can be found on the Leicestershire Local Authority Local Offer website found here.

Parent Consultation



How do we communicate with children and parents/carers of children with SEND?

We encourage parents/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 pupil's form tutor as, in school, they are who knows the child best. We encourage parents/carers to make us aware if they are neurodiverse and/or have any accessibility needs.

We hold consultation evenings where all parents/carers can meet with subject teachers to discuss their child's education. The SENDCo is also available at consultations evenings. Formal information for parents on pupil progress, targets and performance will be provided through the Academy's normal reporting system. Children on the SEND register will have an additional opportunity to meet termly with the SEND team.
Annual meetings will be held 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).

All information is accessible through the Charnwood College website. Parents/carers are welcome to contact the SEND Faculty at any time to ask any questions or raise any

Pupil Voice	concerns they may have. The SEND team will ensure that all appropriate and necessary information is shared with parents/carers where a pupil is unable to do so. Pupil voice is extremely important to us at Charnwood College and we encourage all children to communicate their feelings and needs. Pupil voice is formally collected at least termly as part of the profile review. 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. Pastoral support is then targeted to meet pupil's specific needs.
  Staff Training	At Charnwood College, 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 school and they are given information about the pupils they are working with. The senior leadership team within school are constantly monitoring 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 utilised. If your child needs specialist support from an outside agency, such as Autism Outreach, the Speech and Language Service (SALT), Specialist Teaching service, Specific Learning Difficulties assessor (SpLD), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first. Whole staff training shares knowledge, expertise and experience in order to gain an outstanding, consistent approach to High Quality Teaching and supporting all pupils, including those with SEND. The Assistant Principle SENDCo and the Vice Principal Teaching and Learning contribute to the delivery of CPD around Adaptive Teaching. Whole staff training, delivered by external professionals including the Virtual School, Autism Outreach, Educational Psychology, HI and VI teams and ADHD professionals has covered the following: Making sense of Autism Supporting Anxiety workshop Understanding behaviour Relational Practice (PACE) ADHD solutions Hearing Impairment Team Visual Impairment Team Trauma Informed Training Supporting Cognition and Learning needs Some of our staff have completed training in additional areas which include but are not limited to: Emotional Literacy ELSA British Sign Language (BSL) RWI Fresh Start Top Triangle Braille

	Autism Outreach Friendship Group Supporting children to understand an Autism diagnosis Sensory Circuits Social Communication Dyscalculia Drawing and Talking Art Therapy Mental Health First Aid First Aid Training

 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)	The Head of Year 7 and SENDCo/Assistant SENDCo meet with year 6 teachers and Primary SENDCo to discuss every child. The SENCO and Assistant SENDCo have a meeting with the Primary SENCO to discuss in detail and arrange a hand over of files of the children who experience SEND. For children with an EHCP, the SENDCo will be invited by the primary SENDCo to attend the year 6 EHCP transition review. This may include multi agency professionals as required. Further multi agency transition meetings for pupils with an EHCP are offered in the summer term. Autism Outreach are able to further support transition for pupils who are on their caseload where primary school and/or parents identify the need for this support. All pupils in year 6 transferring into year 7 at Charnwood College will attend two transition days at Charnwood College. An extra transition programme is in place for students identified as requiring this additional support by primary schools. If required, further additional visits are arranged for vulnerable pupils. Pastoral and home-school support is in place for identified children.
Mid-Year new starters	When we are aware that a child joining us from other settings has 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.
KS4 to KS5 (Year 11 to Post 16)	For students who are transitioning to new settings for their Post 16 options, the Inclusion team maintains good working links with FE colleges, chiefly Loughborough College, in

	order to aid the transition of pupils to FE after their GCSEs. Students are supported with the application process, and where necessary supported on visits and interviews. Relevant information is provided to the FE college. All students with an EHCP will have a transition review. The named college or post 16 institution the pupil wishes to attend will be invited to attend the review together with any additional professionals such as Autism Outreach, HI, VI or Educational Psychology. Transition support will be offered by the Post 16 institution. Additional visits will be supported as required by Charnwood College staff.

Evaluating Provision

How do we evaluate our SEND procedures?

As a member of the Senior Leadership Team (SLT), the SENCO is responsible for monitoring SEND procedures through the school.
Through clear communications at regular staff meetings, pupil progress meetings, staff bulletins and through the appraisal process, all staff in school are clear of their roles and responsibilities regarding children with SEND.
Within Charnwood College there are a 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 pupils' 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 and Assistant SENDCo, either specific children, lessons, year groups or interventions.
- Regularly review 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

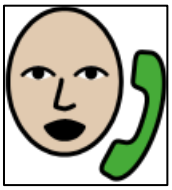
All our extra-curricular activities and academy visits are available to all our children, including our breakfast club and after school clubs. No child is ever excluded from taking part in these activities because of their SEN or disability.

All children are encouraged to participate in lunchtime and after school clubs.

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.

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 tutor. If you are not satisfied that your concern has been addressed, then you should make an appointment to see the SENDCO. 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.

 Local Authority Local Offer	The Leicestershire Local Authority Local Offer can be found at: **https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability** Email: leicestershirelocaloffer@leics.gov.uk Facebook: https://www.facebook.com/Leicslocaloffer/ For independent advice contact SENDIASS info@sendiassleicestershire.org.uk tel:01163055614 **Get in touch | SENDIASS** For the LA SEND team contact **Contact our SENA service | Leicestershire County Council** *SenaService@leics.gov.uk tel:01163056600*

Academy Graduated Response

Child on SEND register

SEND team to complete the SEND Evidence Collection Overview (2-week deadline)

This may include: SEND referral information, NGRT results, SATs results, pupil progress data, SDQ, Boxall profile, dyslexia screener, SpLD assessment, external agencies information/assessments, observations.

SEND team to complete Pupil voice One Page Profile with child (2-week deadline)

SEND team to complete Pupil Profile

This is completed using all evidence provided and shared.

Pupil Profile shared with Parent

SEND team meet with parent and documentation shared. Parents to provide parent voice.

Documentation shared with all staff

APDR cycle begins

SEND Flowchart

Stage 1 - PLAN

- Pupil Profile document produced and checked by the SENDCo
- SENDCo will identify overarching targets
- SEND team will have the initial meeting with the parents – all documentation to be shared

Stage 2 - DO

- Updated Pupil Profiles are shared with all staff and uploaded onto bromcom
- Staff to follow the strategies on the child's Profile and small step SMART targets
- SEND to provide support where necessary

Stage 3 - REVIEW

- Subject teachers to report on SMART targets progress to SENDCo
- SEND team to review targets with parents and pupil
- SEND team to share with teacher if situation changes / new information provided by external agencies

A child may be removed from the SEND register if:

- They are signed off by the external agency
- If the gap has been closed
- They move to another school / move to Post 16 (then files are transferred and SENCo to contact school and feedback).