NSA SEND Information Report – September 2026

New Silksworth Academy is an inclusive school. No child will be discriminated against because of physical, learning, emotional or behavioural difficulties, or sensory impairment. We are passionate about ensuring all children reach their potential in all areas of school life.

We recognise that all pupils are entitled to a quality of provision which will enable them to achieve their potential.

We believe in positive intervention; removing barriers to learning; raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all SEND pupils.

At New Silksworth Academy we are committed to the concept of parents as equal partners in their child's education. If parents are concerned about their child's progress they should speak to their child's teacher or to the Head teacher Mrs E Robins.

As soon as staff feel that a child has Special Educational Needs they will talk to the parents and bring the child to the attention of the school's Special Educational Needs Co-ordinators (Lead SENDCo) who is Mrs. S. Mincher and SENDCO who is Ms. A. Blake.

A termly meeting will take place between the SENDCo and the Link Governors, Sophie Clinton, in order to ensure the Governor is kept up to date regarding the provision for SEND pupils.

Special Educational Needs provision is the responsibility of the whole teaching staff and will be dealt with, on the whole, by presenting a differentiated curriculum to meet the individual pupil's measurable targets agreed with the child, parents, school and where required outside agencies.

Currently staff are working with and have access to the following outside agencies:

Education services

Special Educational Needs Support Service, Educational psychology, Portage (pre-school – home-based), Language and Learning, Autism Outreach Team, Early Help Team, Sensory Support Team - including the hearing impaired service and visually impaired service.

Health/social services

Speech and Language Therapy, Occupational Therapy, Physiotherapy, Specialist Consultants, General practitioner, Paediatrics, Health visitor, School nurse, Child and Adolescent Mental Health Service – CAMHS, CYPS (Child and Young Persons Service), Virtual School, Early Help and Social Care.

Special Educational Needs

A child with Special Educational Needs and/or a Disability will have a SSP (SEND Support Plan) which sets out targets that are currently being worked on and identifies what additional provision is in place for that child. The content of the PSP is negotiated, as appropriate, with the child and the child's family.

For many children, targets will be connected to learning and will often be specifically to do with literacy and numeracy. For other children, they may linked with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (for example problems to do with fine motor control) … The targets depend on the needs of the child.

The school offers many different forms of additional provision. This can include: additional in-class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; mentoring; counselling; and access to a wide range of outside agencies. The additional provision depends on the needs of the child.

School adheres to the Children and Families Act 2014, the Code of Practice for Special Educational Needs 2014, The Equality Act (2010), The Children's Act (1989) and The Disability Discrimination Act (1995) in addition to other relevant guidance.

All staff in school continue to remove the barriers to learning, making all aspects of school life accessible to all pupils and ensuring all pupils reach their full potential.

New Silksworth Academy School is committed to providing an education that includes and stimulates all children, regardless of ability. We have pupils with a wide range of abilities and different needs and endeavour to include them in all activities, providing them with the opportunity to fulfil their full potential. We recognise that some pupils will need extra support and adaptations to access the school curriculum and to participate in school activities.

Below are details of our approach and action we may take to support the pupils in our care.

Mrs Mincher is our Lead SENDCo (Special Educational Needs Coordinator)and Ms Blake is our SENDCo. They works with the Headteacher and staff to oversee the provision for pupils with special educational needs.

The key responsibilities of the SENDCo include:

overseeing the day-to-day operation of the school's SEND policy

coordinating provision for children with SEND

liaising with the relevant Designated Teacher where a looked after pupil has SEND advising

on the Graduated Approach to providing SEND support

advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

liaising with parents of pupils with SEND

liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

being a key point of contact with external agencies, especially the local authority and its support services

liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

ensuring that the school keeps the records of all pupils with SEND up to date

The Headteacher – Mrs E Robins

Responsible for:

The day to day management of all aspects of the school, this includes the support for children with SEND.

The Headteacher will give responsibility to the SENDCo/Inclusion officer and class teachers, but is still responsible for ensuring that your child's needs are met.

The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor – Sophie Clinton

Is responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has SEND.
- Liaising with school on a regular basis to ensure that she is aware of the SEND processes and systems that Mrs Mincher has implemented.

Quality First Teaching

All children should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers must set high expectations for every child, whatever their prior attainment. All teachers are teachers of children with SEND. They have a responsibility to:

- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and remove barriers to a child's achievement. In many cases, such planning will mean that children with SEND and disabilities will be able to study the full national curriculum.
- Maintain records and assessments for pupils with SEND.
- Plan for provision and differentiation.
- Provide PSPs in liaison with support staff, children, parents and carers and SENDCo (when necessary).

Definition of Special Educational Needs and the Four Areas of Need. (As stated in the Revised Code of Practice)

A child has SEND when their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole class provision tend to be more cost effective and sustainable.

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

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

a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or

(b) Above or would do so if special educational provision was not made for them.

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 they will be taught."

Broad areas of need (As outlined in the SEN Code of Practice April 2014)

Children's needs and requirements may fall into at least one of four areas though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed. Children experiencing difficulties in any one or a combination of these areas may be entered on either the school's Medical Register or SEND Register or both. Children whose difficulties are solely due to home language differing from the language in which s/he is taught are not identified as having SEND.

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Our School has clear processes to support children, including how we manage the effect of any disruptive behaviour so it does not adversely affect other pupils (see Behaviour and use of Reasonable Force Policy).

Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The Special Education Needs Information Report

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide.

Question 1
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The Class teacher

Responsible for:

•Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo/Inclusion officer) know as necessary.

•Writing Pupil Progress targets/ SEND Support Plans (SSPs), sharing and reviewing these with parents at least once each term and planning for the next term. Personalising teaching and learning for your child as identified on their support plan or provision map.

•Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Question 2

What are the different types of support available for children with SEND at New Silksworth Academy?

a) Class teacher input via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

That the teacher has the highest possible expectations for your child and all pupils in their class.

That all teaching is built on what your child already knows, can do and can understand.

Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.

Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn for example specific group work Intervention which may be:

- Run in the classroom or outside.
- Run by a teacher or a Teaching Assistant (TA).

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

b) <u>Specialist groups run by outside agencies e.g .Speech and Language Therapy</u>

SEN Code of Practice 2014: School Support (SS)

This means that your child may have been identified by the SENDCo/ class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the Autism Outreach Team or Sensory Service (for students with a hearing or visual need)
Outside agencies such as the Education Psychology Service (EPS).

What could happen:

You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

<u>c) Specified Individual support</u>

This type of support is available for children whose learning needs are, severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

Your child will also need specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the Autism Outreach Team or Sensory Service (for students with a hearing or visual need)

Outside agencies such as the Speech and Language therapy (SALT) Service

For your child this would mean:

The school (or you) can request that Local Authority to carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an EHC assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
After the reports have all been submitted, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.
An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups which include your child.

Question 3

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/ Disabilities Coordinators (SENDCo) Mrs Sarah Mincher and Ms

A Blake. You can contact the school office to request a meeting (0191 5000015), send a message on Class Dojo or email sarah.mincher@newsilksworthacademy.co.uk or Ashleigh.blake@newsilksworthacademy.co.uk

Question 4

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning

Question 5

How is extra support allocated to children and how do they progress in their learning?

The school budget includes money for supporting children with SEND.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
- the child's view will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development, however every effort will be made to do this.

New Silksworth Academy identifies the needs of pupils on their SEND Register and individual needs are recorded on PSPs. These documents identify resources/training and support needed to meet a pupils needs, they and reviewed regularly and changes made as needed.

Question 6

Who are the other people providing services to children with SEND in New Silksworth Academy?

School provision

- Class Teachers, Teaching Assistants / Learning Support
- Breakfast club / After school club
- School clubs

Local Authority Provision delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Language and Learning Team

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse
- Health Visitor
- Occupational Therapy
- Physiotherapy
- CAMHS
- CYPS

Question 7

How are the teachers in school helped to work with children a SEND and what training do they have?

The SENDCo's job is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and Speech and language difficulties.

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Outreach Team (AOT) service, SALT (Speech and Language Therapy).

- We are a Makaton Friendly school with members of staff trained.

Question 8

How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, planning will be adjusted to ensure that your child's needs are met.

•Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

•Specific resources and strategies will be used to support your child individually and in groups.

•Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

Question 9

How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher.

- His/her progress is reviewed formally every term in reading, writing and numeracy via assessments. This will be shared with you at parent consultation meetings in Autumn and Spring term. An annual report will be provided in Summer Term.

- At the end of each key stage (the end of EYFS, Year 2(now optional) and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.

- Children may have a SEND Support Plan which will be reviewed termly, and a future plan made.

- The progress of children with an EHCP is formally reviewed at an Annual Review, with all adults involved with the child's education.

- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

- Children in Year 1 (and on occasion Year 2) complete a national phonics screening test in June.

- Children entering Year 1 are teacher assessed at the start of the academic year which provides a baseline entry level for the Key Stage.

- Our school SEND assessment tool may be used for children if it is felt that other assessment tools are too expansive to show progress.

Question 10

What support do we have for you as a parent of a child with a SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, the SENDCo will feed back information verbally or in the form of a report.

- SEND Support Plans will be reviewed with your involvement, this will happen each term.

- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

- A parent booklet and information gathering form is shared with all new parents to the school in order that they gain in-depth knowledge about the care and support that their child will benefited from, receiving or may need in the future.

- School will host regular multi-professional meetings, if needed.

Question 11
How is New Silksworth Academy School accessible to children with SEND?

The building is accessible for children with SEND via:

- ramps at the main entrance
- electronic doors
- accessible toilet and changing facilities
- designated and fully trained staff to administer medication

We ensure, where ever possible, that:

- Equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND. • Extracurricular activities are accessible for children with SEND

Question 12

How will we support your child when they are leaving this school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.

- We will make sure that all records about your child are passed on as soon as possible.

•We encourage visits to your child's new school and where possible a member of staff will visit the new setting with you and your child.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. SEND Support Plans will be shared with the new teacher.

- If your child would be helped by a book to support them understand moving on then it will be made for them.

- School will host a whole school transition day so that children will meet their new teacher in their new classroom

Question 13

What Emotional and Social Development support do we have for a child with a SEND?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHCE (Personal, Social, Health, Cultural and Economic education) curriculum to support this development.

- The Emotional Health and Well-being of all our pupils is very important to us. We have just started our journey towards becoming a 'Thrive School.'

Thrive is a trauma-informed, whole school approach to improving the mental health and wellbeing of children and young people.
It involves identifying and addressing the needs of pupils, staff and the wider community and creating an environment that removes barriers to learning.
In line with Public Health England's 8 principles of a whole school approach, Thrive provides expert training and an online tool that empower staff to not only promote mental health and wellbeing, but improve behaviour, attendance and attainment.

5 simple steps to a whole school approach

1. Develop the skills and knowledge to use Thrive
Individual and whole staff training will ensure everyone understands the principles and language of Thrive and how to embed it as a whole school initiative. Training includes: Leading Emotionally Healthy Settings, Licensed Practitioner Training and a Whole School Induction.

2. Identify social and emotional needs using Thrive-Online
Profile groups, classes and individuals to see where they are in their social and emotional development and create action plans for those who need additional support.

3. Implement targeted action plans
Choose practical strategies and activities to help your pupils manage their behaviour, build emotional resilience and become more open to learning.

4. Monitor progress and review action plans
Track the difference Thrive is making and share progress easily with key stakeholders. Make data-informed decisions and adjust action plans to ensure the best outcomes.

5. Enhance your practice with the support of Thrive experts
Take advantage of the comprehensive package of support available to Thrive members – from free Network Meetings, to weekly Supervision Sessions and personal support calls.

- We have a robust Safeguarding Policy in place, we follow National & LA Guidelines (see Keeping Children Safe In Education Document).

- Our Mental Health Lead has completed the Senior Mental Health Lead Training. In addition to this, we have a number of staff trained in i CAMHS and mental health first aid. All staff have received mental health training as part of our school CPD programme.

- We have robust Pastoral Care in place, which is mainly provided by our Social Inclusion Officer, Mrs Potts and our Mental Health Lead Miss Green. They are available to support children and families in school.

- The Headteacher, Deputy Head teacher and all staff continually monitor the Emotional Health and Well-being of all our pupils.

Admissions

The school adopts the Local Authority Admissions policy. Where a child or young person has SEND but does not have an EHC plan they **must** be educated in a mainstream setting except in specific circumstances (see below).

The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admissions authorities:

- **must** consider applications from parents of children who have SEND who do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures

- **must not** refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs

- **must not** refuse to admit a child on the grounds that they do not have an EHC plan

Reviewed September 2026 **Next review September 2027**