

# SEND Information Report

The Queen Elizabeth Academy 2025-26



**The Queen Elizabeth  
Academy**

**Review Date**

July 2025

**Ratified**

August 2025

**Next Review Date**

July 2026

**Responsible Directorate**

Safeguarding

# Our Trust

*These four critical questions make it clear who we are and what we do.  
We ask ourselves these questions to guide our work and our improvement.*

## Why do we exist?

To **transform life chances** by achieving the highest possible standards and preparing all our students to lead successful lives.

## How do we behave?

- **Hard work**  
*We are determined to see things through to the end and are resilient when faced with challenges.*
- **Integrity**  
*We do the right thing because it is the right thing to do.*
- **Teamwork**  
*We work together to help everyone succeed.*

## What do we do?

- We educate, safeguard and champion all our learners.
- We set high standards for ourselves and our learners.
- We build the powerful knowledge and cultural capital which stimulate social mobility and lifelong learning.

## How will we succeed?

1. Aligned autonomy
2. Keeping it simple
3. Talent development

# SEND Information Report

## Local review

Approved by:	Governing Body	Date:
Last reviewed on:		Date: September 2025
Next review due by:		Date: September 2026
SENDCO:	Sarah Griffiths Sarah.Griffiths@attrust.org.uk	Achieved NaSENCO qualification on 30.11.2021
Assistant/Deputy SENDCO:	N/A	
Designated Teacher:	Shiv Ressel Shiv.Ressel@attrust.org.uk	

## 1. The kinds of SEND that are provided for:

Our academy currently provides additional and/or different provision for a range of needs, including:

Area of need	Condition
<b>Communication and interaction</b>	<ul style="list-style-type: none"><li>• Autism</li><li>• Speech and language difficulties</li></ul>
<b>Cognition and learning</b>	<ul style="list-style-type: none"><li>• Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li></ul>
<b>Social, emotional and mental health (SEMH)</b>	<ul style="list-style-type: none"><li>• Attention Deficit Hyperactive Disorder (ADHD)</li><li>• Attention Deficit Disorder (ADD)</li></ul>
<b>Sensory and/or physical</b>	<ul style="list-style-type: none"><li>• Hearing impairments</li><li>• Visual impairment</li><li>• Multi-sensory impairment</li><li>• Physical impairment</li></ul>

All Academy Transformation Trust Academies have adopted the Judith Carter Model. This is a strengths-based model and means we will also identify your child's strengths and needs across the 7 Cs:

- Curriculum
- Cognition
- Creativity
- Coordination
- Communication
- Compassion
- Control

## 2. The Academy's SEND support overview and 'Core Offer'.

Our staff closely monitor the progress made by all students and ask advice from the SENDCO, as soon as they have concerns about any of their students. We then follow the graduated approach documented below and the **Assess, Plan, Do, Review** cycle. A concern might relate to a student's attainment, progress, behaviour or social, emotional or mental health needs.

Register	SEN stage	Description of stage and actions required	Responsibility
Not on SEND support register	Stage T (Teacher)	<ul style="list-style-type: none"> <li>Teachers use a range of classroom <b>assessments</b> to identify students of concern and relevant targets</li> <li>Teachers then <b>plan</b> to support those students through adaptive teaching e.g. teacher tweaks and adaptations</li> <li>Additional classroom support/interventions may be implemented. (see non-exhaustive list below)</li> <li>The provision being made for these students is regularly <b>reviewed</b> as well as their progress towards targets.</li> </ul>	Class Teacher Student
	Stage 1	<ul style="list-style-type: none"> <li>If concerns persist following a period at stage T, concerns will be shared with the SENDCO and parents</li> <li>Additional support/interventions may be <b>planned</b>.</li> <li>The student's progress and any interventions will be monitored and <b>reviewed</b> carefully for impact by class teacher and SENDCO</li> <li>Referrals may be made to external agencies for <b>assessment</b> and additional support. (list below)</li> <li>Additional in-school <b>assessments</b> may be carried out. (list below)</li> <li>For speech and language concerns – if the issues relate solely to speech, the student will stay at stage 1.</li> </ul>	Class Teacher SENDCO Parents Student
Added to SEND support register. Parents notified and involved in termly reviews	Stage 2 SEND K  A student has SEND if they have a learning difficulty or a disability which calls for specialist provision to be made.	<ul style="list-style-type: none"> <li>Following a <b>review</b> of Stage 1 and of the student's learning, SEMH or social needs, if concerns persist and the student is requiring support which is additional to and different from standard quality first teaching, they will be moved to stage 2.</li> <li>Referrals may be made to external agencies for <b>assessment</b> and additional support. (list below)</li> <li>Additional in-school <b>assessments</b> may be carried out. (list below)</li> <li>Teacher, parents, student and SENDCO will set SMART targets and <b>plan</b> relevant provision and interventions.</li> <li>Targets will be captured in a learning support plan which will be <b>reviewed</b> termly with parents.</li> </ul>	Class Teacher SENDCO Parents Student
Request for statutory assessment of SEND	Stage 3 SEND E	<ul style="list-style-type: none"> <li>For some students, stage 2 support will not be adequate to enable them to make expected progress towards their targets.</li> <li>Following evidenced cycles of SEND support, the academy may apply for an Education, Health and Care Plan. From the agreement to assess, the local authority coordinates an <b>assessment</b> of needs within a 20-week window. The student, parents and academy are fully involved in this process. Needs will be identified, targets set, and <b>plans</b> made for provision to meet these needs.</li> <li>These students will continue to be supported by a learning support plan which is <b>reviewed</b> on a termly basis and will have a statutory annual <b>review</b> of their EHCP</li> </ul>	Local Authority SENDCO Class Teacher Parent Student

### 3. Our Academy's Core Offer

Academy assessments	Academy Interventions	External agencies
<p><b>Speech and Language</b></p> <p>BPVS</p>	<p><b>Speech and Language</b></p>	<p><b>NHS Speech and language therapy (SALT)</b></p>
<p><b>Literacy assessments</b></p> <p>LUCID – dyslexia/phonics screener</p> <p>SSRT – Reading ability assessment</p> <p>NGRT – Termly reading assessment</p> <p>YARC – reading comprehension</p> <p>RAPID – dyslexia screener</p> <p><b>Numeracy assessments</b></p>	<p><b>Literacy</b></p> <p><b>Numeracy</b></p> <p><b>Other cognitive interventions</b></p> <p>Lego therapy (6 weeks)</p>	<p><b>Educational Psychology Service (EPS)</b> provides a specialised response to students whose progress in educational settings is presenting concerns to their parents/carers and to staff. They can carry out a vast array of assessment to unpick students' specific needs and support with targets and provision planning.</p> <p><b>Specialist Teacher Service (STS)</b> They are a team of teachers with different specialisms. They can support with: learning assessments, support for learning needs such as spelling, writing and reading, Dyslexia assessments and issues such as anger, anxiety, resilience or emotional regulation.</p> <p><b>Integrated Disability Services</b></p> <p><b>Hearing Impaired Services</b></p> <p><b>Visually Impaired Services</b></p>
<p>SENT – Numeracy assessment</p> <p><b>Other cognitive assessments</b></p>		
<p>CAT4 – Cognitive assessment</p> <p>LASS – cognitive assessment</p> <p>Recall – executive function, working memory and processing</p>		
<p><b>SEMH assessments</b></p> <p>Boxall</p> <p>PASS</p>	<p><b>SEMH</b></p>	<p><b>SEMH services (CAMHS)</b> services who support students with mental health</p> <p><b>The Neuro developmental team</b> who assess for ASD and ADHD.</p>
<p><b>Sensory/motor assessments</b></p> <p>Sensory Processing Measure</p>	<p><b>Physical/sensory interventions</b></p>	<p><b>NHS services</b></p> <p><b>NHS – Occupational Therapy (OT)</b> students with fine or gross motor concerns, sensory needs, executive functioning difficulties</p> <p><b>NHS Audiology</b> students with hearing needs</p> <p><b>Community paediatrician</b> Support students who present with areas of developmental delay and can coordinate support from other relevant professionals and arrange medical tests.</p> <p><b>NHS Physiotherapy</b> Support students with physical needs</p>

#### **4. Supporting students moving between phases and preparing for adulthood**

We are very aware that moving to a new class or academy can be a time of worry and anxiety for students and their families.

Moving to a new school year: Information about your child's SEND will be shared with their new subject teachers in their learning passport. Based on individual needs, additional transitional arrangements may also take place and you can discuss these with the SENDCO if appropriate.

Moving up to Secondary: The SENDCO of the primary school meets with our SENDCO to discuss the needs of the incoming students near the end of the summer term. We offer an enhanced transition programme, including additional visits and sessions.

As appropriate, we arrange meetings with the parents/carers of incoming students to discuss how we can best welcome their child into our community.

#### **5. Adaptations to the curriculum and learning environment**

All our teaching staff have accessed training in making tweaks and adaptations to their teaching, to recognise strengths and meet needs across the 4 broad areas of need, which our Judith Carter Model breaks down into the 7Cs areas such as:

- Adapting our curriculum to ensure all students are able to access it, for example by grouping, 1:1 work, adapting the teaching style or content of the lesson.
- Adapting our resources and staffing and deploying TAs to support.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, standing desks and attention aids
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, and reading instructions aloud.

#### **6. Expertise and training of staff**

All staff attend training on various SEND areas throughout the year, including Lego Therapy and Dyslexia training this year. We attend staff training to share knowledge, strategies and experiences and to ensure consistency of the academy's approach for students with SEND.

Teachers and support staff attend training run by outside agencies that are relevant to the needs of the students they are working with.

The SENDCO works very closely with specialists, who provide advice and direct support regularly. In the past year, staff have accessed a range of training courses.

## **7. Disabled Access and Provision**

We adhere to the requirements, as per the Equality Act 2010 to make reasonable adjustments for any student who has specific long- or short-term health needs or a disability. This might include exploring the scope for and following recommendations about physical adaptations to the academy or curriculum, providing access for students with disabilities.

Curriculum accessibility is closely monitored and assessed by the class teachers, under the direction of the SENDCO, subject leaders and the Senior Leadership team.

For further information please see our Accessibility Plan.

## **8. Securing equipment and facilities**

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Additional adult support
- Additional training for our staff
- External specialist expertise

We will consult with specialist agencies and services who loan or supply specialist equipment and get recommendations about how best to support your child to access their learning. We will use our notional budget and a threshold sum of £6000 to cover any necessary costs before seeking additional assistance from the Local Authority.

## **9. Involving parents and carers**

If you think your child might have SEND or that they are struggling in a specific subject area, the first person you should tell is your child's class teacher who will investigate or pass on any concerns to our SENDCO as appropriate. Our staff will follow the Assess, Plan, Do, Review procedure detailed above.

If your child has a learning plan, we will provide termly reports on your child's progress. At these review points, we will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Offer you the opportunity to discuss your views and the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings, to provide extra support.

## **10. Exam Access arrangements**

Students who have been diagnosed as having a learning difficulty may be eligible for extra time and / or other "access arrangements" to complete internal examinations and public examinations.

Parents/carers are asked to liaise with the SENDCO in good time, with respect to this.

## **11. Access to extra-curricular and enrichment activities**

All of our extra-curricular activities and Academy visits are available to all our pupils, including our extra-curricular clubs.

All students are encouraged to go on our academy trips, including our residential trips. If appropriate, our staff will contact you to discuss any reasonable adjustments which need to be made to enable your child to participate.

All students are encouraged to take part in sports day, performances and special workshops.

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

We offer a programme of after school clubs and extra-curricular trips specifically for the students who access the Learning Support base.

## **12. Support for Looked after Children and Previously Looked after Children with SEND**

The Designated Teacher is a statutory role within the academy, responsible for promoting the educational achievement, well-being, and support of children in care, ensuring they have the same opportunities as their peers.

Our designated teacher will work with our SENDCO to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported in much the same way as any other child who has SEND. However, looked after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHCPs are consistent and complement one another.

## **13. Complaints about SEND provision**

If you have any complaints about this information report or SEND in general, please contact our SENDCO.

## 17. Glossary of terms

Abbreviation/Acronym	Full Term
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
BPVS	British Picture Vocabulary Scale
CAMHS	Child and Adolescent Mental Health Services
CAT4	Cognitive Abilities Test
EHCP	Education, Health and Care Plan
ELSA	Emotional Literacy Support Assistant
EPS	Educational Psychology Service
IPSEA	Independent Provider of Special Education Advice
LASS	Lucid Assessment System for Schools
LUCID	Dyslexia/Phonics Screener
MABLE	Online Speech and Language Therapy Provider
NaSENCO	National Award for Special Educational Needs Coordination
NGRT	New Group Reading Test
NHS	National Health Service
OT	Occupational Therapy
PASS	Pupil Attitudes to Self and School
PEP	Personal Education Plan
PHAB	Physical Handwriting Ability Battery
RAPID	Dyslexia Screening Tool
RECALL	Working Memory and Processing Assessment
RWI	Read Write Inc.
SALT	Speech and Language Therapy
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs and Disabilities Coordinator
SENT	Standardised Early Numeracy Test
SMART	Specific, Measurable, Achievable, Relevant, Time-bound
SSRT	Standardised Silent Reading Test
STS	Specialist Teacher Service
TA	Teaching Assistant
YARC	York Assessment of Reading for Comprehension
Zones of Regulation	Emotional regulation framework for children

A copy of the full complaints procedure is available on the academy website.

#### **14. Contact details of support services for parents of students with SEND**

SENDIASS– This is an independent service that is not affiliated to the Local Authority or any academies. This service can share information and will explain parental rights regarding SEN and disabilities. They also hold a range of coffee mornings and information and support sessions.

<https://www.barnardos.org.uk/get-support/services/warwickshire-sendiass>

Other local support services for parents of students with SEND.

SEND Information organisations group SENDIOG RISE Entrust Care Partnership Coventry and Warwickshire MIND Heart of England MENCAP
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#### **15. The local Authority Offer**

The Local Authority has a Local Offer website and information about services that may be available to you. <https://www.warwickshire.gov.uk/send>

#### **16. Monitoring arrangements**

This information report will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year. This report will be approved by the governing board.