

# SEND Information Report

The Queen Elizabeth Academy 2026-27



**The Queen Elizabeth  
Academy**

## **Review Date**

July 2026

## **Ratified**

July 2026

## **Next Review Date**

July 2027

## **Responsible Directorate**

Safeguarding

## About ATT



## Our Values

ATT2030 sets a values-driven culture that is explicit about how we work and lead:

**Belonging & Becoming:** we meet each child where they are and refuse to leave them there - giving them both roots and wings.

**Integrity & Excellence:** we act ethically, celebrate excellence, and pursue high standards in all that we do.

**High Trust, High Accountability:** decision-making sits close to pupils and communities; principals are trusted as strategic leaders; the central team acts as expert partner; accountability is professional, dialogic, and focused on learning and improvement.

## Our Three Goals

Everything in ATT2030 is organised around three interlinked goals that describe the kind of people - pupils and adults - that we are forming:

**Capable:** equipped with the knowledge, skills, and emotional readiness to perform to a high standard, adapt to change, and contribute meaningfully.

**Competent:** possessing the knowledge, habits, and judgement to get things done – well, reliably, and independently – handling setbacks and making steady progress.

**Confident:** feeling safe, happy, and known – secure enough to take risks, speak up, and grow with purpose and integrity.

# SEND Information Report

## Local review

|                          |                                                                                              |                                     |
|--------------------------|----------------------------------------------------------------------------------------------|-------------------------------------|
| Approved by:             | Inclusion Team                                                                               | Date:                               |
| Last reviewed on:        |                                                                                              | Date: June 2026                     |
| Next review due by:      |                                                                                              | Date: June 2027                     |
| SENDCO:                  | Sophie Power<br><a href="mailto:sophie.power@attrust.org.uk">sophie.power@attrust.org.uk</a> | Achieved NASENCO qualification 2021 |
| Assistant/Deputy SENDCO: | Megan Alcock<br><a href="mailto:megan.alcock@attrust.org.uk">megan.alcock@attrust.org.uk</a> |                                     |
| Designated Teacher:      | Shiv Ressel<br><a href="mailto:shiv.ressel@attrust.org.uk">shiv.ressel@attrust.org.uk</a>    |                                     |

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

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

| <b>Area of need</b>                               | <b>Condition</b>                                                                                                                                                                                             |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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<br>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<br>SENDCO<br>Parents<br>Student                   |
| Added to SEND support register. Parents notified and involved in termly reviews | Stage 2<br>SEND K<br><br>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<br>SENDCO<br>Parents<br>Student                   |
| Request for statutory assessment of SEND                                        | Stage 3<br>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<br>SENDCO<br>Class Teacher<br>Parent<br>Student |

### 3. Our Academy's Core Offer

| Academy assessments                                                                                                                                                                                   | Academy Interventions                                                                                            | External agencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Speech and Language</b><br><br>BPVS                                                                                                                                                                | <b>Speech and Language</b>                                                                                       | <b>NHS Speech and language therapy (SALT)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Literacy assessments</b><br><br>IDL Literacy- Reading and spelling<br>Little Wandle Code- Phonics<br>NGRT – Termly reading assessment<br>YARC – reading comprehension<br>RAPID – dyslexia screener | <b>Literacy</b><br><br><br><b>Numeracy</b><br><br><b>Other cognitive interventions</b><br>Lego therapy (6 weeks) | <b>Educational Psychology Service (EPS)</b><br>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.<br><br><b>Specialist Teacher Service (STS)</b><br>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.<br><br><b>Integrated Disability Services</b><br><br><b>Hearing Impaired Services</b><br><br><b>Visually Impaired Services</b> |
| <b>Numeracy assessments</b><br><br>Snapmaths – Numeracy assessment                                                                                                                                    |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Other cognitive assessments</b><br><br>CAT4 – Cognitive assessment<br>LASS – cognitive assessment<br>Recall – executive function, working memory and processing                                    |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>SEMH assessments</b><br><br>Boxall                                                                                                                                                                 | <b>SEMH</b>                                                                                                      | <b>SEMH services (CAMHS)</b> services who support students with mental health<br><br><b>The Neuro developmental team</b> who assess for ASD and ADHD.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Sensory/motor assessments</b><br><br>Sensory Processing Measure                                                                                                                                    | <b>Physical/sensory interventions</b>                                                                            | <b>NHS services</b><br><b>NHS – Occupational Therapy (OT)</b> students with fine or gross motor concerns, sensory needs, executive functioning difficulties<br><br><b>NHS Audiology</b> students with hearing needs<br><br><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.<br><br><b>NHS Physiotherapy</b> Support students with physical needs                                                                                                                                                                                                                                                                                               |

#### **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.

The academy recognises that transition from primary to secondary school is a key stage in a pupil's educational journey and is committed to ensuring this process is well planned and inclusive.

Robust transition procedures are in place to ensure that information about pupils' SEND needs is effectively shared through Learning Passports, enabling staff to implement appropriate strategies and support from the outset.

The SENDCo works closely with primary school colleagues to secure a thorough handover of information and to plan provision that meets individual needs. Where appropriate, an enhanced transition programme is provided, including additional visits and tailored support to promote confidence and readiness for learning.

Partnership with parents and carers is a priority, and opportunities are provided to meet with staff to ensure a shared understanding of each pupil's needs. This collaborative approach supports pupils to feel settled, included and well prepared to succeed within the school community.

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

All teaching staff have accessed training in adaptive teaching strategies to recognise strengths and meet pupil needs across the four broad areas of SEND. Staff utilise the Judith Carter Model, adapting provision across the 7Cs:

##### **Cognition and Learning (e.g. Cognition, Curriculum, Challenge)**

- Teachers routinely scaffold learning through chunked instructions, worked examples and visual modelling to support understanding.
- Tasks are adapted to provide multiple entry points, ensuring appropriate challenge while avoiding cognitive overload.
- Key vocabulary is explicitly taught, reinforced and revisited to support retention and comprehension.
- Retrieval practice and overlearning strategies are used to consolidate knowledge.
- Technology (e.g. text-to-speech, writing frames) is provided to reduce barriers to recording.

##### **Communication and Interaction (e.g. Communication, Clarity)**

- Staff use clear, concise instructions supported by visuals, symbols or gestures.
- Opportunities for structured talk (e.g. sentence stems, paired discussion) are embedded to develop expressive language.
- Teachers check for understanding regularly using targeted questioning and non-verbal responses.
- Processing time is deliberately built into lessons, allowing pupils time to think and respond.
- Social communication is supported through modelling, role play and guided interactions.

##### **Social, Emotional and Mental Health (e.g. Care, Climate)**

- Classrooms promote a predictable and supportive environment with consistent routines and

- clear expectations.
- Staff use trauma-informed approaches, including emotion coaching and de-escalation strategies.
- Pupils are supported to regulate through access to safe spaces, movement breaks or sensory tools where appropriate.
- Positive relationships are prioritised, with staff providing regular encouragement and affirming strengths.
- Behaviour is understood as communication, and adaptations are made to reduce triggers and support engagement.

#### **Sensory and/or Physical Needs (e.g. Context, Conditions)**

- Environmental adjustments are made (e.g. seating position, reduced clutter, adapted lighting) to minimise sensory overload.
- Resources are adapted, such as using larger print, coloured overlays, or tactile materials.
- Pupils are supported with alternative methods of recording (e.g. laptops, voice recording, scribes).
- Movement breaks and flexible seating options are available to support physical regulation.
- Staff work alongside external professionals to implement individualised strategies and equipment.

#### **Whole-School Adaptive Teaching Practice (Across the 7Cs)**

- Staff plan with a strong understanding of individual pupil profiles, ensuring teaching builds on strengths.
- Regular formative assessment informs responsive teaching and timely adaptations.
- Lessons are designed to be inclusive from the outset, reducing the need for reactive intervention.
- Classroom environments are calm, structured and language-rich, promoting engagement for all learners.
- Staff collaborate with the SENDCo and wider professionals to review and refine adaptive practice.

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

All staff access a structured programme of SEND-focused professional development across the academic year, ensuring high-quality, inclusive and consistent provision for all pupils. This includes whole-school and targeted training linked to the TQEA core SEND offer, such as adaptive teaching strategies, Precision Teaching, Talk About interventions, Lego Therapy, and Dyslexia awareness and support.

Training places a strong emphasis on adaptive teaching, enabling staff to make effective, responsive adjustments within the classroom to meet the needs of pupils across the four broad areas of SEND. Staff are supported to adapt their teaching through scaffolding, modelling, flexible grouping, explicit instruction, and the use of visual and structured supports. This ensures that learning is accessible, while maintaining appropriate challenge for all learners.

Professional development is both practical and collaborative, with staff regularly sharing strategies, reflecting on impact, and developing a consistent, inclusive approach across the academy. Teachers and support staff also attend specialist training delivered by external agencies, tailored to the specific needs of the pupils they support, ensuring practice remains current and evidence-informed.

The SENDCo works closely with a range of external professionals, including specialist teachers and



support services, who provide ongoing advice, modelling and direct support. This collaborative approach strengthens staff confidence in adapting teaching effectively. Over the past year, staff have accessed a broad range of professional development opportunities, further developing their expertise in adaptive teaching and improving outcomes for pupils with SEND.

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

The academy fully complies with its duties under the Equality Act 2010, ensuring that reasonable adjustments are made to meet the needs of pupils with both long- and short-term health conditions and disabilities. This includes considering and implementing appropriate adaptations to the physical environment, curriculum and wider provision to ensure equitable access for all learners.

Curriculum accessibility is rigorously monitored and evaluated by class teachers, under the strategic direction of the SENDCo, subject leaders and the Senior Leadership Team. This ensures that potential barriers to learning are identified early and addressed through high-quality adaptive teaching and appropriate adjustments.

Where necessary, recommendations from external professionals are implemented to further enhance access to learning and the wider school environment.

For further detail, please refer to the academy's Accessibility Plan.

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

Where a pupil's needs require additional support, the academy will take appropriate steps to secure provision tailored to their individual requirements. This may include:

- Provision of specialised equipment or adaptations to facilities
- Additional adult support
- Targeted professional development for staff
- Access to external specialist services and expertise

The academy works in close partnership with specialist agencies to seek advice, access resources, and implement recommendations that support pupils in fully accessing their learning.

Funding for SEND provision is initially met through the academy's notional SEND budget, including the first £6,000 of support. Where a pupil's needs exceed this threshold, the academy will work in collaboration with the Local Authority to secure additional funding and provision where appropriate.

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

If you have concerns that your child may have SEND, or you feel they are experiencing difficulties in a particular area of learning, your first point of contact should be your child's class teacher. The class teacher will investigate these concerns and, where appropriate, liaise with the SENDCo to ensure that the correct support is identified and implemented. The academy follows a graduated approach in line with the Assess, Plan, Do, Review cycle to ensure needs are effectively identified and addressed.

For pupils with an identified SEND need and an established learning plan, the academy provides regular communication and termly reviews of progress. During these review points, we will:

- Set clear, measurable outcomes for your child's progress
- Review progress towards these agreed outcomes
- Provide opportunities for you to share your views and contribute to the support planning process
- Agree on next steps, including actions for school, parents/carers, and the pupil

The SENDCo may attend these meetings to provide additional guidance, ensure provision is appropriate, and support the ongoing review of your child's needs and outcomes.

## **10. Exam Access arrangements**

Pupils identified with learning difficulties may be eligible for examination access arrangements, such as additional time or other appropriate adjustments, for both internal assessments and public examinations.

Assessment for access arrangements is carried out in line with current regulations to ensure that any provision reflects the pupil's normal way of working and provides fair access without compromising the integrity of the assessment.

Parents and carers are encouraged to liaise with the academy's Access Arrangements Coordinator, **Alex Dockray**, at the earliest opportunity to discuss eligibility, assessment processes and required evidence.

## **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<br>RISE<br>Entrust Care Partnership<br>Coventry and Warwickshire MIND<br>Heart of England MENCAP |
|-----------------------------------------------------------------------------------------------------------------------------------------------|

#### **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.