



South Nottinghamshire Academy

SEND Information Report

May 2026

Welcome to South Nottinghamshire Academy's (SNA) SEND information report for learners with Special Education Needs and Disabilities (SEND).

All governing and advisory bodies of academy schools have a legal duty under the revised Code of Practice (2015) to publish information on their website about the implementation of their policy for students with SEND.

This report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN.

South Nottinghamshire Academy is part of The Redhill Academy Trust, which has a comprehensive Special Educational Needs and Disabilities Policy. This policy can be found on our website.

The arrangements for the admission of disabled pupils and students with disabilities/SEN.

South Nottinghamshire Academy is committed to inclusive education and ensures that all students, including those with disabilities and special educational needs (SEND), are admitted in line with the school's admissions policy.

What kinds of Special Educational Needs does the academy make provision for?

SNA is committed to the provision of equal opportunities for all students. We support students with a wide range of needs within the four broad areas of need:

- Communication and interaction, for example, autistic spectrum conditions, and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyscalculia, moderate learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

- Sensory, medical and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties.

Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous setting's data. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers
 - Widens the attainment gap
- We may also identify a possible SEND through progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded

as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide this by adapting our core offer, or whether something additional to and different from is needed.

Consulting and involving students and parents

We will have an early discussion with the students and their parents when identifying whether they need special educational provision. These discussions will ensure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- Parents concerns are noted and considered
- Everyone understands the agreed outcomes for the student
- Everyone is clear on the next steps

Notes of these discussions will be added to the students record. We will formally notify parents when it is decided that a student will receive SEND support.

There are 3 review dates set throughout the year to discuss progress and provision with parents. Students with SEND are involved in the planning around their education and welfare through the review meetings.

Assessing and reviewing student's progress towards outcomes

We follow the graduated response and the four-part cycle of assess, plan, do, review.

The subject teacher and other professionals across the school will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress. All students on the SEN register will have a Pupil Profile containing this information.

Supporting children and young people in moving between phases of education and in preparing for adulthood

We recognise that transitions can be a challenging time for students with SEND and we take steps to ensure that any transition is as smooth as possible. Support will depend on the type and complexity of the needs of the student.

We will share information with the school, college, or other setting the student is moving to. We will offer transition days and supportive resources when a student is moving between phases of their education.

In preparation for adulthood students are supported with:

- College applications
- Transition visits
- Sharing of access arrangement data and pupil profile information
- Support visits to the new setting

Steps taken to prevent disabled pupils from being treated less favourably than other pupils

The academy makes every effort to ensure that pupils with disabilities are not treated less favourably than their peers. Needs, information, student and parent voice is taken into consideration to ensure that we make reasonable adjustments and follow the Equality Act

Our approach to teaching children and young people with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class. Quality First Teaching is our first step in responding to students who have SEND, as they receive the high-quality teaching others do in the classroom. This will be adapted for individual students using strategies such as scaffolding, chunking the work, modelling and grouping of students within the classroom. We encourage the use of seating plans and individualised strategies based on pupil profiles such as questioning techniques, checking understanding and giving longer time for processing of a task.

All teachers are teacher of SEN. Subject teachers are updated regularly on the needs of students by the SENDCO and supported as necessary.

Teaching assistants offer support to specific individuals and small groups of students both in and out of the classroom. We also may use recommended aids such as laptops, coloured overlays, visual timetables etc.

The extent to which disabled pupils and those with SEN can participate in the curriculum

SNA has a range of reasonable adjustments to ensure we overcome barriers for all learners to follow an ambitious broad and balanced curriculum. This includes adaptive teaching methods, support with accessibility, application of strategies to support individual needs as applicable (such as font size etc.) to ensure students can participate in the curriculum.

Our Accessibility Plan outlines the steps we are undertaking to improve the physical environment to enable pupils to take better advantage of the education, facilities and services provided, participation in the curriculum and availability of accessible information to pupils with disabilities. This can be found here: [Accessibility plan](#)

Adaptations made to the curriculum for children and young people with SEND

We ensure that each student can access a broad and balanced curriculum. This is the responsibility of every teacher, supported by subject leaders and the SENDCO. The curriculum ensures that it promotes the inclusion of all students.

Occasionally it is appropriate to offer separate group or one-to-one interventions away from the classroom. These interventions may include:

- No Nonsense phonics
- Socially Speaking
- Girls group
- Handwriting intervention
- Touch Typing intervention
- Lego based therapy
- Zones of regulation
- Fine motor skills
- Briefing/meet and greet
- ELSA
- ASDAN personal development programme
- Study skills/homework sessions
- Keyworker tutorials
- Talkabout teens

We continually review the interventions on offer.

The facilities we provide to help SEND pupils to access the school

We have a range of facilities that support our staff and pupils. This includes a designated area (the Learning Intervention Centre) which is equipped with computers and laptops, a physiotherapy room with height adjustable bed and a Hygiene Suite with a plinth.

Equipment for particular or complex needs are considered and catered for on an individual basis.

SNA is an average sized school, all on one site. There is levelled access to all areas of the school on the ground floor, with lift access to the first and second floors in all buildings. There are accessible toilets on all floors. We have 3 disabled parking spaces in front of the main entrance. For more detailed information, our accessibility plan can be found on our website.

The expertise and training of staff to support children and young people with SEND

The SENDCO is an experienced member of staff with a SEND background and holds the National Award for special educational needs co-ordinator. They are supported by a range of other professionals across the academy, including a Senior Assistant SENDCO, as well as SEND specialists within the Trust.

We have a team of 9 teaching assistants, 7 have achieved or are currently studying relevant qualifications. Those who are not qualified, are supported in achieving a qualification. The TA's receive on-going training to ensure they are up to date with new practice.

We provide continuing professional development opportunities for all teaching and support staff to ensure they have the skills and knowledge to support provision for students with SEND. Our SENDCO and Senior Assistant SENDCO, actively engage in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEND. Teaching staff seek support and guidance from the SENDCO as required. The SENDCO also delivers teaching and learning briefings throughout the year to the teaching staff focussing on strategies for the different areas of needs.

Our teaching staff have received training in:

- The four broad areas of SEND
- Quality first teaching strategies
- Relational training
- Dyslexia Friendly classrooms
- Boosting working memory
- Adaptive teaching
- Demand avoidant strategies
- Working with ASC
- Interoception training

We work closely with a number of external professionals who work with specific students or provide advice and guidance to our staff. We work with the following agencies to provide support for students with SEND:

- Schools and Families Specialist Services
- CAMHS
- Early Help
- Healthy Families
- Health including paediatrician, occupational therapy and physiotherapy

- Social care
- Educational Psychologist
- Communication and Interaction team
- Cognition and Learning team

Evaluating the effectiveness of the provision made for children and young people with SEN

At South Nottinghamshire Academy we regularly monitor the effectiveness of the provision through provision mapping, tracking progress and student progress meetings. The student's performance during interventions is monitored and evaluated regularly. Subject teachers and the SEND department make on-going assessments. We also meet regularly with parents/carers and children and young people.

The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be defined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting a student to achieve good progress and outcomes.

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using student questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for students with EHC plans

Enabling students with SEND to engage in activities available with children and young people in the school who do not have SEN

South Nottinghamshire Academy is committed to inclusion for all students. All of our Co-curricular, curriculum plus and school visits are available to all our students. All students are encouraged to go on our trips and to take part in sports day/school plays/special workshops etc. No student is ever excluded from taking part in these activities because of their special needs or disability. If the barrier to participation is transport, specialist transport can be arranged to ensure attendance.

- Students will be supported by Learning Support staff to allow access to activities and visits
- Risk assessments are completed to ensure all needs are covered and met
- Discussion with parents take place to ensure students' needs are met

Support for improving emotional and social development including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

South Nottinghamshire Academy has a family-centred approach with the child and family at the heart of SEND support and practice. The school ensures that student and parent voice is heard so that we can deliver a co-ordinated plan for the young person.

We provide support for students to improve their emotional and social development in the following ways:

- Students with identified needs have a Tutor who students know they can come and speak to regarding all issues, including any bullying.
- Students have access to Learning Intervention Centre for support during unstructured times and after school when we run a Homework Club. Support staff are available to report any incidents to.
- SEND students are also supported by the House Team and pastoral support and encouraged to report any issues to them.
- Students with SEND are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships etc.
- Some students have an allocated keyworker who can support them in dealing with any issues in school as well as liaising with parents

Involving other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families.

Specialist expertise will be sought through referrals to request support when the needs of the student meets the referral criteria identified by each organisation. This can include:

- Early Help Assessment Form (EHAF)
- CAMHs Consultation
- Challenging Behaviours Pathway
- Healthy Families Team
- Ask Us Nottinghamshire
- Multi Agency Safeguarding Hub (County)
- Paediatricians
- Health Related Education Team (HRET)
- Springboard (Schools and Families Specialist Services and Educational Psychology)
- Communication and interaction team surgery

Complaints about SEND provision

We will always be here to listen to concerns, however we are aware that in rare circumstances a complaint will be made. Any complaints received are dealt with in a confidential and sensitive manner and we will work with you to address your concerns and resolve where possible.

Concerns about SEND provision in our school should be made to the SENDCO in the first instance. If after this, you feel that your concern has not been dealt with, please follow the information in the Complaint's policy.

The Complaints Policy can be found on the school website.

Who can I contact for further information or if I have concerns?

If you have any concerns around your child's progress, attainment or a possible SEND need then speak to your child's form tutor/Head of House in the first instance as they will know your child the best. You can also discuss your concerns with your child's subject teachers if you have concerns around their progress in a specific subject.

Should you need to contact the SENDCO please use details below:

SENDCO Name: James Husbands

Contact Number: 0115 9110091

Email address: j.husbands@snacademy.org.uk

Further information

Information on Nottinghamshire County Council's Local Offer can be found on Notts Help Yourself website: [Nottshelpyourself | SEND Local Offer](#)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sector

Other useful links:

National Association of SEN: www.nasen.org.uk

Department for Education: www.dfe.gov.uk

Review of this report

Our SEND information report will be reviewed by the SENDCO every year. It will also be updated to reflect any significant changes made during the year.

Links with other policies and documents

Our SEND Information Report sits alongside the following policies:

- Special Educational Needs and Disabilities Policy
- Accessibility plan
- Admissions Policy
- Behaviour Policy
- Equality objectives
- Supporting students with medical conditions

All of the above policies can be found on our website.