SEND Information Report

Author / Responsible Person	**Principal**
Ratified by	**Trust Board**
Date Ratified	**September 2026**
Next Review Date	**September 2027**
Review Cycle	**Annually**

Contents

1. What types of SEN does the Academy provide for? ..... - 3 -
2. Which staff will support my child, and what training have they had? ..... - 4 -
3. What should I do if I think my child has SEN? ..... - 5 -
4. How will the Academy know if my child needs SEN support? ..... - 7 -
5. How will the Academy measure my child's progress? ..... - 8 -
6. How will I be involved in decisions made about my child's education? ..... - 9 -
7. How will my child be involved in decisions made about their education? ..... - 10 -
8. How will the Academy adapt its teaching for my child? ..... - 10 -
9. How will the Academy evaluate whether the support in place is helping my child? .- 12 -
10. How will the Academy resources be secured for my child? ..... - 13 -
11. How will the Academy make sure my child is included in activities alongside pupils who don't have SEND? ..... - 13 -
12. How does the Academy make sure the admissions process is fair for pupils with SEN or a disability? ..... - 14 -
13. How does the Academy support pupils with disabilities? ..... - 14 -
14. How will the Academy support my child's mental health and emotional and social development? ..... - 15 -
15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood? ..... - 15 -
16. What support is in place for looked-after and previously looked-after children with SEN? ..... - 17 -
17. What should I do if I have a complaint about my child's SEN support? ..... - 17 -
18. What support is available for me and my family? ..... - 18 -
19. Glossary ..... - 18 -

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our Academy.

If you want to know more about our arrangements for SEND, read our SEND policy here.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the Academy provide for?

Our Academy provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

SEND context at Phoenix Academy 2025-26

Total number of pupils on roll	561
% of pupils with EHCPs	2.9

% of pupils identified as SEND support	14.4

Year	SEN K	SEN E	Total
7	19	5	24
8	22	4	26
9	12	1	13
10	20	1	21
11	6	5	11
12	1	0	1
13	1	0	1

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our AP for Inclusion and SENCO is Jennifer Moran.

She has six years' experience working within Future Academies and this is her fifth year at Phoenix Academy. Ms Moran is a qualified teacher and an Assistant Principal who has a wealth of knowledge about our local context.

You can contact Jennifer Moran via email: send@phoenix.futureacademies.org

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of four TAs, as well as a SEND administrator, who are trained to deliver a range of SEN provision.

Our teaching assistants are trained to deliver our phonics and literacy interventions such as Fresh Start, Rapid Plus and IDL. Teaching assistants also deliver speech and language interventions, mentoring sessions and social, emotional and mental health interventions, including Zones of Regulation. All teaching assistants are also trained to support with access arrangements during formal examinations. We have one teaching assistant who works specifically with students who have English as an Additional Language (EAL).

In the coming academic year, TAs will continue their training in speech, language and communication interventions, comic strip conversations, and Flash Academy. This is on top of their continued training in the above approaches.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Academy nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

The SEND Admissions process informs us of those with Educational Health Care Plans. For students with such an EHCP, and in the case that we agree we are able to meet a child's needs, we are able to plan for as seamless a transition as possible in meeting their needs in their new secondary provision.

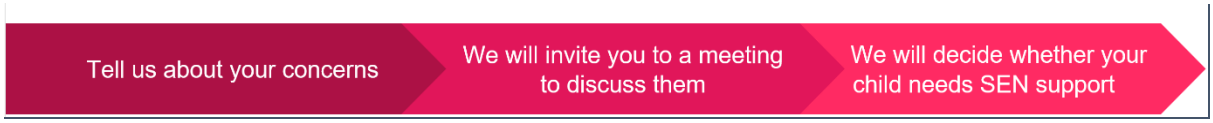
We also gain information about students' SEN before they arrive, through:

- Parent-supplied information on school application forms and at entry interviews.
- Shared communication between primary schools and our academy on the specific needs of individual pupils, in the Summer term, prior to the child starting.
- Close liaison with parents and primary SENDCos before a pupil joins us in Year 7 to ensure continuity of care, especially where diagnoses exist for a child or where an EHCP states certain types of provision.
- In school testing of all Year 7 pupils, prior to them starting at the academy, including the New Group reading Test (NGRT) and Cognitive Abilities Test (CAT).

- Once pupils have begun their time at our academy, further identification and assessment can be done through:
- In-class observations.
- Teacher feedback and continual progress monitoring to inform where a child may need extra support.
- Student support meetings between the Head of year and SENDCo.
- Parent communication and meetings.

Pupils sit a reading assessment once a year, students on intervention will do this termly. This is used to identify potential literacy and learning needs. The SEND Department also run additional screeners and assessments following referrals from teaching staff.

We operate an open-door policy. Pupils and their families can also speak to the SENDCo if they believe they or their child may have a learning need.



If you think your child might have SEN, the first person you should tell is your child's class or form teacher. Each year group has a Head of Year, who can be emailed with any concerns. They will pass the message on to our SENCO, Ms Moran, who will be in	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's	If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the Academy's SEND register.

touch to discuss your concerns.

record. You will also be given a copy of this.

4. How will the Academy know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their academic work or socially. This might include pupils who experience challenges accessing longer readings, completing long or complex independent work, contributing to class discussions or working purposefully with peers in class amongst other factors.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will flag their concerns via our SEN Expression of Concern Form. This will be received by the SENDCo who will liaise with the student's year team and the SEND team about possible screeners and additional support. The SEND team will contact you to discuss the possibility that your child has SEND.

The SENDCo or a member of the SEND team will then monitor the pupil in the classroom and in the playground for a period of six weeks to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

During this period, the SENDCo or a member of the SEND team will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all this information, at the end of the monitoring period the SENDCo will

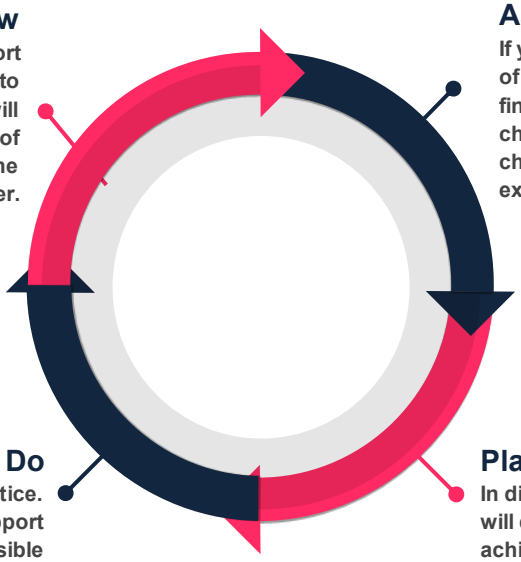
decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the Academy's SEN register, and the SENDCo will work with you to establish the support they need.

5. How will the Academy measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant Academy staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others,

the cycle will continue, and the Academy's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide regular reports on your child's progress. If your child has an EHCP, you will receive weekly communications. If your child receives SEN support, you will receive termly communications. In these conversations, we will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss 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

We hold SEND coffee mornings three times across the year for parents and carers of children with SEND. You can also book an appointment with a member of the SEND team during your child's parents evening.

For our students with EHCPS, each term, parents and carers will be invited to contribute to updates of their child's *Pupil Profile.* This is a document shared with all staff informing them of a pupil's need(s) and the best strategies to manage the need(s) to help the pupil to progress in each subject. Pupils also contribute to the design of their pupil profile and discuss with their designated key worker from the SEND Department their aspirations for the future. Pupils will have personalised targets they are working towards. Each term, feedback will be sought from pupils' teachers in relation to their targets. All our staff and parents can access these through Bromcom. For students who receive SEN support, we put in place SEN support strategies which are additional to high-quality teaching. These are shared with all teaching staff and are reviewed termly.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.
If you have concerns that arise between these meetings, please contact your child's class or form teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.
We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the Academy adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our Academy.

We carefully plan our knowledge-rich curriculum to match the age, ability and needs of all children. Adaptations are built into all teachers' lesson planning and delivery.

We will adapt how we teach to suit the way the pupil works best. We work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations could include:

- Scaffolding our curriculum to make sure all pupils are able to access it, for example, by using sentence starters, key vocabulary banks
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, breaking down instructions into smaller chunks, reading instructions aloud, etc;
- Adapting our resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

We may also provide the following interventions:

- Speech, Language and Communication (SLCN) – Language for Behaviour and Emotion
- Reading Interventions including: Lexia, IDL, Fresh Start Phonics, Rapid Plus,
- Numeracy Intervention
- Handwriting
- Zones of Regulation
- Social Communication Groups
- Counselling
- Homework Club staffed by a teaching assistant (with Top Ten Test reteach clinic)
- Inclusion mentoring
- Flash Academy
- EAL intervention

We may also provide the following interventions:

AREA OF NEED	**CONDITION**	**HOW WE SUPPORT THESE PUPILS**
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	TA support Teacher support EP involvement Reading interventions Spelling Interventions
	Moderate learning difficulties	Homework club Phonics/Literacy Numeracy
Social, emotional and mental health	ADHD, ADD	Additional prompts for focus in lessons
	Adverse childhood experiences and/or mental health issues	Counselling Trusted adults
Sensory and/or physical	Hearing impairment	Specific seating arrangements in class
	Visual impairment	Specific seating arrangements in class
	Physical impairment	Occupational Therapy support

These interventions are part of our contribution to Hammersmith and Fulham's local offer.

9. How will the Academy evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term

- Reviewing the impact of interventions after 8-10 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Discussion with parents at parents' evenings.

10. How will the Academy resources be secured for my child?

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

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The Academy will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

The Academy has a rolling programme of screening for Access Arrangements support for pre-public exams and public exams. A qualified assessor conducts further tests in order to provide the necessary evidence for JCQ in Key Stage 4. Some pupils will qualify for extra time and/or rest breaks and, in some cases, a reader or a scribe.

11. How will the Academy make sure my child is included in activities alongside pupils who don't have SEND?

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

All pupils are encouraged to go on our Academy trips, including our residential trips to both locally and abroad.

All pupils are encouraged to take part in sports day, music concerts as well as any workshops which may be organised as part of their curriculum.
No pupil 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.

12. How does the Academy make sure the admissions process is fair for pupils with SEN or a disability?

Our arrangements for prospective students with a disability and prospective students with SEND follows the same criteria as for all other students and therefore no student is discriminated against.

Prospective students with an EHC plan, who name the Academy as their choice of school, will be admitted following consultation with the local authority before any other places are allocated.

For situations where the Academy is over-subscribed, our admissions criteria ensures that students with a disability or special educational need are not disadvantaged and have the same opportunities as all other applicants.

We also make provisions for students with specific medical conditions where this is accompanied by detailed evidence from medical professionals will be admitted before any other places are allocated.

Please refer to the Academy's admissions arrangements for specific information regarding to pupils with SEN or a disability. These are available on the Academy's website.

13. How does the Academy support pupils with disabilities?

Where pupils require support with physical and mobility needs the academy has lift access to floors in some buildings and some accessible classrooms and modified facilities for pupils. Key staff will be aware of pupils' physical and sensory needs and be available to provide assistance when required.

At Phoenix Academy we are proud of our culture of demonstrating mutual respect to all, including with reference to the full range of protected characteristics. We adapt our facilities to help disabled students to access the Academy, including the provision of auxiliary aids and services.

- You can find the Accessibility Plan on our website. This details how we increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide;
- Improve the availability of accessible information to disabled pupils

14. How will the Academy support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and other leadership roles
- Pupils with SEN are also encouraged to be part of enrichment clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by providing the LDC at lunchtime where there is an open drop-in for students to speak to the TAs.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the Academy by employing a Head of Year per year in addition Pastoral Support leaders, as well as a robust safeguarding team, who investigate and follow up on any aspects of bullying both inside and outside of the Academy. This ensures that we follow up swiftly on any concerns.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new Academy year, where possible:

- Can provide timetables in advance to ensure pupils are prepared for changes to routine
- Keep the existing pastoral and support staff the same to ensure relationships are maintained
- Ensure that there is communication from the inclusion department and family before pupils come in for their first day of term

Year 6 into Year 7

A well-planned and structured transition through key stages is integral for pupils with SEND. During the transition from primary to secondary Academy, measures are taken to ensure the best possible support for pupils with SEND. Pupils will be prepared for the transition by (including but not limited to):

- Primary observations and meetings with the SENDCo
- Parent/carer meetings and pre-planning for transition support;
- Transition group for vulnerable pupils and those with extensive needs;
- Planned visits and meetings with key staff members to alleviate anxieties and allow the pupil(s) to orientate themselves with the structure of the Academy building

Key Stage 3 to 4

The options process can be daunting for pupils with SEND. A guided approach is taken to ensure the best choices are made for pupils in year 9 embarking on the options process. Pupils with SEND are interviewed by the SENCO or a member of the SEND department to ensure their choices for GCSEs are in line with their skills and attainment and will support the progression of their chosen career choice.

Onto adulthood

When your child is moving on from our Academy, we will ask you and your child what information you want us to share with the new setting. For pupils with SEND, leaving the Academy for new destinations, support with applications and careers advice is available. Pupils are often accompanied to open events, careers conferences

and other events to showcase the range of Post-16 options available to them and in line with their needs. Once a suitable course has been established, the relevant staff support with the application process, interview preparation and if needed, transition visits to the new destination. Pupils staying at the Academy for Post-16 are supported with interview preparation and their *Pupil Profile* is updated in line with the key stage change to ensure all teachers understand a pupil's specific need(s) and the bets strategies to support those needs.

Those students with an EHCP also receive a 'preparing for adulthood' meeting with a member of the Hertfordshire SEND team.

16. What support is in place for looked-after and previously looked-after children with SEN?

The designated member of staff for looked-after children is Sophie Funnell.

Tel: 0208 749 1141
Email: s.funnell@phoenix.futureacademies.org

Ms Funnel will work to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEND provision in our Academy should be made to the SENDCo in the first instance. In most cases the SENDCo will be able to address your concerns. If the SENDCo is unable to resolve your concerns or if you are not

satisfied with the response, then you should refer to the Trust's complaints procedure which is located here.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Hammersmith and Fulham's local offer. LBHF publishes information about the local offer on their website:

https://www.lbhf.gov.uk/children-and-young-people/family-hub/local-offer-send

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

https://www.hfsendiass.org.uk/

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Adaptive teaching** – when teachers adapt how they teach in response to a pupil's needs
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services

- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a Academy or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the Academy provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the Academy must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that Academies must follow to support children with SEND
- **SEN information report** – a report that Academies must publish on their website, that explains how the Academy supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, Academies or institutions or life stages

---END---