

SEND Information Report



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: September 2026
Next review due by:		Date: September 2027
SENDCO:	Katie Barrett katie.barrett@attrust.org.uk	Achieved NASENCo qualification June 2025
DSL	Lisa Chapman lisa.chapman@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
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 (SEMH)	• Attention Deficit Hyperactive Disorder (ADHD) • Attention Deficit Disorder (ADD)
Sensory and/or physical	• Hearing impairments • Visual impairment • Multi-sensory impairment • Physical impairment

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	N Teacher	- Teachers use a range of classroom assessments to identify students of concern and relevant targets. - Teachers then plan to support those students through adaptive teaching e.g. teacher tweaks and adaptations - Additional classroom support/interventions may be implemented. (see non-exhaustive list below) - The provision being made for these students is regularly reviewed as well as their progress towards targets.	Class Teacher Student
	Stage 1	- If concerns persist following a period at stage T, concerns will be shared with the SENDCO and parents - Additional support/interventions may be planned. - The student's progress and any interventions will be monitored and reviewed carefully for impact by class teacher and SENDCO - Referrals may be made to external agencies for assessment and additional support. (list below) - Additional in-school assessments may be carried out. (list below) - For speech and language concerns – if the issues relate solely to speech, the student will stay at stage 1.	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 – in addition to/above the universal offer	- Following a review 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. - Referrals may be made to external agencies for assessment and additional support. (list below) - Additional in-school assessments may be carried out. (list below) - Teacher, parents, student and SENDCO will set SMART targets and plan relevant provision and interventions. - Targets will be captured in a learning support plan which will be reviewed termly with parents.	Class Teacher SENDCO Parents Student
Request for statutory assessment of SEND	Stage 3 SENDE	- For some students, stage 2 support will not be adequate to enable them to make expected progress towards their targets. - 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 assessment 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 plans made for provision to meet these needs. - These students will continue to be supported by a learning support plan which is reviewed on a termly basis and will have a statutory annual review of their EHCP	Local Authority SENDCO Class Teacher Parent Student

3. Our Academy's Core Offer

Academy assessments	Academy Interventions	External agencies
Speech and Language BPVS Sparcs	Speech and Language Exam support One to one support	NHS Speech and language therapy (SALT)- where appropriate
Cognition and Learning Literacy assessments Access Reader TOWRE WRAT-5 Dash 2 Numeracy assessments Skills forward Other cognitive assessments Tore	Cognition and Learning Literacy Precision Teaching Handwriting Reading Comprehension Numeracy One to one/small group support Precision Teaching Other cognitive interventions Learning mentor support	Cognition and Learning Schools and Families Specialist Services Cognition and Learning Team (SFSS C&L) Schools and Families Specialist Services Assistive Technologies Team
SEMH assessments The Warwick-Edinburgh Mental Wellbeing Scale SDQ questionnaire	SEMH Learning & pastoral mentor support Counselling support from ATTFE Transform Agency Drawing and Talking therapy Emotional Literacy Support TalkAbout Teenagers Social Skills Intervention	SEMH services (CAMHS) services who support students with mental health Autism support Team – experienced teachers who specialise in supporting students with autism, or who present with social communication difficulties. Thrive Together Consultancy – support for autism, anxiety and ADHD. Harmless – for support around self-harm. Healthy Family Team – offer a range of services, including individual support around managing emotions and self esteem. Change, Grow Life – support for those impacted by substance abuse/addiction
Sensory/motor assessments Sensory Profile	Physical/sensory interventions Sensory circuits small group work	NHS services NHS – Occupational Therapy (OT) students with fine or gross motor concerns, sensory needs, executive functioning difficulties NHS Audiology students with hearing needs Community pediatrician Support students who present with areas of developmental delay and can coordinate support from other relevant professionals and arrange medical tests. NHS Physiotherapy 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.

Post 16 - Moving to college: An informal interview will be held with the young person where they will be able to discuss any specific needs and requests. Parents are also welcome to attend if the young person wishes for them to do so. SEND information will be obtained from their previous school or education setting. Learner led SEND one-page profiles will be created and shared with relevant staff.

Based on individual needs, additional transitional arrangements may also take place and these can be discussed with the SENDCO. As appropriate, we arrange meetings with the parents/carers of incoming students to discuss how we can best welcome the young person into our community.

EHCP consultations take place for Post 16 and the SENDCO will liaise with the professionals involved. These are then reviewed and monitored as per the county processes.

Next steps post college: Next steps and careers interviews will take place with a Careers Advisor and support given with job/apprenticeship and college/university applications. SEND Information will be shared with the new education provider/workplace to support the smooth transition.

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. 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 including:

- Emotion coaching
- Personal Impact and Insights Discovery
- Adaptive and Assistive Technology
- Understanding Inclusion in Education
- Understanding behavior
- Supporting cognition and Learning
- Effective Mental Health Support
- Drawing and Talking Therapy
- Lego Therapy
- Girls and Autism
- Sensory Profile
- Supporting SEMH
- Understanding PDA as a profile of Autism
- Checking for Understanding
- Adaptive practice
- Trauma informed approach training
- Neurodiversity Training – Thrive Together Consultancy

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.

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9. 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.

10. 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.

11. 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.

12. Access to extra-curricular and enrichment activities

All of our extra-curricular activities and Academy visits for our Evolve and Programme of Study provision are available to all students.

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

All students are encouraged to take part in community events, opportunities and performances.

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.

13. 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 much in 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.

14. Complaints about SEND provision

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

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

15. 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.

[Parents and Carers - Ask Us Nottinghamshire](#)

Other local support services for parents of students with SEND.

Nott Alone – mental health support [Mental Health Support Services For People In Nottinghamshire | NottAlone](#)

Nottinghamshire Parent Carer Forum - [Notts Parent Carer Forum](#)

16. The local Authority Offer

The Local Authority has a Local Offer website and information about services that may be available to you. www.nottshelpyourself.org.uk

17. 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.