Special Educational Needs (SEN) Information Report

[Countesthorpe Academy]

Approved by:	Nathan Williams	**Date:** 2/09/26
Last reviewed on:	31/8/26	
Next review due by:	2/9/27	

Contents

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

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 school.

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

You can find it on our website Policies | Countesthorpe Academy (clcc.college)

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 school provide for?

Countesthorpe Academy is an 11-18 school based in the south of Leicestershire. We are committed to allowing students to 'be the best they can be' and 'meeting the needs of all our learners'. We are committed to educating the whole person through enrichment activities alongside the curriculum, and we aim for all of our students to demonstrate the academy values of respect, resilience and success in all that they do.

Our school 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

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

We start our support for SEN children by implementing quality first teaching across our curriculum. All staff are trained in meeting the needs of all our learners and all SEN students have a specific pupil information record that details how staff are to meet their needs. The CREW leader forms an integral role for all students as a key adult in the student-teacher relationship.

Transition from year groups and key stages is fundamental to meeting the need of all learners. Staff are trained transition information using pupil passports, pupil information records and through briefings, including on the teacher days and throughout the year.

Above our quality first teaching we have a team of staff who run interventions and support in and out of lessons. This includes; use of teaching assistants, learning support assistants, emotional literacy support assistance, qualified nurture practitioner and our forest schools practitioner.

The inclusion team also consists of our pastoral team, who triage the support across the academy. this includes the heads of year and assistant headteacher of key stage 3, 4 and 5.

All teaching and support staff have access to re rigorous and ambitious professional development and learning programme. Staff whole-school professional development and learning is aligned with meeting the needs of all learners. Staff have accessed workshops, online and reading materials to support working with our most vulnerable learners and are monitored in lessons to identify any further training needs. Specialists and outside agencies have delivered training, as well as XMAT training. Specific staff have undertaken training in special educational needs and distributed that training to further teams. Examples of training include, nurture, autism awareness, Lego therapy, NPQs, Masters/PHD, mentoring, coaching, Lexonic, enhancing teaching, literacy networks and social and emotional understanding.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mr Nathan Williams (nwilliams@clcc.college)

He is in his second year of the role of SENCO after previously working as an Assistant Headteacher with responsibility for behaviour, attendance and recognition across the academy. He also has a background with working with students with disabilities. He is a qualified teacher and is currently completing his MPQSEN qualification.

Mr Williams has a total of 15 lessons across the fortnight, with the rest of the time designated to leadership responsibilities, including managing the SEN provision.

All teachers

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

External training with staff has included Autism Outreach whole-school training on 15th January 2023, AO Coping with Anxiety, Functions of Behaviour training, Emotion Coaching, Promoting Accountability for Vulnerable Students, Lexonic reading, Supporting children and young people who engage in self-harming behaviours, Social and emotional understanding for secondary pupils and SEND National Conference.

Our qualified nurture practitioner is trained to deliver multiple interventions including Lexonic reading and accelerated reading.

Teaching assistants (TAs)

We have a team of 12 TAs, including 4 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 4 teaching assistants who are trained to deliver interventions such as ELSA, Nurture and Forest School.

In the last academic year, TAs have been trained in ELSA, forest school and we are currently expanding this provision this year with further enhanced roles.

External agencies and experts

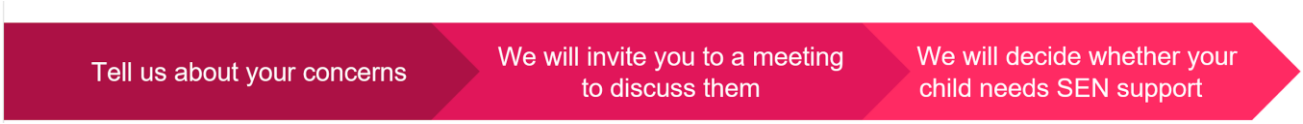
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians

- Teen health support workers
- On site school counsellor
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Visual impairment team
- Hearing impairment team
- Autism outreach
- ADHD solutions

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

Below is our approached to reporting and supporting parents and students with potential SEN concerns.



If you think your child might have SEN, the first person you should tell is your child's teacher or CREW leader.

You can do this by email or by calling reception and asking for a message to be given to a specific teacher.

They will complete our emerging needs form which will be triaged by the SEN team.

You can also contact the SENCO directly nwilliams@clcc.college

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.

This could either be through a 15-min teams call or in person.

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

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school 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 schoolwork or socially.

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 tuition 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 complete an emerging needs request form which will be triaged and investigated further. The SENCO, may contact you to discuss the possibility that your child has SEN.

The SEN team could observe the pupil in the classroom and in the playground 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.

The SENCO 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.

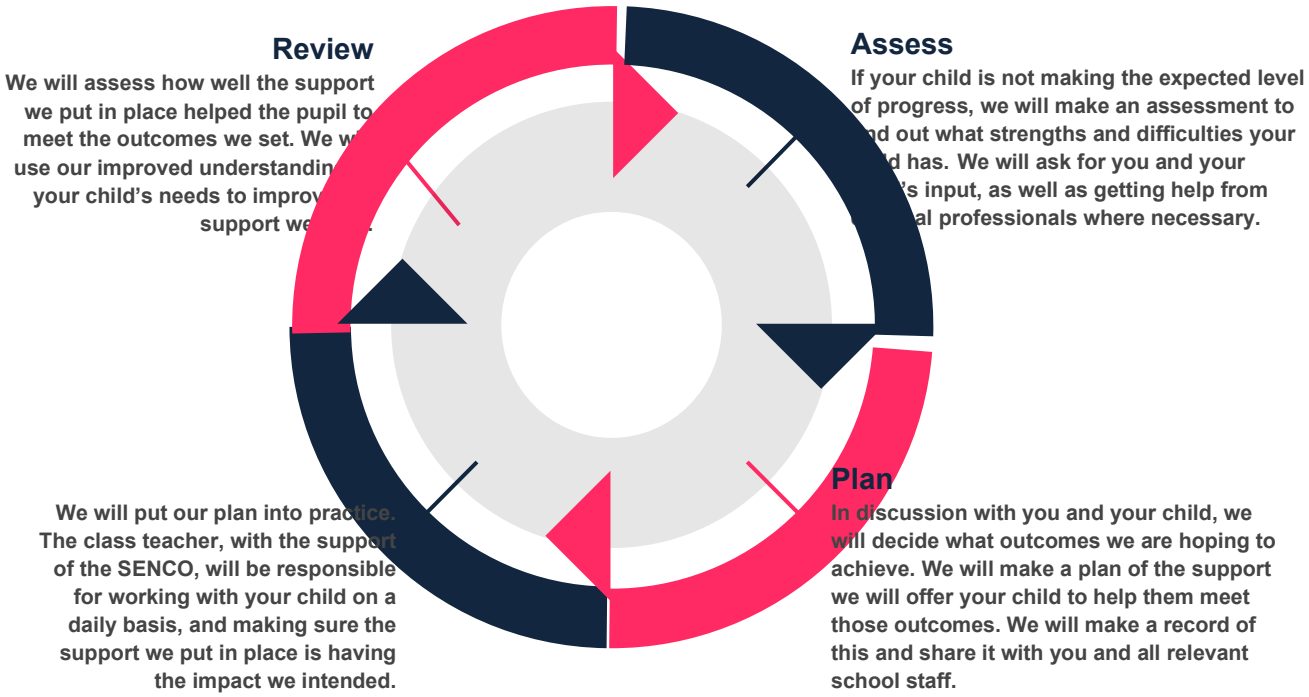
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school 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**.



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. Example of our baselines assessments include CAT4 testing, progress testing in Maths and English, reading age tests, alongside enhanced screeners for specific SEN needs such as dyslexia or Exact.

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 will be using our SISRA analytics and ALPS systems in school that notify us of underperformance.

The understanding of progress is paramount to the intervention support that we offer students.

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 school'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 a minimum of an SEN annual report on your child's progress, but your child will also receive regular reports and data snapshots across the year. If at any point you have a query or are worried about the progress of your child, please contact the school as mentioned above.

Your child's class/form teacher will have the opportunity to meet you at parents' evenings, or by advanced appointments to:

- 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

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

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.

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 2 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 school 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 school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Use of our skills pathway curriculum
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis to enable students to access the curriculum, and regulate themselves
- Teaching assistants will support pupils in small groups

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 Use of the DEN
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Overlays Differentiated work
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation Blended Learning TT
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Classroom seating adjustments
	Visual impairment	Limiting classroom displays

	Multi-sensory impairment	Leave lesson early cards Lunchtime provision Uniform cards
	Physical impairment	

Further information around our accessibility policy is available on the school website and details how we are adapting our environment for disabled pupils to participate in the curriculum.

These interventions are part of our contribution to Leicestershire's local offer.

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

The senior leadership team including the head of teaching and learning, and the SENCO coordinate the quality assurance of school support.

We evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions timely
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Quality assurance of teaching staff and support staff
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Student attainment levels
- Attendance review meetings

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

To meet the needs of all learners, students need the necessary resources to allow them to be the best they can be. Examples of resources we may need to secure are:

- 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 school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. This may be at the request of additional funding through a SENIF application or for a request for an EHCP.

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

A great deal of learning takes place outside thew regular timetabled hours for all of our students. 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. This can be in the form of resources for the student to attend, extra wrap around care to enable them to attend, or enhanced communication to explain the offers we have.

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

All pupils are encouraged to go on our school trips, including our residential trips.

We adapt our sports days and other events to cater for the needs of all students, including modifying events to allow all students to take part.

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

Reasonable adjustments will always be made for students with SEN or a disability. Through transition from primary to secondary school, the admission process is thorough, and our SENCO works with primary SENCOs to gather information and, where possible, attend the Year 6 annual review.

Enhanced transition days are also imperative to the successful admission of students with SEN or a disability. We always provide additional days to allow students the opportunity to settle. Alongside this provision a pupil passport is created to inform teachers and support staff of the student's background.

Further details on admissions are available in our admissions policy (Policies | Countesthorpe Academy (clcc.college))

13. How does the school support pupils with disabilities?

To prevent disabled pupils from being treated less favourably than other pupils we have a bullying policy that is constantly used to remind students about treating all students fairly. We have been recognised with an IQM award for our work on tackling bullying and equality across the school.

Alongside this, we also conduct regular assemblies on intersectionality and refer to our school moto of having a mind to be kind.

Our site is inclusive with adjusted access for disabled pupils which is also further enhanced by additional strategies we use to enable movement around the academy. as mentioned previously we work closely with the VI and HI teams to enable students to access their education with the necessary support.

Our schools accessibility plan is located in the policy area of the website (Policies | Countesthorpe Academy (clcc.college)) this covers how we enable disabled students to participate in thew curriculum and how we have adapted the physical environment to meet need.

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

The inclusion team is made up of the pastoral staff (Heads of year) and the SEN team who triage information and support for students. We also use our sixth form students to run Lets Talk interventions that help support students across the academy.

We regularly conduct student voice on all aspects of school life. This information is shared, actioned and then reiterated through assemblies and the use of CREW time.

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
- Pupils with SEN are also encouraged to take part in enrichment activities across the academy

- We provide extra pastoral support for listening to the views of pupils with SEN by referring issues to the pastoral hatch for pastoral leaders to action
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by constantly reaffirming our expectations about being an upstander and informing staff about any issues students witness. We have a sound bullying policy (Policies | Countesthorpe Academy (clcc.college)) which has been recognised by external verification.

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

Countesthorpe Academy has extremely positive relationships with the local primary schools and there is a comprehensive Transition Process in place for all students. This provides primary schools and parents with information regarding appropriate pathways at Key Stage 3 in order to ensure that each student has access to a broad and balanced curriculum which also meets their individual needs. At Key Stage 4 the SEN department will support students transitioning to FE Academy.

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Additional transition visits with SEN support for Y6 and 12 students
- Open evening in September with a chance to speak to the SENCO and pastoral team
- Power to perform evenings for parents when students join in Y6 and also between KS3 and KS4
- SENCO will attend annual reviews of Y6 students where possible to increase the transition experience

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Transition to Secondary School

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

The SENCO is also our designated teacher for LAC and P-LAC student. He constantly informs teachers of the outcomes of both PEP and LAC review meetings, 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, only looked-after pupils will have a personal education plan (PEP). We will make sure that the PEP and any SEN 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 SEN provision in our school should be made to the SENCO in the first instance, who will attempt to resolve the issue. If this is unsuccessful parents will then be referred to the headteacher, or the school's complaints policy (Policies | Countesthorpe Academy (clcc.college))

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Contact details can be found here team-n@globalmediation.co.uk

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 Special educational needs and disability | Leicestershire County Council local offer or the Family Information | SEND Local Offer (leicester.gov.uk)

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

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
- **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
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **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 school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school 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 school 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 schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school 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, schools or institutions or life stages