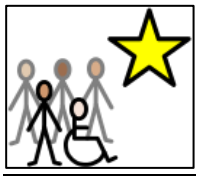
SEND Information Report 2026-2027

Our Academy	At Thomas Middlecott Academy our vision is to support all pupils to achieve their full potential, both academically and socially. We identify early potential barriers to learning, assess needs swiftly and plan to overcome these barriers, all with the aim of ensuring pupils can make good or better progress. Thomas Middlecott Academy is part of the David Ross Education Trust (DRET), and as such we adhere to the DRET SEND Policy which can be found here. As a school in Lincolnshire, we also form part of the local offer. More information on Local Area's Local Offer can be found here. Our most recent Ofsted inspection highlighted that "The provision and care for pupils with SEND has improved since the previous inspection. Staff identify and address pupils' needs promptly. The curriculum is adapted thoughtfully to ensure that pupils with SEND access ambitious learning. As a result, the achievement of pupils with SEND has improved.'

SEND Staffing at Thomas Middlecott Academy

Name	 **Name Francia Dickinson**	**Name Suzanne Thoirs**	 **Mr Stuart Rutter**
Role	**Director of SEND and Inclusion**	**Assistant SENCO**	**Trust Wide Secondary SEND Lead**
Qualifications	**BA Education QTS** **NASENDCO** **Undertaking NPQSL**	**Undertaking NPQH**	**BSc (Hons) Land and Business Management** **PGCE Business and IT** **NASENCO** **NPQEL**
The class teacher is responsible for ensuring support and interventions are in place for children and who experience SEND.	This is monitored and evaluated by the SENCO, who is responsible for the oversight and leadership of SEND throughout the school.	This is overseen by the Head of School and Principal.	
Contact Information	**fdickinson@thomasmiddlecott.co.uk** **sthoirs@thomasmiddlecott.co.uk**		
SEND Governor		The SEND Governor then provides high support and high challenge to ensure academy is fulfilling duties.	



Special Educational Needs

Definition of Special Educational Needs

The SEND Code of Practice (2015) defines Special Educational Needs as:

"A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or young person has a learning difficulty or disability if he or she:

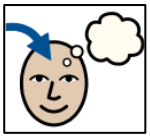
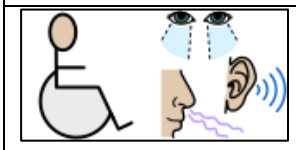
A) has a significantly greater difficulty in learning than the majority of others of the same age, or

B) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools, or

C) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014)

Children must not be regarded as having a learning difficulty solely because the language, or form of language of their home, is different from the language in which he/she will be taught."

There are 4 broad categories of need:

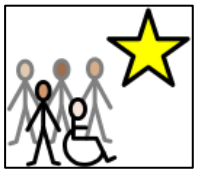
	Cognition and Learning (CL) – this includes difficulties which impact upon academic learning, such as moderate learning difficulties (MLD), severe learning difficulties (SLD), Dyslexia, Dyscalculia, low cognitive abilities, issues with executive functioning and poor auditory or visual memory.
	Communication and Interaction (CI) – this includes speech and language difficulties (SLCN) such as difficulties with the production of speech sounds and/or understanding language and expressing themselves, and communication and interaction disorders such as Autistic Spectrum Disorder and Asperger's Syndrome.
	Social Emotional and Mental Health (SEMH) – this includes a range of difficulties related to a pupil's social, emotional, and mental well-being. **D**ifficulties in managing emotions and **behaviours**, which can manifest in various ways, including mood problems, conduct issues, and **specific** disorders such as Attention Deficit Hyperactivity Disorder (ADHD)
	Physical and Sensory (PS) – physical needs may include hearing impairments, visual impairments, Dyspraxia, and some medical conditions, and sensory needs include difficulties in the way an individual perceives and responds to sensory input, including how they process information from their environment through their senses

Identifying and Assessing Need

How do we identify children with SEND at Thomas Middlecott Acdemy?

- *A pupil may come to Thomas Middlecott Academy having been on the SEND register at their previous school or setting. In this case, we would contact the previous setting as early as possible to ensure a smooth transition for the child*
- *A conversation with staff following concerns with staff completing a SEND concern form*
- *Assessments and data tracking*
- *Pupil Progress meetings*
- *A parent/carer may raise concerns with a member of staff*
- *Liaison with outside agencies like Speech & Language or Educational Psychologists*
- *Identification through Child Protection Plans/meetings*

In all these situations, we would talk to parents/carers and the pupil about their views. We may administer some short tests (looking at reading, writing, speed of working, processing and memory), speak to outside agencies, and complete observations within school. After this process has been followed it would be decided whether a pupil should be placed on the SEND register or not. Parents/carers and carers will be kept fully involved throughout this process.



SEND Support Cycles

How do we support children with SEND at Thomas Middlecott Academy?

All pupils with an EHCP on the SEND register will have a Pupil Inclusion Profile, most pupils who are on the SEND register who do not have an EHCP will also have a Pupil Inclusion Profile. This is written for them by the SENCO/Assistant SENCO. The Pupil Inclusion Profile will document the Assess Plan Do Review cycle.

Assess

On entry all students, including mid-year entry, are assessed and the data from these tests is then analysed by the SENCO and Directors of Subjects to identify any potential areas of need. Students may then be added to the SEN record in line with the Code of Practice guidance for SEND. The assessments taken by students upon entry include:

- Progress in English Tests
- Progress in Maths Tests
- Reading Tests

Ongoing identification is also completed alongside the Academy reporting process as data is collected and analysed in all subject areas by Directors of Subjects.
On-going assessments are completed throughout your child's time at the Academy. These include:

- Reading tests
- Internal assessments for each subject.

Additional information may also be collated through the following means:

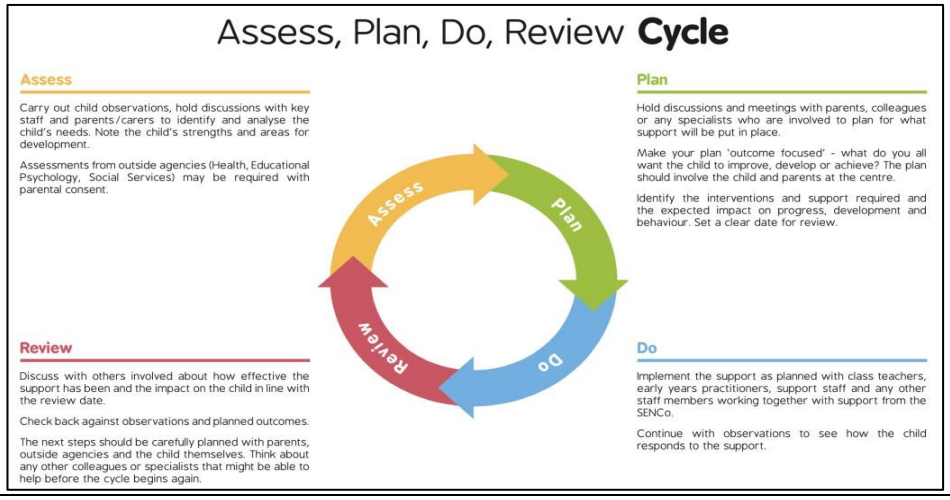
- Parents
- Observations
- Access for exams testing (year 9,10,11)
- Liaison from outside agencies e.g. Educational Psychologists, Physiotherapist, Occupational Therapist, Speech and Language Therapists, Specialist Teacher advisors.

Plan
Aspirational but realistic outcomes are set by the class teacher alongside the personalised provision the pupil will need to reach this outcome.
Quality First Teaching delivered by the class teacher alongside the personalised provision the child will need to reach this outcome.
Reasonable adjustments, not just in terms of learning but also for social, emotional and mental health needs, is built into all lessons and activities as part of Quality First Teaching.
This ensures that all children can access all activities and learning opportunities at some level. This may include things such as: differentiated class based teaching; adapted or differentiated resources (e.g. visual timetables, learning mats, toolkits, writing slope); phase based TA support in class; phase based TA run intervention programmes (such as Talkabout, Stories for Talking, Direct Instruction, RWI, Sumdog, BKSB, Social Skills, Memory Development groups); interventions run by our Pastoral support officers.

Do
Any individual working with a pupil on the SEND register will record their progress towards each outcome using the 'do' section of the Pupil Inclusion Profile.

Review
The outcomes will be reviewed at regular intervals during the year and new ones will be set. A pupil's voice will be sought, and parents/carers will have the opportunity to meet with class teachers and further discuss the targets.

All children have access to the National Curriculum through Quality First Teaching in all subjects. When needed, extra support and resources are provided in all subject areas, including trips, with parents/carers being involved in planning these activities and trips to help consider what reasonable adjustments are required. Some children may require other documents to also be in place, such as a safety plan, which details all the information and strategies to support safety, dysregulation and behavioural challenges, and also Personalised Emergency Evacuation Plans (PEEPs) which details how the pupil would be support to evacuate the building in an emergency, and which members of staff are designated to do this.



Our approach to teaching children with SEND

Thomas Middlecott Academy is a truly inclusive school and all students regardless of need are provided with access to a broad balanced curriculum that is adapted to address the needs of all. All staff are responsible for the progress students make within their classroom. Within lessons the subject teacher is responsible for adaptive teaching. Strategies to support students identified with SEND are included on Pupil Profiles which are available on Bromcom for all staff to access. The SENCO has given all teachers a series of non-negotiables for SEND students for in the classroom and teachers follow the 5 a day principles in their lessons.

Interventions

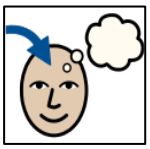
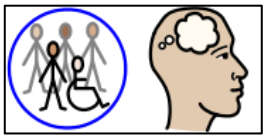
At Thomas Middlecott Academy we have a variety of additional interventions that we use to support students. These include small group interventions to support social, emotional needs-, friendship skills, speech and language, literacy and numeracy. Students are identified for additional interventions according to their assessments and the progress they have made; recommendations by teachers and teaching assistants and concerns raised by parents.

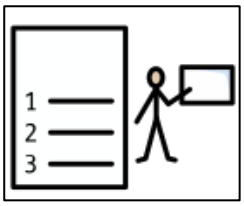
ILC year 7 ,8 and 9

Our ILC groups are to support our SEND students who are not secondary school ready. To reach their potential as well as develop their peer and teacher relationships, build self - confidence, strengthen their resilience and create a love of learning. The aim is that these students can become more independent learners in the future and can increase their literacy and numeracy skills at a faster rate than would be possible in a larger class. They follow the same curriculum as their peers so that they can rejoin mainstream lessons as soon as they have developed as learners.

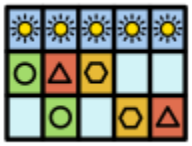
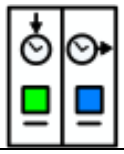
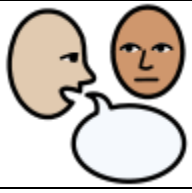
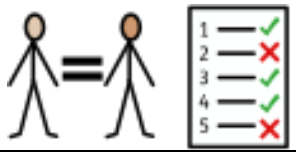
We are an inclusive academy. Wherever possible children are taught alongside their peers in flexible teaching groups using a range of adaptive teaching approaches.

Class based/Small group/individual interventions.
Screeners such as WellComm and BVPS
Dual coding and Widgets
Speech and Language scaffolds, such as communication lanyards, communication signals, vocabulary boards, Art therapy, ASD workbook for teens

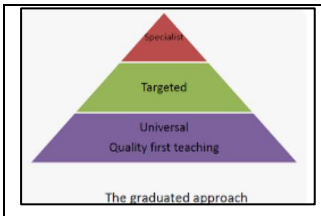
SEND Support for Communication and Interaction Needs	There may also be input by other appropriate agencies, such as NHS SALT or privately commissioned SALT, Touch typing
 **SEND Support for Cognition and Learning Needs**	Class based/Small group/individual interventions. Personalised scaffolds/Toolkits/Word banks/ There may also be input by other appropriate agencies (SAS and EP) and their recommendations/programmes will be included as part of the pupil's provision. Functional skills, Handwriting, Catch up Science, Geography, History, duo lingo, homework support, direct instruction, Read write in, Fresh Start, Maths intervention, sumdog, BKSB
 **SEND Support for Social, Emotional and Mental Health Needs**	Pastoral Support Programmes (such as anger management, emotional wellbeing, anxiety, exam stress etc) may be implemented. A modified timetable for attendance to support pupils to remain in or transition back into full time attendance. These are subject to review in line with TSPs or more frequently when appropriate. In class, pupils can have time out to access sensory circuits, and specific sensory tools by going to our ILC provision space. C2 resets in our ILC provision to support students to remain in their lessons and not end up getting sent to the removal room. School Counsellor
 SEND Support for Medical Needs	*The pupil will have an Individual Health Care Plan detailing their needs, medication, actions and contact phone numbers. The plans are held digitally on a secure system with any necessary medication being held in a locked cupboard within our medical room.* *All adults within the academy will be fully aware of, and follow, the contents of the plan.* *All Phases have named first aiders and staff have had training in delivering medication.*
 SEND support for Physical Needs	Adaptations are made to the environments and curriculum adaptations are made to support hearing and visually impaired children. Also, adaptations to support those with mobility issues or disabilities. We also work closely with the Sensory Education and support team (SEST) and a mobility specialist, who visit our academy to train staff to effectively support our children and also train the children on how to adopt their own accessibility strategies, promoting their independence and confidence.



Curriculum adaptations

		
Visual timetables	***Task boards***	***Peer mentoring***
		
Assistive technology	***Talk partners***	***Peer marking***
Self-assessment	***Word banks***	***Positive behaviour approaches***
Ear defenders	***Timers***	***Explicit instruction***

This is not an exhaustive list of Curriculum adaptions, and often these are personalised to the specifically identified needs of pupils at academy. We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.
We also seek advice and equipment from outside agencies where possible and will always seek the advice and guidance of health professionals where a pupil needs medical adaptions to support them accessing a broad and balanced curriculum.



The Graduated Response

How do we respond if more support is needed?

We have a graduated response to assessing the needs of children with SEND.
We are highly alert to the fact that a pupil's needs are constantly developing and that their SEND may change at any time during their school careers.
If a pupil is still not making progress against their outcomes, we will begin the process to request that a statutory assessment be completed by the Local Authority 0-25 SEND Team. This will begin by holding a Person-Centred Planning (PCP) meeting to gather *information and evidence to create an Education, Health and Care Needs Assessment*
At this stage, they may decide a full assessment is not necessary and the Pupil Inclusion Profile is sufficient, or they may take this forward and begin gathering

	evidence to form an Education & Health Care Plan (EHCP). More on the EHCP assessment process can be found on the Lincolnshire Local Offer website. **Education Health and Care Plan** All children with an EHCP have a Pupil Inclusion Profile which is written by the teacher in consultation with SENCO, TAs and other agencies as appropriate. These detail the small steps which pupils need to achieve as progress towards their longer term EHCP targets. TSPs are reviewed at least termly. For many children on the SEND register, a Pupil Inclusion Profile with recommended additional provision may be all that is needed to allow the pupil to reach their full potential. However, if progress towards the outcomes is not being made, additional support may be required. There are a wide range of outreach services available to the SEND Team to refer children to for specialist advice. These include: The Working Together Team, Specialist teaching service, Speech and Language Therapy, PRT and BOSS, SEST and the NSPCC. More information and contact details for many of these services can be found on the Lincolnshire Local Offer website found **SEND Local Offer – Lincolnshire County Council**

 Parent Consultation **Pupil Voice**	**How do we communicate with children and parents/carers of children with SEND?** We encourage parents/carers, carers and families to speak to us about any worries or concerns regarding children's learning or social and emotional wellbeing. The first point of contact for parents/carers should be the child's class teacher as, in school, they are who knows the child best. We encourage parents/carers/carers to make us aware if they are neurodiverse and/or have any accessibility needs. We hold termly consultation evenings where all parents/carers can meet with class teachers to discuss their child's education. Children on the SEND register will have an additional opportunity to meet termly with the SENCO if required. Annual meetings will be held between the SENCO and the class teacher in to fully update the Pupil Inclusion Profile and this is reviewed in the other two terms. At this point, we will also record and collect pupils' views in a way appropriate to the individual pupil (this may be written, scribed by an adult or in the form of photographs or pictures). Pupil voice is extremely important to us at Thomas Middlecott Academy and through interventions such as Zones of Regulation we encourage all children to communicate their feelings and needs. Staff in school are competent at recognising subtle changes in the behaviours of all children in school and we have rigorous systems for ensuring all children are supported and listened to by our whole team, and pastoral support is then targeted to meet pupil's specific needs.

 Staff Training	At Thomas Middlecott Academy we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with. The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training can be implement to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilized. If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first. Outreach support is sometimes a recommendation and specific members of staff will be Team Teach and Positive Regard Practitioner trained, and First Aid trained. Some of our staff have completed training in additional areas which include, Visual Impairment, Speech and Language, Autism, Positive Regard Specialist Practitioners, Makaton and Bucket Time to name just a few!

 Transition Support	**<u>How do we support transitions for children with SEND?</u>** Transitions between year groups and key stages can be concerning for both children and parents/carers of children with SEND. We have thorough arrangements in place to ensure appropriate support is carried on between key stages. This includes: • Enhanced Transitions • Visits to feeder primary schools • Meeting for parents with Y6 children entering Y7. • Supporting pupils looking to move to college and sixth form and helping with enhanced transition. • Supporting and accompanying SEND pupils who are experiencing/ preparing for a change of placement.
KS2 (Year 6) to KS3 (Year 7 Secondary)	Y6 teachers have a meeting with Y7 staff to discuss every child. SENCO and class teacher has a meeting with the secondary SENCO, SEND team and Head of Y7 to discuss in detail and hand over files of the children wo experience SEND. Transition days spent at secondary school in line with each school's transition policy. Extra visits arranged for vulnerable pupils. Y7 SEND staff are invited into the primary classroom to observe and work with specific high need children and prepare them for transfer. Pastoral and home-school support for identified children.

	Transition meetings and multi-agency meetings for children with EHC plans.
Mid-Year new starters	When we are aware that a child is joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. We also complete some baseline assessments to ensure we are providing the correct challenge within their work and to also identify any potential needs.

Evaluating Provision

How do we evaluate our SEND procedures?

As a member of the Senior Leadership Team (SLT), the SENCO is responsible for monitoring SEND procedures through the school.
Through clear communications at regular staff meetings, pupil progress meetings and through the appraisal process, all staff in school are clear of their roles and responsibilities regarding children with SEND.
Within academy there are number of ways in which the provision is evaluated.

- Review progress with Senior leaders discussing next steps.
- Regular SEND staff meeting time, addressing training needs for all staff.
- Reviewing children' individual progress towards their goals at regular intervals, as a minimum every term.
- Establishing pupil's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.
- Pupil voice by asking our children if they feel the adjustment or intervention is helpful and makes a difference.
- Monitoring by the SENCO's, either specific children, lessons, year groups or interventions.
- Regularly using a tracking tool to update targets and measure progress.
- Holding termly reviews for children who are on Education Health and Care Plans, SEND Support provision plans and those requiring specialist support.
- Holding annual reviews for pupils with Education Health Care Plans.

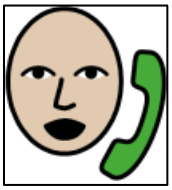
Clubs, Trips and Enrichment

All our extra-curricular activities and academy visits are available to all our children, including our breakfast club and after school clubs. No child is ever excluded from taking part in these activities because of their SEN or disability.

All children are encouraged to participate in lunchtime and after school clubs, particularly if they have been created to support specific skills such as Sensory circuits.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, Green Team etc.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.

 **Complaint Procedure**	Points of contact for any parent wishing to discuss their child would be the child's tutor, year manager and or head of year. If you are not satisfied that your concern has been addressed, they you should make an appointment to see the SENCO. If they cannot solve your issue, then please contact the Principal. To escalate a complaint further please refer to the complaints policy for the David Ross Education Trust, which can be found on the Trust website.

 Local Offer	The Lincolnshire Local Authority Local Offer can be found at **SEND Local Offer – Lincolnshire County Council** For independent advice contact SENDIASS ask@nelsendiass.org.uk 01472 326363 **Children's health – Children's Health Service - Lincolnshire County Council** **BS_SEND@lincolnshire.gov.uk or call 01522 553332.**

Academy Graduated Response (amend for your academy)

Child on SEND register

SENCO to complete the SEND Evidence Collection Overview (2-week deadline)

This is completed with all the documents collected during the Early Identification Process
This will include: Evidence collectors, Boxall profile, observations.
It may also include EAL documentation, small steps

Teacher to complete One Page Profile with child (2-week deadline)

SENCO and Teacher to complete TSP / IEP

This is completed together using all evidence provided and shared.

TSP / IEP shared with Parent

SENCO and Teacher meet with parent and documentation shared. Parents to sign parent voice.

Documentation shared with all staff

APDR cycle begins

SEND Flowchart (amend for your academy)

Stage 1 - PLAN

- TSR / IEP document checked by the SENCo
- Class Teacher update One Page Profile with the child and complete up to date a Boxall Profile
- SENCo will meet with Teacher to go through the overview document and go through overarching targets
- SENCo and class teacher will have the initial meeting with the parents – all documentation to be shared

Stage 2 - DO

- Class teacher to share child's overview with required staff
- Staff to follow the child's TSR / IEP and complete weekly small step SMART targets
- SENCo to provide support where necessary and following monitoring plan

Stage 3 - REVIEW

- Class teachers to review SMART targets
- Class teachers to report on SMART targets progress
- SENCo to meet with Class teacher if situation changes / new information provided by external agencies / concern in class / positive movement in class
- Class Teacher to meet with Parents three times a year

A child may be removed from the SEND list if:

- They are signed off by the external agency
- If gap has been closed
- They move to another school / move to Year 7 (then files are transferred and SENCo to contact school and feedback).