

Special Educational Needs (SEN) Information Report 2025-2026

What is a SEN information report?

The purpose of a SEN information report is to help parents and other stakeholders find out how students with SEND are supported in school. It should enable someone without specialist knowledge of the education system or SEND to quickly and easily learn about your school's approach to SEND. All schools must publish a SEN information report on their website (SEND Code of Practice 2015, para. 6.79). The Code states that this information should be updated annually, with any in-year changes updated as soon as possible.

Key Information



Associate Assistant
Principal – Inclusion
Ms Hedges



SENDCo
Ms Edmonds



DDSL
Ms Waterman

Vice Principal & DSL: Mr Hewitt

Principal: Ms Cassidy

SEND Governor: Victoria Whittle

Lewisham Local Offer:

<https://lewisham.gov.uk/myservices/children-and-young-people-service/services-for-children-with-complex-needs-and-disabilities/local-offer>

Vision

At Sedgehill Academy, students with Special Educational Needs and Disability (SEND) are fully integrated into the life of the school. The school believes that students learn most effectively when they feel valued and their efforts and achievements are recognised. The Curriculum for students with SEND is the Curriculum offered to all students, including those with exceptional abilities and disabilities. Students have access to all clubs, visits and trips.



Sedgehill Academy

The best in everyone

Part of United Learning

Context

Cognition and Learning Difficulties

- Specific Learning Difficulties (SPLD)
- *E.G. Dyslexia, Dyscalculia,*
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)



Which types of need are supported at Sedgemoor Academy

As of September 2024, Sedgemoor Academy has 783 students on roll, of which 22 have an Education, Health and Care Plan (EHCP) and 126 access SEND Support (K). A team including the Head of Inclusion, SENCo, SEN Manager, Level 3 Teaching Assistant, (Zoe's title) and Qualified teachers teaching interventions.

Glossary

SEMH: Social Emotional Mental Health

C&L: Cognition and learning

C&I: Communication and interaction

S&P: Sensory and physical

	SEMH	C&L	C&I	S&P	EHCP	TOTAL
Year 7					8	
Year 8						
Year 9						
Year 10						
Year 11						
TOTAL						

At Sedgemoor Academy, the most common type of need for students with an EHCP (E) is ASD and for students with SEND support (K) cognition and learning needs, specifically those with moderate learning difficulties.

Local and National Picture

	Sedgemoor Academy	Lewisham	National (Secondary) 2023/2024
Students with an EHCP	2 %	x	2.7%
SEND Support	18 %	x	12.9%

Admissions

How do students with SEND get a place at Sedgemoor Academy?

Please also refer to our admissions page on our website. <http://www.sedgemooracademy.org.uk/about-us/admissions>

Students with an EHCP:

If your child is in Year 5 or Year 6, your preferred secondary school will be discussed at their annual review. The SENCo at Sedgemoor Academy may be invited to attend your child's annual review at Year 5 and/or Year 6 to understand more about your child's needs and how they could be supported.

The SENCo at your child's primary school will specify your preferred secondary school as part of the annual review process in year 6, this will be sent to Lewisham Local Authority SEND team who confirm your admissions request has been approved via the release of an amended EHCP.

If your child has an EHCP and is already at secondary school, you must discuss any requested change of placement via the statutory annual review process.

Students with special educational needs without an EHCP

Log in to Lewisham's Local Authority's Family Portal

to <https://lewisham.gov.uk/myservices/education/schools/school-admission/applying-to-start-secondary-school/completing-an-application-form>

The application process for secondary applications for **September 2025, opens on 1 September 2024 and closes on 31 October 2024.**

In year applications can be made at any time.

Where Lewisham Local Authority proposes to name Sedgehill Academy in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the student's needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.

Sedgehill Academy will admit any child in whose EHCP it has been appropriately named. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the school will have regard to the relevant guidance issued by the Secretary of State to maintained schools.

Sedgehill Academy welcomes any requests to visit our site to ensure we can meet individuals' needs (with advice as necessary from health professionals on suitability).

Identification

How are additional needs identified at Sedgehill Academy?

The SEND Code of Practice (2014) states: *'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely **provision different from or additional to that normally available to pupils of the same age.** Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.'*

Upon entry to Sedgehill Academy (or on referral from a parent or staff member), we assess each student's skills, building on information from previous settings and key stages where appropriate. At the same time, Sedgehill Academy will consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Only medical professionals will make formal diagnosis of any SEN in all areas of need – screening tools, assessments and observations will be used to support referrals where necessary, but staff at school should not indicate traits or offer any potential diagnoses.

What assessments are used at Sedgehill Academy to identify SEN?

Assessments may include:

- Standardised test results
- MidYIS scores
- Reading and numeracy ages (NGRT)
- Reading and comprehension skills (YARC)
- Dyslexia screening (GL Assessment)
- Strengths and Difficulties Questionnaire (SDQ)
- Input from external professionals (e.g. educational psychologists, speech and language therapists, CAMHS)
- Assessments by class teachers identifying students with:
 - Significantly slower progress compared to their peers



Sedgehill Academy

The best in everyone

Part of United Learning

- Failure to match or exceed previous progress
- Failure to bridge the attainment gap with peers.

What would not constitute SEN?

Drawing on guidance from the SEND Code of Practice (2014):

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEN. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.
- Low attainment or slow progress do not necessarily mean that a student has SEN. In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress.
- Difficulties related solely to limitations in English as an additional language are not SEN.
- Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to young people having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a student's short-term needs in order to prevent problems escalating.
- The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools [Mental health and behaviour in schools](#)

What should I do if I am concerned that my child has SEN?

Parents know their children best and it is important that we listen and understand when parents express concerns about their child's development.

In the first instance, parents should email the SENCo diana.edmonds@sedgehillacademy.org.uk requesting to book a call with the SENCo to discuss their concerns.

The first response to such concerns should be high quality teaching targeted at the child's areas of weakness. Where progress continues to be less than expected the subject teacher, working with the SENCo, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) Sedgehill Academy will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

If you are concerned that your child might have an undiagnosed Special Educational Need, please complete the short form on the website to enable us to investigate this further on your behalf. Once you have completed the form, we will respond to your enquiry within 14 days and respond to you.

The Graduated Approach

“ Lancashire Toolkit for SEND ”



For more information on the Graduated Approach, please see the video: <https://youtu.be/Dm7w04UsrUk>
 What are the Sedgehill Academy’s arrangements for assessing and reviewing students’ progress towards outcomes?

Where a student is identified as having SEN, Sedgehill Academy will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student’s needs and of what supports the student in making good progress and securing good outcomes.

What are the school’s arrangements for assessing and reviewing students’ progress towards outcomes?

Assess

- The SENCo will carry out a clear analysis of the student’s needs, in partnership with other staff within the Academy.
- The views of parents, the student and, if relevant, advice from external support services will also be recorded.

Plan



- All teachers and support staff who work with the student will be made aware of the student's needs, the support provided and any teaching strategies that are required. This information will be recorded on a 'pupil passport' (Individual Education Plan).
- Parents will be fully aware of the planned support and will receive a copy of their child's pupil passport.
- Sedgehill Academy ensures that all students have access to a broad and balanced curriculum. Subject Leaders make sure that their schemes of learning are adapted for students with SEN (with guidance from the SENCo, as required).
- Individual teachers (under the guidance of Subject Leaders, where necessary) will plan lessons to address potential areas of difficulty and to remove barriers to student achievement.

Do

- The student's teachers remain responsible for working with the child on a daily basis.
- Where the student has interventions that involve group or one-to-one teaching away from the main class, the SENCo will monitor the impact of this support and how the learning can be linked to classroom teaching.
- See also our 'Interventions Offer' below.

Review

- After a term (or on the date agreed), the impact of the support will be evaluated against student progress.
- A review will take place through a discussion (either on the phone, online via Teams or in-person) with parents, the student and the SENCo
- Progress will be evaluated alongside the views of the student and their parents.
- The SENCo will revise the support in light of the student's progress, deciding on any changes to the support in agreement with the parent and student.
- A record of the action and support agreed through the discussion will be shared with all appropriate school staff.
- The student's pupil passport will be updated, and a copy will be given to the student's parents.
- Where a student continues to make less than expected progress, despite support and interventions, the SENCo will involve specialists (e.g. educational psychologist, speech and language therapist, CAMHS, specialist teachers, occupational therapist). The student's parents will always be involved in any decision to involve specialists.
- Where a student has an EHC plan, the local authority must review that plan as a minimum every twelve months

Whole school evaluation of SEND provision

- Sedgehill Academy makes data on the levels and types of need within the school available to the local authority collected through School Census.
- The SENCO has an important role to play with the headteacher in working with the governing body to determine and evaluate the strategic development of SEN policy and provision in the school.
- Sedgehill Academy works closely with the trust's (United Learning) regional SEND Adviser to bi-annually audit provision and access further support and advice as required.

Requesting an Education, Health and Care needs assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the young person, the young person has not made expected progress, the school or parents can request an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of the graduated approach.

Interventions Offer at Sedgehill Academy

What additional support outside of the main classroom teaching can students and parents' access?

Targeted literacy intervention: Ruth Mishkin Phonics programme, Direct Instruction English Comprehension Programme, English Additional Language

Targeted numeracy intervention: Direct Instruction Maths

6 into 7 transition group

ASD intervention: Chatterbox

ADHD intervention

Breakfast Club

Lego therapy

Mentor programme

Year 9 and 10 Reading mentors

Rebuild and Restart room

Speech, Language and Communication

Wellbeing groups

Young Carers

Any other interventions specified in EHC plans as agreed by the SENCo and Local Authority

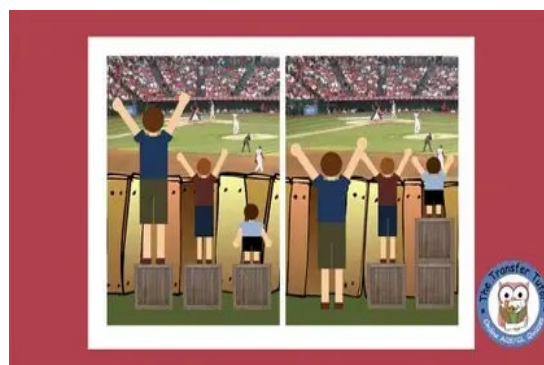
Parental support via half termly coffee morning

Exam Access Arrangements

[Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)

At Sedgehill Academy we endeavour to ensure that students who require extra support in their exams receive this. This is based on diagnostic testing as well as collating evidence of a history of need and a student's normal way of working.

Screening for formal assessments (GCSEs, BTECS and A 'Levels), is undertaken from Year 9.



<p>Reader/ Computer Reader</p> <p>A reader is an adult who reads the instructions of the question paper and the questions to the student. This may involve reading the whole paper or only some words.</p> <p>A computer reader is software which accurately reads out text, it is allowed in papers that test reading.</p> <p>When might this be needed? If a student has a reading age below 9 years and / or when a student benefits from having the text read aloud to them.</p> <p>Example A student with dyslexia is allowed a laptop with computer reading software (a computer reader) in all subjects, including those testing reading, as this has reflected his normal way of working within the centre since Year 7.</p>	<p>Scribe</p> <p>A scribe is an adult who writes or types a student's dictated answers to the questions.</p> <p>When might this be needed? If a student has an impairment that has a substantial and long-term adverse effect on their writing, or a student cannot write or type independently, or at sufficient speed to record their answers even with extra time allowed. A scribe is not to be given for poor handwriting or poor spelling.</p> <p>Example A student has been diagnosed with an autistic spectrum condition. The pupil has persistent and significant difficulties when concentrating and is totally unable to write in any detail. His verbal recall is very good. He can answer multiple choice questions but has a complete block when writing detailed answers.</p>	<p>Extra Time</p> <p>Up to 25% extra time may be given in addition to the total length of the examination.</p> <p>When might this be needed? Where a student has a current Education, Health and Care Plan or where a student has complex needs which have a substantial and long-term adverse effect on his/her speed of working.</p> <p>Example A candidate has Asperger's Syndrome. He has persistent and significant difficulties with his handwriting which is poor but not illegible. He is unable to complete mock English, Geography and Religious Studies papers within the time allowed. This is having a substantial and adverse effect in those GCSE subjects with extended writing.</p>	<p>Reader/ Computer Reader</p> <p>A reader is an adult who reads the instructions of the question paper and the questions to the student. This may involve reading the whole paper or only some words.</p> <p>A computer reader is software which accurately reads out text, it is allowed in papers that test reading.</p> <p>When might this be needed? If a student has a reading age below 9 years and / or when a student benefits from having the text read aloud to them.</p> <p>Example A student with dyslexia is allowed a laptop with computer reading software (a computer reader) in all subjects, including those testing reading, as this has reflected his normal way of working within the centre since Year 7.</p>	<p>Scribe</p> <p>A scribe is an adult who writes or types a student's dictated answers to the questions.</p> <p>When might this be needed? If a student has an impairment that has a substantial and long-term adverse effect on their writing, or a student cannot write or type independently, or at sufficient speed to record their answers even with extra time allowed. A scribe is not to be given for poor handwriting or poor spelling.</p> <p>Example A student has been diagnosed with an autistic spectrum condition. The pupil has persistent and significant difficulties with his handwriting which is poor but not illegible. He is unable to complete mock English, Geography and Religious Studies papers within the time allowed. This is having a substantial and adverse effect in those GCSE subjects with extended writing.</p>	<p>Extra Time</p> <p>Up to 25% extra time may be given in addition to the total length of the examination.</p> <p>When might this be needed? Where a student has a current Education, Health and Care Plan or where a student has complex needs which have a substantial and long-term adverse effect on his/her speed of working.</p> <p>Example A candidate has Asperger's Syndrome. He has persistent and significant difficulties with his handwriting which is poor but not illegible. He is unable to complete mock English, Geography and Religious Studies papers within the time allowed. This is having a substantial and adverse effect in those GCSE subjects with extended writing.</p>	<p>Supervised rest breaks</p> <p>The timing of the exam can be paused and re-started (as many times as necessary) when the student is ready to continue. During the supervised rest break the student must not have access to the question paper/answer booklet.</p> <p>When might this be needed? If a student has persistent difficulty concentrating (due to social, emotional or mental health needs) and/ or a poor working memory and / or suffers from fatigue due to a Specific Learning Difficulty or medical condition.</p> <p>Example A student with ADHD has persistent difficulty concentrating and poor working memory. Rest breaks and the use of a prompter (who shows him where on a page he has been working) are reasonable adjustments.</p>
<p>Supervised rest breaks</p> <p>The timing of the exam can be paused and re-started (as many times as necessary) when the student is ready to continue. During the supervised rest break the student must not have access to the question paper/answer booklet.</p> <p>When might this be needed? If a student has persistent difficulty concentrating (due to social, emotional or mental health needs) and/ or a poor working memory and / or suffers from fatigue due to a Specific Learning Difficulty or medical condition.</p> <p>Example A student with ADHD has persistent difficulty concentrating and poor working memory. Rest breaks and the use of a prompter (who shows him where on a page he has been working) are reasonable adjustments.</p>	<p>Prompter</p> <p>A prompter can keep a student focused on the need to answer a question and then move on to answering the next question.</p> <p>When might this be needed? If a student has a substantial and long-term impairment resulting in persistent distractibility or significant difficulty in concentrating.</p> <p>Example A student with Asperger's syndrome has no sense of time. The prompter sees that the student is doing nothing. She says "Take, focus on the question, there are 15 minutes left".</p> <p>Example A student with ADHD works for a few minutes then looks out of the window. As he is taking his examination under separate invigilation, the prompter can call out his name to bring his attention back to the question paper.</p>	<p>Read aloud / reader pen</p> <p>Read aloud is where a student is permitted to read the examination questions and their answer out loud (by themselves).</p> <p>A reader pen can be scanned over text and will read this aloud.</p> <p>When might this be needed? A student who persistently struggles to understand what they have read might benefit from read aloud.</p> <p>A reading pen might help students who wish to work independently who need a reader for accuracy rather than comprehension.</p> <p>Example A student was found to be mildly dyslexic in Year 7. The student has always read aloud in internal school tests.</p>	<p>Supervised rest breaks</p> <p>The timing of the exam can be paused and re-started (as many times as necessary) when the student is ready to continue. During the supervised rest break the student must not have access to the question paper/answer booklet.</p> <p>When might this be needed? If a student has persistent difficulty concentrating (due to social, emotional or mental health needs) and/ or a poor working memory and / or suffers from fatigue due to a Specific Learning Difficulty or medical condition.</p> <p>Example A student with ADHD works for a few minutes then looks out of the window. As he is taking his examination under separate invigilation, the prompter can call out his name to bring his attention back to the question paper.</p>	<p>Prompter</p> <p>A prompter can keep a student focused on the need to answer a question and then move on to answering the next question.</p> <p>When might this be needed? If a student has a substantial and long-term impairment resulting in persistent distractibility or significant difficulty in concentrating.</p> <p>Example A student with Asperger's syndrome has no sense of time. The prompter sees that the student is doing nothing. She says "Take, focus on the question, there are 15 minutes left".</p> <p>Example A student with ADHD works for a few minutes then looks out of the window. As he is taking his examination under separate invigilation, the prompter can call out his name to bring his attention back to the question paper.</p>	<p>Read aloud / reader pen</p> <p>Read aloud is where a student is permitted to read the examination questions and their answer out loud (by themselves).</p> <p>A reader pen can be scanned over text and will read this aloud.</p> <p>When might this be needed? A student who persistently struggles to understand what they have read might benefit from read aloud.</p> <p>A reading pen might help students who wish to work independently who need a reader for accuracy rather than comprehension.</p> <p>Example A student was found to be mildly dyslexic in Year 7. The student has always read aloud in internal school tests.</p>	
<p>Discrete provision</p> <p>Students sit their examination away from the classroom / examination hall in a private room.</p> <p>When might this be needed? If a student has specific social, emotional, mental health needs where their performance would be impacted by sitting in the main examination hall.</p> <p>Example A student suffers from acute anxiety and panic attacks. She has a letter from CAMHS supporting the arrangement of discrete provision.</p> <p>A student with ADHD causes a distraction to himself and others when seated in the classroom / examination hall.</p>			<p>Word processor</p> <p>Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled to any student where this is their normal way of working.</p> <p>When might this be needed? For a student whose quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand.</p> <p>Example A student does not have a learning difficulty but is a 'messy' writer. His handwriting is hard to decipher. He requests the use of a word processor.</p>		<p>Bilingual dictionary</p> <p>Available to all students who have English as an additional language.</p> <p>The EAL Co-ordinator should determine the needs of the individual. Not all students for whom English is an additional language will need to use a bilingual translation dictionary.</p> <p>Bilingual dictionary with 10% extra time</p> <p>Where a bilingual dictionary with 10% extra time is to be used, an online application must be processed using Access Arrangements Online. Very few bilingual dictionary users will need to have 10% extra time. The provision of 10% extra time reflects the candidate's usual way of working with the dictionary.</p>	

Social, Emotional and Mental Health Provision



Sedgehill Academy Senior Mental Health Lead is Esme Hedges: esme.hedges@sedgehillacademy.org.uk
 During maternity leave: Diana Edmonds diana.edmonds@sedgehillacademy.org.uk

Initiatives and Interventions - Our Offer

Wave 1 Universal Offer / Quality First teaching	Useful links https://slam.nhs.uk/ https://lewisham.gov.uk/myserVICES/children-and-young-people-service/mental-health-and-emotional-wellbeing-for-children--young-people-and-families	Every student has access to: <ul style="list-style-type: none"> – Daily tutor time – Dedicated Head of Year for each year group – DSL, DDSL and a team of safeguarding officers – PSHE / RSE curriculum (see Academy website for overview) – Weekly assemblies (whole school & targeted) – Yearly enrichment days – Lunchtime and afterschool clubs – Weekly LGBTQ+ club – Weekly Proud Friday achievement – Weekly and half termly student recognition awards and certificates – Weekly and half termly ‘Steps to success Awards’ – Use of timers to motivate and chunk lesson delivery – Allow use of in-seat movement breaks and fidget toys – Encourage self-soothing anxiety management strategies – Agreed discrete communication / non-verbal signs for emotional / behavioural feedback
---	--	--

		<ul style="list-style-type: none"> – Provision for access arrangements: discrete provision / rest breaks / prompter (normal working practices) – Focus on narration of positive. Use of reward system (house points) to motivate.
Wave 2 Targeted / small group intervention	Useful links https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/parents-guide-to-camhs/	<p>Access to the SEND Team:</p> <ul style="list-style-type: none"> – Social time support <p>Small Group interventions:</p> <ul style="list-style-type: none"> – Educational Psychologist Advice – Speech and Language Therapy Advice – 6 into 7 transition – Breakfast club – Wellbeing groups – Young Carers Support
Wave 3 Individual / personalised provision	Useful Links https://www.mentallyhealthyschools.org.uk/resources/the-strengths-and-difficulties-questionnaire-sdq/	<p>Pupil Passport completed and identified by SEN Team</p> <p>Triage by Inclusion Team</p> <ul style="list-style-type: none"> – Mental Health First Aid trained staff – Individual student risk assessment – School counsellor follow-up – School counsellor Single Session therapy – 1:1 Mentor: school-based <p>Referral to CAMHS by Inclusion Team if escalation required</p> <p>Educational Psychologist Input</p> <ul style="list-style-type: none"> – Joint Objectives Planning (school, child, parent / carer) – Cognitive Assessment

		<ul style="list-style-type: none"> – EHCP Referral <p>Emotionally Based School Avoidance (EBSA) Pathway (which will include multi-agency working)</p> <ul style="list-style-type: none"> – Reduced Timetable – Referral to Abbey Manor College – Specialist setting to support students’ mental health needs – Referral to Alternative Provision (in line with Lewisham Local Authority approval and advice)
--	--	--

Belonging

How are students with SEND encouraged to take part in the wider school offer and learning opportunities?

At Sedgehill Academy, we foster a culture of developing the ‘whole child’, providing opportunities, which will inspire, excite and prepare students for the future.

Rewards

Sedgehill Academy offers reward trips such as Laser Quest and Chessington World of Adventures as well as reward events such as roller disco and pizza parties. Rewards are based on attendance and house points.

Extra-Curricular Offer

Sedgehill Academy offers an array of clubs including, sports, performing and creative arts, cooking, computing, and technology. The club timetable undergoes adjustments each term, ensuring students can access a variety of different experiences at lunchtime and after school including the Duke of Edinburgh Scheme from Year 9 onwards. Recognising the unique needs of students with SEND, our dedicated staff provide tailored support to plan their involvement in these extra-curricular activities, this can include the additional nurture offered in our lunchtime games and friendship club or learning support with homework club. The Academy is committed to proactively addressing any potential barriers to ensure every student can fully engage and benefit from the diverse opportunities offered.

Educational Trips

Departments offer a variety of educational trips to the theatre, debate mate and university days as well as character building opportunities such as Year 7 trip to the Panto as well as residential opportunities during Culture Capital Week, Year 8 camp and Duke of Edinburgh Awards.

Parent and Student Voice

How are students and families included in decision making?

- Annual online United Learning Survey for parents and students
- Annual Student Voice
- Termly pupil passport reviews
- Half termly SEND coffee mornings for parents
- SENCo contact for support and advice

Transition

Primary School Transition

- Year 5 Primary school presentations regarding the SEN offer and transition process
- SENCo contact at our open evenings
- SENCo meeting at our 6 into 7 information evening
- SENCo attends Year 6 Annual Review
- Transition booklet
- EHCP school familiarisation visit

KS3 to KS4 Transition

- Personalised student support to guide through the options process
- Options evening parental meeting with the SENCo

Post 16 Transition

- Personalised student support to guide through the options process
- Options evening parental meeting with the SENCo
- Guided pathways which offer vocational options to support students with cognition and learning needs

Training

What training do staff undertake at Sedgehill Academy to support students with SEND?

- Understanding a diagnosis: Communication and interaction, cognition and learning, physical and sensory, Social, emotional and mental health
- How to refer a student for SEN support
- Teach around the child – individual student focus, support and strategies
- Supporting anxious and absent students
- Supporting undiagnosed students
- Adapting resources to suit ability, diagnosis and needs
- Academic focus: Reluctant writers and readers
- Improving engagement
- Striving for the best in every student
- Exam Access Arrangements
- Using technology to support SEN students
- SEN learning walk observation feedback

Communication and Complaints Process

Links to other Useful Policies

- *SEND Policy*
- *Accessibility Plan*
- *Safeguarding Policy*
- *Behaviour Policy*