

Abbey Grange C of E Academy **Policies & Procedures**

Policy Title:
SEND Information Report

Approved on	9/10/25
Approved by	Local Governing
Next review due	31/10/26

Abbey Grange C of E Academy: SEND Information Report

The SEND Information Report

Abbey Grange C of E Academy is an inclusive setting which welcomes all children and young people (CYP). Some of our students have a wide variety of special educational needs and disabilities (SEND) covering the four main areas:

- Cognition and Learning
- Communication and interaction
- Social, emotional, and mental health
- Sensory and/or physical

We pride ourselves on high quality first teaching and make best endeavours to ensure needs are met in a child centred way. Students with an EHCP receive personalised provision above and beyond the universal offer and reflective of their individual needs.

The SEND Information Report details the provision that Abbey Grange C of E Academy offers to students with SEND and has been written in accordance with the SEND code of practice.

To find out more about the SEND code of practice, please follow the link below:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What is a Special Educational Need or disability?

A child or young person (CYP) would be categorised as SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them above and beyond high quality first teaching. This could be:

- A significantly greater difficulty in learning than CYP's of the same age.
- A disability preventing or hindering them from making use of educational facilities provided for CYP's of the same age.

(Special Educational Needs and Disability, Code of Practice: 0 – 25 years, June 2014)

The SEND profile of Abbey Grange?

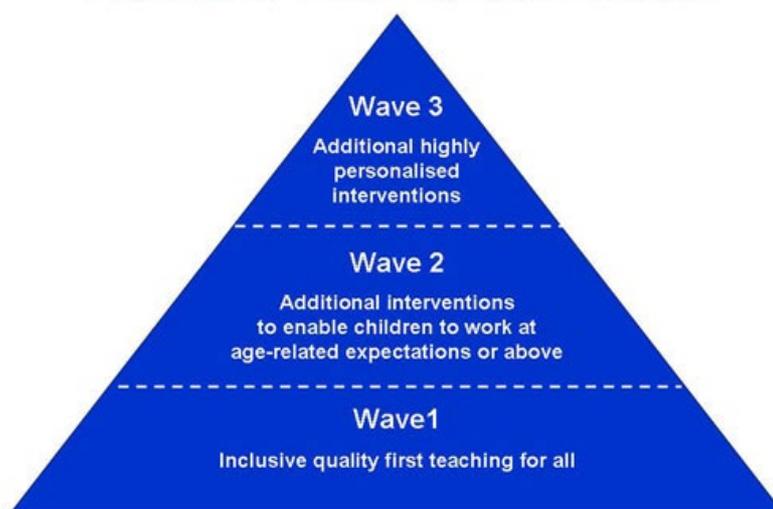
The table below shows the current percentage of the school population alongside different levels of SEND provision (SEND Support and Educational, Health and Care Plan) in comparison to national figures.

Data correct as of September 2025.

SEN Stage	Number	Percentage of school	National Figures (January 2024)
EHCP	21	1.3%	4.8%
SEND Support	200	11.3%	13.6%
Monitoring	42	2.7%	
All SEND	242	15.3%	18.4%

SEND Students are identified and categorised in waves of intervention

Waves of Intervention Model



Wave 1 describes Quality First Teaching which considers the learning needs of all the children in the classroom. This includes providing an adapted teaching approach to differentiated work, implementing SEND strategies and creating an inclusive learning environment. Please see Quality First Teaching Guidance and strategies on the pupil passport.

Students at Abbey Grange Academy who are identified to:

(This list is not exhaustive or prescriptive as students will be assessed in relation to their individual needs under the four main SEND categories as stated in the Code of Practice 2014, sections 6.28 – 6.35)

- Have an external formal diagnosis of a SpLD such as dyslexia, dyscalculia, and dyspraxia
- Have had a screener assessment concluding "traits of" a specific learning difficulty (this includes ADHD)
- Have external involvement to identify traits of ASC (Autistic Spectrum Condition)

- Have had recent involvement with external agencies, for example a Speech and Language Therapist (SaLT), Child and Adolescent Mental Health Services (CAMHS)
- Have either scored 2 or more areas below 85 on Lucid exact or SNAP screener results indicate the presence of SEND (this is at the discretion of the SENDCo)

Students in receipt of wave 1 support may be placed on the **SEND monitoring register**.

Each student on the SEND monitoring register will have a SEND code of **Monitoring (M)** displayed on Arbor. These students **will not** be included on the school census. Students on the SEND monitoring register will be reviewed termly in relation to data collection points and evidence from the SEND Code of Practice 2014 Assess, Plan, Do, Review (sections 6.44 – 6.56).

If it is identified progress has caught up to that of fellow peers or a good rate of progress is being made (CoP 2014 section 6.17) the SENDCo will subsequently **remove the student from the monitoring register**.

If progress has fallen behind that of fellow peers, and it becomes apparent additional and above intervention is required the SENDCo will **move the student to Wave 2 targeted intervention**.

Wave 2 describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. **Wave 2** interventions are often targeted at a group of pupils with similar needs.

Students at Abbey Grange Academy who are identified to:

(This list is not exhaustive or prescriptive as students will be assessed in relation to their individual needs under the four main SEND categories as stated in the Code of Practice 2014, sections 6.28 – 6.35)

- Who fulfil relevant Leeds Banding Thresholds
- Have an external formal diagnosis of Autism – ASC
- Have an external formal diagnosis of attention deficit hyperactivity disorder - ADHD
- Have a physical or sensory impairment

- Show traits of the autistic spectrum condition (ASC) as identified by an external agency **where targeted intervention above QFT strategies is needed to make progress**
- Have an external formal diagnosis of a SpLD such as dyslexia, dyscalculia, and dyspraxia **where targeted intervention above QFT strategies is needed to make progress**
- Have had a screener assessment concluding "traits of" a specific learning difficulty **where targeted intervention above QFT strategies is needed to make progress**
- Have scored 2 or more areas below 85 on Lucid exact or SNAP results indicate SEN (this is at the discretion of the SENDCo) ***where targeted intervention above QFT strategies are needed to make progress***

These students will be placed on the Academy's **SEND register (K) status**.

Each student on the SEND register will be displayed as SEND support on Arbor and will have a personalised Pupil **Passport**, produced using provision maps and accessed through class charts. These students **will** be included on the school census.

Students on the SEND register will be reviewed twice yearly in relation to data collection points and evidence may be requested as part of the Assess, Plan, Do, Review cycle as stated in the SEND Code of Practice 2014 (sections 6.44 – 6.56). All students in receipt of Wave 2 support will have a targeted learning plan.

If progress has caught up with fellow peers or a good rate of progress is being made (CoP 2014 section 6.17) the SENDCo will make the decision to **move the student from the SEND register to the monitoring register in the first instance, prior to consideration for removal**. Their SEN code on Arbor will change from **SEND status to Monitoring**.

If progress is proving to be limited, the SENDCo will assess, plan and review the students' progress through different targeted intervention programmes. This cycle will continue as required as part of the graduated approach.

If progress continues to be limited, or there is **serious cause for concern** surrounding the student's safety and well-being, the SENDCo will discuss these concerns with the Senior Leadership Team (SLT) line manager and safeguarding team. If it is felt that the next stage of support is needed for the student the SENDCo will initiate the next level of support, whereby a **Learning Plan** will be instigated in collaboration with relevant external agencies in anticipation of applying for an Educational and Health Care Plan (EHCP).

If after a minimum of two review cycles it is deemed that the student is not making expected progress, a request for statutory assessment will be made to formalise support and apply for an EHCP needs assessment.

Once the local authority has agreed to proceed with a statutory assessment application there is a twenty-week timeline to present further evidence and present at the Co-ordinated Assessment Meeting (CAM). After evidence is submitted following this meeting a decision will be made whether to issue an EHCP.

Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions. This is the highest level of support for students with significant and complex needs.

Students at Abbey Grange Academy who are identified to:

- Fulfil relevant Leeds Banding Thresholds
- Fulfil an aspect of the criteria at Wave 2
- Have not made expected progress at Wave 2
- Be a serious cause for concern
- External specialists are required to advise on more specialised support

Students will appear on the **SEND register, EHCP (E) status**.

A collaborated **learning plan** and provision map will only be instigated for students in preparation for or already in receipt of an EHCP or to support the referral to an alternative provision. These plans are lengthy documents that are written in conjunction with the young person, their family, health care providers and education authorities.

These students **will** be included on the school census.

These Plans will be reviewed on a termly basis, and prior to an EHCP annual review or application being made, as stated by Leeds City Council. These will involve parents, the SENDCo and other external stakeholders involved with the student. Feedback from all parties including teaching staff will be sought for these reviews.

If an EHCP application is successful, funding for inclusion (FFI) can be applied for from the local authority to accompany the student throughout their schooling.

An EHCP is a legal document, and the Academy has a statutory duty to deliver the provision outlined within it.

An EHCP must be **formally reviewed annually** in relation to the date when the EHCP was issued.

What are our curriculum intentions for SEND students

At Abbey Grange our curriculum is designed to fulfil our mission to 'Educate, Nurture and Empower'. This applies to all students including SEND.

Abbey Grange offers a curriculum that is ambitious and designed to Educate all SEND students, alongside their peers, instilling the knowledge and cultural capital they need to flourish and develop independence needed for later in life. Through high expectations, high quality first teaching and targeted waves of support, SEND students can achieve their potential.

We have a wide and varied academic curriculum, with a history of SEND students achieving or exceeding their potential, empowering them to further their education at university, college, or apprenticeships. Timetabled lessons are enhanced by a varied and motivational enrichment programme, creating a well-rounded educational and spiritual experience for Abbey Grange students, with the development of an extensive extra-curricular program students develop skills to pursue their passions into adulthood.

The curriculum is tailored to Nurture all students, especially those with SEND, by meeting their needs. At Abbey Grange we also place a great deal of emphasis on Nurturing the character of our SEND students to ensure that they become well-rounded citizens who can contribute positively to society.

How do we implement our intentions for SEND students

Individual provision mapping for SEND students is necessary to deliver appropriate provision unique to individual needs, ensuring barriers to learning are removed enabling access to the curriculum and the opportunity for each student to reach their full potential.

Evidence broadly supports the view that students with additional needs can benefit from a flexible approach to curriculum adaptation and delivery. However, it is also necessary to balance any potential benefits of flexibility against the need for students to meet standard criteria for accreditation and certification, and to prevent adapted curricula from becoming too narrow.

A fully inclusive curriculum must consider the different abilities and needs of all students, adapting when required to be accessible and flexible to ensure diverse needs are met. Students with additional needs should be included as much as possible in mainstream classes, educated alongside peers only withdrawn for individual or small-group wave 2/3 intervention. This would prove necessary when appropriate education for them cannot be delivered within the mainstream class or as a statutory EHCP requirement.

Students with additional needs or those with low prior attainment are sometimes "timetabled" outside the main timetable for certain class periods to receive additional instruction in core areas of the curriculum. For Key Stage 4, this usually happens at times mainstream students are attending lessons in an optional subject.

Key Stage 3 Intervention Pathways consist of a range of 6-week minimum intervention sessions focusing on literacy support with the use of Catch-Up Literacy, Read Write, Numeracy support, EAL support as well as interventions to pre teach new vocabulary and spelling development.

In addition to the above, bespoke sessions are offered to support:

- Speech Language and communication (SALT).
- Sensory needs/Autism.
- Reading program.
- Educational Psychologist support.
- Social skills coaching.
- Social, emotional, and mental health (SEMH)'
- Literacy intervention
- Numeracy intervention
- Medical needs

Onsite School counselling as well as group and one to one sessions provided by the school counsellor, Leeds Faith in Schools and or a Family Support Social Worker.

Successful inclusion requires collaboration between mainstream teachers and specialist staff e.g. the SENDCO, Assistant SENDCO, Teaching Assistants and external professionals.

Abbey Grange Academic Progress

The SEND Code of Practice 2015 (updated) (section 6.79) states every school must include specific information in their SEND information report each year. The table below provides the information specified.

Year	2022	2023	2024	2025
Abbey Grange non-SEND	+0.66	+0.61	+0.74	+0.95
Abbey Grange SEND	+0.06	-0.12	+0.31	+0.46*

Progress 8 figure for 2025 (*) no official progress data due to the absence of KS2 SATs. The figure shown is therefore a SISRA prediction called SPI.

SEND student attainment at Abbey Grange continues to exceed **national averages**, reflecting the effectiveness of targeted interventions and personalised support.

If you have any further questions or require further help for your child with SEN, please do not hesitate to contact the SEND team whose details are provided in the table.

What kind of SEND do we provide for at Abbey Grange C of E Academy?	Students with a wide range of abilities and/or (SEND) are warmly welcomed at Abbey Grange. As a school we consider ourselves inclusive providing support to meet the needs of students across the 4 main areas laid out in the SEND Code of Practice 2015: <ul style="list-style-type: none"> · Cognition and Learning. · Communication and Interaction. · Physical and/or Sensory. · Social, Emotional and Mental Health.
What are our policies for identifying children and young people with SEN and assessing their needs?	Whether we are aware of a child's SEND on induction, or whether the child's SEND becomes apparent at a later stage, all staff are aware they are teachers of SEND and work with the SENDCo Mrs Stephanie Hadley to carry out a clear analysis of the student's needs in collaboration with parents and external agencies where appropriate. A clear staff referral system is in place and once triggered A graduated approach cycle of assess, plan, do and

	<p>review is undertaken, seeking the views of both the student and parents or carers to discuss progress.</p> <p>In addition, updates and reviews will be sought from teaching staff to ensure barriers to learning are identified, discussed, and shared to be challenged and overcome.</p> <p>As a parent or carer, should you feel, your child could have a special educational need, please contact the Academy's SENDCO, to discuss your concerns.</p>
<p>What arrangements are in place for consulting with parents of children with SEND and involving them in their child's education?</p>	<p>Parents and carers play an important role in our school community, we regularly hold consultation evenings and parent forum events, to express their views or find out information, in addition we hold open evening once a year.</p> <p>Please see the website for more information. Our SENDCO, is available at parental consultation evenings. Parents and carers are always welcome to contact us either by phone or e-mail to have a conversation with either the pastoral year leader or form tutor. The SEND team can be contacted via email at: agasend@abbeygrangeacademy.com</p>
<p>What arrangements are in place at the academy for consulting young people with SEND and involving them in their education?</p>	<p>We adopt a child centred approach of 'nothing about me without me' Students with SEND are invited to be involved in developing and reviewing their Pupil Passport. They are also welcome to attend EHCP reviews with the SENDCO, a member of the SEND team, pastoral year team. Gathering the student's views on progress and any additional requirements includes a review of support strategies.</p> <p>In addition, student views are sought as part of the quality assurance of SEND provision.</p>
<p>What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?</p>	<p>The progress of students identified as having SEND is tracked and monitored in all subjects in line with the school policy. If it is noted expected progress is not being made, subject teachers highlight this at Progress Tracking Points, to be followed up by subject leads or Achievement Directors in liaison with the SENDCO. Interventions mentioned above may be applied with progress reported to parents and carers as per the school policy.</p> <p>The Senior Leadership Team works with the SENDCO to ensure SEND students receive a full entitlement</p>

	<p>curriculum and are on track with respect to Progress 8 and Attainment 8 targets. However, where a personalised timetable is required, the Academy will meet with parents and students to ensure they are fully included and informed with respect to their progress and outcomes at every stage. In addition, the SEND Team will keep in regular contact by phone or email and meetings will be arranged as advised in the Code of Practice.</p>
<p>What arrangements are in place for supporting CYP in moving between phases of education and preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living, and participation in society.</p>	<p>The academy is committed to ensuring transition points are well catered for:</p> <p>Primary transition key stage 2-3:</p> <ul style="list-style-type: none"> · SEND students are offered additional individual and small group visits. An enhanced transition program is developed as required and personalised to need. · Staff from SEND and pastoral year teams liaise with key staff and agencies to share information and strategies to develop independence. · The SENDCO and members of the pastoral year team attend KS2 reviews to share expertise and offer advice to parents and staff regarding provision mapping. · A Pupil Passport is written with staff from the SEND Team as part of the enhanced transition process. · Additional care is taken to place students with SEND in appropriate form groups. <p>Key Stage 3-4:</p> <ul style="list-style-type: none"> · Parents and students can have an additional meeting with the SENDCO if desired to offer support and guidance with the GCSE option process along with possible alternative packages if required. <p>Key Stage 4-5 and beyond:</p> <ul style="list-style-type: none"> · Appropriate agencies and staff from post-16 provisions are invited to annual reviews to ensure a positive transition and outcome. · Specialist careers advisors are commissioned to support with next steps. · School staff will (if appropriate) attend additional visits to colleges and placements with SEND students. • Where requested SEND information can be forwarded to higher education institutions and employers to support with transition.

	<ul style="list-style-type: none"> • Where specified additional life skills, travel training and social skills sessions are implemented to support with independence and preparation for adulthood.
<p>What is our approach to teaching children and young people with SEND?</p>	<p>Abbey Grange is committed to meeting the needs of all students through high quality first teaching and low arousal classroom environments. This, together with an adapted teaching approach to learning, can be attributed to the success of SEND students.</p> <p>Based on the severity of the students' needs they may receive additional classroom support, targeted small group tuition and extra interventions to ensure they make the best progress they can and achieve their full potential.</p>
<p>How do we support students with medical needs?</p>	<p>If your CYP has specific medical factors contributing to their educational needs, please contact the academy year managers where a member of staff can discuss personalised adjustments that may need to be implemented.</p> <p>If a student requires medication within the school day, this can be facilitated by a year Manager once the appropriate consent forms have been completed. Parents or carers are encouraged to keep an active dialogue to communicate any changes in students' needs as this can play a part in the students' education. Where it is determined the medical need is placing a barrier to the students learning, the SENDCO will direct a pupil passport or provision map to identify this and suggest appropriate strategies for support.</p>
<p>How accessible is the Academy's environment?</p>	<p>All newly built areas of school are accessible to all students and are equipped with lifts and disabled toilets. Students will be fully trained, and a risk assessment conducted prior to use.</p> <p>A defibrillator is positioned in the main office and adequate staff are first aid trained.</p> <p>Please consult the academy's Accessibility Plan on the website for further details.</p> <p>A wide variety of extra-curricular activities run during the day and after school to ensure all students can access clubs and events.</p>

<p>How will the curriculum be matched to my child's needs?</p>	<p>At Abbey Grange subject teachers personalise teaching and learning to match a wide variety of student needs including SEND.</p> <p>Key Stage 4 has a broad and balanced curriculum offer. Students are carefully supported in their choices, and all have an individual appointment with a member of SLT or ELT to help them make the right choices.</p> <p>Through careful monitoring, where required a small number of students will have an adapted curriculum to help support their progress.</p> <p>In some subject areas, students are set by ability. The students in these groups have progress reviewed regularly to ensure that they are placed at the appropriate level, with classes tweaked accordingly at the teacher's discretion.</p> <p>Teaching Assistant support is deployed on a personalised and flexible basis to ensure students have the necessary support to succeed, with enough freedom to become an independent and resilient learner.</p> <p>Every SEND registered student will have a personalised SEND Pupil Passport. Within this are personalised strategies to remove barriers to learning, developed by individual subject teachers for their curriculum area.</p>
<p>Information regarding the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.</p>	<p>The SENDCO has a BSc Hons Degree, qualified teacher status and NASENCO Qualification. Support staff have ongoing CPD training around individual needs of students. Teaching staff are employed at degree level and involved in a range of continual CPD throughout the year, inclusive of SEND.</p> <p>We engage in training with outside agencies such as the local authority DAHIT team, SALT, STARS, Educational Psychology, SENIT learning difficulty and SEMH and many others dependent on need.</p> <p>All staff are regularly updated with information to ensure awareness of SEND and how it can have a detrimental impact on emotional well-being, as well as academic progress.</p> <p>Time is provided each week for whole staff training to raise awareness of best practice ways to improve support for SEND and revisit strategies for example EEF recommendations.</p>

<p>How do we evaluate the effectiveness of the provision made for children and young people with SEND?</p>	<p>The Academy's evaluation of SEND provision considers parental views, student and staff feedback and levels of expected progress made by SEND students in comparison to non-SEND students.</p> <p>This identifies any gaps in performance or patterns of disadvantage leading to further analysis and targeted interventions.</p> <p>Please see the above SEND outcomes table for the three-year trend GCSE results.</p>
<p>How are children and young people with SEND enabled to engage in activities outside the classroom with children and young people in the school who do not have SEND?</p>	<p>The Academy provides this through:</p> <ul style="list-style-type: none"> • Assessment of need and reasonable adjustment application. • Allowing additional time for activities such as early exit from lessons to get ready. • Adjustments to materials for example, colour of paper, font size for scripts/rules. • A variety of adapted and inclusive strategies. • Availability of lifts for wheelchair access and other disabilities. <p>Inclusion is a key priority; we strive to enable all students to experience the social benefits of extra-curricular activities.</p> <p>This process is made possible by ensuring that, through advance planning of groups, trips and clubs, all students can access all activities, albeit at times in an adapted manner.</p>
<p>How are children and young people with SEND enabled to engage in classroom activities with children and young people in the school who do not have SEND?</p>	<p>It is the aim of the Academy for all students to have full access to a broad and balanced curriculum in a classroom setting, alongside peers. If additional assistance is required for a student to fully participate, then the Academy will, make best endeavours to enable access.</p> <ul style="list-style-type: none"> • All adjustments stated on pupil passports are designed to keep students in a mainstream lesson. • Teachers are advised to implement QFT strategies as inclusive practice to ensure no student is made to feel different. • Withdrawal from class for interventions is kept to a minimum and reserved for waves 2 and 3 provision, for a small number of students.
<p>What support is in place for</p>	<p>Abbey Grange prides itself on having a very strong ethos of educating, nurturing, and empowering its students.</p>

<p>improving emotional and social development?</p>	<p>We offer a tutoring system which creates a nurturing space for students to be together in form time each day, to discuss directed topics and undertake a daily worship programme together. This system has proved to have a beneficial impact on the care the students show each other within our school community.</p> <p>Each student has a designated form tutor and a year tutor to seek support from when needed, alongside the SEND team, school councillor and external support staff. The staff know students well and support with any aspect of school life. They also build up a strong relationship with parents and families and can often be the first port of call. In addition, students with SEND have teaching assistants to seek advice from during free time in our 'safe place' (The Learning Support Hub) our most vulnerable students have access to this space at social time should they not wish to be outside with the whole student body or require additional emotional support.</p> <p>We offer SEMH (social, emotional, or mental health needs) support. This involves meeting with a key person to work towards creating a positive mind set around their education.</p> <p>We identify students we know will require reasonable adjustments to the behaviour policy. In these instances, The SENDCO is consulted prior to sanctions being issued. Measures to prevent bullying, boost self- esteem and help manage anxiety are promoted and where an issue is identified more one to one input is provided along with some restorative practice.</p>
<p>How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and</p>	<p>If the child or young person has very complex needs, it may be appropriate to apply for an Education, Health, and Care Plan. (EHCP) This would be done via a needs assessment by the local authority's complex needs service, together with all agencies involved.</p> <p>More information about what the authority can offer in terms of SEND can be found in the 'Local Offer' on the website below: https://leedsllocaloffer.org.uk/#/directory</p> <p>We also endeavour to commission support from specialist outside agencies and professionals as required. Examples of these include SENSAP (special educational</p>

<p>supporting their families?</p>	<p>needs statutory assessment panel), STARS (Autism team), SALT (speech therapy team, NHS based, Leeds Authority), EP (Educational Psychology) support from the authority, CAMHS (Child and Adolescent Mental Health Service), SENIT (Special Education and Inclusion Team), SENDIASS (special educational needs and disabilities information advice and support service) Leeds. Support for students and or their families is done on a personalised basis with advice sought as required.</p>
<p>What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?</p>	<p>Initial concerns should be directed to our SENDCO, Mrs Hadley or the line manager for SEND Mrs Benson (Vice Principal) if you still have concerns about your child's SEND support after consultation with the above, a copy of our complaint's procedure can be found on the Academy's website.</p>
<p>Where can the LA's local offer be found?</p>	<p>Information on the Local Offer can be found on the link below: https://leedslocaloffer.org.uk/#/directory</p>