SEND Information Report

Published on: September 2026

(This report outlines SEND provision and outcomes for the academic year 2024/25)

To be reviewed: September 2027

Northill CE Academy

Aspire, Believe, Together We Achieve

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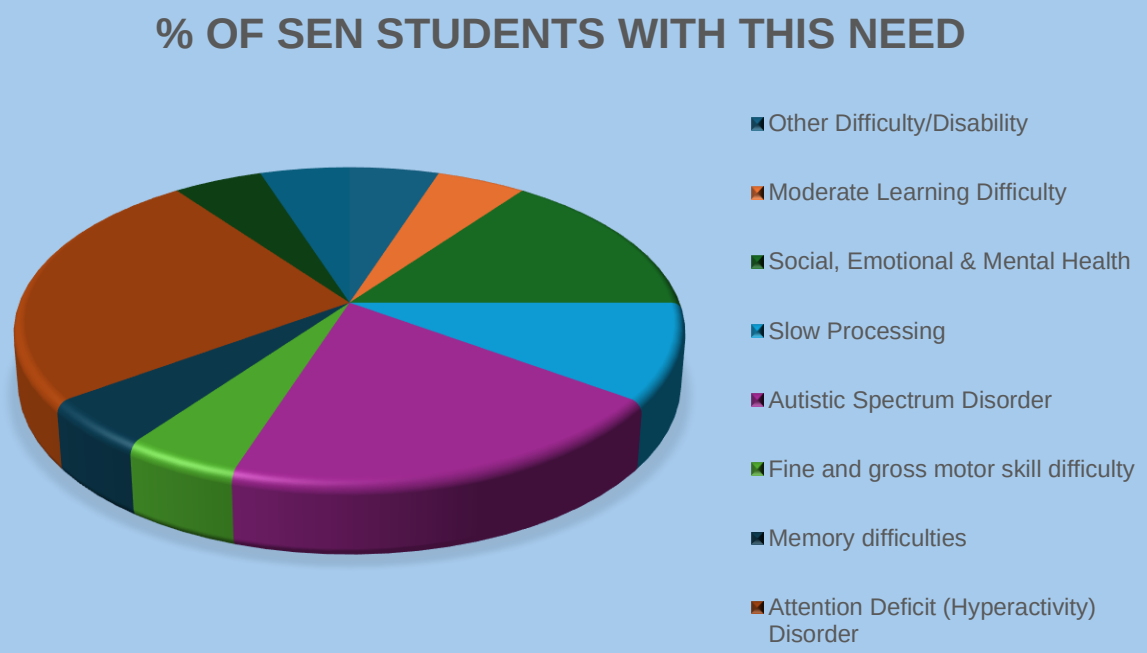
1. The different kinds of needs we are proud to support at our school

There are four main types of special educational needs: how a child learns, how they communicate and interact with others, their social and emotional wellbeing, and any physical or sensory needs. When we assess a child, we look at which of these is their main area of need. Here are some examples of conditions that children might have under each of the four main areas of special educational needs. Every child is different, and these are just examples to help explain what we mean.

Cognition and Learning: • Dyslexia • Dyscalculia • Dysgrraphia • ADHD • Difficulties with memory, attention and processing speed.	**Communication and Interaction:** • Autism • Global Delay • Down Syndrome • Hearing impairment • Attachment difficulties
Social Emotional and Mental Health Needs: • Anxiety • Depression • Disruptive behaviours • Eating disorders	P**hysical and/or Sensory:** • Cerebral Palsy • Muscular dystrophy • Visual impairment • Hearing impairment • Sensory processing disorders

1. The different kinds of needs we are proud to support at our school

This chart shows the main areas where we are giving children support in our school (September 2026).



This chart illustrates the primary type of support each child requires. Some children may need extra help in more than one area, but only their main need is shown here.

2. Who you can talk to about support for children with additional needs



- Our SENCo is Siobhan Wright
- Email – swright@northillacademy.org.uk
- Phone number - 01767627215
- Mrs Wright is available Monday, Tuesday and Wednesday. However due to other commitments it is best to either email or ring the school office to make an appointment.



- Additional adults who you can talk to…
- Rachael Redwood-Worthy – Jupiter Class teacher / Trainee SENCo

- SEND Governor
- Charlotte Garratt – can be contacted through the school office or via email address cgarratt@northillacademy.org.uk

3. The skills and training of our staff, and how we bring in extra expert help when needed

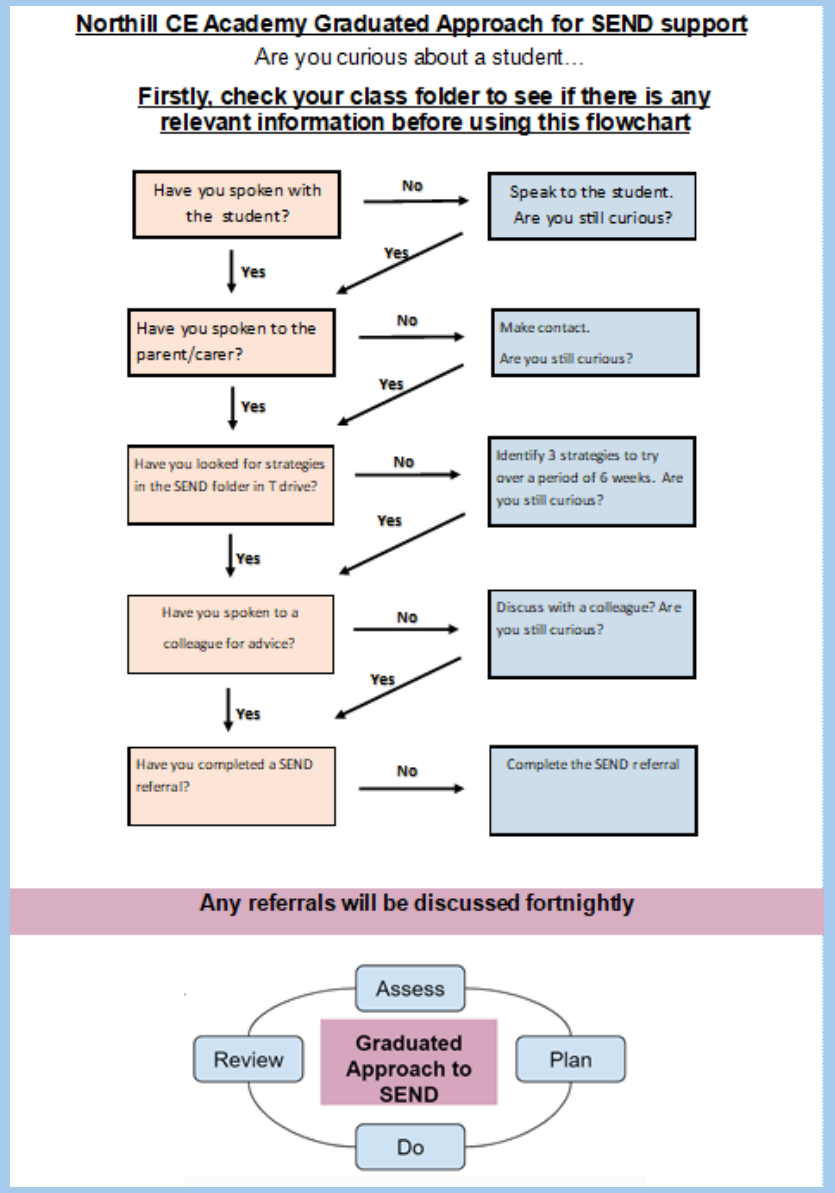
Training to date:

Staff	Qualification/Training	Outcome
Mrs Siobhan Wright(SENDCo)	Therapeutic Thinking	Adaptions to the Behaviour support provided across the school
Whole school	Supporting Children with SEMH (Gayle Raybould) Assessment ladders	Adaptions to the Behaviour approach
Ms Bradbury	National autism qualification Self-harm awareness	To upskill Ms Bradbury to provide intervention support to our SEND children.

Planned Training:

Staff	Qualification/Training	Intended Outcome:
Ms Redwood-Worthy	NPQ SENCO	For Ms Redwood-Worthy to be a qualified SENCo

4. How we notice and understand when a child may need extra support



4. How we notice and understand when a child may need extra support

We want every child to get the support they need to learn and thrive. You can find out more about how we do this in our school policies, including how we keep children safe, support those with additional needs or medical conditions, make sure everyone is included, and listen to parents' views. You can view all our policies:

Policy Name	Policy Description	Link
SEND policy	An overview of how we support children with additional needs	https://www.northillschool.org.uk/attachments/documents.asp?id=201
Accessibility plan	A plan for how we adapt our environment to support all learners	https://www.northillschool.org.uk/attachments/documents.asp?id=181
Safeguarding Policy	An overview of how we keep children safe	https://www.northillschool.org.uk/policies
Behaviour Policy	An overview of our approach to managing the children's behaviour	https://www.northillschool.org.uk/attachments/documents.asp?id=185
Supporting pupils with medical conditions	A guide to how we support children who require additional medical assistance in school	https://www.northillschool.org.uk/attachments/documents.asp?id=202
Admissions Arrangements	A guide to how school places are allocated	https://www.northillschool.org.uk/attachments/documents.asp?id=182
Complaints Policy	A guide to how to make an official complaint	https://www.northillschool.org.uk/attachments/documents.asp?id=190
Equality information and objectives	Our commitment to how we ensure fair treatment for all children in school	https://primarysite-prod-sorted.s3.amazonaws.com/northill-cofe-va-lower-school/UploadedDocument/fd1fa642-70e8-4d54-9254-3ae9db50a7ae/equality-diversity-inclusion-policy-updated-jan-2025.pdf

5a . How we check that support is making a difference

How often children are assessed

At our school, children are assessed through out all lessons but formally half termly, so we can see how they are doing and plan the right support.

How this links to reports and review meetings

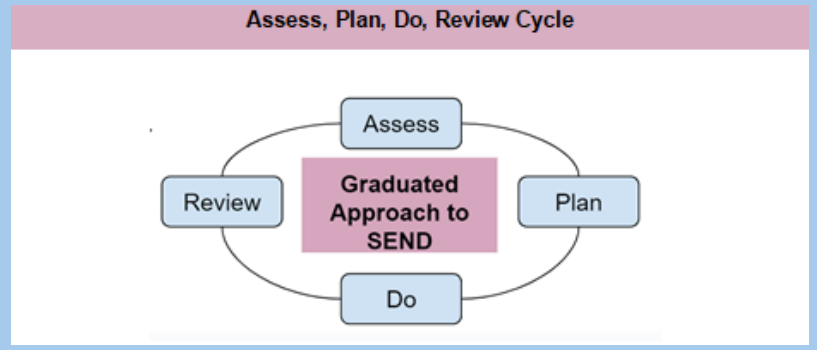
We share this information with parents and carers through parents evenings, written reports and SEND Review meetings. We also use it in review meetings to celebrate successes, track progress, and agree on next steps together.

How interventions help

Some children benefit from extra support, such as small group reading, maths boosters, speech and language sessions. We check regularly to see how well these are working, for example by reviewing progress data, asking for teacher and parent feedback.

5b. How we celebrate and track children's progress

- **Assess, Plan, Do, Review cycle:**



Assess

This is the school's opportunity to use empirical data to review the progress made against targets. This could be in the form of assessments (formal tests), teacher observations, data analysis.

Plan

Working in collaboration teachers and parents will agree targets and strategies to move forward a child's learning or social development.

Do

During this time, children will be supported through the agreed actions

Reviews

Collaboratively, staff, parents and the young person will review progress to targets, what has worked? What needs to be changed?

5b. How we celebrate and track children’s progress

Sometimes, children need extra help to understand how they learn best or to support their health and wellbeing. When this happens, we may ask specialists (experts in particular areas) to assess your child. This simply means they'll spend time getting to know your child better and understanding what support would help them most.

Common Types of Assessments:

Profession	What they assess
Educational Psychologist	These professionals support with diagnosis and recommendations
Speech and Language specialist	They will assess speech and language difficulties and make recommendations
Ivel Valley Outreach	They will observe and make suggestions for in school support for children with additional needs
Jigsaw Behaviour support	They will observe and make suggestions for in school support for challenging behaviours
Child Development Centre (Paediatricians)	These professionals support with diagnosis and recommendations

5b. How we celebrate and track children's progress

- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health, and Care needs.
- To inform the decision the local authority should expect to see evidence of the action taken by the school as part of SEN Support. It should be noted that CYP do NOT require a formal diagnosis of SEN, they do NOT need to be working a certain number of years below their peers, nor does the local authority require a specific number of rounds of APDR.
- However, there is an expectation (in line with the SEND Code of Practice) that to support making a robust decision the request for an EHCNA would involve submitting evidence that: purposeful steps have been made to support a CYP at SEN Support or there is evidence that there has been a rapid decline in the CYPs presentation that will require a high level of ongoing support.
- The link below takes you to a document called the Graduated Approach, this details what support should be available via ordinarily available provision and what support can be expected at SEN Support
- https://search3.openobjects.com/mediamanager/centralbedfordshire/directory/files/cbc_graduated_approach.pdf

Parental Involvement

You will be invited to take part in planning and reviewing the support for your child. This includes:

- SEND Support Review Meetings
- Annual Reviews
- Parents Evenings
- Meetings with professionals

5c. Our positive approach to teaching and learning

- **Lesson planning and delivery**

Lessons are planned by the class teacher and adaptions are made to challenge, support and in exceptional cases create separate activities at the level of the individual. Where possible children will all complete the activities with necessary scaffolding and challenge to allow them to access the curriculum. However, in exceptional cases where the child is not able to access the curriculum or their needs demand a different type of learning this will be mapped in partnership with external professionals and the parents.

- **Instructions and understanding**

Instructions are provided for the children verbally, prompts written on the board and for some children broken down into smaller steps. In our school each lesson includes a learning objective in the form of WALT (We are learning to) and then success criteria. These explain to the children how they can achieve the learning objective. These are talked through during the lesson.

Throughout a lesson the teacher is constantly checking learning using a variety of methods including questioning, mini plenaries, written and practical tasks and then sometimes an end of topic assessment.

- **Pupil grouping**

Children work in their classes at all times, the teacher will sometimes group children based on the support/challenge that they need but this will be done dynamically meaning that children will not stay in the same group but will be supported as needed.

- **Supporting engagement**

We use a range of strategies used to help pupils stay engaged in learning e.g., visual cues, movement breaks, adult support, prompts. These are bespoke to the child and shared during meetings between the team when children move classes or when someone covers the class.

- **Supporting transitions**

In each classroom, there is a visual timetable which teachers talk through at the beginning of the day. There are predictable routines which are followed by all children. The children have their equipment in clear places and their own space to store their own items. When moving between buildings or locations, teachers will line up the children and count them in and out, if necessary a child will walk with the teacher.

5d. How we adapt lessons and classrooms to help every child succeed

- **Making written information accessible**

Should a child have difficulties with reading text there are some adjustments that can be made. We can change to an accessible font, make the writing bigger, support with visuals and coloured paper. This will be guided by professional recommendations.

- **Adapting the curriculum**

Teaching and learning arrangements are adjusted as needed to allow a child to reach their full potential. This could include timetabling, adult support, seating arrangements, types of activity.

- **Use of technology**

For those children with additional needs they will have access to laptops and tablets, sound buttons and adaptive controllers as needed.

- **Curriculum for pupils with medical or health needs**

If a child cannot attend school due to medical appointments or regular illness. A plan will be put together to create a bespoke curriculum. This might include activities to do whilst they are off (only if appropriate) or additional support from teachers, adapted lesson plans and targeted catch up programmes.

- **Physical environment adaptations**

We have a range of adaptions that have been or could be made to the physical environment of the school. These include seating, classroom layouts, transitions between lessons, ramps, accessible toilets and quiet spaces.

5e. Extra help that can be offered when it's needed

In our school we offer the below interventions to support different areas on need:

Cognition and learning	Communication and interaction	Social, emotional and mental health	Physical and/or sensory	Special educational needs (SEN) with English as an additional language (EAL)
Pre-teaching Overlearning Additional phonics Additional reading Spelling Maths interventions Toe by Toe Multiplication additional practise Memory games	Lego therapy Sail into sounds Eco Squad	Lego therapy Social stories Emotion coaching Big Red Bus Self Esteem Eco Squad Hamish and Milo	Sensory circuits Handwriting	Pre-teaching

5f. How all children are included in every part of school life

Below are examples of adjustments we can make across the four main areas of need. Every child is different, so support is personalised.

Cognition and Learning: **Visual supports, Additional Reading time, Additional Processing 'thinking' time, Use of tinted overlays or coloured paper, Coloured reading rulers,** **Multi-sensory approaches to teaching: Mnemonics, Use of magnetic letters – Rainbow arc, Use of spelling by letter pattern, Exaggerated pronunciation, Use of rhythm and song, Sky 'air' writing,** **Phonics small group support** **Paired reading opportunities**	Communication and Interaction: **pictures and keywords displayed, visual supports** **sequencing of tasks, repeat instructions, use of low demand language, turn taking games, speech support, use of songs for routine, talk delivery slowed down with time given for processing** **Use of modelled phrases, Use of stem sentences** **"I can see you feeling….'** **"you can choose ___ or ____"** **use of key words/vocabulary emphasised when speaking**
Social, emotional and mental health: Seating plan Time out card Use of personalised motivation and reward system Clear and consistent approach to behaviour Use of timer – button timer or sand timer Sensory circuits Movement breaks Self-esteem support – small group	**Physical and/or sensory:** Consider lighting Coloured overlays, different coloured paper Eliminate inessential copying from the board Reduce background noise Slow down speech rate Sat at table with sufficient space LH and RH pupils not next to each other with adjacent hands

For further inform ing those with additi

School Accessibility Plan

5g. Support for children's wellbeing, confidence and friendships

- **Culture and ethos of the school**

As a small school, every member of staff knows every member of our school community including the children and their families. This relationship is at the heart of our approach to supporting emotional, mental, and social wellbeing in our community. Our Christian values are based on being inclusive and accepting of everyone and this is rewarded and shared with parents. We have a positive behaviour culture which focuses on accountability and restoration. Children are encouraged to develop empathy and staff support for friendships and wellbeing in an age appropriate manner.

- **Organisation of pastoral care**

As such a small team, the children have access to trusted adults at all time. Their first support is their class teacher who is available before school, at break and lunch times as needed. Parents can contact class teachers directly using class dojo and by contacting the school office. Mrs Wright (SENCO/Designated Safeguarding Lead/Headteacher) is available Monday to Wednesday and is happy to meet with parents and children. The final level of support is our incredible learning support team who work in the classrooms and are available to the children during break and lunch times.

- **Specialist advice and support**

We have access to an educational psychologist who advises the team on how best to support target children and when needed the school will reach out to gain specialist advice as part of the local offer e.g. Ivel Valley Outreach/Jigsaw.

- **Pastoral lead details**

Pastoral lead – Siobhan Wright. Contact via the school office on office@northillacademy.org.uk / 01767 617215

6. How we make sure the right equipment and facilities are available for children

How SEND funding in the current academic year is being spent

- **Specialist training for staff**

We are currently in the process of training Rachael Redwood-Worthy as a SENCo. We have also invested in training for our learning support to ensure they are knowledgeable in the interventions needed for our learners e.g. lego and speech therapy.

- **Specialist assessments for individual pupils**

We have invested in Nessy screening to identify those children who are at risk of dyslexia. This gives our teachers support in creating bespoke intervention plans.

- **Specialist equipment for individual pupils**

We have brought chair bands, pens, slopes and other pieces of equipment to support children's individual needs.

- **Learning support**

Our learning support is provided by two highly trained learning support assistants who provide one to one, small group and whole class support. There is a timetable of interventions planned and monitored by Rachael Redwood-Worthy.

- **Adapting the physical environment**

We have recently had a new school hall completed which includes a new disabled toilet and ramped entrances.

7. How we work together with parents and carers to support every child's journey

- **Day-to-day communication with the SENDCo/teachers**

You can contact teachers for day to day communication via the messaging facility in class dojo, via email or phone to the school office.

- **Supporting parents/carers to share their views and participate**

Parents/carers are involved in their child's SEND support via their involvement in review meetings, parents' evenings, questionnaires, class dojo and we have two parent governor roles. We have a specific SEND governor at all times who you can contact.

- **Using parents/carers' views to improve provision**

It is through collaboration and feedback we are able to improve provision for your children. We involve parents in SEND review meetings because you are the experts on your children and only through true collaboration and shared ideas will we find the most effective method of support for your children.

8. How we listen to children and young people and involve them in decisions about their learning

- **Supporting pupils to participate and share their views in school**

Children with SEND have the right to a voice in our school, during class teachers find a range of ways for children to communicate their ideas, adjustments are made so that all children can be heard and their opinions valued.

- **Opportunities outside school**

We share via class dojo any opportunities which are available outside of school for those children with SEND. If there is something that I think will specifically benefit an individual child/group of children I will email the information to their parents.

- **Involvement in decisions about their support**

Our SEND plans are written with the children, every plan includes a one page profile which is updated regularly with the child. There is a space for the child's views on their plan because it is important that they understand and can share their input on their plan. Children will be invited to join in the meeting reviewing their SEND plan/EHCP when it is appropriate. Their opinions are shared in the way the child is most comfortable with and gains the most information.

9. How parents and carers can share concerns and know they will be listened to

- **Actions if parents/carers are not happy with provision**

If you are unhappy with the support your child is receiving then initially discuss the issue with the class teacher. If you are unhappy with the outcome please contact Siobhan Wright.

- **Making a formal complaint**

If you feel that your initial informal complaint has not been resolved then within 10 days you can write a letter, email or use the complaint form (found on the school website) to make a formal complaint. This should set out briefly the grounds of the complaint, stating what it is that you consider should have been done or where the Academy has not met reasonable expectations and confirming the outcome sought. This will be acknowledged in writing within five school days. This will then be considered and the schools complaints procedure will be followed.

- **Support available to parents/carers**

There is help and advice available to you via local organisations e.g. SENDIASS (more information at point 11)

Links

SENDIASS

Complaints policy

10. How we work closely with other services and organisations to support children and families

In our school, we sometimes work with other services to make sure children with special educational needs get the right help.

Education	Health	Social Care	Third Party
Ivel Valley Outreach	School nursing team	Local authority Social Care team	SENDIASS
Speech and Language team			
Educational Psychologist			
Trust central team			

11. Where parents and carers can find extra advice, help and support

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) is a free and confidential service that offers advice and support to children and young people with SEND, and to their parents and carers.

- Telephone number - 0300 300 8088
- Email address - support@sendiass.co.uk
- Website - https://cbsendiass.org/

12. How we support children as they move on to new schools or prepare for adult life

- **Planning support for transitions**

We will put together a support plan for transitions for those children who need the additional support once the new school placement has been confirmed. This will be a collaborative piece of work between the school, the family and where possible their future school. We will have a meeting with you to share information of additional transition opportunities and how we are helping your child prepare for the transition.

- **Person-centred reviews**

During how transition planning we will focus on the individual pupil's needs, strengths, and preferences. It is important that this is shared with their future school on accurate SEND Support Plans and during any meetings with the SENCO/teacher from the new school.

- **Information sharing**

Data will be shared with the future school in line with our data protection policy. Once the placement is confirmed and we have met to create the transition plan we will agree the information that will be shared with their new school. Electronic documents will be shared using secure and encrypted emails and paper files will be delivered by our school staff to the new school.

- **Learning about new pupils**

When a new child starts at our school, we will ensure all documents have been transferred, electronic records have been transferred and a member of our school team will make contact with the previous schools staff including their SENCO, designated safeguarding lead and the child's most recent teacher. A meeting will be organised with the family and child so that they know what to expect and we can ensure that transition is as smooth as possible. They will be assigned a trusted member of staff in their classroom as a contact, meet their class teacher and be assigned a student support (an older child and a child in their class to support their transition).

- **Staff understanding**

For those children who are starting at our school with additional needs we will create a one page profile which can be shared initially with appropriate staff until a support plan can be created.

- **Future planning support**

As part of our SEND plans, pupils are supported to think about their future goals and adult life e.g., work, education, community involvement, independent living, health. This is a part of our school curriculum but will be discussed and support planned in detail for those children who have additional needs.

13. Where to find the Local Authority's Local Offer (a guide to all the services and support available in the area)

The Local Offer is an online guide to all the services and support available in your area for children and young people with special educational needs or disabilities, and for their families. It includes information about education, health, social care, activities, and support groups.

Central Bedfordshire Local Offer