

## SEND Information Report 2024-2025

New Government Legislation requires the academy to publish a new report called the SEND Information Report (clause 65 of the new SEN Act).

<p><b>What types of SEND do we provide for?</b></p>	<p>Rushden Academy is a mixed secondary academy and is part of a multi-academy trust called Tove Learning Trust. The Academy Sixth Form is in a consortium with Huxlow Academy. Currently there are approximately 942 on roll.</p> <p>The Autumn Census 2024 records the following data for students with Special needs:</p> <table border="1" data-bbox="403 555 1259 792"> <thead> <tr> <th>SEND Code</th><th>Number of Students</th></tr> </thead> <tbody> <tr> <td>Education, Health care Plan</td><td>19</td></tr> <tr> <td>Total number of students with SEND</td><td>128</td></tr> <tr> <td>Total of students with no SEND needs</td><td>814</td></tr> <tr> <td>Total number of students on roll</td><td>942</td></tr> </tbody> </table>	SEND Code	Number of Students	Education, Health care Plan	19	Total number of students with SEND	128	Total of students with no SEND needs	814	Total number of students on roll	942
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<p><b>How do we identify and assess students with SEND?</b></p>	<p>The Academy has a clear referral process approach embedded for identifying and responding to concerns relating to SEND, health and social, emotional, and behavioural difficulties. Referrals and concerns can be made to the SENDCo by parents, professionals, and academy staff. Students can also self-refer for support from the team. Following the receipt of a referral, the SENDCo will assess the needs of the student and liaise with the appropriate departments. If the support required is curriculum based, the SENDCo will liaise with department leaders and where appropriate, their teams.</p> <p>In addition to referrals, the SENDCo and the Heads of Year/ Director of Key Stage will explore national data (Key Stage 2 SATS) and internally generated assessment data from standardised literacy and numeracy assessments, including Reading Ages. These results are then considered with all of the student's contextual information prior to identifying appropriate support.</p> <p>The SENDCo and the Heads of Year/Director of Key Stage will liaise with department leaders and teachers to make regular assessments of the progress and attainment of students, identifying and referring areas of concern such as:</p> <ul style="list-style-type: none"> <li>• making slower progress than that of peers who have the same starting points;</li> <li>• failure to match or better previous rates of progress;</li> <li>• failure to close the gap between themselves and their peers;</li> <li>• widening of the gap, despite appropriate teaching.</li> </ul> <p>This may include progress in areas other than attainment, for example, social needs.</p> <p>Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.</p> <p>When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.</p>										

<p><b>Who is our special educational needs co-ordinator (SENDCo) and how can she/he be contacted?</b></p>	<p>The Academy SENDCo is: Mrs Paula Smith: <a href="mailto:p.smith@rushden-academy.net">p.smith@rushden-academy.net</a></p> <p>Contact can also be made via the academy telephone number: 01933 350391</p>
<p><b>What is our approach to teaching students with SEND?</b></p>	<p>The SEND Code of Practice (2015) suggests that students are only identified as SEND if they do not make adequate progress having received intervention, reasonable adjustments, and high quality teaching. Our teachers are responsible and accountable for the progress and development of all students in their classes, including students who receive additional support. All staff deliver high quality teaching which is differentiated for students with SEND which enables them to make progress within the classroom.</p> <p>Where there is evidence that a student is not making progress, a referral to the SENDCo is completed. Ideally, students receive support and interventions within the classroom as the academy recognises that students make the best progress when they are taught by a subject teacher within the classroom environment.</p>
<p><b>How do we adapt the curriculum and learning environment?</b></p>	<p>As outlined above, teachers have the first responsibility to provide high quality teaching and learning for students with special educational needs. As such, Rushden Academy adopts a 'whole school approach' which involves all staff delivering 'high quality teaching'. The staff are committed to identifying and providing for the needs of all students in a wholly inclusive environment.</p> <p>All staff are informed of student interventions and are advised of class-based strategies which support the progress of students within their lessons. When necessary, individual student meetings are organised to update staff about changes to needs and aid them in supporting students in maximising their potential.</p> <p>Reasonable adjustments are explored and considered to ensure that all students can access a broad and balanced curriculum. These include access arrangements for assessments, use of appropriate ICT (where possible), appropriately differentiated materials including enlarged papers, coloured overlays/coloured paper, and strategic seating plans.</p>
<p><b>How do we enable students with SEND to engage in activities with other students who do not have SEND?</b></p>	<p>The SEND Team plays an integral part in the Year 6 transition programme to ensure that all students are given the best possible start to their education at the academy.</p> <p>All SEND students have access to all extra-curricular activities, along with equal and positive access to trips and visits. In addition, break and lunch time clubs, social skills groups, and homework sessions are available throughout their schooling.</p> <p>Within the classroom it is expected that all students will work together in groups, pairs and small groups to ensure they engage in independent learning in an inclusive environment. Teachers will facilitate interactions, checking understanding, defining group roles, and if necessary, scaffold and model answers.</p>

<p><b>How do we consult parents of students with SEND and involve them in their child's education?</b></p>	<p>The academy actively seeks the involvement of parents in the education of their children. It is recognised that the support and encouragement of parents is particularly important for students with special education needs and is often the crucial factor in achieving success. Parents will always be kept informed about the additional needs experienced by their children in accordance with the recommendations outlined in the SEND Code of Practice (2015).</p> <p>Communication between parents and the Academy is consistently maintained. Parents are fully consulted before referrals are made to the local authority, and external agencies. All relevant outside parties are invited to attend formal review meetings, and all relevant details about student intervention are shared with parents in a timely manner. Progress updates are provided along with their curriculum subject reports.</p> <p>The academy has implemented an online platform - Provision Map - in which an individual plan is created for each student, these are shared with Parents.</p>
<p><b>How do we consult students with SEND and involve them in their education?</b></p>	<p>The academy works to ensure that students are fully aware of their individual needs and their targets. Students are involved as much as possible in making decisions regarding their education. Students are also consulted in the creation of their information sheets and set targets which encompass how teachers can support them in lessons and how they can support themselves to remain as independent as possible in their learning.</p>
<p><b>How do we assess and review students' progress towards their outcomes?</b></p>	<p>The progress of students is monitored through the <b>'Assess, Plan, Do, Review'</b> model. This is used to determine whether a student is making progress and whether there may be any further underlying difficulties. The classroom teacher is expected to implement different strategies to support the learning within the classroom environment prior to a referral being completed. Where there is no progress despite appropriate intervention, the student will be placed on the academy's SEND list and appropriate interventions will continue. Where necessary, external agencies will be consulted.</p>
<p><b>How do we support students moving between different phases of education?</b></p>	<p>During Key Stage 2 transition, Rushden Academy liaises with local feeder primary schools to ensure all relevant information, including test results, are communicated for students. Where there are identified issues in the primary school, liaison occurs at a deeper level with the academy, parents, and external agencies if necessary. There are robust transitional programmes in place, including two transition days for all year 6 students. Further transition days are planned for students with special needs to support the transition.</p> <p>For students with EHCPs and external agency involvement the SENDCo will, when possible, attend the Year 6 Annual Reviews and/or external agency meetings. Following the meetings, advice will be offered to the primary schools on appropriate preparation to enhance the transitional phase.</p> <p>During Key Stage 4, all SEND students will have access to career advice to explore possible post 16 options. Students will be supported with college applications where relevant and also college visits.</p>
<p><b>How do we support students preparing for adulthood?</b></p>	<p>Pastoral programmes support all students in looking at options, careers and post-16 and post-18 transition as well as the PHSE/Personal Development programme and other curriculum areas addressing other aspects of social and emotional development.</p> <p>The academy also liaises with the Local Authority to support parents in accessing external services which may be needed Post 16. This is vital to support the successful transition of students and to identify any areas of concern to seek efficient resolutions.</p>

<p><b>How do we support students with SEND to improve their emotional and social development?</b></p>	<p>The academy is supported by the school Nursing Team who are available through a referral process. Students can access confidential advice related to health and well-being.</p> <p>Where staff are concerned about a student's learning or progress, they utilise the academy support systems and raise referrals to the appropriate member/s of staff. Concerns are considered by an experienced team, which includes the SENDCO, Designated Teacher for Looked after Children and the Designated Safeguarding Lead (DSL). Referrals may then be made to appropriate members of the Student Services Team. Well-being needs are discussed weekly and cases are reviewed before next steps are decided and actioned.</p> <p>The Safeguarding Team meets regularly to discuss new cases and to provide updates on students with social and emotional difficulties and/or Safeguarding concerns.</p> <p>Reasonable adjustments are made to classroom environments and provisions to ensure that all students, including those with long term health care needs or temporary injuries, can access the wider curriculum. This includes external academy activities and extracurricular activities. Where necessary individual risk assessments are completed and a referral to external agencies where required.</p> <p>The Academy has access to "ETHOS Team" via the Grace Foundation. The Team provides specialist support through youth mentoring, family support, and bespoke targeted workshops.</p>
<p><b>What expertise and training do our staff have to support students with SEND?</b></p>	<p>All staff are made aware of how they can support individuals within the classroom through the sharing of individual 'Pupil Passports' with strategies for supporting students with SEND difficulties. Staff also have the opportunity to attend specific SEND training which is made available throughout the academic year. Teaching Assistants have a range of specific qualifications and experience in supporting students with autism, speech and language difficulties and specific learning difficulties. In addition, the SEND HUB Team is trained to support students with emotional literacy, social and mental health difficulties, and other specific health needs.</p> <p>Other staff receive timely updates from the SEND Team in relation to the changing needs of individual students. Where the student's needs are complex, opportunities for specific training/and or meetings are organised. The academy has specialist trained staff who are able to cascade information and support staff where a need is identified.</p>
<p><b>How will we secure specialist expertise?</b></p>	<p>In addition to the specialist staffing available within the academy, support and guidance can be accessed from the following:</p> <ul style="list-style-type: none"> <li>Autism Teams</li> <li>Education Inclusion Partnership Team (EIPT)</li> <li>Educational Psychology Team</li> <li>Services for the Visually Impaired and Hearing Impaired</li> <li>SEND Local Authority Teams</li> <li>Independent Careers Advisor</li> </ul>

	<p>Children and Adult Mental Health Services (CAMHS)</p> <p>Multi Agency Safeguarding Hub (MASH)</p> <p>Social Services Early Help Assessment</p> <p>Looked After Child Team (Virtual Schools)</p> <p>Speech and Language Therapists</p> <p>Parent Partnerships</p> <p>Maplefields Outreach Programme</p> <p>Specialist Support Service for SEND (SSS)</p> <p>Better Together Learning Trust Outreach Programme</p> <p>All relevant health professional services, including the Community Paediatrician</p>
<b>How will we secure equipment and facilities to support students with SEND?</b>	<p>Academy staff liaise with external professionals, medical teams and local authorities to ensure that any required specialist resources are in place to support the educational needs of its students. When necessary, the academy applies for Locality Funding, Educational Health and Care Plans, or additional funding through the EIPT to support the needs of students.</p>
<b>How do we involve other organisations in meeting the needs of students with SEND and supporting their families?</b>	<p>The SENDCo will consider academy based referrals along with all progress and attainment data and standardised assessments, comparing them with national data and expectations of progress before making decisions about appropriate interventions.</p> <p>Where further assessments are necessary, there will be close liaison between the academy and parents. The views of the student will also be carefully considered. Where, following appropriate intervention, there are on-going concerns about progress, access to the curriculum or social and emotional well-being, external support may be considered and consent of parents sought. Where on-going concerns and referrals are not supported by the parents, additional guidance for academy staff may be sought from external agencies. The SENDCo will complete referrals to the relevant professionals such as specialist teachers, Speech and Language Therapists, Educational Psychologist and Occupational Therapists, sharing with them all relevant data and reports in line with the academy's GDPR policies.</p>
<b>How do we evaluate the effectiveness of our SEND provision?</b>	<p>The progress of SEND students is monitored and evaluated in line with the academy's Assessment Policy and the Code of Practice. Progress is explored through standardised assessments and informal assessments. Student improvement Plans, Individual information sheet, and outcome driven targets are updated as necessary following assessments. Amendments to provision occur as dictated by student results and progress towards targets. This follows the 'Assess, Plan, Do, Review' model of the SEND Code of Practice (2015). Targets, desired outcomes, and Pupil Passports are shared with staff, students and parents who are encouraged to actively participate in the process.</p>

<p><b>How do we handle complaints from parents of children with SEND about provision made at the academy?</b></p>	<p>Should parents be unhappy with any aspect of their child's care at Rushden Academy, they can seek to resolve this informally with the relevant staff in the first instance. If this does not resolve the problem, or allay the concern, the problem can be brought to the attention of a member of the Senior Leadership Team, or the Complaints Procedure can be followed (available on the academy website).</p>
<p><b>Who can young people and parents contact if they have concerns?</b></p>	<p>Parents can contact their child's form tutor, Head of Year/Director of Key Stage, and subject teachers if they have concerns. If necessary and appropriate, the member of staff will forward the concerns to the SENDCo who will explore the nature of the concern.</p>
<p><b>What support services are available to parents?</b></p>	<p>Parents may find the following documents and other related policies helpful:</p> <p><b>Northants County Council:</b>  <a href="https://www.northnorthants.gov.uk/">https://www.northnorthants.gov.uk/</a></p> <p><b>The Admissions Policy and arrangements are on the academy website and enquiries should be made to:</b>  <a href="https://www.rushden-academy.net/">https://www.rushden-academy.net/</a></p> <p><b>Academy based careers advice:</b>  The academy's careers leader is Mr T Billam. He can be contacted via email:  <a href="mailto:t.billam@rushden-academy.net">t.billam@rushden-academy.net</a></p> <p><b>Northants County Council Early Help Team Telephone:</b> Call 0300 126 1000 then enter 12 when prompted (or select option 1 and then option 2 if following the recorded instructions)  Website address:  <a href="https://nctrust.co.uk/early-help-professionals/">https://nctrust.co.uk/early-help-professionals/</a></p> <p><b>Multi Agency Safeguarding Hub (MASH:)</b> Telephone: 0300 126 7000  Website address:  <a href="https://nctrust.co.uk/report-a-concern-or-request-support/">https://nctrust.co.uk/report-a-concern-or-request-support/</a></p> <p><i>Details correct as of November 2024</i></p>
<p><b>Where can the LA's local offer be found? How have we contributed to it?</b></p>	<p><b>Details about Northamptonshire's Local Offer can be found by accessing the link below:</b></p> <p><b>Northamptonshire County Council School based Local Offer:</b>  <a href="https://www.northnorthants.gov.uk/schools-and-education">https://www.northnorthants.gov.uk/schools-and-education</a></p> <p><b>Northamptonshire County Council SEND based Local Offer:</b>  <a href="https://www.northnorthants.gov.uk/advice-and-support-early-education-and-childcare-providers/special-educational-needs-and">https://www.northnorthants.gov.uk/advice-and-support-early-education-and-childcare-providers/special-educational-needs-and</a></p>

Reviewed November 2024

## REVIEWING THE SEND Information Report:

The SEND Information Report will be reviewed by: November 2025  
Report Created by Mrs P. Smith (SENDCo)

A 'parent' is defined as:

- All natural (biological parents, whether they are married or not)
- Any person who, although not a natural parent, has parental responsibility for a child or young person
- Any person who, although not a natural parent, has care of a child or young person (Section 567 of the Education Act 1996)