The Hyndburn Academy
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Part of United Learning

SEND Information Report

Last reviewed	October 2026
Review frequency	Every 1 year
Review date	October 2027
Person responsible	Amy Lawson – Acting SENDCo Eloise Lambert - Associate SENDCo

What types of SEND are provided for?	**Communication and interaction** Speech & Language and Communication Needs (SLCN), Developmental Language Delay (DLD), Autism Spectrum Condition (ASC) including Asperger's Syndrome. **Cognition and learning** Moderate Learning Difficulties (MLD), Dyslexia, Dyscalculia,Dyspraxia. **Social, Emotional and Mental Health Difficulties** Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) attention deficit disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD). **Sensory and/or physical needs** Visual Impairment (VI), Hearing Impairment (HI), Physical Disability (PD).
A whole academy approach	High quality first teaching and additional interventions are defined through our dialogue across the academy. We regularly review and record what we offer a young person in our care. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners. Underpinning all our provision in academy is the **graduated approach** cycle of:  All teachers are responsible for every child in their care, including those with special educational needs.

	SEND support at The Hyndburn Academy is implemented and regularly reviewed using the 'graduated approach', outlined above.The team will be involved at every stage of this process: 1. **Assess**: the class/subject teacher and SENDCo should clearly analyse a student's needs before identifying him/her as needing SEND support. 2. **Plan:** the class/subject teacher and SENDCO should agree the support to be put in place. Parents/carers must also be notified and consulted. The support will usually be set out in an academy-based SEND support plan. 3. **Do:** the class/subject teacher remains responsible for working with the student on a daily basis. Students may also receive additional interventions outside the main curriculum, but the focus should be on integrating all students and continuing to use high-quality, differentiated teaching. 4. **Review**: the class/subject teacher and SENDCo should review the effectiveness of the support regularly and agree any changes where needed. The quality of teaching for students with SEND, and the progress made by students is a core part of the academy's performance management arrangements and its approach to professional development for all teaching and support staff. The SENDCo will discuss any patterns in the identification of SEND, both within the academy and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching. The identification of SEND is built into the whole school approach on assessment.

How do we identify children and young people with SEND andassess their needs?	Identification of students with SEND results from: • Information from either the primary or previous school which is passed to the SEND team. • The academy's own baseline assessments. • KS2 SATs scores. • Progress based on data collections. • Teacher referrals. • Head of Year referrals. • Parent / carer referrals. • Referral from an outside agency.
What is the localoffer?	Lancashire County Council's Local Offer can be found using the followinglink: https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/
What is the name and contact details of our SENDCo?	Mrs A Lawson – Acting SENDCo – amy.lawson@hyndburnacademy.org.uk Mrs E Lambert – Associate SENDCo – eloise.lambert@hyndburnacademy.org.uk
How do we consult with parents/ carers of children with SEND and involve them in their child's education?	We believe that regular and effective engagement with parents / carers by schools often leads to improved student outcomes, attendance and behaviour. Where a student is receiving support, we talk to parents / carers regularly to set clear outcomes and review progress towards them. We discuss with parents / carers the activities and support that will help achieve them; and identify the responsibilities of the parent / carer, the student and the school. In addition to parents' evenings, we meet parents / carers of students with and EHC plans at least three times each year. These are to review the progress students are making in relation to the targets in the student's student passport and for their annual review.
How do we consult young people with SEND and involve them in their education?	We consult with SEND students by: ▪ Heads of Year speak to targeted groups of students including SEND students. ▪ Departments collect student views on their work and progress in the classroom. ▪ Students with an EHCP have an opportunity to tell us what they think as part of the review process. ▪ Students' views are considered when creating their Student Passport.
How do we assess and review children and young people's progress towards outcomes?	▪ Progress is continually monitored by teachers, tutors and Heads of Year. ▪ The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

What opportunities are there to work withparents / carers and young people as part of any assessments and reviews?	▪ Progress of students in Y11 with an EHCP or who are identified asSEND support is reviewed after each professional predicted grade is entered into Arbor ▪ The student and parent / carer voice are captured ahead of and during Annual Reviews to review outcomes and set new goals. ▪ Student's views are considered when creating their Student Passport. ▪ The Inclusion team conducted student voice on a termly basis anduse this to enhance practice.
How do we support children and young people in moving between phases of education and in preparing for adulthood	To ensure a successful transition to the academy for students with SEND: ▪ The academy holds an open evening in September/October for all primary students and their families who are in the process ofchoosing a secondary school and the SENDCo is available to speak to parents / carers. ▪ We contact our feeder primary schools to find out as much information about the needs of the SEND students transferring tothe academy. ▪ There is planning between the schools and with parents/carers in Year 6 to support the student's move from primary to secondary school. ▪ The primary transition day takes place in July for all students transferring to the academy. ▪ An additional transition day is also offered to SEND students to support the move ▪ On entry to the academy, all students KS2 scores are reviewed.This helps pick up potential difficulties at the earliest stage. ▪ We ensure that teachers are highly alert so that such areas ofneed are spotted early and referred to the SEND team so thatsupported can be coordinated promptly. ▪ In Year 9, SEND students are interviewed by either the SENCo, amember of SLT or their head of year regarding their chosen courses to make sure they have chosen the best subjects and qualifications for their career path. We help prepare SEND students for transfer to post -16 education: ▪ All students with an EHCP will have at least one meeting with amember of staff from the carers advisory service. During this meeting students will have the chance to talk about different Post 16 options. ▪ Academy staff liaise with work experience placements to ensurethat their staff are aware of student needs. ▪ Students receive support with completing college applicationsand, if required, a member of inclusion can also attend the college interview to support the process.

What is our approach to teaching children and young people with SEND?	Our SEND provision will depend on the student's needs. **If a child has difficulties with literacy and learning Students have an opportunity to access:** ▪ Quality First teaching with appropriate differentiation (including best SEND practice). ▪ Visual aids to support key vocabulary, concepts and themes. ▪ Access to homework support clubs with support from learningsupport. ▪ A range of Literacy Interventions ▪ KS2 to KS3 transition support ▪ Access to assessment for identification of significant needs. ▪ Dedicated and caring staff who value all students regardless of ability. **Support for targeted groups of students may include:** ▪ Small group lessons that focus on a range of needs such as literacy, comprehension and spelling. ▪ Additional intervention to enable small group literacy teaching delivered by SEND specialists if parent/carer permissionis gained. ▪ Support in some lessons. **Targeted individual support may include:** ▪ Where needed, help from an external agencies (e.g. Educational Psychologist). ▪ Testing for students with literacy difficulties to review and plan. ▪ External agency advice where needed including learning assessments completed by a Specialist Dyslexia Teacher. ▪ Exam Access Arrangements. ▪ Post 16 Transition support. **If a child has sensory and/or physical needs,Students have an opportunity to access:** ▪ Quality First teaching with appropriate differentiation (including best SEND practice). ▪ Visual aids to support key vocabulary, concepts and themes. ▪ Amplification of sound for aid users. ▪ Access to VI equipment for students with a visual impairment.

	▪ Access to homework support clubs with support from Learning Support. ▪ Specialist clubs offered at lunch times. ▪ Access to Occupational Therapy Services. ▪ Access to a Physical Disability Specialist Teacher who works in collaboration with the academy Inclusion staff. ▪ If required, a personal medical care plan will be in place. ▪ KS2 to KS3 transition support via tutor programme. ▪ Access to assessment for identification of significant needs. ▪ Dedicated and caring staff who value all students regardless ofability. **Support for targeted groups of students may include:** ▪ Medical Care Plans. ▪ Handwriting /fine motor/keyboard skills training. ▪ Group discussions and information given through Inclusionsupport. ▪ Access to assistive technology, software, audio digital books andIPad applications. ▪ Access to Inclusion Support Team **Targeted individual support may include:** ▪ Personalised support plans. ▪ Access to a Mobility Officer. ▪ 1:1 Outside Agency support from Advisory Teachers. ▪ Individual handwriting /fine motor/keyboard skills training. ▪ Specialist equipment and materials, such as low vision aids andenlarged adapted resources. ▪ Access to assistive technology, software, audio digital books and IPod applications. ▪ Targeted support for complex medical needs ▪ Exam Access Arrangements. **If a child has difficulties with communication and interaction, Students have an opportunity to access:** ▪ Quality First teaching with appropriate differentiation (including best SEND practice). ▪ Visual aids to support key vocabulary, concepts and themes. ▪ Access to homework support clubs with support from the Inclusion Team ▪ SLCN intervention programmes. ▪ Access to Speech and Language Therapy input and assessment if this is required. ▪ Literacy Intervention. ▪ KS2 to KS3 transition support. ▪ Access to assessment for identification of significant needs.

	Support for targeted groups of students may include: ▪ Assessment and identification of language need and feedback toparents / carers and staff. ▪ Small group sessions with specialist teacher/Speech and Language Therapist. ▪ In-class support in some lessons. ▪ Specialist lunch time extra-curricular offer. **Targeted individual support may include:** ▪ 1:1 sessions with a Speech and Language Therapist for youngpeople with EHCPs identifying SLCN. ▪ 1:1 sessions with Inclusion Team in the school, linked to otherneeds on ECHP. ▪ On-going monitoring and regular feedback to parents / carers and students (at least termly and including the Annual Review). ▪ Exam access arrangements. ▪ Post 16 transition support. **If a child has difficulties with social, emotional health or mental health, Students have an opportunity to access:** ▪ Quality First teaching with appropriate differentiation (includingbest SEND practice) ▪ Access to a school counsellor. ▪ Access support from a Well-Being Practitioner in collaborationwith ELCAS. ▪ If flagged during screening or transition, access to the Motivational Mentoring Programme. ▪ Whole school focus on building self-esteem, staying safe and recognition of achievement. ▪ Whole school policy for behaviour management with graduatedresponse. ▪ Key Stage transition support. ▪ Access to peer mentoring led by the ELCAS Well-Being Practitioner. **Support for targeted groups of students may include:** ▪ ALL years Motivational Mentoring Programme ▪ Learning Support lunchtime drop-in. ▪ Year 7 transition support groups. ▪ Peer mentoring ▪ Year 11 support with college applications and career paths. ▪ Year 11 support for exam stress management. ▪ Access to support in liaison with ELCAS professionals. ▪ Support from mentors on Exam Results Days.

	Targeted individual support may include: ▪ 1:1 mentoring. ▪ Counselling. ▪ Outside agency input (eg. Educational Psychologist) ▪ Well-being Practitioner support. ▪ Flexible timetables. ▪ In-class support for students at risk of exclusion. ▪ Support by a mentor if a student attends an alternative pathwayand needs support at the transition phrase. ▪ Child Looked After support from Safeguarding Lead. ▪ Close liaison with the family to build collaboration and partnership.
How are adaptations made to the curriculum and the learning environmentof children and youngpeople with SEND?	▪ Teachers plan lessons and homework according to the specific needs of all groups of children in their class and will ensure thata child's needs are met. ▪ A member of Learning Support may work with the teacher to support a child's learning in the classroom. ▪ Specific resources and strategies will be used to support a child individually and in groups as is judged appropriate to meeting a child's needs. ▪ We provide targeted support with homework at lunchtime and after school. ▪ Timetables are adjusted to support students with SEND – for example providing specialist literacy intervention classes. ▪ Differentiated schemes of work are in place. ▪ Team teaching between subject specialists and Inclusionteachers takes place in the core subjects.
How do we train staffto ensure that they are fully able to support children and young people with SEND?	We develop our staff's knowledge and practice through the following methods: ▪ SENDCo attendance at SENDCo Network Meetings. ▪ Whole school INSET days that focus on SEND and Inclusion. ▪ The creation of the Inclusion area to share strategies. ▪ In school sessions – SENDCo organising training for Learning Support on thedifferent categories of SEND/strategies/interventions etc. ▪ Delivering training sessions for newly qualified staff, traineeteachers and staff new to the school. ▪ SEND staff working closely with teachers and Heads of Department to make sure that the most effective strategies andinterventions are used to meet the needs of all SEND students. This takes place on request. ▪ Internal reviews which focus on SEND good practice. ▪ Subject teachers are encouraged to develop their own subject specific expertise by attending relevant courses and/or seekingout information. ▪ Team teaching opportunities.

How do we evaluate the effectiveness of the provision made for children and young people with SEND?	We believe that regular and systematic monitoring and evaluation is vitalto ensure effective SEND provision. **We do this in several ways including:** ▪ Regular observations and learning walks. ▪ Analysis of the attainment and achievement of different groups of students with SEND. ▪ Success rates in respect of targets. ▪ Post 16 destinations of young people with SEND. ▪ Scrutiny of teacher's planning and students' work. ▪ The views of parents / carers and the students. ▪ Regular monitoring by the governing body/SEND governor. ▪ Maintenance of assessment records – numeracy, reading and spelling ages etc – that indicate progress over time for students involved in small group / individual intervention. ▪ Departmental reviews of the progress of SEND students. ▪ Annual reporting on successes and identifying aspects for future improvement. ▪ Monitoring the number of students requiring lower levels of support. ▪ Monitoring procedures for identification and assessment of andprovision for students with SEND. ▪ Reviews of the SEND department by professionals within United Learning.
How do we ensure that children and young people with SEN are enabled to engage in activities available with children and young people in the school who do nothave SEND?	We make every effort to include all students in school trips. If an individual risk assessment is required, we will write this to ensure that everyone is fully included. We also help prepare children for any changes in their school day, such as school trips, awards ceremonies and sports day. We are able to write Social Stories to help students prepare for their participation in a school trip or activity. We monitor the attendance of SEND students on school trips.
What support does the academy providefor improving emotional and socialdevelopment?	We support children to develop socially and emotionally in the following ways: ▪ Motivational Mentoring Programme ▪ Tutor periods and reflective character-building activities ▪ Report card monitoring ▪ Assemblies ▪ Learning mentor sessions ▪ Counselling services ▪ Lunch time clubs and activities ▪ Reward trips
What arrangements are there for listening to the views of	▪ Heads of Year speak to targeted groups of students including SEND students.

children and young people with SEND?	▪ Departments collect student views on their work and progress in the classroom. ▪ Students with an EHCP have an opportunity to tell us what they think as part of the review process. ▪ The termly collection of student voice by Inclusion Leads.
What measures are there to prevent bullying?	The academy has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including: ▪ The consistent promotion of the school's code of behaviour which requires all students to respect the rights of others. ▪ The reinforcement of the clear message that violence has no place at the academy and that restorative practice is a core ethos in restoring broken relationships. ▪ Consultation with the 'Student Voice' on how to prevent bullying. ▪ Training for all members of staff on the Behaviour and Inclusion policy and strategy. ▪ The supervision by school staff of all social areas at lunch times and breaks. ▪ Swift and decisive action by the Heads of Year in conjunction with Inclusion team members if required. ▪ Peer mentoring support. ▪ Providing information to all parents / carers on the symptoms of bullying and the steps to take if the suspect their child is being bullied. ▪ Mobile phones not being permitted to be used during school hours. ▪ The celebration of all student's backgrounds and cultures through assemblies, tutor periods and lessons such as the assembly to raise awareness. ▪ Revised Equalities Policy. ▪ Students discuss and explore bullying issues and how to increase the anti-bulling culture of the academy during tutor periods and lessons in relevant curriculum areas. ▪ Raising awareness of cyber bullying and teaching students to safely use technology (including mobile phones, email, internet). ▪ All websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Principal and the Safeguarding Leads. If appropriate,action will be taken and recorded. ▪ Effective recording systems on Arbor. ▪ Work with multi-agency teams including police as appropriate. ▪ Contacting the parents of both the child being bullied and the bully. ▪ Challenging sexual content within verbal abuse, specifically homophobic and gender abuse/ discrimination.

How does the academy involve otherbodies, including health and social care bodies, local authority support services and voluntary sector organisations, to support children and young people with SEND and their families?	The academy aims to work in partnership with other agencies to provide effective support based on the needs of the student. **Such specialist services include:** ▪ Educational Psychologists ▪ Enhanced Learning Credits Administration Service (ELCAS); ▪ Specialist teachers or support services for learning. ▪ Therapists (including speech and language therapists, occupational therapists and physiotherapists). ▪ Access to a Physical Disability Advisory Teacher. We also arrange Multi-Agency meetings to secure effective expert support from outside agencies in assessing more complex cases andmaking provision for the most vulnerable students.
What arrangements are there for handling complaints from parents / carers of children with SEND about the provision made at the academy?	We seek to promote an active partnership with parents/carers and to involve them fully at every stage. Most concerns and complaints can quite properly be resolved swiftly and satisfactorily. Formal complaints are resolved through our complaints process. Our complaints process is detailed in a document entitled The Hyndburn Academy Complaints Procedure. This document can be found on our website.